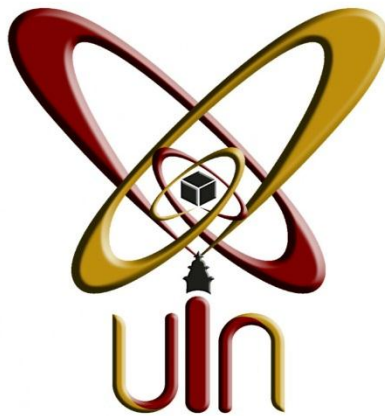


**THE IMPLEMENTATION OF ENGLISH DAY
PROGRAM ON STUDENTS' SPEAKING
IMPROVEMENT**

*(A Case Study Research at The Second Year of Islamic Senior High
School Darul Iman, Pandeglang-Banten)*

A PAPER

Submitted to the English Education Department, Faculty of Education
and Teacher Training, As a Partial Fulfillment of the Requirement
for the "Sarjana" Degree



By:

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1439 A.H/2018 A.H**

STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, July 9th, 2018

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Siti Ayda Nurcholilah, 2018, “The Implementation of English Day Program on Students’ Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman, Pandeglang-Banten),” (Undergraduate Research Paper, English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten. Adviser: Dr. H. Wawan Wahyudin M. Pd. and Eulis Rahmawati, M.Pd.

ABSTRACT

This research investigates English day program in speaking improvement. This research is conducted based on the main problem 1) How is the students’ speaking improvement? 2) How is the implementation of English Day Program on speaking improvement? This research aims at: 1) Knowing how the students’ speaking improvement during join English day program in their school 2) Knowing the implementation of English Day Program on students’ speaking improvement.

To answer the question, the writer collects the data by using observation, interview and test. The oral test is used to know how is students’ speaking ability and their speaking improvement. The writer takes the second grade of Islamic Senior High School DarulIman which consists of 26 students as respondents of the research. The data is calculated by formula: $P = \frac{F}{N} \times 100\%$. To find out the level of percentage in implementation of English day program use the measurement as follow; 1) 83% -105% is excellent 2) 65% -82% is very good 3) 50% -64% is good 4) 33% -49% is enough 5) 16% -32% is low.

The result of this research states that after calculating the data, the students’ speaking improvement through implementing English day program is 63, 08%. It concludes that the implementation of English day program on students’ speaking improvement at the second year of Islamic Senior High School Darul Iman can help students in understanding and improving their speaking ability.

Keywords: English day program, speaking improvement.

THE ADVISERS' APPROVAL

This is to certify
That the undergraduate research paper of
Siti Ayda Nurcholilah entitled
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Improvement”*

(A case study at The Second Year of Islamic Senior High School
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DEDICATION

This research paper was dedicated for:

My beloved parent, Mr. Solihin and Mrs. Yati, who always give me their best prayer, support, sacrifice, motivation, strength and so many things that I cannot count all of it.

My beloved young brothers and sister (Syahrul Roji Baihaki, Achmad Fauzi Ramadhan and Siti Fatimah Az-Zahra) for praying, motivating, supporting and always cheer me up in finishing this research.

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I am thankful for those who prayed and supported me during times I did not have the strength to do it for myself.

MOTTO

وَإِلَىٰ رَبِّكَ فَارْغَبْ

And to your Lord direct (your) longing

(Al-Insyirah: 8)

A BRIEF BIOGRAPHY

The writer, Siti Ayda Nurcholilah was born in Pandeglang on February 14th, 1997. She is the first child of four siblings. Her parent's names are Solihin and Yati.

She passed her elementary school at SDN Ciputri in 2008, then completed her Islamic education at MTs MII Cidangiang in 2011 and senior high school was finished at SMK Negeri 1 Pandeglang in 2014. And then, she continued to high level education by joining undergraduate program of English Education Department, faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten.

During studied in the university she was active in Association of English Students as member in internal division.

Serang, July 9th, 2018

SITI AYDA NURCHOLILAH
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In the name of Allah, the Almighty and Merciful. Praise is only to Allah for all His abundant blessing, mercies and guidance, so that the writer is able to complete this paper. The invocation and regard may go to the greatest prophet Muhammad SAW. peace be upon him, to his family, his friends as well as to us.

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Finally the writer realizes that this paper is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an

important contribution to the development of English Education. May
God always bless us in the right path. Aamiin.

Serang, July 9th, 2018

The Writer

TABLE OF CONTENT

STATEMENT OF ORIGINALITY	i
ABSTRACT	ii
LEGALIZATION OF DEAN FACULTY	iii
THE BOARD OF EXAMINERS' APPROVAL.....	v
DEDICATION	vi
MOTTO.....	vii
A BRIEF BIOGRAPHY	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xii
LIST OF TABLES.....	xv
LIST OF APPENDICES	xvi

CHAPTER I : INTRODUCTION

A. Background of the Study	1
B. Identification of the Problems	5
C. Limitation of the Problem	5
D. The Research Questions	5
E. The Aims of the Study.....	6
F. Significance of the Study	6
G. The Organization of Writing	7

CHAPTER II : THEORITICAL FRAMEWORK

1. Speaking

A. Definition of speaking	9
B. Factors affecting speaking on EFL learners	11
C. Factors that improving students' speaking ability.....	15
D. Basic Types of Speaking	17
E. Speaking Classroom Activity	18
F. Speaking Assessment	21

2. English Day Program

A. Definition of English day program	25
B. Designed time of English day program	27
C. The Purpose of English day program	27
D. The Rules of English day program	39
E. English day program activity	30

CHAPTER III : METHODOLOGY OF RESEARCH

A. Method of The Research	34
B. The setting of The Research	35
C. Technique of Collecting Data	36
D. Technique of Analyzing Data	38

CHAPTER IV : RESULT AND DISCUSSION

A. Students' Speaking Ability..... 45

B. The Implementation of English Day Program..... 52

CHAPTER V : CONCLUSION AND SUGGESTIONS

A. Conclusion 59

B. Suggestion 60

REFERENCES 62

APPENDICES 65

LIST OF TABLE

Table 3.1 Proficiency description of student's speaking ability.	40
Table 3.2 Wighting Table	43
Table 3.3 Conversion Table.....	44
Table 4.1 The students' score of speaking ability	46
Table 4.2 The levels group and students' score	48
Table 4.3 English day program schedule.....	53

LIST OF APPENDICES

Lesson Plan.....	65
Instrument of research	73
Islamic Senior High School Darul Iman Curriculum	77
Observation Field Note	83
Interview Script	87
SK Bimbingan Skripsi	95
Research Recommendation	97
Surat Keterangan dari Sekolah	98
Documentation	99
Consultation Sheet	100

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the most important product of language learning. Someone can be said to be successful in language learning is because of his/her speaking ability itself. Beside that, it is important in accepting spoken information. Because it will be based on how well they speak and get new information and how well they learn. Students must have good skills in speaking in order to be successful in communicating and relating with other people around them.

Most of the students in Indonesia are bilingual or even polyglot. Some of them are using their local language (such as Sudanese, Javanese, Malay, and others) as the first language (L1). And there are some of them are using *bahasa* as their mother tongue. However, they are exposed to foreign languages. It does not mean that students are easy to learn about those languages and master the languages especially in terms of speaking. As we know that, learning a language need a long process and it takes time and hard work to get it. In this paper, the writer focuses on English language learning to be researched. In order

to have good English proficiency, students must learn the important parts of English to have good skill in using it.

Allah has said in verse 22 of Surah Ar-Room that Allah created various nations, tribes, races and languages for us to learn, so that fellow human beings can know each other and understand all matters relating to the people around.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَالاخْتِلاَفُ اَلْسِنَتِكُمْ وَالْوَاوَاكُم
اِنَّ فِى ذٰلِكَ لَاٰيَاتٍ لِّلْعٰلَمِيْنَ

“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colours. Indeed in that are signs for those of knowledge”. (QS. Ar-Room: 22).¹

Second language acquisition refers to all aspects of language that the language learner needs to master.² For many students the prime goal of learning a foreign language is be able to speak it.³ Teachers should help students to achieve their goal that is to improve their

¹ Departemen Agama RI, Al-Quran dan terjemahnya, (Bandung: PT Sygma Examadia Arkanleema, 2009), 406.

² Michael Lewis, *The Lexical Approach*, (London: Global ELT, 2002), 54.

³ Walter Grauberg, *The Elements of Foreign Language Teaching*, (Clevedon: Multilingual Matters, 1997), 201.

English skills especially speaking ability by excluding all their best abilities.

One of the difficulties faced by the students is how they can apply what they have been learned in the class to the outside of the classroom. This term seems difficult for most of the students because they are lack of motivation, they are not confident to deliver their opinion, they are not able to arrange sentences to be delivered, they have difficulty in pronouncing sentences and lack of vocabulary. It means those difficulties happen because of students' worries to practice a language.

Remember that speaking is one of English skills which is difficult and need habit to master it then the writer would like to study a school which applies one of the programs that are expected to help students to speak foreign language actively, especially English language. English Day Program is a solution for students to have good communication skill by applying English in daily conversation and school activity.

Therefore, if the students use to speak English actively, they will be easy use English in daily communication.

English day program is a program that is designed and executed two weeks every month by Islamic Senior High School Darul Iman. The purpose of this program are has good contribution to increase the students' ability and to grow up the habit in speaking English well. This program aims that students have good skills in conversation, presentation, speech and so forth. In improving students' speaking skill, students have to involve themselves in activity which can improve their ability.

Based on the explanation above, the writer would like to conduct a paper entitle "The Implementation of English Day Program on Students' Speaking Improvement at The Second Year of Islamic Senior High School Darul Iman".

B. Identification of the Problems

Based on the background of the study, then the identification of the problems is:

1. The students are low on motivation in learning.
2. The students are not confident to deliver their opinion.

3. The students are not able to arrange sentences to be delivered.
4. The students have difficulty in pronouncing sentences.
5. The students are lack of vocabulary.

C. Limitation of the Problem

In this study, the writer limits the discussion about students' speaking ability by applying English Day Program to the students to speak English in their daily activity at the second year of Islamic Senior High School Darul Iman.

D. The Research Questions

Refers to the limitation of the problem above, the research questions as follows:

1. How is the students' speaking ability?
2. How is the implementation of English Day Program on students' speaking improvement?

E. The Aims of the Study

According to the problems above the writer makes the objective of the research as follows:

1. To know how the students' speaking ability.

2. To know the implementation of English Day Program on students' speaking improvement.

F. Significance of the Study

Through this study, the writer expects that the result can give advantages to some following people:

1. For the teacher

To know the ability of students in English speaking and to know that English day program is very important to practice communication in English language.

2. For the students

To increase confident of students in speaking English because students have English communication as habit.

3. For the writer

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 writer's speaking ability.

G. The Organization of Writing

The paper is arranged to five chapters. Every chapter is divided more become several subchapters until arranging become systematic. The systematic of writing is as following:

Chapter one is discussing introduction that is consist of the background of the study, identification of the problem, limitation of the problem, the research questions, the aims of the study, significance of the study and the organization of writing.

Chapter two is discussing theoretical framework. This chapter includes the definition of speaking, factors affecting speaking on EFL learners, factors that improving students' speaking ability, basic types of speaking, speaking classroom activity, speaking assessment, and definition of English day program, designed time of English day program, the purpose of English day program, the rules of English day program and English day program activity.

Chapter three is describing the research methodologies which will be applied in doing research. This chapter is containing of the method of the research, setting of research, the data of research, technique of collecting data and technique of analyzing data.

Chapter four is discussing about result and discussion that is containing of students' speaking ability and the implementation of English day

Chapter five is discussing about conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

1. Speaking

A. Definition of speaking

Speak is talking to somebody about something; be able to use language; make a speech to an audience; say or state something.

¹Speaking is the productive skill which produces the text that should be meaningful. It is a basic competency apart from listening, writing and reading. In the nature of communication, we can find a speaker, a listener, message, and feedback. Speaking has an important role in communication, because without speaking will never occur a spoken activity. Speaking is one way to communicate which ideas and though a message orally, to enable students to communicate we need to apply the language in real communication.²As Soenardi said that speaking means expressing the thought verbally.³ By expressing what one thinks, she/he can make others understand what is in her/his mind,

¹Victoria Bull, "Oxford Learner's Pocket Dictionary Fourth Edition", (New York: Oxford University Press, 2008), 426.

²Dedi Efrizel. 2012. "Improving Students' Speaking through Communicative Language Teaching Methode at MTs Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. 2(20): 127.

³ M. Soenardi Dwijandono, *Tes Bahasa*, (Jakarta: PT Macanan Jaya Cemerlang, 2008), 118.

without any thought there would be no need for verbal activity. It is very necessary to convey the message clearly in order to prevent misunderstanding.

As Allah SWT said in Quran Surah An-Nisa verse 63,⁴ that:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
أَنْفُسِهِمْ قَوْلًا بَلِيغًا

“Those are they, the secrets of whose hearts Allah knoweth. So oppose them and admonish them, and address them in plain terms about their souls”.

قَوْلًا بَلِيغًا means talking by using words that are about reaching a goal, or memorable, clearly and precisely speech. In order to avoid misunderstanding in receiving messages delivered.

Speaking describes activities where students are practicing real speaking events rather than just using speaking to practice specific language points.⁵In this activity of speaking, students must pay attention to the grammar of the speech,⁶ because, as we know that

⁴ Departemen Agama RI, *Al-Quran dan Terjemahnya*, (Bandung: PT Sygma Examadia Arkanleema, 2009), 88.

⁵ Jeremy Harmer, *How to Teach English* (Edinburgh Gate: Pearson Education Limited, 2007), 283.

⁶ M. Soenardi Dwijandono, *Tes Bahasa*, 119.

English is too complex which has many rules to say something such as part of speech, grammar and others.

In conclusion, speaking is an activity to exchange information with other people and for communication. It is one of important parts of students in learning a language because they can communicate the language to other people especially in teaching learning language process.

B. Factors affecting speaking on EFL learners

Speaking a language is difficult for the foreign language learner. It happens because oral communication needs the ability to use the language accurately and appropriately in social interaction. According to Richard there are some factors that can be affecting on EFL learners oral communication.⁷ They are:

a. Age or maturational constraints

Age is one of the factors that determine whether someone are failed or succeed in foreign language learning. Someone

⁷Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge university pers, 2002), 204.

who began acquire foreign language learning in early childhood achieve higher proficiency than those beginning as adults.

b. Aural Medium

Listening has an important role in development of speaking abilities. During interaction, every speaker plays a double role both as a listener and as a speaker. If one cannot understand what is said one another is unable to respond. It means, speaking has close related with listening.

c. Sociocultural factors

One must know how the language is used in a social context. It is well known that every language has its own rules of usage. Furthermore, a nonnative speaker will be hard to choose the forms appropriate to certain situation. Because of they are lack of familiarity with the system of target language, EFL learners usually misunderstanding to the message.

d. Affective factors

Affective factors related to L2 or foreign language learning are emotion, self-esteem, empathy, anxiety, attitude and motivation. It is associated with human feelings of uneasiness, frustration, self-doubt, and apprehension.

e. Grammatical competence

EFL learners must have a grammatical competence. They must have the knowledge of words or sentences. It aims the students understand how sentences arranged in accordance with the grammar and how a sentences are stressed in particular ways in order to message delivered can be received well by listener. Thus, grammatical competence can aids speaker to use and understand English language structures accurately which contribute to their fluency.

f. Discourse competence

EFL learners must develop their discourse competence which is concerned with interstitial relationships. In communication, whether formal and informal, the rules of coherence and cohesion apply. It is necessary because both the production and comprehension of a language require one's ability to perceive and process stretches of discourse.

g. Sociolinguistic competence

Understanding the sociolinguistic side of language helps students know what feedback or comments are appropriate, how to ask question during interaction, and how to response non-verbally according to the purpose of the talk.

h. Strategic competence

Strategic competence is the ability to know when and how to take a conversation, how to keep a conversation going, how to terminate the conversation, and how to clear up conversation breakdowns as well as comprehension problems.

C. Factors that improving students' speaking ability

The following activities are also helpful in getting students to practice speaking:⁸

a. Small talk

EFL learners should have ability in interactional exchange at least they are able to communicate with short conversations in which one or two utterance. In order to they are able to use some of the simple exchanges and know how to open conversation.

b. Telling stories

⁸Jack C Richards and Willy A Renandya, *Methodology in Language Teaching*, 208.

One of ways of getting students to tell stories is by applying information of gap activity principle. In another way is the students tell about themselves, their family, their friends, their experiences and others. A teacher also can offer them to be more creative by asking them about their story more detail. While a student is telling story, their classmates can ask them questions to get more information what happened.

c. Meeting and greeting

Students role-play a social occasion where they meet a lot of people and then they introduce themselves.

d. Surveys

Among students get and make questions. It used to get students interviewing each other. They can ask questionnaire about people's habit.

e. Student presentation

Individual students give a talk on a given topic or person. The students listening to presentations and give feed back to the presenter.

f. Balloon debate

A group of students are in the basket of a balloon. Only one person can stay in the balloon and survive. Individual students representing famous characters or professions have to argue why they should be allowed to survive.

g. Moral dilemmas

Students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it.

D. Basic Types of Speaking

Brown states the kind of oral production that students are expected to carry out in the classroom. Those objectives may be classified in term of several types of speaking performance:⁹

- a. Imitative is the ability to simply parrot back (imitate) a word or phrase or a sentence.
- b. Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship.
- c. Responsive include interaction and test comprehension with short conversations, standard greetings and small talk, simple request and comment and others.

⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Pearson Education, Inc., 2004), 141.

- d. Interactive can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
- e. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling. Language style is frequently more deliberative and formal for extensive tasks.

From the explanation above, in this research the writer would like to use responsive speaking so that the study will be more focused on one type of speaking. According to Yenny and Ertin, responsive speaking stimulates the speaker to speak promptly; to response a short conversation and making a simple request comment is a kind of activity that belongs to type of speaking.¹⁰ Beside that, it is usually use by students while doing daily conversation. Responsive speaking activity is very communicative way for students.

E. Speaking Classroom Activity

Many of the speaking classroom activities which are currently in use. Here the writer finds out some activities in order to help the

¹⁰ Yenny Rahmawati and Ertin. 2014. "Developing Assessment for Speaking". 1(2): 201.

students speak effectively and can improve students' speaking ability. According to Harmer there are a number of widely-used categories of speaking activities as follow:

a. Acting from a script

In this activity, we can ask the students to act out scenes from their coursebooks and sometimes filming the results. This dialogue activity they can practice in front of the class. Before applying students to practice it, teacher gives directions and draw attention to appropriate stress, intonation and speed.

b. Communication games

This communication game is based on an information game which is the students has to talk to a partner in order to solve a puzzle, describe and draw a picture, put things in the right order, or find similarities and differences between pictures.

c. Discussion

Some discussion jut happen in the middle of lessons, they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.

d. Prepared talk

In this activity, the students are asked to make a presentation on a topic of their own choice. They explain an issue to their classmates in front of the classroom.

e. Questionnaires

Questionnaires are useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

f. Simulation and role play

Students simulate a real-life encounter as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character and feelings. Simulation and role-play can be used to encourage general oral fluency.

F. Speaking Assessment

Based on basic types of speaking, Brown divided more become several kinds of speaking assessment as follow:¹¹

a. Imitative speaking

a. Word repetition task

A variation on such a task prompts test-takers with a brief written stimulus which students read aloud. Scoring specification must be clear in order to avoid reliability breakdowns.

b. PhonePass test

Research on the PhonePass test has supported the construct validity of its repetition task not just for a test taker's phonological ability but also for discourse and overall oral production ability. Test-takers read aloud, repeat sentences, say words, and answer question.

b. Intensive speaking

a. Directed response tasks

In this type of task, the test-taker elicits a particular grammatical form or a transformation of a sentence in order to produce the correct grammatical output.

¹¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, 144.

b. Read-aloud task

Intensive reading-aloud task include reading beyond the sentence level up to a paragraph or two.

c. Responsive speaking

a. Question and answer

Question and answer tasks can consist of one or two question from an interviewer.

b. Giving instructions and directions

The administrator poses the problem and the test-taker responds. Scoring is based primarily on comprehensibility and secondarily on other specified grammatical or discourse categories.

d. Interactive speaking

a. Interview

A test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol questions and directives.

b. Discussion and conversation

As informal techniques, those offer a level of authenticity and spontaneity. Assessing the performance of participant through scores or checklists predetermined.

e. Extensive speaking

a. Oral presentation

Oral presentation is carefully designed to elicit pronunciation, fluency and integrative ability, sociolinguistic and cultural knowledge.

b. Retelling story or news

Test-taker hears or read a story or news event that they are asked to retell. The objective in assigning such a task vary from listening comprehension of the original to production of a number or oral discourse features, fluency, and interaction with the hearer.

From the explanation above about designing of speaking assessments, the writer will try to apply of responsive speaking type. Because it is a standard of speaking which the responsive speaking type is an activity of daily communication that has characteristics such as question and answer, and giving instruction and directions. Besides that,

those activities are easy to practice by EFL learners. In addition responsive speaking assessment is very useful to develop students' speaking ability. It is communicative assessment which emphasizes students to be active learners.¹² Beside that, by using this type of assessments, students get much chance to practice English.

2. English Day Program

F. Definition of English Day Program

English day program is a program to train and familiarize the use of English in daily activity.¹³ The real implementation of English day is in speaking. English day program provides the students an opportunity to explore their speaking English ability. This program emphasizes to practice, as we know that, not all students in the same classroom will attain the same proficiency level in the second language. However, we can manipulate the learning environment so that it is most conducive to oral language development for all students.¹⁴ By creating a new system within a scope of learning activities will make students

¹² Sahyoni and M Zaim. 2017. "Authentic Assessment of Speaking Skill". 18(1): 22.

¹³ Wandu Syahfutra and Siti Niah. 2017. "Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English Day Bagi Guru dan Karyawan di SMA Islam Terpadu Fadhilah Pekanbaru". 1(2): 50.

¹⁴ Nancy Cloud, Fred Genesee and Else Hamayan, *Dual Language Instruction*, (Colonia Polanco: Thomson Learning, 2000), 51.

impose themselves to follow the system. It helps students to develop their abilities.

According to Juminah as an English teacher and vice principal of curriculum in Islamic Senior High School Darul Iman Pandeglang, Banten, said that English day program is an English language program to familiarize students by using language (English), so that the speech is good, because English is not only written but also there are four components they are; speaking, listening, reading and writing, the speaking was familiarized with the English language every day called the English day program.¹⁵ English day program becomes a key to developing oral proficiency which is actual use of the second language. In the time dedicated to second language learning, teachers must insist that students use the language rather than resort to the more proficient language they have in common.

The curriculum of Islamic Senior High School Darul Iman divides English day program involves to scopes. The first one is in classroom activity which has English course as subject, and the last one is handled by OSDI or Students' Organization of Darul Iman.

¹⁵Juminah. interviewed by Siti Ayda Nurcholilah, *Tape Recording*, Kadupandak, Pandeglang, August 4th, 2018.

English day program is not only an extracurricular program but also it is a school program to make English as a habit in the school environment.

G. Designed Time of English Day Program

English day program is a program of Islamic Senior High School Darul Iman Pandeglang, Banten, to apply a bilingual system in the institution. This program is aimed to students can speak foreign languages actively both English and Arabic.

Based on Juminah that English day program is applied once a week.¹⁶ It means that English day program is carried out every two times a month. It starts from Friday to Thursday. The students use English actively on the specified day.

H. The purpose of English Day Program

Based on the writer observation, English day program has many purposes, they are:

1. This program helps to increase students' speaking ability.

¹⁶Juminah. interviewed by Siti Ayda Nurcholilah, *Tape Recording*, Kadupandak, Pandeglang, August 4th, 2018.

2. This program is designed to prepare students to get scholarship abroad.
3. This program motivates students to be more confident in expressing their idea.

The main purpose of this program has good contribution to increase the students' ability and to grow up the habit in speaking English well. If we have made something as a habit, it will help us to be more expert and understand in that thing. As Brumfit and Mitchell said that understanding language teaching and learning language will contribute to our understanding of language, of education and of the human condition.¹⁷ Without language there would be no coherent thought, and human society could not evolve.¹⁸ Besides that to make student more confident to speak up their mind by using English and to solve the students' problems when they face English as bilingual system in their school.

According to Nunan identified five factors for the reluctance of students to speak up in the class they are students had low of proficiency, fear of mistakes and derision, teachers' intolerance of

¹⁷Christopher Brumfit and Rosamont Mitchell, *Research in The Language Classroom*, (Southampton: Vine & Gorfin Ltd, 1990) 5.

¹⁸Michael Lewis, *The Lexical Approach*, (London: Global ELT, 2002) 49.

silence, uneven allocation of turns and incomprehensible input.¹⁹ Therefore, this program is designed to able solve such those problem and helps meet the needs of students and make English as an active language in their school environment.

D. The Rules of English Day Program

There are some rules that must be kept by the students. These rules are needed to solve any kinds of problem deals with the run of the program. The complete rules can be seen as follows:

- a. Students should speak English.
- b. Students can use code mixing if they do not know the English.
- c. Students make vocabulary notebook.
- d. English Day Program has a language polices to control the students; it could be administrators of school (OSDI).
- e. The students who break EDP will be reported by the administrators to language section.
- f. The name of students who break the rule will be informed every week.

¹⁹ David Nunan, *Second Language Teaching & Learning*, (Boston: Heinle & Heinle Publisher, 1999) 234.

The rules are made for students to be responsible and the program runs well. Besides that, the rules also as a strategy for overcoming anxiety and reluctance to speak and to create a supportive environment in order to students feel comfortable taking risks and give positive feedback.

E. English Day Program Activity

English day program is a program to train and familiarize students with English as a second language. The program aims to get students accustomed and daring to use English in school activities whether they are learning, meeting teachers, talking with friends in small or big communities in school environments.

English day is a program which students must speak English language on the appointed day and there is a special day to explore students' talents in using English. According to Wahyuni, HasanBasri and Mashuri there are some activities which can be applied in English day activity as follow:²⁰

²⁰ Wahyuni, Hasan Basri and Mashuri. The Influence of English Day Towards Students' Speaking Skill at The Eighth Graders. 2(4): 5.

1. Singing

One of English day program activities is singing songs. This activity is a container of interest and talent distribution of students in singing. They sing a song in English, it helps the students to improve their pronunciation and indirectly they will get a barren vocabulary from every lyric they sing. Beside that, songs can also help students master the proper intonation of words, phrases and chants, and also makes students learning new vocabulary and learning structures easier.²¹

2. Speech

Speech is an activity to speak up about a topic formally in front of public. This activity can train students mentally and speaking skill to convey their ideas in big communities.

3. Drama

Drama is a work of art in the form of a staged dialogue. The drama gives students experience to act as actors and to speak in front of the audience. Drama is honing students' skills in listening and speaking. In addition to drama is also a venue to convey a moral message to the audience.

²¹ Wayne E. Wright, *Foundations for Teaching English Language Learners: Second Edition* (Philadelphia: Caslon Publishing, 2015), 169.

4. Story telling

Telling a story is a productive language activity. That is, in story telling a person involves the mind, mental readiness, courage, clear words so that can be understood by others.²² Storytelling can develop students' potential through their hearing aspects in accepting the contents of the story and revisiting the contents of the story through oral activity.

5. Debate

Debate in particular can enhance our experience in constructing convincing arguments.²³ By debating we can train our skill and speed in speaking and thinking.

6. Vocabulary notebook

Vocabulary notebook is needed by the students to improve their vocabulary mastery.²⁴ They write the unknown words and apply the words to make a sentence.

²²Rosalina Rizki Pratiwi. 2016. Penerapan Metode Storytelling untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II SDN S4 Bandung in *Jurnal Pendidikan Guru Sekolah Dasar*. 1(1): 201.

²³Gede Putu Widarmana, I Made Yudana, and I Nyoman Natajaya. 2015. Pengaruh Metode Debat terhadap Kemampuan Berbicara dalam Bahasa Inggris Ditinjau dari Ekspektasi Karir Bahasa Inggris pada Siswa Kelas XII SMAN 1 Kerambitan in *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Administrasi Pendidikan*. 6(1): 3.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of the Research

The writer is going to have qualitative research implementing case study as the methodology of research. It aims to know about something in depth, focus on single unit, such as one individual, one group, one organization or one program.

According to Sugiyono, qualitative method is called naturalistic research method because the research was done on natural setting.²⁵ Qualitative research is done directly to the sources of data and the researcher is the key instrument.

Based on John, the researcher collects open-ended, emerging data with the primary intent of developing themes from the data.²⁶ It is used to observe the condition of natural object where the researcher is the key of instrument, as Syamsuddin said that in qualitative research, the researcher is included into a situation or phenomenon which is

²⁴ Hayati Safitri. 2014. Call Forth Students' Foreign Language Awareness In English Days Program (EDP). 7(2): 24.

²⁵ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D* (Bandung: Alfabeta, 2012), 8.

²⁶ John W Creswell, *Research Design Qualitative, Quantitative, and mixed methods approaches*, (New York: SAGE Publication), 21.

studied.²⁷ In addition, case study is one of qualitative research which use small group as its sample and the form of result is descriptive.

In this research the writer needs quantitative data to know how the ability of students in speaking, as Syamsuddin and Vismaia said that the data collected from qualitative research allows to be analyzed through a calculation.²⁸

B. The Setting of the Research

The setting of the research is taken in Islamic Senior High School Darul Iman. The writer chose the second year of Islamic Senior High School Darul Iman. It is located at Kp. Kadupandak, Banjar, Pandeglang, Banten. The reason of the writer choosing this place is this school is using Bilingual system and then the writer wants to know how active the students are in using a foreign language, especially English and how the implementation of English day Program.

To collect the data, the writer holds the second year (XI Bahasa). In order to the study will be more focused and get good result. The amount of respondent is 26 students.

²⁷ Syamsuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa* (Bandung: PT. Remaja Rosdakarya, 2011), 74.

²⁸ Syamsuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa*, 73.

C. Technique of collecting data

Technique of collecting data consists of some steps as follow:

1. Observation

Observation is a complex process, a process that is composed of various biological and psychological processes. Observation as data collection techniques have specific characteristics compared to other techniques, namely interviews and questionnaires.²⁹ If interviews and questionnaires are in constant communication with the people, the observation is limited to people, but also on natural objects.

The writer observes to the location where the research was carried out. The purpose of this observation is know how the student learning in the classroom. By using observation, the writer can know a description of the students' behavior, learning process, natural phenomenon, problems and possible clues on how to solve them. Observation is used when the object of research is human behavior, work process, natural phenomena and small respondent.³⁰

2. Interview

²⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2011), 145.

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 145.

An interview is a conversation with the aim of obtaining information from a situation that is happening now.³¹ Interview is a technique of data collection by holding communication with the data sources. It is done by dialogue orally either directly or indirectly. Interview is used to gather data from people about opinions, beliefs and feelings about situation.

Firstly, the writer will have interview with the teachers about students' speaking ability, and what they usually do to improve students' speaking ability. Secondly, the writer will have interview with three or more students randomly, to know the influences of English day program toward their speaking ability. And the last, the writer will interview some administrators that are responsible for the sustainability of the English day program.

3. Test

According to Wright said that a test is a single instrument designed to systematically measure of a sample of a students' ability

³¹ Syamsuddin and Vismaia Damayanti, *Metode Penelitian Pendidikan Bahasa*, 94.

at one particular time.³² It is a tool used to determine or measure something what students' have been learnt.

In this step, the writer uses a test to measure students' speaking ability and the writer uses recorder to record students' oral test activity.

D. Technique of analyzing data

In this research the writer will analyze the data after the data collect with use descriptive analysis technique.

Then, the writer will analyze and calculate the percentage of oral test to know the result of implementing English day program at the second year of Islamic Senior High School Darul Iman as formula follows:

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

Explanation:

P = Percentage answer of each question

F = Frequency of each respondent's answer

N = Number of respondent

³² Wayne E. Wright, *Foundations for Teaching English Language Learners* (Philadelphia: Caslon Publishing, 2015), 120.

According to Wright, speaking test must consist of five components, namely; pronunciation/accent, grammar, vocabulary, fluency and comprehension.³³ To analyze the data of oral test, the writer gave score on every item. There are some ways to make scoring of students' speaking assessment, one of oral test assessment which is designed by Arthur Hughes. Then, the students' test will be scored as follows:³⁴

Table 3.1

Proficiency description of student's speaking ability

Proficiency description	score
Accent/Pronunciation	
1. Pronunciation frequently unintelligible	0
2. "Frequent gross" errors and very heavy accent make understanding difficult, require frequent repetition	1
3. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
4. Marked foreign accent and occasional mispronunciations which do not interfere with	2
	3

³³ Wayne E. Wright, *Foundations for Teaching English Language Learners*, 176.

³⁴ Arthur Hughes. *Testing for language teacher: Second edition* (Cambridge: Cambridge University press, 2003), 131.

<p>understanding.</p> <p>5. No conspicuous mispronunciations, but would not be taken for a native speaker.</p> <p>6. Native pronunciation, with no trace of “foreign accent”</p>	<p>4</p>
<p>Grammar</p> <p>1. Grammar almost entirely inaccurate expect in stock phrases.</p> <p>2. Constant errors showing control of very few major patterns and frequently preventing communication.</p> <p>3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.</p> <p>4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.</p> <p>5. Few errors, with no pattern of failure.</p> <p>6. No more than two errors during the interview.</p>	<p>6</p> <p>12</p> <p>18</p> <p>24</p> <p>30</p> <p>36</p>
<p>Vocabulary</p> <p>1. Vocabulary inadequate for even the simplest conversation.</p> <p>2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)</p> <p>3. Choice of word words sometimes inaccurate, limitations of vocabulary of prevent discussion of some common professional and social topic.</p>	<p>4</p> <p>8</p> <p>12</p> <p>16</p>

<p>4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any nontechnical subject with some circumlocution.</p> <p>5. Professional vocabulary broad and precise; general vocabulary to cope with complex practical problems and varied social situations.</p> <p>6. Vocabulary apparently as accurate and extensive as that of native speaker.</p>	<p>20</p> <p>24</p>
<p>Fluency</p> <p>1. Speech is so halting and fragmentary that conversation is virtually impossible.</p> <p>2. Speech is very slow, uneven expect for short or routine sentences.</p> <p>3. Speech is frequently hesitant jerky; sentence may be left uncompleted</p> <p>4. speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word</p> <p>5. Speech is effortless and smooth, but perceptively nonnative in speed and evenness.</p> <p>6. Speech on all professional and general topics as effortless and smooth as a native speaker's.</p>	<p>2</p> <p>4</p> <p>6</p> <p>8</p> <p>10</p> <p>12</p>
<p>Comprehension</p> <p>1. Understands too little for the simplest type of conversation.</p> <p>2. Understands only slow, very simple speech on</p>	<p>4</p> <p>8</p>

common social and touristic topics; requires constant repetition and rephrasing.	12
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	15
4. Understands quite well normal educate speech when engaged in a dialogue, but requires occasional repetition or rephrasing.	19
5. Understands everything in normal educated conversation except for very colloquial or low-frequency item, or exceptionally rapid or slurred speech.	23
6. Understands everything in both formal and colloquial speech to be of an educated native speaker.	

Table 3.2

Wighting Table

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						

Note : The relative weightings for the various components.

- | | | | |
|---|----------------|---|-------------------|
| 1 | = Less score | 4 | = Good Score |
| 2 | = Low Score | 5 | = Very Good Score |
| 3 | = Enough Score | 6 | = Excellent Score |

And the total of weighted score is then looked up in the following table:

Table 3.3

Conversion Table

CONVERSION TABLE	
Score	Rating
83-105	Excellent
65-82	Very good
50-64	Good
33-49	Enough
16-32	Low

CHAPTER IV

RESULT AND DISCUSSION

A. Students Speaking Ability

To get the result of students' speaking ability, the writer used oral test. The students had to conversation aloud in front of the class to know their ability in English daily communication. Conversation is one of the important factors which determine the successful of students in English learning. The writer took the respondents in Islamic Senior High School Darul Iman in the second grade consisting of 26 students, and the writer took this data on May 9th 2018.

The data from oral test was recorded by using recorder. The result of recording was evaluated by concerning pronunciation, grammar, fluency, and vocabulary of students' speaking ability. The writer chose the conversation because it includes of responsive speaking which has interaction and test comprehension with short conversations, standard greetings and small talk, simple request and comment and others, as the writer explained in the previous chapter.

In this test the writer has the theme for students. This theme about "Factual Report of Natural and Social Phenomena" based on the lesson plan.

Speaking Rubric

- a. Technique : Oral test
- b. Shape : Dialogue
- c. Instrument :

ASSESSING SPEAKING FORM

	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
Max. Score	4	36	24	12	23

Table 4.1

The students' score of speaking ability

No	Name	P	G	V	F	C	Total	Average
1	AW	2	12	4	4	12	34	6,8
2	ADA	2	18	12	8	15	65	13
3	AN	2	24	12	8	15	61	12,2
4	AI	2	24	20	10	15	71	14,2
5	EW	2	24	16	8	15	65	13
6	FK	2	18	12	8	12	52	10,4
7	HJ	2	24	16	8	25	65	13
8	HA	2	18	12	8	15	65	13
9	JFS	3	24	16	8	12	63	12,6
10	LH	2	18	12	8	12	53	10,4
11	MHUDQ	3	36	20	10	19	88	17,6
12	NF	2	24	16	8	15	65	13
13	P	2	24	12	8	15	61	12,2
14	PP	2	24	12	8	15	61	12,2
15	RAA	2	24	16	10	15	67	13,4
16	RA	2	24	20	10	15	71	14,2
17	RS	2	30	16	10	15	73	14,6
18	SA	2	24	12	10	15	63	12,6

19	SS	3	24	20	10	15	72	14,4
20	SN	2	24	12	8	15	61	12,2
21	SM	2	24	20	10	15	71	14,2
22	SO	2	24	12	8	15	61	12,2
23	TR	2	18	16	8	15	59	11,8
24	TNP	2	24	12	10	15	63	12,6
25	YA	2	18	12	8	15	55	11,8
26	YM	2	18	12	8	15	55	11
Total							1640	328,6
Maximum score							88	17,6
Minimum score							34	6,8

Based on the table above can be seen that the highest score was 88 and the lowest score was 34.

From the data of table 4.1, the writer analyzed into the formula to know how the percentage of students' speaking ability:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{1640}{26} \times 100\% \\
 &= 63,08\%
 \end{aligned}$$

The average percentage after calculating is **63,08%**. As it was mentioned before, the data collected to measure the students speaking

ability were classified into five ranges (see 3.3 table). The percentage obtained for students speaking ability at the second year of Islamic Senior High School Darul Iman was “**Good**”.

Based on the result of students’ oral test, the writer classified their ability as follow:

Table 4.2

The levels group and students’ score

Score	Number of students	Description
83-105	1	Excellent
65-82	11	Very good
50-64	13	Good
33-49	1	Enough
16-32	-	Low

From the table 4.2, the writer found that there was 1 student who got excellent score, 11 students got very good score, 13 students got good score and one student got enough score.

From the result of oral test can be concluded that this program was contributed to students’ speaking ability. In this test, the writer analyzed students’ test one by one. So, the writer could see the ability of students in speaking ability. The writer found that there were some students who were good in pronouncing; using appropriate word and grammar and also their fluency was good. And the writer also found some of them were good in grammar but less vocabulary and fluency,

and then there were some of them good in all aspects except fluency. Although they are in the same class, but we cannot said that they have the same English proficiency.

Beside that, based on the observation in the school environment, the writer got that most of students were active in using English when they met their friends and teachers. If they found some difficult or unknown words to say, they used code mixing by using Arabic. The conversations below are examples of students and teacher said when the writer observed.

In the first floor corridor Student 1 : Will you go to canteen? Student 2 : Yes
In front of the class on the third floor Student 3 : Je! <i>Ustadz</i> Purta call you and waiting you downstairs Student 4 : Ok, I'm coming
In the cooperative student room: Student 5 : <i>Ustadzah</i> , is any school brochure? My cousin want it Teacher : Of course! How much do you want to take? Student 5 : Only ten, <i>Ustadzah</i> . To share with others too
In the field Student 6 : Hey you <i>ta'ali ta'ali</i> (<i>ta'ali</i> : come here used for female) Student 7 : (come over)

The second observation the writer conducted in the classroom activity.

At the first meeting, on Tuesday, May 8th, 2018, the writer came into the second grade (XI Bahasa). In this situation, there were the students who using English and using *bahasa*.

The Writer : What have you learnt last week?

Students : Gerund

The Writer : Up your hand! Anybody know, what is gerund?

Student1 : (Up the hand) *Gerund adalah kata kerja yang diberi tambahan -ing dan menjadi kata benda.*

Student 2 : In English, please!

The Writer : Ok Good! How many gerund positions have?

Student 3 : The positions are as subject and object

The Writer : That's right. Can you give an example of gerund as subject or object?

Student 4 : My hobby is reading

Student 5 : Swimming is healthy sport

In this meeting students were active and most of them answered the questions and gave examples of gerund. But, there were some of them who still unconfident to convey their ideas.

The second meeting was on Wednesday, May 9th 2018. The writer taught in the same class with material was "Factual report of natural and social phenomena". In this meeting, the writer explained to students what the natural and social phenomena are. And then, the writer asked them to make conversations about natural phenomena such as earthquake, flood, landslides and others, or about social phenomena

like bullying, indisciplined students and others in the work paper. Then, they practiced it in front of the class and the writer recorded their conversations to measure their speaking ability based on five components of speaking namely pronunciation, grammar, vocabulary, fluency and comprehension.

The students participated actively in following the English day program. Their speaking ability was good, because they always practice it every day.

B. The Implementation of English Day Program

Implementing English day program involves many parties, such as the headmaster, teachers and students. This is an effort to help students in achieving the goal of learning language that is able to have good communication, as Grauberg said which is quoted in chapter I on page 2, that the prime goal of learning a foreign language is to be able to speak it.

a. The purpose of English day program

English day program is a program created by school to foster discipline in using foreign language involving all students, teachers, staff and principals.

The purpose of this program is to make English a habit by applying it into daily conversation. The program is designed to make all students accustomed to using and mastering foreign languages. By practicing what they have learned, students are expected to be

able and active in using English. Beside that, this program also aims to prepare students to get abroad scholarship.

b. The Schedule of English day program activity

Islamic Senior High school Darul Iman applies bilingual system to create a new environment atmosphere as a form of habituation of all member of the school for foreign language, as it helps to engage students in foreign languages in their daily activities. This program is run regularly twice a month by applying some support activities that aids students in learning foreign language intensively.

The activity of English day program can be described on the table as follow;

Table 4.3

English day program schedule

No	Day	Activity
1	Saturday to Friday (twice a month)	Using English as daily conversation
2	Saturday	Memorizing new vocabularies
3	Monday	Giving English expression commonly used formally and informally
4	Tuesday	1. Giving new vocabulary 2. Correcting of language (<i>Islahul a'tho</i>)

5	Wednesday	1. Speech 2. English club
---	-----------	------------------------------

Based on the interview to two members of the language section they are Nida Nuraida and Nurfitria Zahra, X A grade. From the interview can be concluded that:

The implementation of the English day program starts from Saturday to Friday. Every month is held twice alternately with the Arabic day program. The students should join this program in this school to make students accustom in using foreign languages. Every Saturday, OSDI (intra-school organization) especially language section gives students new vocabulary to memorize together. The activity continued on Monday with giving common expression that is often used in English daily conversation. On Tuesday, students are given new vocabulary and memorize it, after that they are given material of correcting of language. They discuss the expression or phrases that are often used by students but are not correct or inappropriate when used. Furthermore, the students make a speech in three languages (English, Arabic and Indonesia) then, the activity is continued on afternoon in English club activity to discuss about grammar. These activities are usually done every Wednesday.

- c. The impact of English day program on students speaking improvement

English day program has impacts for the school especially for teacher and students. The impacts of English day program are:

1. This program is helpful in English teaching

The writer interviewed one of English teachers in this school, her name is Mrs. Juminah M.Pd. From this interview, the writer knew that the students' speaking ability of XI Bahasa was standard. However, there were some students who were good in English.

English day program is very helpful for teacher in teaching English, because students got the same material in EDP and classroom.

The technique she used to improve students' speaking ability was she gave the theme of the discussion to the students, then they were instructed to write it first in their notebooks, and then they practiced speaking of those tasks. By using writing paper, teacher can know how the students' grammar mastery and observe the appropriateness between the concepts they have made in books and when they practice.

2. Significance of speaking improvement

Based on the interview, the writer knew that, there was significant speaking improvement when students use English in daily activity. Their vocabulary and speaking increased compared to when they were Islamic senior high school.

According to the results of interview with five students can be concluded that, most of students enjoy in practicing English, however, there are also some students who feel no interest to use English, they prefer to use Arabic language, because according to them English is difficult especially in reading it.

They feel there is a change in their English skill, this program helps them to enrich their vocabulary and phrases that are often heard from the teacher, know the meaning of a word and also according to them, at the first, their speaking is not fluent, but now they can speak by using English. At the first year in this school, they were still force themselves to use English as habit and also they often made mistakes in speaking aspects, such as pronunciation, vocabulary, grammar and fluency. They always brought English dictionary wherever they went. Little by little, they could adapt and felt easy in communication by using English.

In conclusion, English day program is very helpful for students in learning and practicing English language in their conversation and it contributes to speaking improvement and speaking ability. And then, this program is also very helpful for teacher in English teaching, because the students can be more active in the class and they can understand the given material easily.

d. Factors affecting the implementation of English day program

Based on the interview can be concluded that there are two factors that affecting the implementation of English day program. They are:

1. Internal factor

Internal factors are factors that come from the student themselves. This factor is influenced from the level of students' interest in learning English, the students' intellectual level in understanding the material they are learning and self-motivation.

2. External factor

External factors are factor that come from outside the student themselves. In this factor includes the rules of English day program, this factor can discipline students in using foreign languages in accordance with existing regulations. And then, a supporting environment which the school implements a bilingual system so as to be conducive in using a foreign language. The last, motivation which is given from teachers and their friends that can affect the students' self-motivation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

English day program is a program that designed by Islamic Senior High School Darul Iman as a school which is using bilingual

system. Based on this research about “The Implementation of English Day Program on Students’ Speaking Improvement” at the second year of Islamic Senior High School Darul Iman, the writer can conclude that:

1. The students’ speaking ability at the second year of Islamic Senior High School Darul Iman was **63,08%** is categorized as **good**. However, they got different difficulties when the writer gave the oral test, but the most common errors were in grammar and pronunciation.
2. In implementing English day program, the students joined some activities such as memorizing new vocabularies, speech, English club, using English every day and others. This program is very helpful for students and teacher in teaching English. And this program makes students to speak English actively and confidently.
3. The implementation of English Day Program can be run because of two factors; the first is internal factors, they are; students’ interest in learning English, their intelligent and their motivation. The second is external factors, they are; the rules of English day program, supportive environment and motivation from teachers and friends.

B. Suggestion

The following suggestion hopefully can contribute dealing with the process of English day program at Islamic senior high school DarulIman:

1. To head master, keep controlling the implementation of English day program in the school, facilitate students into better supporting environment, so that they can consistently practicing English as daily language.
2. To committee, give a better media for students in order to they can more expose their ability in English skill to get the significant improvement.
3. To English teachers, keep motivating students and create a comfortable environment for them to always use English every day.
4. To students organizations and mentors, re-tighten the rules applied in the English day program because this program is very good for students and this is one of programs that organized and designed by the school, so it has to still going on.

5. To students, you must be active in English day program process, because speaking is an important product of language learning. And it has contribution to good achievement for other skills.
6. To the writer, practice makes perfect. Keep practicing what you have gotten because learning a language needs habitual to make good in its skill.

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