

## STUDENTS' PERCEPTION OF ENGLISH DAY AND SPEAKING SKILL AT ASH-SHIDDIIQI ISLAMIC BOARDING SCHOOL

Nurul Izzatil Ulya<sup>1</sup>  
<sup>1</sup>nizza790@gmail.com

<sup>1</sup>SMP IT Ash-Shiddiiqi

### ABSTRACT

The research aimed to investigate the impact of English Day on students' speaking skills in Islamic schools, using questionnaires to gather data on students' perceptions of English Day. The results showed that English Day positively affects speaking skills, with students strongly agreeing and agreeing that it is effective in familiarizing them with speaking English, providing wider opportunities to explore their language skills, and building their conceptual knowledge in English. The majority of students also agreed that learning activities in English Day are more effective in improving their English skills, and they can learn more optimally in the English Day program. The learning conditions on English Day were found to be more interesting compared to regular English classes, and students agreed that English learning on English Day is more contextualized through activities related to daily activities. The concept of reward and punishment in English Day was perceived as providing more motivation for students to improve their English skills. Based on the questionnaire results, the researcher concluded that 100 students contributed to English Day, and they gave a positive response or agreed that English clubs can support their speaking skills. The findings align with the benefits of joining extracurricular English clubs, as identified in previous research.

*Keywords:* English Day, Speaking Skill, Students' Perception

### A. INTRODUCTION

English's status as an international language is a burden for everyone, especially educators. Educational institutions increase English learning to meet global issues. These improvements were implemented to give students a learning experience and enable them to work or study abroad (Anwar, 2019).

Mastering English is a permitted capital for globalization. Basic and higher education students must learn English. Globalization opens up new prospects for international relations. Thus, English is career capital (Handayani, 2016). English is used in international meetings by many countries. Because most worldwide information sources employ English, English proficiency

is crucial (Richards & Rodgers, 1986). English becomes a required subject for high school and university students. Indonesians consider English a foreign language (Maiza, 2020; Istiyani & Murtiningsih, 2020). Language skills will be taught. Most Indonesian students struggle to speak English fluently. Most students find learning English as a foreign language difficult. English grammar, vocabulary, and sounds differ from Bahasa Indonesia.

The 2021 English Education First world's largest rating of countries and regions by English ability gives Indonesia a 466. This low-ability score ranks fifth in Southeast Asia. Indonesia ranks 74 globally. Indonesia scored low on the English Proficiency Index for Schools (EF Education First, 2020). Speaking English as a foreign language is difficult. In addition, oral abilities are often the major indicator of language learning success in that context. The lack of authentic English examples, limited opportunities to practice speaking and interacting in English outside the classroom, and the tendency to use teacher-centered English learning methods (Sun et al., 2017) contribute to this. One solution is to teach and optimize it by consistently training pupils to always speak English through the English Day program. English Day introduces pupils to English. Participants must speak English on English Day (Syahfutra & Niah, 2017). English Day promotes interactive and transactional English communication between speakers and listeners (Mahbub et al., 2021). Another meaning of English Day is a training exercise when participants can only speak English to improve their skills (Jumaroh, 2020).

English Day can be seen as a way to practice English and improve skills. English Day can improve students' speaking skills by motivating them to learn English and making it simpler for them to talk. Based on initial observations, Senior High School Ash-Shiddiqi Islamic Boarding School created an English Day curriculum based on foundation and principal agreement. The English teacher and student group run this program. Senior High School Ash-Shiddiqi Islamic Boarding School hosts English Day every Tuesday within and outside the classroom. Teacher gives homeroom instructors various conversation material each week for English Day at Senior High School Ash-Shiddiqi Islamic Boarding School. Class-based material meets student needs. Finding conversation partners is fine, and the teacher will explain the content and have students practice it with friends. This program began in 2021.

English Day at Senior High School Ash-Shiddiqi is still adjusting. The researcher's pre-interview with school principal Mr. Mustafa revealed various challenges. He said children weren't used to English Day, thus the school punished non-English speakers.

Mr. Mustafa said that when ordered to speak English, many students have psychological, cognitive, and behavioral reactions like blushing, sweating, loss of focus or blankness, stuttering, and palpitations. Several recent scientific publications show that many English learners, especially in EFL countries like Iran and China, struggle with speaking competence. English day programs can help students improve their speaking skills, despite linguistic and psycholinguistic issues. English day helps pupils practice English in and out of class. On English day programs, most students spoke English (Sherayvi Mahiesta Liyanni, 2015).

Based on the background of the concerns outlined above, the researcher wants to examine how students' perceptions of English Day may affect their speaking skills. Researchers titled this study **“Students’ Perception on English Day at Ash-Shiddiqi Islamic Boarding School to Improve Their Speaking Skill”**.

## **B. METHOD**

This research is classified as quantitative research and possesses a descriptive characteristic. Through the examination of the interrelationships between variables, quantitative research verifies objective theories. Consequently, these variables may be quantified, commonly utilizing instruments, in order to generate numerical data amenable to statistical analysis. According to Creswell and Clark (2011), The purpose of this research is to verify hypotheses or provide answers to questions pertaining to the situation that was occurring or existed at the time. Descriptive research is conducted using the descriptive survey model on both large and small populations. Survey research, according to Neuman W. Lawrence, is quantitative research. Several individuals (respondents) are queried by the researcher regarding their past or present beliefs, opinions, object characteristics, and behavior as part of survey research. Survey research methods revolve around inquiries pertaining to an individual's personal convictions and conduct (Lawrence, 2003).

However, the information under study is derived from samples of that population. A questionnaire was employed to collect primary data from students in Classes X, XI, and XII of As-Shiddiqi Islamic Boarding School, a senior high school.

## **C. FINDINGS AND DISCUSSION**

The data were collected from the questionnaires and documentations. The researcher inquired as to whether the students regarded English Day with a favorable or unfavorable attitude in regard to their speaking proficiency. The findings were gathered from data analysis of the questionnaire followed by the discussion of this research.

### **1. Data Students Presentation of the Questionnaires**

The data collection process for the study on students' perceptions of English speaking days in terms of speaking skills at Ash-Shiddiqii Islamic Boarding School involved the administration of a questionnaire comprising 12 inquiries. Researchers disseminated questionnaires to a total of 120 English students on August 28, 2023, for the purpose of this study. One hundred students were selected as samples for this investigation.

An investigation was conducted by researchers through interviews conducted with students and the administration of a questionnaire that inquired about students' perspectives on English speaking days and speaking ability. For about 110 questionnaires were distributed, of which 100 were returned, or 91%. The tables and diagrams that follow provide the information that is required:

#### **1. Students' English pronunciation can have grammatical errors rectified by English Day**

Based on the provided data, it can be observed that only 5 individuals, accounting for 5% of the total respondents, expressed a neutral opinion. Furthermore, none of the respondents opposed or strongly disagreed with the statement that English Day can help rectify grammar errors in students' English speech. All English club students have a favorable reaction to the fact that English Day may rectify grammatical errors in students' English pronunciation.

#### **2. English Day can correct students' English pronunciation and spelling errors**

According to the data there are 55 students, or 55% of the student population, concur that English Day has the ability to correct the spelling and pronunciation errors of students in English. Then, 28% of the students, or 28 individuals, expressed strong agreement. In the impartial section, seventeen students responded "neutrally disagree" or "strongly disagree," while no students selected the corresponding option. This indicates that English Day has the capability to rectify students' errors in English grammar and pronunciation.

### **3. English Day is effective to familiarize students in speaking English**

Based on the data, it reveals 41 students (41% of students) strongly concur with the statement English Day is effective in familiarizing students with speaking English, followed by 59 students (59% of students) who agree. According to the data in the table above, only one student expressed agreement, significant disagreement, or neutrality with the given statement. It can be inferred that English Day effectively serves to acquaint students with the spoken language of English.

### **4. The obligation to use English on English Day can increase students' enthusiasm in learning English**

The data indicates that students whose enthusiasm for learning English can be bolstered by the requirement to use English on English Day. As shown in the table above, students hold a favourable view of the statement, as 50 students (or 50% of students) agree, 46 students (or 46% of students) agree, and 4 students (or 4% of students) remain neutral; there are no students who strongly disagree or disagree with the statement.

### **5. English Day can provide wider opportunities for students to explore their language skills.**

According to the data presented in the table above, 57 students (or 57%) agree that English Day can offer pupils more opportunities to develop their language skills, while 38 students (or 38%) strongly agree. While five percent or five percent of the pupils were neutral, none of them expressed disagreement or strong disagreement.

### **6. English Day can build students' conceptual knowledge in English**

According to the data, students are divided into groups of 36 (36%), with 62% firmly agreeing with the statement that English Day can enhance students' conceptual understanding of the English language. Nonetheless, two pupils, or two percent of the total, are dissatisfied but also hold a neutral stance or dislike. In contrast, no student expressed significant disagreement or disagreement with the statement.

### **7. English Day can make it easier for students to understand the teacher's explanation in English**

There are 51 students (or 51 percent) strongly agreed that English Day could facilitate students' comprehension of the instructor's explanation of the English language. Additionally, 39 students (or 39 percent) agreed, 10 students (10 percent) were neutral, and one student (or one percent) disagreed with the statement.

### **8. Learning activities in English Day are more effective in improving students' English skills**

The aforementioned table presents a deviation from the preceding tables in that it includes the statement "Learning activities on English Day are more effective in improving students' English skills." The highest proportion of respondents (53 students or 53%) agreed with this statement, while only 2 students or 2% responded neutrally. No one then responded with "strongly disagree," "agree," or "neutral."

### **9. In the English Day program, students can learn more optimally**

As shown in the table above, 37% of students, or 37 individuals, strongly concurred with the statement. Students can learn more efficiently through the English Day program, according to 56% of the 56% of respondents who concurred, 7% who were neutral, and none who disagreed or strongly disagreed.

### **10. Learning conditions on English Day are more interesting compared to English learning in the classroom**

The data presented indicates that a significant proportion of students expressed strong agreement with the statement that the learning conditions on English Day were more engaging than classroom instruction (62% or 62 students). 36 students, or 36%, responded in agreement, 2 students, or 2%, were neutral, and no one strongly disagreed or disagreed.

### **11. English learning on English Day is more contextualized through activities related to daily activities**

Students responded as shown to the statement English learning on English Day is more contextualized through daily activities. The aforementioned table illustrates that none of the students selected expressed substantial agreement. In contrast, the statement with the maximum number of responses (67 students, or 67%), is "agree." 9 or 9% of respondents indicated neutrality, while 24 or 24% strongly agreed.

### **12. The concept of reward and punishment in English Day can provide more motivation for students to improve their English skills**

Responses to the statement from the students, on English Day, the concept of rewards and punishments may inspire students to improve their English proficiency. Whereas 49 students (or 49%) responded "strongly agree" or "agree" equally, only 5 or 5% (or 46 individuals) responded "neutral."

From those twelve results above, knowing students' perceptions of English day which is very important in supporting to improve speaking skills in Islamic schools use questionnaires. Based on the questionnaire data that researchers analyzed, it can be assumed that researchers get a positive response or response to English day as the right place to learn English, especially in speaking. This can be shown by the data showing that students strongly agree and agree that extracurricular English day is very useful or important for students in improving speaking competence. students also strongly agree and agree that extracurricular English day helps them speak well. Some students strongly agree and agree that they prefer practicing speaking in English day rather than in regular classes. Based on the results of the questionnaire, the researcher concluded that 100 students were contributors in English day and the students gave a positive response or the students agreed that English club can support their speaking skills.

42 Then another finding found by the researcher is that, English day extracurricular students have a positive perception of the statement that English Day can correct grammar errors in students' English pronunciation.

In addition, students strongly agree and agree because English Day can correct students' English pronunciation and spelling errors. By participating in English Day, it is effective to familiarize students in speaking English. In addition, students strongly agree and agree that there are many benefits they get after joining the extracurricular English club. This finding is in line with Galanes and Adam's (2013) opinion regarding the benefits of joining the extracurricular English club, getting affection for not being quiet (challenged) quiet, speaking will get information, getting the same turn to speak, more fun and suitable than regular classes (English classes), getting new vocabulary, talents, and facts when the other person speaks

#### **D. CONCLUSION**

Conclusions of the research examining students' perceptions of English Day in relation to their speaking abilities indicate that students are ecstatic about the existence of this day, which offers numerous advantages, including the opportunity to correct grammatical errors in their English pronunciation. English Day can rectify the misspellings and pronunciation errors of students in the language. Students are effectively acquainted with the English language through English Day. Students' motivation to learn English may be heightened by the requirement to utilize the language on English Day. The observance of English Day may facilitate students' comprehension of the instructor's English explanation. English Day learning activities are more effective at enhancing the English proficiency of students. Through the English Day program, pupils are able to maximize their learning. English Day learning activities are more efficacious in enhancing the English language proficiency of students.

#### **REFERENCES**

- Anwar, D. (2019). Challenges and Possibilities of English: Speaking Back to the Centre. *Changing English: Studies in Culture and Education*, 26(3), 222–237. <https://doi.org/10.1080/1358684X.2019.1593043>
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and

Bacon.

- Creswell, J. W., & Clark, V. L. P. (2011). Choosing a mixed methods design. In *Designing and Conducting Mixed Methods Research* (pp. 53–106). Sage Publications, Inc.
- Handayani, S. (2016). Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong “Asean Community 2015.” *Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah*, 3(1), 102–106.
- Jumaroh, J. (2020). “English Day” sebagai Upaya Meningkatkan English Exposure bagi Siswa-Siswi SMPN 2 Ulujami, Pemalang. *Prosiding University Research Colloquium*, 29–33. <http://repository.urecol.org/index.php/proceeding/article/view/1236>
- Lawrence, N. W. (2003). *Social Research Method: Qualitative and Quantitative Approaches*. Allyn and Bacon.
- Mahbub, M. A., Nugraheni, D. A., Bulqiyah, S., & Sari, D. N. I. (2021). Pelatihan Bahasa Inggris Komunikasi Efektif Melalui Program English Day Pada Madrasah Aliyah. *Jurnal Pengabdian Untuk Masyarakat*, 5(2), 1–23.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. Cambridge University Press. <https://doi.org/10.3138/cmlr.44.3.551>
- Sun, Z., Lin, C. H., You, J., Shen, H. jiao, Qi, S., & Luo, L. (2017). Improving the English-speaking skills of young learners through mobile social networking. *Computer Assisted Language Learning*, 30(3–4), 304–324. <https://doi.org/10.1080/09588221.2017.1308384>
- Syahfutur, W., & Niah, S. (2017). Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English Day Bagi Guru Dan Karyawan Di Sma Islam Terpadu Fadhilah Pekanbaru. *Jurnal Pengabdian UntukMu NegeRI*, 1(2), 48–53. <https://doi.org/10.37859/jpumri.v1i2.233>