

**THE IMPLEMENTATION OF ENGLISH DAY PROGRAM
IN THE STUDENTS' SPEAKING SKILL AT
THE ELEVENTH GRADE OF SMAN 18 MAKASSAR**

SKRIPSI

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BOSOWA



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022**

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Submitted to the Faculty of Teacher Training and Education in Partial
Fulfillment of the Requirements for the Sarjana Degree

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BOSOWA

By

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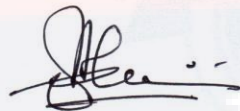
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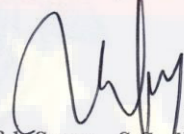
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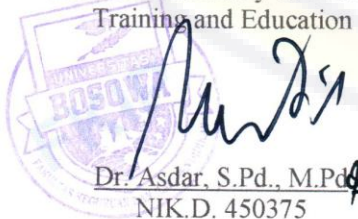
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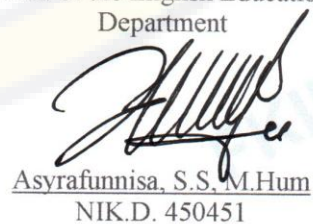
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Judul : *The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar*

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ABSTRACT

Stenly Beay. 2022. *The Implementation of English day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar (Hj. St. Haliah Batau and Ulfah Syam)*

The objective of this research was to determine the implementing of English day program in the students' speaking skill at the eleventh grade of SMAN 18 Makassar.

This research method is, applied a qualitative research, data were collected from observations, interviews, and documentation. The sample of this research is the students of class XI SMAN 18 Makassar who follow the English Club. the writer uses interview guidelines.

The results of this study indicated that the English day program can improve students' speaking skills. However, the implementation of English day at SMAN 18 Makassar has not been carried out well because: some students still use Indonesian during English day, and some students are not confident to speak English with friends around them. It is recommended that the person in charge of the English Club can implement the English day program in the school environment, because English day is an important program for international schools.

Keywords: *implementation, English day, program, speaking, skill.*

ABSTRAK

Stenly Beay. 2022. *The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 18 Makassar.* (Hj. St. Haliah Batau dan Ulfah Syam)

Tujuan dari penelitian ini adalah untuk mengetahui implementasi program English day dalam keterampilan berbicara siswa kelas di XI SMAN 18 Makassar.

Metode penelitian ini menggunakan penelitian kualitatif. Data dikumpulkan dari observasi, wawancara, dan dokumentasi. Sampel penelitian ini adalah siswa kelas XI SMAN 18 Makassar yang mengikuti English Club. penulis menggunakan pedoman wawancara.

Hasil penelitian ini menunjukkan bahwa program English day dapat meningkatkan kemampuan berbicara siswa. Namun pelaksanaan English day di SMAN 18 Makassar belum terlaksana dengan baik karena: beberapa siswa masih menggunakan bahasa Indonesia selama English day, dan beberapa siswa tidak percaya diri untuk berbicara bahasa Inggris dengan teman-teman di sekitar mereka. Disarankan agar penanggung jawab English Club dapat menerapkan program English day di lingkungan sekolah, karena English day merupakan program penting bagi sekolah internasional.

Kata kunci: *penerapan, program, English day, keterampilan, berbicara.*

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The writer is fully aware that this skripsi is still far from being perfect. This is due to the limitations of the writer, but the writer tries his best, hopefully this skripsi can be useful for all parties and the writer hopes for various constructive responses, criticisms and suggestions to complete this skripsi so that it can be useful.

Makassar, 04 August 2022

The writer

Stenly Beay.

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CHAPTER I

INTRODUCTION

In this chapter the researcher presents about the introduction. The introduction consists of background of the research, research question, objective of the research, significance of the research, and scope of the research.

A. Background of the Research

English is a language which is the official language of the United Kingdom. However, as technology advances, the English language becomes more and more familiar to many people. As stated by Firmus in Rangga Sahidin (2013: 2) that unexpected that the role of English as an international language is increasingly important and even a must for everyone who wants to succeed in this developed world. It has become a fact that every formal education from elementary school to university in Indonesia all uses English lessons. Now is the era of globalization. Almost every utensil, food, and other necessities always use English. This is what makes almost all levels of society, from the young to the old, begin to be serious about learning English, especially in Indonesia. Not only that, in the education system in Indonesia, English is also used as the language of instruction. Helena (2012: 2) revealed that “English is also one of the languages of instruction” science and technology. Realizing the importance of English, the main function of learning English is as an introduction to u all aspects of learning. From this opinion, indeed almost all formal education uses English as the language of instruction for each subject. In the current era of globalization, the use of a foreign language, namely English, has become a very important part of human life as a

means of communication. Kartono, in Darniati (2015). English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, feelings, and developments in science, technology, and culture. English is a global language that plays a very important role in global interaction and communication (lingua franca) along with the progress and competition of globalization. This shows that English is a very important communication tool for many people around the world. What is expected to be the first means to be able to grow and improve the ability to empathize skills in English (Listening, Speaking, Reading and Writing) seeks to meet these needs and communicate on their own in following developments and utilizing knowledge in the professional field.

In Indonesia, English has long been taught in all secondary schools First and high school both public and private. In level middle school learning English aims to develop competence communicate in oral and written form to reach the literacy level functional. On other occasions, communication is often used in conjunction with the four competencies, namely (Listening, Speaking, Reading and Writing) to achieve communication goals, but one of the language skills that will discussed in this study is speaking skills. Speaking is one of the most important skills to be developed and improved as a means of effective communication. Speaking skill is considered as one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They generally face problems to use a foreign language to express their thoughts effectively. They stop talking because they face psychological barriers or can't

find the right words and expressions. The modern world of media and communication requires a good knowledge of spoken English.

Speaking requires learner not only to know how to produce certain points of language such as grammar, pronunciation, or vocabulary. But that they understand when why, and in what way to produce language. The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skill is a person skill to convey his thoughts to anyone through oral, However, speaking skills are difficult to develop if not continuously and can be done with colleagues in class, all English lecturers, or lecturers others who can speak English. The aim is to improve speaking skills, use of words, improve language order, perfect speech vocabulary, English sentences, and practice hearing so that it is easy to catch messages from the interlocutor.

Speaking is the first, way to interact with others people in a social environment public. Furthermore, success in learning a language at first can be seen from the skill to learn to speak but it is very difficult to learn beginners to speak foreign language, especially English. There are many reasons why they have difficulty in speaking, such as lack of ideas for storytelling, lack of vocabulary to express ideas, lack of opportunity to speak. Therefore it is necessary to implement an English day program in the classroom so that beginners are eager to speak English.

Remember that speaking is one of the most important English skill difficult and necessary to master it especially in school. The author will implement a

program that is expected to help students to speak foreign language actively, especially English.

English day at SMAN 18 Makassar, it is included in the extracurricular programs. and it is one of the programs of extracurricular activities. It can be said that the English Club is a forum and English Day is the program. where the English Club is a place where students can learn, share knowledge, and improve students English speaking skill in a relaxed and fun atmosphere.

As well as English day which is one of the programs carried out so that students can practice and familiarize their speaking skills. One of the advantages that students will get by joining in English Club is that students can improve their speaking skill. In this English Club activity, students will be familiarized with everyday conversations using English to improve students' speaking skills in English. The English day program is a solution for students to have good communication skills by implementation English in daily conversations and school activities. English day activities are basic activities that train and train all school members to communicate in English. Students are invited to go back to learning to speak like when they were little. English day is a program to practice and use English in daily activities. Where participants must speak English within the agreed time. Participants cannot use other languages during English day.

The aim of this program is to have a good contribution to improving students' skill and cultivate good English language habit. This program aims that student have good skill in conversation, presentations, speeches and so on. In the

students' speaking skill, students must involve themselves in activities that can improve their skill.

From some of the definitions above, the reason why the researcher choose English Day is because English Day can be the right program for teachers, students and employees at the school or university level. English day is a program to train and familiarize the use of English in daily activities. Where requires participants to speak English within the agreed time.

The benefit when students join English clubs is that students not only master the material taught in the classroom, but students can also find new things in increasing knowledge about the English language. The purpose of this English club is to make students able to use English properly and correctly in facing the globalization era, of international trade, and job competition.

B. Research Question

Based on the explanation above the writer formulated research questions as how is the implementation of the English Day program in the students' speaking skill at the eleventh grade of SMAN 18 Makassar?

C. Objective of the Research

Based on the formulation of the problem, the objective of this research was to determine the implementing of English day program in the students' speaking skill at the eleventh grade of SMAN 18 Makassar.

D. Significance of the Study

1. For teachers

To know the students' skills in speaking English and to know that the

English program is very important to be used as a communication tool in English.

2. For Students

To increase students in speaking English in front of the class because students need to practice speaking English anytime, and anywhere.

3. For Writer

The research results will be used to answer existing questions, questions based on research data. gain new experience and knowledge in the writer's speaking skill.

E. Scope of the Research

The scope of this research is the students' of class XI SMAN 18 Makassar, especially students who take part in extracurricular activities, namely the English club, which focuses on the level of students' speaking skills, namely, vocabulary, and students' self-confidence. In carrying out the scope of the research, considering several problems in problem identification, the researcher concluded that the research focused on students' speaking skills and implementation of the English Day program in the eleventh grade of SMAN 18 Makassar. The researcher considers the English Day program as a very important program and attracts students' interest to improve students' speaking skills. In this research, researchers took the English day program to train and familiarize students speaking skill in the eleventh grade of SMAN 18 Makassar.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains the theoretical conceptual which includes the meaning, the importance of speaking, the function and nature of speaking, the types of speaking, the components of speaking, effective speaking, speaking skill, factors that support speaking skill, then English day, and the last one. is about any ideas that are relevant to previous research.

A. Theoretical Review

1. Definition of Speaking

Speaking is the skill of conveying information through spoken language. The link between information and spoken language as a medium of delivery is very heavy. The information received by the listener is not in the original form, but in another form, namely the sound of language. The listener then tries to transfer the information in the form of the sound of the language into its original form.

Nunan in Astuti (2021:15) defined speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language Moreover, Brown in Astuti (2021:15) said that speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking functional oral language skill in everyday human life. because by talking we can obtain and convey information. However, for students speaking

fluent English is a formidable challenge because we don't use English as the language of daily communication.

Tarigan in Safitri (2020:5) states that speaking is the ability to pronounce articulation of sounds or word to express thought, ideas and feels. Speaking is a system of signs that is audible and visible using muscles of human being for the purpose of that ideas. Therefore, speaking is only sound of word pronunciation. According to Thornbury in Safitri (2020: 5), speaking requires the ability to cooperate in the management of speaking turns. It typically takes place in real time with a little time for detailed planning as well. In this condition, a lot of memorized lexical expressions are also necessary in spoken language.

Speaking is a productive skill. When we speak, then we create a meaningful text. In communication, we can find speakers, listeners as well as messages and feedback. In addition, speaking cannot be separated from pronunciation.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Speaking skill is a final result hopefully mastered by every language learner. Being able to speak in the foreign language being learn with other individual the main goal of learning foreign language. Tarigan in Yuneva (2017:36) states that speaking is the ability of saying articulation sounds or words

to express and state information, ideas, feeling. It is the ability to express them too their people that is well arranged by concerning the listener and speaker`s ability. The result is the understanding of the conversation being held. Speaking skill if productive skill that means it is gained through direct interaction.

Train English language skills for students in English is one of the duties of a lecturer who is not verbal lightly. Lecturer who experienced and creative it will not have difficulty in choose the right strategy for selecting the task.

Fulcher (2013), states that speaking is the verbal use of language to communicate with others. According to Adam in Yuni Mahtawarmi (2019:7) speaking is “an oral communication between two or more person to express ideas talking together. Hybel, Richard and Weaver in Yuni Mahtawarmi (2019:7) explain that speaking is a process in share the information, opinions, and feelings. In addition, Rizkiah (2014) says that speaking is the action in conveying information and expressing the feeling. The conclusion from some of the above that speaking is the ability to say words in order to convey or state the intent, ideas, ideas, thoughts, and feelings that are compiled and developed according to the needs of the listener so that what is conveyed can be understood by the listener.

a. The Importance of Speaking

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of

speaking skill to express an idea, someone feeling, thought, and it express spontaneously by oral.

The ability to speak English is very important in human life because of its purpose Learning a language is to communicate with other people. Language has a social function where communication occurs through interaction with each other as their main goal of learning, either to gain personal satisfaction or to be able to speak a foreign language. Actually exists many things we have to improve in speaking for example practicing English every day.

b. Function and Nature of Speaking

1) Communication

The main purpose of speaking is to communicate or convey messages (ideas, information, thoughts).

2) Expression

A person's personality can be seen from his speech. Talking is self-expression.

By speaking a person can express his personality and thoughts.

3) Mental Motoric

Talking involves a mental aspect. How language sounds with the speaker intended idea is a skill in self. The ability of ideas with language sounds (words and sentences) correctly is an ability that supports success.

c. The Types of Speaking

In the context of teaching speaking English, there are at least five types of speaking that occur in the classroom. this will define and provide an example of each. The five types are as follows:

1) Imitative

This category includes skills to practice intonation and focus on certain elements of the language form. It just imitates a word, phrase or sentences. What is important here is to focus on pronunciation. Teacher using speaking techniques in the teaching and learning process. The reason is by using the speaking technique, students get the opportunity to listen and repeat words orally.

2) Intensive

Speaking involves producing a limit amount of language in a highly control context. An example of this would be to read aloud a passage or give a direct response to a simple question.

Competency at this level is shown through achieving certain grammatical or lexical mastery. This depends on the teacher's expectations.

3) Responsive

Responsive is slightly more complex than intensive but the difference is blurry, to say the least. At this level, the dialog includes a simple question with a follow-up question or two. Conversations take place by this point but are simple in content.

4) Interactive

The unique feature of intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. The challenge of interpersonal speaking is the context

or pragmatics The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate. This is much more complex than saying yes or no or giving directions to the bathroom in a second language.

5) Extensive

Communication is normal some sort of monolog. Examples include speech, story-telling, etc. This involves a great deal of preparation and is not typically improvisational communication. It is one thing to survive having a conversation with someone in a second language. You can rely on each other's body language to make up for communication challenges. However, with extensive communication either the student can speak in a comprehensible way without relying on feedback or they cannot.

d. The Components of Speaking

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton in Azlina and Novitri (2015) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form

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

3) 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 is 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.

4) 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 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.

5) Comprehension

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

e. Effective Speaking

We will speak effectively if we meet the elements of speaking skills as follows:

1) Pronunciation accuracy

Pronunciation or pronunciation of language sounds that are inappropriate or defective will cause boredom, less fun, or less attractiveness so that it can distract listeners, interfere with communication, or the user is considered.

2) Accuracy of intonation

Intonation is related to sound stress which usually falls on the last syllable or penultimate syllable. Improper intonation will lead to a misunderstanding or different from what was intended.

3) Choice of words (diction)

The choice of words (diction) should be precise, clear, and varied. Clearly the meaning is easy to understand by the target audience. The listener will be more aroused and understand better, if the words used are already known to the listener.

4) Fluency

Good speakers avoid disjointed speech, do not make certain sounds that are very distracting (eg ee, hmmm, oo, aa). However, the speaker who is too fast in speaking also makes it difficult for the listener to catch the main point.

f. Speaking Skill

The definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado in Tika Mudyanita (2011: p. 16) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report situations in precise words, or the ability to express a sequence of ideas fluently.

Speaking skill is the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings. Speaking is the skill of conveying messages through spoken language. The link between messages and spoken language as a medium of delivery is very heavy. The message received by the listener is in the original form, but in another form such as sound language. Pen then tries to use the message in the form of the language into its original form.

Speaking skill is the skill to pronounce sentences to express, convey thoughts, ideas, and feelings. Speaking skill is a skill to convey messages orally to others. According to Supriyadi (2019), if someone has good speaking skills, then he will get social and professional benefits. social benefits with the activities of social interaction between individuals. The professional advantage gained from using language to ask questions, add facts and knowledge, explain and describe. These spoken language skills make it easier for students to communicate and express ideas or ideas to others.

g. Factors supporting speaking skills

Factor Supporting factors in speaking activities regarding linguistics and non-linguistics are as follows:

- 1) precision speech,
- 2) Placement of appropriate tone, joint or duration stresses,
- 3) word choice,
- 4) The accuracy of the use of sentences and grammar,
- 5) Accuracy of the target of the conversation.
- 6) Reasonable attitude, calm and not stiff,
- 7) The gaze should be directed to the interlocutor,
- 8) Willingness to respect others
- 9) Precise gestures and expressions,
- 10) Sound loudness,
- 11) Smoothness,
- 12) Relevance, reasoning,
- 13) Topic mastery.

The characteristics of a good speaker include the following:

- 1) Choose the right topic.

A good speaker can always choose material or topics of conversation that are interesting, actual and useful for his listeners, also always taking into account the interests, abilities, and needs of his listeners.

2) Mastering the material.

Good speakers always try to learn, understand, appreciate, and master the material to be delivered.

3) Get to know the audience

A good speaker will understand the background of the listener. Before speaking, good speakers try to gather information about their listeners.

4) Contact with listeners.

Speakers try to understand their emotional reactions, and feelings, try to make inner contact with their listeners, through eyes, attention, nods, or smiles.

2. English Day

Learning a foreign language English is not enough if it is only done in the classroom. Therefore, extra activities are needed that can help students to be able to directly practice their language skills in real situations/contexts. one of them is the English club. English Club is an extracurricular activity at SMAN 18 Makassar, which has various work programs to improve students' speaking skills, one of which is the English day program. Where the English Day program is considered to provide a good opportunity for students to be able to interact in English. Students can communicate both with teachers and friends in a relaxed situation, not bound by the rules in class. this program helps them to socialize and gives each student the opportunity to be able to voice their 'personal voice'.

English Day is a day where in this school, teachers and students must use English while still in school. In Indonesia, English Day is usually used in

international and non-international schools. So, the English Day program is related to improving students' speaking skills at school.

English Day Program is also an activity to provide knowledge about the components of the English language. In English day program has several activities, such as debates, speeches, poetry, singing, and drama. Students should be able to express their skills in the form of speeches, debates, poems, songs and drama to strengthen the purpose of English day. English Day Program is the program by school where all the students should use English in their oral and written communication during the school time. English Day Program helps students to develop their competencies in using English.

Creating English Day Program means creating English environment should involve by all the components of the school Mudyanita, (2011). In English Day Program, the teachers' roles are become role model and one of sources of English for their students. English Day Program becomes an extra school language activity. Ajileye in Diantoro (2016: 3) said that there is a significant relationship between students' exposure through extra-school language activities and their proficiency in English.

English Day Program is one way to create and build conducive environment in practicing English in the classroom as well as. Makasau (2015) says that the English Day Program is a program run by the school where all students must use English as their communication medium orally and in writing during school time. Students can express their feelings or ideas, ask questions, and

tell stories or jokes use English during the activity. They expected more self-confident.

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. there are some activities which can be implement in English day activity as follow:

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.

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' skill in speaking. In addition to drama is also a venue to convey a moral message to the audience.

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. 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. By debating we can train our skill and speed in speaking and thinking.

English club is an activity held by schools to facilitate students' talents and interests. such as SMAN 18 Makassar which organizes English extracurricular activities, namely the English Club. One of the programs held by the English Club is English Day, to develop students' talents and interests in English, as well as train students in speaking English. According to Herpratiwi and Purnomo in Sari (2015:2) English club is an extracurricular activity that aims to develop students' speaking skills in the field of English. Extracurricular English club at SMAN 18 Makassar is one of the activities that can answer the important role of English as an international language. The English Club activity is an optional extracurricular activity for students. In English club activities students speak English both with friends as well as with teachers and the community, so

English club extracurricular activities are very important, students are expected to be fluent in English. This is one of the directions that teachers give to their students.

B. Previous Related Research Findings

There are several relevant studies, which have relevance to research writing in the field of speaking skills, based on researchers' interest in speaking skills in English. The researcher took the relevant research which had been investigated by them about speaking skill.

Wandi Syahfutra (2017) with the research title "Mastering English speaking skills with the concept of English Day for teachers and employees at Fadhilah Integrated Islamic High School Pekanbaru. The results showed that the English Day concept in the training was very effective for all training participants and employees who were active in participating in the entire activity process. This enthusiasm was also reflected in the large number of participants who participated when asked to come forward to the other participants to practice the English learning method that had been given with the English day concept. All of the training participants were highly motivated, that is, they were very enthusiastic about the training. This is that the training participants are aware of the importance of mastering English in the current era. increasing the ability of teachers and employees to master English skills, especially in today's modern era. The similarity of the research that has been carried out by Wandu Syahfutra with this research is the implementation of the English day program. The difference between the research conducted by wandu syahfutra and this research focuses on

mastering English speaking skills with the concept of an English day for teachers and employees. while this proposed research the implementation of the English Day program to improve students speaking skills.

Meriatul Wahyu (2020) with the title "Student's perception of the English day program to their speaking skills: Study at SMAN Suralaga" The purpose of this study was to determine students' perception of the English Day program on their speaking skills. That the design of this research is descriptive research with a survey approach. This research using total sampling because the population is below 100 of them all eleventh grade (11) students consisted of 65 participants. Questionnaire and documentation is used as an instrument to obtain data. Questionnaire consists of 15 items divided into three indicators related to the perception of the English Day program on their speaking ability. Researcher used statistical descriptive analysis to analyze the data. The results showed that most students had a good perception of EDP. Most they are enthusiastic about the presence of EDP itself. In addition, students have high motivation and expectation that EDP will facilitate them to develop English speaking skills. However, the teachers are inconsistent to speak English during EDP. Finally, the two variables between the previous study and the proposed research is the same, namely the English day program and students' speaking skills. The difference between the previous research and this research is that the previous research only focused on students' perceptions of English day program on their speaking skills. While this proposed research studies about the implementation of English Day program to improve students' speaking skills.

Nur Wakhidah (2017) with the title “Implementation of English programs and Arabic Clubs in improving the speaking skills of MI Muhammadiyah 01 Payaman – Lomongan students. This research focuses on two programs, namely the implementation of English and Arabic Clubs in improving students' speaking skills. The result of this research is that students' English skills are still weak. After participating in the English and Arabic Club program, the students experienced a gradual increase in accordance with the grade level of the students. The difference in previous research is that previous research focused on two programs, namely the implementation of the English and Arabic Club programs. Meanwhile, this research uses the English day program in the speaking skills of previous students.

C. Conceptual Framework

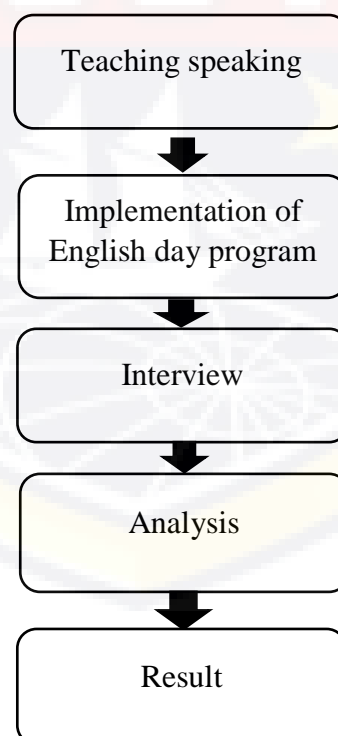


Chart 1: Conceptual Framework

The conceptual framework above means that researchers will focus on analyzing students' personalities through interview and observation. the results of this instrument the researcher will know the improvement of students' speaking skills. The purpose of this study was to identify the English Day program and then find out whether the implementation of the English Day program in the students' speaking skill.



CHAPTER III

METHODOLOGY

This chapter deals with methodology of this research. The discussion includes research design, location and time of the research, subject of the research, focus of the research, technique of collecting data, technique of analysis data, and data validity.

A. Research Design

This research used a qualitative method with a case study design type because the main objective is to carry out an English day program in the students' speaking skill in class. The qualitative research method according to Sugiyono (2016: 24) is a research method based on the philosophy of postpositivism, which is used to examine the natural conditions of objects where the researcher is the key instrument. According to Sugiarto (2017:12) case study was a type of in-depth qualitative research about individuals, groups, institutions and so on within a certain time. It aims to find out about something in depth, focused on one unit, such as an individual, a group, an organization or a program. This research can be used to examine objects in the form of groups. As long as the group has the same goal. Data collection techniques in case studies can used observation techniques, documentary studies and can also use interview techniques. Qualitative research aims to gain an understanding of the nature of the general view of social reality from the participant's perspective.

The validity of the data in this research used the Triangulation. According to Sutopo (2002: 7-8) triangulation is a method that most commonly

used for increasing validity in qualitative research. In simple terms, triangulation interpreted as a technique for checking the validity of research data by compare between sources, theories, and research method/technique (Ibrahim, 2015: 124).

From the various opinions above, it can be concluded that qualitative case study research is understanding social phenomena that are focused on examining the condition or situation of the object of research and describing thought activities, social activities, views of individuals or groups in a program that has the same goal.

B. Location and Time of the Research

This research conducted at SMAN 18 Makassar in the academic year. The research conducted in July 2022.

C. Population and Sample of the Research

1. Population

The population in this research were students of class XI SMAN 18 Makassar who took part in the English club activities, numbered 44 students.

2. Sample

The writer took samples from class XI students of SMAN 18 Makassar who joined the English club activities. To be more effective and get good results the writer chose 15 students as respondents.

D. Focus of the Research

This research focuss to data which are relevant and which are irrelevant (Moleong,2010: 4). Limitations in this qualitative research more based on the importance/urgency of the problem at hand in this research. This research will

discuss about students' skill and implementation of the English Day program which aims in the student speaking skill of eleventh graders at SMAN 18 Makassar.

E. Technique of collecting data

In this research, data were collected using observations, interviews and documentation.

1. Observation

According to Widoyoko (2014: 46) observation is observation and systematic recording of the elements that appear in the symptom on the object of research. According to Sugiyono (2014:145) Observation is a complex process, a process that composed of various biological and psychological processes. According to Riyanto (2010:96) "observation is a collection of data that" using direct and indirect observations.

The writer made observation to the location where the research is conducted. The purpose of this observation is to find out how students learn in the class. By using observation, the researcher can find out an overview of students, the learning process, and the problems faced.

2. Interview

According to Esterberg in Sugiyono (2015: 72) interviews are a meeting held by two people to exchange information or something ideas by way of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

Interview as method research used to find data from sources. the researcher will conduct an interview with two or more students at random, to determine the Implementation of English day program in the students' speaking skill.

3. Documentation

According to Sugiyono (2015:82) documentation is a record of events in the past, and can be in the form of writing, pictures, or works monumental of a person. Researchers use consumer data, sales data, documentation in the form of photos with consumers as secondary data in research this.

Based on the explanation above it can be said that the documentation method is data collection is done by object research. Documentation aims to obtain data about students' speaking skills, with the implementation of the English Day program.

F. Technique of Analyzing Data

Data analysis is a method used to process data sets or groups of data in order to obtain information. This means that the analysis process is intended to obtain clear information. analyzing data can help writer to explain what will be found in this research. Therefore, in this research, the writer analyzed the data collected using interview. Then, the writer determined the results of the implementation of the English day program at SMAN 18 Makassar.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings that have been obtained by writer through research conducted by researcher during four meetings.

A. Findings

The findings of this data relate to the implementation of the English day program in students' speaking skill after participating in the English day. The population was taken from students who joined the English club at SMAN 18 Makassar. The writer use documentation, interviews as instrument methods to collect data. The writer took students who are members of the English club as a sample consisting of 15 students and the writer prepared 10 interview questions. In collecting data. Writer observed the object of research. The writer observed only to find out how the English day program was implemented by the English club. The writer asked the respondent's time to be interviewed. The writer will collect all the results of the interviews in the form of recordings.

a. Interview

After the writer conducted interviews with class XI students about the implementation of English day program in students speaking skill, it was found that this program was very effective in implementing it in the school environment, especially in the English club that held.

The following are the questions and results of students' interviews:

Student one (FGN)

1. Do you think speaking English is difficult?

For this question was answered by Fahran. He said according to him, it is because. you know. English is his second language so it's a bit difficult and he can do it if he wants and if he studies every day maybe watch youtube or movies to improve our speaking skill”.

2. How do you feel when you speak English in front of the class?

For this question was answered by Fahran. He said, he thought was a bit nervous, you know he thought it was a bit difficult because speaking Indonesian is also difficult, not speaking Indonesian is also difficult. and speaking English with his friends is more difficult than Indonesian, that makes it more fun to do.

3. Do you agree with the English day program?

For this question was answered by Fahran. He said he agreed because the English day he took English and trained him to speak English and it would make him speak English every day, and it would improve his speaking skill”.

4. Does the English day program improve your speaking skill?

For this question was answered by Fahran. He said as he said before, if he spoke English every day it could improve his speaking skills.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Fahran. He said he enjoyed it because the first time he joined was very fun, he has a lot of friends here and he can share things, and talk to them in English.

6. Does the English day make you more confident in speaking English in public?

For this question was answered by Fahran. He said maybe a little, because he found it very helpful. he has a little bit of courage to talk to people in English.

7. How did the English day program affect to you?

For this question was answered by Fahran. He said yes as he said before to improve his skills especially speaking skills, how he interacts with people and how to talk to people.

8. What problem do you often face in implementing the English day program?

For this question was answered by Fahran. He said it may be difficult, because his members are shy to speak English. as a leader he had to convince them to be brave. maybe that's the big problem.

9. What is the purpose of the English day for you?

For this question was answered by Fahran. He said the purpose as he said before is to improve speaking skill and dare to speak with people, not only in English day but in everyone.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Fahran. He said before he joined maybe he didn't learn much about English, and after joining he studied not only in English day but he learned more on youtube and talked with my

online friends from other countries and he watches movies in English with English subtitles and that makes him better at speaking English.

Student two (FNA)

1. Do you think speaking English is difficult?

For this question was answered by Alfina. She said she felt that speaking English was difficult because she knew English is an international language so she thought she should know a lot about English.

2. How do you feel when you speak English in front of the class?

For this question was answered by Alfina. She said she thinks effectively is fine because she likes speaking English so much that she thinks she enjoys speaking English.

3. Do you agree with the English day program?

For this question was answered by Alfina. She said she agreed because students should know about English because as she knows English is an important language when we go to other countries it can help.

4. Does the English day program improve your speaking skill?

For this question was answered by Alfina. She said English day improved her speaking skills because she thought she had so much time when she spoke English with her friends, but she didn't have many words to know so my friends taught me about words. so that can help.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Alfina. She said she liked it very much and she enjoyed it.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Alfina. She said yes because the first thing she did was really comfortable, when she spoke English with other people. he thought it confused him but the leader said when he spoke English he should really feel cool because it can really help his speaking skill.

7. How did the English day program affect to you?

For this question was answered by Alfina. She said firstly she can improve her grammar and secondly she is more confident and knows about English words.

8. What problem do you often face in implementing the English day program?

For this question was answered by Alfina. She said about grammar because the grammar is very bad until now. he really tried hard to improve his grammar.

9. What is the purpose of the English day for you?

For this question was answered by Alfina. She said she doesn't really know but she thinks English day can improve her skills because we are trained to speak English every day.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Alfina. She said before she joined the English day, her English was very bad, such as vocabulary, grammar,

and even speaking was very bad. after he joined English day, his grammar and vocabulary actually changed a little bit very well.

Student 3 (PSHP)

1. Do you think speaking English is difficult?

For this question was answered by Sadina. She said according to her, it is not difficult if you want to try, if you want to know more, it is not difficult.

2. How do you feel when you speak English in front of the class?

For this question was answered by Sadina. She said she felt a bit nervous because of her incorrect pronunciation, grammar, and vocabulary.

3. Do you agree with the English day program?

For this question was answered by Sadina. She said she agree.

4. Does the English day program improve your speaking skill?

For this question was answered by Sadina. She said of course, because it can increase her vocabulary knowledge if she talks to people in English, it can certainly improve her skill.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Sadina. She said she felt very happy to join the English day because as she said before it greatly improved her speaking ability.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Sadina. She said it made her more confident because before joining the English day she had very low confidence to talk to her friends, but after joining the English Day she felt confident enough to speak with other people in English.

7. How did the English day program affect to you?

For this question was answered by Sadina. She said as she said before, very helpful and even she can talk to someone without being nervous and confident to speak English.

8. What problem do you often face in implementing the English day program?

For this question was answered by Sadina. She said so the problem is sometimes when talking to someone he doesn't know what to say but he doesn't know the words in English.

9. What is the purpose of the English day for you?

For this question was answered by Sadina. She said so her goal is to improve her speaking skills to improve her ability to get courage when she speaks English.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Sadina. She said so before she joined the English day her speaking skills were not correct because her grammar, pronunciation, vocabulary were not correct. after he joined, his speaking skill improved.

Student 4 (ATRW)

1. Do you think speaking English is difficult?

For this question was answered by Andi Wajuanna. He said, according to him speaking English is very difficult for him because he is Indonesian and he has never met many people who can speak English so it is difficult for him to speak English.

2. How do you feel when you speak English in front of the class?

For this question was answered by Andi Wajuanna. He said when he spoke English in front of the class, he felt nervous and he thought he said the wrong words so he was very nervous.

3. Do you agree with the English day program?

For this question was answered by Andi Wajuanna. He said agreed because he could speak English all day that's why he interacted with other people. he could exchange ideas and there were words he could tell from them.

4. Does the English day program improve your speaking skill?

For this question was answered by Andi Wajuanna. He said it made his speaking skill improve, because speaking English made him feel happy so he could speak English with other people.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Andi Wajuanna. He said, he really enjoyed the English day because he could meet other people who wanted to improve his skills which made him very happy.

6. Does the English day make you more confident in speaking English in public?

For this question was answered by Andi Wajuanna. He said, it made him more confident because before joining the English day he was very nervous to speak English and according to him the words were wrong and made people confused.

7. How did the English day program affect to you?

For this question was answered by Andi Wajuanna. He said, the influence of English day for him was so great that it made him confident to speak English and also be able to learn more words that he did not know.

8. What problem do you often face in implementing the English day program?

For this question was answered by Andi Wajuanna. He said, the problem is. Yes. he doesn't know what words he wants to say in English but he can speak English though not fluent.

9. What is the purpose of the English day for you?

For this question was answered by Andi Wajuanna. He said, the purpose of holding that English day was to make him more confident and able to speak English all day long.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Andi Wajuanna. He said, before joining the English day his English skill were very poor, and he was very

nervous to speak English. after he joins can be confident to speak English so that makes him feel better.

Student 5 (YP)

1. Do you think speaking English is difficult?

For this question was answered by Yesia. She said, it may not be difficult but there are pronunciations that are difficult to pronounce if there is no practice every day so it is rather difficult.

2. How do you feel when you speak English in front of the class?

For this question was answered by Yesia. She said, she was very nervous because she was not confident enough to speak English.

3. Do you agree with the English day program?

For this question was answered by Yesia. She said, yes, but she needs a mentor who might be able to implement English day in every class.

4. Does the English day program improve your speaking skill?

For this question was answered by Yesia. She said, of course, but it is up to her to practice speaking every day.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Yesia. She said, she was happy but when she was in ten grade she was not very fluent in English but over time she felt happy and she thought there was a change in her speaking English.

6. Does the English day make you more confident in speaking English in public?

For this question was answered by Yesia. She said, of course, what made her speak full English and she can learn how to arrange words in English and it will definitely increase her vocabulary.

7. How did the English day program affect to you?

For this question was answered by Yesia. She said, maybe from junior high school she didn't practice speaking English much, so that when she was in high school she wasn't very fluent in English.

8. What problem do you often face in implementing the English day program?

For this question was answered by Yesia. She said, that the problem she often faced was lack of confidence, and maybe she would get used to it if she kept talking to her friends.

9. What is the purpose of the English day for you?

For this question was answered by Yesia. She said, the purpose of English Day is to develop students' talents in speaking English every day.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Yesia. She said, before joining the English day, she could not speak English because she was shy, after participating she could improve her speaking skill.

Student 6 (AMD)

1. Do you think speaking English is difficult?

For this question was answered by Dzaki. He said, no. there may be some words he can speak in English and some he can't.

2. How do you feel when you speak English in front of the class?

For this question was answered by Dzaki. He said, maybe in public he still feels nervous but he always tries to be able to speak English in public.

3. Do you agree with the English day program?

For this question was answered by Dzaki. He said, yes, because it could train his speaking skill.

4. Does the English day program improve your speaking skill?

For this question was answered by Dzaki. He said, yes because firstly, his speaking is not too bad, so when there is an English day he feels it helps him to be able to speak English.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Dzaki. He said, yes, he was very happy because with English Day he could practice speaking every day.

6. Does the English day make you more confident in speaking English in public?

For this question was answered by Dzaki. He said, maybe not immediately, but it will be gradual. With English Day, yes, he is a little confident to speak English.

7. How did the English day program affect to you?

For this question was answered by Dzaki. He said, with the English language day, his speaking skill has become more improved than before.

8. What problem do you often face in implementing the English day program?

For this question was answered by Dzaki. He said, yes maybe he is speaking, because his speech is very bad and he is difficult to talk.

9. What is the purpose of the English day for you?

For this question was answered by Dzaki. He said, the purpose of English day for him was to improve his experience in acquiring new vocabulary and to improve his speaking skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Dzaki. He said, before joining was very bad, but after joining he can do it because as he said before, it really trains his speaking.

Student 7 (ASS)

1. Do you think speaking English is difficult?

For this question was answered by Syifa. She said, according to her it was a bit difficult because there was still a lack of vocabulary.

2. How do you feel when you speak English in front of the class?

For this question was answered by Syifa. She said, she felt embarrassed and nervous.

3. Do you agree with the English day program?

For this question was answered by Syifa. She said, yes because it can improve her speaking skill.

4. Does the English day program improve your speaking skill?

For this question was answered by Syifa. She said, according to her, yes. because she is required to speak English with friends and teachers.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Syifa. She said, yes because she felt she had gained knowledge, vocabulary and had many friends.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Syifa. She said, yes sometimes she is a little shy when speaking English in front of many people.

7. How did the English day program affect to you?

For this question was answered by Syifa. She said, it can increase vocabulary and of course practice speaking.

8. What problem do you often face in implementing the English day program?

For this question was answered by Syifa. She said, that sometimes she is still embarrassed to speak in public because she has not mastered speaking.

9. What is the purpose of the English day for you?

For this question was answered by Syifa. She said, to gain experience and practice speaking skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Syifa. She said, before joining she could not speak English, and after joining she could speak English. he thought it was very helpful.

Student 8 (AMF)

1. Do you think speaking English is difficult?

For this question was answered by Farras. He said, he thought it was difficult because English is not about speaking English it is just about his confidence to talk to other people and without making mistakes so it was quite difficult for him.

2. How do you feel when you speak English in front of the class?

For this question was answered by Farras. He said, he likes to speak in front of the class, he thinks talking to other people is relevant to improve his public speaking skill.

3. Do you agree with the English day program?

For this question was answered by Farras. He said, he strongly agreed because on English Day he could practice speaking with his friends.

4. Does the English day program improve your speaking skill?

For this question was answered by Farras. He said, yes. because he can speak English with his friends and he gets new words and the activities are very fun.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Farras. He said, yes. he is fun as he got a lot of new friends.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Farras. He said, yes as he said before, speaking English he is learning about how to talk to other people without getting nervous and he is also practicing speaking.

7. How did the English day program affect to you?

For this question was answered by Farras. He said, a positive influence for him, as he said before he became confident to talk to many people and also influenced him to always improve his speaking skill.

8. What problem do you often face in implementing the English day program?

For this question was answered by Farras. He said, he didn't feel much of a problem on the English day because, the English day had just started to be active due to the corona virus issue.

9. What is the purpose of the English day for you?

For this question was answered by Farras. He said, to improve his speaking skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Farras. He said, before he joined the English day, he spoke very badly and he wasn't confident talking to other people, he thought his grammar was still a mess. and after joining he was confident to speak English with his friends even though his speaking was not fluent.

Student 9 (MRP)

1. Do you think speaking English is difficult?

For this question was answered by Pihlefy. He said, yes, it might be a bit difficult because he still lacks vocabulary.

2. How do you feel when you speak English in front of the class?

For this question was answered by Pihlefy. He said, a little nervous but, if he spoke English it sounded cool.

3. Do you agree with the English day program?

For this question was answered by Pihlefy. He said, yes. he agreed because it could increase his knowledge of English.

4. Does the English day program improve your speaking skill?

For this question was answered by Pihlefy. He said, yes. with English Day, he can practice his speaking.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Pihlefy. He said, yes, he enjoyed it because it would increase his vocabulary and of course it could make him bold in speaking English.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Pihlefy. He said, according to him, that was not the case. because if his friends talk more than he does, he feels insecure.

7. How did the English day program affect to you?

For this question was answered by Pihlefy. He said, he wanted to continue learning English and wanted to memorize vocabulary.

8. What problem do you often face in implementing the English day program?

For this question was answered by Pihlefy. He said, the problem he often faces is his poor pronunciation, and he lacks confidence.

9. What is the purpose of the English day for you?

For this question was answered by Pihlefy. He said, to improve his speaking skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Pihlefy. He said, before joining, his speaking skill was very poor. After he joined, it could improve his

speaking ability, because he often practiced speaking with his friends around him.

Student 10 (AFS)

1. Do you think speaking English is difficult?

For this question was answered by Fitrah. She said, yes, sometimes it is difficult and sometimes it is easy.

2. How do you feel when you speak English in front of the class?

For this question was answered by Fitrah. She said, she was embarrassed.

3. Do you agree with the English day program?

For this question was answered by Fitrah. She said, yes she agreed because it would train her to speak.

4. Does the English day program improve your speaking skill?

For this question was answered by Fitrah. She said, yes, the first she felt insecure about her speaking skill.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Fitrah. She said, yes, she was happy.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Fitrah. She said, she is not very confident about this and she hopes she can do well.

7. How did the English day program affect to you?

For this question was answered by Fitrah. She said, that she used to feel insecure about her skills before joining the English day, and today she is more confident.

8. What problem do you often face in implementing the English day program?

For this question was answered by Fitrah. She said, she felt that sometimes she spoke English incorrectly, she was also embarrassed to speak.

9. What is the purpose of the English day for you?

For this question was answered by Fitrah. She said, the first is that she is not confident in English because, she feels that she is not good at speaking and reading maybe like debating. she joins in English day so he can talk a little bit about it.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Fitrah. She said, that before, she did not know about vocabulary and pronunciation. after she joins can speak a little and she is more confident to speak.

Student 11 (AFF)

1. Do you think speaking English is difficult?

For this question was answered by Fachrizal. He said, depending on some words that are difficult to pronounce but after that it is not difficult.

2. How do you feel when you speak English in front of the class?

For this question was answered by Fachrizal. He said, he was very nervous that he was afraid only of people when he spoke English.

3. Do you agree with the English day program?

For this question was answered by Fachrizal. He said, yes, he agreed.

4. Does the English day program improve your speaking skill?

For this question was answered by Fachrizal. He said, that he was not a detective, he never met on English day, actually this time they seemed not to speak much English.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Fachrizal. He said, yes, he really enjoys it because he meets new people and also he needs to get to know someone in his country from Mexico.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Fachrizal. He said, not really because it depends on the first question, not detectives.

7. How did the English day program affect to you?

For this question was answered by Fachrizal. He said, that this did not affect him too much.

8. What problem do you often face in implementing the English day program?

For this question was answered by Fachrizal. He said, it doesn't matter that he is not a detective for England day, so yes, he doesn't face any problems.

9. What is the purpose of the English day for you?

For this question was answered by Fachrizal. He said, well, he wants to improve his speaking skill, in grammar and pronunciation, and more verbs to remember.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Fachrizal. He said, to be honest, not much has changed, the grammar is still very bad.

Student 12 (GA)

1. Do you think speaking English is difficult?

For this question was answered by Gerald. He said, a little because some words he did not know how to say.

2. How do you feel when you speak English in front of the class?

For this question was answered by Gerald. He said, sometimes he fees nervous because he is afraid of saying the wrong thing.

3. Do you agree with the English day program?

For this question was answered by Gerald. He said, yes because students in this case can improve their English in English day.

4. Does the English day program improve your speaking skill?

For this question was answered by Gerald. He said, yes of course because on English day many people learn English to improve their skill.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Gerald. He said, yes because he met some friends and they all learned English like him. he really enjoyed it.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Gerald. He said, yes, because he attended English Day, sometimes he was told to speak English every day, so now he prefers to talk to other people.

7. How did the English day program affect to you?

For this question was answered by Gerald. He said, the influence is mainly on speaking and vocabulary. but he joined the English day he could do it even a little bit.

8. What problem do you often face in implementing the English day program?

For this question was answered by Gerald. He said, he had never encountered a problem.

9. What is the purpose of the English day for you?

For this question was answered by Gerald. He said, he is thinking to improve his speaking skill and to accommodate students who like to speak English.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Gerald. He said, before he joined, he was shy about speaking English and after joining, there was a mentor so he believed he could improve his speaking skills.

Student 13 (HKZ)

1. Do you think speaking English is difficult?

For this question was answered by Zainuddin. He said, speaking English was a bit difficult because the pronunciation was not fluent.

2. How do you feel when you speak English in front of the class?

For this question was answered by Zainuddin. He said, he was very nervous to be able to stand in class and speak English for his friends.

3. Do you agree with the English day program?

For this question was answered by Zainuddin. He said, of course, because his English day was good and he met with the group to learn to speak English with other students.

4. Does the English day program improve your speaking skill?

For this question was answered by Zainuddin. He said, yes, of course English day improves his skill because it can provide motivation.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Zainuddin. He said, yes, he is very happy because he can talk about anything for other people and can improve speaking skills.

6. Does the English day make you more confident in speaking English in public?

For this question was answered by Zainuddin. He said, yes, of course it made him more confident.

7. How did the English day program affect to you?

For this question was answered by Zainuddin. He said, English day really affected him because he practiced speaking on English day.

8. What problem do you often face in implementing the English day program?

For this question was answered by Zainuddin. He said, no.

9. What is the purpose of the English day for you?

For this question was answered by Zainuddin. He said, he joined English day because honestly, he wanted to learn to speak English more and more. it will improve his skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Zainuddin. He said, he just joined on English day so he joined on English day he tried someone watching on youtube and so many people can speak English there on snap chat. after joined he was very happy because it was so good for him.

Student 14 (ARF)

1. Do you think speaking English is difficult?

For this question was answered by Furqani. She said, sometimes it is difficult when she does not know the pronunciation, she thinks it is difficult and the most difficult is listening.

2. How do you feel when you speak English in front of the class?

For this question was answered by Furqani. She said, sometimes nervous but also fun when speaking English, she thought speaking English was cool.

3. Do you agree with the English day program?

For this question was answered by Furqani. She said, it is certainly very influential to improve her speaking skill.

4. Does the English day program improve your speaking skill?

For this question was answered by Furqani. She said, a lot, he joined depending on the English day so that it had an impact on her English skill.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Furqani. She said, she enjoys it and he feels her friends are fun and easy to talk to.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Furqani. She said, yes, because she felt the difference, if the children who attended the English day were not

ashamed because she was a shy person and she joined the English day, she is more confident because many students can speak English. she likes it.

7. How did the English day program affect to you?

For this question was answered by Furqani. She said, to improve her speaking skill.

8. What problem do you often face in implementing the English day program?

For this question was answered by Furqani. She said, so far nothing.

9. What is the purpose of the English day for you?

For this question was answered by Furqani. She said, to improve his speaking skill.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Furqani. She said, before joining she spoke very badly and, after joining she spoke much better.

Student 15 (FAS)

1. Do you think speaking English is difficult?

For this question was answered by Sadliani. She said, it was actually difficult but some said they wanted to know more she could practice every day that made it easier, so it was difficult but on the other hand it was easy.

2. How do you feel when you speak English in front of the class?

For this question was answered by Sadliani. She said, she was nervous because her English was not fluent.

3. Do you agree with the English day program?

For this question was answered by Sadliani. She said, yes of course because it helps students want to know more about speaking English.

4. Does the English day program improve your speaking skill?

For this question was answered by Sadliani. She said, it helped a little but she had other sources to be able to speak English, such as listening to YouTube music. she thought the English day was very helpful.

5. Do you enjoy participant in the English day? Give your reason!

For this question was answered by Sadliani. She said, yes. she is enjoyed.

6. Does the English day make your more confident in speaking English in public?

For this question was answered by Sadliani. She said, not a few of her friends, for example, talk to their friends in front of their class speak full English, which makes her less confident.

7. How did the English day program affect to you?

For this question was answered by Sadliani. She said, the influence made her more confident and made many friends and could communicate in English.

8. What problem do you often face in implementing the English day program?

For this question was answered by Sadliani. She said, sometimes English is not very fluent, so she did not find the problem.

9. What is the purpose of the English day for you?

For this question was answered by Sadliani. She said, she joined English day because she wanted to improve her speaking skill and wanted to have fun in English.

10. How are your skill in speaking English before and after joining the English day program?

For this question was answered by Sadliani. She said, so before joining the English day she spoke very bad English and then she didn't feel confident to speak English and she had entered the storytelling competition it made her a lot of knowledge about it and until now she still like it. Before joining she still didn't know much, and after joining she knew a lot more about talking.

B. Discussion

After describing the data, the writer needs to analyze the data because the data is still raw. It deals with the answer to the problem statement. The explanation is presented below:

Based on the data from observations and interviews, the writer found that;

a. Implementation of the English Day Program

The English day program is a program created by the English Club so that this program is included in extracurricular activities to foster discipline in using English that involves all English Club students.

The aim of this program is to train and familiarize students in speaking English with implementing in everyday conversation. This program is

implementation to make all students are accustomed to using and mastering English. By practicing what they have learned, students are expected to become able and active in using English. In addition, this program also aims to prepare students for scholarships abroad.

Activities that can be carried out in English day activities to train students' abilities are as follows: 1). Sing One of the English day program activities is singing English songs. This activity is a place to channel students' interests and talents in singing. They sing songs in English. It helps students to improve their pronunciation and indirectly they will get vocabulary from every lyrics they sing. 2). Speech is an activity to discuss a topic formally in public. This activity can train students' mental and speaking skills to convey their ideas in a large community. 3). Drama Drama is a work of art in the form of a staged dialogue. Drama sharpens students' speaking skills. 4). Storytelling is a productive language activity. That is, in telling a story a person involves thoughts, mental readiness, courage, clear words so that they can be understood by others. Storytelling can develop students' potential through the listening aspect in receiving story content and reviewing story content through oral activities. 5). Debates in particular can enhance our experience in building compelling arguments. By arguing we can train our ability and speed in speaking and thinking.

Based on an interview with the head of the English club and two of member of their English club, Farhan Ghazi Najib and Putu Sadina Putri. From the interview can be concluded that:

The implementation of the English day program is carried out on Saturday because English day included in extracurricular activities. The students must follow this program in this English club to familiarize students in using English. Every Saturday, students are trained to memorize vocabulary, play games, speak to improve their skills in speaking English.

b. The impact of the English day program in the students speaking skill.

English day program has an impact to schools, especially for students who join the English club. The impact of the English day program is: This program is very helpful in teaching English. The writer interviewed one of the English teachers, his name was Mr. Mustafa. From this interview.

The writer knows that the speaking skill of class XI Language students is standard. However, there are some students who are good in speaking English. English day program is very helpful for teachers in teaching because students get the same material in the English Day Program and class. The English Day program helps students who want to improve and master their English skill in English in public speaking.

c. The importance of speaking skill

Based on the interview, the writer knows that, there is a significant improvement in speaking skills when students use English in daily activities. Students are more confident in speaking in front of the class, and their vocabulary and speaking increase.

According to the results of interviews with students it can be concluded that, most of the students enjoyed the English day program although it was difficult

because they had to speak English along day long, they were happy in practicing English,

However, there are also some students who feel no interest in using it because according to them their English is difficult especially in speaking. They feel that is a change in their English skills, this program helps them to enrich their vocabulary to speak English fluently. And know the meaning of a word and also according to them at first, their conversation was not fluent, but now with the English Day program they can speak English well.

Until now they still force themselves to use English as their habits and they often make mistakes in speaking aspects, such as pronunciation, vocabulary, grammar, and fluency. They often use google translate to find out words which they don't know. Little by little, they are adaptable and find it easy to communicate using English.

In conclusion, the English day program is very helpful for students in learning and practicing English in the surrounding environment, English Day greatly contributed students' in speaking skill. And then, this program is also very helpful for teachers in teaching English, because students can be more active in the class room and they can understand the material given easily.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestion related to what has analyzed and discussion. It has correlate with the title "The Implementation of English day Program in the Students' Speaking skill at the Eleventh grade of SMAN 18 Makassar".

A. Conclusion

The English day program is a program created by the English Club to train students' abilities. Based on the research on "Implementation of the English Day Program in Students' Speaking Skills" the writer can conclude that: The English day program at SMAN 18 Makassar especially English club is one program that really helps students in practicing their speaking and it goes very well, because most students like the English day program. The most common mistakes are in grammar and pronunciation. In carrying out the English day program, the students participated in several activities such as memorizing new vocabulary, speech, storytelling, the aim is to improve students' speaking skills and increase students' confidence in speaking English. This program is very useful for students and teachers in teaching English.

B. Suggestion

1. To English teachers, teachers must have a strong drive individually or internally in advancing their individual skills regarding the implementation of the English day program. It is hoped that teachers will be more creative and innovative in guiding students to practice their speaking skills with the

English day program or practice confidence students so that students can confidently speak in public.

2. To student organizations and supervisors, tighten the rules again in the English day program because this program really trains students' speaking and this is one of the programs organized and designed by the English club, so it has to keep going.
3. For English club students, they must be active in the English day program process which will launch speaking skills, because speaking is one of the important skills in English. And it has contributed to the good attainment of other skills.



BOSOWA

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APPENDIX 1

INTERVIEW FOR THE STUDENTS

1. Do you think speaking English is difficult?

(Menurut kamu apakah berbicara Bahasa Inggris itu sulit?)

2. How do you feel when you speak English in front of the class?

(Bagaimana perasaan kamu ketika berbicara Bahasa Inggris di depan kelas?)

3. Do you agree with the English program?

(Apakah kamu setuju dengan adanya English day program?)

4. Does the English day program improve your speaking skill?

(Apakah dengan adanya English day program meningkatkan keterampilan berbicara Anda?)

5. Do you enjoy participating in the English day program? Give a reason!

(Apakah kamu merasa senang mengikuti program English day?) Berikan alasan!

6. Does the English day program make you more confident in speaking English in public?

(Apakah dengan adanya English day program kamu lebih percaya diri berbicara Bahasa Inggris di depan umum?)

7. How did the English day program affect to you?

(Apa pengaruh program English day untuk anda?)

8. What problem do you often face in implementing the English Day program?

(Masalah apa saja yang sering kamu hadapi dalam pelaksanaan program English Day?)

9. What is the purpose of the English day program for you?

(Apa tujuan dari program English day untuk anda?)

10. How are your skills in speaking English before and before joining the English day program?

(Bagaimana keterampilanmu dalam berbicara Bahasa Inggris sebelum dan sesudah mengikuti program English day?)



APPENDIX 2

Program Kerja English Club 2022.

1. English Day

a. Tujuan:

- a. Meningkatkan keterampilan berbahasa Inggris
- b. Menambah kepercayaan diri dalam berbahasa Inggris

b. Pelaksanaan:

Setiap kegiatan ekstrakurikuler berlangsung

c. Sasaran:

Anggota English Club

2. Movie Time

• Tujuan:

- a. Menjalin kebersamaan antar tiap anggota
- b. Melatih skill dalam berbahasa Inggris

• Pelaksanaan

Setiap dua bulan sekali

• Sasaran

Anggota English Club

3. English Skill

• Tujuan:

Mengasa kemampuan anggota dalam skill berbahasa inggris yaitu speaking, reading, listening dan writing.

• Pelaksanaan:

Setiap kegiatan Ekstrakurikuler

• Sasaran:

Anggota English Club

Appendix 3 Documentation



Picture 1. The researcher was Interviewing (AF)



Picture 2. The researcher was Interviewing (MRP)



Picture 3 The researcher was Interviewing (ASS)



Picture 4. The researcher was Interviewing (PSHP)



Picture 5. The researcher was Interviewing (ARF)




Picture 6. The researcher was Interviewing (FNE)

Appendix 4 DAFTAR RESPONDENT

No	Students	Class	Gender
1	Fahran Ghazi Najib	Eleventh	Man
2	Fifi Alya Sadliani	Eleventh	Woman
3	Andi Fachrizal Fahlebi	Eleventh	Man
4	Putu Sadina H. Putri	Eleventh	Woman
5	Gerald Augrian	Eleventh	Man
6	Andi Muh. Dzaki Athallah	Eleventh	Man
7	A.Tariajeng Roem Wajuanna	Eleventh	Man
8	Fadhiah Nur Elvina	Eleventh	Woman
9	Muhammad Rindam Pihlefy	Eleventh	Man
10	Hersi Krisna Zainuddin	Eleventh	Man
11	Andi Muh. Farras Ramadhan	Eleventh	Man
12	Yesia Paskah	Eleventh	Woman
13	A.Syifa Salshabila	Eleventh	Woman
14	Andi Fitrah Sulfahri	Eleventh	Woman
15	Azelia Rezqi Furqani	Eleventh	Woman

Appendix 5 Administration

 **UNIVERSITAS BOSOWA**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
 Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
 http://www.universitasbosowa.ac.id

SURAT KETERANGAN PERBAIKAN PROPOSAL

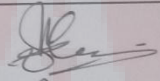
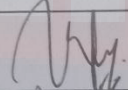
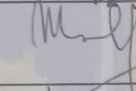
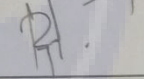
Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama Mahasiswa : Stenly Beay
 No. Pokok Mahasiswa : 4518101004

Judul Proposal

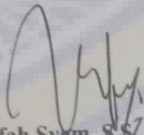
THE IMPLEMENTATION OF ENGLISH DAY PROGRAM IN THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 18 MAKASSAR

Benar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan penguji sebagai berikut :


No.	Pembimbing/Penguji	Tanda Tangan
1.	Hj. St Haliah Batau S.S., M. Hum.	1. 
2.	Ulfah Syam S.S., M. Pd.	2. 
3.	Dra. Dahlia D. Moelier M. Hum.	3. 
4.	Hj. Restu January Hamid S.Pd. I. M. Pd.	4. 

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 15 Juni 2022
 KPS. Pend. Bahasa Inggris,


Ulfah Syam, S.S., M.Pd.
 NIK. D. 450394

422

 **UNIVERSITAS BOSOWA**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568
<http://www.universitasbosowa.ac.id>

Nomor : A.422/FKIP/Unibos/VII/2022
Lampiran : -
Perihal : **Permohonan Izin Penelitian**

Kepada Yth,
Kepala Dinas Penanaman Modal dan PTSP Prov. Sulawesi Selatan
di –
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

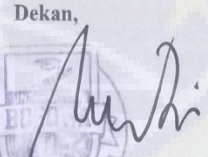
Nama : Stenly Beay
NIM : 4518101004
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Universitas Bosowa

Judul Penelitian :

The Implementation Of English Day Program In The students' Speaking Skill At The Elventh Grade Of SMAN 18 MAKASSAR


Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 05 Juli 2022
Dekan,

Dr. Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:

1. Rektor Universitas Bosowa
2. Arsip.


PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
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Nomor : **5334/S.01/PTSP/2022** Kepada Yth.
 Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
 Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.422/FKIP/UNIBOS/VII/1011 tanggal 05 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **STENLY BEAY**
 Nomor Pokok : 4518101004
 Program Studi : Pendidikan bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa (S1)
 Alamat : Jl. Urip Sumoharjo Km. 04 Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE IMPLEMENTATION OF ENGLISH DAY PROGRAM IN THE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 18 MAKASSAR "


Yang akan dilaksanakan dari : Tgl. **18 Juli s/d 18 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada Tanggal 14 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN

 **Ir. H. SULKAF S LATIEF, M.M.**
 Pangkat : PEMBINA UTAMA MADYA
 Nip : 19630424 198903 1 010

Tembusan Yth
 1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
 2. *Pertinggal.*

BIOGRAPHY



Stenly Beay was born in Uiwily, Southwest Moluccas on September 18th, 1999. His father is Joram Beay and his mother is Sarci Beay. He is the sixth of seven children. He has three brothers and three sisters. He started his first education at SDN 3 Uiwily, from 2004 to 2010. After graduating in 2010, he studied at SMP Negeri 3 Lawawang and finished in 2013. Then, he continued his high school education at SMA PGRI Dobo and graduated in 2016. In 2018, he decided to continue his studies at English Education Study Program Faculty of Teacher Training and Education Bosowa University Makassar and graduated in 2022.