

**THE IMPLEMENTATION OF ENGLISH DAY PROGRAM FOR STUDENTS'
SPEAKING ACTIVITIES AT MTs MUHAMMADIYAH PAKIS BARU PACITAN**

THESIS



By

NELI MEILANA

NIM. 204190087

ENGLISH LANGUAGE TEACHING DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

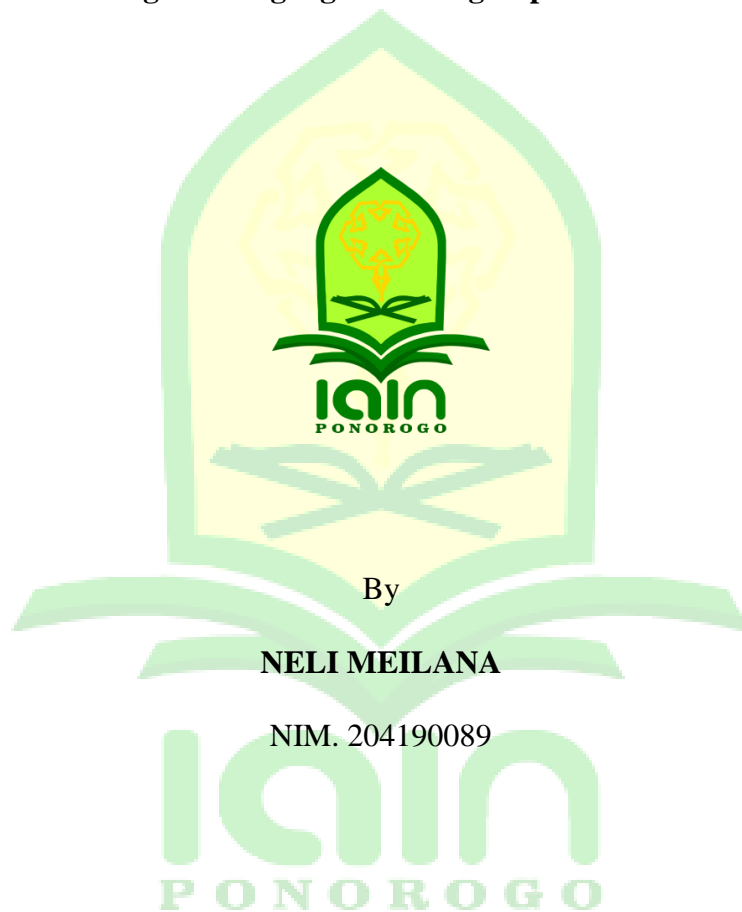
STATE ISLAMIC INSTITUTE OF PONOROGO

2023

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SPEAKING ACTIVITIES AT MTs MUHAMMADIYAH PAKIS BARU PACITAN**

THESIS

**Presented to State Islamic Institute of Ponorogo in Partial Fulfilment of the
Requirement for the Degree of *Sarjana* in
English Language Teaching Department**



By

NELI MEILANA

NIM. 204190089

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

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ABSTRACT

Meilana, Neli.2023. *The Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan.* **Thesis.** English Education Department, Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies Ponorogo. Advisor: Dedi Hasnawan M.Pd.

Keywords:*English DayProgram, speaking skill, Islamic Junior High School*

Speaking is considered as one of the most important skills in learning a foreign language. Some experts tend to say that it is the most difficult of the four skills (listening, speaking, reading and writing). Classroom practice usually focuses on mechanical and artificial grammar points that are irrelevant to the real world. In addition, speaking is usually taught without consciously considering its proximity to social contexts. The English Day program is a program run by schools where all students must use English as their medium of communication orally and in writing during school hours. English day program is an English language program to familiarize students by using language (English), so that the speech is good, because English is not only written but also there are four components they are; speaking, listening, reading and writing, the speaking was familiarized with the English language every day.

In this research, the objectives of this study are to know 1. the implementation of English Day program at MTs Muhammadiyah Pakis Baru Pacitan, 2. To know supporting and inhibiting factors in the implementation of the English Day program at MTs Muhammadiyah Pakis Baru Pacitan.

The research of this study was descriptive qualitative. Data collection was collected through observation, interviews, and documentation. The subject of this research was an English teacher and students of eight class. The data analysis used data reduction, data display and conclusions.

The results of this study, the researchers found that English Day was carried out by teaching students habituation. As for the habituation, namely habituation with motivation, and habituation with practice, in practice there are three student activities namely acting from a script, discussion and conversation. There are 4 factors that support the implementation of the English Day program, namely: motivation, competitiveness, teacher's role, vision and mission. There are 3 inhibiting factors in the implementation of the English Day program, namely: the environment, English is not the mother tongue, and individual differences.

APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : Neli Meilana

Student Number : 204190089

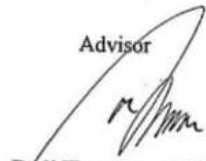
Faculty : Tarbiyah and Teacher Training

Department : English Language Teaching

Title : The Implementation of English Day Program for Students' Speaking
Activities at MTs Muhammadiyah Pakis Baru Pacitan

has been approved by the advisor and is recommended for thesis examination.

Advisor



Dedi Hasnawan, M.Pd.

NIDN. 2016081004.

Ponorogo, 16th May 2023

Acknowledged by

Head of English Language Teaching Department

Faculty of Tarbiyah and Teacher Training

State Islamic Institute of Ponorogo



Drs. Dhimat Puspa Kirana, M.Pd.

NIDN. 305272011012007



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of :

Name : Neli Meilana
Student Number : 204190089
Faculty : Tarbiyah and Teacher Training
Department : English Language Teaching
Title : The Implementation of English Day Program for Students' Speaking
Activities at Mts Muhammadiyah Pakis Baru Pacitan

has been approved by the board of examiners on

Day : Monday
Date : 12nd June 2023

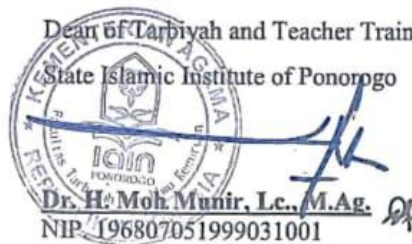
and has been accepted as the requirement for the degree the *sarjana* in English Language
Teaching on :

Day : Thursday
Date : 15th June 2023

Ponorogo, 15th June 2023

Certified by

Dean of Tarbiyah and Teacher Training State
State Islamic Institute of Ponorogo



Dr. H. Moh Munir, Lc., M.Ag.
NIP. 196807051999031001

Board of examiners

1. Chairman : Wiwin Widyawati, M.Hum.
2. Examiner I : Dr. Tintin Susilowati, M.Pd.
3. Examiner II : Dedi Hasnawan, M.Pd.

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SURAT PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan di bawah ini

Nama : Neli Meilana
NIM : 204190089
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : The Implementation of English Day Program for Students'
Speaking Activities at MTs Muhammadiyah Pakis Baru
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Neli Meilana

NIM. 204190089

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Saya yang bertanda tangan di bawah ini :

Nama : Neli Meilana
NIM : 204190089
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan

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NIM 204190089

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Praise be to the presence of Allah SWT, who has provided mercy and all facilities so that the writer can complete the thesis with the title "The Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan". Shalawat and greetings to our prophet, Muhammad SAW, who has given his life to be merciful to the universe.

This thesis would not have been possible to complete without the support, assistance, guidance and advice from various parties during the preparation of this thesis. Then, the researcher would like to thank the following people for their ideas, time, support and guidance for this thesis. Therefore, the researcher would like to extend her appreciation :

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The researcher

Neli Meilana



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a human communication tool to convey a message through spoken, written, and gestures, both in economic, educational, social, cultural and political contexts. Therefore mastery of the language is part of the source of individual strength in national and international relations¹. The role of language in human life, both as individuals and socially, cannot be ignored anymore because every activity of social interaction in everyday life is always colored with language. One of the languages that is widely used in global communication is English. English is one of the disciplines taught to students at every level of education, both in schools and madrasah.

In Indonesia, English has long been taught in all public and private junior and senior high schools. At the secondary school level, learning English aims to develop competence in communicating in spoken and written form to reach the level of functional literacy.² On other occasions, communication is often used together with the four competencies namely (Listening, Speaking, Reading and Writing) to achieve communication goals, but one of the language skills that discussed in this study is speaking

¹Mul Muliadi, Ahmad Zuhri Rosyidi, *Analysis Implementasi English Area dalam Meningkatkan Speaking Skill dan Self- Regulated Mahasiswa Pendidikan Bahasa Inggris Institut Pendidikan Nusantara Global*.Jurnal Ilmiah Wahana Pendidikan, Vol. 7, No.7, November (2021)

²Riski S, Rahman, and Sadik, *Improving The Students' Speaking Ability Through Silent Way Method At Smu Negeri 12 Makassar*.Jurnal Ilmu Budaya, Volume 6, Nomor 2, Desember (2018)

skills. Speaking is one of the most important skills to be developed and improved as an effective means of 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 stopped talking as they faced. Psychological barriers or unable to find the right words and expressions. The modern world of media and communication requires a good knowledge of spoken English.

Speaking is considered as one of the most important skills in learning a foreign language. Some experts tend to say that it is the most difficult of the four skills (listening, speaking, reading and writing). Classroom practice usually focuses on mechanical and artificial grammar points that are irrelevant to the real world. In addition, speaking is usually taught without consciously considering its proximity to social contexts. As a result, students are easily frustrated because they cannot understand or be understood by others, even though they do well in language class. In the education system, learning English using Speaking material will be taught by the teacher and usually the teacher uses discussion or dialogue techniques as the first step in teaching.

According to Nazara, The need for mastery of English is increasing due to the status of English as a global language that is recognized in every

country and is used for international communication.³ English serves as the main gateway to get a better job because it is used as a working language in international organizations and multinational companies.⁴ Needs to be better global employment and participation are the main reasons for non-native speakers to learn and master English, both as a second language (ESL) and foreign language (EFL), especially those that focus on speaking skills.

However, speaking is a complex skill and takes a long time to develop. In developing speaking skills, people need to practice as much as possible and gain sufficient experience anywhere, including in language classes. According to Brown, to gain experience in English communication, they need to interact regularly using the target language because interaction is the heart of communication.⁵ Interaction occurs as long as people communicate with each other and give action and receive reactions anywhere and anytime, including in the classroom. According to Dagarin, argues that classroom interaction is “a two-way process between participants in the language process, teacher influencing students and vice versa.” According to Sarosdy, Furthermore, the interaction in the class is categorized as pedagogic interaction which means the interaction within and learning processes.⁶

³Munir and Putra, *A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera*. *Jurnal Simki Pedagogia*, Volume 6 Issue 1, (2023), 67

⁴Dewi, *An Analysis of Teacher and Student Conversation in EFL Classroom Interaction by Using Foreign Language Interaction Analysis System in Class XI at SMK Negeri 1 Singaraja Academic Year 2017/2018*.

⁵Elismawati, *Classroom Interaction Analysis in the EFL Speaking Class*. Vol 5 (2016)

⁶Green and Joo, *Classroom Interaction, Situated Learning*. January (2017)

In simple terms, language can be interpreted as a tool to convey something and a tool for interacting and communicating between members of society which is a symbol system meaningful sounds produced by human speech organs. Therefore, so that humans can to communicate well, they must be skilled in the language. Seeing the importance of language as a means of communication between people in the world, the mastery of languages other than mother tongue, namely international language such as English is an urgent demand. English is the language of international communication both in the fields of development, technology, economy as well as education. In line with the flow of globalization, the need for language skills England is increasingly felt. Therefore, it is not surprising that experts are involved in the world education feels the continuity of English lessons to students in high school. In fact, many students experience difficulties in learning, especially in learning English, as we know English is a foreign language. Students are required to master the four skills. They have to find out how to learn English with easy and fun. Realizing that high school graduates often experience difficulties in terms of language skills, especially English, then high schools are competing to create breakthroughs with various methods or programs to improve students' English proficiency, and one of them is English Language Program.

Based on the explanation above, the English program aims to equip and facilitate students in communicating well. Regarding in addition, in Nawangan there are also several schools that implement the language

program English in schools, one of which is the MTs Muhammadiyah Pakis Baru Pacitan. Tasanawiyah Madrasah usually abbreviated as MTs is the level of secondary education in formal education equivalent to Junior high school. The management is carried out by the Ministry of Religion. Basically the MTs curriculum is the same as the SMP curriculum, it's just that MTs has a larger portion of Islamic religious education. Based on the results of observations made by researchers at MTs Muhammadiyah Pakis Baru, researchers found the fact that MTs Muhammadiyah Pakis Baru Pacitan has several excellent programs, one of which is the English Day program. This program is carried out once a week, students are required to speak English while in the school environment.

The English Day program is a flagship program at MTs Muhammadiyah Pakis Baru Pacitan and is one of the habituation activities programs to use English as a language of communication. The English Day Program is a place where students can learn, share knowledge, and improve students' English skills in a relaxed and fun atmosphere and not only in the classroom.

This program is held once a week, students are required to speak English while in the school environment. This program was carried out by schools for 5 years and was stopped due to the COVID-19 pandemic. During the 5 years of carrying out the English day program, students have become accustomed to speaking English, training students' self-confidence, and adding new vocabulary to students.

Based on the results of observations and interviews conducted on Thursday 9 March 2023 where the English Day program was held, researchers found a phenomenon that students at MTs Muhammadiyah use English as the language of communication with friends and teachers. For example, when students meet their classmates, these students greet using simple greeting sentences, as well as when meeting with teachers, teachers and students use English to communicate. Here, if students find it difficult to pronounce, the teacher will help students.

Based on the results of these observations and interviews, the researcher was interested in making MTs Muhammadiyah Pakis Baru Pacitan a research location. This is because MTs Muhammadiyah Pakis Baru Pacitan is an Islamic-based school which also has a superior program in helping students to improve speaking skills, even though in Pakis Baru itself there are already many schools at the same level as MTs, this school has students who remain consistent from year to year.

Based on the description above, the researcher will conduct research entitled “The Implementation of English Day Program For Students’ Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan”.

B. Research Focus

To limit the problems to be studied, the researchers focused this research on The Implementation of English Day Program For Students’ Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan, This

research discussed how the implementation of English Day Program at MTs Muhammadiyah Pakis Baru Pacitan

C. Statement of the Problems

Based on the background above, the statement of the problems are as followed:

1. How is the implementation of English Day Program For Students Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan ?
2. What are the inhibiting and supporting factors in the implementation of the English Day program for students' Speaking activitiesat MTs Muhammadiyah Pakis Baru Pacitan ?

D. Objectives of the Study

This research is aimed :

1. To find outhow is the implementation of English Day Programas a habbit For Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan
2. To find out What are the supporting and inhibiting factors in the implementation of the English Day programat MTs Muhammadiyah Pakis Baru Pacitan

E. Significances of the Study

In this study, researchers hope to contribute ideas to various related parties. There are two kinds of benefits of this research, namely Practical and theoretical. The expected benefits are

In this study, researchers hope to contribute ideas to various related parties. There are two kinds of benefits from this research, namely practical and theoretical. The expected benefits are :

1. Theoretical benefits

The results of this study are expected to be used to improve the implementation of the English Day program at schools as well as material to add insight into the importance of English for students.

2. Practical benefits

a) Benefits for students: can increase self-confidence so that students are not awkward in speaking English and can increase students' speaking activities at school.

b) Benefits for teachers: this research is expected to be able to maintain and improve the English language skills of educators.

F. Systematic of Discussion

The systematic discussion in this thesis proposal consists of three chapters which have several sub-chapters in each chapter. In this systematic discussion, a general description of the content of each chapter contained in this thesis proposal will be described. The following are some of the chapters contained in this thesis proposal.

Chapter I is an introduction. This chapter contains several sub-chapters including, the background of the study, research focus, statement of the problems, objectives of the study, significances of the study, organization of the thesis, and research schedule. This chapter generally discusses the initial description and reasons why the researcher took this research topic as well as the things that discussed in this research. In addition to these discussions, this chapter also describes the objectives and significances of the study for various groups related to the topic of this research.

Chapter II is a theoretical background consisting of various sub-chapters including the conceptual framework, previous research findings, and theoretical framework. Broadly speaking, this chapter covers the theories that are used as the basis for research as well as explanations related to research on similar topics conducted by previous researchers.

Chapter III is a research method. In this chapter, there are several sub-chapters including research design, research setting, data and data source, data collection technique, data analysis technique, data validity check, and research procedure. This chapter outlines how the research will be conducted which includes a discussion of research methods and approaches as well as the types of research used, where the location is take to conduct research, how the data will be collected, and what data will be used and how researchers analyze the data obtained and how researchers test the validity of the data obtained.

CHAPTER II

THEORETICAL BACKGROUND

A. Conceptual Framework

1. Concept of Speaking

a) 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.⁷ 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. Through speaking people are able to communicate with each other. To create a successful communication, the listener should pay attention and listen carefully in order to understand what the speaker to say and speaker should to use an effective way to do speaking, thus successful communication is created. Speaking is one of the basic skills in learning a foreign language, along with listening, reading and writing. However, since the students entered elementary school, communicating in English has not been easy. They have to think more often when they speak English. According to Brown and Yule, stated that speaking is depending on the complexity of the information to be

⁷Ainiyah Et Al., *The Implementation Of English Program To Improve The Students' Language Skills At Ma Bilingual Batu*. Journal Of Applied Linguistics (2022), 1 (1): 35

communicated.⁸ However, sometimes students find it difficult to articulate what they want to say. According to Nunan, speaking is one of the important things of the language learning process either as a foreign language or a second language.⁹

The most obvious situations where the influence of these factors can be observed were the interactions of communication patterns between a teacher with students and students with other students.¹⁰

In learning process, there is interaction between teacher and students. We might define classroom interaction as a two-way process between the participants in the learning process. According to Brown say that interaction is, in fact, the heart of communication: it is what communication is all about. According to Rhalmi say that the term “interaction” is made up of two morphem, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.

b) The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the

⁸ Firna Octavia, Nurhaeda Gailea, Siti Hikmah. *Teaching English Speaking Skill At Eleventh Grade Students' Al – Mubarak Boarding School Serang*. Journal Of English Language Teaching And Learning (JELTL) Vol. 3, No. 1, June 2022, 38

⁹ Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*. International Journal of Research in English Education.

¹⁰Hitchcock and Hughes, *Research and Teacher: AQualitative Introduction to School-Based Research*. London: Routledge

speaker will be said with their society. This is why speaking is critical.

There are four essential aims of speaking, namely¹¹

1) To inform

To inform means that the speaker wants to inform and share the ideas, information, process feeling or opinion to the hearer and give knowledge in a particular purpose.

2) To entertain

To entertain means that the speaker wants to make the hearer feels happier with the material, which is selected primarily based on their entertainment value.

3) To persuade

To persuade means that the speaker tries to confirm the hearer to do something in a particular activity. The teacher has to make excellent teaching to the students by giving them an example in delivering material.

4) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning. Discussion activity is believed to get more attention from the students because they have to solve a problem from the teacher's task.

c) The Component of Speaking

1) Grammar

It is needed for students to arrange a correct sentence in conversation. Grammar is a type of language rule that regulates the criteria

¹¹Anjas Pratama, Sri Erma Purwanti, Melda Yeni. *The Factors Of Students' Silence In The English Speaking Classroom Performance At Eleventh Grade Of SMKN 1 Tembilahan*. J-SHELVES OF INDRAGIRI (JSI), Vol.2. No.2. May 2021.

for using words and sentences. The position of grammar studies is the main one in language learning, especially in the structural approach. Grammar is a study material for teachers and language learners.

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.

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.

5) Comprehension

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

2. Components of Speaking skills activities

a) Nature of speaking activities

Speaking activity can be interpreted as speaking activity, where the speaking activity in question is speaking in English. When viewed from the origin of the word, the word "speaking" comes from the word speak, namely "speak is to express opinions; to say; to converse".¹² So speak here is a way of getting out or expressing opinions, the words we want to say. That is the simple meaning of speaking and the origin of the word speaking. But in a broad sense, speaking has quite a large scope in our lives. Every day many people in this world express their opinions so that we can listen, conclude and also take a stand from what they say. Through speaking activities or speaking we can interact with the wider world community. In speaking we seem to be doing translation in doing so which indirectly makes our brains work twice. This can be described as when a child is asked a question and then you prepare it in advance in the preparation stage in the form of good and correct Indonesian. Then move it or translate it into English, of course, in the right pattern, so our brain can work twice. But it's different if we immediately think of sentences in English.

¹²Jeremy Harmer, *how to teach English* (Malaysia, Pearson Educational Limited, 2001).87

In relation to communicative speaking activities, a series that covers the types of activities related to the communicative level. The focus starts from the form and structure of language and moves to meaning. Since verbal communication in the real world, obviously happening in real life, is purposeful and meaningful, it means that the more purposeful and meaningful the activity is, the more communicative it is. This not only means that knowledge of lexical and grammar is not required, but real-world verbal communication requires more complex language knowledge rather than just language structure. Therefore, most of speaking activities in a textbook ideally should promote real, meaningful and purposeful communication without missing activity to learn language structure.¹³

b) Kinds of Speaking Activities.

”If you are teaching speaking, it is important to plan activities for small groups or pairs in language classrooms so the learners have a chance to practice these conversational skills without the teacher dominating the discussion.”¹⁴ It means that if the teachers plan to make a speaking activity, they should consider about the students’ chance of speaking. It is better to make students to participate more and be active in the activity of speaking. some of activities which can promote the students to speak:¹⁵

¹³Littelwood, W. *The task based approach:somequestions and suggestions.* ELT Journal.58(4).319-326. (2004)

¹⁴Bailey, K. M. *Exploring skills: Speaking.* In D. Nunan, *Practical English language teaching* (1st ed.). Singapore: McGraw-Hill, (2003)

¹⁵JHarmer,. *The practice of English language learning (4th ed.).* Harlow, England: Pearson Longman.(2007) 348-352

1. Acting from a script

There are two activities covered: play script and acting out dialogues. Play script activity requires the students to act out scene from plays and/or their course book, sometime filming the results. While in acting out dialogues, students often act out dialogues from which they have written themselves.

2. Communication games

The aim of this activity is to get students talking as quickly and fluently as possible. Information gap game is an activity which one student has to work in pairs and talk to the partner in order to solve the puzzle. Then, television and radio game refers to guessing game in which a student is given the object or thinks about an object and the team member have to find out what the object is by only asking yes/no questions.

3. Discussion

This activity gives students the opportunity to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say. The activity of discussion can be in the form of survey or questionnaire, instant comment, debates, unplanned discussion and reaching a consensus.

Instant comment: another way in which we can train students to respond fluently and immediately is to insert 'instant comment' mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

4. Prepared Talk

The teachers have told the students about the next activity and tell them to prepare a performance such as presentation, reporting news, storytelling and speech which have to be performed or presented in front of the class. Those activities involve individual work

5. Simulation and Role Play

When the students do the simulation and role-play (such as a real life encounter-business meeting or interview), they need to know exactly what the situation is, and they need to be given enough information about the background but limited because we allow them to be as creative as possible. To add, drama can be considered as the speaking activity which can motivate students to speak. The activity refers to the set up of the play which includes the theater, the hall, the accessories, costumes, music etc. However, this activity need long time of preparation and be performed in high level of learning.

6. Conversation

Conversation is arguably the most fundamental means we have of interacting with others. Through conversation, people share information, form relationships, solve problems, and accomplish a multitude of everyday goals. one person's contributions are shaped by what has been said previously in the discourse and in turn strongly shape what follows next. As a result, the meanings expressed in conversation emerge through

the coordinated verbal and nonverbal contributions of speakers acting interdependently.¹⁶

3. Concept of English Day Program

a) Definition of English Day Program

Learning a foreign language English is not enough if it is only done in the classroom. Therefore, additional activities are needed that can help students to be able to directly practice their language skills in real situations/contexts.¹⁷ One of them is the English Day program. According to Robert I. Rhodes, English day is a program model differs from the bilingual models in that students receive instruction in English only.¹⁸ English day program also a system of training to give knowledge about English components.¹⁹ The English Day program is a program run by schools where all students must use English as their medium of communication orally and in writing during school hours.²⁰

English day program is an English language program to familiarize students by using language (English), so that the speech is good, because English is not only written but also there are four components they are; speaking, listening, reading and writing, the

¹⁶Krauss, R. M., & Fussell, S. R. (1996). *Social psychological models of interpersonal communication*. In E. T. Higgins & A. Kruglanski (Eds.), *Social psychology: Handbook of basic principles* (pp. 655-701). New York: Guilford Press.

¹⁷Munir And Putra, *A Qualitative Exploration Of Students' Perception On English Day Program At SMAN 1 West Sumatera*. *Jurnal Simki Pedagogia*, Volume 6 Issue 1, (2023), 68

¹⁸ Robert L. Rhodes. *Assessing Culturally And Linguistically Diverse Students: A Practical Guide*, (New York: The Guilford Press, 2005), P.64.

¹⁹Sukarlov, *The Application Of English Day Program To Improve The Students Speaking Performance At The Eleventh Graders Of Man 1 Lampung Timur In The Academic Year Of 2017/2018*.

²⁰Beysolow II, *Applied Natural Language Processing with Python*. (Pringer Science+Business Media New York 2018), 30

speaking was familiarized with the English language every day called the English day program.²¹

Forming `habit' is defined as a learned process that generates automatic responses to contextual cues - has been suggested as a mechanism for behavior maintenance, but few studies have applied habit theory to behavior change. Habit forming communicates English that is applied in the classroom, namely by using English-speaking Classroom Languages when conversational interactions in the classroom besides delivering material. What was observed related to the interaction between lecturers and students as well as between students and others began at the beginning of the lesson, simple commands, discussion and The End of The Lesson. The English day program is the key to developing oral proficiency which is the real use of a second language. In the time dedicated to second language learning, teachers should insist that students use the language rather than the more proficient language they have in common.

In the classroom students learn in English about geography, mathematics, literature, biology, and astronomy.²² Not all children thrive in the curriculum, but some of them do and they are eager to know more. Many Indian children fail to do well in class because they do not

²¹Siti Aida, *The Implementation Of English Day Program On Students' Speaking Improvement.* (International Journal Of Humanities And Innovation (IJHI), Vol. 3, No. 2, 2020) 33

²²Jean A. Keller, et al, *Boarding School Blues*, (London: University of Nebraska Press, 2006), P.25-26.

understand English and the many meanings of words and phrases.²³ Sometimes the curricula conflicted with the traditional education they brought to schools, especially the spiritual nature of plants, places, and animals, sites of Indigenous learning that were not present in boarding school classes. The introduction of English to the natives of the British colonies that led to the existence of many independent countries today where English continues to be spoken daily.²⁴

Based on the quotation above, it can be concluded that all components of the school (Headmaster, teachers, students, all support officers) must communicate in English well every day. Schools must create an English-speaking environment in the teaching and learning process, in meetings, and in daily conversations. This environment will be successful if the school establishes a rule that English is mandatory for all school components in daily activities at school. The main supporters of this program are English teachers, they must share their knowledge and skills about English with other teachers.

Habit formation is defined as a learning process that generates automatic responses to contextual cues - it has been suggested as a mechanism for maintaining behavior but several studies have applied habit

²³Ade Wenda Sukarlov, *The Application Of English Day Program To Improve The Students Speaking Performance At The Eleventh Graders Of Man 1 Lampung Timur In The Academic Year Of 2017/2018*, (Thesis State Institute For Islamic Studies Of Metro, 2018), 18

²⁴Geoffrey Broughton, et al, *Teaching English as a Foreign Language*, (London: University of London Institute of Education, 2003), P. 2

theory to behavior change one of which is habituation with motivation and habituation with practice.²⁵

b) The Purpose of English Day Program

The purposes of English day are:²⁶

1. To motivate the students to speak English every day.
2. To increase the students speaking performance.
3. Help the students to be more confident in expressing idea.

c) The advantages of English Day Program

There are several advantages of English day, such as:²⁷

1. The focus of teaching in this English Day model is not on teaching academic material but on developing students' English skills.
2. English day students leave their classroom and receive instruction from a teacher who is (hopefully) certified in the field of English day.
3. The length of time students are taught in these settings varies but is generally less than half a day.

d) Implementation of English Day Program related to interaction

- 1) Habituation with motivation

in the process of learning English in achieving the target language that can be obtained through reading, listening and

²⁵Benjamin Gardner. *Putting Habit Into Practice, And Practice Into Habit: A Process Evaluation And Exploration Of The Acceptability Of A Habit-Based Dietary Behaviour Change Intervention*. International Journal of Behavioral Nutrition and Physical Activity volume 11, Article number: 135 (2014)

²⁶Jean A. Keller, et al, *Boarding School Blues*, P.25.

²⁷Robert L. Rhodes. *Assesing Culturally and Linguistically Diverse Students* , P.265.

body language. students need the opportunity to produce and use the target language as output to improve proficiency in the target language.²⁸In the process of habituation, students do not only provide input about the motivation for the importance of communicating in English, but they must understand this input as a necessity. With the word understand, it means that student understanding focuses on the meaning of the message, not on the form of the message or the target language.²⁹students not only adequately understand the input provided but they must also be encouraged to interact in communicating English by speaking and writing as a process of getting used to communicating in English.³⁰

From the above understanding, it can be concluded that habituation with motivation can help students get used to using English to communicate.

2) Habituation with practice

Applying classroom languages when learning and optimizing English days and forming English zones outside of learning are ways for language acquisition which is based on the natural

²⁸ Mackey, Alison. *Input, Interaction, and Corrective Feedback in L2 Learning*. UK: Oxford University Press. 2012

²⁹Stephen D. Kharsen, *Principles and Practice in Second Language Acquisition*, Prentice-Hall, 1982

³⁰M Swain. (1985). *Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development*. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition*. Rowley, MA.: Newbury House

process of using language to communicate.³¹if they have been given sufficient training to do so. There are three principles of practice exercises to develop English skills:³²(1) The practice of communicating in English must provide an opportunity to use structures or vocabulary or expressions of the target language without leaving the impression that students are in a particular testing situation; (2) The practice of communicating in English must reaffirm and reassemble previously taught materials so that these materials permeate and add to students' repertoire; (3) The practice of communicating in English must be safe and free from debilitating threats.

4. Supporting and inhibiting factors in implementation of English Day program

a) Supporting factors in implementation of english day program

1) Motivation

Motivation is the driving or pulling force that causes behavior towards a certain goal.³³ A successful student is a motivated student, motivation is a soul impulse that can move a person to make choices and be able to accept the consequences.³⁴ Motivation is a combination of effort and desire to consciously master the target

³¹Arianti and Pratiwi, "Habit Formation Berkomunikasi Bahasa Inggris pada Mahasiswa Program Studi Pendidikan Bahasa Inggris." Universitas Veteran Bangun Nusantara Sukoharjo, 2020

³²Philippe Maurer. *Tense-aspect-mood in Principense*. In Spears, Arthur K. and Winford, Donald (eds.), *The structure and status of pidgins and creoles*, Amsterdam/Philadelphia: John Benjamins. (1997)

³³Mulyasa, Op.Cit., Hlm. 112

³⁴Griffiths, Carol 2008..h.131-142.

language which is reflected in action. Motivation is an inner drive to achieve something. Student motivation must be instilled since entering school for the first time.³⁵ So motivation is an encouragement that aims so that someone can do good things according to what is desired. It can be said that motivation is an influential factor in mastering English. Student motivation must be instilled since entering school for the first time. Attention to the lesson can arise if the student feels that the lesson brings benefits.

2) Competitive

In this life consciously or unconsciously we have experienced competition, both economically, ability or otherwise. Likewise with the situation in the class, of course competition in fighting for the first rank in the class becomes a driving force for students in learning so that they become champions in the class. If this competitive spirit exists in students, students can focused and motivated to master English.

3) Teacher's Role

The most important factor supporting the implementation of the English program is the available human resources, namely teachers. This can be seen from the teacher's role as an educator in motivating, facilitating, guiding, and setting an example for students to continue to speak English. Synergy between teachers in encouraging students to speak English will create a good

³⁵ Jeremy Harmer. 1988. *The Practice of English Language Teaching*. Edinburgh gate Harlow, England. Longman.

environment at school. The role of the teacher is to organize and create situations that provide meaningful problems and ask deep questions that will awaken children's thinking. Teachers play an important role in familiarizing children with English.³⁶ teachers can create a militant environment in using English. However,

4) vision and mission in the school.

Vision is a statement that defines something the company/organization wants to achieve in the future. Mission and vision are a series of philosophies or goals set by an organization as the direction to which the organization or business will be taken. mission is the determination of goals or objectives of the company in the short term. While the vision is a way of looking at the future. Vision is an important element in the organization as part of strategic planning. The vision of existence is important because it expresses or states for what reason the organization exists, and where it is going to develop. Therefore the vision encourages stakeholders to have integrated steps to achieve the goal.³⁷ From the statement above it can be concluded that vision and mission are two things that are closely related to achieving the desired goals.

b) Inhibiting factors in implementation of English Day Program

³⁶Margaret E Gredler. *Learning and Instruction: Teori dan Aplikasi*. Jakarta: Kencana, 2013.

³⁷ Hardjapamekas, Erry Riyana. *Esensi Kepemimpinan, Mewujudkan Visi Menjadi Aksi*. Jakarta, PT. Elex Media Kumputindo (2000) P 24

In every program, there are certainly inhibiting factors that can affect the running of the English Day program. These factors include:

1) Environment

The environment is an external factor that can affect attitudes, learning outcomes, even speech or words. The learning environment influences the processes and results of student behavior, both directly and indirectly. Provision of a learning environment for students should receive top priority. This is a critical success factor in building students' behavioral abilities.³⁸ Everything related to where the learning process is carried out. This environment includes two main things, namely the physical environment and the social environment, the two environmental aspects in the learning process must support each other, so that students feel at home in school and want to participate in the learning process consciously and not because of pressure or coercion.

2) English is not the mother tongue

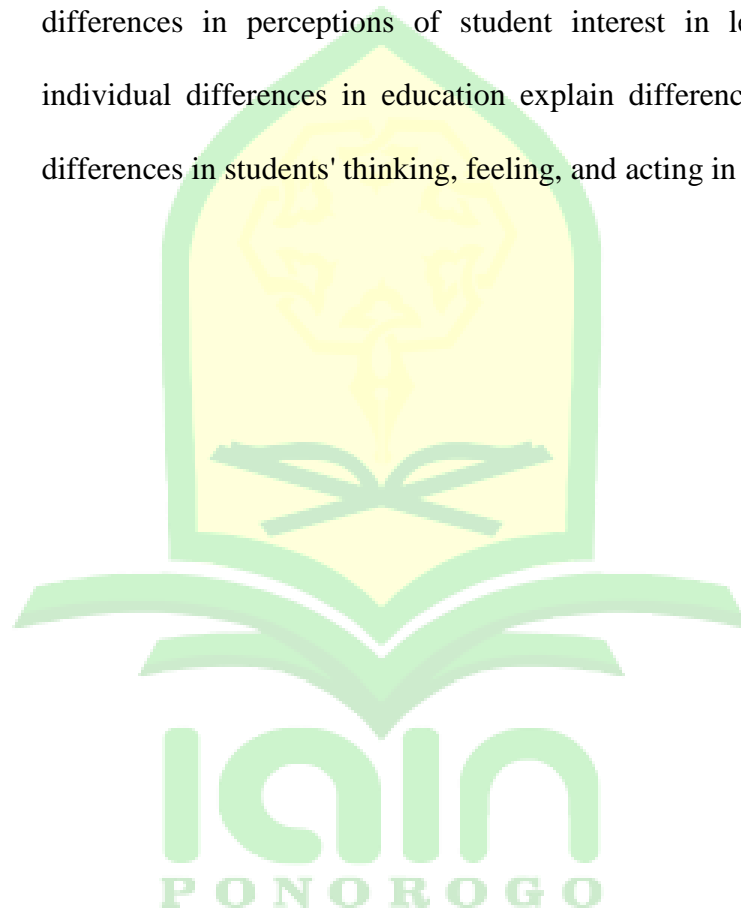
The influence of the first language on the second language learning process can also be observed from what is then known as the intermediate or intallic language. Intermediate language is a symptom of language use that arises because students have not

³⁸ Agung Dewantara, Skripsi, *Pengaruh Lingkungan Belajar Terhadap Hasil Belajar Dalam Pembelajaran Ilmu Pengetahuan Sosial Kelas V-7 Sdn Mangkura Iv Makassar*, (Makassar: Universitas Muhammadiyah Makassar, 2017), Hlm. 23

completely abandoned their habits in the first language, but have not fully mastered the second language.³⁹

3) Individual Differences

There are 4 factors that make individual differences, namely differences in student backgrounds, differences in students' intelligence levels, differences in student learning readiness, and differences in perceptions of student interest in learning.⁴⁰ that individual differences in education explain differences related to differences in students' thinking, feeling, and acting in one class.⁴¹



³⁹Astuti Rahman, *The Influence of Regional Languages on Indonesian Language Learning Outcomes of Class 1 Elementary Students at Inpres Maki, Lamba-Leda District, East Manggarai Regency*, AULADUNA: Journal of Islamic Basic Education, 2016), Vol. 3 No. 2, December 2016, pp. 7-79 p-ISSN: 2407-2451, p. 74

⁴⁰Lin Aprilia, Sutaryadi, Tutik Susilowati, *Penanganan Perbedaan Individual Dalam Proses Pembelajaran Stenografi, Pendidikan Ekonomi - BKK Pendidikan Administrasi Perkantoran Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret, Surakarta*, (Surakarta,) 2017 P. 12

⁴¹Cyintia Riswanti , Siti Halimah , Ina Magdalena , dan Tiarma Sintya Silaban, *Perbedaan Individu dalam Lingkup Pendidikan, Pandawa : Jurnal Pendidikan dan Dakwah* Volume 2, Nomor 1; 97-108 <https://ejournal.stitpn.ac.id/index.php/pandawa>, P. 2

B. Previous Research Findings

The following are some previous studies that are relevant to this research.

The first research is a journal entitled Implementation of English Programs to Improve Students' Language Proficiency in MA Bilingual Batu. This research was conducted by Fitrotul Ainiyah and Munawwir Hadiwijaya. This research is a descriptive qualitative research with a case study approach. The results of the study show that: first, the form of the English program is a local subject designed and developed by the teachers themselves without a government curriculum. Associated with the results of improving students' language skills, in general it is quite good and increasing. Second, the implementation of the English Program at MA Bilingual Batu is divided into three, namely planning (syllabus from linguistic principles representatives), implementation of learning every Monday to Thursday, and evaluation using summative and formative assignments. Three supporting factors in the implementation of the English program are competent teachers; mission, vision and school facilities; and high student motivation. The inhibiting factors in the implementation of the English Program are the uneven abilities of students and the lack of consistency in teaching using English. The similarity of the research conducted by Fitrotul Ainiyah and Munawwir Hadiwijaya with the current research is that they both study the implementation of the English day program for students. The difference between previous and current research is that it does not explain students' speaking activities.

The second is journal entitled *A Study on Speaking Skill Activities in Ar-Rohmah English Community Program in Sma Ar-Rohmah Malang* conducted by Adnin Hayatinnufus. The use of research design in this study was descriptive qualitative in which the instrument used to get the data were observation, questionnaire and interview. The similarity between previous research and research that researchers did for the purpose of analysis. In addition, the similarity of previous research with the research that will be carried out is that the research method used is qualitative research. The difference between the previous research and the research that will be conducted by researchers lies in the research variables. Previous research This study analyzed teacher and student conversations in English EFL interactions in a class at Kuningan University in semester 2 who were taking Speaking 2 courses. Meanwhile, in this study, the researcher chose the subject of MTs class VII students.

The third is a journal entitled *An Analysis of English Language Used in Daily Communication by Students of Dayah or Islamic Boarding School*, conducted by Ulya Zuhairati, Asnawi Muslem, Dohra Fitrisia. This study used a mixed method and the researcher combined questionnaire, document analysis, and interview to gain the data needed. This research finding showed that the Dayah Modern Darul 'Ulum arranged the regulations regarding English language implementation and developed some programs to increase and motivate students to use the English language. In addition, from the questionnaire, in terms of the students' perceptions, the finding of this research showed that 72,5%

students perceive using English as daily language plays a good role in their speaking skill development, 93,3% students expected daily language program that can help them improve their English speaking skill, and 70% students perceive English language speaking implementation was good enough. The similarity with this research is that they both examine the English program the difference with this research is the use of research methods and research subjects.

The fourth Implementation of English Programs In Sdit Lukman Al Hakim Internasional by Revika Niza Artiyana. The research approach used in this study is qualitative with a case study type of research. The results of the study show that: (1) the planning of the English program which includes learning English, English extracurriculars, English Day, and English Challenge is based on the school's vision and mission, namely the creation of an Islamic generation that has strong character, masters basic scientific principles, and contributes for the good of the world, (2) the implementation of the English program, namely the English language learning program and English extracurriculars is a program that is carried out in the classroom or outside the classroom on a scheduled basis for one semester, so that the learning stages consist of preliminary activities, core activities, and closing activities, meanwhile, the English Day and English Challenge programs are English habituation programs in schools, so the teacher's role is very much needed, (3) Assessment and evaluation used in learning English is by leveling the achievement of which is written through descriptions, (4) the most important supporting factors for the

implementation of the English language program are available human resources, namely teachers, (5) the obstacles to implementing the English program at SDIT Lukman Al Hakim International in general are time and consistency in the use of English. The similarity with this research lies in the research objective, which is to describe and interpret the implementation of the English program. The differences with this study are in the research subjects, research results and research locations.

The Implementation of English Day Program in The Students' Speaking Skill at The Eleventh Grade of SMA N 18 Makassar by Stenly Beay. This research method uses qualitative research. Data collected from observation, interviews, and documentation. The sample of this research is class XI students of SMAN 18 Makassar who take part in the English Club. The results of this study indicate 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 properly because: some students still use Indonesian during English day, and some students are not confident to speak English with friends around them. It is suggested that the person in charge of the English Club can implement the English day program in the school environment, because English day is an important program for international schools. The similarity with this research is that the aim of the research is to describe the implementation of the English day program. The difference with this research is the focus of research, population and research sample.

C. Theoretical Framework

The research framework aims to examine the implementation of the English day program at MTs Muhammadiyah Pakis Baru Pacitan, which includes the implementation of the English day program for students' speaking activities, supporting and inhibiting factors in the implementation of the English day program at MTs Muhammadiyah Pakis Baru Pacitan.

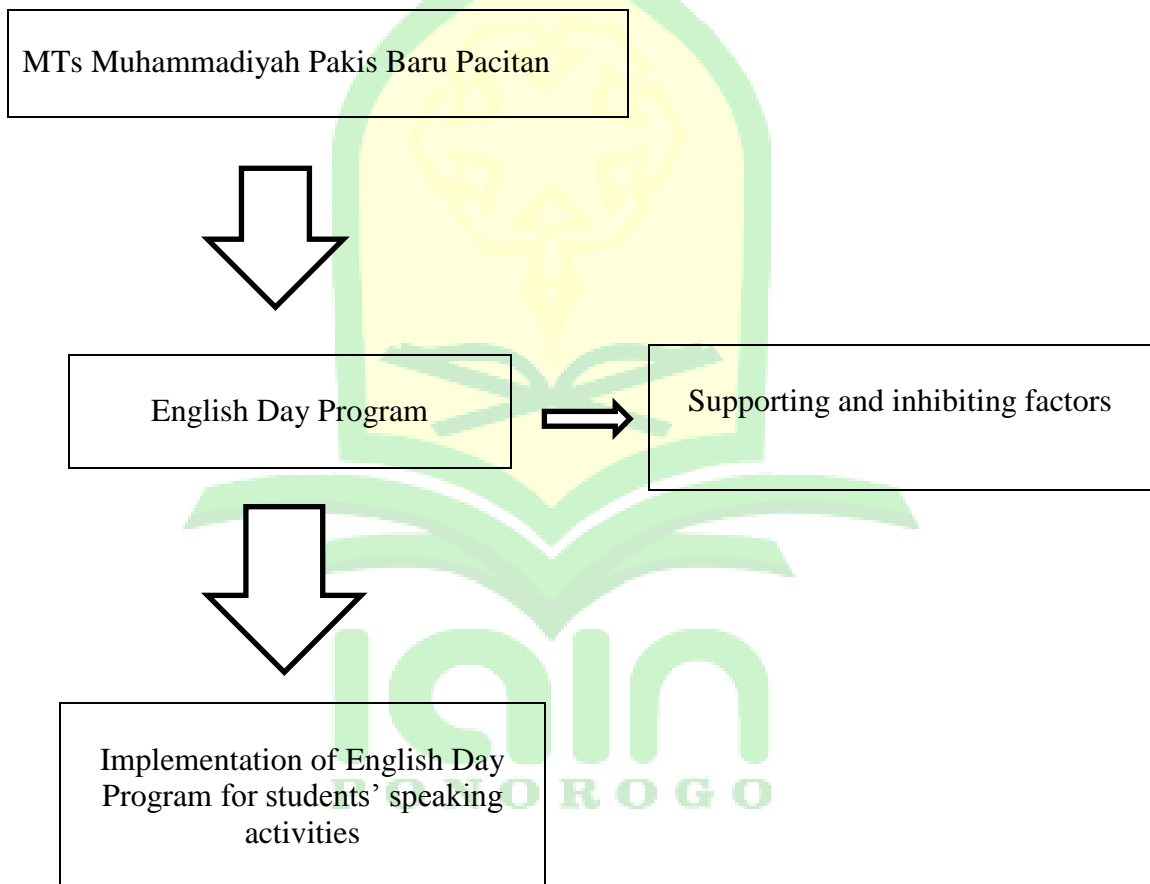


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODS

A. Research Design Approach

The research conducted by this researcher is research that uses a qualitative approach. Qualitative research is a research approach that collects data in a natural setting to interpret the phenomena that occur. In qualitative research, the researcher is the key instrument that takes data sources purposively with inductive data analysis and has research results that emphasize meaning rather than generalization.⁴² This research approach is a research approach whose research results are not obtained through statistical procedures or methods related to numbers but rather emphasizes data collection, analysis, and interpretation of social issues that occur.

In this study, the researcher used descriptive qualitative research. The results of the research were intended to describe The Implementation of English Day Program. Researchers used qualitative methods to conduct this research. Comprehensive discovery methods are the basis of qualitative research. Open-ended modeling, which occurs in natural settings and allows the researcher to develop a high level of detail from involvement in actual experience, is another term for qualitative.⁴³

⁴²Albi Anggito Setiawan Johan, Metodologi penelitian kualitatif(CV Jejak (Jejak Publisher), 2018), 8.

⁴³ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

B. Location and Time of Research

1. Location

The location of the research is at MTs Muhammadiyah Pakis Baru Pacitan. The subjects in this research are the students at the eight grade MTs Muhammadiyah Pakis Baru. MTs Muhammadiyah Pakis Baru is one of the MTs in the Nawangan District which excels in various academic and non-academic fields. This school also has a good program. One of them is the use of English to interact during in school. Apart from excelling in academics and non-academic, the character values instilled in this school have also become entrenched among students. such as shaking hands with teachers and students who come while making observations.

2. Time of Research

This research was conducted for 3 months starting in february to April. This research was conducted on the English Day Program

C. Data and Data Source

Data is the result of empirical observations and measurements that reveal the facts of a social phenomenon under study. The data in qualitative research is descriptive, not numerical. Data can be in the form of symptoms, events, and events that occur and then analyzed in several categories.⁴⁴The main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. Words and actions of people or subjects studied, observed or interviewed are the

⁴⁴Adhi Kusumastuti, Metode Penelitian Kualitatif(Semarang: Lembaga Pendidikan Sukarno Pressindo, n.d.), 30.

main data in qualitative research. The data source is the subject from which the data can be obtained. Data sources are divided into 2, namely:

1. Primary data source

Primary data is data obtained or collected by researchers directly from the source. The primary data source for this research was obtained from interviews and observations related to the implementation of English day program for students' speaking activities At Mts Muhammadiyah Pakis Baru Pacitan

2. Secondary data sources

Secondary data sources are data sources from various existing sources.⁴⁵ The secondary data source for this research is in the form of documentation on the implementation of the English Day program at MTs Muhammadiyah Pakis Baru Pacitan.

D. Data Collection Procedures

Qualitative data collection procedures are steps that must be followed by researchers in obtaining the required data. The steps for collecting data include limiting the research, determining the type of qualitative data collection, and designing a data recording effort so that valid research data is obtained.

This study uses data collection procedures, namely by interview, observation and documentation techniques. The first data collection procedure is by observing the object of research. The steps are as follows.

1. Prepare observation instruments.

⁴⁵Sandu Siyoto dan M. Ali Sodik, Dasar Metodologi Penelitian,(Yogyakarta: Literasi Media Publishing, 2015), 68.

2. Make direct observations in the process of implementing the English day program, both observing teachers and students
3. Write down the results of observations.

The second data collection procedure is by interviewing informants. The steps are as follows

1. Prepare interview instruments.
2. Conducting interviews with the Principal of MTs Muhammadiyah Pakis Baru Pacitan as a key informant.
3. Conducting interviews with MTs Muhammadiyah Pakis Baru Pacitan English teachers as the main informants.
4. Conducting interviews with MTs Muhammadiyah Pakis Baru Pacitan students, especially class VIII as supporting informants.
5. Write down the results of the interview.

The third data collection procedure is documentation that is used as valid evidence by researchers in data collection. The steps of the data collection procedure with documentation are as follows.

1. MTs Muhammadiyah Pakis Baru Pacitan profile documentation.
2. Documentation of the vision and mission of MTs Muhammadiyah Pakis Baru Pacitan.
3. Documentation of observation activities.
5. Documentation of interviews with informants.

E. Data Collection Technique

Data collection is a standard systematic procedure for obtaining the necessary data⁴⁶.

In every data collection process, there must be techniques used in accordance with the research carried out. To obtain valid data in the collection of data on how students talk in class and how students perceive the researcher uses the following techniques:

1) Observation

Observation is one of the data collection techniques carried out through observation with the systematic recording of the symptoms or objects under study⁴⁷. In this study, researchers make direct observations in the classroom. Direct observation is conducting direct observations (without tools) on the symptoms of the subjects being investigated, whether the observations are carried out in real situations or carried out in specially made artificial situations. The observation technique is carried out directly by researchers in class VIII MTs Muhammadiyah Pakis Baru.

2) Interview

An interview is a question and answer conducted orally between two or more people directly with a specific purpose. The conversation was carried out by two parties, namely the interviewer the party who asked the question, and the interviewee or the party who provided the answer to the question. In this study, interviews is conducted by researchers as interviewers and students of class VII MTs Muhammadiyah Pakis

⁴⁶Ahmad Tanzeh, *Pengantar Metode Penelitian*, (Yogyakarta: Teras, 2009), 57

⁴⁷Hardani Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif* (Yogyakarta: CV Pustaka Ilmu, 2020), 123.

Baru. Teacher as interviewees who provide the information needed regarding the topics discussed in this study.

3) Documentation

Documentation is carried out to collect data from document and record sources. Documents in this study will be taken from general data documents related to the research institution as well as data obtained from personal documents sources.

F. Data Analysis Technique

In qualitative research, data analysis is carried out by searching and compiling the data obtained through various techniques used to be more systematic so that it can be easily understood and the results of the research findings can be informed to others.⁴⁸ Qualitative data analysis is divided into three stages, namely the stage of data reduction, data display, and conclusions drawing or verification.

1) Data Reduction

Data reduction is defined as the process of selecting, simplifying, and organizing data obtained from records and results obtained from the field. With data reduction researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified.

2) Data Display

In qualitative research, the reduced data is then displayed. Presentation of data in the form of narrative text field notes, matrices, graphs, networks, and charts. This form of data presentation makes it easier for researchers to

⁴⁸Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, (Alfabeta: Bandung, 2019), hlm 161.

see what is going on, so that the conclusions are correct or vice versa, do the analysis again.⁴⁹

3) Conclusion Drawing or Verification

The last stage of the data analysis process is drawing conclusions. Conclusions are the essence of research findings that describe the latest opinions based on previous descriptions or, decisions obtained based on inductive or deductive thinking methods. The conclusions made must be relevant to the research focus, research objectives, and research findings that have been interpreted and discussed. Remember the conclusion of the study is not a summary of the research.⁵⁰

G. Data Validity Check

In this study the data credibility test was carried out to confirm the techniques used in the study. This study uses a triangulation technique. The triangulation technique is a data validity checking technique that gives researchers confidence that the data has been confirmed by sources, methods, theories, and among other researchers at different times.

The triangulation technique is a combination of observation, interviews and documentation. The triangulation techniques used are source triangulation, technical triangulation and time triangulation. Source triangulation is used to test the credibility of data that has been obtained from various different sources. Triangulation techniques are used to test data by checking data from the same source using different techniques. In

⁴⁹ Ahmad Rijali, *Analisis Data Kualitatif*, UIN Antasari Banjarmasin: Jurnal Alhadharah, Vol. 17 No. 33 Januari – Juni 2018, 94.

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, (Alfabeta: Bandung, 2019), 171.

this study the data obtained from interview techniques were checked again with observation or documentation techniques and vice versa. Time triangulation is a test of data validity by confirming data that has been obtained at different times. The data obtained after collecting data at MTs Muhammadiyah Pakis Baru Pacitan is checked again at a different time. So that from the three data checking techniques, the data obtained related to the implementation of the English day program at MTs Muhammadiyah Pakis Baru Pacitan can be said to be credible.

H. Research Procedure

In this study the stages carried out by researchers are as follows:

1. The pre-field stage, which includes preparing research designs, determining research fields, arranging permits, assessing and assessing field conditions, preparing research equipment and those concerning research ethics.
2. The field work stage, which includes understanding the background of the research and self-preparation, entering the field and participating while collecting data.
3. Analysis phase, which includes analyzing data during and after data collection.
4. The stage of compiling the results of the research report.

CHAPTER IV

FINDINGS AND DISCUSSION

Findings

The findings of this data are related to the implementation of the English day program for students' speaking activities. The population was taken from class VIII students. The author used the method of observation, interviews, and documentation as instruments to collect data. The author observed the object of research. The author observed only to find out how the English day program is implemented for students' speaking activities. The writer asked the respondent's time to be interviewed.

A. General Data

SCHOOL PROFILE

MTs. Muh. Pakis Baru

1. Name of School : Madrasah Tsanawiyah Muhammadiyah Pakis Baru
Pacitan
2. NPSN : 20584806
3. NSS : 121235010018
4. Province : East Java
5. District : Nawangan
6. Village / Kelurahan : Pakis Baru
7. Road : Jendral Sudirman No. 04 Pakis Baru
8. Zip code : 63584
9. No. Phone : 085328783882
10. Fax : -
11. Area : Rural

12. School Status : Private
13. Accreditation : B
14. Year Founded : 1981
15. Teaching and Learning Activities : Morning
16. Distance to the District Center : 11
17. Distance to Auto Center : 50 Km
18. Organizing Organization : Muhammadiyah

Headmaster of MTs. Muh

Pakis Baru

PARNI, S.Pd

NIP. -

GEOGRAPHICAL LOCATION

MTs Muhammadiyah Pakis Baru is located in the northern part of Pacitan Regency, more precisely in the Nawangan District, Pakis Baru Village. The distance between MTs Muhammadiyah Pakis Baru and the Regency or City Center is approximately 50 Km, so the environment is very quiet and comfortable for studying because it is far from the noise of the city. The location of MTs Muhammadiyah Pakis Baru is very strategic both in terms of transportation and the environment.

VISION :

To become an educational institution that produces graduates who are pious and pious, qualified, have noble character and are able to face global challenges in the future.

MISSION :

- Imtaq and noble thoughts
- Creating and growing a good and true religious life
- Fostering a kinship attitude among Madrasah residents who are sincere

QUALITY :

- Improving the quality of teaching and learning process
- Improving the quality of human resources at MTs Muhammadiyah Pakis Baru
- Improving the quality of service and welfare
- Creating a conducive school environment

EDUCATIONAL GOALS

1. The aim of education in Indonesia is in accordance with the formulation of the law on the National Education system, which aims to develop the potential of students to become human beings who believe in and put their trust in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens A democratic and responsible state”.
2. The aim of education at the Madrasah education level is to lay the foundation for intelligence, knowledge, personality, noble character and skills to live independently and take part in further education.

B. Data Description

A. Description

This chapter presents data regarding research results in a descriptive form, in which the author present the implementation of the English day program for students' speaking activities at MTs Muhammadiyah Pakis Baru Pacitan.

The presentation of data regarding the formation of the implementation of the English day program for students' speaking activities at MTs Muhammadiyah Pakis Baru Pacitan based on the results of interviews and observations is as follows.

1) Implementation of English day Program at MTs Muhammadiyah Pakis Baru Pacitan

MTs Muhammadiyah Pakis Baru Pacitan is an Islamic educational institution that has a vision, namely to become an educational institution that produces graduates who are faithful and pious, qualified, have noble character and are able to face global challenges in the future. In an effort to realize this vision, one of the missions of MTs Muhammadiyah is to implemented an English day program. According to Ms. Parni, S.Pd as the headmasterof MTs Muhammadiyah Pacitan, she said that:

“....this program is a flagship program in MTs Muhammadiyah Pakis Baru Pacitan. English day activities are basic activities that train and familiarize all school members to communicate using English. Students are invited to return to learning to speak as when they learned to communicate in childhood. As I explained earlier, this program is a habituation activity for students and teachers so students and teachers are expected to use English when communicating during English Day.”⁵¹

⁵¹Interview transcript with Mrs. Parni S.Pd as headmaster at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

From the statement above, it can be seen that this program is designed to improve students' speaking skills by doing habituation. English is the most commonly used international language in scientific, technological, business and even entertainment publications so it is very important and recommended for students to be able to understand English. Seeing the importance of English, schools, especially English teachers, have a big responsibility to shape students to have good speaking skills through the implementation of the English day program.

According to Mr. Ibnu Nanang S.Pd as an English teacher, at MTs Muhammadiyah Pakis Baru, he said that

"...implementation of the English day program is carried out through English learning activities carried out in the classroom and activities outside the classroom"⁵²

In the implementation of the English Day program, all school members are expected to work together in getting used to using English as a means of communication even though the English vocabulary used is simple.

Based on the results of interviews and observations on the implementation of the English day program for students' activities at MTs Muhammadiyah Pakis Baru Pacitan, the English teacher applies several activities to train students' habituation, including the following:

a. Habituation with motivation

Motivation is an important thing in the process of habituating English practice in daily activities. Students need to be motivated for habituation because communication in English as a foreign language is only obtained when lectures are in class and they have no experience or have limited experience with the target

⁵²Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

community. This causes students not to have a commitment to communicate in English and integrate themselves with the surrounding environment which still uses the local language, as stated Mr. Ibnu Nanang S.Pd, he said that

“...when delivering the material I also instilled awareness that English communication is very useful now and in the future. For example, for those who want to go abroad, English is needed at that time, or when they want to continue their studies at a higher level of education.”⁵³

When students are intrinsically motivated by the importance of communicating in English, this is done voluntarily because they see for themselves the relevance of what they are learning to their needs outside the classroom.

Based on the observation, when in class before learning takes place and after learning takes place the teacher gives motivation to students so that students are interested and have motivation in learning English. The following are some of the efforts made by the teacher to motivate students: 1) Before the lesson begins, the teacher clarifies the objectives of the lesson. 2) The teacher gives an understanding of how important it is to learn English, such as the convenience you get when you have mastered English, and the advantages when you already understand English. 3) The teacher is concerned with linking several English words with Indonesian, such as the word (goback sodoor). This is done so that students know that in Indonesia itself many English words have been adopted into Indonesian. 4) After learning is over, the teacher gives praise to students who are active during learning by mentioning the student's name. 5) then, the teacher gives an evaluation related to the learning that has been done, this evaluation is expected to be able to correct student mistakes so that at the next meeting, learning will be better.

b. Habituation with practice

⁵³Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

English is practiced and used to communicate without emphasizing the rules of the language. After the target of English for communicating has been implemented, students are directed to understand the rules of the language used in communicating.. According to Mr. Ibnu Nanang S.Pd, he said that:

“...so that students are more active in using English, I often randomly ask students using English, whether it's asking about material or other things. I also do this when I meet students outside the classroom, I spontaneously always ask using simple vocabulary, like what do you do, and so on”⁵⁴

The practice of using English is very important in this EFL context because students are not yet able to use the language freely unless they have been given sufficient practice to do so. Students will think quickly in answering these questions and of course will add to the vocabulary list and practice student pronunciation. Therefore, the teacher always interacts as a habit of practicing communicating in English with students even though they use simple vocabulary.

Based on the observation, there are several activities in implementing English with practice, these activities include acting from a script, discussions, and conversations

1) Acting from a script

Based on the results of an interview with Mr. Ibnu Nanang, S.Pd to train students' speaking activities, there are several activities carried out in class. such as acting from a script, namely students playing a role or having a dialogue by first make a dialogues.

“.....When learning in class, to practice speaking activities, I usually ask students to make the dialogues in books and memorize them as much as possible and practice the dialogues in their respective seats.”

⁵⁴Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

Based on the results of observations, during learning, the teacher provides activities for students to express what they think. The activities carried out in the classroom are divided into 2, namely group activities and individual activities. Group activities are as follows: 1) When writing material, the teacher asks students to write dialogues with their peers. 2) When the dialogue is finished writing, the teacher asks students to practice the dialogue in front of the class. 3) then the teacher gives feedback on the student dialogue. individual activities as follows: 1) the teacher asks the students to make a narrative text 2) then the teacher asks the students to retell the student's story in front of the class. 3) the teacher gives feedback to students so that students become better.

2) Discussion

Based on the based on the results of an interview with Mr. Ibnu Nanang S.Pd, he said that

".....besides, I also always ask questions to students and must be answered directly by students, even though sometimes students still have difficulty reciting the pronunciation but I'm sure that after a while the students will be able to and used to."⁵⁵

Based on the observation, when learning takes place, the teacher gives students the opportunity to express their opinion. the process in this activity includes: 1) the teacher forms a group consisting of 4 people. 2) the teacher provides discussion material (when observations are made, the material being discussed is about recount text). 3) each group presents the results of their discussion. 4) students from other groups give questions and comments to the group presenting.

3) Conversation

⁵⁵Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

Based on the based on the results of an interview with Mr. Ibnu Nanang S.Pd, he said that

“...while outside the classroom, students are required to use english to communicate with other.”

Based on the results of observations, during the English Day program, students are required to use English to communicate with friends and teachers outside the classroom. In carrying out the conversation, it begins in the morning when students arrive at school, after entering the school area, students and teachers must use English to communicate. Examples of conversations that occur in the morning when students meet with friends, they will greet each other and ask how they are doing and start other topics such as how about the homework given yesterday or about memorizing vocabulary. During the afternoon some students invite their friends to buy food, some students choose to memorize English vocabulary, there are also students who chat with their friends. in the afternoon when class time is over, students invite their friends to go home and don't forget to greet the teacher and other students.

Students help each other if there are friends who find difficult in conversation, students are instinctively able to understand what their friends say even though the grammar and pronunciation of students are still not correct.

2. Supporting and inhibiting factors in the implementation of the English Day program at MTs Muhammadiyah Pakis Baru Pacitan

a. Supporting factors in the implementation of the English Day program at MTs Muhammadiyah Pakis Baru Pacitan

1) Motivation

In the implementation of the English Day program, of course there are factors that support the implementation of the program so that the program can

run and develop. According to Mrs. Parni S.Pd as the headmaster in MTs Muhammadiyah Pakis Baru Pacitan, she said that:

"The supporting factors come from within the students themselves, so these students are interested in learning English, they always try to find new things. Maybe because of the motivation within them so that it can make them able to develop with the English day program."⁵⁶

From the statement above, the motivation that exists in students is the first supporting factor in implementing the English day program at MTs Muhammadiyah Pakis Baru. Students have a will and encouragement from within themselves that make them aware of the importance of learning English.

2) Competitive

The next factor is competitive, as stated by the father of Ibnu Nanang S.Pd, he said that:

".....from the students themselves, namely their competitive attitude, so every year the MTs will choose students to represent giving English speeches for graduation events, many students who take part in the selection also make students try to be the best so that they will definitely focus in learning English."⁵⁷

Competition is an activity to achieve goals by beating other people/groups. Students at MTs Muhammadiyah Pakis Baru Pacitan have a competitive attitude in a positive sense, namely using their advantages in order to outperform their opponents.

3) Teacher's role

As stated by Mr. Ibnu Nanang S.Pd, he said that:

⁵⁶Interview transcript with Mrs. Parni S.Pd as headmaster at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

⁵⁷Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

"...the factor of the teacher as a facilitator is also a supporting factor in the implementation of this program."

The teacher as a facilitator is tasked with facilitating learning (facilitate learning) for all students, so that they can learn in an atmosphere that is fun, happy, full of enthusiasm, not anxious, and dares to express opinions openly.

4) Vision and mission

As stated by Mr. Ibnu Nanang S.Pd, he said that:

"There is a vision and mission of MTs Muhammadiyah Pakis Baru Pacitan, because with this vision and mission an English day program can be formed and implemented"

From the statement above, the vision and mission of MTs Muhammadiyah Pakis Baru Pacitan became the initial foundation for the formation and implementation of this English day program, the vision and mission are in line with the habituation of the English day program so that the English day program can be implemented.

b. Inhibiting factors in the implementation of the English Day program at MTs Muhammadiyah Pakis Baru Pacitan

In implementing the English day program, it is classified as not easy to run according to the purpose. There are factors that hinder the implementation of students' speaking activities at MTs Muhammadiyah Pakis Baru Pacitan, including the following.

1) Environment

One of the inhibiting factors in the implementation of student abilities, especially in English skills, as stated by Mrs. Parni S.Pd as headmaster of MTs Muhammadiyah pakis baru Pacitan in the following interview excerpt:

“...During the English Day program, the factor that became an obstacle in terms of the living environment, because most students here live in an environment where the majority of the population are farmers, so no one supports them in using English when communicating in the environment, because surely people in their environment even none of the family understand English.”⁵⁸

The statement above is supported by Mr. Ibnu Nanang S.Pd as an English teacher at MTs Muhammadiyah Pakis Baru Pacitan, according to him "Judging from the family environment, the majority of the population here are middle class and below, so most of them use Javanese in communicating, so that is one of the obstacles in implementing the English day program. So the students are used to using the Javanese language so that during the English day program they mix English and Javanese when communicating."

From the results of the interview excerpts above, it can be seen that the environment is one of the inhibiting factors in implementing the English day program at Mts Muhammadiyah Pakis Baru.

2) English is not the mother tongue

According to Mr. Ibnu Nanang S.Pd, the next inhibiting factor is the mother tongue, as he stated as follows:

“...their mother tongue is Javanese, so these students sometimes still use Javanese when talking to their friends during the English Day schedule”⁵⁹

⁵⁸Interview transcript with Mrs. Parni S.Pd as headmaster at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

⁵⁹Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

The first language that is mastered by humans from birth through interaction with fellow members of the language community, such as the family and the surrounding community. Therefore, students at MTs Muhammadiyah Pakis Baru Pacitan are still not used to using English as a second language in communicating. based on observations, there are some students who use Javanese when communicating with their friends, whether it's in the classroom when learning English takes place or outside the classroom. there are also some students who mix Javanese and English when talking with their friends.

3) Individual Differences

The last factors is individual differences, according to Mr. Ibnu Nanang S.Pd, she stated that:

"There are some students whose language skills are already good but there are some students whose language skills are still lacking, this will hamper learning, because students who lack abilities will be left behind by other students."⁶⁰

B. Discussion

Based on the results of the research, the researcher will elaborate on the discussion of the description of the research results at MTs Muhammadiyah Pakis Baru Pacitan which will then be integrated with existing theories.

1. Implementation of English day Program at MTs Muhammadiyah Pakis Baru Pacitan

⁶⁰Interview transcript with Mr. Ibnu Nanang S.Pd as English Teacher at MTs Muhammadiyah Pakis Baru Pacitan 03-04/2023

Based on the research results, according to Mrs. Parni, S.Pd, The English Day program is a flagship program at MTs Muhammadiyah Pakis Baru Pacitan. English Day activities are basic activities that train and familiarize all school members to communicate using English. Students are invited to return to learning to speak as when they learned to communicate in childhood. This program is a habituation activity for students and teachers so students and teachers are expected to use English when communicating during English Day.. This is in line with Beysolow's opinion that The English Day program is a program run by schools where all students must use English as their medium of communication orally and in writing during school hours.⁶¹ This program is designed to improve students' speaking skills by doing habituation. English is the most commonly used international language in scientific, technological, business, and even entertainment publications, so it is very important and recommended for students to be able to understand English. Seeing the importance of the English language, schools, especially English teachers, have a big responsibility to form students with good speaking skills through the implementation of the English Day program. This goal is in line with the objectives of the English Day program, namely:⁶²

1. To motivate the students to speak English every day.
2. To increase the students' speaking performance.
3. Help the students to be more confident in expressing ideas.

In the implementation of the English Day program, there are activities to train students' habituation in using English. Activity according to Benjamin Gardner habit formation is defined as a learning process that generates automatic responses to contextual cues - it has been suggested as a mechanism for maintaining behavior but

⁶¹Beysolow II, Applied Natural Language Processing With Python.(Pringer Science+Business Media New York 2018), 30

⁶²Jean A. Keller, et al, Boarding School Blues, P.25.

several studies have applied habit theory to behavior change one of which is habituation with motivation and habituation with practice⁶³:

a. Habituation with motivation

At this stage, the teacher gives an understanding of the advantages or advantages after mastering English, especially speaking skills. teachers always motivate students to make friends with as many native English speakers as possible and speak English enthusiastically. The basic thing that is always stressed is to motivate them to continue communicating using English in everyday life. In practice, the English teacher advised that practicing speaking English does not need to pay attention to grammar, it is enough for other people to understand what is being said, speaking skills have been successfully carried out.

b. Habituation with practice

At this stage, the teacher asks questions to students while in class and during the teaching and learning process takes place. Questions can be related to material or students' opinions. The teacher as much as possible gives students the opportunity to practice using English directly. This also happens outside the classroom. The teacher will invite students to interact using English even if they only use simple vocabulary.

1) Acting from a script

In dialogue activity, the students were asked to write the short conversation and perform it with their partner. It is supported by Harmer that in acting out dialogues, students will often act out dialogues from which they have written themselves.

2) Discussion

⁶³ Benjamin Gardner, 2014. Putting Habit Into Practice, And Practice Into Habit: A Process Evaluation And Exploration Of The Acceptability Of A Habit-Based Dietary Behavior Change Intervention. International Journal of Behavioral Nutrition and Physical Activity volume 11, Article number: 135 (2014)

While in class, discussions were held to train students' speaking, the teacher gave direct questions to students and students were given time to answer these questions using English. When students have difficulty with vocabulary, the teacher will help students, by taking turns students answering what is asked by the teacher

3) Conversation

During the English Day program, students are required to use English to communicate with friends and teachers in outside classroom. Students help each other if there are friends who find difficult in conversation, students are instinctively able to understand what their friends say even though the grammar and pronunciation of students are still not correct.

2. Supporting and inhibiting factors in the implementation of the English Day Program at MTs Muhammadiyah Pakis Baru Pacitan.

a. Supporting factors in the implementation of the English Day Program at MTs Muhammadiyah Pakis Baru Pacitan

1) Motivation

Based on the results of research conducted at MTs Muhammadiyah Pakis Baru Pacitan, it is known that there are several supporting factors in implementing the English day program. These factors include the following. This motivation is important to talk about in order to find out what is the actual background of a behavior that someone does. Here the role of motivation is very significant in guiding and directing someone towards religious behavior. However, there are certain motivations that actually arise in humans due to factors from within the students themselves, so that students become people who have a desire to change and when someone has psychological motivation and encouragement, the enthusiasm will be greater, the ability will be greater and knowledge will be better.

. Based on the results of an interview with Mr. Ibnu Nanang S.Pd, as an English

teacher he believes that it is motivation from within students that makes students able to change and push themselves. This is in line with Carol's opinion, a successful student is a motivated student, motivation is a soul impulse that is able to move a person to make choices and be able to accept the consequences.⁶⁴

2) Competitive

Based on the results of the interview with Mr. Ibnu Nanang S.Pd, the competitive nature of students is also a supporting factor for the implementation of the English day program. A positive competitive attitude makes students strive to continue to develop skills in English, especially speaking. MTs Muhammadiyah Pakis Baru Pacitan has an annual agenda, which is to present 3 languages during graduation speeches, one of which is a speech in English where students are selected through selection. This makes students have healthy competition.

3) Teacher's Role

The role of the teacher when carrying out teaching and learning interactions. So, the teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals. The teacher as a facilitator has a duty not only to pursue but to foster, guide, motivate and provide positive reinforcement to students. Based on the results of an interview with Mr. Ibnu Nanang S.Pd, he said that the most supportive resource is human resources, namely teachers. In this program, the teacher as a facilitator must be able to provide direction for the implementation of this program. This is in line with Margaret's opinion that the teacher's role is to organize and create situations that provide meaningful problems and ask deep questions that will arouse children's thinking. Teachers play an important role in familiarizing children with English. teachers can

⁶⁴ Griffiths, Carol 2008..h.131-142.

create a militant environment in using English. However, the teacher should not dominate the habituation which is part of the learning.

4) Vision and mission

Based on the results of an interview with Mr. Ibnu Nanang S.Pd, the supporting factors in implementing the English day program are the school's vision and mission. He said that the vision and mission were the supporting factors because with this vision and mission, the English Day program was formed and implemented. As it is known that this program is a flagship program at MTs Muhammadiyah Pakis Baru Pacitan which has the goal that students have proficiency in English. this is in line with Hardjapamekas opinion. The vision of existence is important because it expresses or states for what reason the organization exists, and where it is going to grow. Therefore the vision encourages stakeholders to have integrated steps to achieve the goal.

b. Inhibiting factors in the implementation of the english Day Program at MTs Muhammadiyah Pakis Baru Pacitan

1) environment

Based on the results of interviews with English teachers, one of the inhibiting factors is environment. according to Mr. Ibnu Nanang S.Pd, he stated that the majority of the population belongs to the lower middle class so most of them use Javanese in communicating this is one of the obstacles in implementing the English day program. So students are used to using the Javanese language so that during the English day program they mix English and Javanese when communicating. This is in line with Agung Dewantara's opinion. The environment is an external factor that can affect attitudes, learning outcomes, even speech or words. The learning environment influences the processes and results of student behavior, both directly

and indirectly. Provision of a learning environment for students should receive top priority. This is a critical success factor in building students' behavioral abilities⁶⁵

2) English is not the mother tongue

The first language that is mastered by humans from birth through interaction with fellow members of the language community, such as the family and the surrounding community. Therefore, students at MTs Muhammadiyah Pakis Baru Pacitan are still not used to using English as a second language in communicating. based on observations, there are some students who use Javanese when communicating with their friends, whether it's in the classroom when learning English takes place or outside the classroom. there are also some students who mix Javanese and English when talking with their friends.

3) Individual Differences

Each individual has different abilities, as stated by Mr. Ibnu Nanang S.Pd that some students have lower abilities compared to other students, so that these students are left behind by their friends. Each individual student is unique, each has their own ability or level and character. Each student cannot be generalized regarding their abilities. This is in line with Lin Aprilia's opinion that there are 4 factors that make individual differences, namely differences in student backgrounds, differences in students' intelligence levels, differences in student learning readiness, and differences in perceptions of student interest in learning.⁶⁶

Therefore, the teacher's role is very important in solving this problem.

⁶⁵Agung Dewantara, Skripsi, *Pengaruh Lingkungan Belajar Terhadap Hasil Belajar Dalam Pembelajaran Ilmu Pengetahuan Sosial Kelas V-7 Sdn Mangkura Iv Makassar*, (Makassar: Unversitas Muhammadiyah Makassar, 2017), Hlm. 23

⁶⁶Lin Aprilia, Sutaryadi, Tutik Susilowati, *Penanganan Perbedaan Individual Dalam Proses Pembelajaran Stenografi, Pendidikan Ekonomi - BKK Pendidikan Administrasi Perkantoran Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret, Surakarta*, (Surakarta,) 2017 P. 12

CHAPTER V

CLOSING

A. Conclusion

Based on the results of the thesis research on "Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan", the following conclusions are obtained:

1. Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan

Based on data obtained by researchers at MTs Muhammadiyah Pakis Baru Pacitan, that students' speaking activities used in the Implementation of English Day Program activities consist of habituation with motivation, and habituation with practice, in habituation with practice there are activities namely acting from a script, discussions, and conversations. In learning English, the teacher applies habituation with motivation and habituation with practice which includes activities inside and outside the classroom, while in-class activities are acting from a script and discussion, while outside the classroom, students are required to carry out conversations using English. .

Basically the Implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan has been well implemented, this is evidenced by the students' speaking skills which are getting better from year to year.

2. supporting and inhibiting factor in the implementation of English Day Program for Students' Speaking Activities at MTs Muhammadiyah Pakis Baru Pacitan

Based on the results of the research, there are several factors that support the implementation of the English day program, including the following: a. Motivation, b. Competitiveness, c. Teacher Role, d. Vision and Mission. There are inhibiting factors in the implementation of the English day program at MTs Muhammadiyah Pakis Baru Pacitan, including the following:

a. Environment, b. English is not mother tongue, c. Individual differences.

B. Suggestion

From the results of research conducted at MTs Muhammadiyah Pakis Baru Pacitan, the authors provide the following suggestions:

1. For Schools

a. The existence of various factors that become obstacles in the implementation of the English Day Program at MTs Muhammadiyah Pakis Baru Pacitan, can motivate schools to follow up so that the implementation can run smoothly and well as expected.

b. So that the implementation of the English day program can be implemented better, schools need to hold an English club program as an extracurricular activity for students.

2. For Teachers

a. To follow up on the various factors that have become obstacles in the implementation of the Pakis Baru Pacitan English Day program, the teacher will be even more assertive in applying habituation to students.

3. For Students

a. Students can have good speaking skills through the implementation of the English day program, students are expected to get more used to communicating in English, apart from the habituation that exists at school, students also apply this habituation in everyday life.



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APPENDICES

Appendices 1 : Interviews, Observation, Documentation

A. Interview guidelines

1. Interview with the Headmaster
 - a. What is the form of the English day program at MTs Muhammadiyah Pakis Baru Pacitan?
 - b. How long has this English day program been implemented at MTs Muhammadiyah Pakis Baru Pacitan?
 - c. What achievements have students achieved during this English Day program?
 - d. What is the purpose of the English Day program?
 - e. How is the implementation of the English day program at MTs Muhammadiyah Pakis Baru?
2. Interview with English Teacher
 - a. What is the form of the English day program at MTs Muhammadiyah Pakis Baru Pacitan?
 - b. What do you think about the speaking skills of students at MTs Muhammadiyah Pakis Baru Pacitan?
 - c. As an English teacher, what are your steps when there are still students who are not good at speaking?
 - d. Do you give punishment to students who do not use English during the English day program?
 - e. Is the English day program able to improve students' speaking skills?
 - f. How is the implementation of the English day program at MTs Muhammadiyah Pakis Baru?
 - g. What are the supporting factors in the implementation of the English Day program?
 - h. What are the inhibiting factors in the English day program?
3. Interview with Students

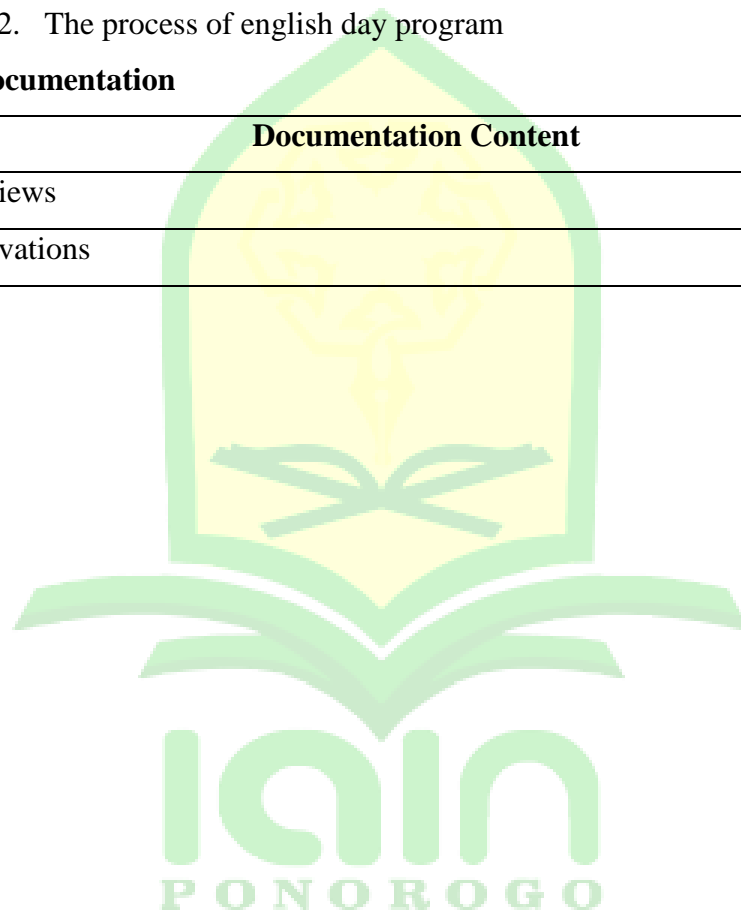
- a. How important is English in your opinion ?
- b. What do you think about the English Day program ?
- c. Do you speak English with teachers or friends ?
- d. Are you used to using English to communicate ?
- e. What speaking activities did you do on English Day ?

B. Observation

1. Conditions of speaking activities in the MTs Muhammadiyah Pakis Baru Pacitan environment
2. The process of english day program

C. Documentation

no	Documentation Content
1.	Interviews
2.	Observations



Appendices 2 : Transcripts Of Interviews, Observations, and Documentation

Interview Number	:01/I/03-04/2023
Informant Name	: Parni S.Pd
Informant Identity	: Headmaster
Day/Date of Interview	: Monday, April 03, 2023
Interview Time	: 10.30 A.m.
Interview venue	: The living room of the MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 10 minutes

Description of Interview Results

1. What is the form of the English day program at MTs Muhammadiyah Pakis Baru Pacitan?

this program is a flagship program at MTs Muhammadiyah Pakis Baru Pacitan. English day activities are basic activities that train and familiarize all school members to communicate using English. Students are invited to return to learning to speak as when they learned to communicate in childhood. As I explained earlier that this program is a habituation activity for students and teachers, so the form of this program is the habit of speaking English for one day every week. This program is a program that is designed and developed by itself, because this program does not yet have a curriculum from the government.

2. How long has this English day program been implemented at MTs Muhammadiyah Pakis Baru Pacitan?

This program has been implemented relatively recently at MTs Muhammadiyah, it has only been running for about 5 years and was stopped due to Covid-19.

3. What is the purpose of the English Day program?

The purpose of implementing the English Day program is to realize the vision

of the school, namely to become an educational institution that produces graduates who are faithful and pious, qualified, have noble character and are able to face global challenges in the future. Moreover, English is the international language most commonly used in scientific, technological, business, and even entertainment publications so if you can understand or are fluent in speaking English, it will be an added value in itself so, our hope is when you graduate from MTs Muhammadiyah Pakis Baru Pacitan , students do not stutter anymore with English. especially for those who will continue their education to a higher level.

4. What are the results of implementing this English day program?

because the english day program focuses on student speaking, so during the 5 years of implementing this english day program, the achievements that have been achieved by students in speaking skills, namely Alhamdulillah, at every graduation ceremony, we from the school provide 3 languages in speech, namely Indonesian, Javanese and Bahasa English. students who speak in English have good pronunciation and fluency from year to year. Even though our students have not been able to achieve in the academic field or competitions in the field of English, I have appreciated the abilities they have achieved so far.

5. How is the implementation of the English day program at MTs Muhammadiyah Pakis Baru?

So on Thursday, all students use English to communicate while in the school environment, both inside and outside the classroom. when entering class, students must memorize 10 English vocabulary. for speaking activities outside the classroom, students must use English. at least use 65% English when communicating, the rest of the students usually use Javanese or Indonesian.

6. What are the supporting factors in the implementation of the English Day program?

The supporting factors come from within the students themselves, so these students are interested in learning English, they always try to find new things. Maybe because of the motivation within them so that it can make them able

to develop with the English day program

7. What are the inhibiting factors in the implementation of the English Day program?

During the English Day program, the factor that became an obstacle in terms of the living environment, because most students here live in an environment where the majority of the population are farmers, so no one supports them in using English when communicating in the environment, because surely people in their environment even none of the family understand English



Interview Number	: 02/I/03-04/2023
Informant Name	: Ibnu Nanang S.Pd
Informant Identity	: EnglishTeacher
Day/Date of Interview	: Monday, April 03, 2023
Interview Time	: 11.00 Am
Venue interviews	: The living room of the MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 17 minutes

1. What is the form of the English day program at MTs Muhammadiyah Pakis Baru Pacitan?

The form of English Day at MTs Muhammadiyah Pakis Baru Pacitan is the habit of using English to communicate both inside and outside the classroom every Thursday. This English day is held once a week where all students and teachers use English in communicating.

2. What do you think about the speaking skills of students at MTs Muhammadiyah Pakis Baru Pacitan?

For speaking skills grade 7 students have less skills because now in elementary school there are no English subjects so students are not familiar with English, but over time, when they are in grade 8 or 9 their speaking skills also improve for the better. For example, when in class, if I ask their opinion about the material, they get it

3. As an English teacher, what are your steps when there are still students who are not good at speaking?

Apart from having an English day, of course I also have my own strategy so that what I hope for can come true, when outside of the English day schedule, if there is an English lesson, I always use English when giving material in class so students must use English in communicating so that their abilities can be increased by themselves. Regarding grammar, I don't really emphasize that they have to be correct in grammar because in my opinion, the most important thing when communicating is that other people can understand

what we are saying. Regarding pronunciation, I sometimes also give directions when they might be confused about how to pronounce a word and always provide encouragement when teaching in class so that students can respond and give their opinions.

4. Do you give punishment to students who do not use English during the English day program?

The school does not give sanctions to students because we realize that English is not their mother tongue, we want students to get used to using English because they really want to. If the school gives punishments, it is feared that students will feel compelled to use English and the effect will not be good for their psychology.

5. Is the English day program able to improve students' speaking skills?

After having the English Day program for 5 years, thank God the students' speaking skills have improved, this can be seen at graduation, when one of the students is asked to give a speech using English the student can make a speech properly and correctly. The problem of fluency and pronunciation is also quite good, although of course there are also shortcomings, but in my opinion it is quite good, especially for Indonesians who have never used English in daily communication. In addition, the improvement that can be seen is when they are in grade 3, for taking grades on English practice, most students pass and get good grades.

6. How is the implementation of the English day program at MTs Muhammadiyah Pakis Baru?

This program is a self-designed program because the government does not yet have a curriculum that regulates English Day. In applying English Day, sometimes students use English with their mother tongue, namely Javanese. This is because students forget or don't even know about a certain vocabulary and are even confused about what to say in English. implementation of the English day program is carried out through English learning activities carried out in the classroom and activities outside the classroom. when delivering the material I also instilled awareness that English communication is very useful now and in the future. For example, for those who want to go abroad, English

is needed at that time, or when they want to continue their studies at a higher level of education. so that students are more active in using English, I often randomly ask students using English, whether it's asking about material or other things. I also do this when I meet students outside the classroom, I spontaneously always ask using simple vocabulary, like what do you do, and so on

7. What activities do you do on English Day?

When they arrive at school, students have to speak English in their activities, be it communicating with friends or teachers. When in class, teachers and students communicate using English while students use a mixture of English and Indonesian. Activities that can be done by students such as asking something, asking for help, sometimes during breaks they also sing, greet teachers and school staff using simple English vocabulary. When learning in class, to practice speaking activities, I usually ask students to read dialogues in books. So every 2 students who sit 1 bench will play the role in the textbook. besides that, I also always ask questions to students and must be answered directly by students, while outside the classroom, students are required to use english to communicate with other.

8. What are the supporting factors in the implementation of the English Day program?

For the first supporting factor, it must be from the students themselves, namely their competitive attitude, so every year the MTs will choose students to represent giving English speeches for graduation events, many students who take part in the selection also make students try to be the best so that they will definitely focus on learning English. the factor of the teacher as a facilitator is also a supporting factor in the implementation of this program. In addition, there is a vision and mission of MTs Muhammadiyah Pakis Baru Pacitan, because with this vision and mission an English day program can be formed and implemented

9. What are the inhibiting factors in the English day program?

Judging from the family environment, the majority of the population here are middle class and below, so most of them use Javanese in communicating, so

that is one of the obstacles in implementing the English day program. So the students are used to using the Javanese language so that during the English day program they mix English and Javanese when communicating. their mother tongue is Javanese, so these students sometimes still use Javanese when talking to their friends during the English Day schedule. Next, there are some students whose language skills are already good but there are some students whose language skills are still lacking, this will hamper learning, because students who lack abilities will be left behind by other students.



Interview Number	: 03/I/23-04/2023
Informant Name	: Ajis
Informant Identity	: Student
Day/Date of Interview	: Thursday, April 23, 2023
Interview Time	: 10.30 Am
Venue interviews	: in class 8 MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 4 minutes

1. How important is English in your opinion?

Very important

2. What do you think about the English Day program?

This program is very helpful for students in mastering English, especially in speaking, because this program helps me to be more confident in using English to communicate

3. Do you speak English with teachers or friends?

When the English day program was held, I used English when greeting friends and teachers, although sometimes I still used Javanese and Indonesian when I didn't know the English vocabulary.

4. What speaking activities did you do on the English Day Program?

Activities such as asking and answering questions from the teacher, I also like to sing outside the classroom

Interview Number	: 04/I/23-04/2023
Informant Name	: Fadil
Informant Identity	: Student
Day/Date of Interview	: Thursday, April 23, 2023
Interview Time	: 10.35 Am
Venue interviews	: in class 8 MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 3 minutes

1. How important is English in your opinion?

Maybe around 80%

2. What do you think about the English Day program?

This program is good for helping students master English or for training students to understand English, because during the English day program I can see or listen to my friends while they are talking so I can add insight and vocabulary.

3. Do you speak English with teachers or friends?

During the English day program, I used English as much as possible to communicate even though I had limited vocabulary. I will look for synonyms of the word..

4. What speaking activities did you do on English Day?

Sometimes I memorize vocabulary, communicate with friends even though I have to use 2 languages.

Interview Number	: 05/I/23-04/2023
Informant Name	: Imelda
Informant Identity	: Student
Day/Date of Interview	: Thursday, April 23, 2023
Interview Time	: 10.39 Am
Venue interviews	: in class 8 MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 4 minutes

1. How important is English in your opinion?

Very important

2. What do you think about the English Day program?

The English day program is a good program because it can help me learn English in a fun and not monotonous way like in class. So outside of class I can use English without fear of being thought arrogant because using English outside of class is a school rule

3. Do you speak English with teachers or friends?

With the teacher I use English but with friends I often mix English and Javanese

4. What speaking activities did you do on English Day?

Talking with friends, answering questions from the teacher

Interview Number	: 06/I/23-04/2023
Informant Name	: Risma
Informant Identity	: Student
Day/Date of Interview	: Thursday, April 23, 2023
Interview Time	: 10.45 Am
Venue interviews	: in class 8 MTs Muhammadiyah Pakis Baru Pacitan
Interview duration	: 3 minutes

1. How important is English in your opinion?

Very important

2. What do you think about the English Day program?

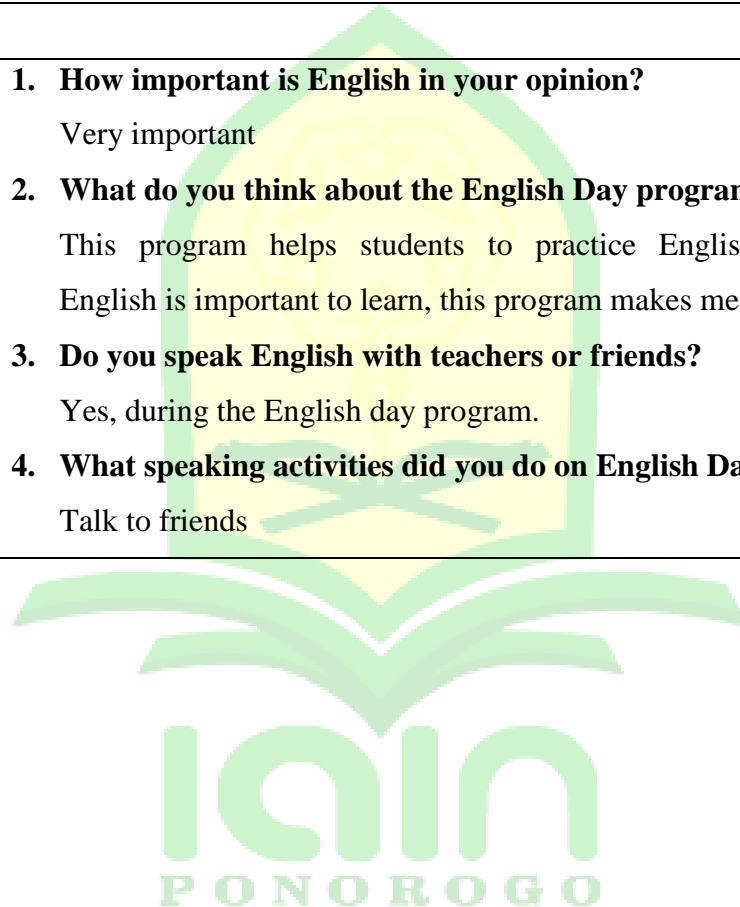
This program helps students to practice English, moreover English is important to learn, this program makes me

3. Do you speak English with teachers or friends?

Yes, during the English day program.

4. What speaking activities did you do on English Day?

Talk to friends



C. Documentation







Appendices 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PONOROGO

Terakreditasi "B" sesuai SK BAN-PT Nomor: 645/SK/BAN-PT/Ak-PPJ/PT/VII/2021
 Alamat : Jl. Pramuka No.156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
 Website: www.tarbiyah.ac.id Email: www.tarbiyah@iainponorogo.ac.id

Nomor : B- ~~1583~~ /In.32.2/PP.00.9/05/2023 Ponorogo, 30 Maret 2023
 Lampiran : 1 (Satu) Eksemplar Proposal
 Perihal : PERMOHONAN IZIN UNTUK
 PENELITIAN INDIVIDUAL

Kepada

Yth. Kepala MTs Muhammadiyah Pakis Baru

Di

Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : NELI MEILANA
 NIM : 204190089
 Semester : VIII (Delapan) Tahun Akademik : 2022/2023
 Fakultas/
 Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

**" The Implementation Of English Day Program for Students' Speaking Activities At
 MTs Muhammadiyah Pakis Baru Pacitan "**

Perlu mengadakan penelitian secara individual yang berlokasi di :

MTs Muhammadiyah Pakis Baru

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya Bapak/Ibu berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud. Demikian dan atas perkenan Bapak/Ibu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dr. H. Moh. Miftachul Choiri, M.A.
 NIP. 197404181999031002

Appendices 4



MAJELIS DIKDASMEN MUHAMMADIYAH
KABUPATEN PACITAN
MTs. MUH. PAKIS BARU - NAWANGAN
Jalan Jend. Soedirman No. 04 Pakis Baru, Nawangan, Pacitan
Telpon 085328783882 email:mts.muhpakisbaru@gmail.com Kode Pos 63584

SURAT KETERANGAN
NO : 04/MTs.13.01.0523/PP.01.1/05/2023

Yang bertanda tangan di bawah ini :

Nama : PARNI, S.Pd
NIP : -
Jabatan : Kepala Madrasah
Nama Madrasah : MTs Muhammadiyah Pakis Baru

Menerangkan dengan sebenarnya bahwa :

Nama : NELI MEILANA
NIM : 204190089
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian di MTs Muhammadiyah Pakis Baru, pada tanggal 01 Februari sampai dengan 17 April 2023, dalam rangka melengkapi penyusunan skripsi yang berjudul : "THE IMPLEMENTATION OF ENGLISH DAY PROGRAM FOR STUDENTS SPEAKING ACTIVITIES AT MTs MUHAMMADIYAH PAKIS BARU PACITAN "

Demikian surat keterangan ini disampaikan, untuk diketahui dan dipergunakan sebagaimana mestinya.



Appendices 5

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Neli Meilana
NIM : 204190089
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The Implementation of English Day Program for
Students' Speaking Activities at MTs Muhammadiyah
Pakis Baru Pacitan

Dengan ini, menyatakan yang sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

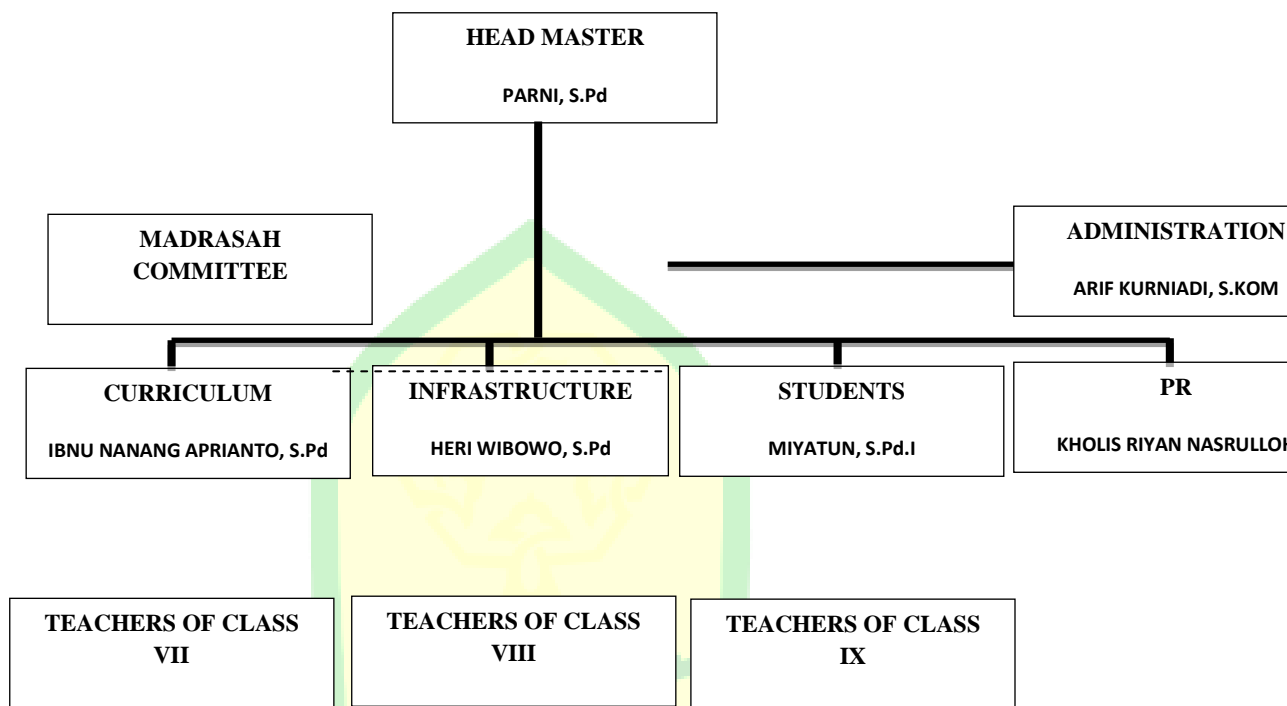
Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 16 Mei 2023
Yang membuat pernyataan


Neli Meilana
NIM 204190089

Appendices 6

Structure Organization



NO	TEACHER	SUBJECTS
1	PARNI, S.Pd	Mathematics
2	TAMAN, S.Pd	Fiqh
3	IBNU NANANG APRIANTO, S.Pd	B. english
4	MIYATUN, S.Pd.I	Qurdis
5	ARDIAN MUSTIKA PURWANTI, S. Pust	Pre,SB
6	ARIF KURNIADI, S.KOM	Physical Education

LIBRARY
ARDIAN MUSTIKA
PURWANTI, S. Pust

STUDENT

7	HERI WIBOWO, S.Pd	AA, KMH, PKN
8	KHOLIS RIYAN NASRULLOH	B. Arabic, SKI
9	ANGGITA, S.Pd	IPA
10	MARTININGSIH, S.Pd	IPS

MADRASAH LEADING PROGRAMS

1. English Day Program
2. Congregational Dhuha Prayer
3. Tadarus al-Qur'an
4. Memorizing Juz ama / short letters
5. Muhadharah / lecture
6. Development of outstanding students

