

**THE PRACTICE OF ENGLISH DAY PROGRAM TO
FACILITATE STUDENTS IN LEARNING SPEAKING AT
DARUL HIKMAH ISLAMIC MODERN SCHOOL**

BACHELOR'S THESIS



By:

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Student ID Number. 1860203221018

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UIN SAYYID ALI RAHMATULLAH
TULUNGAGUNG
2026**

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DARUL HIKMAH ISLAMIC MODERN SCHOOL**

BACHELOR'S THESIS

Submitted to The Bachelor's Degree Program of English Education as a
Requirement for Compiling a Bachelor's Thesis



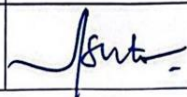
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TULUNGAGUNG
2026**

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THE PRACTICE OF ENGLISH DAY PROGRAM TO FACILITATE
STUDENTS IN LEARNING SPEAKING AT DARUL HIKMAH ISLAMIC
MODERN SCHOOL

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I hereby declare that this Bachelor's Thesis entitled **"The Practice of English Day Program to Facilitate Students' in Learning Speaking at Darul Hikmah Islamic Modern School"** is solely my own work and is not plagiarised in part or in whole.

If this Bachelor's Thesis is proven as the result of plagiarism, in part or in whole, then I am willing to accept any sanction in accordance with the determined regulation or its consequence.

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MOTTO

“Don’t mess up people’s lives. Don’t treat your minute as the same as someone else’s. One minute now, can make a difference for decade”¹

(Na Hwa Jin)

¹ *Teach You A Lesson*, Laga, Drama sekolah, directed by Lee Nam-kyu, Kim Da-hee, dan Moon Jong-ho, (Netflix, 2026).

DEDICATION

The researcher dedicate this thesis to:

1. To the heroic father, Mohammad Masykur, and beloved mother, Elvis Nur Fresyilia. Thank you for providing the best education to the researcher, which has enabled to reach this level of higher education. I would like to thank my father for struggling against his illness for the past three months, and I also want to thank my mother for being patient and fighting alongside him. Without the prayers, love, and support provided, the researcher would not have been able to reach this point in their academic journey.
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TABLE OF CONTENTS

COVER	ii
ADVISOR'S APPROVAL SHEET	iii
BOARD OF EXAMINER'S APPROVAL SHEET	iv
DECLARATION OF AUTHENTICITY	v
LETTER OF PUBLICATION	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
ABSTRACT	xix
ABSTRAK	xx
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	7
C. Purpose of The Study	7
D. Significance of The Study	8
E. Scope and Limitation of the Study.....	9
F. Definition of Key Terms	10
G. The Profile of the English Day Program a detailed	11
CHAPTER II LITERATURE REVIEW	12

A. Theoretical Review	12
1. Speaking	12
2. Definition of English Day Program	22
3. The Practice of English Day Program.....	25
B. Previous Study	29
CHAPTER III RESEARCH METHOD	41
A. Research Design.....	41
B. Subjects of The Study	42
C. Data and Data Sources	43
D. Data Collection Method	44
E. Research Instrument.....	47
F. Data Analysis Method.....	48
G. Trustworthiness	50
CHAPTER IV RESEARCH FINDING	55
A. Data Presentation	55
1. Kinds of Activity set in the English Day Program to Facilitate Students’ Speaking Learning	56
2. Students’ Practices on the Activities set in English Day Program to Facilitate Their Learning in speaking.	62
3. The Contributions of the Set Activities in the English Day Program on the Students' Speaking Learning	94
B. Data Finding.....	106
CHAPTER V DISCUSSION	111
A. Kinds of Activities set of English Day Progrma to Facilitate Students’ In their Speaking Learning.	111

B. Students' Practices on the Activities set in English Day Program to Facilitate Their Learning in speaking.	114
C. The Contribution of the Set Activities in the English Day Program on the Students' Speaking Learning.....	118
CHAPTER VI CONCLUSION AND SUGGESTION.....	122
A. Conclusion	122
B. Suggestions	123
REFERENCES.....	125
APPENDICES	131

LIST OF TABLES

Table 4. 1 summary of the finding of what kinds of activities set in English Day Program to facilitate the students' in learning speaking at Darul Hikmah .	106
Table 4. 2 The summary of the finding of how do the students practice the activities set in English Day Program in learning speaking at Darul Hikmah Islamic Modern School ?	108
Table 4. 3 The summary of the finding of to what extent do the activity set in the English Day Program contribute to students' speaking learning at Darul Hikmah Islamic Modern School?	110

LIST OF FIGURES

Figure 3. 1 The Sketch of Methodological and Data Source Triangulation.....	52
Figure 4. 1 Delivering Vocabularies.....	63
Figure 4. 2 Students' vocabularies notebook.....	68
Figure 4. 3 Students' Memorizing Card	70
Figure 4. 4 Delivering Daily Conversation	71
Figure 4. 5 Daily Conversation Book	76
Figure 4. 6 Dialogue on the Conversation Book.....	77
Figure 4. 7 Correction Language	78
Figure 4. 8 Practicing Conversation.....	79
Figure 4. 9 Practicing Speech.....	84
Figure 4. 10 Students' own script in the public speaking book.....	85
Figure 4. 11 Students' sentence book during Practicing Writing Sentence Activity.....	90
Figure 4. 12 Students' Champion Achievement in the Speech Competition	103
Figure 4. 13 Students' Championship in the Speech Competition.....	104

LIST OF APPENDICES

Appendix 1. Interview Guide Blueprint.....	132
Appendix 2. Interview Transcript	142
Appendix 3. Preliminary	193
Appendix 4. Observation Checklist	194
Appendix 5. Fieldnote Sheets	208
Appendix 6. Research Documentation.....	210
Appendix 7. Research Permission Letter	213
Appendix 8. Research Completion Certificate	214
Appendix 9. Advisor Consultation Form	215
Appendix 10. Supervision Completion Form	218
Appendix 11. Curriculum Vitae	219

ABSTRACT

Maula, Mazaya Ni'amil. 2026. The Practice of English Day Program To Facilitate Students in Learning Speaking at Darul Hikmah Islamic Modern School. Thesis. English Education Section, Faculty of Tarbiyah and Teacher Training, Sayyid Ali Rahmatullah State Islamic University, Tulungagung. Thesis supervisor: Dr. H. Susanto, S.S., M.Pd.

Key Terms: *English Day Program, Speaking skill, Boarding school, Qualitative Case Study*

Speaking is the primary skill for communicating in English, yet many students struggle to speak fluently and confidently despite ongoing instruction. Darul Hikmah Islamic Modern School addressed this issue by establishing the English Day Program, a structured extracurricular program designed to facilitate students' speaking development. This study aimed to investigate the kinds of activities set in the English Day Program, how students practiced these activities, and the extent to which the program contributed to their speaking learning. A descriptive qualitative approach with a case study design was employed. Data were collected through observation, semi-structured interviews, and document analysis involving five subjects, including the English teacher, two students' from language section or CLI (Central Language Improvement) of OPPM (Student Organization of the Modern Islamic Boarding School) and two students' from the English program. The findings revealed that the English Day Program consisted of five interrelated activities delivering vocabularies, delivering daily conversation, practicing conversation, practicing speech, and practicing writing sentences implemented through repetition, peer interaction, and corrective feedback. The program contributed significantly to students' speaking learning, improving their vocabulary mastery, grammatical accuracy, pronunciation, and fluency, while also strengthening their self-confidence, reducing speaking anxiety, and encouraging achievement in language competitions. The study concludes that the English Day Program is an effective, structured approach to developing students' English speaking ability in a boarding school context.

ABSTRAK

Maula, Mazaya Ni'amil. 2026. The Practice of English Day Program To Facilitate Students in Learning Speaking at Darul Hikmah Islamic Modern School. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sayyid Ali Rahmatullah, Tulungagung. Pembimbing skripsi: Dr. H. Susanto, S.S., M.Pd.

Kata Kunci : *English Day Program, Kemampuan Berbicara, Pondok Pesantren, Studi Kasus Kualitatif*

Berbicara merupakan keterampilan utama dalam berkomunikasi menggunakan bahasa Inggris, namun banyak siswa masih kesulitan berbicara dengan lancar dan percaya diri meskipun telah mendapatkan pembelajaran secara berkelanjutan. Darul Hikmah Islamic Modern School mengatasi permasalahan ini dengan mengadakan English Day Program, sebuah program ekstrakurikuler terstruktur yang dirancang untuk memfasilitasi perkembangan kemampuan berbicara siswa. Penelitian ini bertujuan untuk mengetahui jenis-jenis kegiatan yang ditetapkan dalam English Day Program, bagaimana siswa mempraktikkan kegiatan tersebut, serta sejauh mana program tersebut berkontribusi terhadap pembelajaran speaking siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan analisis dokumen yang melibatkan lima subjek, yaitu guru bahasa Inggris, dua siswa dari bagian bahasa atau CLI (Central Language Improvement) OPPM (Organisasi Pelajar Pondok Modern), serta dua siswa dari program bahasa Inggris. Hasil penelitian menunjukkan bahwa English Day Program terdiri dari lima kegiatan yang saling berkaitan, yaitu delivering vocabularies, delivering daily conversation, practicing conversation, practicing speech, dan practicing writing sentences, yang dilaksanakan melalui pengulangan, interaksi antar teman sebaya, dan umpan balik korektif. Program ini berkontribusi secara signifikan terhadap pembelajaran speaking siswa, meningkatkan penguasaan kosakata, ketepatan tata bahasa, pelafalan, dan kelancaran berbicara, serta memperkuat rasa percaya diri, mengurangi kecemasan berbicara, dan mendorong prestasi siswa dalam berbagai kompetisi bahasa. Penelitian ini menyimpulkan bahwa English Day Program merupakan pendekatan yang efektif dan terstruktur dalam mengembangkan kemampuan berbicara bahasa Inggris siswa di lingkungan pondok pesantren.

CHAPTER I INTRODUCTION

This chapter presents topic the associated with the study. Those are background of the study, formulation of the research questions, purpose of the study, significance of the study, scope and limitation of the study, definiton of key terms, and the profile of the English Day Program a detailed

A. Background of the Study

Education is a process of developing students' character and supporting their physical and spiritual growth to create high-quality human resources.² Through this process, individuals gain new knowledge and achieve optimal self-development. Moreover, learning acts as an essential component that drives positive changes in students' behavior both in formal educational school and boarding school. Formal educational school, both public schools and boarding schools share the same goal to provide high-quality education oriented toward excellence. In these school, teachers do not only transfer academic knowledge, but also shape students' character so they are ready to become competent future generations.³

In formal education, language serves fundamental role. Language is a universal ability owned by every human being and its present in all aspects of life. Basically, the main function of language is to create and deliver meaning. Therefore, language serves as a fundamental tool for humans to express thoughts

² Assyifa Nadhah Nainggolan. (2024). The Influence of Environment and Facilities on Student Learning in Elementary Schools. *International Journal of Students Education*, 247–250.

³ Silaban, R., Sihombing, F., Panjaitan, T. J., Silaban, L., & Ginting, M. O. (2025). Improving Students' English Speaking Skills Through Collaborative Learning at Anastasya School Medan . *Dedikasi Sains Dan Teknologi (DST)*, 5(1), 27–35.

and interact with one another, where each country has its own national language. Among the many languages in the world, English is the most widely used, taught, and learned as international or foreign language, especially in Indonesia. English is rich in scientific resources and various developments in the world use this language as their main medium of literacy. Therefore, in the context of English Language Teaching (ELT), the main focus was placed on mastering specific skills such listening, speaking, reading, and writing.

The four skills of students' ability, speaking English is the main tool for global communication.⁴ Speaking is the basic ability to communicate orally with others. Speaking also a complex form of communication as it involves pronunciation, grammar, and vocabulary.⁵ However, in reality every student experiences had a different process and level in sharpening this ability. Facts in the field show that many students keep struggle trying to speak English well and fluently.

In an effort to improve these skills, Darul Hikmah Islamic Modern School has established extracurricular program in daily and weekly. Further evidence is provided by Wardah Magazine, which highlighted that there were several activities in program such as delivering vocabularies, delivering daily conversation, practicing speech, practicing conversation, and practicing writing sentences.⁶ Moreover, students' skills will be honed through participate in this program activities. Darul Hikmah Islamic Modern School is a modern school that

⁴ Silaban, R., Sihombing, F., Panjaitan, T. J., Silaban, L., & Ginting, M. O. (2025). Improving Students' English Speaking Skills Through Collaborative Learning at Anastasya School Medan . *Dedikasi Sains Dan Teknologi (DST)*, 5(1), 27–35.

⁵ Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.

⁶ Sibawaihul Fadil, Fiqi Fardillah Faradiba Putri, "Wardah" *Warta Darul Hikmah*, 2021.

implements a language environment through its English Day Program. This program has been running for 33 years, since the school was founded in 1992. In this program, there are two languages that students must master, namely English and Arabic. This program requires students to use English and Arabic in their daily activities in order to improve their speaking skills.

Not only students involved in using English and Arabic, but teachers at this institution are also required to speak in English and Arabic to help students improve their speaking skills in these languages. This program provides opportunities for students' to practice reading, listening, writing, and speaking. There are two zones in this program. The first zone is for English and the second zone is for Arabic. In the first of two weeks, students were in the English zone, where students' are required to speak English. Two weeks after, students will move to the Arabic zone, where they are required to speak Arabic. Thus, for a full month students will consistently practice both languages.

This information motivated the researcher to conduct a preliminary observation at Darul Hikmah Islamic Modern Boarding School on November 25, 2025, in order to determine whether the research focus was relevant and could be continued to the next stage of observation, as well as to observe students' speaking performance during their daily conversations, given that the students were able to speak both English and Arabic due to a program that had already been implemented.

Based on this preliminary observation, it was found that the English Day Program had been implemented for quite some time. However, in reality, there were some students who had not optimally mastered the four language skills taught,

especially speaking skills. This was evident when some tenth-grade students took a long pause before answering the language section's questions in English, which may indicate a lack of confidence in speaking. Meanwhile, eleventh-grade students appeared to respond more quickly and consistently, which may indicate a higher level of fluency. These initial findings indicate variations in speaking ability between grade levels, suggesting that the implementation of the English Day Program needs to be examined more deeply through qualitative research. From these, the preliminary observation indicated that the research could be continued in this school, as similar patterns were found between what was highlighted in the magazine and the actual conditions observed in the field.

These findings support Byrne's theory of speaking, which describes speaking as a two-way interactive process between the speaker and the listener. This interaction enables both participants to exchange meaning and achieve effective communication. Moreover, according to Brown in speaking is a productive skill that requires individuals to actively produce spoken language in the communication process.⁷ Furthermore, Harmer's theory of language features highlights that successful speaking involves not only linguistic knowledge, such as grammar, vocabulary, and pronunciation, but also the ability to process language and communicate ideas effectively in real-time interactions.⁸ Meanwhile, in real-time interaction, students need confidence to express their ideas effectively during speaking. This view is supported by Bandura's Self-Efficacy Theory, which

⁷ Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (PEARSON Longman, 1983).

identifies four main sources of self-confidence: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states.⁹ Therefore, students' confidence in communication highlights the importance of a supportive environment that encourages them to practice speaking. This is consistent with Thorndike's Behaviorism Theory, which emphasizes stimulus and response through three laws of learning such as law of readiness, law of exercise, and law of effect. These principles encourage learners to prepare for speaking, practice consistently, and gain positive experiences that strengthen their speaking ability.¹⁰

Previous research by Roikestina Silaban et al. in 2025 shows that collaborative learning is an effective way to improve students' speaking skills because it encourages teamwork, active interaction, and a supportive learning environment.¹¹ However, it is also important to note that individual learning processes can help students develop their speaking skills just as effectively. Furthermore, Kharisma and Hakim in 2023 found a strong relationship between students' listening and speaking skills during conversations, but their study was conducted in framework and the implementation only in regular high schools.¹² Similarly, Darmawan et al. in 2024 examined students' self-efficacy or self-

⁹ Darmawan, Satria P. Alam, and Oliva Nurhayati Nirma, "Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting," *JET (Journal of English Teaching)* 7, no. 2 (June 2021): 150–62, <https://doi.org/10.33541/jet.v7i2.2582>.

¹⁰ Baharuddin Wahyuni, E.N, *Teori Belajar dan Pembelajaran*, 1st ed., 1 (Yogyakarta: AR-RUZZ MEDIA, 2015).

¹¹ Roikestina Silaban et al., "Improving Students' English Speaking Skills Through Collaborative Learning at Anastasya School Medan," *Dst* 5, no. 1 (July 2025): 27–35, <https://doi.org/10.47709/dst.v5i1.6366>.

¹² Aninda Kharisma and Putri Kamalia Hakim, *The Correlation Between Students Listening Skill and Their Speaking Skill In Their Conversation In Senior High School*, n.d.

confidence mastering speaking skills in advanced EFL classrooms.¹³ However, their study was limited to regular school settings and has yet to address the topic of students' speaking fluency within an Islamic boarding school.

The previous studies discussed above indicate that various learning activities have been implemented to facilitate students' speaking skills, particularly through collaborative interaction, such as pair and group conversations. However, the findings also suggest that individual learning can effectively improve students' speaking skills alongside collaborative learning. Most previous studies have been conducted in regular school settings, while limited research has explored structured speaking activities in Islamic boarding schools. Furthermore, the contribution of a set of speaking practice activities implemented through the English Day Program in facilitating students' speaking learning and supporting the development of their speaking ability and achievements remains underexplored.

Referring to the previous studies, this research employs a qualitative descriptive approach using a case study design to explore the implementation of the English Day Program at Darul Hikmah Islamic Modern School. The English Day Program provides students speaking practice in English and Arabic through a set of structured activities designed to facilitate their speaking development. By creating a supportive language environment, the program aims to help students to improve their fluency and confidence while overcoming difficulties and anxiety in speaking English.

¹³ Darmawan, Satria P. Alam, and Oliva Nurhayati Nirma, "Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting," *JET (Journal of English Teaching)* 7, no. 2 (June 2021): 150–62, <https://doi.org/10.33541/jet.v7i2.2582>.

With this background, this research aims to provide new insights into the implementation of the English Day Program at Darul Hikmah Islamic Modern School, particularly in facilitating students' speaking learning through a set of structured speaking activities. Based on the issues identified and the preliminary field observations, the researcher conducted a study entitled "The Practice of English Day Program to Facilitate Students in Learning Speaking at Darul Hikmah Islamic Modern School." This study seeks to explore the speaking practice activities implemented through the English Day Program and examine how these activities facilitate students' speaking development and contribute to their speaking achievements.

B. Research Questions

1. What kinds of activities set in English Day Program to facilitate the students' in learning speaking at Darul Hikmah Islamic Modern School ?
2. How do the students practice the activities set in English Day Program in learning speaking at Darul Hikmah Islamic Modern School ?
3. To what extent do the set activity set in the English Day Program contribute to students' speaking learning at Darul Hikmah Islamic Modern School ?

C. Purpose of The Study

1. To investigate the activities set in English Day Program to facilitate students' in learning speaking at Darul Hikmah Islamic Modern School.
2. To investigate the practice of the English Day Program at Darul Hikmah Islamic Modern School.

3. To investigate the extent to which the English Day Program contributes to the improvement of students' speaking.

D. Significance of The Study

a. Theoretically

This study provides an in-depth analysis of the English Day Program at Darul Hikmah Islamic Modern School, demonstrating the kinds of activities set in English Day Program that facilitate students' learning speaking, students' practice on the activities set of English Day Program, and the contributions of the activities set in English Day Program.

b. Practically

This research will be contributed to :

1. For Students

This study expected to help students broaden their knowledge, refine their skills, and foster self motivation and resilience when facing academic challenges among peers.

2. For Teachers

This study expected to be used by teachers, especially English language teachers as a reference in designing more structured speaking activities that are tailored to the needs of students.

3. For Schools

This research expected to be useful for schools by improving the quality of the activities set on program so that school can maintain the excellence of the programs that have been implemented.

4. For Researchers

The results of this research are expected to be useful as a reference or guideline for other researchers who wish to conduct further research on the activities set in English day program on students' fluency and confidence in speaking skills.

E. Scope and Limitation of the Study

a. Scope of the study

In this study, the researcher focuses on examining how the English Day Program were practiced at Darul Hikmah Islamic Modern School, with particular attention to students' speaking ability in both fluency and confidence.

b. Limit of the study

This study were limited to examine the implementation of the English Day Program at Darul Hikmah Islamic Modern School. The findings are based on qualitative data collected through observations, interviews, and documentation; therefore, this study does not provide quantitative measurements of students' speaking fluency and confidence. The participants were limited to selected students, the English teacher as the head coordinator of the program, and members of the language section.

Consequently, the findings may not fully represent the entire school population. Furthermore, this study focuses only on the set of speaking practice activities implemented through the English Day Program and their contributions to facilitate students' speaking learning as well as developing their fluency and confidence. It does not examine other language abilities in this activities set of programs, such as Arabic language learning.

F. Definition of Key Terms

This part focuses on the key terms that are related to the meaning of the words, including :

1. Speaking

Defined as an interactive process of constructing meaning through spoken language that involves the formation of ideas, the production of speech, and the reception of information in a communicative context. This activity requires direct involvement in real communication situations and aims to develop learners' ability to understand the flow of conversation and respond appropriately to their conversation partners, especially in the practice of speaking English.¹⁴

2. English Day Program

English day program is an activities set of english language learning that organized by Darul Hikmah Islamic Modern School to help students develop their English language skills, particularly speaking skills. The

¹⁴ Suci Tresna Dewi Handayani, "Students' Perceptions of Their Speaking Practice with Foreign Interlocutors via Online Platforms," *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris* 2, no. 4 (December 2024): 126–34, <https://doi.org/10.61132/fonologi.v2i4.1217>.

Language Program was divided into several activities, which were designed to encourage students to actively use the English Language in their daily communication contexts.¹⁵

3. Students' Practice

Students' Practice refers to the learning activities that students perform repeatedly during the implementation of the program to improve their speaking skills. In this study, students' practice consists of five activity sets: delivering vocabularies, delivering daily conversations, practicing conversations, practicing speeches, and practicing writing sentences. Through these activities, students develop and strengthen their vocabulary, fluency, pronunciation, confidence, and overall speaking ability.¹⁶

G. The Profile of the English Day Program a detailed

The English Day Program is a program that organized by Darul Hikmah Islamic Modern School. This program requires students' to speak in english and arabic. This program was supervised by the boarding school leadership and assisted by the Language Advisory Council (LAC) as teacher advisors. Central Language Improvement (CLI) as an organization from the language section that helps implement this program.

¹⁵ Rosdiana Suseno, "The Role of English Day Strategy in Enhancing Speaking Skills: A Case Study in Darul Falah Boarding School," *JELITA: Journal of English Language Teaching and Literature* Volume 6, Number 2, (August 2025): pages 370-382.

¹⁶ Martriwati, "INVESTIGATING ON STUDENTS' SELF CONFIDENCE IN SPEAKING SKILLS OF EFL LEARNERS," *Jurnal Review Pendidikan Dan Pengajaran* Volume 7 Nomor 1, (2024), <https://doi.org/10.31004/jrpp.v7i1.26645>.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviews several literatures related on the topic. Those are about related in speaking, the english day program, the practice of English day program, and reviews of previous study.

A. Theoretical Review

1. Speaking

a. Definition of Speaking

Speaking is one of the most important language skills because it enables people to communicate ideas, opinions, and information effectively. According to Byrne, “Speaking is a two-way process. Speaking ability is indeed an important aspect in learning a certain language”.¹⁷ This statement implies that speaking involves interaction between a speaker and a listener through oral communication. In this process, both participants play essential roles in exchanging and understanding information. An effective communication can only be achieved when the speaker conveys ideas clearly, using appropriate grammar, vocabulary, and pronunciation, so that the listener can understand the intended message accurately.¹⁸

Meanwhile, another expert state “Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the

¹⁷ Andrew Thomas Weaver, et al, *The Teaching of Speech*, (USA : Prentice Hall, inc.): Third Printing, 1959). 3

¹⁸ Azizah, G., Dollah, S., & Korompot, C.A. (2023). Students’ Problems And Strategies In Learning Speaking Skill. *Journal of Technology in Language Pedagogy (JTechLP)* and Faculty of Languages and Literature Universitas Negeri Makassar.

ability to process information and language on the spot”.¹⁹ This definition indicates that speaking ability requires more than merely understanding and using grammar, vocabulary, and correct pronunciation. Learners must also be able to process information and produce language spontaneously during communication. In other words, mastery of language features is essential for conveying information effectively, while the ability to process language in real time enables speakers to respond appropriately based on the topic of conversation. Therefore, speaking involves both linguistic competence and the ability to understand and exchange information effectively during oral communication.

Furthermore, according to Brown “Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill”.²⁰ This definition suggests that speaking is a productive skill that plays an important role in achieving successful oral communication. An effective speaking is closely related to listening because listener need to understand the messages conveyed by the speaker before responding appropriately. Good in listening skills can help individuals obtain accurate information, while accuracy in language use minimizes misunderstandings between the speaker and the listener during communication. Therefore, speaking and

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*.

²⁰ Heekyeong Brown, *Teaching by Principles : An Interactive Approach To Language Pedagogy*, Fourth Edition (United State America: San Fransisco University, 2015).

listening are complementary skills that contribute to effective communication.

Meanwhile, in this particular of speaking, Brown divided the kinds of speaking performance into six, such follow : (1) Imitative, which involves imitating sounds, words, or short sentences. (2) Intensive, which refers to practicing specific grammatical structures and other linguistic features in a focused manner. (3) Responsive, it mean that interact In a short communication or question and answer exchanges. (4) Transactional, it mean that giving information to accomplish a specific purpose. (5) Interpersonal, it mean that build social interact through conversation. (6) Extensive, which refers to extended oral production, such as delivering a speech or presentation in front of an audience.

From the explanation previously, speaking can be understood as a crucial skill that reflects how individuals express ideas, share information, and interact meaningfully with one another within various social and academic contexts between speaker and response. To communicate effectively, learners should master language features, develop fluency, process information spontaneously, and apply effective listening skills during communication. Herefore, speaking skill plays an essential role in facilitating communication, as it helps both speakers and listeners exchange information clearly, understand each other's messages accurately, and minimize misunderstandings during the communication process.

b. Teaching in Speaking

Students' mastery of English speaking skills are greatly influenced by the teacher teaching techniques during the learning process. English in this context acts as a second language learned by students and were categorized as a foreign language after their mother tongue.²¹ In language learning, teaching methods are generally carried out in the classroom.²² However, at this school, speaking lessons are also conducted in the dormitories to improve students' speaking skills. The strategies implemented by teachers as focus on achieving specific linguistic goals, particularly improving students' fluency, accuracy, and appropriateness in daily communication.

As mentioned by Brown, that Brown divided the principles of teaching speaking skills into eight foundations principles in teaching, as follows: (1) Focus on Both Fluency and Accuracy, (2) Ascertain the Complexity of Teacher Techniques Is Appropriate, (3) Provide Techniques That Spark Students Interest, (4) Encourage the Use of Authentic Language in Meaningful Contexts, (5) Provide Appropriate Feedback, (6) Capitalize on the Natural Link Between Speaking and Listening, (7) Give Students Opportunities to *Initiate* Oral Communication, and (8) Encourage the Development of Speaking Strategies. Based on the statement above Its mean there are 8 foundations principles in teaching:²³

²¹ TEACHING SPEAKING : ACTIVITIES TO PROMOTE SPEAKING SKILLS IN EFL CLASSROOMS. (2021). *Lectio: Journal of Language and Language Teaching*, 1(1), 41-50. <https://journal.unwira.ac.id/index.php/LECTIO/article/view/888>

²² Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1, p. 994). Englewood Cliffs, NJ: Prentice Hall Regents.

²³ Brown, *Teaching by Principles : An Interactive Approach To Language Pedagogy*.

The definition of each teaching foundation principles are follow:

- (1) Focus on Both Fluency and Accuracy, it mean that teachers must balance two key goals such fluency and accuracy. Fluency focus on speaking smoothly, naturally, and with confidence and Meanwhile, accuracy focus on grammatical error, pronunciation, and discourse structure. Both are developed through communicative activities that involve negotiation of meaning between teacher and students, such as group discussions on meaningful topics.²⁴
- (2) Ascertain the Complexity of Teacher Techniques Is Appropriate, mean that teachers should match task difficulty to students' proficiency levels such as beginner, intermediate, and advanced. This ensures students don't struggle unnecessarily, making learning feel manageable and enjoyable at each individual level.
- (3) Provide Techniques That Spark Students Interest, it mean that teachers need to design innovative and engaging methods. For example, connecting lessons to students' daily lives to boost motivation and encourage active participation in the learning process.
- (4) Encourage the Use of Authentic Language in Meaningful Contexts, it mean that the teachers should create learning contexts that reflect real in the daily communication, and allowing students

²⁴ Kharisma and Hakim, *The Correlation Between Stundents Listening Skill and Their Speaking Skill In Their Conversation In Senior High School*.

to use language as a genuine communicative tool rather than just practicing artificial classroom exercises.

- (5) Provide Appropriate Feedback, it mean that feedback is one of the strongest factors influencing student achievement. Through feedback, students understand their level of comprehension, feel appreciated for their effort, and can identify areas that still need improvement.²⁵
- (6) Capitalize on the Natural Link Between Speaking and Listening, Speaking and listening are inherently connected through social interaction. Good listening supports appropriate responding, while good speaking support effective communication. So both skills should be trained together and kept in balance.
- (7) Give Students Oppurtunities to Initiate Oral Communication, mean that teachers actively encourage students to start oral interactions through techniques like oral dialogue journals, games, role plays, and information-gap activities. Teachers also note student errors privately to avoid embarrassing them during public correction.
- (8) Encourage the Development of Speaking Strategies, it mean that the teachers should encourage students to use practical communication strategies, such as asking for clarification, using fillers, employing formulaic expressions, and using nonverbal signals as the gestures

²⁵ Ilhem Mili et al., "Features of Effective Feedback," *Annals of Eye Science* 9 (September 2024): 13–13, <https://doi.org/10.21037/aes-23-72>.

or facial expressions, and eye contact. These strategies help students maintain communication and express their ideas more effectively, even with limited language proficiency.

In conclusion, teaching speaking is a process of facilitating students to develop their oral communication skills by balancing language accuracy and fluency, providing meaningful practice, and encouraging active interaction in real communication contexts. In this context, teachers should apply Brown's eight principles of teaching speaking to support students' practice in the learning processes and help them to improve their speaking abilities through appropriate teaching strategies and meaningful communication activities.

c. Components In Speaking Skills

The ability to speak English is still often considered a difficult skill, and not all learners are able to master it well. Therefore, continuous effort and practice are required in the process of learning English. One of the main skills that learners need to master is speaking.²⁶ Speaking assist an important role in building effective interactions. Without good interactions in communication, learners will have difficulty receiving and understanding information. Therefore, speaking skills need special attention in language learning.²⁷

²⁶ Dawood A. Mahdi, "Linguistic and Non-Linguistic Barriers to English Speaking Ability among Saudi EFL Learners," *Journal of Pedagogical Research*, April 10, 2024, 2, <https://doi.org/10.33902/JPR.202426853>.

²⁷ Ilham, Moh., Andi Nurwati, and Adimawati Helingo. "A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students". *Innovative: Journal Of Social*

In addition, speaking skills are crucial for students. In language learning, speaking was considered a complex skill because it involves various interrelated aspects in an effort to develop students' speaking abilities. In line with H. Douglas Brown's theory that explains there are five important components that play a role in the process of learning speaking skills as follows: (1) Grammar (2) Pronounsiation, (3) Vocabulary, (4) Fluency, and (5) Comprehension.²⁸ These components determine the effectiveness of students in expressing ideas and communicating in English.

Grammar is a system of rule governing the conventional arrangement and relationship of word in a sentence. Studying grammar involves learning the structures and patterns of language that are used to construct meaningful sentences in both spoken and written communication. Grammar serves as the basis for sentence formation, so that the resulting utterances conform to the rules of correct language usage. Applying grammar in speaking skills is not easy because it involves various aspects of speaking, one of which is grammatical accuracy. A good understanding of grammar can broaden learners' horizons in learning English. Through speaking practice, students apply grammar rules to sharpen their understanding in various communication contexts.²⁹

Science Research 4, no. 6 (December 21, 2024): 6685–6697. Accessed December 23, 2025. <https://j-innovative.org/index.php/Innovative/article/view/16024>.

²⁸ H. Douglas Brown, *Language Assessment Principles And Classroom Practices* (United States of America: San Fransisco University, 2003).

²⁹ Islamiati, D. The Correlation between Students' Grammar Knowledge and Their Speaking Ability. *English Education, Swadaya Gunung Jati University, Cirebon*.

Pronunciation is the act of producing syllables, words, and phrases correctly by considering sound production, stress, and intonation. It is one of the essential components of speaking skills because it affects how clearly and accurately messages are delivered during communication. Good pronunciation enables listeners to understand the speaker's intended meaning and supports effective oral communication. Therefore, pronunciation contributes to both fluency and accuracy in speaking. Developing pronunciation skills requires consistent practice and guidance from teachers to help students improve their articulation, intonation, and overall speaking clarity.³⁰

Furthermore, vocabulary is an essential component of speaking skills as it determines the ability of learners to express ideas and communicate the meaning effectively. It refers to the knowledge and understanding of words, including their meanings and appropriate use in communication. In foreign language learning, vocabulary serves as the foundation for developing students' language abilities because words are needed to form sentences and deliver messages. Therefore, good vocabulary mastery enables students to communicate more clearly, choose appropriate expressions, and participate in various speaking activities with greater confidence.

Moreover, fluency refers to the ability to speak smoothly, naturally, and continuously without too many pauses or hesitation. It involves the ability of learners to organize and express their ideas clearly during

³⁰ Brown, *Teaching by Principles : An Interactive Approach To Language Pedagogy*.

communication. Using appropriate language patterns helps speakers deliver their messages in a structured way. Therefore, fluency is an important component of speaking skills because it helps students communicate more confidently and effectively.

Comprehension is defined as the ability to understand and interpret the meaning of a situation, message, or information. Moreover, to help students communicate more confidently, comprehension is an important part of speaking ability because it enables learners to understand messages and respond appropriately during communication. In speaking skills, comprehension refers to learners' ability to express ideas clearly and understand the meaning of conversations. Therefore, comprehension is an essential component of speaking because it supports effective interaction between speakers and listeners.

In addition to the linguistic components of speaking, non-linguistic factors particularly students' self-efficacy or confidence also assist an important role in speaking performance.³¹ Confidence helps students participate actively in communication, express their ideas, and overcome hesitation when speaking. According to Albert Bandura, self-efficacy refers to an individual's belief in their ability to perform tasks and achieve goals. Bandura explains that self-efficacy is developed through four sources, such follows : mastery experience, vicarious experience, verbal persuasion, and

³¹ Mahdi, "Linguistic and Non-Linguistic Barriers to English Speaking Ability among Saudi EFL Learners."

psychological and emotional states.³² These factors influence students' confidence and motivation in improving their speaking abilities.

Therefore, self-efficacy plays an important role in developing speaking skills because students need both language ability and confidence to communicate effectively. Having good grammar, pronunciation, vocabulary, fluency, and comprehension is not enough if students are not confident to speak. However, confidence is not enough without sufficient language knowledge. Therefore, teachers should develop both linguistic and non-linguistic components to support students' learning speaking performance.

2. Definition of English Day Program

Programs are organized efforts designed to enhance human well-being by achieving specific goals through a series of planned activities. Rather than merely consisting of separate activities, a program is systematically designed to produce intended changes for its target participants.³³ A successful program performs two essential functions. First, internally, a program should ensure the effective transformation of inputs into intended outputs through well-planned implementation. Second, externally, a program should continuously interact with its environment to gain support and adapt to external factors, enabling it to achieve its expected outcomes.³⁴

³² Darmawan, Alam, and Nirma, "Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting," June 2021.

³³ Huey-Tsyh Chen, *Practical Program Evaluation: Assessing and Improving Planning, Implementation, and Effectiveness* (SAGE Publications, 2005).Page.3

³⁴ Ibid.

Furthermore, a program transforms inputs into outputs through a sequence of planned activities. The success of this transformation depends not only on the quality of the program implementation but also on environmental factors that support the achievement of the intended outcomes. Therefore, a program should be implemented systematically and continuously evaluated to ensure that its objectives are successfully achieved.

The English Day Program is a language learning program designed to provide students with opportunities to develop their English skills through the use of English in daily activities. Moreover, the English Day Program is designed to support English learning objectives by providing a learning environment that facilitates the teaching and learning process within a specific learning community on a particular day. The English Day Program is organized by a language community or language committee that supports students in practicing English communication. English Day Program was implemented in this dormitory and school environments.

The main focus of this program is to hone students' language skills and students' performance in speaking. The program requires to students, and teacher to use English language to communicate with each other. The English Day Program supports students' speaking development through various activities that give them opportunities to practice speaking in their daily learning. The program includes various activities that help students develop their speaking skills, such as learning vocabulary, practicing

conversations, delivering daily conversations, giving speeches, and writing sentences.

Through these activities, students have many opportunities to interact with their teachers and peers while practicing English in meaningful situations. This process is in line with Vygotsky's Social Interaction Theory, which explains that learning develops through interaction with others, such as between teachers and peers who provide guidance and support during the language learning process.³⁵

In its implementation, the English Day Program applies a two-week language rotation system. During the first two weeks, students and teachers are required to use English in their daily communication, while the use of Indonesian and local languages is not allowed. After two weeks, the program changes to the Arabic Zone, where students are required to communicate in Arabic during their daily activities. This language rotation provides students with regular opportunities to practice both English and Arabic in an authentic learning environment.

Furthermore, this social interaction were supported by Thorndike in behaviorism theory. The behaviorism theory explained that the learning process forming connection and were created between the stimulus and response.³⁶ A stimulus refers to the input or learning activities provided by

³⁵ L. S. Vygotsky, and Michael Cole, *Mind in Society Development of Higher Psychological Processes* (Harvard University Press, 1978).

³⁶ Wahyuni, E.N, *Teori Belajar dan Pembelajaran*.

the teacher, while a response refers to the learners' reactions or actions toward given by stimulus.

From the behaviorist perspective, learning occurs when learners develop a connection between certain situations and the consequences that follow. This concept were explained through Thorndike's Behaviorism Theory, which introduces three main laws of learning. First, the Law of Readiness, which states that learning occurs more effectively when learners are physically and mentally prepared to engage in the learning process.

Second, the Law of Exercise, which emphasizes that repeated practice strengthens the connection between stimulus and response. Through frequent practice, learners can develop stronger learning habits, while the connection may weaken when the practice is reduced.

Third, the Law of Effect, which explains that responses followed by positive experiences tend to be strengthened, while responses followed by negative experiences tend to be weakened. In the learning process, feedback, appreciation, and successful experiences can encourage students to continue practicing and improving their language skills.

3. The Practice of English Day Program

The dormitory is a place for students to stay and study religious knowledge in depth. Almost all student activities take place in the dormitory from morning to night. In this dormitory, students should speak English and Arabic to communicate with their friends and teachers.

However, in this study, the researcher wants to focus on student activities in the English day program implemented in the dormitory.

Several English activities can hone students' individual abilities in an effort to improve their desired talents.³⁷ Referring to Thordike's Theory Law of Exercise, Darul Hikmah Islamic Modern School strives to provide various activities that help students improve their abilities, especially on students' ability to speak English, as follows: Practicing Conversation, delivering vocabularies, delivering daily conversation, Practicing speech, and practicing writing sentences.

a. Practicing Conversation

Conversation is an activity that helps students improve their speaking skills, especially their pronunciation. This conversation activity is conducted by two students, one from junior high school and one from senior high school. The language section, which is an organization at the boarding school commonly known as OPPM (Organisasi Pelajar Pondok Modern), leads the conversation activity and provides interesting topics for discussion during the conversation. This activity held in the morning before the regular teaching and learning activities began.

³⁷ Lhoussine Qasserras, "Systematic Review of Communicative Language Teaching (CLT) in Language Education A Balanced Perspective," *Ibn Tofail University Kenitra, American TESOL Academy of Rabat, Morocco*. Volume 4, no. Issue 6 (November 2023): 18-19.

b. Delivering Vocabularies

Delivering vocabularies is an activity that helps students recognize new vocabulary in languages. There are three languages and one pronunciation in vocabularies, including English, Arabic, and Indonesian. Example شَرَبَ – يَشْرَبُ /To Drink/ drink/ Meminum. In this activity, the language section presented four vocabularies and practiced them in front the students. During the delivering the vocabularies, the students repeated how to read the vocabularies correctly as written on the whiteboard. This activity was carried out every Saturday, Sunday, Monday, and Wednesday.

c. Delivering Daily Conversation

Delivering Daily Conversation is a dialogue practice activity carried out by language section and delivered to students. In this activity, students are provided with a book entitled “Daily Conversation” which contains dialogues in Arabic, English, and Indonesian. The first step for students in this activity is to practice using the correct language to hone their speaking and reading abilities. After practicing, students will memorize short daily conversations to be submitted to CLI as proof of their success in memorizing daily conversations. This activity is held on Tuesdays.

d. Practicing Speech

Speech is a form of speaking activity in which the speaker conveys ideas clearly to influence and convince the audience.³⁸ Speaking activities can generally be categorized into seven types, such as speaking based on pictures, speaking based on sounds, storytelling, interviews, discussions, debates, and giving speeches.³⁹ In the speech activity, students are asked to come to the front and deliver an interesting speech topic in front of the audience using Arabic and English. This activity focuses on students' speaking skills that help improve their speaking skill. This activity is held every Thursday and Sunday night.

e. Practicing Writing Sentence

Developing writing skills is very important for all students and the most complex aspects of any language because it involves various elements in conveying the intended message.⁴⁰ Thus, developing in comprehensive English language learning and not just focus on speaking skills, writing skills need to be integrated into the learning process. Writing skills assist an important role in deepening students' understanding of vocabulary that has been used in daily

³⁸ Dina Amelia et al., "Improving Public Speaking Ability through Speech," *Journal of Social Sciences and Technology for Community Service (JSSTCS)* 3, no. 2 (September 2022): 322, <https://doi.org/10.33365/jsstcs.v3i2.2231>.

³⁹ Ibid.

⁴⁰ Afzal Khan, "The Effect of Writing Exercises in Classroom on the Production of Written Sentences at Undergraduate Level by Saudi EFL Learners: A Case Study of Error Analysis," *Cogent Education* 9, no. 1 (December 2022): 2122259, <https://doi.org/10.1080/2331186X.2022.2122259>.

communication. Through continuous sentence writing practice, students' speaking skills can be continuously strengthened and developed optimally. Writing skills require a balanced approach between choosing the right words and clarity of meaning.

In addition, the implementation of writing sentence activity sets in the English Day program allows students to identify errors in sentence construction, which can be used as evaluation material to increase students' awareness of grammatical errors in sentence structure in writing activities. This activity participated by all students. Through practice of activities set in the English Day Program, students learn the correct and fluent way of speaking through consistent activities that help them improve their skills.

B. Previous Study

This section reviews eleven relevant studies related to the issues addressed in this research. Each study is presented together with its research finding, followed by an analysis of its similarity and difference with the present study. This review is intended to position the present study among existing research and to identify the research gap that this study seeks to fill.

Amal Musa Karam Allah Mohammed, Rawda Bashir Abdulla Ahmed, (2021) researched "The Impact Of Discussion Activities To Improving Students' Fluency In Speaking Skill".⁴¹ conducted through classroom

⁴¹ Muhammed Ahmed, "The Impact of Discussion Activities on Improving Students' Fluency in Speaking Skill," *ECRTD-UK* Vol.9, No.1, pp.1-10, (2021): 10.

observation on students at Al-Jouf University, Saudi Arabia. The findings showed that discussion activities in the classroom had received little attention, so students' speaking fluency had not developed optimally, and that discussion was an important activity for improving students' fluency. The similarity between that study and this study lies in the emphasis both studies place on the importance of structured speaking activities, specifically discussion-based interaction, in facilitating students' speaking development. Meanwhile, the difference between that study and this study lies in the research approach and setting used. This previous study used direct classroom observation in a university setting with a single activity (discussion), whereas this study uses a descriptive qualitative case study design involving observation, interviews, and document analysis on five sets of structured activities as follows: delivering vocabularies, delivering daily conversation, practicing conversation, practicing speech, and practicing writing sentences that implemented in an Islamic boarding school context.

Aditya Dwi Pangestu, and Matriwati (2024), researched “Investigating On Students’ Self-Confidence In Speaking Skills Of EFL Learners”.⁴² The study conducted on English Education students at Universitas Muhammadiyah Prof. Dr. Hamka using a quantitative closed-questionnaire method. The results showed that students' level of self-

⁴² Martriwati, “INVESTIGATING ON STUDENTS’ SELF CONFIDENCE IN SPEAKING SKILLS OF EFL LEARNERS.”

confidence in speaking skills was high, with the main contributing factors being an optimistic attitude (35%) and adequate potential and abilities (35%), while sociability and positive self-attitude were the lowest contributing factors (6% each). The similarity between that study and this study lies in their focus, which is to make self-confidence a major factor in improving students' English speaking skills. Meanwhile, the difference between that study and this study lies in the research approach used. That previous study applied a quantitative approach using closed questionnaires to measure the level and statistical factors of self-confidence among university students, whereas this study applies a descriptive qualitative case study design to explore, through observation and interview, how a structured program (the English Day Program) builds students' self-confidence as part of a broader speaking development process among junior and senior high school students in an Islamic boarding school.

Andi Ernie Zaenab Musa, Dina Destari, Ignatius Septo Pramesworo, et al. (2022). Researched “Strategies For Improving English Vocabulary”.⁴³ The study used a descriptive qualitative case study approach. The results of this study indicate that the instructional strategies applied were effective in stimulating students' curiosity and interest, which in turn improved their vocabulary-learning process. The similarity between that study and this study lies in a common focus on improving students' ability to expand their

⁴³ Andi Ernie Zaenab Musa et al., “Strategies for Improving Vocabulary English,” *KnE Social Sciences*, July 5, 2022, 465–71, <https://doi.org/10.18502/kss.v7i10.11385>.

vocabulary in order to master speaking skills, and in the use of a descriptive qualitative approach. Meanwhile, the difference between that study and this study lies in the scope of the activities examined. This previous study focuses solely on vocabulary-building strategies as an isolated skill, while this study positions vocabulary delivery as only one of five interrelated activities within a structured program that also develops pronunciation, grammar, fluency, and self-confidence in an integrated manner.

Dina Amelia, Afrianto, Samanik, et al. (2024) researched “Improving Public Speaking Ability Through Speech”.⁴⁴ This previous research using a qualitative approach on students in grades XI-XII at Way Jepara High School. The results showed that speech practice significantly improved students' public speaking ability and confidence, while also training them to persuade an audience, a skill considered useful for the world of work and job seekers. The similarity between that study and this study lies in the same approach and focus, namely fostering students' confidence in speaking through speech activities. Meanwhile, the difference between that study and this study lies in the sample used and the setting of the activities. That previous study was conducted among students in grades XI-XII at a regular public high school and focused specifically on public speaking through speech, whereas this study was conducted among senior high school students at an Islamic boarding school and examines speech as five integrated activities within a broader structured speaking program.

⁴⁴ Amelia et al., “Improving Public Speaking Ability through Speech.”

Aninda Kharisma, Putri Kamalia Hakim (2022), researched “The Correlation Between Students Listening Skill and Their Speaking Skill In Their Conversation In Senior High School”.⁴⁵ This study using a qualitative approach. The results of this study show that listening and speaking skills were correlated in students' conversational activities, and that mastering both skills was essential for effective communication, particularly in a multicultural context. The similarity between that study and this study lies in the use of a qualitative approach to examine students' speaking skills within the context of conversational practice in a school setting. Meanwhile, the difference between that study and this study lies in the scope of the speaking activities investigated. This previous study specifically examines the correlation between listening and speaking skills in a regular senior high school, while this study explores a wider set of structured speaking activities, not limited to conversation, and their contribution to speaking development within an Islamic boarding school context.

Joshua Weidlich, et al (2025), researched “Highly Informative Feedback Using Learning Analytics: How Feedback Literacy Moderates Student Perceptions of Feedback”.⁴⁶ This previous study used a Randomized Field Experiment (RFE) method. The results show that highly informative feedback significantly improved students' perceptions of

⁴⁵ Kharisma and Hakim, *The Correlation Between Students Listening Skill and Their Speaking Skill In Their Conversation In Senior High School*.

⁴⁶ Joshua Weidlich et al., “Highly Informative Feedback Using Learning Analytics: How Feedback Literacy Moderates Student Perceptions of Feedback,” *International Journal of Educational Technology in Higher Education* 22, no. 1 (July 2025): 43, <https://doi.org/10.1186/s41239-025-00539-9>.

usefulness and motivation, with feedback literacy acting as a moderator of these effects. The similarity between that study and this study lies in the important role both studies place on feedback in supporting students' learning process. Meanwhile, the difference between that study and this study lies in the methods used. This study uses a randomized experiment method to examine feedback delivered through learning analytics technology in a general learning context, while this study applies a descriptive qualitative approach to examine corrective feedback given directly by the language section during speaking practice activities in an Islamic boarding school.

Moh. Ilham, Andi Nurwati, and Adimawati Helingo (2024), researched “A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students”⁴⁷ This previous studies used a qualitative descriptive approach. The findings show that pronunciation was the strongest component of students' speaking performance, while limited vocabulary significantly hindered overall fluency and comprehension, leading the study to recommend vocabulary-development strategies and interactive speaking activities. The similarity between that study and this study lies in the use of a qualitative descriptive approach and the shared attention to the linguistic components of speaking, namely grammar, pronunciation, vocabulary, fluency, and comprehension, as central aspects of students' speaking performance. Meanwhile, the difference between that

⁴⁷ Ibid.

study and this study lies in the way these components are examined. This previous study analyzes the five components of speaking performance as a standalone linguistic assessment among Indonesian EFL students, while this study examines these components as outcomes of a structured, activity-based program, the English Day Program, while also including students' non-linguistic development, such as self-confidence, within an Islamic boarding school context.

Sokyriska Olha (2023), researched “Pronounsiation As An Important Aspect Of ELT: Modern Trends”.⁴⁸ This previous studies used a literature review method. The findings show that pronunciation was as important as grammar and vocabulary for effective communication, and that current trends support integrating pronunciation practice into interactive and communicative activities to improve students' confidence and overall speaking skills. The similarity between that study and this study lies in the view both studies hold of pronunciation as an important component that contributes to students' confidence and overall speaking ability. Meanwhile, the difference between that study and this study lies in the nature of the research. That previous study is a literature review that theoretically discusses trends in pronunciation teaching, while this study empirically investigates how pronunciation practice is embedded within concrete,

⁴⁸ Olha Sokyriska, “PRONUNCIATION AS AN IMPORTANT ASPECT OF ELT: MODERN TRENDS,” *European Science*, nos. sge18-02 (March 2023): 118–40, <https://doi.org/10.30890/2709-2313.2023-18-02-026>.

structured activities, such as delivering vocabularies and daily conversation, in a real Islamic boarding school setting.

Stenly Beay, Hj. Siti Haliah Batau, and Ulfah Syam (2023),⁴⁹ researched “The Implementation of English Day Program in the Students' Speaking Skill at the Eleventh Grade of SMAN 1 Makassar”, conducted on eleventh-grade students at a regular public senior high school in Makassar. The results showed that the English Day Program was effective in improving students' speaking skills, indicating that a program requiring students to use English on designated days can positively support their speaking development. The similarity between that study and this study lies in the direct focus both studies place on investigating the implementation of an English Day Program and its contribution to students' speaking skill. Meanwhile, the difference between that study and this study lies in the setting and the depth of the activities examined. This previous study was conducted in a regular public senior high school, focusing only on eleventh-grade students within a single program without detailing a set of distinct, interrelated activities, while this study is conducted at an Islamic modern boarding school involving senior high school students, and examines five specific interrelated activities implemented continuously within students' daily dormitory life.

⁴⁹ Stenly Beay, Hj. Siti Haliah Batau, and Ulfah Syam, “The Implementation of English Day Program In the Students' Speaking Skill at the Eleventh Grade of SMAN 1 Makassar,” *THE ACADEMIC: ENGLISH LANGUAGE LEARNING JOURNAL* 8, no. 1 (August 2023): 46–54, <https://doi.org/10.52208/aellj.v8i1.407>.

Tathahira and Sriayu Nahrissy (2021) researched “Students' and Teacher Perceptions of English Program: A Case at an Acehese School”,⁵⁰ using a qualitative case study design conducted at a school in Aceh. The results showed that students perceived the English program as an enjoyable activity for learning English, and that both students and teachers held generally positive perceptions toward the program's implementation. The similarity between that study and this study lies in the use of a qualitative case study design to examine an English program implemented within a school setting, and the shared concern with how the program is experienced by its participants. Meanwhile, the difference between that study and this study lies in the focus of the investigation. This previous study centers on students' and teachers' perceptions of the English program as an enjoyable experience, without detailing specific structured activities or their concrete contribution to speaking skill, while this study goes beyond perception by specifically investigating the kinds of activities set in the English Day Program, how students practice them, and to what extent they contribute to students' speaking learning.

Diyah Iis Andriani, Qanitah Nur Siswanti, and Haryati (2025) researched “Teaching Strategies and Their Impact on EFL Learners' Speaking

⁵⁰ Tathahira Tathahira and Sriayu Nahrissy, “Students' and Teachers' Perceptions of English Day Program: A Case at an Acehese School,” *ACCENTIA: Journal of English Language and Education* 1, no. 1 (June 2021): 32–42, <https://doi.org/10.37598/accentia.v1i1.805>.

Skills: A Case Study in an Indonesian Islamic School”,⁵¹ using a qualitative case study design. The findings showed that repetition and drilling strategies, rooted in the stimulus-response mechanism of behaviorism, significantly improved students' pronunciation, sentence accuracy, and confidence in speaking. The similarity between that study and this study lies in the Islamic school context and the focus on repetition-based practice grounded in behaviorist theory to examine its impact on students' pronunciation, accuracy, and confidence in speaking. Meanwhile, the difference between that study and this study lies in the scope of what is examined. This previous study centers broadly on teacher' teaching strategies within a single Islamic school setting, without detailing a specific named program consisting of multiple interrelated activities, while this study centers on students' practices within a structured, five-activity English Day Program implemented specifically in an Islamic modern boarding school (pondok pesantren) with a dormitory based bilingual English - Arabic rotation system.

Although previous studies have provided valuable insights into speaking development, most of them primarily focused on a single, isolated aspect, such as discussion activities,⁵² vocabulary strategies,⁵³ public

⁵¹ Diyah Iis Andriani ,Qanitah Nur Siswanti,Haryati, “Teaching Strategies and Their Impact On EFL Learners’ Speaking Skill: A Case Study In An Indonesian Islamic School,” *Jurnal BASIS* 12 (2025).

⁵² Ahmed, “The Impact of Discussion Activities on Improving Students’ Fluency in Speaking Skill.”

⁵³ Ernie Zaenab Musa et al., “Strategies for Improving Vocabulary English.”

speaking through speech,⁵⁴ the listening-speaking correlation,⁵⁵ feedback,⁵⁶ pronunciation.⁵⁷ According Pangestu and Matriwati (2024) examined self-confidence,⁵⁸ while Ilham, Nurwati, and Helingo (2024) examined the components of speaking performance,⁵⁹ but both treated these aspects quantitatively or as a standalone linguistic matter. Meanwhile, Beay, Batau, and Syam (2023)⁶⁰ and Tathahira and Nahrissy (2021),⁶¹ who specifically investigated an English Day or English program, conducted their research in regular or day-school settings, without detailing the program's specific set of activities or examining its combined linguistic and psychological contribution from the students' own practice. Moreover, while Andriani, Siswanti, and Haryati (2025) recognize the importance of a supportive language environment, their discussion is presented in a general sense and has not explicitly connected a structured, multi-activity program to both students' speaking performance and their self-confidence within the distinctive context of a boarding school.⁶²

⁵⁴ Amelia et al., "Improving Public Speaking Ability through Speech."

⁵⁵ Kharisma and Hakim, *The Correlation Between Students Listening Skill and Their Speaking Skill In Their Conversation In Senior High School*.

⁵⁶ Weidlich et al., "Highly Informative Feedback Using Learning Analytics," July 2025.

⁵⁷ Sokyrska, "PRONUNCIATION AS AN IMPORTANT ASPECT OF ELT."

⁵⁸ Aditya Dwi Pangestu, Martiwati, *Investigating On Students' Self Confidence In Speaking Skill Of EFL Learners*, n.d., 2024.

⁵⁹ Moh. Ilham, Andi Nurwati, Adimawati Helingo, *A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students*, 2024.

⁶⁰ Beay, Batau, and Syam, "The Implementation of English Day Program In the Students' Speaking Skill at the Eleventh Grade of SMAN 1 Makassar."

⁶¹ Tathahira Tathahira and Sriayu Nahrissy, "Students' and Teachers' Perceptions of English Day Program: A Case at an Acehese School," *ACCENTIA: Journal of English Language and Education* 1, no. 1 (June 2021): 32–42, <https://doi.org/10.37598/accentia.v1i1.805>.

⁶² Diyah Iis Andriani¹, Qanitah Nur Siswanti², Haryati³, "Teaching Strategies and Their Impact On EFL Learners' Speaking Skill: A Case Study In An Indonesian Islamic School."

Accordingly, the present study is positioned as an integrative inquiry that examines the English Day Program as a set of five interconnected activities, explores its contribution to both students' linguistic performance and their self-confidence, and situates this exploration within the dormitory-based, bilingual English-Arabic environment of Darul Hikmah Islamic Modern Boarding School.

CHAPTER III RESEARCH METHOD

This chapter presents topics associated with the study. These includes the research design, the subject of the study, the data and data sources, the research instruments and methods of data collection, the techniques of data analysis, and the trustworthiness of the study.

A. Research Design

This study employed a qualitative approach because it aimed to explore the process of activities set in the English Day Program that facilitate students' speaking skill in depth. Qualitative research follows an inductive process by examining phenomena in their natural environment and identifying patterns and meanings that emerge from the data. It aims to explore human experiences and understand how individuals perceive and interpret their experiences within social contexts.⁶³

The data collected in this study were in the form of descriptive words and sentences rather than numbers. The data consisted of opinions and words obtained through observation of students' habit practice in the language dormitory environment, semi-structured interviews conducted with the English teacher, language section of OPPM, and students'. The data were also completed by document analysis.

⁶³ Cresswell Creswell, J.W & J. D., *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fifth edition (SAGE Publication, Inc, 2018).

Meanwhile, the design of this study was descriptive case study design. A case study design was directed to investigate how the English Day Program were implemented and contributed to facilitate students' speaking skill process at the dormitory.⁶⁴ This approach allowed the researcher to obtain an in-depth understanding of the program's contribution to students' speaking development through data collected from interviews, observations, and related documents.

B. Subjects of The Study

This study was conducted at Darul Hikmah Islamic Modern School, Tulungagung. The research subjects involved the English teacher or LAC (Language Advisory Council), the language section or CLI (Central Language Improvement) of OPPM, and some students of Darul Hikmah Islamic Modern School. The selection of the three parties as the subject of the study was based on the set criteria, in which the subject must these who (1) had authority to manage the program, (2) had roles to handle all the programs, and (3) had been successful in joining the program that was showed by their achievement to win some competitions.

The teacher as who had authority to manage the program was identified of subject 1 (S1). Meanwhile, two students whose role to handle the programs were identified as subject 2 (S2) and subject 3 (S3). Finally,

⁶⁴ Ibid.

two students' who had won some competitions were identified as subject 4 (S4) and subject 5 (S5).

C. Data and Data Sources

In a research, data are very important. According to Creswell, the data in qualitative research refer to information collected by researchers to understand a phenomenon, commonly in the form of participants' statements, observations, and documents.⁶⁵ In this study, the data were in the form of descriptions, statements, and documents that related to (1) Kinds of activity set on the Englis Day Program, (2) The students' practices on the activity set in English Day Program, and (3) The contributions of the set activities on students' speaking learning.

Meanwhile, the data source of the study was categorized as primary data source and secondary data source. The primary data source, meant that all the data related to the three proposed research questions were directly taken from the five subjects. Secondary data sources is data obtained from parties other than the respondents. The data are not collected directly by the researcher from the research subjects. Furthermore, the secondary data were obtained from relevant books, journals, previous research, and documentation related to this study.

⁶⁵ Ibid.

D. Data Collection Method

The data collection were collected by conducting information through observation, interview, and document analysis. These techniques were used to identify what activities have been designed by the boarding school institution that facilitated students' in their speaking ability within the English Day Program.

1. Observation Fieldnotes.

According to Creswell, observation is a data collection method in which the researcher observes individuals behaviors and activities in their natural setting and records the findings in field notes.⁶⁶ Observation was conducted directly and naturally in the field to obtain descriptive data on the activities under investigation. In this study, the researcher adopted a passive participant role, meaning that the researcher was present during the implementation of the English Day Program without actively participating in any of its activities.⁶⁷ Instead, the researcher focused on the naturally occurring activities that facilitated students' speaking learning at Darul Hikmah Islamic Modern School.

On November 25, 2025, the researcher conducted a preliminary were examined students' habits of speaking in English, and it was found that several students had not yet been applying the language correctly

⁶⁶ Ibid.

⁶⁷ Sugiyono, *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R&D* (ALFABETA BANDUNG, n.d.).

in their daily practice. On June 6, 2026, the researcher began the observation of delivering activities as following the findings of the preliminary observation, which revealed a series of activity sets that facilitated students' speaking learning. On June 9, 2025, the researcher observed delivering daily conversations activity. On June 7, 2026 the researcher observed practicing conversations activity. On June 11, the researcher observed practicing speeches activity. On June 18, 2026, the researcher observed practicing writing sentences.

2. Interview Transcript.

According to Creswell, qualitative interviews involve open-ended questions that allow participants to express their perspectives, experiences, and opinions in depth.⁶⁸ In this study, interviews were conducted to obtain detailed information regarding the implementation of the English Day Program and its role in facilitating students' speaking learning. The researcher employed semi-structured interviews to explore the issues in greater depth while allowing participants to elaborate on their responses. During the interviews, the researcher listened carefully and took notes on the participants' responses.

The interviews were conducted with two eleventh-grade students and two members of the Language Section or OPPM on Friday, June 5th 2026, in the morning began at 08:50 AM untill 01:00 PM. On

⁶⁸ Creswell, J.W. &, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Sunday, June 14th 2026, the researcher interviewed the head coordinator of the program as well as the English teacher in order to obtain accurate data and information. The researcher also employed a semi-structured interview approach, in which the researcher posed in-depth questions regarding what activities presented in the English Day Program, how students practiced the activities set and to what extent the program facilitated students in learning speaking.

3. Document Analysis

Document analysis was used to support the research data in this study. It refers to : 1) Vocabulary syllabus, which contains of vocabulary material were used for the vocabulary delivery activity, 2) Students' daily conversation and language correction book as a reference for correct and appropriate conversation, 3) Writing sentence book, 4) Memorization cards contained students' data on vocabulary memorization 5) Documentation during vocabulary delivery, delivering daily conversation, practicing speech, practicing conversation, practicing writing sentence activities and the Wardah Magazine were contained information regarding the students' achievements in language academic competitions. By employing these data collection techniques, the researcher was able to obtain detailed and comprehensive data related to the English Day Program that facilitated students' of Darul Hikmah Islamic Modern School in learning speaking.

E. Research Instrument

In qualitative research, the researcher was the main instrument. The researcher was directly involved and interacted in the field to discover the data needed for the research. According to Creswell in qualitative research, the researcher as the key instrument who were collected the data, processed the data, and interpreted the data obtained in this study.⁶⁹ This means that the quality and validity of the research findings greatly influenced by the researcher's ability were observed, understood, and analyzed the phenomena occurring in the field.

In conducting this study, the researcher was assisted in the data collection process by three supporting instruments. First, observation sheets and field notes were developed for each activity within the English Day Program, such as practicing conversation, delivering daily conversation, delivering vocabularies, practicing speech, and practicing writing sentences. The observation sheets were designed to guide the researcher in examining the implementation process of each activity as well as the students' performance during the program, while the field notes served as a descriptive record of the naturally occurring activities observed during the implementation of the English Day Program. Second, an interview guide was used to obtain information from the perspectives from the teacher, language section and the students regarding the program, ensured the data presented was comprehensive and supported by in-depth interview findings.

⁶⁹ Ibid.

Third, document analysis was conducted by collecting and examining supporting materials including documentations of the activities, the vocabulary guide, the daily conversation book, memorization cards, and the Wardah magazine were utilized to strengthen and validate the data obtained throughout the study.

F. Data Analysis Method

In this study, qualitative methodologies were employed and analyzed the data. The data analysis in qualitative research was the process of carefully searching and assembling data acquired from observation, interview, field notes and document analysis, so that the data result more easily understood by the public and reinforced the research findings.

In this study, the researcher conducted a preliminary analysis before entering the field based on the concept that proposed by Nasution, as cited by Sugiyono.⁷⁰ According to this concept, preliminary analysis refers to the initial step taken before entering the field, which is aimed at obtaining a general description of the object under study and determining the focus of the research prior to the main data collection. This analysis was initially carried out using secondary data obtained from the Wardah boarding school magazine, which contains information on students' language activities aimed at improving their speaking skills. In addition, the researcher also conducted a direct pre-observation by visiting the boarding school in order

⁷⁰ *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R&D.*

to confirm and sharpen the focus of the study. The purpose of this preliminary analysis was to gain an initial understanding of the English Day Program and to determine the focus of the study before collecting the primary data in the field. From this preliminary analysis, the researcher then continued the study by collecting data through field observation.

The data collection in this study were analyzed used the interactive model of data analysis developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldana. According to Miles, Huberman, and Saldaña, the qualitative data analysis consists of three connected processes.⁷¹ The first is data condensation, the second is data display, and the third is conclusion drawing or verification. This model used to analyze the data related to the English day program and how it contributes improved students' speaking skills in a structured and valid way.

The first step was data condensation. In this step, the researcher selected the key points, focused on the most important information, simplified, and transformed the data to identify the main themes. The data were obtained from observation note, interview, and document analysis. The researcher focused on data were relevant to the activities within the English Day Program that facilitated students' speaking learning. The data that were not related to the research focus were reduced in order to make the analysis more focused and clearer.

⁷¹ Miles and Huberman Saldana, *Qualitative Data Analysis*, 3rd ed. (California: SAGE Publication, Inc, 2014).

The second step was data display. In this step, the researcher presented the data in the form of descriptive text, tables, and interview excerpts after the data had been grouped and simplified. This step made it easier for the researcher understood the data clearly and identified the important information that related to the findings.

The last step was conclusion drawing or verification. In this step, the researcher drew conclusions based on the analyzed data and then rechecked the findings by referring back to multiple data sources, including observation note, interview, and document analysis. This process was carried out to ensure that the data remained consistently and accurate from the beginning to the end of the analysis. Through these steps, the researcher was able to obtain detailed and trustworthy findings regarding the implementation of the English Day Program and its contribution in students' speaking learning at Darul Hikmah Islamic Modern School.

G. Trustworthiness

Trustworthiness used in this qualitative research to ensure the quality throughout the research process. According to Yvonna S. Lincoln and Egon G. Guba there were four criteria in trustworthiness such creadibility, transferability, dependability, and confirmability.⁷² These criteria were used to support the validity of the research findings.

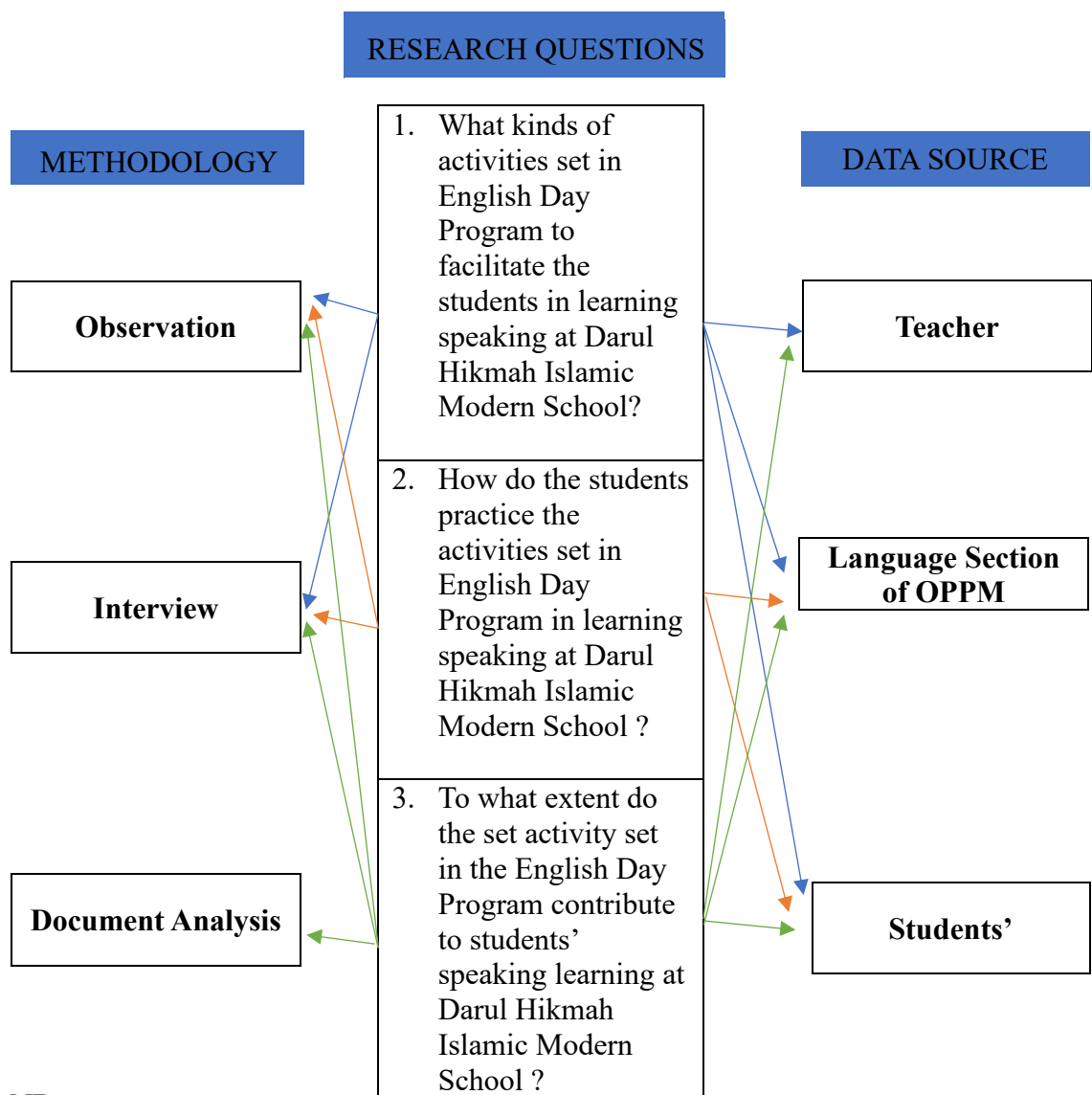
⁷² Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research," *Journal of Medicine, Surgery, and Public Health* 2 (April 2024): 100051, <https://doi.org/10.1016/j.glmedi.2024.100051>.

1. Credibility

In this study, credibility was used to ensure that the data truly described the program practices in the dormitory. This was conducted through triangulation by supported the data obtained from observations note of the activities in the English Day Program, interviews with the English teacher as the program coordinator, the language section or CLI of OPPM, and the two students'. In addition, the researcher also conducted a member check by returning the findings to the participants to confirm whether the data and conclusions drawn by the researcher accurately reflected what the participants had experienced and expressed.

Triangulation of the data in this study was showed in the following sketch.

Figure 3. 1 The Sketch of Methodological and Data Source Triangulation



The above sketch showed that the data of the research question number 1 were collected through different two methods of data collection, they were doing observation and interview. For the data were collected by employing more than one method, the data of the research question number 1 were triangulated methodologically. Methodological triangulation was also applied for the data of the research questions number 2 and number 3. The data were also collected by employing more than one method, they were doing an interview, observation and document analysis.

Moreover, the data of the study were collected from different data sources. As shown in the sketch, the data of research question number 1 were collected from teacher, language section of OPPM and students. For the data of the research question number 1 were collected from more than one different data source, they were triangulated from data source point of view. It also occurred for the data of research questions number 2 and number 3 in which they were collected from more than one data sources. Thus, from the sketch, the data of the study were credible or trusted.

2. Transferability

In this study, transferability was used to ensure the researcher provided a detailed description of the research context, setting, and findings related to the English day program were facilitated students' speaking development at Darul Hikmah Islamic Modern School. This was done to enable readers to gain a clear understanding of the research situation and conditions, as well as to assess whether the findings were relevant

and applicable to other similar contexts, such as regular schools and Islamic boarding schools that implemented English programs to enhance students' English speaking abilities.

3. Dependability

In this study, dependability was used to show that the research process was conducted clearly and systematically. The researcher explained the research procedures step by step starting from data collection, then the data instruments used in-depth of interviews, observation note, and document analysis as the last process of data analysis. This was intended to show that the entire research process was carried out consistently, so that the readers could easily trace and follow the steps that took throughout the study if needed.

4. Confirmability

In this study, confirmability was used to ensure that all findings and conclusions were grounded in the actual data collected in the field rather than in the researcher's personal opinions or assumptions. The data obtained from observation notes, in-depth interviews, and document analysis were carefully examined and cross-checked to ensure that the findings were supported by the collected data. This process confirmed that the findings were objective and could be verified through the collected evidence. By applying these four criteria, the trustworthiness of the research findings was strengthened.

CHAPTER IV RESEARCH FINDING

This chapter presents the findings of the study and the analysis of the collected data concerning the implementation of the English Day Program in facilitating students' speaking skills. The finding focuses on the activities set in the program, the students' practices on the set activities in the English day program, and the contributions of the set activities to the development of students' speaking abilities.

A. Data Presentation

The data of this study were collected from five participants: S1, the English teacher and Head Coordinator of the English Day Program; S2 and S3, who were responsible for organizing and managing the program activities; and S4 and S5, who had won several English competitions. The data consisted of semi-structured interview responses concerning the implementation of the English Day Program and the activities designed to facilitate students' speaking learning. In addition, observation data were collected from the implementation of the program activities conducted by the students, including vocabulary delivery, daily conversation, conversation practice, speech practice, writing activities, and listening activities. The combination of interview and observation data provided a comprehensive understanding of how the English Day Program was implemented and how its activities facilitated students' speaking learning.

1. Kinds of Activity set in the English Day Program to Facilitate Students' Speaking Learning

Based on the observation conducted, the researcher found that there were five activities set in the English Day Program that helped students' improved their speaking ability. There were: (a) Delivering Vocabulary, (b) Delivering Daily Conversation, (c) Practicing Conversation, (d) Practicing Speech and, (e) Practicing Writing Sentence. Each activity is described below along with the supporting data obtained from the field observation.

a. Delivering Vocabulary

The observation showed that this activity was carried out in the central lobby, where students gathered by class group after the language department signaled the start of the session with the bell. An OPPM member led the session by greeting the students, reading each vocabulary item in Arabic, English, and Indonesian, which the students repeated aloud three times for each language. For example, the vocabulary items delivered on that occasion included words such as *menumpuk* (to pile up), *harum* (fragrant), *karakter* (character), and *diet* (diet). After the oral repetition, students wrote the vocabulary and its pronunciation into their notebooks, and the session ended with an oral quiz in which students answered questions such as "What do we say in Arabic...?"⁷³ This data indicates that the delivering vocabulary activity trains students' pronunciation and word recognition repeatedly through

⁷³ Observation during the Delivering Vocabularies Activity on June 6, 2026.

listening, speaking, and writing, which supports the improvement of their speaking ability. (VOC).⁷⁴

b. Delivering Daily Conversations

The field note recorded that the language section delivered daily conversation material based on a guidebook, using the topic “Feeling At Home”. The material was read line by line and repeated three times by the students, after which two students were asked to practice the conversation in front of the class and received corrections that were recorded in a language correction notebook. Students were then required to memorize the conversation and recite it to the language department by a set time.⁷⁵ This finding shows that students were exposed to model dialogues and given the opportunity to practice and receive direct feedback, which contributed to their speaking development. (DCONV).⁷⁶

c. Practicing Conversations

The observation data showed that this activity was conducted early in the morning (06:30-06:45 AM), where students were divided into fifteen groups and formed two lines facing each other to practice conversation on the theme “At the Library”. During the activity, the language department supervised the students to ensure they used English correctly, and at the end provided corrective feedback focusing on grammar. For instance, the sentence “I go to

⁷⁴ VOC= Vocabulary.

⁷⁵ Observation during the Delivering Daily Conversations Activity on June 9, 2026.

⁷⁶ DCONV= Daily Conversation.

library with my friends yesterday” was corrected to “I went to the library with my friends yesterday”.⁷⁷ This data indicates that students had a routine, structured opportunity to produce spoken English in pairs while receiving immediate grammatical correction. (CONV).⁷⁸

d. Practicing Speech

The field note showed that the speech program was held in the dormitory from 07:00 to 09:00 PM. Students were divided into groups, each selecting their own topic, which was first checked by the language department for grammatical accuracy. One representative from each group delivered a speech of approximately seven minutes; on the observed occasion, the topic was “Choosing Halal Food: Understanding What Is Halal and Haram”. The observation noted that the speaker delivered the presentation confidently, with clear pronunciation and supporting gestures, after which the language department gave feedback and scored the performance.⁷⁹ This finding suggests that the speech activity provided students with practice in extended, monologic spoken production and public speaking confidence. (SPCH).⁸⁰

e. Practicing Writing Sentence

According to the observation, this activity was conducted every Thursday, where students wrote twelve vocabulary items they had learned that week into their sentence books and composed a sentence using each

⁷⁷ CONV= Conversation.

⁷⁸ Ibid.

⁷⁹ Observation during the Practicing Speech Activity on June 11, 2026.

⁸⁰ SPCH= Speech.

word. The work was then submitted and reviewed by the language department, with corrective feedback given the following day on Friday.⁸¹ Although this activity is writing-based, the data shows it reinforced students' vocabulary mastery and sentence construction, which are foundational to their spoken output in the other four activities. (WRT).⁸²

This findings related to those five activities were supported by conducting an in-depth interview with S2 as the language section or CLI of OPM on Friday, June 5th 2026, who stated that there were five activities that could facilitated students' speaking learning included conversation, delivering vocabularies, delivering daily conversation, speech, and writing sentence. As she explained in an interview:

(S2) "*Aktivitas tersebut dilaksanakan sebelum jam Pelajaran dimulai. Kita ada praktik pidato, penyampaian percakapan sehari-hari, dan kita juga punya aktivitas writing sentence*".⁸³

(S2) "*These activities are carried out before the class begins. We have speech practice, delivering daily conversation, and we also have a writing sentence activities*" (ACTS).⁸⁴

Moreover, S1 as the English teacher and the head of the Language Advisory Council (LAC) explained that the English Day Program had several activities designed to facilitate students' language practice. He said:

(S1) "*Program tersebut terdiri dari beberapa aktivitas yang dirancang untuk memfasilitasi praktik bahasa siswa. Aktivitas ini*

(S1) "*The program consists of several activities designed to facilitate students' language*

⁸¹ Observation during the Practicing Writing Sentences Activity on June 6, 2026.

⁸² WRT= Writing.

⁸³ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

⁸⁴ ACTS= Activities Set.

*terdiri dari sesi percakapan, penyampaian percakapan sehari-hari, praktik pidato, penyampaian kosakata untuk memperkaya kosakata siswa dalam English dan Arab, dan aktivitas menulis kalimat. Semua aktivitas ini merupakan bagian dari English Day Program”.*⁸⁵

*practice. These activities include conversation sessions, delivering daily conversations, speech practice, vocabulary delivery to enrich students' English and Arabic vocabulary, and writing sentence activities. All of these activities are part of the English Day Program” (ACTS).*⁸⁶

Meanwhile, S3 as the language section related to the activities set that been implemented in the English Day Program. She said:

(S3) “Kegiatan harian yang dilaksanakan dalam program ini meliputi penyampaian kosakata (delivering vocabulary) pada pukul 05.00- 05.15 dan latihan percakapan (practicing conversations) pada pukul 06.30 06.45. Kegiatan-kegiatan ini dilaksanakan setiap hari Sabtu, Minggu, Senin, dan Rabu. Sementara itu, kegiatan mingguan meliputi penyampaian percakapan harian (delivering daily conversations), latihan pidato (practicing speeches), dan latihan menulis kalimat (writing sentence practice). Kegiatan penyampaian percakapan harian dilaksanakan setiap hari Selasa pukul 06.30 -

(S3) “The daily activities implemented in this program include delivering vocabulary at 05:00 AM to 05:15 AM and practicing conversations at 06:30 AM to 06:45 AM. These activities are conducted every Saturday, Sunday, Monday, and Wednesday. For the weekly activities, the program includes delivering daily conversations, practicing speeches, and writing sentences practice. The delivering daily conversation activity held every Tuesday at 06:30 AM to 06:45 AM. The practicing speech activity takes place every Thursday and Sunday at 07:00 PM to 09:00 PM” (MGT).⁸⁸

⁸⁵ “An Interview with S1 as the English Teacher and the Head of Program, Conducted on June 14, 2026.”

⁸⁶ ACTS= Activities Set.

⁸⁸ MGT= Program Management.

06.45. Adapun latihan pidato dilaksanakan setiap hari Kamis dan Minggu pukul 19.00 - 21.00, sedangkan latihan menulis kalimat dilaksanakan setiap hari Kamis pukul 13.00".⁸⁷

S4 also confirmed the five activities that been implemented in this dormitory, she said:

(S4) "Saya telah mengikuti program-program wajib yang diselenggarakan oleh pondok pesantren, seperti penyampaian kosakata, muhadhoroh atau latihan pidato, penyampaian percakapan harian, latihan percakapan, dan latihan menulis kalimat".⁸⁹

(S4) "I've been participating in the mandatory programs provided by the boarding school, like delivering vocabularies, muhadhoroh or speech, delivering daily conversation, practiced in conversation, and writing sentence"(PRACT).⁹⁰

This data related to the activities set in the English Day Program were supported by S5. She said:

(S5) "Kegiatannya meliputi latihan percakapan, latihan pidato, penyampaian percakapan sehari-hari, penyampaian kosakata baru yang dilaksanakan pada pagi hari selama empat hari dalam seminggu, serta kegiatan latihan menulis kalimat".⁹¹

(S5) "The activities include conversation, speech, Then there's also the distribution of daily conversations, and in the morning throughout the week, there's usually 4 days where new vocabularies are given out, and the writing sentence)" (ACTS).⁹²

⁸⁷ "An Interview with S3 as the Language Department, Conducted on June 5, 2026."

⁸⁹ "An Interview with S4, Conducted on June 5, 2026."

⁹⁰ PRACT= Practice.

⁹¹ "An Interview with S5, Conducted on June 5, 2026."

⁹² ACTS= Activities Set.

The data taken from doing observation and interview consistently showed that the English Day Program was implemented through five main activities, namely delivering vocabularies, delivering daily conversation, conversation, speech, and writing sentence. These activities constituted the core components of the program designed to facilitate students' speaking learning.

2. Students' Practices on the Activities set in English Day Program to Facilitate Their Learning in speaking.

The students of Darul Hikmah Islamic Modern School actively practiced five activities provided in the English Day Program. As mentioned previously, the Daily Program set five activities covering (a) Delivering vocabularies, (b) Delivering daily conversation, (c) Practicing conversation, (d) Practicing speech and (e) Practicing writing sentence. All students were required to participate actively in this program and actively took roles in its implementation. The students' practices on each of the set activity were elaborated as follows:

1. Students' Practices during Delivering Vocabularies Activity

Figure 4. 1 Delivering Vocabularies



The document above shown based on the observation, it was found that the first activity in the English Day Program was called delivering vocabularies.⁹³ This activity was conducted by the language section or CLI in fiveteen minute after the dawn prayer at 05:00 AM to 05:15 AM. The delivering vocabularies activity was carried out in the lobby, where the students were divided according to their grade levels, from the 1st of junior high school to the 2nd of senior high school. The activity was led by several members of the Organization of the Students of Islamic Modern Boarding School (OPPM). During the activity, the OPPM members read each vocabularies item aloud three times, and the students repeated the words after them. At the end of the session, a quiz was conducted to check the students' understanding of the vocabulary. In this quiz, the students were asked either made a short sentence that used the vocabularies they had learned or told the meaning of the vocabulary

⁹³ *Observation during the Delivering Vocabularies Activity on June 6, 2026.*

items. As the observation field note during the delivering vocabulary steps that been researcher held on :

“The vocabulary delivery activity began with the language section ringing the bell once as a warning signal that the activity would start shortly. The students immediately went to their assigned vocabulary delivery locations based on their grade levels. After all students had gathered, the language section rang the bell three times to indicate that the activity had officially begun. At the time, the delivering activity were conducted in the central lobby, and the others students entered to their dormitory room to get their vocabularies. Several members of the Organization of the Students of Islamic Modern Boarding School (OPPM) entered each dormitory room to conduct the activity. The students sat neatly in rows, remained quiet, and focused their attention on the OPPM standing in front of.

The OPPM opened the activity by greeting the students and asking, “How are you today?” The students responded together, “Alhamdulillah, we are fine. Thank you. And you, Sist?” The OPPM member replied, “Alhamdulillah, I'm very well too. Thank you.” The OPPM member then delivered the vocabulary by reading each Arabic word first.

At that time, the vocabulary items presented were:

- Menumpuk, /paɪl ʌp/, To Pile Up, تَرَاكُم – يَنْتَرَاكُم
- Harum, /'freɪgrənt/, Fragrant, مَدِيّ
- Karakter, /'kærəktər/, Character, الطَّابَعَةُ
- Diet, /'daɪət/, Diet, الحِمْيَةُ

After each word was pronounced, the students repeated it together three times in a loud voice. The OPPM member continued by reading the English vocabulary, which was also repeated three times by the students. Finally, the Indonesian meaning of each vocabulary item was read once.

After all four vocabulary items had been presented, the OPPM member instructed the students to write down the

vocabulary from the small whiteboard into their notebooks that provided by the boarding school. The students also wrote the pronunciation shown on the whiteboard. They completed the writing task within approximately five minutes. During this session, the dormitory room atmosphere remained quiet, and the students focused on their writing. During the writing session ended, the OPPM member instructed the students to read the four vocabulary items together three times. The students read the vocabulary loudly. At the end of the activity, the OPPM member conducted a short oral quiz by asking several questions, such as, “What do we say in Arabic ...?” and “What is the meaning of ...?” The students answered the questions together in a loud voice and provided the correct responses. The activity ended after the quiz session was completed.”⁹⁴

The results of observation data showed the consistency of each step in the vocabulary delivery process. The activity was led by the language section with the assistance of several members of the Organization of the Students of Islamic Modern Boarding School (OPPM) in conducting the vocabulary delivery session. The students entered their dormitory rooms and central lobby according to their grade levels, as assigned by the language section. During the activity, the students received four vocabulary items delivered by the OPPM members. At the end of the session, the OPPM members conducted a short quiz by asking the students about the vocabulary that had been delivered. The students answered the questions together and gave the correct responses. This

⁹⁴ Observation during the Delivering Vocabularies Activity on June 6, 2026.

activity was intended to develop the students' ability to speak accurately and correctly.

The night before the delivering vocabulary, the language section prepared the vocabularies material that had been approved by the English teacher to ensure that the material given to the students was suitable for their grade levels. This was conveyed by S2 as language section in regarding the preparation of vocabulary materials before being delivered to the students in the morning. According S2 as language section said the preparation in the vocabularies material. She said:

(S2) “Pertama, bagian bahasa mengadakan rapat untuk mempersiapkan dan mendiskusikan materi yang akan diberikan kepada para santri. Kami memetakan materi yang akan diberikan kepada siswa kelas 1, kelas 2, dan seterusnya. Untuk kegiatan penyampaian kosakata, biasanya terdapat 12 kosakata yang terdiri atas tiga bahasa, yaitu bahasa Arab, bahasa Inggris, dan bahasa Indonesia, serta satu panduan pengucapan. Setiap hari Kamis, materi tersebut diserahkan kepada ustazah pembimbing untuk diperiksa guna

(S2) “First, the language section meets up to prepare and discuss the material that will be given to the students. So, we map out what the material will be for the 1st graders, 2nd graders, and so on. For the vocabularies, there are usually 12 words with 3 languages of Arabic, English language and Indonesian language and 1 pronunciation guide. Every Thursday, this is submitted to the supervising Ustadzah to be checked, making sure the syllabus is correct and appropriate for each grade level” (PRACT).⁹⁶

⁹⁶ PRACT= Practice.

memastikan bahwa materi telah sesuai dengan silabus dan tingkat kelas masing-masing”.⁹⁵

This statement were confirmed by S3 as language section, that there were met every month in preparation of the vocabularies material, she said:

(S3) *“Untuk kegiatan penyampaian kosakata, kami mengadakan pertemuan setiap bulan bersama bagian bahasa untuk membahas hal-hal yang perlu dipersiapkan bagi adik kelas, seperti menyiapkan kosakata yang akan diberikan”.⁹⁷*

(S3) *“For delivering vocabularies, we meet up every month with the language section to discuss what needs to be prepared for the juniors, like getting the vocabularies ready” (VOC).⁹⁸ (PRACT).⁹⁹*

In this activity, students were grouped according to their grade levels. The delivering vocabulary activity was held on Saturday, Sunday, Monday, and Wednesday. Each day, students received four new vocabularies with the pronunciation. The vocabularies included Arabic, English, and Indonesian.

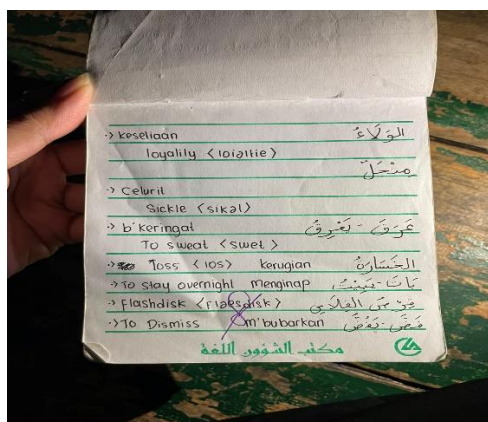
⁹⁵ “An Interview with S2 as the Language Department, Conducted on June 5, 2026.”

⁹⁷ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

⁹⁸ VOC= *Vocabulary*.

⁹⁹ PRACT= *Practice*.

Figure 4. 2 Students' vocabularies notebook



The document above shows the vocabulary notebook provided by the Language Section. In this notebook, the students received twelve vocabulary words each week to help them expand their vocabulary and improve their language skills. The delivering vocabularies session lasted for fifteen minutes. The method used by the language section or CLI to deliver the vocabularies to the students was through repetition and loud voice.

S2 as the language section further explained that the repetition method was used in this delivering the vocabulary activity. She said:

(S2) "Kami membacakan kosakata terlebih dahulu, kemudian meminta para siswa untuk mengikuti dan mengulanginya sebanyak tiga kali".¹⁰⁰

(S2) "We read the vocabularies out first, and then we ask the students to follow and repeat in three times" (VOC).¹⁰¹ (RPT).¹⁰² (PRACT).¹⁰³

¹⁰⁰ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

¹⁰¹ VOC= Vocabulary.

¹⁰² RPT= Repetition.

¹⁰³ PRACT= Practice.

Meanwhile, the S3 as language section explained that the repetition method was used in taught vocabulary to help students with their listening and comprehension. She explained:

(S3) “Untuk langkah-langkah pelaksanaannya, kami biasanya menerapkan metode pengulangan (repetition) saat menyampaikan kosakata agar memudahkan siswa dalam mendengarkan dan memahaminya”.¹⁰⁴

S3) “For specific steps, we usually apply repetition when delivering the vocabulary to make it easier for students to their listening and understanding” (RPT).¹⁰⁵ (VOC).¹⁰⁶ (UND).¹⁰⁷

This statement was supported by S4 on her practices during delivering vocabularies that she directly practiced in her daily activities, she explained that:

(S4) “Dalam kegiatan penyampaian kosakata, kami mengulang kosakata yang disampaikan oleh OPPM, kemudian saya langsung mempraktikkannya dalam kegiatan sehari-hari”.¹⁰⁸

(S4) “For vocabulary delivery, we repeat what the OPPM says and directly I practice it in my daily activities” (VOC).¹⁰⁹ (PRACT).¹¹⁰

This finding were confirmed by S5 in her practiced of delivering vocabularies that she read aloud with her friends then repeat after the OPPM said and immediately practiced and memorized it in her daily activities as communication. She explained:

¹⁰⁴ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

¹⁰⁵ RPT= Repetition.

¹⁰⁶ VOC= Vocabulary.

¹⁰⁷ UND= Understanding.

¹⁰⁸ “An Interview with S4, Conducted on June 5, 2026.”

¹⁰⁹ VOC= Vocabulary.

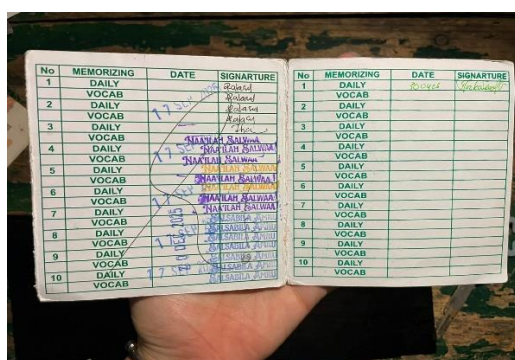
¹¹⁰ PRACT= Practice.

(S5) “Selama kegiatan penyampaian kosakata, kami membacakan kosakata yang disampaikan oleh bagian bahasa, kemudian mengulangnya. Bagi saya pribadi, setiap kali mendapatkan kosakata baru pada hari itu, saya langsung menghafalkannya dan berusaha mempraktikkannya dalam percakapan sehari-hari”.¹¹¹

(S5) “During delivering vocabularies session we read aloud the vocabularies that language section said and we repeat after her. For me personally, every time I get new vocabularies for the day, I memorize them immediately and try to practice them in daily conversation”
(VOC).¹¹² (RPT).¹¹³
(PRACT).¹¹⁴

As the result of interview data, knew that the delivering vocabularies were held by OPPM, then followed by the students who immediately repeated the vocabularies loudly and clearly in three times. After delivering the vocabularies, the OPPM asked the students to write down the vocabularies in their small notebooks, which was then followed by a quiz and asked about the vocabularies.

Figure 4. 3 Students' Memorizing Card



¹¹¹ “An Interview with S5, Conducted on June 5, 2026.”

¹¹² VOC= Vocabulary.

¹¹³ RPT= Repetition.

¹¹⁴ PRACT= Practice.

The document above shows the memorizing cards used as an indicator of students' activeness in memorizing vocabulary. These cards were used to help students practice and remember new vocabulary as part of their language learning activities. Every Thursday, the students were required to submit their memorization of twelve vocabulary words from the previous week as evidence of their active participation in this practice activity.

The data taken from doing observation and interview findings showed that the students' were practiced vocabulary learning through repetition, note-taking, memorization, and weekly vocabulary submission. These activities enabled students to acquire their new vocabularies and applied them in their daily English conversations.

2. Students' Practices during Delivering Daily Conversation Activity

Figure 4. 4 Delivering Daily Conversation



Based on the observation and document above, the activity program was conducted every Tuesday morning at 06:30AM to 06:45AM. It was conducted before the regular teaching and learning activities began.¹¹⁵ The

¹¹⁵ "Observation during the Delivering Daily Conversations Activity on June 9, 2026"

activity was led by the language section or Central Language Improvement (CLI). Implementing this activity, the students were divided into groups based on their grade levels. The researcher found several activity steps in the implementation of the daily conversation practice. The activity began with the language section leading the session. Next, the language section delivered the daily conversation material based on the guidebook that the students possessed. Thereafter, the language section read each line of the conversation aloud voice, followed the students' repeated it together. Subsequently, two students were invited to practice the conversation in front of the class. Finally, the session concluded with language correction, during which pronunciation and grammatical mistakes were corrected.

These findings were supported by the researcher's field notes from the classroom observation, which stated that:

“Firstly, the language section led the activity, and the students were divided into their respective classes to receive the daily conversation material. Afterwards, the language section delivered the daily conversation based on the guidebook provided to the students. The language section selected ‘Feeling At Home’ as the topic of the conversation. They first read the conversation line by line, and the students repeated each line three times. Subsequently, two students were asked to practice the daily conversation in front of their classmates. After the practice, the students returned to their seats and received three language corrections from the language section. These corrections were recorded in the language correction notebook provided by the school. After the delivering session was completed, the students were instructed to memorize the daily conversation and recite it to the language section. The

memorization submission was scheduled to be completed by 04:00 PM”.¹¹⁶

As mentioned previously by the researcher on her field note related to delivering vocabularies activity, it was found six step were used in this activities. This field note were supported by the interviewed of S2 as language section in students’ practiced during the delivering daily conversation steps. Moreover S2 as the language section explained how the students’ practiced in this activity, she said:

(S2) "Para siswa dibagi ke dalam kelas masing-masing untuk mengikuti kegiatan penyampaian percakapan sehari-hari. Mereka diberikan contoh cara mempraktikkan dialog dengan benar berdasarkan buku daily conversation. Buku tersebut memuat percakapan dalam bahasa Arab, bahasa Inggris, dan bahasa Indonesia. Setelah itu, kami biasanya meminta dua orang siswa untuk maju ke depan dan mempraktikkan dialog tersebut secara langsung, sementara siswa lainnya mengikuti. Selain kegiatan penyampaian percakapan sehari-hari, terdapat juga kegiatan lanjutan berupa language

(S2) "Students are divided into their respective classes to join the daily conversation activity. Students are given examples of how to do the dialogue correctly from the daily conversation book. The book includes Arabic, English, and Indonesian. After that, we usually ask 2 students to come up front to practice it directly, and the other students follow. There's also an additional activity after delivering the daily conversation, which is language correction. We present 3 different sentences to build up the students' vocabulary. For example, 'misunderstanding' means 'salah paham'. (DCONV).¹¹⁸ (PRACT).¹¹⁹

¹¹⁶ Observation during the Delivering Daily Conversations Activity on June 9, 2026.

¹¹⁸ DCONV= Daily Conversation.

¹¹⁹ PRACT= Practice.

correction (koreksi bahasa). Dalam kegiatan ini, kami menyampaikan tiga kalimat yang berbeda untuk menambah kosakata siswa. Sebagai contoh, kata misunderstanding berarti salah paham".¹¹⁷

Thus interview data were supported by S3 as language on the step practiced were held such gave the correct way to pronounce based on the guidebook of daily conversation then add the language correction and read aloud the daily conversation in three times. Furthermore, S3 as the language section explained, she said :

(S3) "Dalam kegiatan penyampaian percakapan sehari-hari, kami membacakan dialog dan memberikan contoh cara menyampaikan dialog dengan benar berdasarkan buku yang telah disediakan. Selain itu, kami juga menambahkan kegiatan language correction (koreksi bahasa) agar siswa dapat menghafal dan mempraktikkannya. Pelaksanaannya sama seperti kegiatan penyampaian kosakata, yaitu dengan mengulanginya

(S3) "For delivering daily conversation, we read out and give examples of how to deliver the dialogue correctly based on the book provided, and we add language correction for the students to memorize and practice. The implementation is the same as delivering vocabulary, which includes repeating it 3 times to make it easier for students to memorize and pronounce it well and correctly." (DCONV).¹²¹

¹¹⁷ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

¹²¹ DCONV= Daily Conversation.

sebanyak tiga kali	(PRACT). ¹²²
agar siswa lebih	(PRON). ¹²³
mudah menghafal	
serta melafalkan	
dialog dengan baik	
dan benar". ¹²⁰	

Meanwhile, the observation data were supported by the interview with S4 regarding her experience of participating in the daily conversation activity. She explained that the repetition method were used during the activity, in which the students repeated each expression immediately after it was spoken by the language section and memorize it. As she explained, she said:

(S4)	"Dalam	(S4)	"For
kegiatan		delivering	daily
penyampaian		conversation,	we
percakapan sehari-		repeat the words	
hari, kami		were spoken by the	
mengulang dialog		language section	
atau kalimat yang		then we practiced	
disampaikan oleh		and memorized it	
bagian bahasa,		correctly".	
kemudian		(DCONV). ¹²⁵	
mempraktikkan dan		(RPT). ¹²⁶	
menghafalkannya		(PRACT). ¹²⁷	
dengan benar". ¹²⁴			

As mentioned previously by the three students' as respondents in delivering daily conversation step and practice, it was also supported by the interviews with S5 in her practiced during the delivering daily

¹²⁰ "An Interview with S3 as the Language Department, Conducted on June 5, 2026."

¹²² PRACT= Practice.

¹²³ PRON= Pronounsiation.

¹²⁴ "An Interview with S4, Conducted on June 5, 2026."

¹²⁵ DCONV= Daily Conversation.

¹²⁶ RPT= Repetition.

¹²⁷ PRACT= Practice.

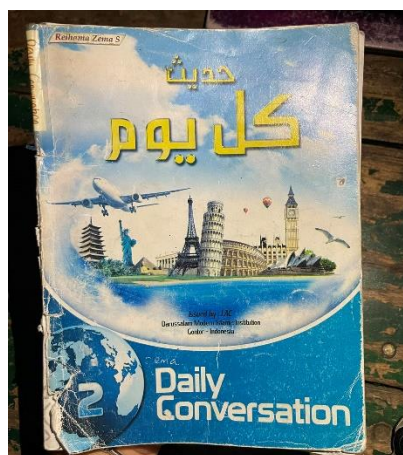
conversation steps activities. She practiced the daily conversation material after she got it and applied in her daily activities to communicated. She said:

(S5) “dalam kegiatan penyampaian percakapan sehari-hari, terdapat beberapa kosakata atau kalimat yang kemudian saya praktikkan dalam komunikasi sehari-hari setelah mempelajarinya”.¹²⁸

(S5) “For delivering daily conversation, there are also several words or sentences that I practice in my daily activities to communicate after getting them”.
(D CONV).¹²⁹
(PRACT).¹³⁰

As shown in the previously in the interview data and observation field note, it was found there were six steps of delivering daily conversation activities.

Figure 4. 5 Daily Conversation Book

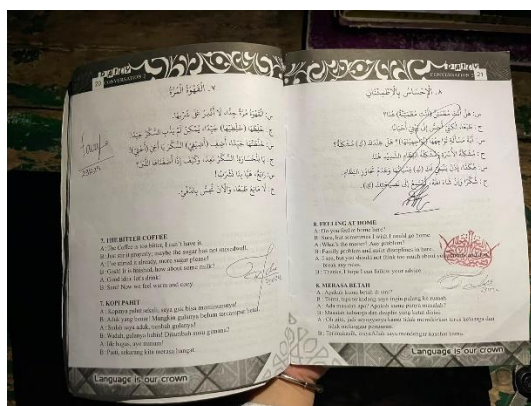


¹²⁸ “An Interview with S5, Conducted on June 5, 2026.”

¹²⁹ D CONV= Daily Conversation.

¹³⁰ PRACT= Practice.

Figure 4. 6 Dialogue on the Conversation Book



The document above shows several examples of dialogues in English and Arabic from the conversation guidebook. This guidebook designed to help students practice daily conversations and develop their English speaking skills. During the activity, the language section read aloud a dialogue from the daily conversation guidebook based on a predetermined topic. After each line was read by the language section, the students repeated it together in three times and in loud voice. The conversation topic was adjusted to the language zone of the day. Since the observation was conducted during the English language zone, the students practiced the delivering daily conversation in English. After the reading session, two students were invited to come to the front of the class to perform the conversation as a dialogue in front of their classmates. This activity allowed the students to practice the correct pronunciation, intonation, and expression in using the conversation.

Figure 4. 7 Correction Language

Day/Date: _____

NO	SENTENCE	
	True	False
1.	I am boring X I am bored ✓	Saya membosankan / Saya bosan
2.	I Angry to you ✓ I Angry with you X	Saya marah padamu / Saya marah denganmu
3.	I Ask with you ✓ I Ask you X	Saya bertanya denganmu / Saya bertanya padamu

Sign _____

The document above presented the language corrections provided by the Language Section at the end of the session. As feedback, the Language Section identified errors in the students' language use and introduced the correct expressions. Three examples of language corrections were presented. The students subsequently wrote the corrected expressions in a notebook specifically prepared for the program.

In the afternoon, all students were required to memorize both the daily conversation and the corrected expressions. They submitted their memorization to the language section. After successfully memorizing the daily conversation and the corrected expressions, students received a signature on their memorization card as evidence that they had completed the activity.

The data taken from doing observation and interview consistently showed that the daily conversation activity was implemented through guidebook of daily conversation, repetition method during delivering were

used, the role-play by the language correction, students' memorization, and students' daily application. These activities formed the students' practice during the implementation of the English Day Program.

3. Students' Practices during Conversation Activity

Figure 4. 8 Practicing Conversation



Based on the document above that researcher held, the conversation activity was conducted every Saturday, Sunday, Monday, and Wednesday at 06:30 AM to 06:45 AM.¹³¹ There were four steps in this conversation activity, such the language section led the conversation in the morning, followed gave the theme of conversation for students' topic during conversation activity, then they start the conversation by face to face in line that language section been divided, in the last step the language section gave the feedback to the students about their grammatical error during conversation activity. These findings were supported by the researcher's

¹³¹ Observation during the Practicing Conversation Activity on June 7, 2026.

observation field notes, which showed the steps of conversation activity that:

“The conversation activity was conducted at 06:30 AM to 06:45AM. The activity began with the language section leading the session. Next, the students were divided into fifteen groups, with each group consisting of approximately twelve students. They then formed two lines and stood face-to-face to practice the conversation. Afterward, the language section introduced 'At the Library' as the conversation theme. During the activity, the students were supervised by the language section to ensure that they used English correctly and consistently while interacting with their partners. At the end of the activity, the language section provided corrective feedback on the students' grammatical errors. On this occasion, the feedback focused on the correct use of the simple past tense. For example, the incorrect sentence, *'I go to library with my friends yesterday,'* was corrected to *'I went to the library with my friends yesterday'.*”¹³²

Besides doing observation, the data related to students' practices in conversation activity were also collected from doing interview with S2 till S5. The first interview were conducted with S2 as language section explained on students' practiced steps in the conversation activity such the program held at 06:30 AM to 06:45 AM on Sunday, Monday, and Wednesday. S2 said:

(S2) “*Latihan percakapan dilaksanakan pada pukul 06.30 hingga 06.45. Kegiatan ini dilaksanakan setiap hari Minggu, Senin, dan Rabu.*”¹³³

(S2) “*practicing conversations at 06:30 AM to 06:45 AM. These activities are conducted every Sunday, Monday, and Wednesday.*”¹³⁴ (PRACT).¹³⁵ (CONV).

¹³² Observation during the Practicing Conversation Activity on June 7, 2026.

¹³³ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

¹³⁴ PRACT= Practice.

¹³⁵ CONV= Conversation.

Furthermore, the students' were divided into group, in each group there were twelve students' and they should face-to-face during the conversation. S2 also said that the language section was gave a theme of conversation that students' should used. S2 explained:

(S2) "Langkah-langkah dalam kegiatan latihan percakapan adalah sebagai berikut: tim OPPM membentuk kelompok, dengan setiap kelompok terdiri atas 12 orang. Selanjutnya, setiap kelompok membentuk dua baris yang saling berhadapan untuk melakukan percakapan. Setelah itu, bagian bahasa OPPM memberikan tema atau topik yang akan digunakan dalam percakapan. Kegiatan latihan percakapan dilaksanakan pada pagi hari sebelum pelajaran dimulai, yaitu sekitar pukul 06.30 hingga 06.45".¹³⁶

(S2) "*The steps for the conversation are: the OPPM team forms groups, with each group consisting of 12 people. Each group will then form 2 lines facing each other to do the conversation. Later, the OPPM language section will provide the theme or topic for the conversation. The conversation takes place in the morning before school starts, usually starting from 06:30AM to 06:45 AM*". (STR).¹³⁷
(CONV).¹³⁸
(PRACT).¹³⁹

In the previous finding steps on conversation activity, the S3 as the language section provided support for the interview data from the prior interview with S2. In this finding, S3 as language section stated that after preparing the appropriate theme or topic, the students' could start the

¹³⁶ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

¹³⁷ STR= Strategy.

¹³⁸ CONV= Conversation.

¹³⁹ PRACT= Practice.

conversation by face-to-face and the students were divided into groups with twelve students in each group. S3 said:

(S3) “Untuk kegiatan latihan percakapan, kami terlebih dahulu menyiapkan tema atau topik yang sesuai untuk diberikan kepada para siswa. Setelah itu, siswa dibagi ke dalam beberapa kelompok yang masing-masing terdiri atas dua belas orang, kemudian mereka memulai percakapan dengan saling berhadapan”.¹⁴⁰

(S3) “For conversation, it's about preparing the right topic or title to give to the students. Then, the students are divided into several groups of twelve students' and start the conversation by facing each other”. (STR).¹⁴¹ (MGT).¹⁴² (CONV).¹⁴³

Meanwhile, S4 provided a similar result in the interview data. She explained that the language section asked to the students' about the meaning of a sentence, which was then used as the topic for the conversation practice. In this finding, S4 also said that the language section divided the students' into several groups and gave them a different conversation topic in each day. Moreover, the students' began the conversation practice by making a line and face-to-face with their partners groups. She said:

(S4) “Dalam kegiatan latihan percakapan, biasanya kami terlebih dahulu diberi pertanyaan, seperti 'Apa bahasa

(S4) “For conversation, usually, we're asked first like 'what is good morning,' then we move toward the

¹⁴⁰ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

¹⁴¹ STR= Strategy.

¹⁴² MGT= Program Management.

¹⁴³ CONV= Conversation.

Inggrisnya selamat pagi?’, kemudian kami mulai membahas topik yang telah ditentukan dan diminta untuk mengembangkannya. Setelah itu, sebelum kegiatan ditutup, kami diminta membuat sebuah kalimat berdasarkan topik tersebut. Kalimat yang dibuat harus memuat frasa atau ungkapan yang berkaitan dengan topik yang telah dibahas. Pelaksanaan kegiatan ini dilakukan dengan membentuk kelompok yang berbaris saling berhadapan untuk memulai percakapan. Setiap hari, topik yang diberikan selalu berbeda”.¹⁴⁴

topic, and we're asked to elaborate on that topic. After that, before closing, we're told to make a sentence out of that topic. So, that sentence must include a phrase from the topic. The practice carried out in this activity usually by forming group lines and facing each other to start the conversation topic. Every day, the topic given is different”. (PRACT).¹⁴⁵ (CONV).¹⁴⁶ (STR).¹⁴⁷

This finding was also supported by the interview with S5 in regarding step of the conversation activity. S5 explained that the students practiced in conversation activity by face-to-face, and the language section divided the students’ into several groups before the activity began. As S5 explained, she said:

(S5) “Pelaksanaan kegiatan latihan percakapan dilakukan secara tatap muka dengan siswa yang

(S5) “The application of conversation itself by face-to-face and divided into groups”. (STR)¹⁴⁹ (CONV).¹⁵⁰

¹⁴⁴ “An Interview with S4, Conducted on June 5, 2026.”

¹⁴⁵ PRACT= Practice.

¹⁴⁶ CONV= Conversation.

¹⁴⁷ STR= Strategy.

¹⁴⁹ STR= Strategy.

¹⁵⁰ CONV= Conversation.

*dibagi ke dalam
beberapa kelompok”¹⁴⁸*

As mentioned earlier, the results data were collected through observation and interviews conducted by S2 to S5. The research findings indicated that the conversation practice in these activities was aimed at the students, who were divided into fifteen groups, with each group consisting of twelve members. The discussions took place on Sunday, Monday, and Wednesday at 06:30 AM to 06:45 AM. This activity involved peer interaction through face-to-face communication within group partnerships, was supervised by the OPKM during the practice, and received constructive feedback from the language section.

4. Students’ Practices during Speech Activity

Figure 4. 9 Practicing Speech



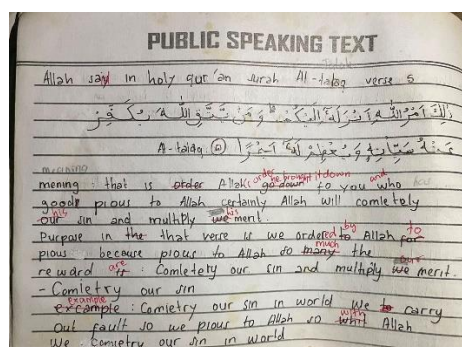
The document above presents students practicing speech as part of the activity set.¹⁵¹ This activity was conducted twice a week, every

¹⁴⁸ “An Interview with S5, Conducted on June 5, 2026.”

¹⁵¹ “Observation during the Practicing Speech Activity on June 11, 2026,”

Thursday and Sunday. On each occasion, one group was assigned to deliver speeches. The students were divided into several groups, with each group consisting of six members. Every group was led by a second grade senior high school student who assisted the Language Section in organizing and implementing the activity. The speech activity was held in the students' dormitory rooms at 07:00 PM to 09:00 PM. Students were free to choose their own speech topics based on their interests.

Figure 4. 10 Students' own script in the public speaking book



The document above show students preparing on their own public speaking scripts before delivering their speeches in front of the audience. which was first reviewed by the group leader and then checked by the Language Section to ensure the accuracy of the language and content. Students' also practiced in front of mirror to hone their performance.

This finding were supported by the field note of observation by the researcher in the conversation activity steps. The steps as follows:

“The speech program was conducted at 07:00 PM to 09:00 PM in the dormitory. At the beginning of the activity, the students were divided into several groups. One student from each group came to the front to deliver a speech on the

assigned topic for approximately seven minutes. At the time, the students theme during speech is ‘Choosing Halal Food: Understanding What Is Halal and Haram’. During the speech, the speaker delivered the presentation confidently, used clear and understandable pronunciation, and expressed the ideas with appropriate facial expressions and gestures to support the delivery. At the end of the activity, the language section provided feedback on the speaker's performance, particularly regarding the strengths and areas that needed improvement”.¹⁵²

This field note observation were supported by interview with S2 as language section. In the interview by S2 as language section, she said that the step on the speech activity was conducted every Thursday and Sunday at 07:00 PM to 09:00 PM. Students were divided into groups, selected a speech topic, wrote and practiced their speeches, and delivered a seven minute presentation. The S2 as language section provided language correction and feedback throughout the activity. As she said:

(S5) “Langkah-langkah dalam program latihan pidato adalah sebagai berikut. Bagian bahasa membagi siswa ke dalam beberapa kelompok yang terdiri atas siswa kelas 1 SMP hingga kelas 2 SMA, dengan setiap kelompok dipimpin oleh seorang siswa kelas 2 SMA. Setiap kelompok biasanya beranggotakan delapan orang, dan setiap siswa bebas memilih topik yang ingin disampaikan dalam pidatonya. Siswa menulis naskah pidato dalam bahasa Inggris dengan bimbingan ketua

(S5) “The steps for the speech program: Language section were divided the students into groups consisting of students from 1st grade junior high to 2nd grade senior high, led by a 2nd grade senior high student. Each group usually has 8 people, and every student is free to choose the topic they want to talk about during the speech. Students write their speech texts in English, assisted by the speech group leader to correct any grammar or wording that isn't quite right yet. The students practice their speech with the group leader, or they can practice on their own. Students deliver their speech up front with a duration of seven minutes each. The task of the OPPM language section is to help

¹⁵² Observation during the Practicing Speech Activity on June 11, 2026.

kelompok pidato yang membantu memperbaiki tata bahasa maupun pilihan kata yang masih kurang tepat. Setelah itu, siswa berlatih menyampaikan pidato bersama ketua kelompok atau dapat berlatih secara mandiri. Selanjutnya, setiap siswa menyampaikan pidatonya di depan kelompok dengan durasi sekitar tujuh menit. Tugas bagian bahasa OPPM adalah membantu mengoreksi naskah pidato siswa, sedangkan kami sebagai pengurus OPPM berperan sebagai audiens ketika siswa menyampaikan pidato di depan. Kegiatan ini dilaksanakan setiap hari Kamis dan Minggu, pukul 19.00 hingga 21.00".¹⁵³

correct the students' texts, and we (OPPM) act as the audience when they give their speech up front. This is held every Thursday and Sunday at 07:00 PM to 09:00 PM". (SPCH).¹⁵⁴ (PRACT).¹⁵⁵

As mentioned previously, S3 as language section state in the steps of speech activity such the speech program was conducted in a two week, it is in Arabic and English. During the English week, the language section corrected the students' speech texts, evaluated their performance, and each student delivered in seven minute speech. She said:

(S3) "Untuk kegiatan pidato, pelaksanaannya mengikuti jadwal dua minggu bahasa Arab dan dua minggu bahasa Inggris. Latihan pidato dilaksanakan selama

(S3) "For speech, we have scheduled it for 2 weeks of Arabic and 2 weeks of English. The implementation is during the 2 weeks of English, and it's carried out every Thursday and

¹⁵³ "An Interview with S5, Conducted on June 5, 2026."

¹⁵⁴ SPCH= Speech.

¹⁵⁵ PRACT= Practice.

*periode dua minggu bahasa Inggris, yaitu setiap hari Kamis dan Minggu. Tugas kami adalah mengoreksi kesalahan tata bahasa dalam naskah pidato siswa serta menilai penampilan siswa saat berbicara di depan umum di hadapan audiens. Durasi penyampaian pidato untuk setiap siswa adalah sekitar tujuh menit.”*¹⁵⁶

*Sunday. Our job is correcting grammar mistakes in the students' texts and judging the students' performances during public speaking in front of an audience. The duration for the speech itself is only 7 minutes”. (SPCH).*¹⁵⁷
*(MGT).*¹⁵⁸

Meanwhile, on previous steps of the speech performance, students practiced their speeches in several strategies, such with their group leaders. They also rehearsed individually, often in front of a mirror to improve their body language, facial expressions, pronunciation, and the way to delivery the speech correctly. This step practiced was supported by an interview with S4, who explained the strategy practice in front of mirror were used to prepare for the speech activity. She said:

*(S4) “Untuk kegiatan pidato, saya biasanya berlatih sendiri di depan cermin, kemudian meminta bantuan teman untuk mendengarkan naskah pidato yang akan saya sampaikan. Jika masih terdapat kesalahan, saya akan mengulanginya kembali hingga naskah yang saya gunakan untuk berpidato benar.”*¹⁵⁹

*(S4) “For speech, I usually practice in front of a mirror by myself, and ask a friend for help to listen to the text I'll be practicing. If there's a mistake, I'll repeat it again until the text I'm using for the speech is correct”. (SPCH).*¹⁶⁰
*(PRACT).*¹⁶¹

¹⁵⁶ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

¹⁵⁷ SPCH= Speech.

¹⁵⁸ MGT= Program Management.

¹⁵⁹ “An Interview with S4, Conducted on June 5, 2026.”

¹⁶⁰ SPCH= Speech.

¹⁶¹ PRACT= Practice.

This finding was further confirmed by S5, who described a similar strategy in practiced speech. The strategy step were used by S5 such memorized the text and practiced it in front of the mirror. As S5 said:

(S5) "*Cara saya berlatih pidato adalah dengan terlebih dahulu menghafalkan isi naskah, kemudian saya berlatih sendiri di depan cermin*".¹⁶²

(S5) "*The way I practice speech: as an initial step, I memorize the content of the text first, then I practice in front of a mirror by myself*".
(SPCH).¹⁶³ (PRACT).¹⁶⁴

During the observation, the students appeared well prepared during delivering their speeches. Most of them were able presented their ideas clearly while maintaining eye contact and used appropriate gestures. At the end of each speech session, the Language Section provided constructive feedback by corrected the grammatical errors, offered suggestions to improve students' pronunciation and the way delivered, and evaluated each student's performance.

The data taken from doing observation and interview findings consistently showed that students practiced the speech activity through script preparation, rehearsal with group leaders, individual practice in front of a mirror, memorization, peer assistance, mastery performance in their self-confidence, and constructive feedback from the language section.

¹⁶² "An Interview with S5, Conducted on June 5, 2026."

¹⁶³ SPCH= *Speech*.

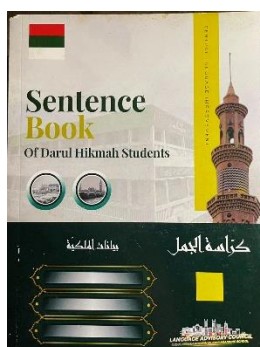
¹⁶⁴ PRACT= *Practice*.

These practices represented the students' learning process during the implementation of the speech activity in the English Day Program.

5. Students' Practices during Writing Sentence Activity

Based on the observation, the writing sentence activity was the activity conducted as part of the English Day Program. This activity was held once a week, every Thursday.¹⁶⁵ During this activity, students were required wrote sentences used the twelve vocabulary items that had been delivered by the Language Section throughout the week.

Figure 4. 11 Students' sentence book during Practicing Writing Sentence Activity



The document above shows the book used by the students to practice writing sentences. In this activity, the students were expected to use 12 vocabulary words correctly and write sentences based on proper grammatical rules. This explanation is supported by the researcher's field notes, which describe the steps the students followed during the sentence-writing activity. The field notes showed that:

“The activity was conducted on Thursday. The students wrote twelve vocabulary words that they had learned during

¹⁶⁵ “Observation during the Practicing Writing Sentences Activity on June 6, 2026”

the week in their sentence books and used each word to write a sentence. After completing the task, they submitted their work to the language section for feedback. Finally, the language section provided corrective feedback by reviewing the students' grammatical errors".¹⁶⁶

The observation field notes were supported by the interview with S2, a member of the language section. S2 explained that the sentence writing activity was conducted every Thursday. The students wrote sentences using twelve vocabulary words in their sentence books, and the language section collected, corrected, and returned their work on Friday. She said that:

(S2) "Langkah-langkah dalam kegiatan menulis kalimat dilaksanakan setiap hari Kamis. Kami mengumumkan kepada siswa bahwa mereka harus membuat kalimat menggunakan 12 kosakata yang telah diberikan oleh bagian bahasa OPPM. Pada hari Jumat, hasil tulisan tersebut dikumpulkan kepada bagian bahasa OPPM untuk diperiksa dan dikoreksi. Setelah selesai diperiksa, hasilnya dikembalikan kepada siswa. Siswa menulis kalimat-kalimat tersebut pada buku sentence writing yang telah disediakan oleh pondok pesantren".¹⁶⁷

(S2) "The steps for sentence writing it's carried out every Thursday. We announce that they need to make sentences using the 12 vocabularies given by the OPPM language section. On Fridays, these are collected by the OPPM language section to be corrected, and after they're checked, we hand them back to the students. Students write the sentences in a sentence book provided by the boarding school".¹⁶⁸ (PRACT).¹⁶⁹

This interview finding was further supported by the interview with S3, who explained that the language section corrected the students'

¹⁶⁶ Observation during the Practicing Writing Sentences Activity on June 6, 2026.

¹⁶⁷ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

¹⁶⁸ WRT= Writing.

¹⁶⁹ PRACT= Practice.

grammar and spelling mistakes during the sentence writing activity. She said that *“For writing sentence, we also correct their grammar mistakes”*.¹⁷⁰

Further support for this finding was provided by S4, who explained that she relied on a dictionary while completing the writing sentence activity. She said that :

(S4) *“Dalam kegiatan menulis kalimat, kami melakukannya dengan aktif membuka kamus. Karena kami membuat kalimat menggunakan kosakata bahasa asing, kami harus sering melihat kamus writing sentence”*.¹⁷¹

(S4) *“For writing sentence, we do it by actively opening a dictionary. Since we're making sentences with foreign words, we have to look at the dictionary often”*. (WRT).¹⁷² (STR).¹⁷³

This finding were supported by S5 explained that during the writing sentence practice, she used a vocabulary book and the examples of correct sentences as strategies to help arrange the sentences, especially when she still faced the difficulties in understanding grammar. She said:

(S5) *“ Dalam kegiatan menulis kalimat, pada awalnya saya belum memahami tata bahasa (grammar) maupun susunan subjek, kata kerja, dan objek (subject-verb-object) dalam bahasa Inggris, sehingga saya merasa cukup*

(S5) *“For the writing sentence activity, maybe at first I didn't understand what grammar was or what the subject-verb-object procedure was in English, so I might have found it a bit difficult. Because of that, I use a vocabularies book to*

¹⁷⁰ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

¹⁷¹ “An Interview with S4, Conducted on June 5, 2026.”

¹⁷² WRT= Writing.

¹⁷³ STR= Strategy.

kesulitan. Oleh karena itu, saya menggunakan buku kosakata sebagai referensi untuk menyusun kalimat. Saya juga melihat beberapa contoh kalimat yang tata bahasanya sudah benar; kemudian membuat kalimat dengan pola yang sama tetapi menggunakan kosakata yang berbeda”.¹⁷⁴

arrange those sentences, or maybe look at several sentences like, 'Oh, this grammar is already correct,' then I make a sentence using the same procedure but with different words” (WRT).¹⁷⁵ (STR).¹⁷⁶ (UND).¹⁷⁷

After the students completed their work, the language section reviewed their sentences and provided corrections on their grammatical errors were found. The feedback focused on helping students identify their mistakes and revise their sentences using appropriate grammatical structures.

Meanwhile this finding was further supported by S4, she explained that the sentence writing activity helped her develop vocabulary into sentences based on her own ideas. She said:

(S4) ”Untuk kegiatan menulis kalimat, saya pribadi sangat menyukainya karena ada banyak kosakata yang dapat kami kembangkan menjadi kalimat sesuai keinginan kami. Misalnya, kami mengambil sebuah kata kerja (verb), kemudian

(S4) “As for sentence writing, I personally love it because there are many vocabulary we can expand into sentences that we like. For example, taking a verb and expanding it into an interesting

¹⁷⁴ “An Interview with S5, Conducted on June 5, 2026.”

¹⁷⁵ WRT= Writing.

¹⁷⁶ STR= Strategy.

¹⁷⁷ UND= Understanding.

*mengembangkannya menjadi sebuah kalimat yang menarik.”*¹⁷⁸ *sentence”.* (WRT).¹⁷⁹ *(MOTV).*¹⁸⁰

In line with S4's explanation, the sentence writing activity helped students develop vocabulary into sentences. This was also confirmed by S5, who stated that the activity supported her journal writing practice. She said that “*by writing sentences or something I like trying my self to write a journal in English*”.¹⁸¹

From these data taken from doing observation and interview findings consistently, showed that students practiced the writing sentence activity by constructing sentences using newly learned vocabulary, consulting dictionaries when necessary, revising their work based on feedback, and applying appropriate grammatical rules. These activities represented the students' writing practice as part of the English Day Program.

3. The Contributions of the Set Activities in the English Day Program on the Students' Speaking Learning

As stated earlier, there were five activities such delivering vocabularies, delivering daily conversation, conversation, speech, and writing sentences that the students' participated actively on these activities. English Day Program made a significant contribution to students' speaking

¹⁷⁸ “An Interview with S4, Conducted on June 5, 2026.”

¹⁷⁹ WRT= Writing.

¹⁸⁰ MOTV= Motivation.

¹⁸¹ “An Interview with S5, Conducted on June 5, 2026.”

learning. The contribution was reflected in both students' language performance and their personal development as English speakers. These improvements resulted from the integration of various language activities that provided students with continuous opportunities to practice English in meaningful communicative situations.

This finding was supported by S1 as the English teacher and Head of the Language Advisory Council (LAC), who stated that the English Day Program activities supported students' language development through active speaking practices, particularly by improving their speaking skills, fluency, and confidence. He explained:

(S1) *"Secara umum, kegiatan-kegiatan dalam Program English Day dilaksanakan untuk mendukung terciptanya lingkungan berbahasa di pondok pesantren. Karena lembaga ini merupakan pondok pesantren berbasis bahasa, kegiatan-kegiatan tambahan tersebut diharapkan dapat memaksimalkan perkembangan kemampuan berbahasa para siswa. Kegiatan-kegiatan tersebut dipilih berdasarkan pertimbangan tertentu. Pemberian kosakata saja tidaklah cukup tanpa didukung oleh kegiatan lain, seperti latihan pidato dan percakapan. Semakin siswa secara aktif melibatkan kemampuan mereka dalam merespons dan mempraktikkan bahasa, maka pengalaman belajar yang diperoleh*

(S1) *"In general, the English Day Program extracurricular activities were implemented to support the language environment of the boarding school. Since the institution is a language-based Islamic boarding school, these additional activities are expected to maximize students' language development. These activities were selected based on specific considerations. Providing vocabulary alone would not be enough without supporting activities such as speeches and conversations. The more students actively engage their senses in responding to and practicing the language, the more meaningful and lasting the learning experience becomes.*

akan semakin bermakna dan bertahan lebih lama. Oleh karena itu, kegiatan-kegiatan tersebut dirancang untuk memperkuat pemerolehan bahasa melalui keterlibatan aktif siswa. Peningkatan yang paling terlihat dapat dilihat pada kemampuan berbicara siswa, baik dalam bahasa Inggris maupun bahasa Arab. Selain itu, siswa juga menjadi lebih percaya diri ketika berbicara di depan audiens. Kegiatan latihan pidato, khususnya, membantu siswa mengembangkan rasa percaya diri serta meningkatkan kelancaran berbicara mereka".¹⁸²

Therefore, the activities were designed to strengthen language acquisition through active involvement. The most noticeable improvement can be seen in students' speaking abilities in both English and Arabic. Students also become more confident when speaking in front of an audience. Speech activities, in particular, help students develop self-confidence and improve their speaking fluency". (ACTS).¹⁸³ (MOTV).¹⁸⁴

The interview data indicate that the English Day Program was intentionally designed as an integrated language-learning program in which each activity complements the others. Rather than focusing on a single aspect of language learning, the program combines vocabulary learning, conversation, daily conversation, speech, and writing activities to provide students with continuous opportunities to practice English. As a result, the program contributed not only to students' improvement in language used but also on their confidence in communicating in English. Thus, the English Day Program activities supported the improvement of students' English speaking performance and personal development.

¹⁸² "An Interview with S1 as the English Teacher and the Head of Program, Conducted on June 14, 2026."

¹⁸³ ACTS= Activities Set.

¹⁸⁴ MOTV= Motivation.

1. Students' English Language Performance

This program contributed in several students' performance, especially in English language performance through the integration of various language-learning activities. Each activity was designed to develop different aspects of students' speaking ability, allowed them to improve their language performance through continuous practice. This finding was supported by S2 as language section. She said that:

(S2) "Kegiatan penyampaian kosakata bertujuan untuk memperluas penguasaan kosakata siswa. Sementara itu, kegiatan menulis kalimat bertujuan agar kami (OPPM) dapat melihat kemampuan siswa dalam menyusun kata menjadi kalimat berdasarkan kaidah tata bahasa (grammar) dan nahwu shorof dalam bahasa Arab, atau yang dalam bahasa Inggris dikenal sebagai morphology. Biasanya, ketika berbicara, kita tidak terlalu memperhatikan bagaimana bentuk kalimat yang benar, seperti penggunaan akhiran -ing atau -s/-es dalam setiap kalimat. Melalui kegiatan ini, siswa belajar memahami kapan harus menggunakan present tense atau past tense dalam kalimat. Oleh karena itu, kegiatan menulis kalimat bertujuan agar siswa

(S2) "For delivering vocabularies, could expand the students' vocabulary mastery. For sentence writing, it's so we (OPPM) can see their ability to structure words based on grammar and nahwu shorof in arabic or we called morphology in english. Usually, when we speak, we don't notice what a correct sentence looks like, such as adding v-ing or s/es to each sentence. It's so students pay attention to when to use present tense or past tense in those sentences. So, sentence writing is to make students understand the correct way of writing. For conversation, it helps students to pronounce words well and correctly and practice to speak english in their daily activities". (VOC).¹⁸⁶ (WRT).¹⁸⁷ (GRAM).¹⁸⁸ (CONV).¹⁸⁹ (PRON).¹⁹⁰

¹⁸⁶ VOC= Vocabulary.

¹⁸⁷ WRT= Writing.

¹⁸⁸ GRAM= Grammar.

¹⁸⁹ CONV= Conversation.

¹⁹⁰ PRON= Pronounsiation.

*memahami cara menulis yang benar. Adapun kegiatan latihan percakapan membantu siswa melafalkan kata-kata dengan baik dan benar serta melatih mereka untuk menggunakan bahasa Inggris dalam komunikasi sehari-hari”.*¹⁸⁵

Based on the interview data, each activity in the English Day Program contributed to different aspects of students' speaking performance. Delivering vocabularies enriched students' vocabulary mastery, writing sentence strengthened grammatical accuracy, while conversation activities improved pronunciation and encouraged students to use English in daily communication. These findings indicate that the integration of the activity sets supported students' language performance in learning speaking.

This finding was supported by S3 as language section, who explained that the activities helped students improve their vocabulary and grammatical accuracy. She said that *“Students master more vocabularies, and their grammar usage becomes more accurate”*.¹⁹¹

Meanwhile, this finding was further supported by S4, who explained how the writing sentence activity helped improve grammatical accuracy. As a result of interviewing S4, she said :

(S4) *”Dalam kegiatan menulis kalimat, jika*

(S4) *“For writing sentence, if I find it hard*

¹⁸⁵ “An Interview with S2 as the Language Department, Conducted on June 5, 2026.”

¹⁹¹ “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

saya merasa kesulitan mencari materi, biasanya saya melihat buku pelajaran bahasa Inggris. Di dalamnya biasanya terdapat contoh-contoh cara menyusun kalimat yang benar sesuai dengan pola tata bahasa (grammar)”.¹⁹²

to find the material, I usually look inside an English textbook. You know, how there's usually... euhmm... the correct way to make sentences according to grammar patterns”. (WRT).¹⁹³ (GRAM).¹⁹⁴

The interview with S4's confirmed that the writing sentence activity encouraged students to pay more attention to grammatical patterns when constructing sentences. This practice helped students improve their grammatical accuracy, which also supported their speaking performance. Overall, the findings demonstrate that the English Day Program contributed to students' English language performance by improving vocabulary mastery, grammatical accuracy, pronunciation accuracy, and speaking fluency through continuous language practice.

Furthermore, S5 supported this finding by stating that continuous practice strengthened students' speaking skills. She said:

(S5) ”Karena menurut saya, jika ingin memiliki kemampuan berkomunikasi yang baik atau berbicara dengan baik, terutama dalam bahasa asing, maka kita harus sering berlatih di luar kegiatan yang sudah diberikan dalam program. Hal tersebut bertujuan untuk mengasah dan melatih kemampuan

(S5) “because I think if you want to have a good communication standard or a nice way of speaking, especially with a foreign language, then you have to practice often outside of what you already get within the program. This is to sharpen and also

¹⁹² “An Interview with S4, Conducted on June 5, 2026.”

¹⁹³ WRT= Writing.

¹⁹⁴ GRAM= Grammar.

*berbicara berdasarkan apa yang telah dipelajari, sekaligus untuk mengetahui sejauh mana perkembangan atau kemampuan yang telah kita capai”.*¹⁹⁵

practice our speaking ability of what you've gained, as well as to see where your benchmark stands”.
(PRACT).¹⁹⁶
(FLUE).¹⁹⁷

From the previously mentioned contributions, it was found that the English Day Program supported students' English language performance through various language learning activities. The activities contributed to students' vocabulary mastery by expanding their word knowledge, while sentence writing practice improved their grammatical accuracy in constructing correct sentences. Furthermore, conversation activities helped students develop pronunciation accuracy and encouraged them to use English in daily communication. Through continuous practice, the program also strengthened students' speaking fluency and overall the students' English speaking performance. Therefore, this program also contributed to students' personal development, which further supported the development of their English language performance by increasing their confidence and active involvement in speaking activities.

2. Students' Personal Developments in Speaking

The English Day Program also contributed to students' personal development in speaking. The findings showed that the program helped students on their develop greater self-confidence, reduce speaking anxiety,

¹⁹⁵ “An Interview with S5, Conducted on June 5, 2026.”

¹⁹⁶ PRACT= Practice.

¹⁹⁷ FLUE= Fluency.

and achieve success in various language competitions both within and outside the boarding school. This finding was supported by S2 as the language section, who explained that the program helped students overcome their fear of making mistakes during speaking practice. She said that :

(S2) "Program ini memberikan pemahaman kepada siswa bahwa mereka tidak perlu takut melakukan kesalahan saat berlatih, karena pada umumnya siswa merasa malu dan takut berbuat salah, terutama ketika berbicara dalam bahasa Inggris. Apabila seorang siswa melakukan kesalahan, kami selalu memberikan koreksi dengan menggunakan kata-kata yang sopan dan lembut.".¹⁹⁸

(S2) "This program give them the understanding that they shouldn't be afraid of making mistakes during practice, because usually students are shy and they're afraid of being wrong. Especially afraid of making mistakes while speaking. If a student makes a mistake, we always correct them using polite and gentle words". (ACTS).¹⁹⁹ (FDBK).²⁰⁰ (CONF).²⁰¹

This finding was also supported by S3 as language section who explained that conversation and speech activities helped students became more confident in using English through daily practice and speaking in front of others. She said:

(S3) "Kegiatan latihan percakapan lebih berfokus pada bahasa yang digunakan siswa dalam kehidupan sehari-hari, sehingga lebih mudah untuk diikuti. Sementara itu, kegiatan pidato lebih menekankan pada

(S3) "The conversation program is more about the language students use every day, so they find it easy to follow. As for speech, it's probably more about formal language for a public audience, which helps students improve their

¹⁹⁸ "An Interview with S2 as the Language Department, Conducted on June 5, 2026."

¹⁹⁹ ACTS= Activities Set.

²⁰⁰ FDBK= Feedback.

²⁰¹ CONF= Confidence.

penggunaan bahasa formal di depan audiens. Kegiatan ini membantu siswa mengembangkan kemampuan berpikir kritis dan memperluas wawasan melalui informasi yang disampaikan oleh pembicara, sekaligus membangun rasa percaya diri mereka”.²⁰²

critical thinking and broaden their horizons through the information shared by the speaker, while also build up their self-confidence”.
(CONV).²⁰³ (SPCH).²⁰⁴
(CONF).²⁰⁵

Similarly, this finding was supported by S4, who explained that practicing conversation activities increased her confidence when speaking English. She said that “*My feeling during doing conversation and speech using English is more confident*”.²⁰⁶

Based on the findings, the English Day Program contributed to students’ personal development in speaking by improving their self-confidence and reducing their fear of making mistakes. Through conversation and speech activities, students became more comfortable using English, practiced speaking in front of others, and developed greater confidence in expressing their ideas. The supportive correction provided during the activities also created a positive learning environment that encouraged students to participate actively in speaking practice.

²⁰² “An Interview with S3 as the Language Department, Conducted on June 5, 2026.”

²⁰³ CONV= Conversation.

²⁰⁴ SPCH= Speech.

²⁰⁵ CONF= Confidence.

²⁰⁶ “An Interview with S4, Conducted on June 5, 2026.”

Meanwhile, this finding was further supported by S4, who stated that in this program activity helped her succeed in speech competitions. She said:

(S4) "Saya pernah mengikuti perlombaan UTL yang diselenggarakan oleh pondok pesantren dan berhasil meraih juara 1. Selain itu, saya juga mengikuti Porseni tingkat MTs pada cabang lomba pidato yang merupakan kompetisi di luar pondok pesantren, dan berhasil meraih juara 2. Setelah itu, saya mengikuti Porseni tingkat MA yang juga diselenggarakan di luar pondok pesantren, dan memperoleh Juara Harapan".²⁰⁷

(S4) "The UTL competition held by the boarding school, and I won 1st place. There was also an MTs (Junior High) Porseni specifically for speech, which was an external competition, and I got 2nd place. After that, there was an MA (Senior High) Porseni organized outside the boarding school, and I won a runner-up (Juara Harapan) position".²⁰⁸ (COMP).

This was further confirmed by S5, who explained that participating in the program helped her gain achievements in speech and storytelling competitions.

(S5) "Saya cukup sering mengikuti berbagai lomba pidato, serta lomba storytelling yang berkaitan dengan program tersebut. Alhamdulillah, berkat izin Allah, saya juga sering berhasil meraih prestasi dalam kompetisi-kompetisi tersebut. Lomba-lomba yang saya ikuti

(S5) "For speech competitions, I happen to join them often, and also storytelling competitions in that program. Syukron alhamdulillah Thanks to God, I also frequently place in championships in those competitions. The competitions I joined were organized by

²⁰⁷ Ibid.

²⁰⁸ COMP= Competition Achievement.

*diselenggarakan oleh sekolah-sekolah di luar pondok pesantren, dan saya pernah meraih juara 1 pada lomba storytelling maupun lomba pidato di tingkat SMA”.*²⁰⁹

schools outside the boarding school, and I've won 1st place in storytelling and also speech at the high school level”.(SPCH).²¹⁰
(COMP).²¹¹

Figure 4. 12 Students' Champion Achievement in the Speech Competition



Figure 4. 13 Students' Championship in the Speech Competition



Based on the documents above, showed of the students' achievement in speech competition. Furthermore, the findings showed that the English

²⁰⁹ “An Interview with S5, Conducted on June 5, 2026.”

²¹⁰ SPCH= *Speech*.

²¹¹ COMP= *Competition achievement*.

Day Program also contributed to students' achievement in language competitions. Through speech and storytelling activities, students gained opportunities to develop their speaking abilities and participate in internal and external competitions. These experiences helped students improve their confidence and achieve recognition through various competition achievements. Overall, the findings demonstrate that the English Day Program contributed to students' personal development in speaking by increasing their self-confidence, reducing their speaking anxiety, and encouraging them to participate successfully in both internal and external language competitions.

B. Data Finding

Based on the data presented above, the findings of the activities set by the researcher are summarized in Table 4.1. The table provides an overview of the major aspect that emerged from the data and answer the research questions of the study.

Table 4. 1 summary of the finding of what kinds of activities set in English Day Program to facilitate the students' in learning speaking at Darul Hikmah

Research Question	Aspect	Research Findings
1. What kinds of activities set in English Day Program to facilitate the students' in learning speaking at Darul Hikmah Islamic Modern School ?	Activities linguistic domain	This program held by Darul Hikmah Islamic Modern School presented several activity sets in the English Day Program as follows: • Delivering Vocabularies, conducted every Saturday, Sunday, Monday, and Wednesday at 06.30 AM - 06.45 AM. • Delivering daily vocabularies conducted every Tuesday at 06.30 AM - 06.45 AM. • Practicing Conversation were conducted every Sunday, Monday, and Wednesday at 06.30 AM - 06.45 AM. • Practicing Speech were conducted every Sunday and Thursday at 07.00PM - 09.00 PM, and Practicing writing sentences were conducted

		every Thursday at 13.00 PM. These were the activity sets of the English Day Program that facilitated students in learning speaking..
	Contributions of the program	The programs aims to enhance students' self-confidence, speaking fluency, and communicative competence. In addition, it encourages students' to use the English language more confidently by reducing their fear of making mistakes during communication.

Table 4. 2 *The summary of the finding of how do the students practice the activities set in English Day Program in learning speaking at Darul Hikmah Islamic Modern School ?*

Research Question	Aspect	Research Findings
2. How do the students practice the activities set in English Day Program in learning speaking at Darul Hikmah Islamic Modern School ?	Practice within the program	• Delivering vocabularies, students listened to and repeated each Arabic-English-Indonesian vocabulary item in three times after the language section, then wrote it in their vocabulary notebook, read it aloud again, answered an oral quiz, and submitted a weekly memorization card on Thursday. • Delivering daily conversation, students listened to and repeated each dialogue line from the guidebook three times, two students performed the dialogue in front of the class, received the language correction, moreover memorized and recited the conversation and corrections. • Practicing conversation, students were divided into groups of twelve, formed two facing lines, and practiced the given topic directly with their partners under the language section's supervision, receiving feedback on grammatical errors. • Practicing speech, students chose their own topic, wrote and had their script corrected by the group leader/language section, delivered a seven-minute speech.

		• In the writing sentence activity, students compose sentences using the weekly vocabulary, consult dictionaries when necessary, revise their work based on feedback, and apply appropriate grammatical structures.
	Practice outside program	Outside the English Day Program, some students independently practiced speaking by rehearsing speeches in front of mirrors, keeping writing journals, and forming discussion groups to practice English and provide feedback to one another.

Table 4. 3 *The summary of the finding of to what extent do the activity set in the English Day Program contribute to students' speaking learning at Darul Hikmah Islamic Modern School?*

Research Question	Aspect	Research Findings
3. To what extent do the activity set in the English Day Program contribute to students' speaking learning at Darul Hikmah Islamic Modern School?	Students' English language performance	The English Day Program contributed to students' English language performance by improving their speaking fluency, pronunciation accuracy, vocabulary mastery, grammatical accuracy, and the establishment of a daily bilingual speaking habit. Through continuous participation in the program activities, students became more accustomed to using English in both academic and daily communication, which strengthened their overall speaking performance.
	Students' personal development in speaking	The English Day Program also contributed to students' personal development in speaking by improving their public speaking confidence, reducing speaking anxiety, and increasing their self-confidence when speaking before an audience. Furthermore, students successfully participated in and achieved awards in both internal and external language competitions, demonstrating the positive impact of the program on their confidence and speaking performance.

CHAPTER V DISCUSSION

This chapter discusses the findings of the study in students' learning speaking through the activities set of English Day Program. The discussion focuses on what the kinds of activities are set in English Day Program that facilitated students' in their learning speaking, how do the students' practice the activities set in English Day Program in learning speaking and to what extent do the set activities in the English Day Program contribute to students' in learning speaking. This findings are interpreted by connecting them with the previous studies and relevant theories related to the students' ability to speak effectively.

A. Kinds of Activities set of English Day Program to Facilitate Students' In their Speaking Learning.

The findings of this study showed that the activities in the English Day Program were not created randomly, but were arranged as a structured program consisting of five related activities: (a) Delivering Vocabularies, (b) Delivering Daily Conversation, (c) Practicing Conversation, (d) Practicing Speech, and (e) Practicing Writing Sentence. This is in line with the concept of a program as a planned effort to achieve certain goals through a series of organized activities, rather than a set of separate and unrelated tasks.²¹² In other words, the English Day Program was designed as a systematic process that turns students' limited exposure

²¹² Huey-Tsyh Chen, *Practical Program Evaluation: Assessing and Improving Planning, Implementation, and Effectiveness*.

to English into improved speaking ability, through activities that were planned, arranged in sequence, and consistently carried out by the language section.

These five activities were mainly carried out through ongoing interaction between the teacher, students, and the language section, who guided how each activity was implemented. This finding supported by Vygotsky's in social interaction theory, which explains that learning happens through interaction with others, such as teachers and peers who give guidance and support during the learning process.²¹³ In this regard, the language section and CLI acted as a more knowledgeable other who guided and supported the students throughout each activity, while activities such as Practicing Conversation and Delivering Daily Conversation showed the social side of learning that Vygotsky emphasized, since these activities involved direct peer-to-peer interaction between students themselves. This shows that the English Day Program was not only about giving students exposure to English, but also about placing that exposure within a social setting, so that students developed their speaking skills through both guided support from the language section and collaborative practice with their peers.

In addition, these five activities can also be connected to the general types of speaking activities described in the literature, which include discussion, and giving a speech, among others. Delivering Daily Conversation and Practicing Conversation can be seen as part of the discussion type, since both involve direct two-way interaction between students, while Practicing Speech is closely related to

²¹³ L. S. Vygotsky, and Michael Cole, *Mind in Society Development of Higher Psychological Processes*.

the public-speaking type, since students deliver their ideas in front of an audience. This suggests that although the activities in the English Day Program were specifically designed for this boarding school, they still follow the same general pattern of speaking activities that has been recognized in previous literature.

This finding is also supported by several previous studies. It is in line with Karam Allah and Ahmed, who found that discussion and interaction activities are important for improving students' speaking fluency.²¹⁴ As well as with Beay, Batau, and Syam, who found that the English Day Program is effective in improving students' speaking skills.²¹⁵ This finding is also consistent with Tathahira and Nahrissy's study, which found that students saw the English Day Program as an enjoyable activity to learn English.²¹⁶ These similarities show that organizing speaking practice into a program that is social, interactive, and continuously guided, as found in this study, is an approach that has also proven effective in other educational settings.

In addition to offering a structured and social setting for learning, the design of these five activities also gave students room to practice on their own, such as rehearsing individually before Practicing Speech sessions. This individual side of practice within the program will be discussed further in the next section on students' practices.

²¹⁴ Ahmed, "The Impact of Discussion Activities on Improving Students' Fluency in Speaking Skill."

²¹⁵ Beay, Batau, and Syam, "The Implementation of English Day Program In the Students' Speaking Skill at the Eleventh Grade of SMAN 1 Makassar."

²¹⁶ Tathahira Tathahira and Sriayu Nahrissa, "Students' and Teacher Perceptions of English Program : A Case at an Acehnese School," *Journal of English Language and Education*, 2021.

B. Students' Practices on the Activities set in English Day Program to Facilitate Their Learning in speaking.

In this activities set, students consistently practiced the five activities in the English Day Program , such follow (1) Delivering Vocabularies, (2) Delivering Daily Conversation, (3) Practicing Conversation, (4) Practicing Speech, and (5) Practicing Writing Sentence, implemented through repetition and memorization. Students also prepared themselves both mentally and physically, including preparing the materials or items needed for each activity. This finding is in line with Thorndike's Law of Readiness, which explains that learning occurs more effectively when learners are physically and mentally prepared to engage in the learning process.²¹⁷ Not only students, but the language section and the English teacher also prepared the materials to be delivered during each activity, which similarly reflects the Law of Readiness, as it involved the readiness of all parties, both the students and the facilitators, before the activities took place.

The findings also showed that students consistently practiced the five activities in the English Day Program through repetition and memorization. For example, in the Delivering Vocabularies activity, students repeated new vocabulary three times, wrote them into notebooks, and were required to memorize and submit twelve vocabulary words each week to the language section. Likewise, in the Delivering Daily Conversation and Practicing Conversation activities, students repeated dialogues after the language section and practiced directly with their peers

²¹⁷ Wahyuni, E.N, *Teori Belajar dan Pembelajaran*.

in face-to-face sessions held several times a week. This finding is in line with Thorndike's Law of Exercise, which explains that the connection between stimulus and response becomes stronger through repeated practice, while it becomes weaker when practice is reduced.²¹⁸ In other words, the more often students repeated and practiced these activities, the stronger and more automatic their speaking ability became. This law of exercise was also reflected in a more individual form. In the Practicing Speech activity, students not only prepared their scripts with guidance from their group leader, but also rehearsed on their own, memorizing their texts and practicing in front of a mirror before delivering their speech. This shows that the repeated practice emphasized by the Law of Exercise did not only happen through group or teacher-led repetition, but was also carried out independently by students as part of their own learning effort.

In addition, students' practices in this program also reflected the feedback they consistently received throughout each activity, such as language correction notebooks in the daily conversation activity, grammatical feedback during conversation and writing sentence activities, and performance feedback after each speech. This finding is in line with Thorndike's Law of Effect, which explains that a response followed by a positive experience, such as helpful feedback and encouragement, tends to be strengthened, while a response followed by a negative experience tends to be weakened.²¹⁹ This suggests that the constructive feedback

²¹⁸ Ibid.

²¹⁹ Darmawan, Alam, and Nirma, "Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting," June 2021.

given by the language section did not only correct students' mistakes, but also encouraged them to keep practicing and improving their speaking ability.

Furthermore, students' practices in this program reflect several of Brown's principles in teaching speaking.²²⁰ The consistent feedback given throughout the activities, such as language correction notebooks in the daily conversation activity, grammatical feedback during conversation and writing sentence activities, and performance feedback after each speech, is in line with Brown's principle of providing appropriate feedback, which explains that feedback is one of the strongest factors influencing student achievement. In addition, the face-to-face conversation practice, where students were divided into groups and required to interact directly with their peers, along with the peer-led speech activity supervised by senior students, is in line with Brown's principle of giving students opportunities to initiate oral communication, which discusses that teachers should actively encourage students to start oral interactions rather than only respond to teacher-led prompts. The balance maintained throughout the activities, repetition and memorization to strengthen accuracy, combined with spontaneous peer conversation and public speaking to develop fluency is in line with Brown's principle of focusing on both fluency and accuracy, which explains that teachers must balance these two goals through communicative activities.

²²⁰ Brown, *Teaching by Principles : An Interactive Approach To Language Pedagogy*.

In addition to these, the freedom given to students to choose their own speech topics based on their personal interests, such as the topic of choosing halal food, is in line with Brown's principle of providing techniques that spark students' interest, which discusses that teachers need to design engaging methods that connect lessons to students' daily lives in order to boost their motivation. Meanwhile, the use of real-life conversation themes in the Practicing Conversation activity, such as "At the Library", which changed daily to reflect meaningful and situational contexts rather than artificial classroom exercises, is in line with Brown's principle of encouraging the use of authentic language in meaningful contexts, which explains that teachers should create learning contexts that reflect real daily communication. These findings indicate that although the activities were structured and routine, they were not merely mechanical repetition, but incorporated several key teaching principles that helped students develop linguistic accuracy, communicative confidence, and motivation to speak simultaneously.

This finding is in line with Andriani, Siswanti, and Haryati's study, which discusses that repetition and drilling strategies, rooted in the stimulus-response mechanism of behaviorism, significantly improve students' pronunciation, sentence accuracy, and confidence in speaking.²²¹ Moreover, it is in line with Joshua Weidlich, et al.'s study, which discusses that highly informative feedback significantly improves students' perceptions of usefulness and motivation in the

²²¹ Diah Iis Andriani¹, Qanitah Nur Siswanti², Haryati³, "Teaching Strategies and Their Impact on EFL Learners' Speaking Skills: A Case Study In An Indonesia Islamic School," *Journal Basis*, 2025.

learning process.²²² In addition, this finding is also in line with Andi Ernie Zaenab Musa, Dina Destari, Ignatius Septo Pramesworo, et al.'s study, which discusses that consistent and repetitive vocabulary-building strategies are effective in improving students' learning process.²²³ This suggests that repetition, feedback, and consistent practice are strategies that have been proven effective in supporting students' speaking development across different educational contexts.

C. The Contribution of the Set Activities in the English Day Program on the Students' Speaking Learning

The findings showed that the English Day Program contributed significantly to students' English language performance through the integration of its five activities. Each activity was found to target a different linguistic component of speaking. Delivering vocabularies enriched students' vocabulary mastery, writing sentence practice strengthened grammatical accuracy, while conversation activities improved pronunciation and encouraged the practical use of English in daily communication. This finding is in line with Brown's theory of the five components of speaking skills, which explains that grammar, pronunciation, vocabulary, fluency, and comprehension are interrelated components that determine the effectiveness of a learner's ability to express ideas and communicate in English

²²² Joshua Weidlich et al., "Highly Informative Feedback Using Learning Analytics: How Feedback Literacy Moderates Student Perceptions of Feedback," *International Journal of Educational Technology in Higher Education* 22, no. 1 (July 2025): 43, <https://doi.org/10.1186/s41239-025-00539-9>.

²²³ Ernie Zaenab Musa et al., "Strategies for Improving Vocabulary English."

In this context, the design of the English Day Program did not isolate one component of speaking, but rather distributed its five activities to develop grammar through writing sentence practice, vocabulary through delivering vocabularies, pronunciation through conversation and daily conversation practice, and fluency through continuous speaking practice across all activities. This suggests that the contribution of the program to students' language performance was not incidental, but resulted from a structured design that addressed multiple components of speaking simultaneously, allowing students to develop a more holistic and balanced speaking competence rather than mastering only isolated linguistic aspects.

In addition to language performance, the findings showed that the English Day Program also contributed to students' personal development in speaking, particularly in building their self-confidence, reducing their speaking anxiety, and encouraging their participation and achievement in language competitions. Students reported feeling more confident when speaking English after being reassured that mistakes made during practice would be corrected gently rather than criticized, which gradually reduced their fear of speaking in front of others. Furthermore, several students demonstrated this growing confidence by successfully participating in and winning internal and external speech and storytelling competitions. This finding is in line with Bandura's theory of self-efficacy, which explains that an individual's belief in their own ability to perform

tasks and achieve goals is developed through four sources: mastery experience, vicarious experience, verbal persuasion, and psychological and emotional states.²²⁴

In this context, the repeated opportunities for students to practice speaking through conversation and speech activities functioned as a form of mastery experience, gradually building their confidence through direct success in using English. The gentle and constructive correction provided by the language section reflects the role of verbal persuasion, reassuring students that mistakes were a natural part of the learning process rather than a source of shame. Meanwhile, students' success in speech competitions further reinforced their self-efficacy through tangible achievement, which in turn reduced their psychological anxiety when speaking in public. This suggests that the English Day Program contributed to students' speaking development not only by improving their linguistic competence, but also by systematically strengthening the psychological foundation, namely self-efficacy, that enabled them to apply that competence confidently in real communicative situations.

This finding is in line with Moh. Ilham, Andi Nurwati, and Adimawati Helingo's study, which discusses that the five components of speaking, namely grammar, pronunciation, vocabulary, fluency, and comprehension, assist an important role in determining students' overall speaking performance.²²⁵ Moreover, it is in line with Aditya Dwi Pangestu and Matriwati's study, which discusses that

²²⁴ Darmawan, Alam, and Nirma, "Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting," June 2021.

²²⁵ Moh. Ilham, Andi Nurwati, Adimawati Helingo, *A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students*.

students' self-confidence, supported by an optimistic attitude and adequate ability, is a major factor in improving speaking skills.²²⁶ This suggests that both linguistic mastery and psychological confidence are strategies that have been proven effective in supporting students' speaking development across different educational contexts.

²²⁶ Aditya Dwi Pangestu, Martriwati, *Investigating On Students' Self Confidence In Speaking Skill Of EFL Learners*.

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to investigate the practice of the English Day Program in facilitating students' speaking learning at Darul Hikmah Islamic Modern School, focusing on the kinds of activities set in the program, how students practiced these activities, and the extent to which the program contributed to their speaking development. Using a descriptive qualitative approach with a case study design, data were collected through observation, interviews, and documentation involving students, the English teacher, and the language section, guided by relevant theories on speaking components, teaching principles, social interaction by Vygotsky, and behaviorism by Thorndike.

Based on the findings and discussion, it can be concluded that the English Day Program consisted of five main activities, namely delivering vocabularies, delivering daily conversation, practicing conversation, practicing speech, and practicing writing sentences, which were implemented systematically under the consistent guidance of the language section and the OPPM. Students practiced these activities through a recurring pattern of repetition, peer interaction, and corrective feedback, reflecting the principles of continuous practice, social interaction, and habit formation emphasized in the theories used in this study. These structured and socially guided practices allowed students to gradually internalize the language rather than merely memorize it temporarily.

Furthermore, the English Day Program was found to make a significant contribution to students' speaking learning in both linguistic and non-linguistic aspects. Linguistically, the program helped students improve their vocabulary mastery, grammatical accuracy, pronunciation, and fluency through the integration of its five interconnected activities. Non-linguistically, the program strengthened students' self-confidence, reduced their anxiety in speaking English, and encouraged their active participation and achievement in language competitions. Therefore, it can be concluded that the English Day Program is an effective language program that supports the development of students' English speaking ability, combining structured practice, social guidance, and continuous engagement within a boarding school environment.

B. Suggestions

1. For Students'

Students are encouraged to actively participate in every activity of the English Day Program and to practice speaking English beyond the scheduled sessions, in daily interactions with peers, in order to strengthen their fluency and reduce their anxiety in using English for real communication.

2. For Teachers

Teachers and the language section are encouraged to maintain consistency in providing corrective feedback and to keep balancing repetition-based activities such as vocabulary drilling) with more spontaneous,

communicative activities such as conversation and speech), so that students develop both accuracy and fluency in speaking.

3. For School

The school, particularly the language section and OPPM, is encouraged to continue supporting the English Day Program by providing adequate facilities, monitoring the consistency of activity implementation, and evaluating the program periodically. This is important to ensure that the program keeps developing in accordance with students' needs and remains effective in supporting their English speaking ability in the long term.

4. For Readers,

Readers, particularly future researchers, are encouraged to use this study as a reference for further research on English language programs in boarding school contexts, especially to explore other factors that may influence students' speaking development, such as motivation, learning environment, or the use of technology in supporting speaking practice.

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COMP= Competition Achievement.

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CONV= Conversation.

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VOC= Vocabulary.

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WRT= Writing.

APPENDICES

Appendix 1 Interview Guide Blueprint

Informant 1: English Teacher as the Program Coordinator

Informant Details:

Name :

Position :

Interview Date :

Interview Location :

No.	Interview Question	Purpose
A. Background and Types of Program Activities		
1	What is the background behind the establishment of the English Day Program at this school?	To find out the origin and purpose of the program
2	What activities are designed in the English Day Program to facilitate students' speaking ability?	To identify the types of activities in the English Day Program
3	Why were these activities chosen? What were the considerations?	To find out the basis for selecting activities in the English Day Program
4	Who is responsible for designing and carrying out each activity in this program?	To find out the organizational structure of the English Day Program implementers
B. Program Implementation		
5	What is the role of the OPPM Language Division in running the English Day Program activities?	To find out the role of the facilitator
6	Is there any guidance given to the OPPM Language Division in running the program?	To find out the implementation standards
7	How enthusiastic and involved are students in participating in each program activity?	To find out student participation
C. Program's Contribution to Students' Speaking Ability		
8	To what extent does the English Day Program contribute to improving students' speaking ability?	To assess the program's impact

9	What changes are seen in students' speaking ability after regularly participating in this program?	To identify concrete changes
10	What are the supporting factors for the success of this program in improving students' speaking, and are there any challenges faced in implementing the program? How are they handled?	To find out the supporting factors and challenges in the English Day Program

Informant 2: OPPM Language Section**Informant Details:**

Name :

Position :

Interview Date :

Interview Location :

No.	Interview Question	Purpose
A. Types and Preparation of Program Activities		
1	What activities do you carry out as a member of the OPPM Language Division in implementing the English Day Program?	To identify activities from the implementer's perspective
2	How do you prepare each activity before the program is carried out, such as the delivering vocabularies and speech activities?	To find out the technical preparation
3	Is there a difference in the way one activity is carried out compared to another?	To distinguish the characteristics of each program activity
B. How to Facilitate Students in Practicing		
4	How do you deliver material such as delivering vocabularies along with pronunciation so that students can pronounce it correctly?	To find out speaking facilitation techniques
5	How do you encourage students to be brave enough to speak English, especially students who are shy about speaking English?	To find out the strategy for encouraging students' confidence in <i>speaking</i>
6	How do you give corrections for students' speaking mistakes without reducing their confidence?	To find out the correction techniques used by OPPM
7	How do you make sure students are able to understand and apply each activity learned in the English Day Program?	To find out how OPPM ensures students' understanding of each English Day Program activity.
C. Program's Contribution to Students' Speaking Ability		

8	In your opinion, which activity is most effective in improving students' speaking ability? Why?	To assess the effectiveness of activities in the English Day Program
9	What changes have you seen in students' speaking ability after regularly participating in this program?	To identify concrete changes
10	What is the biggest obstacle you face when running the program, and how do you overcome it?	To find out the implementer's obstacles

Informant 3: OPPM Language Section**Informant Details:**

Name :

Position :

Interview Date :

Interview Location :

No.	Interview Question	Purpose
A. Types and Preparation of Program Activities		
1	What activities do you carry out as a member of the OPPM Language Division in implementing the English Day Program?	To identify activities from the implementer's perspective
2	How do you prepare each activity before the program is carried out, such as the delivering vocabularies and speech activities?	To find out the technical preparation
3	Is there a difference in the way one activity is carried out compared to another?	To distinguish the characteristics of each program activity
B. How to Facilitate Students in Practicing		
4	How do you deliver material such as delivering vocabularies along with pronunciation so that students can pronounce it correctly?	To find out speaking facilitation techniques
5	How do you encourage students to be brave enough to speak English, especially students who are shy about speaking English?	To find out the strategy for encouraging students' confidence in <i>speaking</i>
6	How do you give corrections for students' speaking mistakes without reducing their confidence?	To find out the correction techniques used by OPPM
7	How do you make sure students are able to understand and apply each activity learned in the English Day Program?	To find out how OPPM ensures students' understanding of each English Day Program activity.
C. Program's Contribution to Students' Speaking Ability		

8	In your opinion, which activity is most effective in improving students' speaking ability? Why?	To assess the effectiveness of activities in the English Day Program
9	What changes have you seen in students' speaking ability after regularly participating in this program?	To identify concrete changes
10	What is the biggest obstacle you face when running the program, and how do you overcome it?	To find out the implementer's obstacles

Informant 4: Student of MA Darul Hikmah Islamic Modern School**Informant Details:**

Name :

Class :

Interview Date :

Interview Location :

No.	Interview Question	Purpose
A. Introduction to Program Activities		
1	What activities have you taken part in during the English Day Program, and which activity do you like the most?	To identify activities from the student's perspective
2	Do you understand the purpose of each activity carried out?	To find out students' understanding of the program
B. How Students Practice Speaking		
3	How do you learn and practice speaking in each program activity?	To find out students' learning strategies
4	When you have difficulty understanding the material in English Day Program activities, such as how to pronounce words in delivering vocabularies, delivering daily conversation, or speech, what steps do you usually take?	To find out students' responses when facing difficulties
5	Do you often practice speaking English outside the official program sessions? What does it look like?	To find out independent learning habits
6	How do you prepare yourself before practicing in each English Day Program activity, such as speech?	To find out students' readiness in practicing speaking.
7	How do you feel when you have to speak English in front of your friends, for example during a speech session?	To identify students' confidence
8	How do you practice speaking after receiving corrections from OPPM?	To find out students' responses to OPPM's corrections while practicing speaking

C. Program's Contribution to Students' Speaking Ability		
9	In your opinion, does the English Day Program help improve English speaking ability?	To assess students' perception of the program's impact
10	Which activity in the English Day Program contributes the most to improving your speaking ability and confidence in using English?	To assess the effectiveness of activities from the student's perspective
11	How has your English speaking ability developed before and after regularly participating in the English Day Program?	To identify the changes experienced by students
12	What difficulties have you faced while participating in the English Day Program, and how have you overcome those difficulties?	To find out obstacles from the student's perspective

Informant 5: Student of MA Darul Hikmah Islamic Modern School**Informant Details:**

Name :

Class :

Interview Date :

Interview Location :

No.	Interview Question	Purpose
A. Introduction to Program Activities		
1	What activities have you taken part in during the English Day Program, and which activity do you like the most?	To identify activities from the student's perspective
2	Do you understand the purpose of each activity carried out?	To find out students' understanding of the program
B. How Students Practice Speaking		
3	How do you learn and practice speaking in each program activity?	To find out students' learning strategies
4	When you have difficulty understanding the material in English Day Program activities, such as how to pronounce words in delivering vocabularies, delivering daily conversation, or speech, what steps do you usually take?	To find out students' responses when facing difficulties
5	Do you often practice speaking English outside the official program sessions? What does it look like?	To find out independent learning habits
6	How do you prepare yourself before practicing in each English Day Program activity, such as speech?	To find out students' readiness in practicing speaking.
7	How do you feel when you have to speak English in front of your friends, for example during a speech session?	To identify students' confidence
8	How do you practice speaking after receiving corrections from OPPM?	To find out students' responses to OPPM's corrections while practicing speaking

C. Program's Contribution to Students' Speaking Ability		
9	In your opinion, does the English Day Program help improve English speaking ability?	To assess students' perception of the program's impact
10	Which activity in the English Day Program contributes the most to improving your speaking ability and confidence in using English?	To assess the effectiveness of activities from the student's perspective
11	How has your English speaking ability developed before and after regularly participating in the English Day Program?	To identify the changes experienced by students
12	What difficulties have you faced while participating in the English Day Program, and how have you overcome those difficulties?	To find out obstacles from the student's perspective

Appendix 2. Interview Transcript Indonesian Language

Subjek : 1
 Status : Guru Bahasa Inggris sekaligus Koordinator Utama Program
 Tanggal Wawancara : 14 Juni 2026
 Lokasi Wawancara : Kantor Guru

No.	Pertanyaan	Jawaban
1	Apa latar belakang dibentuknya English Day Program di sekolah ini?	Secara umum, kegiatan ekstrakurikuler English Day Program dilaksanakan untuk mendukung lingkungan berbahasa di pondok pesantren. Karena lembaga ini merupakan pondok pesantren berbasis bahasa, kegiatan tambahan ini diharapkan dapat memaksimalkan perkembangan bahasa santri.
2	Kegiatan apa saja yang dirancang dalam English Day Program untuk memfasilitasi kemampuan berbicara siswa?	Program ini terdiri dari beberapa kegiatan yang dirancang untuk memfasilitasi praktik berbahasa siswa. Kegiatan-kegiatan tersebut meliputi sesi percakapan, penyampaian percakapan harian, latihan pidato, penyampaian kosakata untuk memperkaya kosakata bahasa Inggris dan Arab siswa, serta kegiatan menulis kalimat. Semua kegiatan ini merupakan bagian dari English Day Program.
3	Mengapa kegiatan-kegiatan tersebut dipilih? Apa pertimbangannya?	Kegiatan-kegiatan tersebut dipilih berdasarkan pertimbangan tertentu. Memberikan kosakata saja tidak akan cukup tanpa didukung oleh kegiatan lain seperti pidato dan percakapan. Semakin siswa aktif melibatkan indranya dalam merespons dan mempraktikkan bahasa, semakin bermakna dan bertahan lama pengalaman belajarnya. Oleh karena itu, kegiatan-kegiatan ini dirancang untuk memperkuat pemerolehan bahasa melalui keterlibatan aktif.
4	Siapa yang bertanggung jawab merancang dan melaksanakan setiap kegiatan dalam program ini?	Secara keseluruhan, guru dan Language Advisory Council (LAC) bertanggung jawab merancang dan melaksanakan program ini. LAC berperan sebagai perencana sekaligus pelaksana kegiatan. Melalui English Day Program, siswa didorong untuk meningkatkan kemampuan menyimak, membaca, menulis, dan berbicara mereka. Karena program ini

No.	Pertanyaan	Jawaban
		bersifat wajib, seluruh siswa diharuskan mengikuti kegiatan-kegiatan yang telah disiapkan.
5	Apa peran divisi bahasa OPPM dalam menjalankan kegiatan English Day Program?	Pelaksanaan program ini berpedoman pada silabus yang telah ada sebagai acuan. Silabus tersebut memuat kosakata yang akan diajarkan pada setiap tingkatan kelas dan menentukan kegiatan yang harus diselesaikan siswa. Dengan cara ini, program tetap sesuai dengan tingkat pendidikan siswa.
6	Apakah ada pedoman yang diberikan kepada Language Department OPPM dalam menjalankan program ini?	Siswa menunjukkan respons yang sangat positif terhadap English Day Program. Mereka antusias mengikuti kegiatan-kegiatan tersebut karena mereka terlibat langsung dalam proses pembelajaran. Kegiatan-kegiatan ini telah dirancang dengan cermat untuk membantu siswa meningkatkan kemampuan berbahasa mereka.
7	Bagaimana antusiasme dan keterlibatan siswa dalam mengikuti setiap kegiatan program?	Meskipun sulit untuk menentukan persentase pasti kontribusi program ini, terdapat bukti yang jelas bahwa program ini sangat mendukung perkembangan bahasa siswa. Pembelajaran bahasa pada dasarnya dibangun melalui kebiasaan dan latihan yang berkelanjutan. Sejak awal, siswa didorong untuk tidak takut membuat kesalahan karena bahasa Inggris dan Arab bukan bahasa ibu mereka. Membuat kesalahan saat berbicara adalah hal yang wajar, dan latihan rutin membantu siswa berkembang seiring waktu.
8	Sejauh mana English Day Program berkontribusi dalam meningkatkan kemampuan berbicara siswa?	Peningkatan yang paling terlihat ada pada kemampuan berbicara siswa, baik dalam bahasa Inggris maupun Arab. Siswa juga menjadi lebih percaya diri saat berbicara di depan audiens. Kegiatan pidato, khususnya, membantu siswa membangun rasa percaya diri dan meningkatkan kelancaran berbicara mereka.
9	Perubahan apa yang terlihat pada kemampuan berbicara siswa setelah rutin mengikuti program ini?	Perkembangan siswa dapat dinilai melalui ujian lisan. Beberapa aspek, seperti penguasaan kosakata dan penggunaan bahasa, dievaluasi selama penilaian tersebut. Indikator lain dari keberhasilan program ini adalah partisipasi dan prestasi siswa dalam kompetisi bahasa. Kemampuan mereka untuk

No.	Pertanyaan	Jawaban
		berkompetisi dan meraih penghargaan mencerminkan efektivitas program dalam mendukung perkembangan bahasa.
10	Apa saja faktor pendukung keberhasilan program ini dalam meningkatkan kemampuan berbicara siswa, dan apa tantangan yang dihadapi selama pelaksanaannya? Bagaimana cara mengatasinya?	Siswa secara rutin mengikuti berbagai kompetisi, seperti Porseni, lomba pidato bahasa Inggris, kompetisi yang diadakan di Jombang, dan Usbah. Informasi mengenai penghargaan dan prestasi yang diraih siswa juga dapat ditemukan di majalah Wardah, yang dapat menjadi bukti pendukung tambahan bagi penelitian ini.
11	Apakah kegiatan dalam English Day Program membantu siswa memenangkan penghargaan dalam kompetisi?	Tentu. Siswa secara rutin mengikuti sejumlah kompetisi, termasuk Porseni, lomba pidato bahasa Inggris, kompetisi yang diselenggarakan di Jombang, dan Usbah. Prestasi mereka dalam ajang-ajang tersebut menunjukkan hasil dari pelatihan bahasa yang diberikan melalui English Day Program. Dokumentasi pencapaian ini juga dapat ditemukan di majalah Wardah dan dapat menjadi bukti pendukung bagi penelitian ini.

Subjek : 2
 Status : Bagian Bahasa atau CLI anggota OPPM
 Tanggal Wawancara : 5 Juni 2026
 Lokasi Wawancara : Gazebo

No.	Pertanyaan	Jawaban
1	Kegiatan apa saja yang Anda lakukan sebagai language department OPPM dalam melaksanakan English Day Program?	Kegiatan yang kami lakukan adalah penyampaian kosakata. Setelah kosakata disampaikan, kosakata tersebut dapat langsung dipraktikkan pada kegiatan percakapan pagi sebelum sekolah dimulai. Hal ini disesuaikan dengan zona mingguan, baik itu minggu bahasa Arab maupun bahasa Inggris. Kami mengadakan latihan pidato setiap hari Kamis dan Minggu. Kegiatan ini membantu siswa memahami kosakata dan belajar cara menyusun kalimat. Biasanya, siswa menulis teks pidato mereka menggunakan buku kosakata yang telah diberikan. Jika kosakata di sana tidak cukup, biasanya mereka menggunakan kamus. Kegiatan lainnya adalah menyimak (listening), yang dijadwalkan berdasarkan minggu. Minggu pertama adalah penyampaian percakapan harian, minggu kedua adalah kuis mendengarkan musik, minggu ketiga adalah dikte, dan minggu keempat adalah ujian untuk melihat perkembangan mereka selama sebulan. Dan kami juga memiliki program menulis kalimat yang diadakan sekali seminggu setiap hari Kamis. Dalam menulis kalimat, siswa diminta menulis kalimat menggunakan 12 kosakata yang telah diberikan kepada mereka setiap minggunya.
2	Bagaimana Anda mempersiapkan setiap kegiatan sebelum program dilaksanakan? (misalnya kegiatan seperti penyampaian kosakata dan pidato)?	Pertama, language department berkumpul untuk mempersiapkan dan mendiskusikan silabus yang akan diberikan kepada siswa. Jadi, kami memetakan materi apa yang akan diberikan untuk kelas 1, kelas 2, dan seterusnya. Kami mencari materi menyimak atau istima'. Untuk kosakata, biasanya ada 12 kata dengan 3 bahasa yaitu bahasa Arab, bahasa Inggris, dan bahasa Indonesia, serta 1 panduan pengucapan. Setiap hari Kamis, ini diserahkan kepada Ustadzah pembimbing untuk diperiksa, guna memastikan

No.	Pertanyaan	Jawaban
		silabus sudah benar dan sesuai untuk setiap tingkat kelas.
3	Apakah ada perbedaan dalam pelaksanaan satu kegiatan dibandingkan kegiatan lainnya?	Ada perbedaan dalam pelaksanaannya. Kami biasanya membagi dan membedakannya untuk setiap tingkat kelas karena siswa kelas 1 membutuhkan bimbingan khusus. Jadi, untuk siswa kelas 1, penyampaian dilakukan dalam firqoh atau kelompok mereka masing-masing. Artinya satu anggota OPPM menangani satu kelompok. Berikut langkah-langkah pelaksanaan penyampaian kosakata: kami mendapatkan 3 kosakata per hari. Kami membacakannya terlebih dahulu, lalu meminta siswa mengikuti dan mengulangnya 3 kali. Untuk ejaan bahasa Inggris, kami mendiktekannya kemudian. Setelah selesai menyampaikan tiga kosakata, kami meminta siswa memeriksa tulisan mereka, dan sebelum sesi penyampaian kosakata berakhir, kami (OPPM) memeriksa ejaan mereka terlebih dahulu. Kegiatan ini berlangsung pada pagi hari setelah shalat Subuh dan berlangsung selama 15 menit. Kegiatan ini diadakan pada hari Sabtu, Minggu, Senin, dan Rabu. Langkah-langkah untuk penyampaian percakapan harian hampir sama dengan penyampaian kosakata. Siswa dibagi ke dalam kelas masing-masing untuk mengikuti kegiatan percakapan harian. Siswa diberikan contoh cara melakukan dialog yang benar dari buku percakapan harian. Buku tersebut memuat bahasa Arab, Inggris, dan Indonesia. Setelah itu, kami biasanya meminta 2 siswa untuk maju ke depan dan mempraktikkannya secara langsung, sementara siswa lainnya mengikuti. Ada juga kegiatan tambahan setelah penyampaian percakapan harian, yaitu koreksi bahasa. Kami menyajikan 3 kalimat berbeda untuk membangun kosakata siswa. Misalnya, 'misunderstanding' berarti 'salah paham'. Kegiatan ini diadakan setiap Selasa pagi sebelum kegiatan sekolah dimulai, dari pukul 06.30 hingga 06.45. Langkah-langkah untuk sesi percakapan: tim OPPM membentuk kelompok, setiap kelompok terdiri dari 12 orang. Setiap kelompok kemudian akan

No.	Pertanyaan	Jawaban
		membentuk 2 baris saling berhadapan untuk melakukan percakapan. Selanjutnya, language department OPPM akan memberikan tema atau topik percakapan. Percakapan berlangsung pada pagi hari sebelum sekolah dimulai, biasanya dari pukul 06.30 hingga 06.45. Langkah-langkah untuk program pidato: language department membagi siswa ke dalam kelompok yang terdiri dari siswa kelas 1 SMP hingga kelas 2 SMA, dipimpin oleh siswa kelas 2 SMA. Setiap kelompok biasanya terdiri dari 8 orang, dan setiap siswa bebas memilih topik yang ingin mereka bicarakan saat pidato. Siswa menulis teks pidato mereka dalam bahasa Inggris, dibantu oleh ketua kelompok pidato untuk mengoreksi tata bahasa atau pilihan kata yang belum tepat. Siswa berlatih pidato mereka bersama ketua kelompok, atau bisa berlatih sendiri. Siswa menyampaikan pidato di depan dengan durasi 7 menit masing-masing. Tugas language department OPPM adalah membantu mengoreksi teks siswa, dan kami (OPPM) berperan sebagai audiens saat mereka menyampaikan pidato di depan. Kegiatan ini diadakan setiap Kamis dan Minggu pukul 19.00 hingga 21.00. Langkah-langkah untuk menulis kalimat dilaksanakan setiap hari Kamis. Kami mengumumkan bahwa mereka perlu membuat kalimat menggunakan 12 kosakata yang diberikan oleh language department OPPM. Pada hari Jumat, kalimat-kalimat tersebut dikumpulkan oleh language department OPPM untuk dikoreksi, dan setelah diperiksa, kami mengembalikannya kepada siswa. Siswa menulis kalimat dalam buku kalimat yang disediakan oleh pondok pesantren.
4	Apakah ada tujuan khusus untuk setiap kegiatan program?	Untuk penyampaian kosakata, tujuannya adalah memperluas bank kosakata siswa. Kalian tahu bagaimana siswa bisa malas membuka kamus; dengan penyampaian kosakata, mereka jadi mengenal kata-kata yang sebelumnya tidak mereka ketahui. Untuk penyampaian percakapan harian, tujuannya agar mereka bisa mempraktikkan contoh-contoh dialog yang ada dalam buku percakapan harian. Sedangkan untuk pidato, kegiatan ini melatih

No.	Pertanyaan	Jawaban
		siswa menyampaikan informasi penting dan mempersiapkan mereka untuk dakwah dengan meningkatkan rasa percaya diri mereka. Tujuannya agar siswa bisa lebih berani saat berbicara di depan audiens dengan lancar. Untuk menulis kalimat, tujuannya agar kami (OPPM) dapat melihat kemampuan mereka menyusun kata berdasarkan tata bahasa dan nahwu shorof dalam bahasa Arab, atau yang kami sebut morfologi dalam bahasa Inggris. Biasanya, saat kita berbicara, kita tidak menyadari seperti apa kalimat yang benar, seperti menambahkan v-ing atau s/es pada setiap kalimat. Tujuannya agar siswa memperhatikan kapan menggunakan present tense atau past tense dalam kalimat tersebut. Jadi, menulis kalimat bertujuan agar siswa memahami cara penulisan yang benar. Untuk percakapan, kegiatan ini membantu siswa mengucapkan kata-kata dengan baik dan benar serta melatih mereka berbicara bahasa Inggris dalam kegiatan sehari-hari.
5	Bagaimana Anda menyampaikan materi seperti penyampaian kosakata beserta pengucapannya agar siswa dapat mengucapkannya dengan benar?	Untuk penyampaian kosakata, kami (OPPM) language department menuliskan pengucapan pada papan tulis kecil, dan kami mengulang materi tersebut 3 kali. Selain itu, mendengarkan musik juga dapat membantu siswa memahami pengucapan.
6	Bagaimana Anda mendorong siswa untuk berbicara bahasa Inggris, terutama mereka yang malu berbicara bahasa Inggris?	Kami memberikan pemahaman kepada mereka bahwa mereka tidak perlu takut membuat kesalahan, karena biasanya siswa malu karena takut salah. Terutama takut membuat kesalahan saat berbicara. Jika seorang siswa membuat kesalahan, kami selalu mengoreksinya dengan kata-kata yang sopan dan lembut. Untuk teknik khususnya, biasanya setiap Selasa dan Minggu, ada pertanyaan khusus seperti kuis saat percakapan pagi, dan siapa pun yang bisa menjawab pertanyaan tersebut akan maju ke depan. Kami juga biasanya mengadakan seminar untuk membantu memotivasi siswa dan mengembangkan keterampilan mereka dalam public speaking, storytelling, dan puisi.

No.	Pertanyaan	Jawaban
7	Bagaimana Anda mengoreksi kesalahan berbicara siswa tanpa mengurangi rasa percaya diri mereka?	Kami memanggil mereka dan memberikan nasihat, seperti 'akan lebih baik jika dilakukan dengan cara ini atau itu.' Jika tidak seperti itu, kami biasanya mengumpulkan mereka berdasarkan tingkat kelas untuk memberikan umpan balik langsung tentang apa yang terbaik, sehingga semua siswa tahu di mana mereka salah dan apa yang benar tanpa membuat siapa pun merasa terpojok. Teknik yang digunakan adalah delayed correction, yaitu memberikan koreksi setelah siswa selesai berbicara agar tidak mengganggu alur bicara, kelancaran, dan kepercayaan diri mereka.
8	Bagaimana Anda memastikan bahwa siswa mampu memahami dan menerapkan setiap kegiatan yang telah mereka pelajari dalam English Day Program?	Hal ini dapat dilihat dari cara mereka membuat kalimat dan karangan. Biasanya, jika seseorang dapat menerapkannya dalam kegiatan sehari-hari, mereka juga bisa menuliskannya. Hal ini juga terlihat dari pidato mereka, dari cara mereka menyampaikannya, isi teksnya, dan kepercayaan diri mereka. Hal ini juga terlihat jelas dari percakapan mereka, di mana mereka menggunakan bahasa Inggris dan Arab dalam kegiatan sehari-hari.
9	Menurut Anda, kegiatan mana yang paling efektif dalam meningkatkan kemampuan berbicara siswa? Mengapa?	Kegiatan yang paling efektif adalah pidato dan percakapan. Alasannya karena pidato melatih kemampuan menulis, berpikir, dan juga public speaking. Jadi kegiatan ini mencakup semuanya. Alasan kegiatan percakapan menjadi yang paling efektif juga karena membantu siswa berbicara bahasa Inggris dan Arab setiap hari.
10	Perubahan apa yang Anda amati pada kemampuan berbicara siswa setelah mereka rutin mengikuti program ini?	Perubahan yang paling terlihat adalah dalam cara siswa berbicara dengan lawan bicara mereka. Siswa menjadi lebih percaya diri dan lancar sambil tetap memperhatikan pengucapan yang benar.
11	Apa kendala terbesar yang Anda hadapi saat menjalankan program ini, dan bagaimana Anda mengatasinya?	Kendala terbesar adalah kami masih menemukan siswa yang menggunakan bahasa campuran (filler language) seperti "this what o?" di mana mereka menambahkan 'o' di akhir kalimat, padahal seharusnya "what is this?" Sebenarnya sudah cukup baik, tetapi mereka kurang memperhatikan struktur yang salah dan terus menambahkan hal-hal tambahan.

No.	Pertanyaan	Jawaban
12	Menurut Anda, apa yang menyebabkan siswa masih menggunakan bahasa campuran tersebut? Dan bagaimana Anda menanganinya?	Karena itu sudah menjadi kebiasaan mereka, dan meskipun sudah diberi tahu, belum ada perubahan. Bagi pelanggar, kami biasanya membawa mereka ke mahkamah bahasa untuk mendapatkan hukuman yang sesuai. Hukuman yang diberikan biasanya menerjemahkan koran berbahasa Indonesia ke dalam bahasa Inggris. Kendala untuk penyampaian kosakata dan penyampaian percakapan harian biasanya adalah siswa malas mengumpulkan hafalan mereka dan langsung mempraktikkan kosakata yang telah diberikan. Jadi biasanya, siswa-siswa tersebut tahu kata dalam bahasa Inggris tetapi tidak menggunakannya untuk memperluas kosakata yang belum mereka kuasai. Cara kami menangani siswa yang tidak menghafal kosakata adalah dengan memanggil mereka dan membuat mereka menghafal seluruh 12 kosakata saat itu juga. Setiap kosakata mencakup bahasa Arab, Inggris, dan Indonesia, beserta pengucapannya. Kendala untuk percakapan adalah siswa kurang memperhatikan struktur kalimat yang tepat, dan penggunaan tense mereka masih belum benar. Untuk mengatasi hal ini, kami mewajibkan siswa membawa kamus saat kegiatan percakapan pagi. Hal ini disesuaikan dengan minggu bahasa; jika minggu bahasa Inggris, siswa membawa kamus bahasa Inggris, dan jika minggu bahasa Arab, mereka membawa kamus bahasa Arab. Untuk siswa yang tidak membawa kamus saat percakapan, kami akan mencatatnya, dan mereka akan dimasukkan ke dalam daftar pelanggar untuk mendapatkan hukuman, yaitu menerjemahkan koran berbahasa Indonesia ke dalam bahasa Inggris. Untuk menulis kalimat, masalahnya adalah kami masih menemukan siswa yang tidak mengumpulkan buku kalimat mereka. Kami menangani hal ini dengan langsung memanggil siswa yang tidak mengumpulkan buku kalimat mereka dan meminta mereka mengerjakannya saat itu juga. Untuk pidato, kami masih menemukan siswa yang kurang percaya diri saat melakukan public speaking di depan audiens. Kami menangani hal ini dengan

No.	Pertanyaan	Jawaban
		memberikan bimbingan agar mereka sering berlatih di depan cermin, sehingga mereka dapat memperhatikan ekspresi wajah dan gestur tubuh yang tepat saat menyampaikan pidato di depan audiens. Karena pondok pesantren kami adalah sekolah berbasis bahasa, dan jika diperhatikan dengan seksama, penggunaan bahasa mulai memudar, langkah-langkah seperti berbicara bahasa Inggris dan Arab dapat membantu menghidupkan kembali pilar bahasa utama pondok pesantren ini. Tentu saja, hal ini didukung oleh program-program pendukung untuk kegiatan bahasa lainnya seperti pidato, penyampaian percakapan harian, dan sebagainya.

Subjek : 3
 Status : Bagian Bahasa atau CLI anggota OPPM
 Tanggal Wawancara : 5 Juni 2026
 Lokasi Wawancara : Gazebo

No.	Pertanyaan	Jawaban
1	Kegiatan apa saja yang Anda lakukan sebagai language department OPPM dalam melaksanakan English Day Program?	Mungkin ada kegiatan harian, mingguan, dan tahunan. Jadi ada 3 jenis kegiatan program. Kegiatan harian yang dilaksanakan dalam program ini meliputi penyampaian kosakata pukul 05.00-05.15 dan latihan percakapan pukul 06.30-06.45. Kegiatan ini dilaksanakan setiap Minggu, Senin, dan Rabu. Untuk kegiatan mingguan, program ini meliputi penyampaian percakapan harian, latihan pidato, dan latihan menulis kalimat. Kegiatan penyampaian percakapan harian diadakan setiap Selasa pukul 06.30-06.45. Kegiatan latihan pidato berlangsung setiap Kamis dan Minggu pukul 19.00-21.00. Sementara itu, kegiatan menulis kalimat dilaksanakan setiap Kamis. Kegiatan lainnya... mmm, ada pidato, percakapan. Terkadang pada hari Kamis, siswa melakukan pertunjukan drama. Ya, drama. Jadi siswa menulis naskah cerita mereka sendiri dan mementaskannya pada hari Kamis di depan siswa lain. Pertunjukan drama biasanya diwakili oleh setiap kelompok percakapan secara bergiliran. Untuk program tahunan, Ustadzah mengadakan kompetisi UTL (Usbu' Tarqiyatul Lughoh), dan biasanya ada juga kompetisi eksternal. UTL adalah acara bahasa yang diselenggarakan untuk siswa agar mereka bisa mengikuti kompetisi yang berfokus khusus pada bahasa Inggris dan Arab. Cakupannya meliputi internal dan eksternal. Untuk internal, pesertanya hanya siswa dari pondok pesantren Darul Hikmah. Untuk eksternal, pesertanya biasanya perwakilan dari berbagai sekolah MTs atau MA. Kegiatan ini diadakan sekali dalam setahun.
2	Bagaimana Anda mempersiapkan setiap kegiatan sebelum program dilaksanakan? (misalnya kegiatan	Untuk penyampaian kosakata, kami bertemu setiap bulan dengan language department untuk mendiskusikan apa yang perlu dipersiapkan untuk adik-adik kelas, seperti menyiapkan kosakata.

No.	Pertanyaan	Jawaban
	seperti penyampaian kosakata dan pidato).	Biasanya, jika kami lupa, kami mencarinya di kamus. Euhmm. Untuk langkah-langkah spesifiknya, kami biasanya menerapkan pengulangan saat menyampaikan kosakata agar lebih mudah didengar dan dipahami siswa. Terkadang kami juga memberi mereka tugas membuat kalimat dari kosakata yang baru saja kami berikan. Jadi kami dari language department berkumpul dan berdiskusi untuk merundingkan silabus kosakata. Setelah kami sepakat, kami menyerahkan silabus tersebut kepada Ustadzah language department untuk dikoreksi, memeriksa apakah kosakata yang akan kami berikan kepada adik-adik kelas sudah sesuai dan benar, serta melihat apakah ada evaluasi dari Ustadzah pembimbing. Euhmm... biasanya, kami mengurutkannya berdasarkan kegiatan sehari-hari, karena setiap tingkat kelas memiliki tingkat kemudahan dan kesulitan kosakata yang berbeda. Misalnya, kami ambil kelas 1 SMP; kami memberi mereka kosakata tentang peralatan makan seperti piring, sendok, gelas dalam bahasa Arab-Inggris-Indonesia agar mudah dihafal. Kemudian, kami menuliskannya di papan tulis yang memuat 3 kosakata dari bahasa Arab, Inggris, dan Indonesia beserta pengucapannya. Untuk memudahkan pengucapan bagi siswa, kami mengulangi cara pengucapan yang benar sebanyak 3 kali, dan siswa mengikuti.
3	Apakah ada perbedaan dalam pelaksanaan satu kegiatan dibandingkan kegiatan lainnya?	Mungkin persiapannya sedikit berbeda. Untuk kosakata, kami dari language department harus mencari pengucapan yang benar; kami memeriksa terlebih dahulu apakah kosakata ini benar atau salah, beserta artinya. Untuk percakapan, ini tentang mempersiapkan topik/judul yang tepat untuk diberikan kepada siswa. Kemudian siswa akan dibagi menjadi beberapa kelompok yang terdiri dari 12 orang dan memulai percakapan saling berhadapan. Untuk pidato, kami menjadwalkannya untuk 2 minggu bahasa Arab dan 2 minggu bahasa Inggris. Pelaksanaannya selama 2 minggu bahasa Inggris,

No.	Pertanyaan	Jawaban
		dan dilaksanakan setiap Kamis dan Minggu. Tugas kami adalah mengoreksi kesalahan tata bahasa dalam teks siswa dan menilai penampilan siswa saat public speaking di depan audiens. Durasi pidatonya sendiri hanya 7 menit. Untuk menulis kalimat, kami juga mengoreksi kesalahan tata bahasa, dan terkadang ejaan mereka juga masih salah. Untuk penyampaian percakapan harian, kami membacakan dan memberikan contoh cara menyampaikan dialog yang benar berdasarkan buku yang disediakan, dan kami menambahkan koreksi bahasa agar siswa menghafal dan mempraktikkannya. Pelaksanaannya sama seperti penyampaian kosakata, yaitu mengulangnya 3 kali agar siswa lebih mudah menghafal dan mengucapkannya dengan baik dan benar.
4	Bagaimana koreksi bahasa itu diterapkan?	Jadi, kami dari language department berkumpul setiap Senin untuk mempersiapkan kalimat-kalimat benar yang akan kami berikan kepada siswa pada hari Selasa. Kemudian, kami menuliskan kalimat-kalimat tersebut dan langsung menyerahkannya kepada Ustadzah bahasa pembimbing untuk dikoreksi. Dan topik hari itu dengan koreksi bahasa tidak harus sama.
5	Bagaimana Anda menyampaikan materi seperti penyampaian kosakata beserta pengucapannya agar siswa dapat mengucapkannya dengan benar?	Untuk kosakata, kami menggunakan papan tulis kecil yang memuat 3 kata. Untuk percakapan harian, sama, menggunakan papan tulis kecil dengan 3 kalimat yang berisi kutipan motivasi. Kami mengulang pengucapan 3 kali agar siswa lebih memahami pengucapan yang kami berikan dan membantu mereka menghafal lebih cepat.
6	Bagaimana Anda mendorong siswa untuk berbicara bahasa Inggris, terutama mereka yang malu berbicara bahasa Inggris?	Kami memotivasi siswa agar tidak malu, dan kami mendorong mereka untuk mengikuti semua kegiatan seperti penyampaian kosakata, penyampaian percakapan harian, dan khususnya pidato untuk membangun rasa percaya diri mereka. Kami juga mengajak siswa untuk mengikuti kompetisi yang diselenggarakan oleh pondok pesantren.
7	Bagaimana Anda mengoreksi kesalahan berbicara siswa tanpa	Mungkin setelah kami mendengar dan menemukan kesalahan dalam berbicara siswa, kami memanggil

No.	Pertanyaan	Jawaban
	mengurangi rasa percaya diri mereka?	siswa tersebut untuk memberi tahu apa yang salah dan apa yang benar. Atau, jika ada waktu saat perkumpulan terjadwal untuk setiap tingkat kelas, kami biasanya mendiskusikan kesalahan-kesalahan tersebut bersama untuk menciptakan diskusi kelompok yang sehat tanpa memojokkan siswa yang membuat kesalahan tersebut. Sebenarnya, tujuannya sederhana: agar kita semua bisa belajar dari kesalahan dan tidak malu untuk berlatih berbicara meskipun kita penuh keraguan.
8	Bagaimana Anda memastikan bahwa siswa mampu memahami dan menerapkan setiap kegiatan yang telah mereka pelajari dalam English Day Program?	Kami dapat melacak perkembangan mereka melalui program percakapan pagi, pidato, dan juga ujian bulanan. Untuk memastikannya, selama program percakapan dan percakapan harian, kami berkeliling ke setiap kelompok untuk memeriksa apakah percakapan siswa sesuai dengan topik. Jika kami menemukan siswa yang masih belum tahu kosakata yang ingin mereka ucapkan, kami meminta mereka membuka kamus dan mencari kata-kata yang mereka butuhkan. Hal ini dapat dilihat dari kemampuan siswa memilih kata, membuat cara bicara mereka lebih terstruktur dan benar dari segi pengucapan. Dalam konteks pidato, kami dapat melihatnya dari kemampuan siswa menyusun teks. Baik teks tersebut benar sepenuhnya atau salah, kami dapat melihatnya dari sana. Dan kami memperhatikan kebiasaan sehari-hari siswa yang berbicara bahasa Inggris dan Arab. Untuk penyampaian kosakata, hal ini juga terlihat dari kegiatan sehari-hari. Penerapannya terlihat saat percakapan dengan teman-teman mereka, beserta pidato juga.
9	Menurut Anda, kegiatan mana yang paling efektif dalam meningkatkan kemampuan berbicara siswa? Mengapa?	Percakapan dan pidato. Program percakapan lebih berkaitan dengan bahasa yang digunakan siswa setiap hari, sehingga mereka merasa mudah mengikutinya. Sementara pidato, mungkin lebih berkaitan dengan bahasa formal untuk audiens publik, yang membantu siswa meningkatkan pemikiran kritis dan memperluas wawasan mereka melalui informasi yang dibagikan oleh pembicara, sekaligus membangun rasa percaya diri mereka.

No.	Pertanyaan	Jawaban
10	Perubahan apa yang Anda amati pada kemampuan berbicara siswa setelah mereka rutin mengikuti program ini?	Siswa menguasai lebih banyak kosakata, dan penggunaan tata bahasa mereka menjadi lebih akurat.
11	Apa kendala terbesar yang Anda hadapi saat menjalankan program ini, dan bagaimana Anda mengatasinya?	Kendala terbesar dalam program penyampaian kosakata adalah kami masih menemukan siswa yang membolos dan tidak berpartisipasi. Untuk menanganinya, kami membuat semacam lembar absensi, dan siswa mana pun yang tidak hadir selama program tanpa izin akan dimasukkan ke dalam buku catatan pelanggaran dan akan mendapat hukuman malam itu juga. Kendala untuk penyampaian percakapan harian dan percakapan adalah kami masih menemukan siswa yang tidak membawa kamus. Untuk menanganinya, kami memanggil mereka dan memberi hukuman. Hukumannya adalah menerjemahkan koran atau majalah, membuat karangan, atau membuat kalimat. Untuk pidato, kami masih menemukan siswa yang menolak untuk tampil public speaking karena kurang percaya diri. Untuk mengurangi kurangnya rasa percaya diri ini, kami memberi mereka motivasi dan bimbingan untuk berlatih berbicara bahasa Inggris di depan cermin guna melatih logat (lahjah) dan kelancaran mereka saat menyampaikan pidato. Untuk menulis kalimat, kami masih menemukan siswa yang tidak mengumpulkan kalimat mereka, dan kami menanganinya dengan memanggil mereka dan meminta mereka mengerjakan kalimat tersebut saat itu juga. Kendala umum adalah kami masih menemukan siswa yang menggunakan bahasa daerah dan bahasa campuran karena mereka kurang kesadaran untuk berjuang membuka buku kosakata dan kamus untuk mencari kata-kata yang belum diketahui, sehingga jarang diterapkan. Untuk menanganinya, kami memanggil siswa tersebut dan menegurnya. Kami mengatasi masalah ini dengan membuat siswa membuat kalimat, menghafal rumus tenses, atau menerjemahkan majalah ke dalam bahasa Inggris.

Subjek : 4
 Status : Siswa
 Tanggal Wawancara : 5 Juni 2026
 Lokasi Wawancara : Gazebo

No.	Pertanyaan	Jawaban
1	Kegiatan apa saja yang kamu ikuti dalam English Day Program, dan kegiatan mana yang paling kamu sukai?	Sejauh ini, saya mengikuti program-program wajib yang disediakan oleh pondok pesantren, seperti penyampaian kosakata, muhadhoroh atau pidato, penyampaian percakapan harian, percakapan, menulis kalimat, dan storytelling.
2	Apakah kamu memahami tujuan dari setiap kegiatan yang dilaksanakan?	Sepengetahuan saya, tujuan dari setiap kegiatan adalah untuk meningkatkan kemampuan berbahasa kita. Penyampaian kosakata: memperluas kosakata harian kita, sehingga hal-hal yang biasanya malas kita cari di kamus sudah ada di lembar kosakata, jadi kita hanya perlu menghafal dan mempraktikkannya. Kemudian untuk muhadhoroh, ada pidato dan khitobah (ceramah). Pidato lebih berfokus pada public speaking, sehingga mengasah keterampilan public speaking semua orang. Tujuannya adalah untuk meningkatkan rasa percaya diri dan memperluas wawasan kita. Karena kita menyampaikan pidato, orang yang mendengarkan bisa mengambil manfaat dari apa yang kita bicarakan. Penyampaian percakapan harian lebih berfokus pada percakapan sehari-hari, sehingga kita tahu bahasa yang benar untuk digunakan dalam obrolan sehari-hari. Hal ini karena biasanya ada contoh teks dialog untuk situasi di kamar mandi, perpustakaan, atau koperasi. Untuk percakapan itu sendiri, setiap hari language department memberi kita topik yang berbeda. Misalnya, jika kita diberi judul 'Modernisasi,' setiap siswa diminta untuk menjelaskan apa itu modernisasi berdasarkan apa yang mereka ketahui. Kemudian, jika ada yang kurang memahami, language department akan memberikan penjelasan singkat dan jelas. Dengan cara ini, tanpa disadari, hal ini membuka wawasan baru bagi semua siswa.

No.	Pertanyaan	Jawaban
		Untuk menulis kalimat, saya pribadi sangat menyukainya karena ada banyak kosakata yang bisa kita kembangkan menjadi kalimat yang kita sukai. Misalnya, mengambil sebuah kata kerja dan mengembangkannya menjadi kalimat yang menarik. Tujuannya adalah untuk mengasah pola pikir kita dalam mengembangkan isi kalimat menjadi sesuatu yang menarik.
3	Bagaimana kamu belajar dan berlatih berbicara dalam setiap kegiatan program?	Untuk pidato, pada awalnya saya biasanya berlatih sendiri di depan cermin, lalu setelah itu saya meminta teman untuk membantu mendengarkan teksnya. Jadi, karena kita memiliki muhadhoroh atau pidato setiap minggu, hal ini benar-benar melatih keterampilan public speaking kita. Latihannya meliputi menghafal teks dan berlatih sendiri. Untuk penyampaian kosakata, kami mengulangi apa yang dikatakan OPPM dan langsung mempraktikkannya dalam kegiatan sehari-hari, sambil juga menghafalnya. Untuk mempraktikkannya, saya dan teman saya biasanya berlatih mengobrol satu sama lain menggunakan kosakata yang telah diberikan. Dan untuk menghafalnya, saya menyetorkan hafalan kosakata saya kepada OPPM setiap hari Kamis. Untuk percakapan, biasanya kita ditanya dulu seperti 'apa itu good morning,' lalu kita bergerak menuju topik, dan kita diminta menjelaskan topik tersebut. Setelah itu, sebelum menutup, kita diminta membuat kalimat dari topik itu. Jadi, kalimat itu harus mengandung frasa dari topik tersebut. Cara pelaksanaannya biasanya dengan membentuk barisan kelompok dan saling berhadapan untuk memulai topik percakapan. Setiap hari, topik yang diberikan berbeda. Untuk menulis kalimat, kami melakukannya dengan aktif membuka kamus. Karena kita membuat kalimat dengan kata-kata asing, kita harus sering melihat kamus. Untuk penyampaian percakapan harian, kami mengulang kata-kata yang diucapkan oleh language

No.	Pertanyaan	Jawaban
		department, lalu kami mempraktikkan dan menghafalnya dengan benar.
4	Ketika kamu mengalami kesulitan memahami materi dalam kegiatan English Day Program seperti pengucapan dalam penyampaian kosakata, penyampaian percakapan harian, atau pidato, langkah apa yang biasanya kamu ambil?	Di setiap papan tulis yang digunakan untuk penyampaian percakapan harian oleh OPPM, ada panduan pengucapan. Jadi jika kita lupa cara mengucapkannya, kita bisa membacanya dari sana. Dan jika kita tidak yakin dengan pengucapannya, kita bisa meminjam ponsel Ustadzah dan mencarinya di Google Translate karena ada panduan pengucapan yang tepat. Jika darurat dan benar-benar diperlukan, kita bisa meminjamnya dari Ustadzah untuk mendengarkan pengucapan yang benar di Google Translate. Biasanya, saya mencarinya di kamus atau bertanya langsung ke OPPM jika saya merasa belum memahami pengucapannya. Untuk penyampaian percakapan harian, kita benar-benar harus mendengarkan dengan seksama bagaimana itu dibacakan. Jadi kita memperhatikan dengan cermat bagaimana OPPM menyampaikan materi percakapan dengan benar. Untuk percakapan, biasanya, jika kita membuat kesalahan saat berbicara bahasa Inggris, kita langsung dikoreksi dengan lembut oleh language department OPPM. Kami juga memeriksa kamus. Karena OPPM biasanya meminta kita untuk mengeja sesuatu, dan kita tidak tahu ejaan yang benar, dari situ, jika kita ingin tahu, kita harus membuka kamus terlebih dahulu. Jika kata-kata itu tidak ada di kamus, kita diperbolehkan bertanya kepada language department OPPM. Biasanya, language department OPPM berkeliling, dan diakhiri dengan sesi tanya jawab. Untuk pidato, topiknya biasanya hal-hal seperti makanan halal dan haram, yang ada dalam pelajaran umum. Jadi jika kita kesulitan mencari materi, kita bisa membuka kitab Fiqh. Jika untuk kompetisi seperti modernisasi atau media sosial, saya biasanya meminjam ponsel dari Ustadzah untuk mencari tahu apa itu AI juga. Ini karena, di pondok pesantren, topik seperti halal dan haram sangat sering digunakan. Untuk menulis kalimat, jika saya kesulitan mencari materi, saya biasanya melihat ke dalam buku teks

No.	Pertanyaan	Jawaban
		bahasa Inggris. Kalian tahu, biasanya ada... euhmm... cara yang benar membuat kalimat sesuai pola tata bahasa. Apakah membuat kalimat terasa sulit atau tidak tergantung orangnya. Jika orang tersebut kreatif dengan tenses, maka bagi mereka itu hal yang mudah. Jika mereka sudah tidak menyukainya sejak awal, biasanya jika ada kosakata 'Like', mereka hanya akan menulis "I like banana." Tetapi jika orang tersebut kreatif, dari kata 'Like' bisa dikembangkan menjadi "I like... and..." dan seterusnya.
5	Apakah kamu sering berlatih berbicara bahasa Inggris di luar sesi program resmi? Seperti apa bentuknya?	Ya, biasanya ada acara OPKM seperti Queen of Language dan Queen of Speech. Mereka biasanya membutuhkan MC, dan dengan kesempatan itu, saya diminta menjadi MC untuk acara tersebut. Bagi saya, itu adalah nilai plus besar untuk meningkatkan kemampuan berbicara saya.
6	Bagaimana kamu mempersiapkan diri sebelum berlatih dalam setiap kegiatan English Day Program, seperti pidato?	Untuk pidato, saya biasanya berlatih di depan cermin sendiri, dan meminta bantuan teman untuk mendengarkan teks yang akan saya praktikkan. Jika ada kesalahan, saya akan mengulangnya lagi sampai teks yang saya gunakan untuk pidato sudah benar. Untuk penyampaian kosakata, siswa diharuskan membawa buku kosakata yang telah diberikan. Untuk penyampaian percakapan harian dan koreksi bahasa, membawa kamus wajib hukumnya. Jadi setiap Selasa pagi, wajib menyiapkan kamus, buku percakapan harian, dan lembar koreksi bahasa. Untuk menulis kalimat, kita harus menulis dalam buku kalimat.
7	Bagaimana perasaanmu ketika harus berbicara bahasa Inggris di depan teman-temanmu, misalnya saat sesi pidato?	Perasaan saya saat melakukan percakapan dan pidato menggunakan bahasa Inggris adalah saya merasa lebih percaya diri. Untuk mengetahui kelancaran saya, pada sesi tanya jawab yang saya berikan kepada pasangan percakapan saya. Biasanya, saya bertanya "Is this right?", lalu ada respons dari pasangan saya menjawab "YES" atau "NO".

No.	Pertanyaan	Jawaban
8	Bagaimana kamu berlatih berbicara setelah menerima koreksi dari OPPM?	Euhmm, setelah mendapatkan koreksi dari language department OPPM, saya mendiskusikan dengan mereka di mana kesalahan saya, seperti tata bahasa, tenses, dan kosakata. Setelah itu, saya langsung berlatih berbicara dengan menerapkan koreksi tersebut agar saya bisa berbicara lebih lancar dan mengurangi kesalahan yang sama di masa depan.
9	Menurutmu, apakah English Day Program membantu meningkatkan kemampuan berbicara bahasa Inggrismu?	Menurut saya, English Day Program yang diselenggarakan oleh pondok pesantren mampu meningkatkan kemampuan berbicara bahasa Inggris siswa dengan menghadirkan beberapa program bahasa unggulan di pondok pesantren Darul Hikmah.
10	Kegiatan mana dalam English Day Program yang paling berkontribusi dalam meningkatkan kemampuan berbicara dan kepercayaan dirimu menggunakan bahasa Inggris?	Secara pribadi, saya pikir kegiatan percakapan adalah yang terbaik, karena dalam percakapan kita diminta menjelaskan topik, yang dapat memperluas wawasan kita.
11	Bagaimana perkembangan kemampuan berbicara bahasa Inggrismu dibandingkan sebelum dan sesudah rutin mengikuti English Day Program?	Bagi orang seperti saya yang menyukai hal-hal baru, ini bisa memperluas wawasan dan meningkatkan kemampuan berbicara saya. Tapi jika seseorang tidak mau mencoba hal baru, kemampuannya akan tetap begitu saja dan tidak berkembang. Peningkatan berbicara yang saya rasakan sebelum mengikuti percakapan adalah saya tidak tahu apa yang sedang dibicarakan, dan setelah mengikuti program wajib, sedikit demi sedikit saya mulai mengetahui apa yang sebelumnya tidak saya ketahui.
12	Kesulitan apa yang kamu hadapi selama English Day Program, dan bagaimana kamu mengatasi kesulitan tersebut?	Bagi saya, itu adalah pengucapan. Kalian tahu, biasanya, ada kata-kata seperti 'even' dan 'event' (atau kata-kata yang terdengar serupa). Kita biasanya tidak tahu pengucapan yang benar untuk huruf 'e' yang berbunyi seperti 'ie'. Cara saya mengatasi kesulitan ini adalah dengan membuka kamus, dan jika kamus tidak cukup membantu, saya bisa meminta bantuan Ustadzah pembimbing untuk memeriksanya melalui Google Translate.

No.	Pertanyaan	Jawaban
13	Kegiatan English Day Program apa yang paling kamu sukai?	Pidato, karena saya bisa mengembangkan materi dan menginformasikan kepada khalayak umum tentang topik yang kami sampaikan.
14	Apakah kamu pernah memenangkan juara dalam suatu kompetisi berkat English Day Program ini?	Ya, kompetisi UTL yang diadakan oleh pondok pesantren, dan saya menang juara 1. Ada juga Porseni MTs (SMP) khusus untuk pidato, yang merupakan kompetisi eksternal, dan saya mendapat juara 2. Setelah itu, ada Porseni MA (SMA) yang diselenggarakan di luar pondok pesantren, dan saya mendapat posisi juara harapan.

Subjek : 5
 Status : Students
 Tanggal Wawancara : 5 Juni 2026
 Lokasi Wawancara : Gazebo

No.	Pertanyaan	Jawaban
1	Kegiatan apa saja yang kamu ikuti dalam English Day Program, dan kegiatan mana yang paling kamu sukai?	Kegiatannya meliputi percakapan, mungkin juga dua kali seminggu kami memiliki latihan pidato dalam bahasa Arab dan Inggris. Untuk bahasa Inggris, kami pasti dibagi ke dalam kelompok, jadi kami tidak maju berbicara dua kali seminggu, tapi ya, itulah pidato. Kemudian ada juga pembagian percakapan harian, dan di pagi hari sepanjang minggu, biasanya ada total 3 sampai 4 hari di mana kosakata baru diberikan. Dan yang paling saya sukai adalah percakapan pagi, karena melatih kami dalam komunikasi, memperluas wawasan kami, dan mengasah mufradat atau kosakata yang telah kami peroleh setiap hari. Apakah ada kegiatan pendukung lain di luar program? Untuk kegiatan lain, ada program dari pengurus di mana mereka biasanya mengadakan kompetisi untuk mengukur sejauh mana kemampuan bahasa kita. Menulis kalimat juga merupakan bagian dari kegiatan program yang saya ikuti, yang biasanya diadakan sekali setiap 2 minggu.
2	Apakah kamu memahami tujuan dari setiap kegiatan yang dilaksanakan?	Sepengetahuan saya, kegiatan percakapan bertujuan agar apa yang telah kita peroleh, kita praktikkan kembali untuk menjadi tolok ukur seperti, 'Oh, di mana kekurangannya? Bagian mana yang sudah saya kuasai? Dan bagian mana yang masih perlu diasah?' Kemudian untuk pidato itu sendiri, tujuannya untuk melatih keberanian, tingkat kepercayaan diri, dan juga bakat kita, yang terus diasah untuk menjadi seorang pembicara. Untuk menulis kalimat juga, mungkin sebagian dari kita sudah cukup mampu dalam percakapan tetapi masih rawan kesalahan tata bahasa, atau mungkin struktur subject, verb, object (SPOK) dalam bahasa Inggris belum tersusun dengan baik, jadi tujuannya untuk mengasah tata bahasa lebih lanjut. Kemudian, kompetisi semacam itu bertujuan untuk menantang adrenalin siswa dan membangun keberanian mereka.

No.	Pertanyaan	Jawaban
		Untuk penyampaian kosakata, pertama, tujuannya untuk memperluas wawasan kita; kedua, sebagai persiapan kita setiap pagi untuk digunakan selama percakapan harian. Tujuan dari penyampaian percakapan harian sebenarnya mirip dengan penyampaian kosakata, hanya saja percakapan harian lebih berfokus pada kalimat seperti, ketika sebuah kata dimasukkan ke dalam kalimat, seperti apa bentuknya? Kita diajarkan di sana untuk memahami melalui hafalan. Jadi ketika sebuah kata masuk ke dalam kalimat, 'Oh, bentuknya seperti ini,' misalnya.
3	Bagaimana kamu belajar dan berlatih berbicara dalam setiap kegiatan program?	Berbicara bisa dilatih dengan berbagai cara, mungkin salah satunya adalah dengan sering mengobrol dengan teman yang memiliki semangat belajar dan keinginan untuk berkembang yang sama. Atau dari kebiasaan sehari-hari yang mudah namun menyenangkan seperti mendengarkan lagu atau membaca materi ringan, yang jika sering dilakukan, akan meningkatkan dan mengasah kemampuan kita. Untuk penyampaian kosakata, mungkin dalam seminggu ada tiga sampai empat hari yang digunakan untuk penyampaian kosakata, dan kosakata tersebut akan dihafalkan pada hari tertentu. Bagi saya pribadi, setiap kali saya mendapatkan kosakata baru untuk hari itu, saya langsung menghafalnya dan mencoba mempraktikkannya dalam percakapan harian. Artinya setelah language department OPM memberikan kosakata, kamu langsung menghafal dan mempraktikkannya? Ya, betul. Selanjutnya, mungkin untuk penyampaian percakapan harian, ada juga beberapa kata atau kalimat yang saya praktikkan dalam kegiatan sehari-hari untuk berkomunikasi setelah mendapatkannya. Atau saat pidato; menurut saya, pidato adalah salah satu kegiatan yang bagus untuk melatih berbicara, meskipun belum sampai pada tingkat percakapan, tapi ada di kegiatan pidato seperti itu. Cara saya berlatih pidato: sebagai langkah awal, saya menghafal isi teks terlebih dahulu, lalu saya berlatih di depan cermin sendiri. Untuk kegiatan menulis kalimat, mungkin pada awalnya saya tidak memahami apa itu tata bahasa atau bagaimana prosedur subject-verb-

No.	Pertanyaan	Jawaban
		object dalam bahasa Inggris, jadi mungkin saya merasa agak kesulitan. Karena itu, saya menggunakan buku kosakata untuk menyusun kalimat-kalimat tersebut, atau mungkin melihat beberapa kalimat seperti, 'Oh, tata bahasa ini sudah benar,' lalu saya membuat kalimat menggunakan prosedur yang sama tetapi dengan kata-kata yang berbeda. Untuk percakapan, ini sangat membantu kemampuan berbicara dan kelancaran kita untuk memahami apa yang ingin kita sampaikan dan apa yang disampaikan orang lain. Satu poin penting adalah bagaimana kita membalas apa yang dikatakan pasangan percakapan kita. Karena mungkin ada orang yang memahami apa yang dikatakan pasangannya dan mengerti, tetapi merasa sangat sulit untuk membalas. Dengan itu, keberadaan program percakapan sangat berguna untuk tujuan tersebut. Penerapan percakapan itu sendiri dilakukan tatap muka, dibagi ke dalam kelompok.
4	Ketika kamu mengalami kesulitan memahami materi dalam kegiatan English Day Program seperti pengucapan dalam penyampaian kosakata, penyampaian percakapan harian, atau pidato, langkah apa yang biasanya kamu ambil?	Tentu, ada kesulitan dalam memahami pengucapan sebuah kata. Euhmm, langkah yang saya ambil adalah bertanya kepada OPPM cara membaca huruf ini, atau pilihan terdekat, euhmm, saya membuka buku referensi. Jika saya masih belum paham, saya biasanya bertanya kepada pengurus kamar saya terlebih dahulu.
5	Apakah kamu sering berlatih berbicara bahasa Inggris di luar sesi program resmi? Seperti apa bentuknya?	Euhm, bagi saya pribadi, ya, karena saya pikir jika kita ingin memiliki standar komunikasi yang baik atau cara berbicara yang bagus, terutama dengan bahasa asing, maka kita harus sering berlatih di luar apa yang sudah kita dapatkan dalam program. Ini untuk mengasah dan juga melatih kemampuan berbicara kita dari apa yang telah kita peroleh, serta untuk melihat sejauh mana tolok ukur kita. Dalam bentuk tertulis, ya, dengan menulis kalimat atau sesuatu yang saya suka coba sendiri seperti menulis jurnal dalam bahasa Inggris. Jika tidak seperti itu, saya cukup sering menempatkan diri dalam situasi di mana saya berperan seolah-olah sedang mengobrol dengan seseorang di mana saya memiliki pasangan percakapan dan tema. Seperti itu. Jadi saya menempatkan diri dalam situasi itu. Dalam bentuk

No.	Pertanyaan	Jawaban
		langsung, atau mungkin melalui sesuatu seperti klub diskusi untuk mengasah kemampuan.
6	Bagaimana kamu mempersiapkan diri sebelum berlatih dalam setiap kegiatan English Day Program, seperti pidato?	Sebelum berlatih, saya pasti meninjau kembali materi yang telah saya peroleh, lalu saya menguji diri sendiri untuk melihat apakah saya masih mengingatnya atau tidak. Terkadang ada momen di mana saya sedikit lupa, jadi saya menghafalnya lagi sedikit demi sedikit, apa yang telah saya peroleh, dan mempraktikkannya lagi. Selain itu, saya mempersiapkan diri lebih secara mental, dan cara saya adalah dengan mengulangi kata-kata yang ingin saya sampaikan atau apa yang saya butuhkan untuk nanti ketika saya turun ke lapangan. Mungkin dari sisi penyampaian, mereka menyiapkan alat bantu mengajar seperti papan tulis untuk menyampaikan kosakata, yang kemudian akan diikuti dan dituliskan oleh siswa. Untuk penyampaian, mereka juga mempersiapkan diri secara mental jika ada kesalahan penulisan, dan terutama mengenai cara pengucapannya.
7	Bagaimana perasaanmu ketika harus berbicara bahasa Inggris di depan teman-temanmu, misalnya saat sesi pidato?	Euhmm, mungkin persiapan mental yang dibutuhkan cukup besar, sama seperti pidato-pidato lainnya, ini pasti membutuhkan kesiapan mental. Tapi untuk bahasa Inggris, mungkin yang lebih membutuhkan persiapan adalah kematangan pribadi untuk memastikan apakah pengucapan itu benar-benar tepat atau tidak. Kalian tahu, jika ada yang salah atau sedikit meleset, biasanya itu membuat kita sedikit kurang percaya diri, jadi harus dipersiapkan dengan sangat matang. Bagi saya, kepercayaan diri adalah suatu keharusan, harus dipersiapkan sematang mungkin agar kita merasa percaya diri, tapi sebelum itu, pasti ada rasa khawatir. Mungkin kekhawatiran itu memicu kita untuk memberikan penampilan terbaik kita.

No.	Pertanyaan	Jawaban
8	Bagaimana kamu berlatih berbicara setelah menerima koreksi dari OPPM?	Menegenai metode berbicara tadi, saya kembali menempatkan diri dalam situasi di mana saya berperan seolah-olah memiliki pasangan percakapan, dan dengan pasangan tersebut, saya bisa menentukan tema untuk dibicarakan. Saya menggali lebih dalam di mana letak kesalahan saya. Misalnya, kesalahan dalam menggunakan past tense, jadi saya mengubah kalimat saya yang awalnya menggunakan simple present tense menjadi past tense, sama seperti yang dikoreksi OPPM tadi. Jadi nanti saya mengulanginya lagi, baik itu pengucapan atau logat (lahjah) agar benar, dan kemudian saya mengulanginya dalam forum komunikasi atau klub diskusi.
9	Menurutmu, apakah English Day Program membantu meningkatkan kemampuan berbicara bahasa Inggrismu?	Menurut saya, ini sangat membantu, karena euhmm... jika di usia kita semua dipenuhi dengan logika atau teori tanpa praktik, itu sama dengan nol. Karena akan sia-sia jika hanya ada di logika tapi tidak dalam praktik. Memahami tata bahasa tapi tidak memadukannya dengan latihan berbicara itu sia-sia, karena zaman sekarang di luar sana, penutur asli tidak terlalu peduli dengan tata bahasa, lebih kepada 'saya mengerti kamu, kamu mengerti saya,' seperti itu. Kegiatan-kegiatan dalam program ini sangat, sangat membantu dalam mengasah kemampuan berbicara siswa.
10	Kegiatan mana dalam English Day Program yang paling berkontribusi dalam meningkatkan kemampuan berbicara dan kepercayaan dirimu menggunakan bahasa Inggris?	Untuk kepercayaan diri dalam berkomunikasi, itu percakapan harian, percakapan yang dilakukan setiap pagi. Kemudian untuk kepercayaan diri yang benar-benar total sebagai seorang pembicara, itu pidato. Jadi itu penyampaian percakapan dan juga pidato.
11	Bagaimana perkembangan kemampuan berbicara bahasa Inggrismu dibandingkan sebelum dan sesudah rutin mengikuti English Day Program?	Sebelum mengikuti program ini, mungkin saya sudah cukup memahami bahasa Inggris dan menguasainya secara teori, tapi tertinggal dalam praktik. Setelah mengikuti program ini, berbicara dan percakapan saya menjadi lebih lancar dan lebih percaya diri.
12	Kesulitan apa yang kamu hadapi selama English Day Program, dan bagaimana kamu mengatasi kesulitan tersebut?	Kesulitan internal dalam diri saya sendiri tidak ada, tapi justru kesulitan eksternal yang datang dari orang lain. Ada anggapan dari orang lain tentang saya, mengatakan bahwa saya "sok Inggris" (memamerkan bahasa Inggris saya). Dari sisi internal, tidak ada

No.	Pertanyaan	Jawaban
		karena pada dasarnya saya menyukainya, tapi mungkin sisi eksternal itulah yang bertentangan dengan perspektif saya. Dan cara saya mengatasinya adalah dengan berpegang teguh pada diri sendiri bahwa 'ini dibutuhkan,' seperti itu, dan mungkin mereka hanya belum menyadarinya. Dan mengapa saya harus berhenti untuk sesuatu ketika saya bahkan tidak memahami alasan mereka mengatakannya?
13	Kegiatan apa yang paling kamu sukai?	Percakapan, euhmm, karena melalui percakapan kita bisa melatih komunikasi dengan pasangan percakapan kita dan itu membantu menambah wawasan kosakata yang belum kita ketahui sebelumnya.
14	Apakah kamu pernah mengikuti kompetisi dari kegiatan-kegiatan tersebut dan memenangkan juara?	Untuk kompetisi pidato, saya kebetulan sering mengikutinya, dan juga kompetisi storytelling dalam program tersebut. Syukron alhamdulillah, saya juga sering meraih juara dalam kompetisi-kompetisi tersebut. Kompetisi yang saya ikuti diselenggarakan oleh sekolah-sekolah di luar pondok pesantren, dan saya pernah menjadi juara 1 dalam storytelling dan juga pidato tingkat SMA.

Appendix 3 Interview Transcript

Subject : 1

Position : English Teacher and as Head Coordinator of the Program

Interview Date : June 14, 2026

Interview Location : Teacher Office

No.	Questions	Answer
1	What is the background behind the establishment of the English Day Program at this school?	In general, the English Day Program extracurricular activities were implemented to support the language environment of the boarding school. Since the institution is a language-based Islamic boarding school, these additional activities are expected to maximize students' language development.
2	What activities set are designed in the English Day Program to facilitate students' speaking skills?	The program consists of several activities designed to facilitate students' language practice. These activities include conversation sessions, delivering daily conversations, speech practice, vocabulary delivery to enrich students' English and Arabic vocabulary, and sentence-writing activities. All of these activities are part of the English Day Program
3	Why were those activities chosen? What were the considerations?	These activities were selected based on specific considerations. Providing vocabulary alone would not be enough without supporting activities such as speeches and conversations. The more students actively engage their senses in responding to and practicing the language, the more meaningful and lasting the learning experience becomes. Therefore, the activities were designed to strengthen language acquisition through active involvement.
4	Who is responsible for designing and implementing each activity in this program?	Overall, teachers and the Language Advisory Council (LAC) are responsible for designing and implementing the program. The LAC acts as both the planner and the executor of the activities. Through the English Day Program, students are encouraged to improve their listening, reading, writing, and speaking skills. Since the program is compulsory, all students are required to participate in the activities that have been prepared

5	What is the role of the OPPM language division in carrying out the English Day Program activities?	The implementation of the program is guided by an existing syllabus that serves as a reference. The syllabus outlines the vocabulary to be taught at each grade level and specifies the activities students are expected to complete. In this way, the program remains appropriate to students' educational levels.
6	Are there any guidelines provided to the Language Section of OPPM in running the program?	Students show a very positive response toward the English Day Program. They enthusiastically participate in the activities because they are directly involved in the learning process. These activities have been carefully designed to help students improve their language abilities.
7	How is the students' enthusiasm and involvement in participating in each program activity?	Although it is difficult to determine the exact percentage of the program's contribution, there is clear evidence that it strongly supports students' language development. Language learning is essentially built through habit and continuous practice. From the beginning, students are encouraged not to be afraid of making mistakes because English and Arabic are not their first languages. Making mistakes while speaking is natural, and regular practice helps students improve over time.
8	To what extent does the English Day Program contribute to improving students' speaking skills?	The most noticeable improvement can be seen in students' speaking abilities in both English and Arabic. Students also become more confident when speaking in front of an audience. Speech activities, in particular, help students develop self-confidence and improve their speaking fluency.
9	What changes are visible in the students' speaking skills after routinely participating in this program?	Students' progress can be assessed through oral examinations. Several aspects, such as vocabulary mastery and language use, are evaluated during these assessments. Another indicator of the program's success is students' participation and achievement in language competitions. Their ability to compete and win awards reflects the effectiveness of the program in supporting language development.
10	What are the supporting factors for the success of this program in improving students' speaking skills, and what challenges are faced during its implementation? How are they addressed?	Students regularly participate in various competitions, such as Porseni, English speech contests, competitions held in Jombang, and Usbah. Information regarding the awards and achievements obtained by students can also be found in Wardah magazine, which may provide additional supporting evidence for this research.

11	Did the activities in the English Day Program help students win awards in competitions?	Certainly. Students regularly participate in a number of competitions, including Porseni, English speech contests, competitions organized in Jombang, and Usbah. Their achievements in these events demonstrate the outcomes of the language training provided through the English Day Program. Documentation of these accomplishments can also be found in <i>Wardah</i> magazine and may serve as supporting evidence for this research.
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Subject : 2

Position : Language Section or OPPM of CLI

Interview Date : June 5, 2026

Interview Location : Gazebo

No.	Questions	Answer
1	What activities do you carry out as the OPPM language section in implementing the English Day Program?	The activity is delivering vocabularies. Once the vocabularies are delivered, they can be practiced right away during morning conversations activities before school starts. This is adjusted according to the weekly zone, whether it's Arabic or English week. We have speech practice every Thursday and Sunday. This activity helps students understand vocabulary and learn how to put sentences together. Usually, students write their speech texts using the vocab books they've been given. If the vocab there isn't enough, they usually use a dictionary. Another activity is listening, which is scheduled based on the week. The first week is delivering daily conversation, the second week is a music listening quiz, the third week is dictation, and the fourth week is an examination to see how their progress is looking over the month. And we also have a sentence writing program held once a week on Thursdays. In sentence writing, students are asked to write sentences using the 12 vocabularies that have been given to them each week.
2	How do you prepare for each activity before the program is carried out? (e.g., activities like delivering vocabularies and speech) ?	First, the language section meets up to prepare and discuss the syllabus that will be given to the students. So, we map out what the material will be for the 1st graders, 2nd graders, and so on. We look for listening or istima' materials. For the vocabularies, there are usually 12 words with 3 languages of Arabic, English language and Indonesian language and 1 pronunciation guide. Every Thursday, this is submitted to the supervising Ustadzah to be checked, making sure the syllabus is correct and appropriate for each grade level.
3	Is there any difference in how one activity is implemented compared to another?	There are differences in how it's carried out. We usually divide and differentiate it for each grade level because 1st graders need special guidance. So, for the 1st graders, the delivery is done in their own

	<i>firqoh</i> or group. That means one OPPM member handles one group. Here are the steps for carrying out the vocabulary delivery: we get 3 vocabulary words a day. We read them out first, and then we ask the students to follow and repeat them 3 times. For the English spelling, we dictate it later. After we finish delivering the three vocabs, we ask the students to check their writing, and before the vocabulary delivery session ends, we (OPPM) check their spelling first. It takes place in the morning after Fajr prayer and lasts for 15 minutes. It's held on Saturday, Sunday, Mondays and Wednesday. The steps for delivering daily conversation are pretty much the same as delivering vocabularies. Students are divided into their respective classes to join the daily conversation activity. Students are given examples of how to do the dialogue correctly from the daily conversation book. The book includes Arabic, English, and Indonesian. After that, we usually ask 2 students to come up front to practice it directly, and the other students follow. There's also an additional activity after delivering the daily conversation, which is language correction. We present 3 different sentences to build up the students' vocabulary. For example, 'misunderstanding' means '<i>salah paham</i>'. This is held every Tuesday morning before school activities start, from 06:30 to 06:45 AM. The steps for the conversation sessions: the OPPM team forms groups, with each group consisting of 12 people. Each group will then form 2 lines facing each other to do the conversation. Later, the OPPM language section will provide the theme or topic for the conversation. The conversation takes place in the morning before school starts, usually starting from 06:30 to 06:45 AM. The steps for the speech program: Language section were divided the students into groups consisting of students from 1st grade junior high to 2nd-grade senior high, led by a 2nd grade senior high student. Each group usually has 8 people, and every student is free to choose the topic they want to talk about during the speech. Students write their speech texts in
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		English, assisted by the speech group leader to correct any grammar or wording that isn't quite right yet. The students practice their speech with the group leader, or they can practice on their own. Students deliver their speech up front with a duration of 7 minutes each. The task of the OPPM language section is to help correct the students' texts, and we (OPPM) act as the audience when they give their speech up front. This is held every Thursday and Sunday from 07:00 PM to 09:00 PM. The steps for sentence writing it's carried out every Thursday. We announce that they need to make sentences using the 12 vocabularies given by the OPPM language section. On Fridays, these are collected by the OPPM language section to be corrected, and after they're checked, we hand them back to the students. Students write the sentences in a sentence book provided by the boarding school.
4	Is there a specific goal for each program activity?	If it's for delivering vocabularies, the goal is to expand the students' vocabulary bank. You know how students can be lazy to open a dictionary; with vocabulary delivery, they get to know words they didn't know before. For delivering daily conversations, it's so they can practice the dialogue examples that are right there in the daily conversation book. As for speech, it trains students to convey important information and prepares them for da'wah (preaching) by boosting their self-confidence. It's so students can be more courageous when speaking in front of an audience smoothly. For sentence writing, it's so we (OPPM) can see their ability to structure words based on grammar and <i>nahwu shorof</i> in arabic or we called morphology in english. Usually, when we speak, we don't notice what a correct sentence looks like, such as adding v-ing or s/es to each sentence. It's so students pay attention to when to use present tense or past tense in those sentences. So, sentence writing is to make students understand the correct way of writing. For conversation, it helps students to pronounce words well and correctly and practice to speak english in their daily activities.
5	How do you deliver materials such as vocabulary delivery along with	For the vocabulary delivery, we (OPPM) language section write the pronunciation on a small whiteboard, and we repeat the

	pronunciation so that students can pronounce them correctly?	material 3 times. Also, listening to music can help students figure out pronunciation.
6	How do you encourage students to speak English, especially those who are shy about speaking English?	We give them the understanding that they shouldn't be afraid of making mistakes, because usually, students are shy because they're afraid of being wrong. Especially afraid of making mistakes while speaking. If a student makes a mistake, we always correct them using polite and gentle words. As for specific techniques, usually every Tuesday and Sunday, there are special questions like a quiz during morning conversation, and whoever can answer the question gets to come up front. We also usually hold seminars to help motivate students and develop their skills in public speaking, storytelling, and poetry.
7	How do you correct students' speaking errors without reducing their self-confidence?	We call them over and give them advice, like 'it's better to do it this way or that way.' If not like that, we usually gather them by grade level to give direct feedback on what's best, so all students know where they went wrong and what's right without making anyone feel cornered. The technique used is delayed correction it's giving corrections after the student finishes speaking so it doesn't disrupt their speaking flow, fluency, and confidence.
8	How do you ensure that students are able to understand and apply every activity they have learned in the English Day Program?	It can be seen from making sentences and composition. Usually, if someone can apply it in daily activities, they can write it too. It's also visible from their speech from the way they deliver it, the content of the text, and their confidence. It's also clear from their conversations, where they use English and Arabic for daily activities.
9	In your opinion, which activity is the most effective in improving students' speaking skills? Why?	The most effective activities are speech and conversation. The reason is that speech trains writing, thinking, and also public speaking skills. So it covers everything. The reason the conversation activity is the most effective is also because it helps students speak English and Arabic on a daily basis.
10	What changes do you observe in the students' speaking skills after they regularly participate in this program?	The most noticeable change is in the way students talk to their conversation partners. Students are more confident and fluent while still paying attention to correct pronunciation.
11	What is the biggest obstacle you face when running the program, and how do you overcome it?	The biggest obstacle is that we still find students using mixed filler languages like "this what o?" where they put 'o' at the end of the sentence, when it should be "what is this?" It's actually good enough, but they just don't pay enough attention to the

		incorrect structure and keep adding extra stuff.
12	In your opinion, what causes students to still use that mixed language? And how do you handle it?	Because it's a habit of theirs, and even though they've been told, there hasn't been a change yet. For violators, we usually bring them to the language court (mahkamah bahasa) to get the appropriate punishment. The punishment given is usually translating an Indonesian newspaper into English). The obstacle for delivering vocabularies and delivering daily conversation is usually that students are lazy to submit their memorization and directly practice the vocab they've been given. So usually, those students know the English word but don't use it to expand on the vocabulary they haven't mastered yet. The way we handle students who don't memorize the vocabularies is by calling them over and making them memorize all 12 vocabularies right then and there. Each vocabulary word includes Arabic, English, and Indonesian, along with the pronunciation. The obstacle for conversation is that students don't pay enough attention to proper sentence structure, and their tense usage is still incorrect. To fix this, we require students to bring a dictionary during morning conversation activities. This is adjusted to the language week; if it's English week, students bring an English dictionary, and if it's Arabic week, they bring an Arabic dictionary. For students who don't bring a dictionary during conversation, we will note it down, and they'll be put on the violator list to get a punishment, which is translating an Indonesian newspaper into English. As for sentence writing, the issue is that we still find students who don't submit their sentence books. We handle this by directly calling the students who didn't submit their sentence books and asking them to do it right there on the spot. For speech, we still find students who lack confidence when doing public speaking in front of an audience. We handle this by giving them guidance to practice often in front of a mirror, so they can pay attention to their facial expressions and what the right body gestures look like when giving a speech in front of an audience.

		Since our boarding school is a language-focused school, and if you look closely, language usage has been starting to fade, steps like speaking in English and Arabic can help revive the core language pillar of this boarding school. Of course, this is backed up by supporting programs for other language activities like speech, delivering daily conversation, and so on.
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Subject : 3

Position : Language Section or OPPM of CLI

Interview Date : June 5, 2026

Interview Location : Gazebo

No.	Questions	Answer
1	What activities do you carry out as the OPPM language section in implementing the English Day Program?	Maybe there are daily, weekly, and annual activities. So there are 3 types of program activities. The daily activities implemented in this program include delivering vocabulary at 05:00 AM to 05:15 AM and practicing conversations at 06:30 AM to 06:45 AM. These activities are conducted every Sunday, Monday, and Wednesday. For the weekly activities, the program includes delivering daily conversations, practicing speeches, and writing sentences practice. The delivering daily conversation activity held every Tuesday at 06:30 AM to 06:45 AM. The practicing speech activity takes place every Thursday and Sunday at 07:00 PM to 09:00 PM. Meanwhile, the writing sentence activity is conducted every Thursday. Other activities... mmm, there's speech, conversation. Sometimes on Thursdays, the students do a drama performance. Yes, drama. So the students write their own story scripts and perform them on Thursdays in front of other students. The drama performance is usually represented by each conversation group on a rotating basis. For the annual program, the Ustadzah organizes the UTL (Usbu' Tarqiyatul Lughoh) competition, and usually, there are external competitions too. UTL is a language event organized for students so they can join competitions that focus specifically on English and Arabic. The scope includes both internal and external. For internal, the participants are only students from the Darul Hikmah boarding school. For external, the participants are usually representatives from various junior high (MTs) or senior high (MA) schools. It's held once a year.
2	How do you prepare for each activity before the program is carried out? (e.g., activities like delivering vocabularies and speech).	For delivering vocabularies, we meet up every month with the language section to discuss what needs to be prepared for the juniors, like getting the vocabularies

		ready. Usually, if we forget, we look it up in a dictionary. Euhmm. For specific steps, we usually apply repetition when delivering the vocabulary to make it easier for students to hear and understand. Sometimes we also give them tasks to make sentences from the vocabularies we just gave them. So we from the language section gather and discuss to deliberate on the vocabulary syllabus. Once we agree, we give the syllabus to the Ustadzah of the language section to be corrected, checking whether the vocab we're going to give to the juniors is appropriate and correct, and to see if there are any evaluations from the supervising Ustadzah. Euhmm... usually, we order them based on daily activities, because each grade level has different levels of ease and difficulty for the vocab. For example, we take the 1st grade of junior high; we give them vocab about eating utensils like plates, spoons, glasses in Arabic-English-Indonesian so it's easy to memorize. Then, we write it on a whiteboard containing 3 vocabularies from Arabic, English, and Indonesian along with the pronunciation. To make pronunciation easier for the students, we repeat how to pronounce it well 3 times, and the students follow.
3	Is there any difference in how one activity is implemented compared to another?	Maybe the preparation is a bit different. For vocabularies, we from the language section have to look up the correct pronunciation; we check first whether this vocab is right or wrong, along with its meaning.. For conversation, it's about preparing the right topic/title to give to the students. Then the students will be divided into several groups of 12 people and start the conversation facing each other. For speech, we have scheduled it for 2 weeks of Arabic and 2 weeks of English. The implementation is during the 2 weeks of English, and it's carried out every Thursday and Sunday. Our job is correcting grammar mistakes in the students' texts and judging the students' performances during public speaking in front of an audience. The duration for the speech itself is only 7 minutes. For writing sentence, we also correct grammar mistakes, and sometimes it's

		their spelling that's still wrong. For delivering daily conversation, we read out and give examples of how to deliver the dialogue correctly based on the book provided, and we add language correction for the students to memorize and practice. The implementation is the same as delivering vocabulary, which includes repeating it 3 times to make it easier for students to memorize and pronounce it well and correctly.
4	How is that language correction applied?	So, we from the language section gather on Mondays to prepare the correct sentences that we will give to the students on Tuesday. Later, we write down the sentences and hand them straight to the supervising language Ustadzah to be corrected. And the topic of the day and the language correction don't have to match.
5	How do you deliver materials such as vocabulary delivery along with pronunciation so that students can pronounce them correctly?	For vocabularies, we use a small whiteboard containing 3 words. For daily conversation, it's the same using a small whiteboard with 3 sentences containing motivational quotes. We repeat the pronunciation 3 times so the students understand the pronunciation we give better and to help them memorize faster.
6	How do you encourage students to speak English, especially those who are shy about speaking English?	We motivate the students so they aren't shy, and we encourage them to join all activities like delivering vocabularies, delivering daily conversation, and especially speech to build up their self-confidence. We also invite students to join the competitions organized by the boarding school.
7	How do you correct students' speaking errors without reducing their self-confidence?	Maybe after we hear and find out a mistake in a student's speaking, we call the student over to tell them what's wrong and what's right. Or, if there's time during the scheduled gathering for each grade, we usually discuss those mistakes together to create a healthy group discussion without cornering the individual student who made the mistake. Actually, the goal is simple: so we can all learn from mistakes and not be shy to practice speaking even if we're full of doubts.
8	How do you ensure that students are able to understand and apply every activity they have learned in the English Day Program?	We can track their progress through the morning conversation program, speeches, and also monthly examinations. To make sure, during the conversation and daily conversation programs, we walk around each group to check if the students' conversations match the topic. If we find a student who still doesn't know the

		vocabulary they want to say, we ask them to open a dictionary and tell them to look up the words they need to use. This can be seen from the students' ability to choose words, making their speaking more structured and correct in terms of pronunciation. In the context of speech, we can see it from the students' ability to draft texts. Whether the text is completely correct or wrong, we can see it from there. And we look at the daily habits of students who speak English and Arabic. For delivering vocabularies, it's also seen from daily activities. Its application is during conversation with their friends, along with speeches too.
9	In your opinion, which activity is the most effective in improving students' speaking skills? Why?	Conversation and speech. The conversation program is more about the language students use every day, so they find it easy to follow. As for speech, it's probably more about formal language for a public audience, which helps students improve their critical thinking and broaden their horizons through the information shared by the speaker, while also building up their self-confidence.
10	What changes do you observe in the students' speaking skills after they regularly participate in this program?	Students master more vocabularies, and their grammar usage becomes more accurate.
11	What is the biggest obstacle you face when running the program, and how do you overcome it?	The biggest obstacle in the vocabulary delivery program is that we still find students skipping and not participating. To handle this, we made a sort of attendance sheet, and any student who isn't present during the program without permission will be put on the violator logbook and will get a punishment that night. The obstacle for delivering daily conversation and conversation is that we still find students who don't bring a dictionary. To handle this, we call them over and give them a punishment. The punishment is translating a newspaper or magazine, making a composition, or making sentences. For speech, we still find students who refuse to step up for public speaking because they lack confidence. To reduce this lack of confidence, we give them motivation and guidance to practice speaking in English in front of a mirror to train their accent (lahjah) and fluency during delivering speeches. For sentence writing, we still find students who don't submit their sentences, and we

		handle it by calling them over and telling them to do the sentences right then and there. The general obstacle is that we still find students using regional languages and mixed filler languages because they lack the awareness to struggle through opening vocab books and dictionaries to find unknown words, so they are rarely applied. To handle this, we call the student over and reprimand them. We deal with this issue by making the student create sentences, memorize tense formulas, or translate a magazine into English.
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Subject : 4
 Position : Students who had won some competition
 Interview Date : June 5, 2026
 Interview Location : Gazebo

No.	Questions	Answer
1	What activities do you participate in within the English Day Program, and which activity do you like the most?	So far, I've been participating in the mandatory programs provided by the boarding school, like delivering vocabularies, muhadhoroh or speech, delivering daily conversation, conversation, sentence writing, and storytelling.
2	Do you understand the purpose of each activity being conducted?	From what I know, the purpose of each activity is to improve our language skills. Delivering vocab: it expands our daily vocabulary, so things we're usually too lazy to look up in a dictionary are already in the vocab sheet, so we just have to memorize and practice it. Then for muhadhoroh, there's speech and khitobah (sermons). Speech focuses more on public speaking, so it hones everyone's public speaking skills. The goal is to increase confidence and broaden our horizons. Since we deliver speeches, the people listening can benefit from what we talk about. Delivering daily conversation focuses more on everyday conversation, so we know the correct language to use for daily chats. This is because there are usually examples of dialogue texts for situations in the bathroom, library, or cooperative store. For conversation itself, every day the language section gives us a different topic. For example, if we're given the title 'Modernization,' each student is asked to expand on what modernization is based on what they know. Then, if anyone doesn't quite understand, the language section will give a short and clear explanation. This way, without realizing it, it opens up new insights for all students. As for sentence writing, I personally love it because there are many vocabularies we can expand into sentences that we like. For example, taking a verb and expanding it into an interesting sentence.

		The goal is to sharpen our mindset to develop the content of the sentence into something engaging.
3	How do you learn and practice speaking in each program activity?	For speech, at first, I usually practice by myself in front of a mirror, and after that, I ask a friend to help listen to the text. So, since we have muhadhoroh or speech every week, it really trains our public speaking skills. The practice involves memorizing the text and rehearsing on our own. For vocabulary delivery, we repeat what the OPPM says and directly practice it in daily activities, while also memorizing it. To practice it, my friend and I usually practice chatting with each other using the vocab that's been given. And to memorize it, I submit my vocab memorization to the OPPM every Thursday. For conversation, usually, we're asked first like 'what is good morning,' then we move toward the topic, and we're asked to elaborate on that topic. After that, before closing, we're told to make a sentence out of that topic. So, that sentence must include a phrase from the topic. The way it's carried out is usually by forming group lines and facing each other to start the conversation topic. Every day, the topic given is different. For sentence writing, we do it by actively opening a dictionary. Since we're making sentences with foreign words, we have to look at the dictionary often. For delivering daily conversation, we repeat the words were spoken by the language section then we practiced and memorized it correctly.
4	When you encounter difficulties understanding the material in the English Day Program activities such as pronunciation in vocabulary delivery, daily conversation delivery, or speech what steps do you usually take?	On every whiteboard used for delivering daily conversation by the OPPM, there's a pronunciation guide. So if we forget how to pronounce it, we can read it from there. And if we're unsure about the pronunciation, we can borrow an Ustadzah's phone and look it up on Google Translate since it has the proper pronunciation guide. If it's an emergency and really needed, we can borrow it from an Ustadzah to listen to the correct pronunciation on Google Translate. Usually, I look it up in a dictionary or ask the OPPM directly if I feel I don't

		understand the pronunciation yet. For delivering daily conversation, we really have to listen carefully to how it's read. So we pay close attention to how OPPM delivers the conversation material correctly. For conversation, usually, if we make a mistake while speaking English, we're immediately corrected gently by the OPPM language section. We also check the dictionary. Because the OPPM usually asks us to spell things, and we don't know what the right spelling looks like, from there, if we want to know, we have to open a dictionary first. If the words aren't in the dictionary, we're allowed to ask the OPPM language section. Usually, the OPPM language section walks around, and it ends with a Q&A session. For speech, the topics are usually things like halal and haram food, which are in general lessons. So if we have trouble finding material, we can open Fiqh books. If it's for a competition like modernization or social media, I usually borrow a phone from an Ustadzah to look up what AI is too. This is because, at the boarding school, topics like halal and haram are used very often. For sentence writing, if I find it hard to find material, I usually look inside an English textbook. You know, how there's usually... euhmm... the correct way to make sentences according to grammar patterns. Whether making sentences feels difficult or not depends on the person. If the person is creative with tenses, then for them it's an easy thing. If they already disliked it from the start, usually if there's the vocab 'Like', they'll just write "I like banana." But if the person is creative, from the word 'Like' it can be expanded into "I like... and..." and so on.
5	Do you often practice speaking English outside of the official program sessions? What does it look like?	Yes, usually there are OPPM events like Queen of Language and Queen of Speech. They usually need an MC, and with that opportunity, I was asked to be the MC for the event. For me, it's a huge plus to improve my speaking skills.
6	How do you prepare yourself before practicing in each English Day Program activity, such as a speech?	For speech, I usually practice in front of a mirror by myself, and ask a friend for help to listen to the text I'll be practicing. If

		there's a mistake, I'll repeat it again until the text I'm using for the speech is correct. For vocabulary delivery, students are required to bring the vocab book they've been given. For delivering daily conversation and language correction, bringing a dictionary is mandatory. So every Tuesday morning, it's mandatory to prepare a dictionary, daily conversation book, and language correction sheet. For sentence writing, we have to write in a sentence book.
7	How do you feel when you have to speak English in front of your peers, for example, during a speech session?	My feeling during doing conversation and speech using English is that I feel more confident. For knowing my fluency, at the Q&A session that I give to my conversation partner. Usually, I ask them "Is this right?", then there will be a response from my partner answering "YES" or "NO".
8	How do you practice your speaking after receiving corrections from the OPPM?	Euhmm, after getting corrections from the OPPM language section, I discuss with them where my mistakes were, like grammar, tenses, and vocabulary. After that, I immediately practice speaking by applying those corrections so I can speak more smoothly and reduce making the same mistakes in the future.
9	In your opinion, does the English Day Program help improve your English speaking ability?	In my opinion, the English Day program organized by the boarding school is able to improve students' English speaking skills by presenting several flagship language programs at the Darul Hikmah boarding school.
10	Which activity in the English Day Program contributes the most to increasing your speaking ability and your confidence in using English?	Personally, I think the conversation activity is best, because in conversation we're told to elaborate on the topic, which can expand our horizons.
11	How has your English speaking ability progressed comparing before and after regularly participating in the English Day Program?	For someone like me who likes new things, it can broaden my insights and improve my speaking skills. But if someone doesn't want to try new things, their skill will just stick right there and won't grow. The speaking improvement I felt before joining conversation was that I didn't know what was being talked about, and after joining the mandatory program, bit by bit I started to know what I didn't know at first.
12	What difficulties do you face during the English Day Program, and how do you overcome those difficulties?	For me, it's pronunciation. You see, usually, there are words like 'even' and 'event' (or similar sounding words). We usually don't know the correct pronunciation for the letter 'e' which sounds like 'ie'. The way I overcome this

		difficulty is by opening a dictionary, and if the dictionary isn't helpful enough, I can ask the supervising Ustadzah for help to check it via Google Translate.
13	What activity of English Day Program you like the most?	Speech, because I can expand on the material and inform the general public about the topic we're conveying.
14	Have you ever won a championship in a certain competition thanks to this English Day program?	Yes, the UTL competition held by the boarding school, and I won 1st place. There was also an MTs (Junior High) Porseni specifically for speech, which was an external competition, and I got 2nd place. After that, there was an MA (Senior High) Porseni organized outside the boarding school, and I won a runner-up (Juara Harapan) position.

Subject : 5

Position : Students who had won some competition

Interview Date : June 5, 2026

Interview Location : Gazebo

No.	Questions	Answer
1	What activities do you participate in within the English Day Program, and which activity do you like the most?	The activities include conversation, maybe also twice a week we have speech practice in Arabic and English. For English, we're definitely split into groups, so we don't step up to speak twice a week, but yeah, that's speech. Then there's also the distribution of daily conversations, and in the morning throughout the week, there's usually a total of 3 to 4 days where new vocabularies are given out. And what I like most is the morning conversation, because it trains us in communication, broadens our horizons, and hones the mufrodat or vocabularies we've gained daily. Are there any other supporting activities outside the program? For other activities, there's a program from the student committee (pengurus) where they usually hold competitions to benchmark how far our language skills have come. Sentence writing is also part of the program activities I join, which is usually held once every 2 weeks.
2	Do you understand the purpose of each activity being conducted?	From what I understand, the conversation activity aims for exactly that what we've already gained, we then practice to also serve as a benchmark like, 'Oh, where are the gaps? What parts am I already good at? And which parts still need to be honed?' Then for speech itself, it's to train our courage, our confidence level, and also our talent, which keeps being honed to become a speaker. For sentence writing too, maybe some of us are already quite capable in conversation but might still be grammatically error-prone, or maybe the subject, verb, object (SPOK) structure in English isn't well arranged yet, so it's to hone the grammar more. Then, competitions like that are aimed at challenging the students' adrenaline and build their courage.

		For delivering vocab, first, it's to expand our horizons; second, it's our preparation every morning to be used during daily conversation. The goal of delivering daily conversation is actually similar to delivering vocabularies, it's just that daily conversation focuses more on sentences like, when a word is put into a sentence, what does it look like? We're taught there to understand through memorization. So when a word goes into a sentence, 'Oh, it looks like this,' for example.
3	How do you learn and practice speaking in each program activity?	Speaking can be trained in various ways, maybe one of them is by frequently chatting with friends who share the same passion for learning and a desire to grow. Or from easy yet fun daily habits like listening to songs or reading light materials, which when done often, will improve and sharpen our skills. For delivering vocabularies, maybe in a week, there are three to four days used for delivering vocabularies, and they will be memorized on a specific day. For me personally, every time I get new vocabularies for the day, I memorize them immediately and try to practice them in daily conversation. Meaning that after the OPPM language section gives the vocab, you immediately memorize and practice it? Yes, exactly. Next, maybe for delivering daily conversation, there are also several words or sentences that I practice in my daily activities to communicate after getting them. Or during speech; in my opinion, speech is one of the great activities to practice speaking, even though it's not quite at the conversation level yet, but it's there in speech activities like that. The way I practice speech: as an initial step, I memorize the content of the text first, then I practice in front of a mirror by myself. For the writing sentence activity, maybe at first I didn't understand what grammar was or what the subject-verb-object procedure was in English, so I might have found it a bit difficult. Because of that, I use a vocabularies book to arrange those sentences, or maybe look at several sentences like, 'Oh, this grammar is already correct,' then I make a sentence using the same procedure but with different words.

		For conversation, it really helps with our speaking and fluency to understand what we want to convey and what other people are conveying. One crucial point is how we reply to what our conversation partner has said. Because maybe some people understand what their partner is saying and get it, but find it very hard to reply. With that, the existence of the conversation program is very useful for that purpose. The application of conversation itself is face-to-face, divided into groups.
4	When you encounter difficulties understanding the material in the English Day Program activities such as pronunciation in vocabulary delivery, daily conversation delivery, or speech what steps do you usually take?	Of course, there are difficulties in understanding the pronunciation of a word. Euhmm, the step I take is asking the OPPM how to read this letter, or the closest option, euhmm, I open a reference book. If I still don't get it, I usually ask my room supervisor (pengurus kamar) first.
5	Do you often practice speaking English outside of the official program sessions? What does it look like?	Euhm, for me personally, yes, because I think if you want to have a good communication standard or a nice way of speaking, especially with a foreign language, then you have to practice often outside of what you already get within the program. This is to sharpen and also practice our speaking ability of what you've gained, as well as to see where your benchmark stands. In written form, yes, by writing sentences or something I like trying my self to write a journal in English. If not like that, I quite often put myself in a situation where I act as if I'm in a chat with someone where I have a conversation partner and a theme. Like that. So I place myself in that situation. In a direct form, or maybe through something like a discussion club to hone skills.
6	How do you prepare yourself before practicing in each English Day Program activity, such as a speech?	Before practicing, I definitely review the material I've gained, then I test myself to see if I still remember it or not. Sometimes there are moments where I forget a bit, so I memorize it again bit by bit, what I've gained, and practice it again. Besides that, I prepare myself more mentally, and my way is by repeating the words I want to convey or what I need for when I go out into the field later. Maybe from the delivery side, they prepare teaching props like a whiteboard to convey vocabularies, which will then be followed and written down by the students. For delivery, they also prepare

		mentally in case there are writing mistakes, and especially regarding how to pronounce it.
7	How do you feel when you have to speak English in front of your peers, for example, during a speech session?	Euhmm, maybe the mental preparation needed is quite big, just like other speeches, it definitely requires mental readiness. But for English, maybe what needs more preparation is personal maturity to be sure whether that pronunciation is truly correct or not. You see, if something is wrong or a bit off, it usually makes us a bit less confident, so it has to be prepared very thoroughly. For me, Confidence is a must, it has to be prepared as thoroughly as possible so we feel confident, but before that, there's definitely worry. Maybe that worry triggers us to give our best performance.
8	How do you practice your speaking after receiving corrections from the OPPM?	Regarding the speaking method earlier, I again put myself in a situation where I act as if I have a conversation partner, and with that partner, I can determine a theme to talk about. I dig deeper into where my mistakes were. For example, a mistake in using past tense, so I change my sentence which initially used simple present tense into past tense, just like the OPPM corrected me earlier. So later I repeat that again, whether it's the pronunciation or the accent (lahjah) to make it right, and then I repeat it in a communication forum or discussion club.
9	In your opinion, does the English Day Program help improve your English speaking ability?	In my opinion, it's very helpful, because euhmm... if at our age we're all filled with logic or theory without any practice, it equals zero. Because it's a waste if it's only in logic but not in practice. Understanding grammar but not pairing it with speaking practice is futile, because nowadays out there, native speakers don't really care about grammar, it's more about 'I understand you, you understand me,' like that. The activities in this program are very, very helpful in honing students' speaking skills.
10	Which activity in the English Day Program contributes the most to increasing your speaking ability and your confidence in using English?	For confidence in communicating, it's daily conversation the conversation done every morning. Then for confidence that is truly all-out as a speaker, that would be speech. So it's delivering conversation and also speech.
11	How has your English speaking ability progressed comparing before and after regularly participating in the English Day Program?	Before joining this program, maybe I already quite understood English and mastered it theoretically, but lagged in practice. After joining this program, my

		speaking and conversation became smoother and more confident.
12	What difficulties do you face during the English Day Program, and how do you overcome those difficulties?	Internal difficulties within myself don't exist, but rather external difficulties coming from others. There's this assumption from other people about me, saying that I'm "sok Inggris" (showing off my English). From the internal side, there's none because basically, I like it, but maybe the external side is what contradicts my perspective. And the way I deal with it is by holding firmly to myself that 'this is needed,' just like that, and maybe they just haven't realized it yet. And why should I stop for something when I don't even understand their reason for saying it?
13	What activity do you like the most?	Conversation, euhmm, because through conversation we can practice communication with our conversation partner and it helps add to our vocabulary insights that we didn't know before.
14	Have you ever entered a competition from those activities and won a championship?	For speech competitions, I happen to join them often, and also storytelling competitions in that program. Syukron alhamdulillah Thanks to God, I also frequently place in championships in those competitions. The competitions I joined were organized by schools outside the boarding school, and I've won 1st place in storytelling and also speech at the high school level.

Appendix 4. Preliminary

PRELIMINARY

Date : November 25, 2025

Time : 03:00 PM – 04:45 PM

Location: Gazebo yard : Darul Hikmah Islamic Modern Boarding School

Focus : Students' speaking in the dormitory

FIELDNOTE
The preliminary observation was conducted in the gazebo yard at 03:00 PM. The researcher called the language section to ask about students' speaking habits during their daily activities in the dormitory. The language section explained that there was a language program that students were required to follow, which was intended to help them hone their language ability. To confirm this, the researcher asked the language section to call several students randomly and ask them a simple question in English, such as "How's your day so far?" Several tenth-grade students were called by the language section to answer the question. When asked, "How's your day so far?", some of the students paused for a long time before answering. For example, one student remained silent for several seconds before responding hesitantly, "Uhm... my day is... good". Some students answered in a quiet voice, such as one student who softly said, 'My day is fine, sist,' almost inaudibly. A few students also glanced at their friends before responding, as if seeking reassurance or confirmation before speaking. Meanwhile, eleventh-grade students who were observed on the same occasion answered the question more quickly and without long pauses. One student immediately responded, "My day is great, sist! I just finished my class and now I'm going to the DH Mart". Another student answered fluently, "It's good so far, I had an interesting lesson this morning".

Based on how quickly and confidently the eleventh-grade students answered compared to the tenth-grade students, the researcher became interested in exploring in depth what factors contributed to students being able to speak English fluently and confidently

Appendix 5 Observation Checklist

OBSERVATION CHECKLIST
English Day Program

Observation Details

School : Darul Hikmah Islamic Modern School

Observation Date : June 6, 2026

Observer : Mazaya Ni'amil Maula

Program Observed : Delivering Vocabularies

1. Delivering Vocabularies

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
A. Preparation and Planning of the Language OPPM Division				
1	Program Preparation	The program schedule has been set and communicated to students.	✓	That been implemented after dawn prayer, at 05:00AM to 05:15AM. On Saturday, Sunday, Monday, and Wednesday.
		Facilities and equipment for the activity are available, such as a vocabulary board and vocabulary book	✓	It has been well prepared
2	Vocabulary Preparation	The Language OPPM Division prepares the vocabulary to be delivered to students.	✓	The vocabularies write on the small whiteboard.
3	Completeness of Presentation	Each vocabulary word is presented in four elements, namely English, Arabic, Indonesian, and pronunciation.	✓	Yes, there are four vocabularies, that been delivered.

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
4	Room Arrangement	Students are divided into several rooms to attend the vocabulary delivery session.	✓	The vocabularies activity was conducted in the central lobby on the second floor.
5	OPPM Task Distribution	There is a clear division of roles or tasks among OPPM before the activity.	✓	The Language Section was assisted by another OPPM section in delivering the vocabulary session
B. Vocabulary Delivery Procedure				
6	Delivery Method	The Language OPPM Division delivers the vocabulary in a loud and clear voice.	✓	Delivered loudly and clearly
7	Repetition	Each vocabulary word were repeated by the deliver.	✓	The students repeated the vocabulary after the Language Section pronounced it
8	Student Response	Students read the vocabulary aloud following the delivery.	✓	Yes, they read in a loud voice
9	Pronunciation Attention	Pronunciation is emphasized and monitored during group reading.	✓	The language section corrected the students' pronounsation mistakes.
10	Writing	Students write the vocabulary in their own notebooks.	✓	They write down the vocabularies
11	Memorization Check	There is a check of memorization orally, individually or together.	✓	n the final session of the vocabulary activity, the students were asked to close their small notebooks. The Language Section then conducted a

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
				quiz by asking them to identify the meanings of the vocabulary or translate words into English or Arabic, such as, "How do you say harum in English/Arabic?"
12	Application	Students try to use new vocabulary in sentences or short conversations.	✓	The students' practiced their new vocabulary orally.

Observation Details

School : Darul Hikmah Islamic Modern School

Observation Date : June 7, 2026

Observer : Mazaya Ni'amil Maula

Program Observed : Practicing Conversation

2. Practicing Conversations

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
A. Preparation and Planning of the Language OPPM Division				
1	Program Preparation	The program schedule has been set and communicated to students.	✓	That been implemented at 06:30AM to 06:45AM. On Sunday, Monday, Wednesday. And Thursday
2	Group Planning	OPPM forms several groups according to the guidelines	✓	There were 15 conversation groups, with 12 members in each group.
3	Theme Determination	OPPM prepares the conversation theme before the activity begins.	✓	The Language Section assigned the conversation topic
B. Conversation Implementation Procedure				
4	Theme Assignment	OPPM provides a conversation theme that is appropriate to students' abilities.	✓	The Language Section assigned the conversation topic: 'At the Library'.
5	Use of English	Students hold conversations using English consistently.	✓	The students consistently communicated in English and engaged in face-to-face conversations

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
				with their group members.
6	Courage to Speak	Students dare to speak even if they make mistakes.	✓	Some students still used Indonesian during the conversation activity.

C. Role of OPPM as Facilitator

7	Monitoring	OPPM monitors the conversation in each group and provides help when students have difficulty.	✓	There were 15 OPPM members assigned to monitor the students' conversations to ensure that they remained in accordance with the given topic.
8	Correction	Mistakes are corrected gently without discouraging students' confidence.	✓	They corrected the students' grammatical errors well.

D. Conversation Quality

9	Theme Relevance	The students' conversation is relevant to the given theme.	✓	The students' conversations were in accordance with the given topic in this activity.
10	Fluency	Students speak fairly fluently.	✓	The students performed quite well in speaking during the conversation activity
11	Pronunciation	Students' pronunciation can be understood by their conversation partner.	✓	They used simple language that helped their conversation partners understand the meaning during

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
				this conversation practice activity.
E. Evaluation				
12	Reflection	OPPM provides feedback after the conversation session ends.	✓	The feedback focused on the correct use of the simple past tense. For example, the incorrect sentence, <i>'I go to library with my friends yesterday,'</i> was corrected to <i>'I went to the library with my friends yesterday.'</i>

Observation Details

School : Darul Hikmah Islamic Modern School

Observation Date : June 9, 2026

Observer : Mazaya Ni'amil Maula

Program Observed : Delivering Daily Conversation

3. Delivering Daily Conversations

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
A. Preparation and Planning of the Language OPPM Division				
1	Program Preparation	The program schedule has been set and communicated to students.	✓	The program was conducted on Tuesday, at 06:30 AM to 06:45 AM in the front yard of the mosque.
2	Material Preparation	OPPM prepares materials suited to students' abilities.	✓	The conversation materials were provided in the conversation book 'Feeling At Home', and the Language Section gave language corrections to the students.
3	Completeness of Presentation	Each daily conversation sentence is presented completely with its translation and context of use.	✓	The conversation book contains three languages: English, Arabic, and Indonesian.
B. Delivery Procedure				
4	Delivery Method	OPPM delivers the daily conversation clearly so students can understand it.	✓	The Language Section delivered the materials in a loud and clear voice, so that all students could hear them clearly.
5	Repetition	The expression is repeated several	✓	Each dialogue line was repeated three times.

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
		times so students can follow along.		
6	Student Response	Students actively follow and imitate the delivery.	✓	The students followed the repetition of the example dialogue.
7	Pronunciation	Pronunciation is emphasized during the delivery.	✓	The Language Section emphasized the pronunciation of unfamiliar vocabulary found in the daily conversation dialogue to help students pronounce the words correctly.
C. Application				
8	Direct Practice	Students try to use daily conversation expressions in real situations.	✓	Two students were asked to come to the front and practice the daily conversation dialogue.
9	Correction	OPPM corrects pronunciation errors in a supportive manner.	✓	The Language Section corrected students' pronunciation errors and provided language corrections that all students were required to write in their language correction books.
D. Evaluation				
10	Reflection	OPPM provides feedback or a review at the end of the session.	✓	A feedback session was conducted at the end of the daily conversation activity to evaluate the students' understanding and performance.

Observation Details

School : Darul Hikmah Islamic Modern School

Observation Date : June 11, 2026

Observer : Mazaya Ni'amil Maula

Program Observed : Practicing Speech

4. Practicing Speech

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
A. Preparation and Planning of the Language OPPM Division				
1	Program Preparation	The program schedule has been set and communicated to students.	✓	The program was conducted every Thursday and Sunday at 07:00 PM to 09:00 PM.
2	Theme Determination	OPPM determines the speech theme and communicates it to students before the day of the activity.	X	The students selected their own speech topics, and the Language Section checked their speeches for grammatical errors.
3	Student Preparation	Students are given time to prepare their speech material according to the theme.	✓	The students prepared their speech scripts two weeks before performing their speeches.
B. Speech Implementation Procedure				
4	Individual Performance	Students come forward one by one to deliver their speech.	✓	The students came forward one by one according to the assigned group schedule for that day.
5	Theme Relevance	The content of the student's speech	✓	The speech topics were selected according to the

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
		matches the assigned theme.		students' preferences.
6	Courage to Perform	Students dare to perform in front of the class even if not yet perfect.	✓	The students demonstrated good confidence during the speech practice and delivered their speeches with a loud and clear voice.
C. Delivery Quality				
7	Pronunciation	Students' pronunciation can be understood by listeners.	✓	Good enough
8	Fluency	Students deliver their speech fairly fluently.	✓	Good enough
9	Confidence	Students show confidence when speaking in front of the class.	✓	Students' showed their confidence in good enough
10	Intonation and Expression	Students use intonation and expression that support the delivery.	✓	The students performed quite well with facial expressions that supported their speech delivery.
D. Role of OPPM				
11	Facilitator	OPPM accompanies and facilitates the speech session.	✓	OPPM were assigned to each room to monitor the continuity of the speech activity.
12	Correction and Feedback	OPPM provides correction and feedback after students perform.	✓	At the end of the activity session, OPPM members provided feedback by correcting the students'

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
				grammatical errors during their speech delivery. They also gave scores to evaluate the speakers' performances on that night.

Observation Details

School : Darul Hikmah Islamic Modern School

Observation Date : June 18, 2026

Observer : Mazaya Ni'amil Maula

Program Observed : Practicing Writing Sentence

5. Practicing Writing Sentences

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
A. Preparation and Planning of the Language OPPM Division				
1	Program Preparation	The program schedule has been set and communicated to students.	✓	The students submitted their sentence books every Thursday at 01:00 PM. The books contained the vocabulary that had been provided, which the students used to create their own sentences.
2	Vocabulary Preparation	OPPM determines the vocabulary to be used as material for making sentences.	✓	There were 12 vocabulary words that the students were required to use in creating sentences.
B. Sentence-Making Implementation Procedure				
3	Instruction	OPPM gives clear instructions to students on how to make sentences.	✓	There was information regarding the language requirement for writing sentences, which was determined based on the students' language zone (English or Arabic). At that time, the students were in the

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
				English zone, so they were required to write their sentences in English.
4	Writing Activity	Students write sentences using the vocabulary they have learned in their own notebooks.	✓	They write 12 vocabularies in sentence
5	Accuracy of Use	The sentences made by students match the meaning and context of the vocabulary.	✓	It's appropriate
6	Sentence Structure	Students make sentences with the correct structure (Subject + Verb + Object).	✓	It's appropriate
C. Role of Language section/ OPPM				
7	Checking	OPPM checks the sentences made by students.	✓	The Language Section checked the accuracy of the students' sentences and provided examples of the correct sentence structures as guidance.
8	Direct Correction	OPPM provides direct correction for writing errors or incorrect vocabulary use.	X	The corrections were not done directly on Thursday; instead, the Language Section corrected the sentences on Friday.
9	Feedback	OPPM gives appreciation or motivation for the students' work.	✓	They give a support note on students' sentence book

No.	Aspect Observed	Observation Indicator	Implemented (✓/X)	Description / Notes
D. Evaluation				
10	Reflection	There is a review session or joint discussion at the end of the activity.	X	There were no review session immediately because the system required the sentence books to be collected directly from each class and corrected by the Language Section.

Appendix 6 Fieldnote Sheets

FIELDNOTE SHEETS

This field note sheets contains of data obtained directly from naturally occurring activities in the field during the implementation of the English Day Program. It includes observations of delivering vocabulary, delivering daily conversations, conversation practice, speech practice, and sentence-writing activities. The data are presented descriptively to document the observed activities.

1.	Delivering Vocabularies
	The vocabulary delivery activity began with the language section ringing the bell once as a warning signal that the activity would start shortly. The students immediately went to their assigned vocabulary delivery area according to their class groups. The activity was carried out in the central lobby, where each class group occupied its own designated area. After all students had gathered, the language section rang the bell three times to indicate that the activity had officially begun. Several members of the Organization of the Students of Islamic Modern Boarding School (OPPM) were assigned to each class group to conduct the activity. The students sat neatly in rows, remained quiet, and focused their attention on the OPPM member standing in front of the room. The OPPM member opened the activity by greeting the students and asking, “How are you today?” The students responded together, “Alhamdulillah, we are fine. Thank you. And you, Sist?” The OPPM member replied, “Alhamdulillah, I'm very well too. Thank you.” The OPPM member then delivered the vocabulary by reading each Arabic word first. At that time, the vocabulary items presented were: • Menumpuk, /paɪl ʌp/, To Pile Up, تَرَاكُم – يَتَرَاكُم • Harum, /'freɪgrənt/, Fragrant, مَدِيّ • Karakter, /'kærəktər/, Character, الطَّابَعَةُ • Diet, /'daɪət/, Diet, الْجَمِيَّةُ After each word was pronounced, the students repeated it together three times in a loud voice. The OPPM member continued by reading the English vocabulary, which was also repeated three times by the students. Finally, the Indonesian meaning of each vocabulary item was read once. After all four vocabulary items had been presented, the OPPM member instructed the students to write down the vocabulary from the small whiteboard into their notebooks that provided by the boarding school. The students also wrote the pronunciation shown on the whiteboard. They completed the writing task within approximately five minutes. During this session, the dormitory room atmosphere remained quiet, and the students focused on their writing. During the writing session ended, the OPPM member instructed the students to read the four vocabulary items together three times. The students read the vocabulary loudly. At the end of the activity, the OPPM member conducted a short oral quiz by asking several questions, such as, “What do we say in Arabic ...?” and “What is the meaning of ...?” The students answered the questions together in a loud voice and provided the correct responses. The activity ended after the quiz session was completed.
2.	Delivering Daily Conversation Activity
	Firstly, the language section led the activity, and the students were divided into their respective classes to receive the daily conversation material. Afterwards, the language section delivered the daily conversation based on the guidebook provided to the students. The language section selected ‘Feeling At Home’ as the topic of the conversation. They

	first read the conversation line by line, and the students repeated each line three times. Subsequently, two students were asked to practice the daily conversation in front of their classmates. After the practice, the students returned to their seats and received three language corrections from the language section. These corrections were recorded in the language correction notebook provided by the school. After the delivering session was completed, the students were instructed to memorize the daily conversation and recite it to the language section. The memorization submission was scheduled to be completed by 04:00 PM.
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3.	Practicing Conversation
	The conversation activity was conducted at 06:30 AM to 06:45AM. The activity began with the language section leading the session. Next, the students were divided into fifteen groups, with each group consisting of approximately twelve students. They then formed two lines and stood face-to-face to practice the conversation. Afterward, the language section introduced 'At the Library' as the conversation theme. During the activity, the students were supervised by the language section to ensure that they used English correctly and consistently while interacting with their partners. At the end of the activity, the language section provided corrective feedback on the students' grammatical errors. On this occasion, the feedback focused on the correct use of the simple past tense. For example, the incorrect sentence, <i>'I go to library with my friends yesterday,'</i> was corrected to <i>'I went to the library with my friends yesterday.'</i>

4.	Practicing Speech
	The speech program was conducted at 07:00 PM to 09:00 PM in the dormitory. At the beginning of the activity, the students were divided into several groups. Rather than being assigned a topic, each student selected their own speech topic, and the language section checked the scripts beforehand for grammatical errors. One student from each group then came to the front to deliver a speech on their chosen topic for approximately seven minutes. At the time, the students theme during speech is ' Choosing Halal Food: Understanding What Is Halal and Haram '. During the speech, the speaker delivered the presentation confidently, used clear and understandable pronunciation, and expressed the ideas with appropriate facial expressions and gestures to support the delivery. At the end of the activity, the language section provided feedback on the speaker's performance, correcting grammatical errors and giving each speaker a score to evaluate their performance for that night.

5.	Practicing Writing Sentence
	The activity was conducted on Thursday. The students wrote twelve vocabulary words that they had learned during the week in their sentence books and used each word to write a sentence. After completing the task, they submitted their work to the language section for feedback. Rather than being corrected on the spot, the sentence books were collected and the language section reviewed and provided corrective feedback on the students' grammatical errors on the following day, Friday

Appendix 7 Research Documentation

Research Documentations

Observation Interview with the Subject

Interview with S1 as the Englis Teacher and Head coordinator of program



Interview with S2 as Language Section or CLI of OPPM
(Central Language Improvement)



Interview with S3 as Language Section or CLI of OPPM
(Central Language Improvement)



Interview with S4 whose had won in competition



Interview with S5 whose had won in competition



Language Program Article in Wardah Magazine

Biro Pendidikan

wajib di rawat dan dijaga agar tidak rusak, juga mengantisipasi kerusakan akibat dipinjam. Maka diadakanlah penyampulan untuk seluruh buku tanpa terkecuali.

C. Penyortiran buku KTSP dan K-13. Dikarenakan sekarang dunia pendidikan Indonesia merubah kebijakan dalam penggunaan buku K-13, maka Perpustakaan Islam Darul Hikmah segera berbenah untuk menyortir buku-buku KTSP dan K-13. Rencananya buku KTSP ini akan di di satukan di satu muka rak buku. Sedangkan buku K13 disesuaikan dengan tempatnya.

B. LANGUAGE ADVISORY COUNCIL

Pusat tertinggi pengarah kebijakan bahasa di darul Hikmah

Adalah sebuah Lembaga dibawah arahan biro Pendidikan yang bertugas meningkatkan mutu Bahasa dan menjaga penggunaan Bahasa resmi inggris dan arab sebagai Bahasa resmi di pondok. Tahun 2019, Language Advisory Council atau biasa di sebut LAC memiliki beberapa arah kebijakan baru dan juga beberapa agenda.

Kegiatan LAC antara lain: mengadakan kumpul dengan bagian penggerak bahasa, mengadakan evaluasi di setiap minggunya, membimbing bagian bahasa OPPM, mengadakan usbu' tarqiyatul Lughoh pada bulan februari 2020, mengikuti perlombaan Bahasa di UIN dan UM Malang.

Lomba Bahasa di UIN Maulana Malik Ibrahim dan UM Malang

Gebyar Apresiasi Khazanah Arabi ke VI merupakan kompetisi Bahasa Arab tingkat Jawa Timur yang diselenggarakan oleh Himpunan Mahasiswa Jurusan Bahasa Arab UIN Maulana Malik Ibrahim Malang. kompetisi ini diikuti oleh pesaing-pesaing dari Jawa Timur yang tingkat kepawaian dalam bahasa arab sudah banyak diakui otoritas pendidikan timur tengah. Sedangkan Pekan Arabi UM Malang merupakan kompetisi Bahasa Arab yang diadakan oleh Mahasiswa Jurusan Bahasa Sastra Arab Universitas Negeri Malang. Sama seperti Di UIN Malang, Kompetitor Darul Hikmah masih sama.

Lomba Bahasa di Universitas Negeri Malang dan Universitas Islam Negeri Maulana Malik Ibrahim

WARDAH

Potret sesi perlombaan debat bahasa arab

malang merupakan tujuan tetap Pondok Modern Darul Hikmah dalam mengirimkan kontingen lomba yang terdiri dari santri-santri yang terpilih. Alhamdulillah pada tahun 2016 silam, Pondok Modern Darul Hikmah mendapat predikat juara umum setelah merebut banyak penghargaan pemenang lomba. Namun tahun ini walaupun hanya mendapat piala yang lebih sedikit, kami tetap bersyukur. Dan sebagai pembelajaran kita bersama dan evaluasi untuk kedepannya lagi.

Usbu' Taqiyatul Lughah

Merupakan acara tahunan yang digelar di Pondok Modern Darul Hikmah atas inisiasi Language Advisory Council atau LAC. Kegiatan ini adalah perlombaan bahasa yang bertujuan meningkatkan kemampuan berbahasa santri Pondok Modern Darul Hikmah.

Usbu' tarqiyatul lughoh ini dibagi menjadi dua panitia, yaitu panitia Usbu' Tarqiyatul Lughah putra dan panitia Usbu' Tarqiyatul Lughah putri. Perlombaan berlangsung sekitar seminggu, dimulai tanggal hingga tanggal februari. Perlombaannya pun bervariasi. Seperti : debate Bahasa arab, debat Bahasa inggris, pidato Bahasa arab, pidato Bahasa inggris, cerdas cermat, storytelling, ilqo'ul Qishoh, singing dan ghina' arabi serta pidato Bahasa arab dan pidato Bahasa inggris. Pada malam puncaknya, LAC secara khusus menghadirkan motivator Bahasa yang merupakan seorang dosen Bahasa arab di salah satu perguruan tinggi di Tulungagung, beliau adalah Dr. Muntahib Nafis . semoga dengan segala upaya Language Advisory Council, Pondok Modern Darul Hikmah dapat tetap melanjutkan dan meningkatkan mutu kebahasaan,

C. MADRASAH DINIYAH ULA DARUL HIKMAH

Madrasah Diniyah Ula Darul Hikmah merupakan salah satu lembaga pondok di bawah naungan Pondok Modern Darul Hikmah, adalah sebuah lembaga pendidikan yang aktif ketika malam hari. Bila siang hari santri di didik dalam pelajaran KMI dan umum, maka di malam hari Madin Ula Darul Hikmah berfungsi sebagai penunjang dalam

Foto bersama usai perlombaan debat munadharah ilmiyah

Warta tahunan Pondok Modern Darul Hikmah

Appendix 8 Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Website: www.ftik.uinsatu.ac.id Email: ftik@uinsatu.ac.id

Nomor : B-1686/Un.18/F.II/TL.00/06/2026

03 Juni 2026

Lampiran : -

Hal : **IZIN PENELITIAN**

Yth. Pengasuh Pondok Modern Darul Hikmah Tulungagung

Di -

Tempat

Assalamualaikum wr. wb.

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi. Sehubungan dengan hal tersebut, kami mengharap dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian di instansi/lembaga Bapak/Ibu. Adapun data mahasiswa sebagai berikut:

Nama : Mazaya Ni'amil Maula

NIM : 1860203221018

Prodi : Tadris Bahasa Inggris

Telepon : 6282290202040

Judul Penelitian : THE PRACTICE OF ENGLISH DAY PROGRAM TO FACILITATE STUDENTS' IN LEARNING SPEAKING AT DARUL HIKMAH ISLAMIC MODERN SCHOOL

Demikian surat ini atas perhatian dan kesediaan Bapak/Ibu disampaikan terima kasih.

Wassalamualaikum wr. wb.



Tembusan:

1. Rektor UIN SATU Tulungagung sebagai laporan;
2. Yang bersangkutan sebagai pegangan.

Appendix 9 Research Completion Certificate



**PENGASUHAN SANTRI
LEMBAGA PENDIDIKAN
PONDOK MODERN DARUL HIKMAH**
TAWANGSARI –TULUNGAGUNG – INDONESIA



Jl. KH Abu Mansyur I Tawangsari Kedungwaru Tulungagung Jawa Timur Indonesia Telp: (0355) 334557

Tulungagung, 07 Juli 2026

No : 010/PMDH-PS/VII /2026
Sifat : Penting
Lampiran : -
Perihal : 1 (Satu) Lembar

Yang bertanda tangan Ketua Pengasuhan Santri Pondok Modern Darul Hikmah di bawah ini :

Nama : Al Ustadzah Fatma Fathiyatus Sabila
Jabatan : Ketua Pengasuhan Santri Pondok Modern Darul Hikmah
Dengan ini menerangkan bahwa :

Nama : Mazaya Ni'amil Maula
NIM : 1860203221018
Program Studi : S1 Tadris Bahasa Inggris
Perguruan Tinggi : UIN Sayyid Ali Rahmatullah Tulungagung

Telah menyelesaikan kegiatan penelitian di Pondok Modern Darul Hikmah Kedungwaru Tulungagung yang dilaksanakan pada :

Waktu Pelaksanaan : 05 Juni 2026 – 27 Juni 2026
Judul/ Lingkup Penelitian : “The Practice Of English Day Program To Facilitate Students’ In Learning Speaking At Darul Hikmah Islamic Modern School”

Selama melaksanakan kegiatan di Pondok Modern Darul Hikmah, yang bersangkutan menunjukkan sikap yang baik, kooperatif, dan menjalankan tugasnya dengan penuh tanggung jawab.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Mengetahui,
Pimpinan Pondok Modern Darul Hikmah

Tulungagung, 07 Juli 2026
Ketua Pengasuhan Santri Putri



KH. Irkhamni Khoirul Munzilin, M. Kom



Al Ustadzah Fatma Fathiyatus Sabila

Appendix 10 Advisor Consultation Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Website: www.ftik.uinsatu.ac.id Email: ftik@uinsatu.ac.id

FORM KONSULTASI PEMBIMBING PENULISAN SKRIPSI

Nama : Mazaya Ni'amil Maula
 NIM : 1860203221018
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi Tugas Akhir : The Practice of English Day Program To Facilitate Students' in Learning Speaking at Darul Hikmah Islamic Modern School
 Pembimbing : Dr. H. Susanto, S.S., M.Pd.

No.	Tanggal	Topik/Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 19 Januari 2026	- Revisi judul skripsi. - Revisi pada BAB I	- Mnghilangkan <i>confidence</i> dan <i>fluency</i> pada judul sebelumnya, diubah menjadi 'The Practice of English Day Program To Facilitate Students' in Learning Speaking at Darul Hikmah Islamic Modern School'. - Research Question diubah dan dibenahi.	
2.	Selasa, 27 Januari 2026	Konsultasi dan revisi pada BAB I	Lebih teliti lagi ketika ambil gap/novelty di previous study.	
3.	Rabu, 11 Februari 2026	- Acc BAB I - Revisi BAB II - Teori yang digunakan - Previous study	- Teori pada speaking ditambah dan diperhatikan lagi akan kesesuaian teori pada penelitian. - Previous study ditambah lagi	

4.	Kamis, 19 Februari 2026	Konsultasi dan revisi BAB II	Penggunaan grammar nya diperhatikan lagi dan dibenahi	f
5.	Selasa, 3 Maret 2026	- Acc BAB II - Konsultasi BAB III	Menentukan dan membaha research design, subject, dan data collection dll pada BAB III	f
6.	Selasa, 7 April 2026	Revisi BAB III	- Penggunaan past tense pada BAB III. - Menambah criteria subject of the study	f
7.	Rabu, 15 April 2026	- Acc BAB III - Konsultasi instrument observasi dan interview	Ditambah lagi fokus pertanyaan pada interview	f
8.	Senin, 4 Mei 2026	- Konsultasi hasil observasi dan instrument - Konsultasi BAB IV	- Urutkan hasil observasi dan interview - Sub-tema ditulis berdasarkan research question	f
9.	Selasa, 12 Mei 2026	Revisi BAB IV	- Ditambah lagi deskripsi hasil observasi dan interview - Dibenahi lagi grammar nya. - Pada kalimat langsung sumber interview, kasih footnote.	f
10.	Rabu, 20 Mei 2026	- Revisi BAB IV - Konsultasi BAB V	- Ditambah lagi deskripsi hasil observasi dan interview - Margin untuk kalimat langsung interview dan data lapangan agak lebih ditengahkan dengan jarak spasi 1. - Perubahan tata bahasa pada sub-tema nya. - Masukkan teori dan previous study pada BAB V dan sesuaikan dengan research finding.	f



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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 Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
 Website: www.ftik.uinsatu.ac.id Email: ftik@uinsatu.ac.id

11.	Rabu, 10 Juni 2026	• Acc BAB IV • Revisi BAB V-VI	• Sesuaikan lagi pada teori yang dipakai pada BAB II • Lebih di ringkas lagi untuk bagian conclusion nya • Grammatical error nya diperhatikan dan dibenahi	<i>f</i>
12.	Kamis, 9 Juli 2026	• Acc BAB V-VI	• Acc pada semua BAB skripsi, BAB I - BAB VI.	<i>f</i>

Tulungagung, 13 Juli 2026
 Mengetahui,
 Dosen Pembimbing

Dr. H. Susanto, S.S., M.Pd.
 NIP. 1973083119990311002

Appendix 11 Supervision Completion Form

KARTU SELESAI BIMBINGAN

Yth. Koordinator Program Studi
Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Universitas Islam Negeri Sayyid Ali Rahmatullah
Tulungagung

Yang bertanda tangan di bawah ini:

Nama : Dr. H. Susanto, S.S., M.Pd.
NIP : 198207062023212038
Pangkat/Golongan :
Jabatan Akademi : Ketua Jurusan Bahasa
Sebagai : Pembimbing

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Mazaya Ni'amil Maula
NIM : 1860203221018
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Practice of English Day Program To Facilitate Students' in Learning Speaking at Darul Hikmah Islamic Modern School

Telah selesai dan siap untuk DIUJIKAN

Tulungagung, 13 Juli 2026
Mengetahui,
Dosen Pembimbing



Dr. H. Susanto, S.S., M.Pd.
NIP. 1973083119990311002

Appendix 12 Curriculum Vitae

CURRICULUM VITAE



A. Author's Information

Full Name : Mazaya Ni'amil Maula
 Gender : Female
 Place, Date of Birth : Tulungagung, June 7, 2003
 Address : Simo, Kedungwaru, Tulungagung
 Students ID Number : 1860203221018
 E-mail : mazayamaula@gmail.com

B. Education Background

TK AL-Khodijah : 2008-2010
 Tulungagung
 SD Zumrotus Salamah : 2010-2016
 Tulungagung
 MTS Darul Hikmah : 2016-2019
 Tulungagung
 MA Darul Hikmah : 2019-2022
 Tulungagung
 UIN SATU Tulungagung : 2022-2026