

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.¹ 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.²

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

¹ Assyifa Nadhah Nainggolan. (2024). The Influence of Environment and Facilities on Student Learning in Elementary Schools. *International Journal of Students Education*, 247–250.

² 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.

main function of language is to create and deliver meaning. Therefore, language serves as a fundamental tool for humans to express thoughts 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.³ Speaking is the basic ability to communicate orally with others. Speaking also a complex form of communication as it involves pronunciation, grammar, and vocabulary.⁴ 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

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.

⁴ 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.

conversation, and practicing writing sentences.⁵ Moreover, students' skills will be honed through participate in this program activities. Darul Hikmah Islamic Modern School is a modern school that implements a language environment through it's 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 provide oppurtunities 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

⁵ Sibawaihul Fadil, Fiqi Fardillah Faradiba Putri, "*Wardah*" *Warta Darul Hikmah*, 2021.

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.⁶ Furthermore, Harmer's theory of language features highlights that successful speaking involves not only linguistic

⁶ 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.

knowledge, such as grammar, vocabulary, and pronunciation, but also the ability to process language and communicate ideas effectively in real-time interactions.⁷ 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 identifies four main sources of self-confidence: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states.⁸ 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.⁹

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.¹⁰ However, it is also important to note that individual learning processes can help students develop their

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (PEARSON Longman, 1983).

⁸ 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>.

⁹ Baharuddin Wahyuni, E.N, *Teori Belajar dan Pembelajaran*, 1st ed., 1 (Yogyakarta: AR-RUZZ MEDIA, 2015).

¹⁰ 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>.

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.¹¹ Similarly, Darmawan et al. in 2024 examined students' self-efficacy or self-confidence mastering speaking skills in advanced EFL classrooms.¹² 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.

¹¹ 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.

¹² 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>.

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.

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 activities 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.¹³

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 Language Program was divided into several activities, which were designed to encourage students to actively use the English Language in their daily communication contexts.¹⁴

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.¹⁵

¹³ 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>.

¹⁴ 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.

¹⁵ 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>.

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.