Students' Perception Towards English Day Program in Speaking Skill Development

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Abstract. The English Day Program (EDP) is one of the strategies used by schools to achieve communicative speaking activities in the classroom or in the school as a whole. This study aims to determine whether the English Day program can develop students' English-speaking skills. This study uses a survey as a research method by using a questionnaire as an instrument. A questionnaire was distributed to a total of 30 students who were selected using a sampling technique. This research was conducted at SMAN 2 Jombang which is a favorite school that has an English Day program in it. The results of the study found that: 10 positive statement items indicating the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57, 2 items show the total column of the Agree section which shows the number 27 and the Strongly Agree column which shows the number 23, and it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception.

Keywords: Students' Perception, English Day Program (EDP), Speaking Skill.

1. INTRODUCTION

In the recent era of globalization, the ability to speak has become a necessary and significant skill, so that people around the world use it to integrate and connect with each other. In its integration, language becomes the main tool used and English becomes the language of global communication and the main language in it. Speaking English has become a must, so teaching and learning creates various ways, materials, requirements, skills and media to ensure that people can understand and communicate using English. Vietnam (2015) emphasized how teachers found problems regarding students' desire to speak English well based on four factors: use of mother tongue, low participation, lack of topical knowledge and inhibition. Thus, the sure solution is to minimize language use, increase participation, increase topical knowledge and reduce barriers, which can be achieved by facilitating them with tools that can achieve their mastery of speech. The English Day Program (EDP) is one of the strategies used by schools to achieve communicative speaking activities in the classroom or in the school as a whole. It is a program that requires students to speak full English in school with their friends and teachers, which aims to develop speaking skills. EDP is a medium or means specifically for speaking skills and learning as well as direct teaching to provide learning and teaching outside the classroom. EDP is a program that is not carried out every day, so it does not burden students.

It is generally done once a week and it is done using English as a whole and it is not allowed to use the mother tongue at all. The basic aim is to encourage students to speak and be active in speaking English, so that they practice more often. Thornbury (2005) claims that speaking is an activity that is underestimated by society, especially regarding its importance in language. It emphasizes how speaking skills involving language are required to be trained and developed on a regular basis, especially on days where English is used in full, namely in EDP. In addition, interactions are also carried out in the language. This effort is made to create an Englishspeaking environment in schools.

In Indonesia, little research is known to discuss EDP because its strategy is not implemented in all schools due to limited resources, costs and time. It is known that most EDPs are conducted with schools of international standard. This makes it quite difficult for researchers to know how to implement EDP in the classroom because of its absence at all. A study on EDP was conducted by Saputra (2011) which discussed the effect of EDP on students' speaking skills using second grade students of SMA Islam Negeri 2 Pekanbaru as research locations and subjects. The results of the study found that there was an increase in the implementation of the program on students' speaking skills, where the post-test average showed an increase. Next is the research conducted by Mudyanita (2011) which seeks to determine the contribution of EDP in improving students' speaking skills by using the International Standard School of SMK N 1 Pacitan as the research location. It shows how EDP has proven to improve the skills of not only students, but teachers as well. Khikmiah (2010) tried to find out about the influence of the English Club (a program similar to EDP) to find out how it affected speaking skills which were shown to be able to improve them. Finally, Liyanni (2015) was known to conduct research on English Day and its relationship with students' speaking activities using SMA Taruna Bumi Khatulistiwa as a research location. The results of the study showed that there was a developed speaking ability, although students still showed difficulties in psycholinguistics and linguistics as a whole.

Reviewing this related study, it can be seen how there is no research that cares about students' perceptions in implementing EDP, although it can be seen how student perceptions are very influential and give a big difference from how it is known that EDP is given to students' needs. The students' need for speaking skill using EDP as a strategy is desired to be known by using students' perception. This article aims to fill the gap from previous research that has been reviewed and seeks to investigate students' perceptions towards English Day programs for developing their speaking skills at SMAN 2 Jombang during the 2020/2021 academic year. Research on student perceptions is expected to contribute to developing and helping students to improve their speaking skills using EDP.

2. METHOD

This study uses a survey as a research method by using a questionnaire as an instrument. A questionnaire was distributed to a total of 30 students who were selected using a sampling technique. This research was conducted at SMAN 2 Jombang which is a favorite school that has an English Day program in it. The data collected in this research is quantitative data regarding students' perception towards English Day program in developing their speaking skills. The sampling technique used in this research is voluntary response sampling, in which this technique invites any student to fill out a questionnaire which is done voluntarily, so there is no specific category in it. The population of this study were students of SMAN 2 Jombang in the academic year 2020/2021 with 24 classes (grade 10 - grade 12). Each class consists of 25 - 30 students. The sample used in this research is class III SMAN 2 Jombang XII IPS 3 which contains 30 students. Class 12 was chosen because they are the students who have attended the English Day the longest, so it can be seen to what extent English Day has an influence on their English-speaking skills by using their perceptions.

The questionnaire used in this study was based on 12 closed questions and used a Likert scale as the type of questionnaire: scale of 1 – 5, (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree. Validity is determined using the correlation by product technique, indicating 30 respondents to be considered valid when the total correlation of items such as the r-table is more significant than 0.361, as well as the questionnaire. SPSS Statistics Version 22 software for Windows is used as a tool to minimize and simplify calculations of data reliability.

Table 1. Table Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.714	6

The questionnaire was distributed to active students of class XII IPS 3 SMAN 2 Jombang in the form of a Google Form to make it easier for the researcher to collect data, as well as to make it easier for students to fill out Google Forms using their respective devices. The Google Form contains 12 close-ended items containing the English Day program and their speaking skills. After the data is processed using SPSS, the research analyzes it descriptively by providing interpretations to the table as well as providing support and comparison to each data by taking secondary data in the form of previous research and theories regarding the focus and keywords given.

3. **RESULT**

The results of the study show students' perceptions of the English Day Program in students' speaking development by using SMAN 2 Jombang as the research location and using the sample of one of the third-grade classes at SMAN Jombang, XII IPS 3. The results of the study have been classified in the table which refers to positive statements and negative statements classified as follows:

3.1 Positive Perceptions

From the research results obtained from questionnaires that include items with positive statements, it can be seen how students show positive perceptions in each of these statements which are illustrated and classified into the table below:

Table 2. Positive Statements of Students' Perception

No.	Statement	SDS	SD	N	A	SA
1.	I learn English inside and outside classroom.	-	-	5	17	8
2.	I speak English during English class.	-	1	6	18	5
3	I speak English outside of school.	1	6	9	11	3
4.	I communicate in English on English Day.	-	3	9	16	2
5.	I communicate in English on English Day by perforce.	4	4	8	11	3

8.	I'm confident to communicate in English on English Day.	-	4	10	11	5
9.	I support the English Day program at my school	1	3	3	12	11
10.	The English Day program at my school is going well.	1	2	6	14	7
12.	The English Day program help me to improve my speaking skill.	1	-	1	15	13
	Total	8	23	57	125	57

The table above shows positive statements that refer to the positive perceptions given in the 9 items in the questionnaire. It is shown how, from the positive statements given to the items, it is shown how the Agree and Strongly Agree columns show high scores, especially in the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57. This shows how students have perceptions positive to the given positive statements.

In item 2, in particular, it states that, "I speak English during English class" which received the largest number in the Agree section when compared to other items, namely 18 data (60%) and 5 data (16.7%) on Strongly Agree. This shows how active students are in using English in the classroom which supports the existence of the English Day program because speaking English is one of the requirements. This is also evidenced from item 4, which states that, "I communicate in English on English Day" emphasizes how students use English specifically on that day, which receives the second largest number in the Agree section, which is 16 data (53.3) and Strongly Agree on 2 data (6.7%), emphasizing how students are actively using English in class and in the program. An interesting result is shown by item 8 which states "I'm confident to communicate in English on English Day" which shows that Agree (36.7%) is the column most chosen by students. However, the neutral section is only 1 point different (33.3%), indicating that almost a third of students still feel doubtful and another third are confident. However, it can be seen that 5 students Strongly Agree (16.7%), indicating that half of all students studied showed that they were confident in communicating using English.

In the case of the English Day program as the focus of the research, it is known how students also show positive perceptions in it. In item 9, which states "I support the English Day program at my school", it is shown how 12 (40%) students agree that they support the program and 11 (36.7%) students Strongly Agree in their support for the existence of the program. Furthermore, students' support regarding the program in their speaking development is shown in item 10, which states, "The English Day program at my school is going well" where 14 (46.7%) students agree and 10 (23.3%) students neutral.

The results of this study are supported by research conducted by Mudyanita (2011) who found how EDP is known to be able to improve students' speaking skills. However, the difference is that his research uses tests, while this study uses students' perception directly, so that their opinions are known directly in the use of EDP in the classroom. Differences were also found from how the previous research used teachers as research objects. This study also has similar results to what was found by Khikmiah (2010) which is where there is an increase, although the difference is shown from how Khikmiah's research uses English Club instead of EDP, even though both are similar. Another difference is how the International Standard School was used in the previous research, while this study uses a school that has lower standards and is not an

international school. Hinkel (2005) mentions how students in this context still emphasize how speaking skills are the most difficult and complex skills and this is evidenced in this study which found that students still find it difficult to communicate and choose to remain silent when they have difficulty communicating using English.

In general, it can be concluded that the students showed their positive perception towards their speaking skill, emphasizing how their skill will improve. Furthermore, it is also shown how students give their support to the use of the English Day program as a way of how they improve their speaking skills. From there, it is known that there is a positive perception shown by students towards the English Day program in speaking skill development.

3.2 Negative Perceptions

Table 3. Negative Statements of Students' Perception

No.	Statement	SDS	D	N	A	SA
6.	I choose to be silent when I can't communicate in English on English Day.	3	7	7	10	3
7.	I don't have motivation to speak English on English Day.	4	16	5	4	1
11.	The English Day program at my school needs improvement.	-	-	8	13	9
	Total	7	23	20	27	13

The table above shows negative statements that refer to the negative perceptions given in the 3 items in the questionnaire. It is shown how, from the negative statements given to the items, it is shown how the Agree and Disagree columns show high scores, especially in the total column of the Agree section which shows the number 27 and the Disagree column which shows the number 23. This shows how students have perceptions negative to the given negative statements.

In item 6, specifically, which states "I choose to be silent when I can't communicate in English on English Day" shows how 10 (56.7%) students agree and 3 (26.7%) students Strongly Agree, emphasizes how they prefer to be silent rather than trying to communicate when they are in trouble. In this case, students did not show any effort and chose to remain silent when they did not understand the conversation or were not good at speaking English, especially in the English Day program. In another example, in item 11, which states "The English Day program at my school needs improvement" emphasizes how students feel that the English Day program at their school still has shortcomings, especially in improving their speaking skills. It is shown how 13 (43.3%) students agree in their choice and 9 (30%) students feel that they Strongly Agree in the need for the improvement. However, an interesting result is shown in item 7, which states "I don't have motivation to speak English on English Day" where the biggest result is Disagree which gets 16 (53.3%) students and Strongly Agree which get 4 (13.3%) students. This result shows that, in the negative statement, students still stated that they were motivated by improving their speaking skills, especially in trying to speak, in the English Day program. It stated how, even though they were silent when they could not communicate in the program and how the program still needed

improvement in improving their skills, students felt that the English Day program increased their motivation, especially in speaking English.

In connection with previous research, it is known how Hinkel (2005) mentions how students in this context still emphasize how speaking skills are the most difficult and complex skills which is shown from how students show negative perceptions of how they refuse to practice English in speaking when they are not very understand the communication material or the meaning of the communication as a whole. This is also what is found in the key problems of students who refuse to learn or practice English proposed by Tuan and Mai (2015), which is based on low participation, which is, when students do not participate or refuse to participate, it means they refuse to practice speaking which would make it acceptable to minimize language use in their hearts. In this study, EDP is emphasized as a strategy that can be used for increasing participation, where the main purpose and activity is to communicate without using the mother tongue, as a way to suppress problems in speaking skills, one of which is the use of mother tongue. Thus, in the negative perception shown, it is known how difficult the students are in their perception in the use of English in their communication.

In general, it can be concluded that students have a negative perception in their refusal to try to practice when they cannot communicate in English, or in a situation where they find it difficult to communicate. Negative perceptions are also shown from how the English Day program still needs to be improved, especially in the speaking development of students. Finally, an interesting result was shown of how, even though they had difficulty communicating, it did not mean that they had reduced motivation. Students showed an inverted perception and stated that they remained motivated in their speaking development by using the English Day program.

3.3 Students' Perceptions Towards English Day Program

Table 4. Total of Positive and Negative Perception

No.	Statement	SDS	D	N	A	SA
1.	Positive Perceptions	8	23	57	125	57
2.	Negative Perceptions	7	23	20	27	13

The table shows that positive perceptions show that more students agree and strongly agree than negative perceptions. In addition, it is also shown that the number of Agree and Strongly Agree is much higher when compared to Disagree and Strongly Disagree. This shows that, overall, students show a positive perception in the use of the English Day Program (EDP) in improving their speaking skills. Of the 12 items, it was determined that 10 positive perceptions were shown by students in the Agree and Strongly Agree columns the most and 2 negative perceptions were shown by students in the Agree and Strongly Agree columns the most. It is known that the 10 positive perceptions are regarding: learning inside and outside the classroom (item 1), speaking English during class (item 2), speaking English outside the class (item 3), communicating English on English Day (item 4), communicating English on English Day by perforce (item 5), having motivation to speak English on English Day (item 7), being confident to communicate in English on English Day (item 8), supporting the English Day program at my school (item 9) , The English Day program which is going well (item 10), and The English Day program helping in improving speaking skills (item 12). In contrast, it is known that there are 2 perceptions shown by students: choosing to

be silent when not communicating in English on English Day (item 6) and The English Day program needing improvement (item 11).

The results of this study support several previous research results which voiced how EDP was successful in improving students' speaking skills, which meant that EDP was indeed effective in improving students' speaking skills. However, the difference is shown in how this study includes students' perception rather than trying to do a test on how it improves students' speaking skills. Thus, this study also emphasizes the findings to find out why there is a negative perception which is related to the problems experienced by students in their difficulty in communicating, which is known to be because they are silent when communication in English is carried out. EDP is known to be a strategy that gets positive perceptions by students where 10 items indicate approval from students emphasizing that there are 10 positive perceptions compared to 2 negative perceptions, making students' perception towards English Day program positive.

In general, it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception. However, apart from that, improvements can be given to the program to encourage students to communicate in English more specifically in the English Day program even though they have difficulty in conveying their ideas, so they can try. In addition, the English Day program can also be further improved in the course of the program so that students can receive more information and knowledge in improving their speaking skills.

4. CONCLUSION

Based on the results of research regarding students' perception towards English Day program in developing their speaking skills, it can be concluded that: a) the students showed their positive perception towards their speaking skills, emphasizing how their skills will improve, which was shown from 10 positive statement items indicating the total column of the Agree section which shows the number 125 and the Strongly Agree column which shows the number 57, b) students have a negative perception in their refusal to try to practice when they cannot communicate in English, or in a situation where they find it difficult to communicate, where 2 items show the total column of the Agree section which shows the number 27 and the Strongly Agree column which shows the number 23. In general, it can be concluded that students' perception towards English Day program in students' speaking skill development is positive perception. However, apart from that, improvements can be given to the program to encourage students to communicate in English more specifically in the English Day program even though they have difficulty in conveying their ideas.

This research contributes to English teaching and learning in the strategies/media used to teach or learn English. A suggestion was given for further researchers to be able to use this research as a comparison or support, filling in research limitations caused by limited time and resources. This research is also expected to contribute to institutions and classrooms to be able to implement English Day as a need to improve students' speaking skills because positive results are shown in motivation and improvement.

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