

**STUDENTS' INTEREST IN SPEAKING ENGLISH
ON THE ENGLISH DAY PROGRAM IN ENGLISH
LANGUAGE EDUCATION DEPARTMENT**

THESIS

Submitted in partial fulfillment of the requirement for the degree
of Sarjana Pendidikan (S.Pd) in Teaching English



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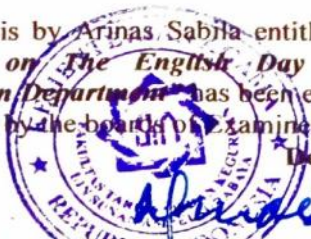
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ABSTRACT

Sabila, Arinas, 2019, *Students' interest in speaking on english day program in english language education department*, A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd and Hilda Izzati Madjid, M.A

Key Word: *Students' Interest, Speaking English, English Day Program.*

In a real-life situation, speaking with English is one of the problems faced by students. Students have difficulties in learning English, especially on speaking skills. It is happened because of some reasons such as students' background, ability, goals, and interest. Therefore, one of the programs to create a safe speaking environment is English Day Program which is the students will safely speak English all day long on the inside or outside the campus. This research focuses on discussing the students' interest. This study aims to describe students' interest in speaking on English Day

Program. This qualitative research was conducted in English Language Education Department. The subject of the study were students of English Language Education Department included the students association of this major. The researcher only took students in the 3rd, 5th, and 7th semesters to be involved in this research. The instruments are an online questionnaire, interview, and journal. The result of the online questionnaire showed that 88 students filled the questionnaire and the researcher took 40 students to be interviewed which is some of them were students association. The finding showed that students' interest in speaking on English Day Program can be described in the terms of their feeling such as feel enjoy, feel comfortable, and feel freedom to speak English. It can be proven from the data that students can train their speaking, students feel enjoy and comfortable during the program, and they need a supportive environment such as English Day Program to practice speaking English with others.

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CHAPTER I

INTRODUCTION

This chapter presents the background of this research. Then it is continued with a research question and an objectives in doing this research. In additional, this chapter also delivers some points, they are: scope and limitation, the significant of the study, and definition of key terms. The functions are to define the benefit, the explanation of the research and to present the terms in this reserch.

A. Background of Study

Speaking is the main basic of every foreign language learning. It is included in productive skills like writing. Speaking is the main goal because it is the simple output of learning the target language. Speaking compels language learners to learn: grammar, pronunciation, and vocabulary. Speaking also quite forces them to understand when, where, why and in what ways to produce language.

In a real-life situation, speaking with English is one of the problems faced by students. Students have difficulties in learning English, especially on speaking skills. It happens because of some reasons such as students' background, ability, goals, and interest. An important cause of this problem has been stated by Budiharso that students lack in mastering the standard in basic knowledge aspects, in the form of vocabulary and grammar and academic literacy, especially reading and writing, which is also lacking.¹ Less of vocabulary can cause students difficulty in expressing some ideas to reach the goals. Less understanding of grammar also makes it difficult to make a sentence and make students afraid to make a mistake.

In the teaching-learning process also some obstacles are often faced by the students such as less to practice speaking skills

¹ Teguh Budiharso. 2015. Teaching practices: Does It Subtantie Teacher's Profession Development?, *Pedagogik*, 8(1): 34-36.
www.journal-pedagogik.info

in the class or real-life situations. Speaking is the heart of learning English and speaking as a productive skill a real result for someone who learns a foreign language.² If we practice more about something that we have learned, our skill will be increased naturally time by time.

In this case, the researcher will take the participant from English Language Education Department (ELED). The reason why the researcher will take the subject on that major because the major is implementing English Day program. English Day Program is a program to communicate with English all day long with each other in a certain place such as in the school, university, or others. It is one of the techniques that can use to make the student get used to speak English fluently, improve vocabulary mastery, and correct pronunciation. English Day Program is one of the programs of the student association of ELED. English Day Program was released in 2016 by Language Development (LangDev) team as one of the teams in the student association of ELED. They created the English Day Program because it is important for students in the major to practice their English. In the first year of the program, English Day Program was still applied only for student association member and the program was going well. In the next year, the program was applied to ELED students. So, The subject of this program is all of the students in the major. Many students are still lazy and not confident to practice their English. Hence, the Langdev team has the initiative to give a reward for the students who speak in English. So, students' interest is needed in this program.

According to Endang and Indiyah, interest is one of the strongest motivation for learning any subjects, and motivation has been identified as one of the main factors affecting in learning

² Lisa Rakhmanina and Dian Kusumaningrum. (2017). The Effectiveness Of Video Blogging In Teaching Speaking Viewed From Students' Learning Motivation.

process.³ Students' interest is important in practicing the English Day Program and interest also plays an important role in developing a student's thinking ability. Furthermore, interest powerfully affect a student's academic and professional choices. From this case, the researcher is interested in knowing how is students' interest in speaking on English Day Program in English Language Education Department.

The researcher found some studies that related to the topic. The first study is done by Yulia, Yeni, and Aryuliva in English Department of Universitas Negeri Padang entitled "Students' Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang".⁴ The aims of this study are 1) to know student's perception toward English Week activity from Cognitive, Affective, and Conative aspect and 2) to find the factors that influence student's perception toward English Week activity. The result of this study, the researcher concluded that almost all of the students at Darul Hikmah Junior High School have a positive perception toward English week. But, it also has bad perceptions such as English week does not facilitate them in improving reading and writing skills because it just focuses on speaking skills.

The second study is done by Wahyuni, Hasan, and Mashuri in SMP Al Azhar Palu entitled "The Influence Of English Day Towards Students' Speaking Skill at The Eight Graders".⁵ This aim of this study is to find out what the influence of English Day toward students' speaking skill of the eighth graders of SMP Al-Azhar Palu. The result shows that English day can improve

³ Sri Endang Kusmaryati and Indiyah Prana Amertaningrum, "Exploring Students Interest In Learning English", *The 2nd TEYLIN International Conference*, (2017), p. 185.

⁴ Yulia Dewi Suryani, Yenni R., and Aryuliva A., "Students' Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang", Universitas Negeri Padang,

⁵ Wahyuni, Hasan B., and Mashuri, "The Influence Of English Day Towards Students' Speaking Skill at The Eight Graders", *e-Journal of English Language Teaching Society (ELTS)*, Vol. 2 No. 4, 2014.

student's English ability and it shows the influence after applying English day toward improving English scores in the first semester to the second semester.

From those studies, the English Day Program is needed to discuss more and hopefully English Day Program can be implemented in the aspect of education. Because still there are some lacks in applying English Day and it can be observed by the future researcher. So in this research, the researcher will study students' interest in speaking on English Day Program in English Language Education Department.

B. Research Question

Based on the background of the study above, the research question of this study is “How is students’ interest in speaking English on the English Day Program in English Language Education Department?”.

C. Objective Of The Study

The objective of this study is to describe students' interest in speaking on the English Day Program by students of ELED and students association of ELED at English Language Education Department of UIN Sunan Ampel Surabaya.

D. Significant Of The Study

Through this research, the researcher hopes that the result can give advantages for these following people:

1. For the Lecturer
From this research, the lecturer can know the ability of students in English speaking and expect that the lecturer can support the program by applying English in the teaching-learning process.
2. For the Student
This study can help them to be more interest in the English Day Program and actively join the program.
3. For the Researcher

The result of the study will give some advantages for further researchers to analyze another aspect of the English day program.

E. Scope and Limitation

The scope of this study focuses on students' interest in speaking on English Day Program in English Language Education Department and does not investigate or observe the process during English day. The researcher will describe the students' English Language Education Department's interest in speaking on English Day Program.

The limitation of this study is the students' interest in speaking on English Day Program. Therefore, the result of this study does not present student's attitudes or perceptions of the English Day Program. But, only focus on their interest in the English Day Program.

F. Definition of Key Terms

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms:

1. Students' Interest

Interest is giving full attention and feels enjoyable in something. While students' interest is the students who have a feeling and emotionally connected in something such as the material that is shown by the students to participate and learn well. According to Slameto, interest is a persisting tendency to pay attention and to enjoy some activities and contents.⁶ It means that students who have a high interest in the activity of the learning process will feel enjoy without any pressure

2. Speaking

⁶Tri Saswandi, "Teaching Style and Students' Interest in Learning English", 2014.

Speaking is one major skill in English that needs to be mastered. Speaking is the process to construct meaning that includes producing, processing, and receiving information.⁷ Speaking is the most essential skill in learning a second or foreign language. It shows that mastering speaking skill is needed since it plays an important role in applying communicative competence. In this research, speaking skill is defined as a students' speaking competence in English Day Program as the way to improve in English language education department at UIN Sunan Ampel Surabaya.

3. English Day Program

English Day Program is an obligation for students to speak English with her friends, lecturers, and other people in the major all day long which is collaborating with English Language Education Department. This program obligates the students to speak English on every Thursday start from 6 a.m until 12 p.m.. In the campus area, The program is implemented in Tarbiyah Faculty especially in English Language Education major. This activity is released by the student association of the English Language Education Department since 2016. But, this research focused on the English day program in the academic year 2018/2019 because every year it has different regulations such as the punishment for students who do not speak English.

⁷M. C. Florez. 1999. *Improving Adult English Language Learners' Speaking Skills*. Center For Adult English Language Acquisition.

CHAPTER II LITERATURE REVIEW

In this chapter, the literature review offers a brief explanation of some relevant hypotheses that inspired this research. The theories are related to students' interest in English Day Program in English Language Education Department:

A. Theoretical Framework

1. Definition of students' interest

According to Mangal, interest is the main force driving the entire mechanism of the teaching-learning process.⁸ It means that students with an interest is going to be more focused and easier to understand. Having a strong interest would impact the operation of the students because the interest of the students will do something without any pressure that concerns them. Interest also gives a person enough strength to face fatigue and escape failure.

Slameto mentioned two factors that are internal and external factors affecting the learning of English by students.⁹ Internal factor is created from the student's within while the external factor is created from outside the student. External factors are broken down into three types: school, family, and society. Whereas, there are three aspects of internal factors, namely physical, psychological, and exhausted.

Interest is one of the psychological factors influencing the learning of students. To order to learn a particular topic, the students must have an interest in making them enjoy themselves and not feel bored, including learning English. The interest of students in learning English is significant because students will

⁸S.K. Mangal, "Essentials Of Educational Psikologi", *New Delhi: Prentice-Hall*, 2007.

⁹Slameto, "Belajar dan Faktor-Faktor yang Mempengaruhinya", *PT. Rineka Cipta*, Jakarta, 2013.

not be able to learn without interest.¹⁰ Therefore, in Mangal the interest may again refer to the motivating force that forces us to attend to an object, thing or operation, or it may be the successful experience that the activity itself has stimulated.¹¹ This means that the cause of action and the production of participation can be value. Students with a high interest will be willing to learn more about a topic without any pressure from anybody.

According to Idit Katz et.al mentioned that Interest is the contentment people experience when carrying out an assignment, or their subjective interest in the assignment content.¹² This means interest can make it possible for students to remain engaged in a task without accepting immediate feedback, as it can allow them to view the task enjoyable and as providing personally meaningful knowledge, which they can apply to specific issues they are interested in.

From the experts' interpretation before, the researcher inferred that interest in the teaching-learning process is eternal power as a source of motivation. It also can be shown that students' interest is divided into some aspects, they are:

1. Attention

The interest in something will be communicated to be students if they have attention to the issue. Attention can be guided to objects, people, or one's thoughts and emotions.

¹⁰ Sri Dewi M., Mahdum, Syofia Delfi, "The Correlation Between Students' Interest and Their English Learning Achievement at SMA Negeri Ujungbatu", *University of Riau*.

¹¹ S.K. Mangal, "Essentials Of Educational Psikologi", *New Delhi: Prentice-Hall*, 2007.

¹² Idit Katz, Avi A., Yaniv K. M., and Yoella B. M., "Interest as a Motivational Resource: Feedback and Gender Mater, but Interest Makes the Difference", *Social Psychology of Education*, Springer, 2006.

2. Enjoyment

Feeling like something or person is going to set up a pleasure to do the related activities. If students enjoy speaking, speak on the English Day Program in this situation. Joining the program voluntarily can be better for them.

3. Curiosity

Curiosity is a strong pretension for learning or knowing. Curiosity is willing to learn the material of the subject. He/she will have a curiosity to know more when someone is interested in something. He or she is going to search for all related information.

These three types of aspects to determine whether or not the students are interested in something.

2. Speaking

Speaking becomes one of the tools in communication. Speaking skills is one of important skill in learning language especially English. Speaking is the serve of sending a message or a speech to others in order to provide knowledge. Therefore, it is required for English learners to master thi ability. Speaking skill also act as the basis for second-language learning, which varies from three other abilities, such as listening, reading, and writing, as it requires the context-setting process to gain information.¹³ To excel in improving the speaking skills of students, students in the school or university need help from the teacher as it becomes a significant ability that counted in the language teaching curriculum.

Speaking also needs more practice to make it fluent. The ability to speak fluently presupposes, according to Harmer,

¹³Bedir H. And Kosar .G, “Strategies-based instruction: A Means of Improving Adult EFL Learners’ speaking skill”, *international journal of language academy*, 2014.

not only an awareness of language characteristic, but also the ability to process information and language ‘on the spot’.¹⁴ This means that someone who has good ability to speak in the target of language will be more communicative and can be interactive with others.

3. Students’ Interest in Speaking for EFL

Reading and listening are thought to be the two receptive skills in language learning and use, while writing and speaking are the other two active skills needed to be incorporated into effective communication development. According to Zaremba, all four of the main English skills seem to be the most important communication skills required.¹⁵ Meanwhile, students studying English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom, as well as limited exposure to English speakers or international community members. There are some factors to be considered in terms of speaking skills for effective performance in English speaking. In building fluency for EFL speakers, pronunciation, vocabulary, and collocation become the main factors to emphasize.¹⁶ To improve students' fluency in speaking, the students’ speech plays an important role in preparing students with a variety of situations and daily speaking activities. Speaking tasks should attract students' interest to make students more creative and enjoy while doing the task.

The student who has high interest, they will do the task without any pressure because interest is one of the strongest

¹⁴ Jeremy Harmer, “The practice of English language teaching”, *Longman*, 2006, P. 269.

¹⁵Zaremba, A. J., “*Speaking Professionally*”, Canada: Thompson South-Western, 2006.

¹⁶ Kamonpan B., “*Enhancing the development of speaking skills for non-native speakers of English*”, *Procedia Social and Behavioral Science* 2, 2010.

motivations for learning English.¹⁷ EFL students can be a lack of grammar and vocabulary, but by creating an immersive task, students will involve naturally without any pressure.

4. Speaking task as the way to create a safe speaking environment.

A challenge that language educators often face is evaluating the willingness of students to speak up in English. But the creation of an environment that supports students to speak is cited as the biggest challenges to apply in the field by practitioners around the world. Therefore, language educators need to create a safe speaking environment as a way to practice speaking skills. A 'Safe Speaking Environment' means an environment in which time is regarded not merely as an opportunity for extra practice, but as a period when new learning opportunities emerge in a real-life situation.¹⁸ Besides, it also includes in the immersive task which lets the students enjoy and does not feel forced to do the task.

The immersive task is included in the Flow theory. Flow applies to the kind of immersive experience where people are so immersed in whatever they are doing that they do not know what is going on around them.¹⁹ Immersive speaking challenge can provide students with real opportunities to appreciate and try out the rich meaning-making possibilities that their current multilingual skills can bring to their English communication.

Several programs that is included in the type of creating a safe speaking environment are English Week, English Day, Debate Class, etc. Those are the program that obligates the

¹⁷ Sri Endang K. And Indiya P. A., “*Exploring Students Interest in Learning English (A descriptive Study in Elementary Schools in Kudus)*”, The 2nd TEYLIN International Conference, 2017.

¹⁸ Creating a safe speaking environment, *Cambridge University Press*, 2018

¹⁹ *Ibid*

students to speak with English in the classroom, but also outside the classroom, throughout the day. By this program, students will be able to talk and want to practice – not just because they need to use the language, but because they have to say something important like solving problems, debating a story, exchanging views and experiences, and making stuff.²⁰ Furthermore, creating such tasks requires careful consideration of topics, task types, and linguistic objectives.

5. English Day Program

English Day Program is a program to communicate with English all day long with each other in a certain place such as in the school, university, or others. Sometimes, there is a punishment for someone who does not communicate with English. It is held to attract students' interest in developing their English ability and facilitate them to communicate in English all day long. It also helps students to be more confident to have a conversation in English. Not every institute has an English Day program, but only an institute that implements English in their daily activity.

English Day Program, is one of the ways to create a safe speaking environment. English Day Program can be included in the immersive speaking task because students will do the task without any pressure and they will naturally join the conversation. Meanwhile, immersive conversation becomes the component of immersive tasks because they need to practice in the target of language but because they want to say something important.²¹ furthermore, conversations that maybe happened to use the language with others such as discussing the lesson, making a joke, or clearing the misconceptions that they can do outside the classroom.

So, the researcher concluded that creating the daily English environment is needed such as in the teaching-learning

²⁰ *Ibid*

²¹ *Ibid*

process, in meetings, and in daily conversation. This environment will be successful if the department establishes the regulation that speaking English is compulsory for all components in daily activities in the department. The main supporter of the program is English lecturers, they should apply English in the teaching-learning process and make students more active to speak up using English during the class.

B. Previous Study

In this part, the researcher wants to show the previous studies to find the difference with this research.

The first study is done by Yulia, Yeni, and Aryuliva in English Department of Universitas Negeri Padang entitled “Students’ Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang”.²² The aims of this study are 1) to know student’s perception toward English Week activity from Cognitive, Affective, and Conative aspect and 2) to find the factors that influence student’s perception toward English Week activity. This research was descriptive. The participant of the subject was 89 students in Darul Hikmah Junior High School. The instruments are a questionnaire and a mobile phone recorder for the interview. The result of this study, the researcher concluded that almost all of the students at Darul Hikmah Junior High School have a positive perception toward English week. Some causes that influence students’ good perception are: 1) English week facilitate them to improve their speaking and listening skill, 2) students enjoy speaking English without any pressure, 3) improving student’s confident and not afraid of making mistakes, 4) teachers are cooperative and help students to be active, 5) all of the students are also cooperative and support each other.

The dissimilarities between the study above are the research focus on students’ perception such as cognitive, affective,

²²Yulia Dewi Suryani, Yenni R., and Aryuliva A., “Students’ Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang”, Universitas Negeri Padang,

conative and the impact of implementing English week for students' achievement. Meanwhile, this research will focus on students' interest in speaking on English Day Program.

The second study is done by Wahyuni, Hasan, and Mashuri in SMP Al Azhar Palu entitled "The Influence Of English Day Towards Students' Speaking Skill at The Eight Graders".²³ This study aims to find out what the influence of English Day toward students' speaking skill of the eighth graders of SMP Al-Azhar Palu. The study was a descriptive research design. The research subject was 33 students in SMP Al-Azhar Palu. The data were gained from the interview, questionnaire, and documentation. From the result of the data, the questionnaire indicated that the students have a good perception of English day, while the data from the interview showed that the students joined English Day because they want to improve their ability in speaking. The differences between the study above are the influence of English day toward students' confidence in speaking and the achievement increase while applying English Day. This study will observe students' interest in speaking when applying English day.

The third study is done by Tika Mudyanita entitled "The Contributions Of English Day Program Towards Students' Speaking Skills In International Standard School Smk N 1 Pacitan".²⁴ The researcher addressed the English Day Program's contributions to the language skills of students in international standard school. The purpose of this study is to describe the implementation of an English Day Program and to discover the contribution English Day Program towards. This is a qualitative descriptive analysis. Researcher collected the data from the questionnaire, observation, and interview. The sample was the first-grade students of the TKJ class (Communication networking technique). Research result found that

²³ Wahyuni, Hasan B., and Mashuri, "The Influence Of English Day Towards Students' Speaking Skill at The Eight Graders", *e-Journal of English Language Teaching Society (ELTS)*, Vol. 2 No. 4, 2014.

²⁴ Tika Mudyanita, "The Contributions Of English Day Program Towards Students' Speaking Skills In International Standard School Smk N 1 Pacitan", *Semarang State University*, 2011.

the English Day Program could boost the speaking skills of students and teachers. Communication skills using English would strengthen if they can obey the rule that they must speak English throughout the day when operating the English Day Program. But for many reasons, the introduction of English Day in SBI SMKN 1 Pacitan as not done well. Mostly, they were still not confident in using English or had some difficulties in understanding English conversations. They did not understand that for International Standard School speaking English was very important.

The gaps of the study focussed on improving speaking skills and improving student's awareness of the importance of English for International standard school. Furthermore, the dissimilarity between the research is the teacher competent in speaking skills. In this study, not all of the teachers can speak English so it can cause failure while the program runs. Both of the studies also have different environment which can influence the program. While in the researcher's study, all of the teachers or lecturers are English educators and the environment support the program well.

Based on the previous study, the researcher found the general gaps such as the differences among the subject and the English ability of the subject. In high school, the students only knowing a few vocabularies but in the students' university especially the English department, the students already mastering the vocabulary but they need a place for practicing their skill to communicate with others using English. So this research will study students' interest in speaking on the English Day Program.

CHAPTER III RESEARCH METHOD

A. Research Approach and Design

The design of this study is qualitative descriptive research. Through qualitative descriptive research, this study explained the students' interest in English Day Program In English Language Education Department. Qualitative research is a general term. It is a way of knowing in which the researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters.²⁵ It means the researcher is the one in charge of observing, gathering, and analyzing the context by her/himself by considering different factors that could bias the implementation of the investigation.

B. Subject of The Research

The population of this study was conducted in UIN Sunan Ampel Surabaya. The subject was the students of English Language Education Department (ELED) and Students association of English Language Education Department (ELED). The researcher took both of them randomly from the 3rd until the 7th semester. The researcher used simple random sampling as the technique. According to Sugiyono, Simple Random Sampling is a sampling technique from members of the population that is done randomly without regard to strata that exist in that population.²⁶ Consequently, every population has the same chance to be chosen to be a sample in this research. Besides, the researcher chose two types of the subject because both of them have a different emotional feeling when involved in the English Day Program.

²⁵Torres D. F. E. *Vlogging through the digital lesson: enhancing speaking in EFL blended learning environment*. Colombia. 2018

²⁶Sugiyono. "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D", Alfabeta Bandung, 2013.

C. Research Instrument

According to Creswell, In a qualitative project, the author will describe a research problem that can be understood by exploring a concept or phenomenon. I have suggested that qualitative research is exploratory, and researchers use it to explore a topic when the variables and theory base are unknown.²⁷ From the statement before, the researcher concludes that the appropriate instrument for qualitative is:

1. Questionnaire instrument: the subject did the questionnaire through online form containing 15 questions. The researcher used close-ended questions around students' interest in speaking on the English Day Program. The questionnaire was adapted from a thesis written by Nana Nurjanah²⁸ and be modified by the researcher related to the theory in this study. It used Likert Scale, which contained five choices to answer namely, “ Strongly Agree (Sangat Setuju (SS)), Agree (Setuju (S)), Uncertain (Ragu-ragu/Tidak Tahu (TT)), Disagree (Tidak Setuju (TS)), Strongly Agree (Sangat Tidak Setuju (STS)). (See Appendix 1)
2. Interview Guideline: Interview guideline guided the researcher and contained 6 questions for the subject. The interview contained open-ended question and it was given 3 minutes to answer each question. The researcher used the Forum Group Discussion (FGD) technique to interview the subject because the researcher took 40 students who already filled the online questionnaire. The subject was divided into 8 groups which each student who has a similar answer will be in a group. So each group contained 4 – 6 students. The answer has been

²⁷Creswell. J. W, Third Edition of Research Design; Qualitative, Quantitative, and Mixed Method Approaches, New Delhi, *SAGE Publication*, 1994.

²⁸ Nana Nurjanah, “The relationship between students’ interest in speaking and their speaking score”, Jakarta, UIN Syarif Hidayatullah, 2011.

summarized by the researcher to get a brief explanation from the subject. (*See Appendix 2*)

3. Recorder: The recorder was taken when interviewing the subject and helped the researcher when there was a misunderstanding so that can reply to the recorder.

The instruments are created based on the theory from Idit Katz et.al that interest is the enjoyment people experience when doing a task, or their subjective interest in the content of the task²⁹. From the theory, the researcher can draw out the questions for the interview and questionnaire according to students' attention, enjoyment, and curiosity.

D. Data Collection Technique

Data collection technique is the way the researcher collects the data empirically and objectively.³⁰ Prof. Dr. Sugiono stated that data collection technique is the main purpose of the research to collect the data.³¹ The researcher used online questionnaire and interview as the way in collecting the data for the research question. The participants for this research are divided into two. The first are from the students of ELED and the second are from the students association of ELED.

List of questions of questionnaire are appropriate with the research problem. Researcher used online questionnaire by Google form as the instrument. The online questionnaire was spread to the students through Whatsapp at 28th August 2019 until 4th September 2019. It took a week to collect the data from the

²⁹Idit Katz, Avi A., Yaniv K. M., and Yoella B. M., "Interest as a Motivational Resource: Feedback and Gender Mater, but Interest Makes the Difference", *Social Psychology of Education*, Springer, 2006.

³⁰Rosa Amalia, students' perception of online assessment use in schoology in EFL classrooms. (Surabaya: State Islamic of University of Sunan Ampel Surabaya, 2018).

³¹ Prof. Dr. Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*(Bandung: Alfabeta, 2015).

students. The reason why researcher used online questionnaire are; it is an effective way to collect the data and the online questionnaire was directly gave all the result conclusion in percentage.

For the interview, the participants were divided into 2 categories. They are the students of ELED and the students association itself. Then, they were divided into 8 group because researcher took 40 students from 88 students who filled the online questionnaire which was each group contained of 4 – 6 students. The researcher intentionally spread them because both of them have different sense of belonging on English Day Program. So it made the students feel free to answer without feeling worry about the judgement. Researcher did the interview in Tarbiyah Faculty and library so they are easy to be gathered.

E. Data Analysis Technique

Data analysis technique is to answer the problem formulation or hypothesis that has been formulated in the proposal. Data analysis is the process of systematically searching and compiling data obtained from interview, field note, questionnaire, and documentation.³² In this research, the data analysis techniques are:

1. Data from questionnaire

The data gathered from the questionnaire were analyzed using the following procedures. These procedures were adopted from Sudjana, as follow³³, as follows:

a. Preparation

The researcher checked completely names and identified of the subject, checked the complement of the data and checked types of data content.

³²Ibid

³³Sudjana DR. Nana, "Penilaian Hasil Proses Belajar Mengajar", (Bandung: Remaja Rosdakarya).

b. Tabulation

From the initial data above, the researcher tabulated the data by concluding the final result of the online questionnaire in percentage which was showed in figure.

c. From the percentages of the responses, the researcher discussed the data in relation to the question of the research.

d. The researcher interpreted the data by describing the percentage.

2. Data from interview

The data collected from the interview were analyzed using the procedures as follows:

a. The researcher analyzed the data from students' answer through the interview transcript.

b. The researcher compared and combine the result of online questionnaire and the result of interview.

c. The result of interview was used to support the previous data collected by the questionnaire and presented together as the finding of the research.

From these steps, the researcher reported the result or presented the findings of the research by collaborated the evidence of different individuals, types of data, and the method that is used by the researcher.

F. Research Stage

This research have some process that explained in these following research stages:

1. Preliminary Research

In this step, the researcher asked to the committee of English Day Program about the implementation in the field included the day of EDP and the punishment. Then, the researcher asked the committee about how was students'

feeling when they did the program. But the committee could not answer the question completely because they could not control all of the students in the major. This case made the researcher interested in investigating students' interest on English Day Program, considering there is no thesis that observed this program in this major even in the university.

2. Decide the Research Design

Before the researcher decide the research design and approach, the researcher formulated the title and research questions of research. Then, the researcher described the phenomenon and limit the study. After that, the researcher decided the research design approaches that was suitable with this study. In this case, the researcher used descriptive qualitative research.

3. Conduct the Research

The researcher gained the data through online questionnaire and interview to the students related to the students' interest on English Day Program. This was expected that the participants will explain clearly about the issues. After the researcher got the data from questionnaire and interview, the data were analyzed to answer the research questions. The researcher used interview to support the statement in the questionnaire. Further, the researcher described more about students' interest on English Day Program. After got all the data, the last step was concluding the result. The researcher made conclusion as the final report of this study.

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research. The findings will be about students' interest in speaking on English Day Program in English Teacher Education Department. The discussion will elaborate on the main findings of the study and relate them with theories and previous studies in chapter two. The arrangement of the section based on the research question. For this research, there is one research question. The research question is about students' interest in speaking on English Day Program in English Teacher Education Department. The detail information on this topic as follows:

A. Research Finding of students' interest in speaking English on the English Day Program.

To gain the data related to the detail information about students' interest in speaking on English Day Program (EDP), this research shared the online questionnaire to students association of English Language Education Department (ELED) and students of English language Education Department (ELED). 88 students have filled out the online questionnaire and the type of questionnaire is a close-ended question. After the students filled out the questionnaire, the researcher took 40 students with an equivalent answer to be interviewed. The result of this research explained descriptively as follows:

In the online questionnaire, 88 students who filled the questionnaire are in the 3rd, 5th, and 7th semester who are already applying *EDP*. It used Likert Scale, which contained five choices to answer namely, “ Strongly Agree (*Sangat Setuju (SS)*), Agree (*Setuju (S)*), Uncertain (*Ragu-ragu/Tidak Tahu (TT)*), Disagree (*Tidak Setuju (TS)*), Strongly Agree (*Sangat Tidak Setuju (STS)*). The online questionnaire was filled by the students on the percentage 36,4% from the 3rd semester (27 students), 33% from the 5th semester (29 students), and 30,7% from the 7th semester (32 students). 20 students are from students association and 68 students are from students of ELED.

In the interview section, the interview contained 6 open-ended questions and it was given 5 minutes to answer each question. All the questions are still related to the online questionnaire because the researcher needs to know the reason to support the answer to the questionnaire. So the students deeply explained whether they are interesting or not in speaking skills on EDP. The researcher took 40 students to be interviewed, 20 from students association and 20 from students of ELED. The researcher divided them because both of them have a different opinion about EDP which is as the committee and as the participant. The interview used the Forum Group Discussion (FGD) technique which divided the students into 8 groups (4-6 students in a group) who have a similar answer. The questions are : (1) Are you interested in speaking? why?, (2) How often do you practice your speaking other than in EDP?, (3) Can EDP help you to train your speaking skill? Why?, (4)What are the factors that make you interested or not interested in EDP?, (5) How do you feel when EDP's day come?, (6) What are the advantages and the disadvantages of EDP?. The finding and the result from both of them are explained descriptively as follows:

The result of the questionnaire showed that the students have a positive interest in speaking, it can be shown on this figure 4.1.:

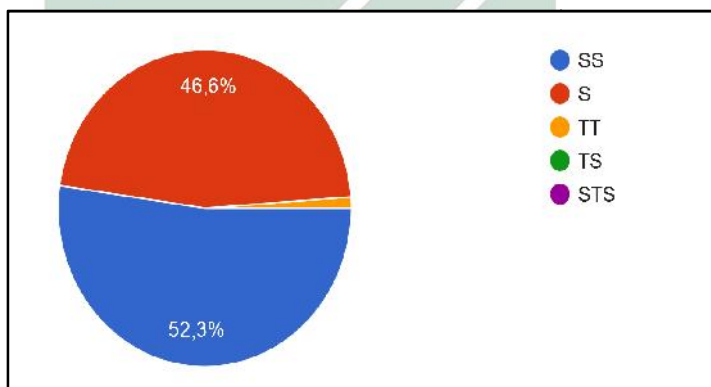


Figure 4.1. I am interested in speaking skill.

Based on the figure 4.1., it can be concluded that the students have a high interest in speaking, 46 students (52,3%) strongly agree that they are interested in speaking skill, 41 students (46,6%) agree that they are interested in speaking skill, and 1 student (1%) is uncertain whether he/she is interested or not in speaking. While in the interview, students who are interested in speaking, answer that speaking skill is one of the English skills that should be developed in daily life. So, it can build communication with friends although less fluency and still bad in grammar. In another answer, interesting in speaking because of the major and the responsibility as a teacher candidate made them should interest in speaking. It also can measure how far our understanding of language that we learned.

"Yes, interest. Because speaking is one of the English skills that we should develop in daily life. Moreover, last semester I was very happy with the English Day Program. I could build communication with my friends using English although less fluency. Besides, speaking also can increase our vocabulary and It can train our pronunciation well". (Group 1 – students of ELED)

"Yes, interest. Because of the major factor can demand us to interest in speaking. Besides as a teacher candidate, I also need to master in speaking because we need to explain the material to the students. Speaking also becomes an identity as English Department students and it can measure our understanding of the language that we learned". (Group 5 – Students association)

From the answer above, both of them have a positive answer about speaking although they have a different opinion on what factor that makes them interest in speaking. Students in group 1 feel happy while speaking although less fluency but confidence can be the solution for them to speak with the other. While in

group 5, major as one of demand to interest in speaking and they were thinking for a real-life situation that they will be a teacher in the future.

The students also interest if they are invited to do communication with their friends in English. Because they realized that speaking environment is needed around them to practice more. It is shown in the figure 4.2. below:

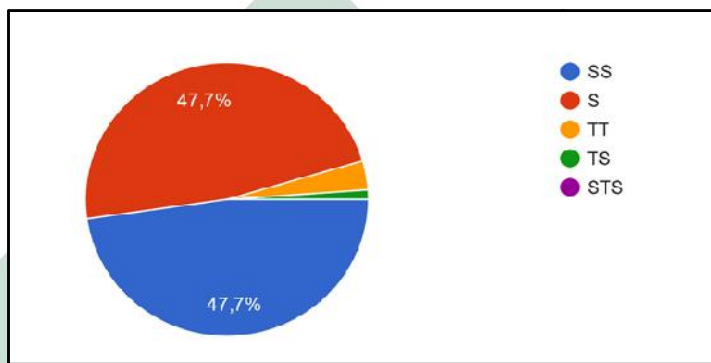


Figure 4.2. I feel interested if I am invited to communicate in English

From the figure 4.2. above, it can be concluded that 42 students (47,7%) strongly agree that they feel interested if they are invited to communicate in English, 42 students (47,7%) agree that they feel interested if they are invited to communicate in English, 3 students (3,4%) are uncertain whether interest or not to be invited to communicate in English, and 1 student (1,1%) does not agree with the statement. The percentage shows that students want to practice their speaking English and some of them have their friends to practice speaking. In the interview, the students who interest to be invited to communication in English said that usually she practices speaking English with her friends although not consistent yet. Another said that she has a brother who can invite her to speak English.

“I often practice my English, because almost every day I have a class and lecturers also use English to explain the material. Although I feel a bit

embarrassed to speak up when there is no quiz or question from the lecturer. But I have a friend who can be invited to speak English although not consistent yet". (Group 3 – students of ELED)

"I'm not very often practice my English because even in a class I will speak English if there is my classmate who can be invited to speak English. Besides, I also have a brother who can speak English, so I can practice my English in my family". (Group 6 – Students association)

Both of the students can speak English but feeling embarrassed made a limitation to practice English on campus. It means that they realized a speaking environment is needed so that they can practice freely with their friends.

Because the students need a safe speaking environment, the students association of ELED has the initiative to make a program that can facilitate all of the students to practice their speaking safely or any other skill, it is called as English Day Program (EDP). Time by time, the students feel interested in English Day Program which can be shown on the figure 4.3. below:

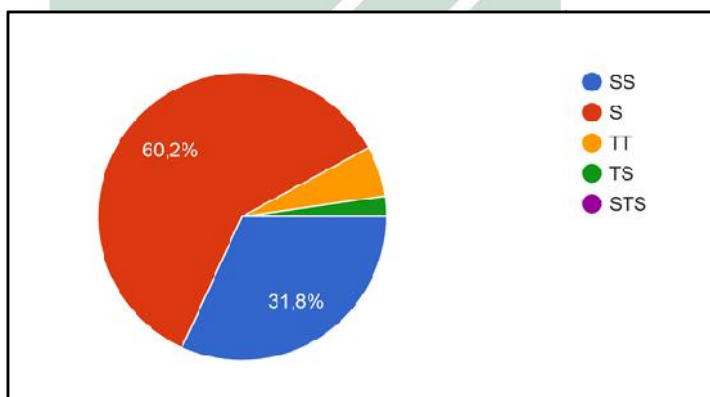


Figure 4.3. I feel interested in English Day Program

From the figure 4.3. above, 28 students (31,8%)strongly agree that they are interested on EDP, 58 students (60,2%)agree that they are interested on EDP, 5 students (5,7%) are uncertainthat they are interested on EDP, and 2 students (2,3%)disagree that they are interested on EDP. Some factors make students feel interested on EDP. It shows in the result of the interview below :

“Factors that make people interest in EDP are able to practice speaking pronunciation and able to practice speaking with others. Besides, the supportive environment for speaking can make students feel comfortable to speak English on campus and they will more understand about grammar use in daily life”. (Group 1 – students of ELED)

“Factors that make interested in EDP are being able to improve speaking skills, being able to practice grammar, challenging day, and being able to enjoy speaking English”. (Group 3 – students of ELED)

“Factors that make us interested are being able to practice speaking, being able to exchange the ideas, and being able to talk with the students who are experts in speaking”. (Group 5 – students association)

“Interested in EDP because students can practice their vocabulary and get a rewards. If you speak English, you can be brave enough to speak eventhough still lack in grammar, you can also get a grammar correction from the person you are talking to”. (Group 7 – students association)

The result of the interview showed some factors that make the interested in EDP.It is such as feeling enjoy, training the pronunciation, challenging things to do, supporting environment, gaining the grammar correction, etc.

The students believe that EDP can train their speaking skills although still there are students not interest in EDP because of some of the factors. It can be shown on the figure 4.4. below:

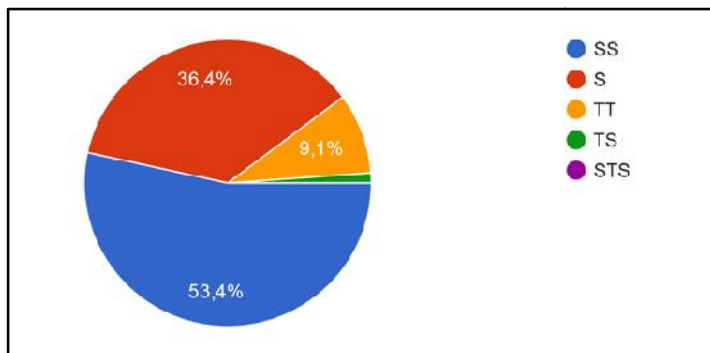


Figure 4.4. English Day Program can train my speaking skill

The conclusion of the figure 4.4. are, 47 students (53,4%)strongly agree if EDP can train their speaking skill, 32 students (36,4%) agree, 8 students (9,1%) are uncertain whether EDP can train their speaking skill or not, and 1 student (1,1%) does not agree if EDP can train the speaking skill. From the percentage, students need a speaking environment such as EDP to train their speaking. Meanwhile, in the interview, the students who believe that EDP can train speaking skills said that while doing the program, they feel free to speak English without needing to be pretentious, if they are wrong, they will get justification for the grammar or pronunciation from their friends.

“ Yes, EDP can train speaking skills because we can speak English without needing to be pretentious. But it can also get a response or justification if there is wrongness in grammar and word. But sometimes feel afraid to speak English because of how the way the justification is not friendly so it seems judge”. (Group 2 – Students of ELED)

So feeling afraid still become a factor to avoid students who practice speaking because of how the way the justification.

Although the students still feel afraid to practice, they keep trying to practice when EDP. It can be shown in the figure 4.5. below:

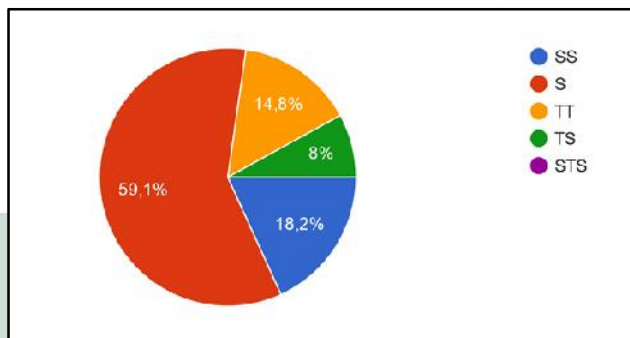


Figure 4.5. I always try to speak English when English Day Program

The figure 4.5. shows that 16 students (18,2%) strongly agree if they always try to speak English when EDP, 52 students (59,1%) agree if they always try to speak English when EDP, 13 students (14,8%) are uncertain if they always speak English or not when EDP, and 7 students (8%) do not agree if they always speak English when EDP. So it can be concluded that most of the students are agree to try to speak English when EDP.

If the students always keep trying to speak English, time by time it can make them more confident to speak. It can be shown in the figure 4.6. below:

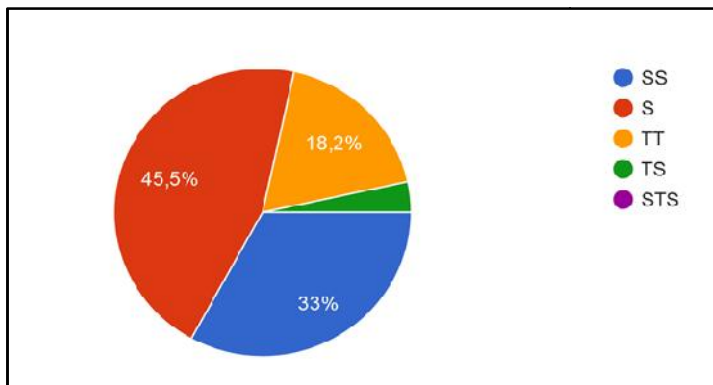


Figure 4.6. English Day Program can increase my confidence to speak

From the figure 4.6., it shows that 29 students (33%) strongly agree that EDP can increase their confidence to speak, 40 students (45,5%) agree that EDP can increase their confidence to speak, 16 students (18,2%) are uncertain that EDP can increase their confidence to speak, and 3 students (3,3%) disagree that EDP can increase their confidence to speak. It can be concluded, most students agree that EDP can increase their confidence to speak.

Not confident to speak English in front of people, it can be anticipated by monologue. Because students can do monologue while in driving to campus or speaking in front of the mirror. Most students do a monologue to help training their speaking such in the figure 4.7. below:

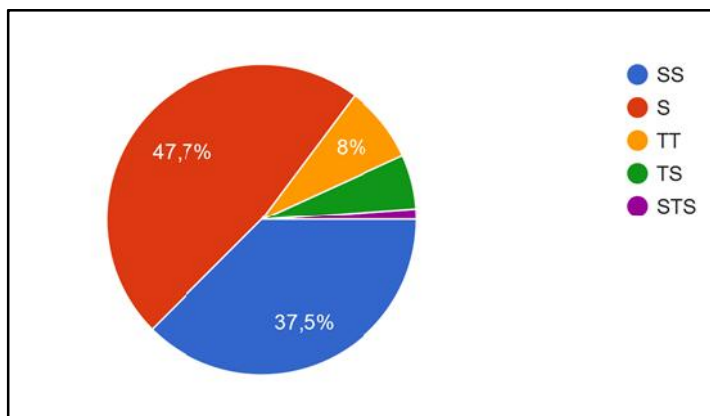


Figure 4.7. I train my speaking by a monologue

From the figure 4.7. above, it shows that 33 students (37,5%) strongly agree that they train to speak by monologue, 42 students (47,7%) agree that they train to speak by monologue, 7 students (8%) are uncertain that they can train to speak by monologue, 5 students (5,7%) disagree that they train to speak by monologue, and 1 student (1,1%) strongly disagrees that train speaking by monologue. Meanwhile, in the interview, students who train their speaking by monologue said that the students always train their speaking by doing a monologue. Other students also said that although rarely practice speaking because not easy to find a friend who can be invited to speak English, the students try to do a monologue and decide the theme by themselves.

"I often practice my speaking by teaching in a course, speaking with friends, doing a monologue, and training my speaking before doing a presentation in the class". (Group 8 – Students association)

"I still practice my English rarely because I still difficult to find ELED students who want to be invited to speak English, but if they invite to speak will be responded by speaking English too. Besides, I also

practice English by a monologue and I can be free to decide the theme. Because it was hard to find ELED students who speak English". (Group 1 – students of ELED)

So monologue can be one of the ways for them to train their speaking and they can decide the theme freely without pressure.

The next figure shows the result of students' needs in the English day program as the place to train to speak. Most of them are agree with it and it is shown below:

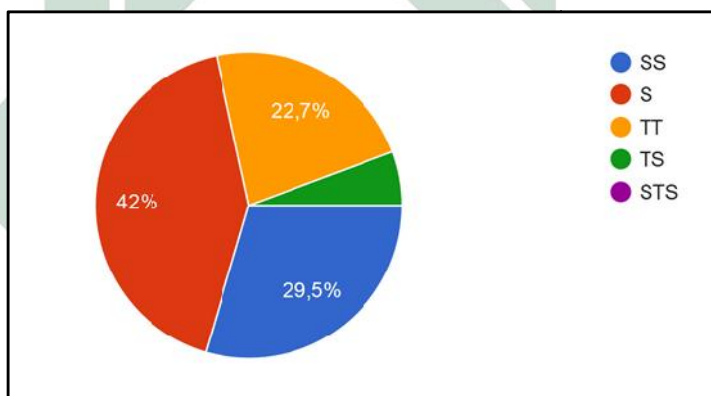


Figure 4.8. I need an English Day Program as the place to train to speak

The figure shows that 26 students (29,5%) strongly agree that they need EDP as the place to train to speak, 37 students (42%) agree that they need EDP as the place to train to speak, 20 students (22,7%) are uncertain that they need EDP as the place to train to speak, and 5 students (5,7%) disagree that they need EDP as the place to train to speak. In the interview, the students who agree with the statement above said that EDP can help them to speak up although only a simple sentence.

“English day is needed by the students because it can help them to speak up if they are active to speak although only say a simple sentence”. (Group 6 – Students association)

From the answer, the students need EDP to practice their speaking although only say a simple sentence because time by time they can increase how many sentences that they will say.

The application of EDP can be running well if all of the students do the program well. Because the subject of EDP is the students in the major and also the lecturer. Unfortunately, the lack of EDP is not every individual know whether running well or not because each semester will only focus on their semester. It is shown in the figure 4.9. below:

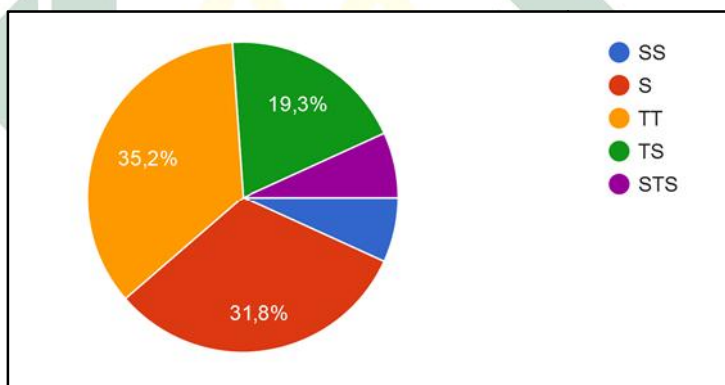


Figure 4.9. The application of English Day Program runs well

From the figure 4.9., it can be concluded that 6 students (6,8%) strongly agree that the application of EDP is running well, 28 students (31,8%) agree that the application of EDP is running well, 31 students (35,2%) are uncertain that the application of EDP is running well, 17 students (19,3%) disagree that the application of EDP is running well, and 6 students (6,8%) strongly disagree that the application of EDP is running well. Most students do not

know whether running well or not because the environment can not fully support this program.

“Students of ELED are required to use English so speaking skill is trained automatically. The environment is also a benchmark for the success of EDP”. (Group 8 – Students association)

It also depends on the subject and environment conditions around them can measure whether run well or not such if there are more students practice speaking English, the other students will follow to practice English too.

One of the obligations for EDP’s committee is, admonish the students of EDP who do not speak English when EDP. But the subject also can admonish suddenly the other friends who do not speak English without waiting for a command from the committee. But most of them feel uncertain to admonish their friends, it can be shown on the figure 4.10. below:

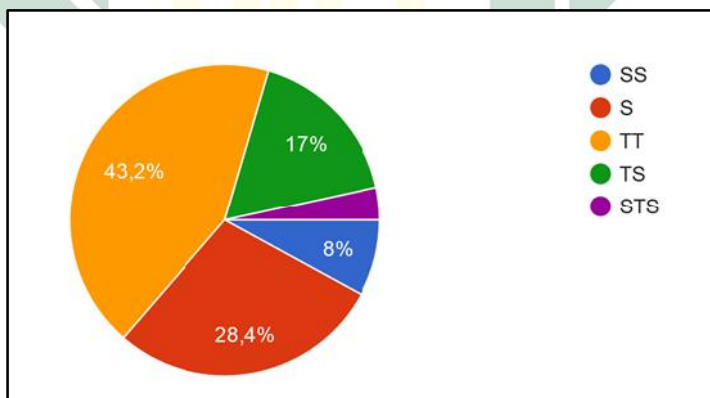


Figure 4.10. I will admonish the students who do not speak English when English Day Program

From the figure above, 7 students (8%) strongly agree to admonish the students who do not speak English when EDP, 25 students (28,4%) agree to admonish the students who do not speak

English when EDP, 38 students (43,2%) are uncertain to admonish the students who do not speak English when EDP, 15 students (17%) disagree to admonish the students who do not speak English when EDP and 3 students (3,4%) strongly disagree to admonish the students who do not speak English when EDP. Sometimes, the students who feel uncertain to admonish their friends to think that their ability is not enough to admonish or to ask their friends to speak English.

Students who interested in EDP will try to increase their vocabulary because they will speak up more and understand the vocabulary. It can be shown in the figure 4.11. below:

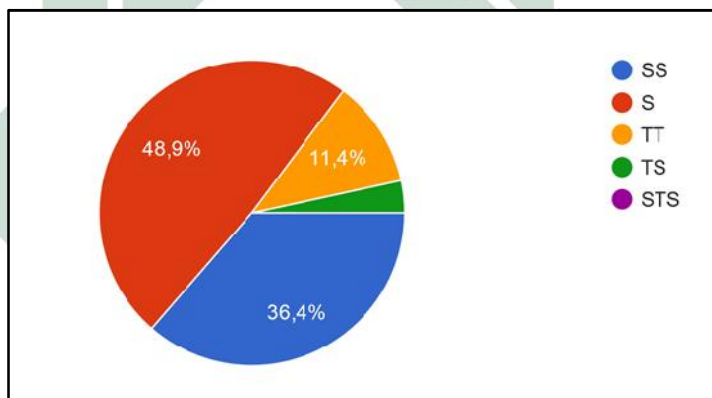


Figure 4.11. I need new vocabulary every English Day Program

The figure shows that 32 students (36,4%) strongly agree that they need new vocabulary every EDP, 43 students (48,9%) agree that they need new vocabulary every EDP, 10 students (11,4%) are uncertain that they need new vocabulary every EDP, and 3 students (3,4%) disagree that they need new vocabulary every EDP. Increasing vocabulary can be done by the students themselves through monologue, listen to English songs, and watch English movies. Because if they want to increase their vocabulary, they should have their way to learn new vocabulary.

“Practicing pronunciation through songs is also often done and can add vocabulary as well”. (Group 4 – students of ELED)

"Not very often practice speaking skill, because the surrounding environment still uses Indonesia and depends on the conditions such as studying or chatting with friends. However, it can be done by singing English songs and adding new vocabulary from English movies". (Group 7 – Students association)

Listening to the song, watching English movies, or even chatting with friends can increase students' vocabulary and also practicing their pronunciation. Vocabulary is one of important thing to have when we want to practice speaking or other skills. So the students need new vocabulary because they have to practice speaking while EDP runs, it also will not make them afraid when EDP day comes because they already know some new vocabulary.

EDP has some advantages, one of them is increasing vocabulary. Students who always try to speak up and feel confident they will get new vocabulary from the conversation. Because most of them agree that EDP can increase their vocabulary. It can be shown below:

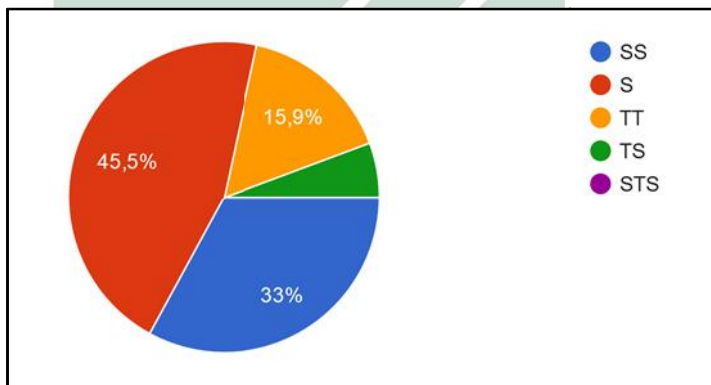


Figure 4.12. English Day Program can increase my vocabulary

From the figure 4.12. above, it shows that 29 students (33%) strongly agree if EDP can increase vocabulary, 40 students (45,5%) agree, 14 students (15,9%) are uncertain, 5 students (5,7%) disagree.

The next result shows that they need a place to improve speaking skills. It can be seen in the figure before (Figure 4.8) which is they need EDP to train their speaking while in this figure shows how much they need a speaking environment to improve speaking. It can be seen below:

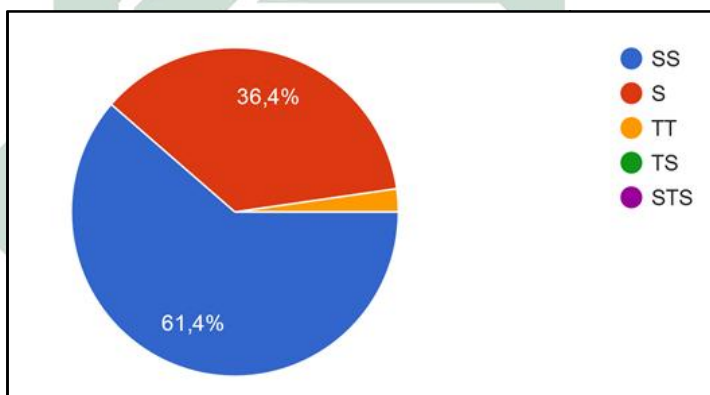


Figure 4.13. I need an environment to improve my English speaking.

From the figure above, 54 students (61,4%) strongly agree that they need an environment to improve speaking skill, 32 students (36,4%) agree that they need an environment to improve speaking skill, and 2 students (2,3%) are uncertain that they need an environment to improve speaking skill. It can be concluded that almost of students need a place to improve and practice speaking skills.

English Day Program can be the place for them who want to practice speaking, but some of the students who feel afraid to practice speaking English will feel limited themselves to move or

even speak with others. Besides, most students do not agree if they feel limited to express their feeling through speaking. It can be shown below:

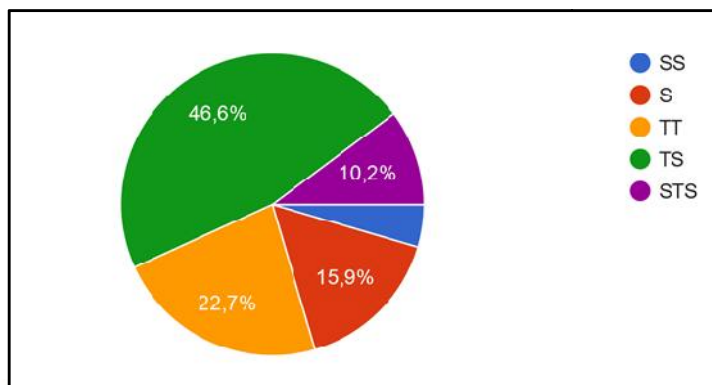


Figure 4.14. English Day Program limit my expression while speaking English

From the figure above, 4 students (4,5%) strongly agree that EDP limit my expression while speaking English, 14 students (15,9%) agree that EDP limit their expression while speaking English, 20 students (22,7%) are uncertain that EDP limit their expression while speaking English, 41 students (46,6%) disagree that EDP limit their expression while speaking English, and 9 students (10,2%) strongly disagree that EDP limit their expression while speaking English. Students who have limitations in expressing through speaking will be silent.

"I feel happy when EDP but I still feel nervous. Afraid of the punishment, so I choose to be silent. But EDP is the time to train our speaking skills". (Group 7 – students association)

Students will try to restrain from their friends who speak English or even the committee and the just speak English when there is a committee around them.

Because of feeling anxiety to speak, the students will be shy if they always keep silent without talking anything with the other. Meanwhile, the result of the questionnaire shows that they feel uncertain whether shy or not if do not speak English when EDP. It can be shown below:

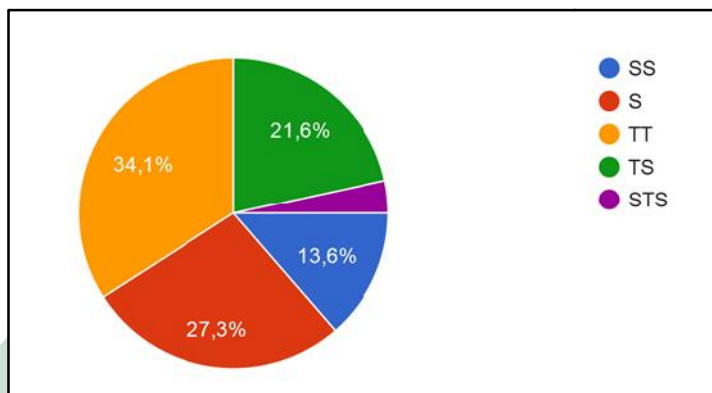


Figure 4.15. I feel shy if I do not speak English when English Day Program

From the figure 4.15. above, it shows that 12 students (13,6%) strongly agree that they feel shy if they do not speak English when EDP, 24 students (27,3%) agree that they feel shy if they do not speak English when EDP, 30 students (34,1%) are uncertain that they feel shy if they do not speak English when EDP, 19 students (21,6%) disagree that they feel shy if they do not speak English when EDP and 3 students (3,4%) strongly disagree that they feel shy if they do not speak English when EDP. In the interview, the students said that in EDP especially their semester is only a few students who practice English when EDP so that they will get an underestimate when try to speak English.

“I rarely practice speaking English, because my friends also rarely apply EDP. So if wetry to speak English, our friends will underestimate us” (Group 4 – students of ELED)

This phenomenon rarely happens in the environment which still applies mother tongue language. So people will feel difficult to practice another foreign language such as English and it can be one of the factors why students do not feel shy when do not use English on EDP.

The result of the questionnaire and the interview found the result that most of students on the 3rd, 5th, and 7th semester are interested in English Day Program. The percentage (Figure 4.3.) showed that most of students are interested on EDP because they can freely speak English although still there are students who will underestimate them. The students feel they should learn speaking as the obligation because of the major, teacher candidate, and also their activity in campus make them often to speak English. Furthermore, another result showed they need a safe speaking environment to train their speaking skill (Figure 4.13.). This statement is also supported by another statement that they need English Day Program as a place to train speaking skill (Figure 4.8). Because some of them said in the interview that they can train speaking skill outside EDP when they have class in the campus, do chatting with friends, and do presentation. Only a few students who can practice speaking English outside the campus such as in a family, in teaching course, or even in playing the online game.

Fortunately, the students association initiated to make EDP as the place to practice speaking. At the beginning of EDP, the students who do not use English will be shy and do not confident to speak. Some of the students initiate the problem by a monologue and choose the theme itself so they can train speaking skills outside EDP. Another factor that becomes a problem in EDP is less vocabulary. It was shown in the table (Figure 4.11.), most of the students need new vocabulary in every EDP because they will talk about new phenomena around them or have new material in the class that will need a new vocabulary. So English Day Program can be the solution to improve speaking skills, new vocabulary, pronunciation, and grammar.

B. Discussion of students' interest in speaking English on the English Day Program

This section describes the discussion based on the findings of the study. The discussion is focused on the students' interest in speaking on the English Day Program that applied by the lecturer and the students of English Language Education Department on the 3rd, 5th, and 7th semesters.

According to Idit Katz et.all said that interest is the enjoyment people experience when doing a task, or their subjective interest in the content of the task.³⁴ It means interested can make students feel enjoy and do the task without any pressure so it can allow them to perceive the task as enjoyable. Feeling like toward something will build an enjoyment to do the activities related to it. When students feel enjoy speaking especially in EDP, it can be easier for them to actively join the program.

Furthermore, the finding showed that students' interest in speaking on English Day Program can be described in the terms of their feeling, the students feel enjoy to speak English, feel comfortable, and feel freedom to speak English with others. It can be proven by the students' statement in the questionnaire that they are able to train speaking English(Figure 4.4). This result of the questionnaire is also supported by the data from the interview that the students can practice speaking with others that will increase their partner to speak.

Students also feel comfortable to speak English. This result of the interview can be supported by the students' answer in the questionnaire that through English Day Program, students feel more confidence or enjoy to speak English. Although most of students feel comfortable to speak English but there are several students who still feel anxiety to speak. It is because many of students break the rule and underestimate the program that they

³⁴Idit Katz, Avi A., Yaniv K. M., and Yoella B. M., "Interest as a Motivational Resource: Feedback and Gender Mater, but Interest Makes the Difference", *Social Psychology of Education*, Springer, 2006.

have to speak English and no regulation officially requires all students to speak English.

Another reason, supportive environment is needed by the students in English major to practice speaking English. It is proven by the data from the questionnaire (4.8) that the students need English Day Program as a place to train their speaking. Hence, students will be more understand about grammar use in daily life because they will also get a grammar correction or feedback from the person they are talking to or the students who are experts in speaking. On the other hand, the answer in interview showed that students need more days for English Day Program to make it more effective in training students' speaking skill.

Furthermore, because EDP is included in a safe speaking environment in which the students will be immersed while the program. Students who feel immersed to the task while they do, indicate how is their interested on the task. A safe speaking environment means an environment in which time for speaking is valued not simply as a time for extra practice but as time in which new learning chance comes to real-life situation.³⁵ So, this situation is able to make students feel safe and feel interested to practice because they have more chances to speak English while English Day Program runs.

The finding of this research strengthen to the finding of previous research was done by Yulia, Yeni, and Aryuliva in English Department of Universitas Negeri Padang entitled "*Students' Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang*".³⁶ The result of this study is concluded that almost all of the students at Darul Hikmah Junior High School have a positive perception toward English week. One of the causes that influence students' good perception is, English

³⁵Creating a safe speaking environment, *Cambridge University Press*, p. 6, 2018.

³⁶Yulia Dewi Suryani, Yenni R., and Aryuliva A., "*Students' Perception Toward English Week at Darul Hikmah Junior High School in Padang Panjang*", Universitas Negeri Padang.

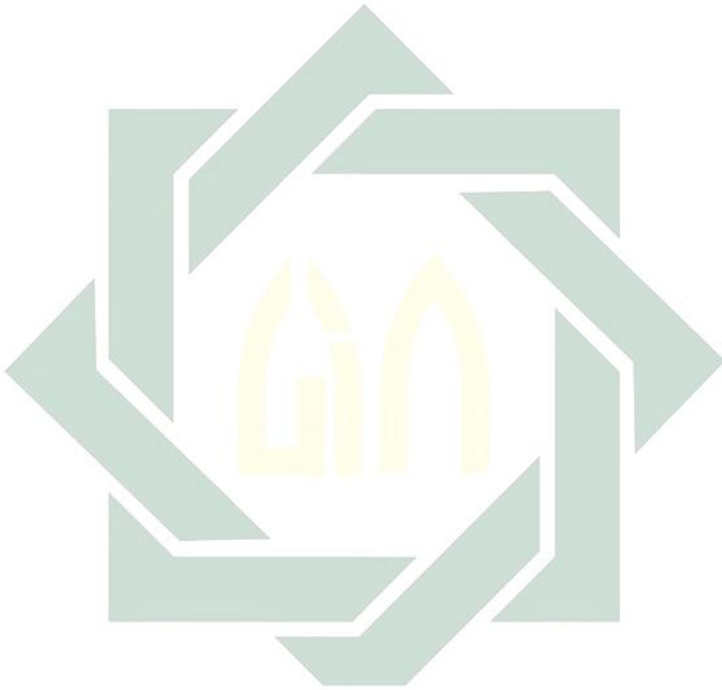
week facilitate them to improve their speaking and listening skill. The result of this study also found that English week can increase students' vocabulary. While, the result of the researcher's study strengthen the previous study. It can be seen in the result that students can increase their vocabulary, improve speaking skill and also the students have good perception in English Week. Furthermore, in the researcher's study it showed in the result of the questionnaire number 12 (Figure 4.12) and the result of the interview in the question number 1. It means that both of the finding showed the good result that students are interested in English Day.

The finding of this research add the information for previous study. The study was done by Tika Mudyanita entitled "*The Contributions Of English Day Program Towards Students' Speaking Skills In International Standard School Smk N 1 Pacitan*".³⁷ The finding of this study showed that EDP could improve students' and teachers' speaking skills. The skill of communication using English will improve if they could obey the regulation that they must speak English when EDP runs. Besides the positive result, this research also found a negative result. The implementation of EDP in SMK N 1 Pacitan has not been run well because of several reasons, they are still not confident to use English and they had some difficulties to understand English conversation. The differences of students' background can be one of the cause to their speaking ability. It showed in researcher's study that students who experience in learning English before, they will be more confident to speak and they have a high interest in English Day Program because they feel aware and they use it as the place to practice speaking English.

Interest can motivate students to do something particularly in speaking. It can be built by speaking task, facilities of learning, and students' needs that make students have willingness to develop their speaking skill. English Day Program is one of speaking task

³⁷ Tika Mudyanita, "*The Contributions Of English Day Program Towards Students' Speaking Skills In International Standard School Smk N 1 Pacitan*", *Semarang State University*, 2011.

to practice but it also depend on the students' awareness, because it have some benefits that can train students' discipline and responsible while the program runs.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections, there are conclusion and suggestion. It presents the conclusion of the research which summarized the result of the study from finding and discussion in the previous chapter. This research also provides some suggestion concerning to the study. The result of findings and discussion can be concluded as following;

A. Conclusion

Based on the research question; How is students' interest in speaking on English Day Program?. The researcher found a result from the online questionnaire and the interview. The finding showed that students' interest in speaking on English Day Program can be described in the terms of their feeling such as feel enjoy, feel comfortable, and feel freedom to speak English. This statement is proven by the data from questionnaire and interview that it can train students' speaking skill, students will be more comfortable to speak, and students need a supportive environment to practice speaking English.

This program make the students get used to speak English to any others and to communicate by using English in campus environment. Students enjoy the activity because it separated them from formal and informal situation. Hence, the students can speak English to any others without being afraid. So it can be concluded that the finding shown the most of students are interested in speaking on English Day Program.

B. Suggestion

1. For the students

English Day Program is the way to create a safe speaking environment. Means that students should be more aware, comfortable, and active to practice their speaking while English Day Program runs. Moreover, there are so many advantages that will students get if the students can obey the

rule such as increasing vocabulary, understanding grammar for daily life, training students' discipline and responsible, etc.

2. For the committee

English Day Program is a good program for students to practice speaking English but the committee also should realize the condition around them while EDP runs so that it can be controlled well. The committee can add more days for EDP to be more effective and students will be used to speak English. Therefore the committee should be brave and clear to give a punishment to the students who do not speak English while EDP.

3. For the lecturer

From the result of this study, students are interest on English Day Program but the implementation can not good as well. Therefore, the researcher would give some suggestion for lecturers of English Language Education Department about EDP. Lecturer should know the day of EDP so that it can help the committee to control the program. By knowing the day of EDP, lecturer also can remind the students to speak English inside and outside the class. If it possible, lecturer can give a punishment to the students who do not speak English.

4. For the Further researcher

Further researcher can use this final project as the reference to guide them when they want to do the similar research. Although this research has been done, but because of the limitation time, it still have some weaknesses. Therefore, if there are any researchers in the same field are suggested to do deep analysis such as improving students' awareness or others.

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