

CHAPTER 1

INTRODUCTION

1.1. Background of The Problems

English language education in schools presents unique challenges, particularly in developing students' speaking skills. Additionally, speaking skills are often considered a primary criterion, playing a crucial role in determining the success of language learning in this context (Mahbub et al., 2021 :). Because speaking skills are crucial as they form the foundation of oral communication and play a vital role in learning and understanding a language. They are essential to an individual's life processes and experiences. Based on a preliminary investigation conducted on December 20, 2023, interviews with an English teacher were conducted regarding various aspects. The teacher acknowledged that eleventh-grade students exhibited limited speaking skills, in fact The 2022 English Proficiency Index Report released by EF Education First places Indonesia in the 81st position out of a total of 111 countries studied, due to factors such as inadequate vocabulary, shyness, nervousness, fear of ridicule, reliance on their mother tongue, and lack of practice. These challenges collectively reflected a lack of self-confidence among the students (Pahlawan et al., 2023).

Many educational institutions seek innovative ways to motivate students and create environments that support the development of English-speaking skills. One such innovation introduced by some educational institutions is the English Day program. English Day offers an intensive and structured approach, aiming to train and habituate the use of English in everyday contexts. This is consistent with (Artiyana, 2018 : 780) journal on the implementation of the English Day program, which emphasizes the importance of integrating English usage into school routines. Mastering English largely relies on its practical application in daily life. Achieving proficiency in English largely depends on practicing the language in real-life contexts. Since language functions as a social tool, instruction should prepare students to select the appropriate language for various scenarios and communicate their ideas and feelings effectively.

Budi Mulia Senior High School in Karawang is one of the schools under the Al Ulya Foundation, encompassing educational levels from junior high to

vocational high school. Located in Wadas, Telukjambe Timur, Karawang Barat, West Java, the school collaborates with the Sumber Barokah Islamic Boarding School to shape students' educational and moral character. Additionally, Budi Mulia Senior High School is recognized as a pilot school in the implementation of the "Sekolah Penggerak" program initiated by the Ministry of Education and Culture.

However, on the other hand, the learning environment at Budi Mulia High School has been reported to be significantly lacking in effectiveness. According to one of the students there, the teaching methods used were mostly conventional, where the teacher only delivered material without encouraging active student participation. This approach has resulted in a passive learning experience where students are not actively engaged in the learning process. According to (Widiyanto, 2015 : 71) who conducted a study on the effects of student activity, creativity, and motivation on academic achievement in measuring instrument competencies at SMK Kotoarjo. He found that student learning activities significantly impact their academic performance, highlighting the importance of student engagement in classroom learning. The lack of interactive and participatory teaching methods has hindered students' ability to fully grasp the material and develop critical thinking skills. (Wibowo, 2016 : 129) stated in his journal that active student participation significantly impacts cognitive, emotional, and social development. Consequently, the overall quality of education and student motivation at Budi Mulia High School are adversely affected by these traditional teaching practices.

In response to this, Budi Mulia Senior High School has introduced the English Day Program as an effort to increase student engagement in the learning process, particularly in enhancing their English-speaking skills. This program is designed to provide an environment that encourages students to actively participate in various English-language activities, ultimately aiming to improve their learning experience and boost their English-speaking abilities.

1.2. Identification of The Problems

To identify the problems encountered, the researcher conducted observations of the teaching and learning process in the XI SMA Budi Mulia Karawang. Based on these observations, the researcher found several issues related to English language learning in the eleventh grade, particularly concerning speaking skills. The problems can be identified as follows.

1. Limited English-Speaking Skills in Eleventh-grade students at Budi Mulia Senior High School. The students struggle with speaking skills due to inadequate vocabulary, shyness, and a lack of practice.
2. Ineffective Teaching Methods in Budi Mulia Senior High School, the teacher-centered approaches at the school result in passive learning, limiting student engagement and hindering the development of critical speaking skills.
3. Need for Effective Programs, The English Day Program has been introduced to enhance speaking skills, but its effectiveness in addressing these challenges needs further evaluation.

1.3.Limitation of Problems

In order the research is more focused and does not expand beyond the intended discussion, so the researcher limits the scope of the research, the researcher will focus only on how effective is the English Day program in increasing students' speaking English skills.

1.4.Formulation of The Problems

In conducting this research, the problem formulation put forward is as follow.

Is the English day program effective in increasing students' speaking skills?

1.5.The Objective of The Research

In accordance with the problem formulation, the research objective is to find out how the English Day program effective in increasing students' speaking skills in class XI students at Budi Mulia High School.

1.6.Significance of The Research

The writer's performance is expected to be useful both theoretically and practically:

1. Theoretically

Theoretically, it is hoped that the results of this research can be used as consideration for making improvements and changes to students, especially in developing methods and techniques related to English language learning.

2. Practically

a. The students

The researcher hopes that students will increase their confidence in speaking skills through English day program and make the learning process of speaking skills more fun and active.

b. The Teacher

Through this research, the researcher hopes the finding of this research will improve the quality of English teaching and learning both inside and outside class. And the researcher also hopes this research becomes one of useful references used to increase students' confidence in speaking skills.

c. School / Institute

By evaluating the effectiveness of this program, this research can provide valuable insights that can be used to improve English language learning strategies in schools. In addition, the findings of this research can help in designing better teacher training programs, so that they can create a supportive learning environment and encourage students to be more confident in using English. By increasing students' self-confidence, it is hoped that their participation and motivation in learning English will also increase, which ultimately can improve overall English language skills.