

THE IMPACT OF ENGLISH DAY PROGRAM IN INCREASING STUDENTS' SPEAKING SKILLS OF XI BUDI MULIA SENIOR HIGH SCHOOL

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ABSTRACT

The "English Day" program is designed to improve students' speaking skills at Budi Mulia Senior High School in Karawang. This program aims to help students achieve fluency, accuracy, and proficiency in speaking English. However, the implementation of this program faces various challenges, including differences in students' skill levels and limited session time. This study employs the CIPP (Context, Input, Process, Product) evaluation model using a qualitative approach. Data were collected through interviews, observations, and speaking assessments involving 15 eleventh-grade students and one English teacher. The findings show that the "English Day" program has significantly improved students' speaking skills. Of the 15 students observed, 86.67% achieved a performance level of "Quite Good" or higher, with the following distribution: 26.67% of students were in the "Very Good" category, 20% in the "Good" category, 40% in the "Quite Good" category, and 13.33% required improvement. These results indicate that the program has played a significant role in enhancing students' fluency and accuracy in speaking, although challenges remain due to variations in individual skill levels. The English Day program is effective in improving students' speaking skills. Continuous evaluation and further research are necessary to maximize its impact and ensure long-term benefits for the students.

Keywords: English Day, speaking skills, CIPP evaluation, Budi Mulia Senior High School, qualitative research.

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ABSTRACT

Program "English Day" dirancang untuk meningkatkan keterampilan berbicara siswa di SMA Budi Mulia Karawang. Program ini bertujuan untuk membantu siswa mencapai kelancaran, ketepatan, dan kefasihan dalam berbicara bahasa Inggris. Namun, implementasi program ini menghadapi berbagai tantangan, termasuk perbedaan tingkat keterampilan siswa dan keterbatasan waktu sesi. Penelitian ini menggunakan model evaluasi CIPP (Context, Input, Process, Product) dengan pendekatan kualitatif. Data dikumpulkan melalui wawancara, observasi, dan penilaian keterampilan berbicara yang melibatkan 15 siswa kelas sebelas dan seorang guru bahasa Inggris. Hasil penelitian menunjukkan bahwa program "English Day" secara signifikan meningkatkan keterampilan berbicara siswa. Dari 15 siswa yang diobservasi, 86,67% mencapai tingkat performa "Cukup Baik" atau lebih tinggi, dengan distribusi sebagai berikut: 26,67% siswa berada pada kategori "Sangat Baik," 20% pada kategori "Baik," 40% pada kategori "Cukup Baik," dan 13,33% membutuhkan perbaikan. Hasil ini menunjukkan bahwa program tersebut berperan penting dalam meningkatkan kelancaran dan ketepatan berbicara siswa, meskipun tantangan tetap ada akibat variasi tingkat keterampilan individu. Program English Day efektif dalam meningkatkan keterampilan berbicara siswa. Evaluasi berkelanjutan dan penelitian lanjutan diperlukan untuk memaksimalkan dampaknya dan memastikan manfaat jangka panjang bagi siswa.

Kata Kunci: English Day, keterampilan berbicara, evaluasi CIPP, SMA Budi Mulia, penelitian kualitatif.