

**THE STUDY OF ENGLISH DAY AS ENGLISH EXTRACURRICULAR  
PROGRAM ON STUDENT'S PRODUCTIVE SKILL ACTIVITY IN MA-  
MUALLIMAT BOARDING SCHOOL**

**THESIS**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM  
MALANG**

**OCTOBER, 2022**

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PROGRAM ON STUDENTS' PRODUCTIVE SKILL ACTIVITY IN MA-  
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**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment  
of the Requirement for the Bachelor Degree of English Language Teaching  
(S.Pd.) in the English Education Department*



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MALANG**

**October, 2022**

**APPROVAL SHEET**

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MUALLIMAT BOARDING SCHOOL**

**THESIS**

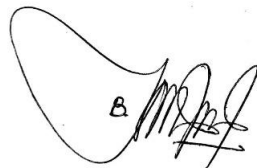
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PROGRAM ON STUDENTS' PRODUCTIVE SKILL ACTIVITY IN MA  
MUALLIMAT BOARDING SCHOOL**

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**THE OFFICIAL ADVISOR'S NOTE**

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Appendix : 4 (four) Copies

The Honorable,  
Dean of Education and Teacher Training Faculty  
Maulana Malik Ibrahim Malang State Islamic University  
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*Assalamu'alaikum Wr. Wb*

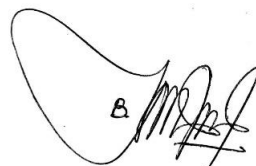
After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name	: Nurul Jannah
student ID Number	: 18180020
Department	: English Education
Thesis	: The Study of English Day as English Extracurricular Program on Students' Productive Skill Activity in MA-Muallimat Boarding School

Therefore, we believed the thesis of Nurul Jannah has been approved for further approval by the board of examiners.

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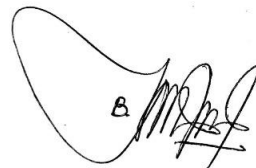
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## **DEDICATION**

First of all, thank you so much to Allah SWT who has given us mercy and blessing, thank you for giving me life, health, trust and opportunity, so that I can adorn myself with good knowledge and also know you better. Thank you for teaching me many things through the best teachers you have brought in my life and many more that I will not be able to mention one by one, and I don't forget to thank our Prophet Muhammad SAW who has been a light in our lives and who always loves us. may peace and salutation always be poured out on him

I dedicate this thesis to my parents Mr. Matrum Doni Purba and Mrs. Siti Sulah, and to my beloved brother Rizal Fandani who always prays, motivates and supports me, morally and financially. I also thank all my teachers who pray for me, especially Abah Kyai Chusaini Al-Hafidz who has been my teacher and father while studying in the city of Malang. I also thank my friends who have accompanied me and loved me just the way I am. Lastly, I would like to thank myself, you are great, you are something, you are unique, and your life is not just to live, you are important, you are needed in this world. Please stay alive...

**MOTTO**

عِشْ كَرِيْمًا اَوْ مِتْ شَهِيدًا

live gloriously or die as syuhada'



## STATEMENT OF AUTHORSHIP

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Here with I,

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Declare that:

1. this undergraduate thesis is the sole work of the author and has not been written collaboration with another person, not does it include, without due acknowledgement, the result of any other person.
2. this undergraduate thesis has been submitted to any other tertiary education institution for any academic degree.
3. should it later be found that this product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 26 October, 2022

The Researcher,  
  
Nurul Jannah  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah SWT, the Beneficent, The Merciful*

All praise belongs to Allah SWT, who has given mercy and guidance to the author so that the writer has sufficient knowledge and willingness to complete the thesis entitled "The Study of English Day as English Extracurricular Activity" properly and at the right time. Not to forget, my peace and salutation are always devoted to our great prophet Muhammad SAW who has been a light in our lives and who always loves us.

This thesis exists as one of the forms of the final project that must be completed by students in the English education department at the Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. The completion of this thesis would not have been possible without the support from various parties. Therefore, here the author would like to say thank you very much to:

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3. Dr. H. Langgeng Budianto, M.Pd as the Head of English Education Department,

4. Mr. Basori M.S.Ed, as my supervisor that has given his time to guide me in compiling this thesis from beginning to end patiently, so that I can complete this thesis properly,
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9. All my friends in the 2018 English Education Department,
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11. Finally, I would like to thank my self, thank you for keeping the spirit, thank you for being patient, and not giving up, you are something and you are great.

Hopefully all the support that you have given to the author will be replaced with a better reply by Allah SWT. The author realizes that there are errors in writing this thesis. Hopefully this thesis can be useful for all the readers. Aamiin.

Malang, 26 October, 2022  
The Researcher,

A handwritten signature in black ink, appearing to read 'Nurul Jannah', written in a cursive style.

Nurul Jannah

## LATIN ARABIC TRANSLITERATION GUIDANCE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on the joint decision of the Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia, dated January 22, 1988, Number 158/1987 and Number 0543.b/U/1987 which can be broadly described as follows:

### A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ’
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

### B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Diphthong Vocal

أُ = aw

أَيَّ = ay

أُو = ũ

إَيَّ = î

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## ABSTRACT

Jannah, Nurul. 2022. *The Study of English day as English Extracurricular Activity*. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.  
Advisor: Basori M.S. Ed

**Key Words:** Extracurricular activity, English day, Productive skill

The ability to foreign languages , such as English, is an important skill that students must possess today. Especially in speaking and writing skills. However, many students face difficulties, especially students who study English as a foreign language or are referred to as EFL students. In contrast to students who study English as L1 & L2, EFL students face difficulties in practicing English both in speaking and writing. Therefore, English day, as one of the extracurricular language programs, was expected to influence students' English development positively.

This study aims to: 1) examine the productive skill activities in English day as an extracurricular activity and 2) to find out the opinions of students during English day activities in the intermediate class. This research is qualitative. The study's results were obtained from the observation of the learning process in the classroom and the results of interviews with regular English teachers and English teachers in the intermediate class, which were conducted through open-ended questions.

The results showed a positive impact of the existence of English day as an extracurricular in developing students' English skills, especially in developing students' interests and motivation during the learning process. Various methods also support the learning process, such as game sessions, sessions to add vocabulary and various productive skill activities such as conversations, picture descriptions, singing and presentations. Meanwhile, the interviews' results showed that all English day activities received good responses from teachers and students.

## ABSTRACT

Jannah, Nurul. 2022. *The Study of English day as English Extracurricular Activity*. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.  
Pembimbing: Basori M.S.Ed

Kata Kunci: aktivitas extracurricular, English day, kemampuan produktif

Kemampuan berbahasa asing seperti bahasa Inggris merupakan kemampuan yang penting yang harus dimiliki oleh semua siswa pada zaman ini. terutama keterampilan dalam berbicara dan menulis. Akan tetapi, masih banyak siswa yang kesulitan terutama pada mereka yang belajar Bahasa Inggris sebagai Bahasa asing atau disebut sebagai EFL students, berbeda dengan siswa yang belajar Bahasa Inggris sebagai Bahasa kedua atau Bahasa ibu. EFL students menghadapi kesulitan dalam mempraktekan Bahasa Inggris baik dalam berbicara atau menulis. Oleh karena itu. English day sebagai salah satu program extracurricular Bahasa diharapkan mampu memberikan pengaruh baik untuk meningkatkan perkembangan Bahasa Inggris siswa.

Penelitian ini bertujuan untuk : 1) meneliti kegiatan produktif skill yang ada di English day sebagai salah satu kegiatan extracurricular, dan 2) untuk mengetahui pendapat siswa selama mengikuti kegiatan English day pada kelas intermediate. Penelitian ini merupakan penelitian kualitatif. Hasil penelitian diperoleh dari hasil observasi proses pembelajaran di kelas dan hasil wawancara dengan guru bahasa Inggris reguler dan guru bahasa Inggris pada kelas intermediate yang dilakukan dengan cara open-ended questions.

Hasil penelitian menunjukkan dampak positif dengan adanya English day sebagai salah satu extracurricular dalam mengembangkan kemampuan Bahasa Inggris siswa, terutama dalam mengembangkan minat dan motivasi siswa selama proses pembelajaran. Hal tersebut juga didukung dengan adanya berbagai metode selama proses pembelajaran seperti adanya sesi permainan, sesi menambah kosakata dan berbagai kegiatan keterampilan produktif seperti percakapan, deskripsi gambar, presentasi menyanyikan lagu. Sedangkan pada hasil wawancara menunjukkan bahwa semua kegiatan pada English day mendapat respon yang baik dari guru maupun siswa.

## مستخلص البحث

الجنة، نور. ٢٠٢٢. دراسة يوم اللغة الإنجليزية كمنشآت اللغة الإنجليزية اللامنهجية. أطروحة. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: بصوري الماجستير.

الكلمات المفتاحية: الأنشطة اللامنهجية ، يوم اللغة الإنجليزية ، القدرة الإنتاجية

تعد القدرة على تعلم اللغات الأجنبية مثل اللغة الإنجليزية أمرًا مهمًا يجب أن يمتلكه جميع الطلاب اليوم ، وخاصة مهارات الكلام والكتابة. ومع ذلك ، استنادًا إلى العديد من الدراسات ، يُظهر أن العديد من الطلاب يجدون صعوبة في تعلم اللغة الإنجليزية كلغة أجنبية أو يسمى بـ *EFL Students*، حيث يتعلم الطلاب اللغة الإنجليزية كلغة ثانية أو اللغة الأم. يواجه طلاب اللغة الإنجليزية كلغة أجنبية صعوبات في ممارسة اللغة الإنجليزية في الكلام والكتابة. ولذلك، يوم اللغة الإنجليزية كأحد برامج اللغة اللامنهجية تستطيع أن تؤثر جيد على تحسين تطور اللغة الإنجليزية لدى الطلاب.

هدف البحث هو: (1) لدراسة أنشطة المهارات الإنتاجية في يوم اللغة الإنجليزية كأحد برامج اللغة اللامنهجية ، و (2) معرفة آراء الطلاب أثناء الأنشطة اليومية للغة الإنجليزية في الفصل المتوسط. هذا البحث هو بحث نوعي. تم الحصول على نتائج البحث من خلال ملاحظة عملية التعلم في الفصل ونتائج المقابلات مع معلمي اللغة الإنجليزية المنتظمين ومعلمي اللغة الإنجليزية في الصف المتوسط والتي أجريت عن طريق أسئلة مفتوحة.

أظهرت النتائج تأثيراً إيجابياً مع وجود يوم اللغة الإنجليزية كأحد المواد اللامنهجية في تنمية مهارات الطلاب في اللغة الإنجليزية ، خاصة في تنمية اهتمامات الطلاب وتحفيزهم أثناء عملية التعلم. ويدعم ذلك أيضاً وجود طرق مختلفة أثناء عملية التعلم مثل جلسات اللعب وجلسات إضافة المفردات وأنشطة المهارات الإنتاجية المختلفة مثل المحادثات وأوصاف الصور والعروض التقديمية وغناء الأغاني. و أما نتائج المقابلات أن جميع الأنشطة في يوم اللغة الإنجليزية تلقت ردوداً جيدة من المعلمين والطلاب.

## CHAPTER 1

### INTRODUCTION

This chapter contains the background of the study, research problems, objectives of the study, limitations of the study, the significance of the study, and definition of the key term

#### 1.1 Background

English has become an international language used in almost aspects of human lives as medium of communication and as a contact language in the world (Talebinezhad, 2016). In the globalization era, society are aware that the role of English is not only used for communications but is also used in getting a job. According to Gunantar (2016), learning English influences career progress and professional life. It helps people to connect with the international interaction in economic globalization. English has become one of the most widely used languages globally as a second language or foreign language. Therefore, English is important to learn to build social interaction between one country and another. It was related with a command from our god Allah SWT as stated in the Qur'an (Al-Hujarat: 13):

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۗ إِنَّ اللَّهَ عَلِيمٌ  
خَبِيرٌ

*“O humanity, indeed, we created from a male and female, and made you into nations and tribes so that you may get to know one another. surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly all knowing, all-aware.”*

The verse above contains the commandment to get to know each other between nations, and English language is fundamental tool to support it

According to Brown (2003), there are four skills people have to master to be proficient in English: speaking, writing, listening and reading. The four skills are divided into two categories, productive and receptive skills. These four skills have their respective uses but are still interconnected. The four basic skills supported by the learning of the language elements. They are structure, vocabulary, pronunciation, and spelling. Therefore, speaking is the primary skill in learning a language to show someone's language abilities (Shteiwi & Hamuda, 2016). Speaking is people's ability to express ideas and opinions orally (Nunan, 2003). Based on that statement, speaking is an activity most closely refers to the thought process expressed by oral communication to measure someone's language ability. Unfortunately, not everyone can speak English fluently, especially English Foreign Language students (EFL). According to Yusuf and Zuraini (2016), EFL students make several mistakes during speaking classes, such as having nothing to say, low participations, pronunciation problems, lack of motivation, and vocabulary. Therefore, EFL students need to practice more intensive interaction to help them communicate and exchange ideas, information, and emotion.

On the other hand, writing skill is a kind of productive skill. It is also one of the critical skills among four skills. According to Hamp and Heasley (2006), writing skills has a positive effect on English language ability especially in mastering vocabulary. Additionally, Harmer (2003) says that writing has benefits in all fields, especially in education field, where students and teachers need to put the ideas, and strengthen their knowledge. Therefore, writing is challenging skill. It is also a long process for

students to create an idea, find appropriate vocabulary, and they have to master grammar to arrange sentence correctly. Writing activity sometimes make students bored and not interested enough in learning writing skill (Hedge, 1991).

Foreign language students can potentially face difficulties in learning English, such as problems with exposure, language skills, motivation, and vocabulary (Hibatullah, 2019). However, speaking and writing require much practice to solve these problems, and sufficient exposure will help students practice the target language. According to Al-Zoubi (2018), exposure to language is the students' contact with the target language they learn, and it plays an essential role in English acquisition quickly. Additionally, Al-Zoubi (2010), also explains many kinds of practical examples of exposure that can be applied by teachers, such as watching English programs, playing games, visiting websites, reading books, magazines, newspapers, etc. In general, language exposure is related to real-life activities outside school and students' interest in a course can influence students learning outcomes (Mekuria, 2018). Language exposure activities become an essential factor in making students' interest and motivation in lesson. Because it is related to students' activity outside school. Therefore, it is believed that learning English needs activities carried out in an informal situation.

Nowadays, most schools provide extracurricular activities to enhance students' talent and potential. According to Kardiansyah and Qodriani (2018), extracurricular is a place for some activities that students can choose based on their needs, potentials, and talents. Additionally, the Ministry of National Education (2010) states that extracurricular activity aims to utilize education in schools with materials that are not based on the curriculum to increase students' knowledge and develop their talents,

interests, and skills more personally as well as broaden their horizons, independence, leadership, solidarity, social and also love the homeland. This activity gives opportunities for students to feel free to express themselves through independent and group activities under the direction of the instructor or teacher.

Based on the Decree Minister of Education and Culture, extracurricular programs must be held in junior high or senior high school. It is stated in the Regulation of the Minister of Education and Culture, No. 62 of 2014, article 5 paragraph 1 that Education Units are obliged to compile a program of extracurricular activities that are part of the school Work plan. One of the examples of extracurricular is the English club, which is an activity where students gather to learn English. It is activity to improve their English outside formal situation in a more enjoyable way. It also gives a comfortable environment of support and collaboration to learning English effectively (Alhasov et al., 2020).

The researcher observed one of the private Islamic Senior High schools in Malang namely MA-Muallimat boarding school. According to Farchan & Syarifudin (2005) Islamic boarding school is a social institution of religious education for Muslims who want to explore religious sciences and Islamic boarding school well-known by its education quality and it's also superior in teaching language to its student. MA-Muallimat Boarding school provided an English club as an extracurricular to improve students' English proficiency, especially in productive skills, speaking and writing. In line with a statement from Amara (2021), the English club is an extracurricular activity that has a big concern towards students' English ability. It is supported by previous studies (Abizada et al., 2020), that investigates the positive effect of joining English extracurricular on students' score in English Subject



Other researchers are concerned about the influence of English extracurricular on speaking ability (Hamadameen & Najim, 2020), they said that English Extracurricular activity can improve students in learning English especially in speaking ability. The next researcher found that English extracurricular increase students' motivation to learn English (Albayrak & Şener, 2021; Shanthi & Jaafar, 2021). Then another previous study claimed that English clubs improve students' speaking skills (Melviza et al., 2017), and also teacher perception of English clubs (Amara, 2021) showed that English extracurricular have a good effect on students' English ability

All of the research above are not only conducted in Indonesia, in several countries such as Iraq, Azerbaijan, and also Libya. There is the same tendency that English club as extracurricular activity impacts student's English language ability especially speaking and motivation to learn English. Several previous studies have confirmed the positive effects of English club extracurricular activities on students' English ability. In this present study, the researcher found the gaps from the previous studies. First, there is no detailed activities given in the research. Secondly, there is no students' perception of productive skills during English club activities. Thirdly, all the previous studies conducted the research in public schools and some of the research at university-level. However, the researcher conducted the study in the Islamic school context in this present study.

Based on the gap found in the previous studies, the researcher conducted research at one of the Islamic schools which organizes an English language extracurricular program, namely English day. This research explored English extracurricular activities, productive skill activities, and students' perceptions.

## **1.2 Research Question**

Based on the background of the study, the research questions this study are:

1. How the activities of English day to improve students' productive skill?
2. How the student's perceptions about the activities given during the English day?

## **1.3 Research Objective**

The study's objectives are adjusted to the research questions as stated below based on the research question above.

1. To investigate the activity of English day in improving students' productive skills
2. To investigate students' perceptions about the productive skills activities given during the English day

## **1.4 Significance of The Study**

The result of the research is expected give beneficial insight and solutions for several parties, as described below.

1. For teachers

This research is expected to provide theoretical and practical significance to English day, and it could be a reference for teachers in teaching English. The result informs teachers what activities applied in English extracurricular related to productive skills and how students' perceptions about teaching and learning in English day in Islamic boarding school.

2. For students

This research would benefit students in choosing English extracurricular as an alternative way to learn English and is also expected to provide innovations in increasing their interest and result in the English.

3. Future researchers

The researcher hopes that this research inspires future researchers who want to conduct a similar topic in the same field. This research also can give some information and general guidance for the next researcher.

### **1.5 Scope and Limitation of the Study**

There are scope and limitations in this research limited by the researcher:

- a. This study aims to investigate English extracurricular in MA-Muallimat boarding school
- b. This research focuses on activities of extracurricular in intermediate class
- c. This research investigates the students' perceptions about English day activity during the research.
- d. This research observed and interviewed several students who participated in English day

### **1.6 Definition of Key terms**

The researcher uses some key terms in explaining the essential terms in the research;

- a. **Extracurricular** are programs as a mandatory activity for students' abilities and potential

- b. **English day** is an additional activity held every Saturday morning to develop students' potential in a foreign language, especially students' English ability
- c. **Productive skill is** speaking skill and writing skill in that occur in English day activity. These skills are the human ability to produce language or expertise in expressing ideas either in writing or orally.
- d. **Perception is** the students' acceptance of English day as students' activity. Perception compiles, recognizes, and interprets sensory information to provide an overview and understanding of the environment.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter reviews related literature about the theories underlying the research.

#### **2.1 Extracurricular**

Etymologically, extracurricular is a combination of two syllables; extra and curricular. Extra means an additionally thing and more than is due, while curricular is curriculum related to the programs at an educational institution to assist learning goals (Suryosubroto, 2009). In line with the statement about the etymology of extracurricular above, extracurricular programs are provided by schools outside of regular schools without academic credits such as leadership, training, and student development. It is a program for students to express what they have learned in a class in a real-world context (Sabgini, 2017). Additionally, based on Decree of Minister's regulation and Culture No. 62 of 2014, extracurricular is a curricular activities outside intra-curricular and co-curricular activities that carried out by students and under the guidance of an education unit.

Regarding the rules of extracurricular activities in the Decree of Minister's regulation and Culture No. 62 of 2014, extracurricular is a program that must be present in a school. Students can choose any activities related to their skills and what they prefer to do. Generally, extracurricular activities are very beneficial for students in gaining more knowledge. It is not only for entertainment, social or enjoyment purposes but, most importantly, to gain and improve skills, such as English speaking, reading, listening, and writing.

## **2.2 English day**

English day is an extracurricular in a private Islamic Senior High School as a foreign language program. English day activities are held once a week, and it has similarities with the English club. In line with Prasetio's (2020) statement, the English club has many names such as English community, speaking community, etc. Based on etymology definition, the meaning of the word "club" is an association of persons for some common object usually jointly supported and meeting periodically. It means that some people gather in the same place with the same interest or object by holding regular meetings intensively. For the explanation above, an English club is a group of people who are together in one English association with the same goal and often meet regularly. Specifically, an English club is an extracurricular program held by the school as a students' facility to practice English and increase motivation to learn English outside formal school activities (Fatash, 2008; Virawan et al., 2021). The English club is included in extracurricular at school, which all students can access for free to find students' abilities in the English language. The English club has many benefits. It can develop and guide students to sharpen their English skills, such as speaking skill and writing skills in the actual context (Sabgini, 2017).

## **2.3 Productive Skill**

### **2.3.1 Speaking skill**

Speaking skill is part of four skills in learning English. Speaking is a communication tool used to communicate with other people in expressing or conveying intentions, ideas, and opinions (Nunan, 2003). In addition, the ability to use English for communication is one of the reasons many people study English, and speaking skills are like a benchmark in knowing someone's English ability. To make

the listener understand, the speaker has to find an appropriate word or sentence with incorrect grammar so that the sentence's meaning can be appropriately conveyed. Brown (2003) states that speaking is a productive skill and directly can be observed. When people speak a language, they carry on a conversation quite competently in using language feature. Furthermore, Harmer (2003) claims that the ability to speak is about language feature knowledge and related to the ability to process information and how people put the language on the spot. However, speaking is not an easy skill, especially in a foreign language. To make sure someone's speaking is good or not, there are many components that must be considered (Brown, 2003).

### **2.3.1.1 Speaking component**

According to Brown (2003), there are five essential components in speaking English. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

#### **a. Pronunciation**

Pronunciation is the way or manner in producing the language sound, how the word and sentence are spoken and accepted generally to make the listener understand well. Pronunciation is one of the essential things in learning a language to know how the language pronounce.

#### **b. Grammar**

Grammar is the rule to arrange the sentence correctly. It means that grammar is the study of the word classes, inflection, function, and relation in the language.

#### **c. Vocabulary**

Vocabulary is the word as a basic component in speaking that is used in every communication to make a complicated sentence. If many vocabularies mastered by students it will make them easy to speak.

d. Fluency

Fluency is the ability to read, write or speak well. However, in this case, speaking fluency means someone's ability to speak accurately and smoothly. The ability to respond to the language fluently without making any mistakes and arrange the sentence with the idea formed.

e. Comprehension

In oral communication, comprehension is the ability to speak clearly. It is avoided miss understanding between listener and speaker.

### **2.3.1.2 Types of speaking**

In speaking performance, there are several types usually apply in the classroom. According to Brown (2003), the basic types of speaking are as follow:

a. Imitative

This category focuses on pronunciation, including intonation and some particular elements of language form. The teacher use drilling in teaching-learning activities. Students imitate a word, phrase, or sentence. Drilling is appropriate because it will allow students to listen and practice orally. It is also supported by Nunan (2003) who says that speaking is the ability to use the language in social interaction appropriately, including paralinguistic elements of speech such as stress, pitch and also intonation.



b. Intensive

In this type, students perform the practicing grammatical and phonological aspects of language. It usually puts students in pairs or group for reading paragraphs, dialogue or information loudly.

c. Responsive

Responsive performance is limited to interaction level in a short conversation. Such as greeting, small talk, giving direction or instruction, and it can be question and answer activities between teacher or students in the teaching-learning process.

d. Interactive

In speaking performance, there are two forms of interaction. It can use transactional dialogue and interpersonal dialogue. Brown (2007) states that people conduct transactional dialogue to achieve goals with relatively little personal contact between the speaker, such as buying a ticket or ordering a meal. On the other hand, interpersonal dialogue involves more personal and social relationships between speakers, such as giving compliments or sympathy.

e. Extensive

This type uses a monologue in the speaking performance. The teacher gives monologues such as short speech, storytelling, summarizing, and oral report that open a chance for oral communication interaction.

### **2.3.1.3 Speaking activities**

There are various kinds of activities that can be used in spoken language. According to Richard (2015) it is important to have a clear purpose activities and classroom materials. Harmer (2003) states that good speaking activities should engage students Effectively. Therefore, the teacher should choose the appropriate

activities to support students in speaking. There are activities described by Richard (2015) as activities that can attract students to speak and have explicit purposes. Those activities are

a. Dialogue work

Dialogue work help students put their vocabulary into practice immediately. It is a great way to develop students' English conversation skills. Students can create their conversations, and it can force and encourage students' creativity to focus on language production in correct usage. Dialogue work is an everyday activity in English classes that is modified with various speaking strategies such as dialogue in a role-play, gap fill, dictation, etc.

b. Study transcription of spoken exchanges

Transcription is an activity where teachers help students speak by transcript what they hear or see into spoken exchange using their understanding of materials given and then processing using their language. The ability in vocabulary and material help students do this activity well.

c. Information gap activities

The information gap activity occurs between students, not between students and teachers. Two students ask each other questions they do not know the answer. The goal of this activity is for students to discover specific information, whether about others or related to a specific activity.

d. Roleplays

Roleplays become an essential activity to encourage students to speak English for specific situations. It helps students express their thoughts or feelings in a real-life by acting with various characters based on the topic chosen by the teacher. The

teacher can ask them to write some dialogue in a group or individually. After that, students act on each character in front of the class. Roleplay also introduces students to some expressions of character they do not know before, and it will become their knowledge.

e. Jigsaw activities

Jigsaw activities promote self-esteem, intrinsic motivation, and the importance of collaborative learning. It is a strategy for students to construct meaning and focus on the communicative process. During jigsaw activities, each student in the group is given a different material. Then, all students with the same amount of material join together to form an expert group. In the expert group, students discuss the material until they master well. Then they return to the original group and explain it to others. From this activity, students can give an accurate description, and they can practice clarifying the meaning.

f. Picture descriptions

Teachers give the students a picture and ask them to analyze it. Students can speculate about what is in the picture, where the picture is, give a summary about the picture and also talk about the picture's context in the form of oral speaking performance directly or students can present it in the front of a class in a group or individually. This activity is a fun way to introduce students about some information.

g. Record their performance

In speaking activity, confidence is an important, but not all students have that skill. Therefore, recording their speaking performance can make students or teachers correct and evaluate directly. Students can perform fluency in naturally

expressing their ideas, and it will train students' confidence. The teacher can ask students to record their performance individually or in a group regarding the topic chosen by the teacher, for example, English vlog video, speech, self-introduction.

h. Task

The task is widespread in most lessons, especially in English classes. Teacher give students tasks or projects. There are many kinds of tasks in speaking skills as all the activities which above can be thought of as a task. Nevertheless, a task in this activity, such as explaining how to prepare a dish, helps students present information clearly and practice comprehension checks.

#### **2.3.1.4 The Function of Speaking**

As one of the skills that fall into productive skills, speaking is one of the most important skills in learning a foreign language as oral communication. Students can be said to be able to speak a foreign language when they can also speak that language. Therefore, speaking is a fundamental goal in learning the language.

According to Richard (2015), speaking functions are divided into three categories, there are:

a. Speaking as interaction

Interaction refers to talk conversation that primarily serves the purpose of social interaction. It consists of short exchanges and usually begins with a greeting, moving to back-and-forth exchanges on non-controversial topics, such as the weekend, school, the weather, work, house.

b. Speaking as Transaction

Speaking as a transaction is an interaction that focuses on getting something done. In communicative language teaching, transactions are generally referred to as functions and include requests, orders, offers, suggestions. According to certain conditions, these transactions have different functions by using keywords and communication strategies.

c. Speaking as for performance

Another kind of spoken discourse is performance. Speaking as a performance refers to the public speaking such as presentation, speech, tutor, or public announcement that regularly has typical identifiable systems. The language used is extra predictable due to much less contextual support.

### **2.3.2 Writing skill**

The growth of social media communications tools has greatly influenced by the number of written communication people use and the form of their written communications. Consequently, writing is one of the important skills to be mastered for students. It includes a tool to communicate to convey meaning through writing. Written English also differs from spoken English, and fluency in spoken English is not an indicator of how well someone can write. According to Brown (2001), writing is a thought process. However, he also said that writing could be revised indefinitely before release. Nunan (2003) states that writing can involve a thinking process drawn upon in varied, complex ways as an individual composes, transcribes, evaluates, and revises. Through writing activities, students must master grammar, vocabulary, and punctuation. Nevertheless, according to Harmer (2003), in writing activities, students are expected to be able to convey their ideas and feelings in written form.

### **2.3.2.1 The importance of writing**

When students learn writing skills in a foreign language, indirectly, they learn many aspects, such as grammar, vocabulary, punctuation, spelling, and critical thinking. Students can focus on each sentence they write, whether the arrangement is correct or not. The fundamental of teaching writing as a foreign language includes reinforcement of language development, learning style, and as a skill itself (Harmer, 2001)

Some important of learning writing, according to Harmer (2003) those, are:

- a. writing helps students to focus on using accurate language. It will become a problem solver because students can write what they think and put their ideas in writing form.
- b. Writing is used to strengthen the language that they have learned.
- c. Writing helps prepare for some activities or tasks.
- d. Writing is used in questioner type activity. Especially when the examination, students will face questioner in writing form.

### **2.3.2.2 The component of writing**

The different kinds of knowledge and skill learners need to acquire to become influential writers. Hyland (2003) states that there are essential components in writing to be mastered by learners. Those are:

a. Content knowledge

Content for writing activities depend on the type of writing students are learning. Content can either provide the basis for the course's organization, or it may be chosen after other syllabus decisions have been made.

b. System knowledge

Focus on grammar or sentence organization is usually addressed after issues of content and organization have been initiated. It is about the grammar being used to support students' writing needs.

c. Process knowledge

Students must know about activities that focus on the writing process and planning, drafting, and revising strategies.

d. Genre and text knowledge

Students have to know what kind of text they will learn to write; they know the different types of writing such as recount, descriptive, narrative, etc.

### **2.3.2.3 Writing process**

Writing is a thought process that can be revised indefinitely before being released (Brown, 2003; Harmer, 2003; Nunan, 2003). Therefore, there are some stages in the writing process. According to Harmer (2003), the stages are planning, drafting, and revising.

a. Planning

As the first stage of the writing process, planning is the basic writing process. Three main issues must be considered in the writing plan. First, the students must know the purpose and content of the writing by searching the internet, reading, interviews and opinion survey, clustering, or word mapping, which may also be

used. Second, students or writers must know the audience or readers. It also affects the choice of diction, language style, and paragraph structure. Moreover, the last, students write about a topic on a page and organize words and concepts around the central concept.

b. Drafting

Drafting is the second stage in writing, where students or writers organize the idea and information into sentences or paragraphs. At this point, students must focus on developing ideas regarding the thesis statement, body paragraph, and conclusion and do not forget to pay attention to the sentence, including grammar, punctuation, and spelling.

c. Revising

Revising means the writer or students correct some grammatical errors in sentences or words, either by removing unimportant information or changing an ambiguous sentence into a sentence that is easy to understand or replacing inappropriate diction or paragraphs. In addition, revision can be done with peer feedback, group correction activities, or teacher feedback. After that, the writer rewrites the final version in good writing.

## **2.4 Perception**

### **2.4.1 Definition of Perception**

Each head has its thoughts. Even though humans have almost the same brain shape, each human has different thoughts, ideas, or perceptions based on the stimulus captured by the five senses. Walgito (2004) states that a perceptual process precedes perception. It is a process by which an individual receives a stimulus through the senses. It is also supported by Surwano (2010) that perception can conclude things by



what people see or hear, and it tries to make well guess. In other words, perception can be interpreted as a process through the five senses that people can choose, organize or interpret something. In addition, perception can provide meaningful information. It also means that perception is the process of consciously recognizing an object with the help of the five senses by trying to understand it.

#### **2.4.2 Principle of Perception**

According to Slameto (2010), perception has four principles; relative perception, selective perception, object arrangement and influenced perception. The meaning of these principles is mentioned below:

a. Relative perception

It is a perception of a person or group regarding the same object, but each has a different perception.

b. Selective perception

The perception is given by someone or a group based on their attention. It depends on their brain and motivation about the object, and they will have a different opinion.

c. Object arrangement

It is a kind of perception that is influenced by someone's brain, motivation, experience.

d. Influenced perception

It is perception according to the expectation and stimulus owned by someone, and it will be different in point of view based on the personality.

Based on the explanation above, it can be concluded that there are four basic principles in perceptions. They are relative perception, selective perception, object arranger, and influenced perception. Each perception is influenced by several things, such as someone's attention, interest, experience, motivation, background knowledge, and expectation.

## **2.5 The Previous Study**

There are previous studies regarding research about English as extracurricular activity. The researcher found five previous studies with similarities and differences from this research. The first previous study is from Hamadameen and Najim (2020) it is a case study investigating the impact of English club activities on students' performance. This study uses the questionnaire instrument method in collecting the data. This study showed that English clubs have a more positive effect on students. Especially, in students' speaking confidence and students' motivations in learning English.

The second previous study by (Abizada et al., 2020) which focuses on extracurricular activities on students' academic performance. This research is a case study of Azerbaijan's students. It showed that extracurricular activities give a positive effect on students' academic performance, especially in English. This study used primary data collected via students' surveys by anonymous and questionnaires to 1.100 students in 20 public schools.

The third previous study comes from (Albayrak & Şener, 2021), who study the relationship between participation in extracurricular activities and motivation for foreign language learning. This research is a qualitative research and used short

interviews to support the quantitative data. The subject of this research was students from a private university's English preparatory program by 340 participants. This research showed that extracurricular activities increase students' motivation to learn English.

The fourth previous study is Amara (2021), with her research " Learning Beyond the Classroom: Teacher's Perspective of the Extracurricular Activities in Learning English as a Foreign Language". This research used a questionnaire to collect the data from 187 EFL teachers. According to the research, all the teachers agree that extracurricular activities positively improve students' language proficiency and other aspects such as social skills, self-confidence, communication skill, and motivation in learning a language.

The last previous study is from Melviza et al. (2017). This study is qualitative research using two instruments questionnaire and interview to know students' perceptions. The subject of this study is SMA 3 Banda Aceh and involved 40 students who join an English club. According to the research, it was found that students strongly agree that the English club is an excellent place to practice English than a regular class. Students more enjoyed English club activities in practicing English, and they claimed that English club increased their confidence and motivation.

From those previous studies above, the researcher found similarities and differences with this present study. The first until the third previous study focuses on the impact of English club activity on speaking skills, academic performance, and students' motivation. The fourth and fifth studies focus on the teachers' and students' perceptions of the English club activity in English language ability. The present study

supports the previous study about English club activity but focus on productive skills activity during English club at Islamic school context and in line with the fourth and fifth studies above. The researcher focused on the students' perceptions of English club activity in productive skills by using two instruments; observations and interviews. The researcher expected this study give more information about English clubs, especially in the productive skill activities during English clubs and extracurricular in the academic environment. Therefore, it become the background of the researcher conducting this research about the study of English day as an English extracurricular in productive skill.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section describe the research technique used in this study, including the research design, the subject of the study, the research instrument, the data collecting process, and the data analysis process.

#### **3.1 Research Design**

This study applied the qualitative research method to obtain an overview of English day as an extracurricular, especially in the productive skill activities. The researcher collected the data, made a description and the last made a conclusion data narratively. According to Moleong (2007), qualitative research collects and analyses the data in picture, word, and non-numerical data. Moreover, Silverman (1987), stated that qualitative research intends to understand certain social situations, events, roles, groups, or interactions in the reality. Therefore, the researcher used the qualitative research as a method to collect and analyze the data from students' activity of English day

The type of this research was a case study. According to Creswell (2012), a case study helps the researcher to describe and explore the data in real life. A case study also focuses on one or several instances, phenomena, or units of analysis, and it is not limited to one observation. It was suitable with this present study where the researcher used a case study to obtain an overview of productive skill activity on an English day and the student's perception about that activity.

### 3.2 Subject of The Study

#### a. Research site

In the present study, the researcher took the data from the three students and two Teachers who participated in intermediate class of English day in MA-Muallimat boarding school. The researcher chose the school because of the uniqueness of this school which has a semi-modern boarding school style, students learn religious knowledge as well as general knowledge at the same time the students also memorize the holy Qur'an. The language program is a new program at the school observed with many students as follows:

Table 3.2

English days' students	
Basic class	13 students
Intermediate class	15 students
Advance class	10 students

It has been going on for almost two years and this activity is not a mandatory activity. The English Extracurricular known by English day that held in Saturday morning with many activities included four skills in English such as writing, speaking, listening and also reading but in this study the researcher focused in writing and speaking activity and also the students' perception about the English day in intermediate class

## b. Research participant

### 1. Teacher

There were two teachers who were interviewed, the first teacher was English day teacher in the intermediate class and also the head of MA-Muallimat boarding school, and the second teacher was regular teacher in formal school, both of them were professional teachers who graduated from the English education department from a well-known university. Teacher as assistants and supervisors for English day activities could provide much information needed by researcher in exploring English day activities.

### 2. Student

To get information about English day's perception, the researcher chose the students as informants in this research because students were active participants in English day Activity. There are three students who have been interviewed because from the three students obtained almost the same results. The characteristic of the participants can be seen in the following table

**Table 3.2**

NO	NAME	DESCRIPTION
1	St1	First student
2	St2	Second student
3	St 3	Third student

## 3.3 Research Instrument

For collecting and analyzing the data, the researcher used two instruments: observation and interview.

## 1. Observations

The first instrument is observation. In this present study, the researcher makes observations directly on the object needed for research. According to Creswell (2012), observation is a method of collecting data open-ended by observing people and places on the research site. The purpose of observation is to observe and review directly about human behavior or social life. Therefore, observation is a suitable method in this case study. The researcher observe the activities carried out by students and teachers during English day, especially in productive skill activities. In conducting the observation, the researcher as a non-participant, it means that the observer watches and records the phenomena under the study without being an active participant. In that way, the teachers and students will be more comfortable doing activities as usual without being disturbed by the observer's presence.

## 2. Interview

The second instrument is an interview, the researcher took the data by holding questions and answers to students and teachers as active participant in the English day. The researcher used semi-structured interviews to obtain information about students' perceptions of an English day. The interviews have some question, and each question has a duration a maximum of one hour. Semi-structured interview is more flexible to conducting the data. According to Dawson (2002), semi-structured interviews allow the researcher to adjust questions and improvise questions or change questions during the interview process even though the questions were pre-arranged. Semi-structured interview will make researcher easier to collect the data.



### **3.4 Data Collection**

The data of this research was collected by observing English day activity in the research site directly. The researcher used field-notes on all phenomena found during observation. In addition, this research also interviewed students and teachers as participants in English day with several questions through semi-structured interview. The researcher also changes the language into Indonesian to make the participants easier to answering the questions. the validity of the question was validated by the lecturer who handled the writing of this paragraph. After all the data collected completely, the researcher analyzed the data and described the data narratively.

### **3.5 Data Analysis**

In analyzing the data obtained from observations and interviews, the researcher divided the analysis process into three phases, consists of data reduction, data display, conclusion drawing/verification (Matthew, 1994)

#### **a. Data reduction**

The researcher selects and simplify the information based on the data needed. The information was obtained during observation and interviews. By eliminate extraneous information, the researcher easier to obtain relevant data.

#### **b. Data display**

After the researcher reduced the data, the data were arranged systematically, categorically and chronologically, so it will be easy to conclude the data. In this case, the researcher uses narrative writing to describe the data. According to Creswell (2012), the most often used in presenting qualitative data is narrative writing.

a. Drawing conclusion

The final process in analyzing data is concluding the data that taken from display data collected to make a statement regarding English day and students' perception in MA Muallimat. At this stage, the researcher reviewed the data repeatedly and then report the complete research results in narrative writing as a qualitative study.

To obtain objective data, the researcher will use triangulation technique to test the data. Triangulation is a powerful method that facilitates data validation by cross-verifying two or more sources. Specifically, it refers to applying and combining several research methods in studying the same phenomenon (Honour, 2017). The triangulation technique uses in this research by consultations with qualified lecture. It aims to get the trust, validity, and reliability of the data and make final conclusions from the data that has been obtained, analyzed, interpreted, and identified in the previous process. Finally, the results of data reduction, data display, and also the results of the triangulation process are described in the form of words, phrases, and sentences through qualitative descriptive.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter elaborates the findings and discussion related to the research. The findings contain results obtained from the data. While, the discussion explains further explanations related to the findings of the study.

#### **4.1 Findings**

The researcher classified the data in this chapter according to the research questions. They are two main goals of the study, the first is to know the productive skill activity of English day as English Extracurricular in MA-Muallimat Boarding schools, and the second is to know how the student's perception of English day as an English extracurricular program. The researcher conducted this study every Saturday on 28<sup>th</sup> May, 04<sup>th</sup> and 11<sup>th</sup>, 25<sup>th</sup>, 28<sup>th</sup> June. In this study, the researcher used interviews and observations to collect data and to answer the research question about the English extracurricular program focused on productive skill activity and students' perceptions about English day and productive skill activity in English day.

The subject of this research are two teachers and three students who participated in English extracurricular programs, especially in the intermediate class. In the interview section, the researcher used a semi-structured interview with open-ended questions, while the researcher was a non-participant observer for the observation session. The researcher watched and recorded the phenomena using a field note without being an active participant. Then, the analysis of data was presented and explained narratively.

### 41.1 The English day

Before going to the result of interviews, the researcher presented the participants of the interviewer through the following table:

**Table 41.1**

NO	NAME	CHARACTERISTIC
1	Miss ND	The head of boarding school of Muallimat and English teacher of intermediate class in English day
2	Miss FN	The teacher of English in formal school of MA Muallimat

The school where the study was conducted provided an English language extracurricular, English day. Based on an interview with Miss ND as a teacher in an intermediate class of English extracurricular and the head of the boarding school. The English day had been running for almost two years when the number of Covid-19 began to decline. The purpose of establishing English Day was to help students and motivate them to learn English because the school observed it combines schools and Islamic boarding schools. They should have many activities such as memorizing the Koran, learning Arabic, studying religious knowledge, qiroah sab'ah and Qur'an interpretation. Those activities became one of the reasons why English day was held on weekends, on Saturday mornings, starting from 08:00-09:30. Also, according to Miss ND, compared to Arabic lessons, English was a subject with a few enthusiasts in Islamic boarding schools. As Miss ND said.

*“In Islamic boarding schools, students are more familiar with using Arabic in learning activities. Arabic dominates more than English which only exists in formal classes. Mastery of Arabic is needed to support learning activities in Islamic boarding schools. Almost all the books studied in Islamic boarding schools are in Arabic, not*

*English. Therefore, I hope English day can increase students' motivation to learn English (Miss ND, June 25, 2022)."*

Based on the statement above, Miss ND expected that English day could help students and motivate students to learn English. Especially students in Islamic boarding schools that use Arabic more in their learning activities. In addition, Miss ND said that English day was divided into three classes, namely basic, intermediate and advanced, each class has a different teacher. The statement is as follows:

*"English day is provided for senior high school and junior high school. Therefore, to make learning easier, we divide the class into three levels, basic, intermediate, and advanced, which are taken from their English proficiency test results (Miss ND, June 25, 2022)."*

Miss ND also explained that English day was an extracurricular provided for junior and also senior high school. The class placement was based on students' scores when doing the test. Meanwhile, the researcher found that teaching and learning activities in English day used various sources as teaching materials. Miss ND said that she used sources, such as language center books from one of the favorite courses in Pare English language village and English lessons from the Modern boarding school of Darussalam Gontor. The two books have been arranged according to levels in English. The statement is as follows:

*"The books used in English day differ from the textbooks provided by the government in public schools. I am as a teacher, use English books from the English language center of Pare Village as a reference in teaching. The language center itself is well-known as one of my favorite fun courses. In addition, I also use English lessons from the modern Islamic boarding school Darussalam Gontor. Besides having good content, they are also easy to learn and have been arranged according to levels in English (Miss ND, June 25, 2022)."*

English day, as an informal school, has different sources of teaching materials. If in formal school, the teacher uses a guidebook provided by the government, while in English day, the teacher is free to use any book in teaching and learning activities according to the class level. For example, if the student's English ability is at the primary level, then the student will learn basic English, but if the student has impressive English skills, then they will learn English at the advanced class level.

On English day, an exam was conducted at the end of the semester to determine students' ability levels. Students who have good scores in the examination are placed in classes according to their abilities, as Miss ND said:

*“At the end of the semester, we have exams for extracurricular languages, either English or Arabic. The exams are written and oral exams. They will be placed according to their score based on the final exam (Miss ND, June 25, 2022).”*

The statement above explained that even though students were in the advanced class, they would be placed in the basic or intermediate class if they got a low score on the final exam. On the other hand, the researcher also found that teaching English in Islamic schools with a Boarding school background was more challenging than teaching English in public schools. It caused Arabic in boarding schools to be more in demand than English. Therefore, students need more enthusiasm for learning English. According to a statement from Miss FN.

*“Teaching and learning activity in Islamic boarding schools is more challenging than teaching and learning activity in public school. As we know, students have many busy activities outside regular schools. They have a more dominant focus. They have to memorize the Koran, learn various religious lessons unrelated to English, and even use Arabic more often than English. Therefore, English day helps me in teaching and learning activities, students who participated in English day are more enthusiastic*

*about learning English, and they are easier to understand, and it affects their performance exactly (Miss FN, June 25, 2022).”*

It concluded that English day activities positively influence English learning performance in formal schools. Moreover, English day could increase students' motivation to learn English.

#### **41.2 Productive skill activities of English day**

The researcher did the first class observation on May 28. The second observation was on June 4. The third observation was on June 11, and the last was on June 18, 2022, in the intermediate class. According to the field notes, it was found that when the teacher entered the class, the teacher greeted in two languages, Arabic and with a short greeting such as Salam “*Assalamualikum Warahmatullahi wabarakutuh. Peace be upon you*” and continued by greeting such as “*Good morning students! How are you? Are you happy today? Siap belajar hari ini?*”

After the teacher opened the class, the first thing students did before starting the lesson was praying together in a loud voice. Then, the teacher instructed them to continue by praying in a low voice and mentioning their dreams and hopes.

The next session was an attendance list. The teacher mentioned the names of students one by one while they announced their presence by mentioning one vocabulary word, with the theme the teacher gave at the previous meeting. One student must mention a vocabulary that was different from other students. After that, the teacher reviews the previous lesson by some methods. Such as question and answer, asking some students to explain the previous study, and the teacher explaining the material briefly for the example as follows.

*“Okay, students, before going to the next material, let us review together the previous material. Do you remember the meaning of a descriptive text? Okay, could you repeat? Please give me an example. Okay, thank you. From the explanation, we know that descriptive text is .....”*

The next activity was games and brainstorming. The teacher did several kinds of games before the lesson started, such as brain waiting, guessing the words, whispering words and touching what I said. Below are the details of the activity.

#### 1. Brain writing

The teacher gives a paper by writing one theme about "Garden" then the students take turns writing one sentence related to the theme given in the fastest time possible. The teacher gave fifty minutes for all students to write a sentence. Students who are punished are students who do not write or have not received the writing section. Therefore, all students must write quickly. If one of them needs to know what sentence they will write, they can skip it and give it to another student. They can ask for it back when they are ready to answer.

#### 2. Guessing the words

Students are divided into four groups, and each group must propose the name of their respective group. After that, one student from each group takes turns acting out the sentences given. Each group guessed the word or sentence from what the students demonstrated in front of them. The group that got points was the group that first raised their hands and answered quickly and correctly. Meanwhile, the group that answered incorrectly did not have the opportunity to answer again on the same question.

#### 3. Whispering words

Students were divided into several groups and made long rows to the back. The teacher told one sentence to the last row in the back by giving them a piece of paper,



and students took turns whispering to other students in front of them. The student in the front row will immediately write what they heard on the whiteboard. The group that gets points is the group that answers correctly and quickly. The winning group gets a pack of snacks from the teacher.

#### 4. Touching what I say

The teacher trains students' concentration with the game "touching what I say". where the teacher mentions and touches the body parts in English, then the students touch the body parts of the vocabularies that the teacher has mentioned

After the game ends, the teacher conveys the core material of the activity. If it was a speaking skill that day, then Miss ND said, "*Okay, students, today we will learn speaking*". Several activities are carried out to train students' speaking skills on English day. According to observations, the researcher found that Miss ND used several activities to train students to speak.

### **A. Speaking Skill Activity**

#### 1. Conversation

The first activity was conversation. Based on the observations on June 11, 2022. Students carried out conversation activities in pairs, as assigned by the teacher at the previous meeting, with free themes. Then, students talked to each other while Miss ND went around watching the conversation session. In addition, Miss ND, as the teacher, conducted the conversation in the learning activity. Miss ND always tries to interact or converse with students using English. If students have difficulty understanding, the teacher gives a signal or immediately translates it. The teacher also asked students to always speak up and never be afraid to make mistakes.

## 2. Presentations

According to observation on June 11, 2022. Two students took presenting the picture in front of all students and describing it as well as telling their hopes or experiences with the picture

Based on an interview with Miss ND, self-confidence is one of the keys to the success of students' speaking skills.

*“As a teacher, I see a lack of confidence in students when speaking English. They are still doubtful and afraid of being wrong. Therefore, I always stress them not to worry too much about being wrong and say whatever they want. Go speak up and forget the mistake. We can fix it later because self-confidence is essential to all abilities. How can students speak when they are not confident enough to say? Therefore, in several meetings, students are asked to make presentations by dividing students into several groups or individuals. Then they presented the contents in the front of all the students (Miss ND, June 25, 2022).”*

Therefore, according to observation on June 11, 2022. after two students presented the picture all students lined up facing each other and then explained anything about a picture they had brought

## 3. Picture descriptions

One of the ways the teacher trains students' speaking is by using pictures. Based on observation by the researcher on June 11, 2022. Students brought a picture to practice English. Students lined up facing each other and then explained anything about a picture they had brought to all students. In line with it, based on an interview done by the researcher with Miss ND, students have many problems with speaking.

*“The students often have problems speaking, such as having nothing to say, less vocabulary knowledge and being unconfident. Therefore, pictures are used to provoke students to convey ideas or something in the picture, such as giving a description of the picture or what they think of the picture (Miss ND, June 25, 2022).”*

#### 4. Sing a song

Based on observation on June 18, 2022. The teacher uses the song to train students' pronunciation in speaking. The teacher gave a sheet of the song's lyrics to do a listening session by filling in the empty lyrics. The teacher read the lyrics sentence by sentence, and students followed what the teacher said. Then, the teacher played a song and let students sing together based on the correct pronunciation.

#### **B. Writing skill activity**

Writing activity is one of two productive skill activities in learning English. In this case, the student's writing level at the school observed was still at the basic to intermediate level.

*“In English day activities, we prioritize motivation and enjoyment to learn English. So that all activities, including writing, are still at the basic-intermediate level. Therefore, the writing skill activity is focused on how students can express their ideas by making suitable sentence structures (Miss ND, June 25, 2022).”*

Based on observations during the study, all writing activities were carried out before speaking activities. In the first observation on May 28, 2022. Teacher explained students how to make a descriptive text and narrative text, students wrote it down the explanation in a notebook. The second observation was on June 04, 2022. The teacher gave speaking materials in the form of descriptive text and narrative text. Each student brought a picture and described it by writing it down first, then the teacher evaluated the writing and asked each student to do speaking activities in the next meeting. As Miss ND said that writing activities were usually carried out before speaking activities took place.

*“Writing activities are often done before speaking skills. The teacher gives students an assignment by writing some text, such as descriptive text, and then asks them to present their writing in front of the class or to other friends. (Miss ND, June 25, 2022).”*

There are several stages that the teacher did to end the productive skill activities. First, the teacher provided conclusions on the learning by briefly reviewing the material. Afterwards, the teacher told the theme for the vocabulary that students had to learn for the next meeting. Then teachers and students prayed together, and last, the teacher encouraged the students with jargon/yel-yel, which the students followed and shouted the jargon and yel-yel together. The jargon or yel-yel are as follows:

**One student:** J double o DJOB

**students:** Good job, good job

**Teacher:** English is .....

**Students:** Easy

The last stage the teacher closed the class by reciting Hamdalah, and praying kafaratul Majelis

*“OK, students I think enough for today, if you found any mistake please forgive me, thank you for your good attention, lets close our class today by reciting Hamdalah and Kafaratul Majelis. Alhamdulillahirabbil A’lamiin, Subhaanakallaahumma wa bihamdika, asyhadu al-laa ilaaha illaa anta, astaghfiruka, wa atuubu ilaik. Assalamualaikum Warahmatullahi Wabarakatuh”*

The teacher does not give a heavy task for the next meeting. Students are only assigned to learn vocabulary with a theme determined by the teacher. For the study evaluation, the teacher was only done in the classroom. As Miss ND said as follow:

*“English day is designed to make students happy and enjoy speaking English without the shadow of many assignments. Therefore, teachers will not give heavy assignments to students because they also have a lot of formal school assignments. (Miss ND, June 25, 2022).”*

#### **41.3 Students’ perception of English day**

Before going to the students’ perception, the researcher will explain the participants of this research. They are three students. The participant of the interview can be seen in the following table

**Table 4.1.3**

NO	NAME	DESCRIPTION
1	St1	First student
2	St2	Second student
3	St 3	Third student

This part presents the research finding about students' perception during English day. The research subject was three students in the intermediate class, and each student got three questions.

Based on the results of interviews regarding students' perceptions of English day. St1 said that English day is a good activity at the weekend and productive skill is an interesting activity.

**St1:** *English Day is our extracurricular activity on Saturday morning. because we live in a boarding school, so I think this is a useful activity to fill our weekend in the morning.*

**St1:** *I like the class atmosphere on English day; it is very fun, and speaking or writing activities are unlike formal classes. There are lots of fun games. The teacher is very good. We are not afraid to speak or write in English, even if it is wrong.*

Before joined English day St1 didn't like English but English day made her want to learn English as statement below

**St1:** *Before joining the extracurricular English day activities, I thought English was very difficult, but after joining the English day, I can start to like and learn English because English is not as terrible as I thought. I can speak and write English for a simple dialogue or greeting.*

The second perception has little in common with the first perception that English day is fun activity, as St2 said.

**St2:** *It's fun extracurricular activity, Every Saturday morning we learn English. Sometimes we learn speaking, writing, reading or listening*

St2 also stated that she like how the teacher teach productive skill activity as St2 said

**St2:** *I like how the teacher teaches us. Very fun and easy to understand, we can talk like a friend. When we try to speak in English, the teacher always supports us although we pity in English. When we try to write, the teacher also helps us. English day is different from learning English in formal classes; we do not have to worry about many assignments, and we learn and play. It was very excited.*

Moreover, after joined English day St2 prefers English than other subject as stated

**St2:** *I do not know, but I think I am better, now I prefer English to another subject. Because when I speak English, I feel that I am cool. In the past, I did not like English. However, by participating in English day activities, I became interested in English, and I am braver in speaking and writing in English even though my ability in English is still very lacking.*

Meanwhile, St3 said that she like English, Therefore St2 said that English day is her favorite extracurricular as stated

**St3:** *English day is our extracurricular, we learn English every Saturday morning, because I like English, so I think this activity is my favorite.*

St3 also said that productive skill in English was different with formal school, it was fun and enjoy as stated

**St3:** *I think it is different from the activities in formal schools. We enjoy and have more fun in speaking or writing sessions. We learn to make conversations. We write stories, sing songs, and sometimes we speak up in class using English mixed with Indonesian, which is very funny, and the teacher is also very pleasant. The teacher always speaks English so that we get used to it. We also have many games in English, which adds to our enthusiasm for learning English. Sometimes we sing a song, listen to English music, and play games.*

In addition, productive skill in English day give her motivation to speak or write anything using English as stated

**St3:** *I think so, now I like to write stories in my diary by trying to use English even though it is still very simple sentences”.*

All students interviewed by the researcher agreed that English day is fun activity, they like how the teacher present the material, and they are more confident in speaking English.

## **4.2 Discussion**

This sub-chapter discuss the theories related to research result that have been stated in the previous section. The discussion is presented with a focus on the findings of the following research question.

#### **4.2.1 Productive skills activities of English day**

Based on the interviews and observations, the researcher found that English day activities have three stages in the learning process: pre-activity, main activity, and post-activity. In addition, English day used various activities in the teaching and learning process, starting from adding vocabulary, games, and kinds of productive skill activities. Moreover, the researcher found students' perception of English day, especially in productive skill activity.

##### **Productive skill activity**

###### **1. Adding Vocabulary**

According to Hedge (2001), vocabulary is vital in determining success and achievement in learning English. Every skill of English needs vocabulary, especially speaking skill and writing skills. With more learned vocabulary. Students will be easier to communicate and express or show their thoughts. Students need much vocab to make sentences either when writing or speaking. Therefore, adding vocabulary activities that are carried out on English day is a good decision. Especially in teaching English as a foreign language. Based on the research finding. Adding vocabulary activities were found at every meeting on English day.

On English day, adding vocabulary was done when the teacher read student attendance. Each student mentioned a vocabulary different from other students. Each meeting had a different vocabulary, the theme told by the teacher at the previous meeting so that students could learn and memorize by themselves before going to the next meeting. Adding vocabulary will help students work on speaking and writing material given by the teacher.



## 2. Games as brainstorming.

Based on the research finding, the researcher found activity in the teaching and learning process on English day, where the teacher gave games to attract students' motivation and spirit to learn English before going to the main activity. According to Broughton (2002), in English teaching and learning, games are one of the ways to attract students' interest and motivation. That statement also supports by Wright (2004), who also said that games make students fun and enjoy learning English. According to the research, several games were played during the learning process, such as brain writing, guessing words, whispering, and touching what I say. All these games aim to make students happy and enjoy learning English, especially in speaking and writing activities.

## 3. Productive skill activity

According to Brown (2003), productive skills are one of the important skills that must be mastered in learning English. In English day activities, several productive skill activities were carried out during the learning process. The main activities included conversation, presentations, picture descriptions, and song singing. Based on the results of interviews and observations conducted by researchers, some writing activity was done before speaking skills during English day. The teacher introduces and explains various types of text, such as narrative text, descriptive text, introduction text, or made dialogue conversations. Students practice or present their writing by trying to speak in front of other students. In line with the statement by Richard (2015), the function of speaking in teaching English is interaction and performance.

#### 4.2.2 Students' perceptions

Surwano (2010) said that perception is obtained through the human's five senses, which are then used to interpret something. Based on interviews conducted by researchers with three students in an Islamic senior high school who took part in English day in intermediate class, it was shown that English day was an activity that students liked. English day makes students motivated to learn English. According to Williams (2011), motivation is an important factor that educators can target to improve learning. In addition, Olson (1997) stated that five main ingredients influence students' motivation. Students, teachers, content, methods, and environment.

English day is one activity that motivates students to learn English because the researcher found some factors. First, the learning atmosphere was fun because of some of the games played in the learning activity. In line with that statement, Freeman (1986) said, games are important because they have certain characteristics in common with real communicative events. The speaker also receives direct feedback from the listener about whether he was successful in communicating or not.

Second, the teacher was very interactive and fun. Skills related to teaching-learning that are essential for teachers, like designing appropriate lesson plans, managing own classes properly, picking up suitable and effective teaching-learning methods, being a support system for the learners in terms of their learning etcetera are considered pedagogical skills (Choy et al., 2013 and Nind & Lewthwaite, 2018). and third, the teacher does not give many assignments to students so that students are not stressed about learning.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter Presents the conclusion and suggestion of the study. The conclusion was gotten from the result of the study and suggestion is the recommendation from the researcher

#### 5.1 Conclusion

This research aimed to explore an extracurricular activity of English day and then focus on productive skill activities. Based on the research finding and discussion. It can be concluded that English day was held every Saturday morning. There are three stages during the learning process. Pre-activity, main activity and post-activity. The first is pre-activity. There are several activities, such as adding vocabulary with a certain theme in each meeting, and playing games before lessons, such as brain writing, guessing words, whispering words and touching what I say.

The second is the main activity of productive skills. The speaking skill activities involve conversation, presentation, picture description and singing a song. While in the writing skill activities, students made several kinds of text, such as descriptive text and narrative text. Speaking activities are carried out after writing activities. The level of learning English starts from basic to intermediate. The last stage is post-activity. The teacher and students concluded the material. The teacher told the theme about vocabulary in the next meeting and ended by praying together, followed by yel-yel

In the interview session about how students perceive English day, the researchers found that all students interviewed agreed that students liked English day because English day was a fun learning activity with teacher who have good pedagogy that

made them happy and motivated to learn English. To sum up, it can be concluded that English day as an English extracurricular activity is a fun and easy activity to help students learn English as their foreign language.

## **5.2 Suggestion**

After the researcher concluded the result of this study, the researcher brought up the following suggestion:

### **1. Students**

Based on the finding, students more enthusiastic to learn English when they joined English extracurricular. Therefore, the researcher hopes this research would benefit students in choosing English extracurricular as an alternative way to learn English and could provide innovations in increasing students' interest in learning English

### **2. Teachers**

Based on the finding, a pleasant atmosphere and teacher's pedagogy skill can make students motivated in learning English. Therefore, keeping students happy by interactive class in learning a language is something important that must be understood by the teacher

### **3. Future researchers**

The result of this study can be used as a reference for future research related to English extracurricular based on students' English skills, activities or perceptions. Since the study only focuses on senior High school at the intermediate level. It is possible that future research will focus on another level of students. In addition, since this present study was conducted in a small scope, future researchers are suggested to conduct this research in a larger scope than this present study. Furthermore, the future researcher can be conducted quantitative research, mixed method, or classroom action research to investigate English Extracurricular, especially in productive skill activity or students' perception

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# APPENDICES

*Appendix I letter of Research Permit*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : 1621/Un.03.1/TL.00.1/06/2022 15 Juni 2022  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

Kepada  
Yth. Kepala MA Muallimat  
di  
Malang

***Assalamu'alaikum Wr. Wb.***

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Nurul Jannah  
NIM : 18180020  
Jurusan : Tadris Bahasa Inggris (TBI)  
Semester - Tahun Akademik : Genap - 2021/2022  
Judul Skripsi : **The Study of English Day as English Extracurricular Activity**  
Lama Penelitian : **Juni 2022 sampai dengan Agustus 2022 (3 bulan)**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

***Wassalamu'alaikum Wr. Wb.***

Jekan,  
Wakil Dekan Bidang Akademik  
  
Muhammad Walid, MA  
18730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

*Appendix II letter of Research Statement*



**LEMBAGA PENDIDIKAN MA'ARIF NU  
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**SURAT KETERANGAN**

Nomor : 816/PP.00.6/IX.170/ma.8/IX/2022

Menindak lanjuti surat dari Universitas Islam Negeri Malang, perihal permohonan izin melakukan kegiatan Penelitian untuk menyelesaikan Skripsi tertanggal 15 Juni 2022. Yang bertandatangan dibawah ini kepala Madrasah Aliyah Mu'allimat.

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Nurul Jannah  
NIM : 18180020  
Jurusan : Tadris Bahasa Inggris (TBI)

Bahwa nama tersebut diatas telah melakukan kegiatan Penelitian di Madrasah Aliyah Mu'allimat selama 3 Bulan (Juni-Agustus).

Demikian surat keterangan ini kami buat dan dapat digunakan sebagaimana mestinya.

Malang, 26 September 2022

Kepala Madrasah

Riyanto, S.PdI

## *Appendix III Interview Guidance*

### **Interview Guidance**

#### **Prompts**

1. Introduction. Researcher does self- introduction and begins a casual conversation before explaining the main purpose of the interview.
2. Main. Researcher starts asking several question to interviewee to gather research information.
3. Closing. Researcher repeats the casual conversation before closing interview.

#### **Note**

1. Researcher should make interviewee fell comfortable during interview.
2. Researcher should also pay attention to etiquette to avoid interviewees from discomfort.
3. The casual conversation part is highly recommended, but do not ask personal things to interviewees.

*Appendix IV Questions*

**QUESTIONS**

**For Extracurricular teacher (intermediate class)**

1. What is English day?

Answer:

.....  
.....

2. What activities are carried out to start learning speaking and writing skills?

Answer:

.....  
.....

3. How did the teachers deliver speaking and writing skill learning materials?

Answer:

.....  
.....

4. How did the teacher end the speaking and writing skill activity?

Answer:

.....  
.....

## QUESTIONS

### For Regular class Teacher

1. What do you think about English day?

.....  
.....

2. does English day affect their performance in formal class?

.....  
.....

3. What are the challenges during teaching?

.....  
.....

## QUESTIONS

### For students (intermediate class)

1. What do you think about English day?

Answer:

.....  
.....

2. What do you think about productive skill activities during English day?

Answer:

.....  
.....

3. Did your writing and speaking improve after participating in the English day's activity?

Answer:

.....  
.....

*Appendix V Transcript of Interview*

**TRANSCRIPT OF INTERVIEW**

**First participant**

Nama : Miss ND

English Teacher : Intermediate class teacher

Day/Date : 25 June 2022

I (interviewer)

Am (Teacher)

I	Good morning Miss!
ND	God morning
I	How are you today Miss?
ND	Alhamdulillah, Very well, how about you?
I	Alhamdulillah, I'm fine. So, I want to ask your permission to interview you today
ND	Okay, with my pleasure!
I	OK, miss, here I will interview you about the English extracurricular activities at this school that call as English day, what is English day exactly?
ND	English day is one of the extracurricular activities in this school, it's the same with the English club. We learn English outside formal school
I	Is there any difference between English day and English club in general?
ND	In general, English day and English club are the same, but English day at this school has its own uniqueness. English Day is extracurricular held every Saturday morning in the weekend, and this activity opens up



	<p>opportunities for students to learn English and practice English outside of formal school. English day is designed to make students happy and enjoy speaking English without the shadow of a lot of assignments. Therefore, teachers will not give heavy assignments to students, because they also have a lot of formal school assignments. Students can fill their weekends with something useful outside of formal school activities. As we know how important English is, moreover for their future provision. In Islamic boarding school, students are more familiar with using Arabic in learning activities, Arabic dominates more than English which only exists in formal classes. Mastery of Arabic is needed to support learning activities in Islamic boarding schools. Almost all the books studied in Islamic boarding schools are in Arabic, not in English. So, English day activity is carried out as an agenda that is highly recommended by the school to be followed by all students. This activity was also designed for students to have good motivation to learn English, many students don't like English and think that English is difficult. This activity was designed to change their mindset that learning English is fun and not difficult</p>
I	Are all participants of English day from senior high school?
ND	No, so this English day is a school program. English day, not only for high school but also for junior high school. Therefore, to make learning easier we divide the class into 3 levels, namely basic, intermediate, and advanced which are taken from the results of their English proficiency test. In the other hand, at the end of the semester, we have exams for

	extracurricular languages, either English or Arabic, the exams are written and oral exams. They will be placed according to their score
I	Do teachers use the same textbooks as in formal schools, when teaching English days?
ND	The books used in extracurricular are not the same as the textbooks provided by the government. I as a teacher use English books from the English language center of Pare Village as a reference in teaching. The language center itself is well-known as one of favorite fun courses. In addition, I also use English lessons from the modern Islamic boarding school Darussalam Gontor, besides having good content, they are also easy to learn and have been arranged according to levels in English
I	How about the activities during English day?
ND	In this activity we have four skills that are learned alternately, namely speaking skills, writing skills, reading skills, and listening skills. If today is writing skill then the next meeting will focus on speaking skill, but if today is reading skill then the next meeting will have listening skill
I	What activities are carried out to start learning speaking and writing?
ND	As usual, we start with greetings, such as "Good morning students! How are you? Are you happy today?, Siap belajar hari ini?" Then pray, read the students' attendance while adding vocabulary at the same time. After that, we review the past material and play games to make the learning atmosphere fun before moving on to the main activity
I	What games are you playing?

ND	Many games are played in class, one of which we call brain writing, guess the words, whisper words and touch what I say. Games are just our way to make students happy to learn
I	How about the main activity, how did the teachers deliver speaking and writing skill materials?
ND	Okay, let's start with the speaking activity first, usually in the speaking class, I as a teacher try to use full English in class, for the example in simple conversations. So that, the students are provoked to use English in class too. As a teacher, I see that there is a lack of confidence in students when speaking English, they are still doubtful and afraid of being wrong. Therefore, I always stress to them don't worry too much about being wrong, and just say whatever they want, go speak up forget the mistake we can fix it later. Because self-confidence is important as the basis of all abilities. How can students speak when they are not confident enough to say. I used conversation activities, presentations, and sometimes uses pictures as their medium in speaking, so they know what they are going to talk about
I	Do they also learn pronunciation miss?
ND	Yes of course, we also learn the pronunciation from the lyrics of famous song that they often hear, we sometimes fill the main activity with singing, how to pronunciation in a song, and they are very enthusiastic
I	OK, ma'am, after discussing the speaking activity, how about the writing activity during English day?

ND	<p>The writing activity on English day is not like writing activities in general, such as in universities, because students are still at the basic-intermediate level, so we provide an easy writing activity where students are more focused on being able to express their ideas in sentence form by using well-defined vocabularies they already know and make the correct sentence structure. We also introduce kind of text to them such as narrative text, descriptive text and etc. The writing activity is usually done before the speaking activity. Like when they want a presentation or want to describe a picture the teacher will ask them to write it down first and submit it to the teacher.</p>
I	<p>Ok ma'am, this is the last question about how the teacher ends the writing or speaking class?</p>
ND	<p>At the end of the writing class or speaking class, the teacher reviews the material a little, praying together as in general at a formal school, but the difference is that at the end of the meeting we shout slogans or jargon together to ignite the enthusiasm of the students even at the end of the meeting.</p>
I	<p>Okay ma'am, I don't think we have talked a lot about English day at this school today, thank you very much for being willing to be interviewed.</p>
ND	<p>Not at all, good luck and success for you!</p>

## TRANSCRIPT OF INTERVIEW

### First participant

Nama : Miss NF

English Teacher : Formal school Teacher

Day/Date : 25 June 2022

I (interviewer)

NF (Teacher)

I	Good morning Miss!
NF	God morning
I	How are you today Miss?
NF	Alhamdulillah, Very well, how about you?
I	Alhamdulillah, I'm fine. So, I want to ask your permission to interview you today
NF	Okay, with my pleasure!
I	OK, miss, here I will interview you about the English extracurricular activities at this school that call as English day, What do you think about English day?
NF	It's one of our extracurricular, that held every Saturday morning, it's such as an English class to increase students' motivation I learning English, especially in this boarding school. We need it so much
I	Why English day is needed at this school?
NF	English in schools with a pesantren background has few enthusiasts, most of them don't like English, they have very little motivation to learn English. So that, English day is needed in this school.

I	As a teacher in a formal school, what challenges do you get while teaching at this Pesantren-based school?
NF	Teaching English in Islamic boarding schools is not an easy thing, because as we know students have a lot of busy activities outside of formal schools, they have a more dominant focus, they have to memorize the Koran, learn various religious lessons that are not related directly with English, and they even use Arabic more often than English. Therefore, English day really helps me in teaching and learning activities, students are more enthusiastic in learning English, and they are easier to understand and it affects their performance exactly.
I	: What difference do you feel when teaching students who take English day?
NF	They are more responsive, more enthusiastic and more active.
I	OK, what are your hopes for English in this school?
NF	I hope that Pesantren-based schools have proficiency in English, not only Arabic. Because both of them are also important for the future of students
I	OK, ma'am, thank you for your time, I hope this school will continue to advance in the future, sorry if there are mistakes in the interview session
NF	You are welcome.

## TRANSCRIPT OF INTERVIEW

### First participant

Nama : Student 1

Day/Date : 25 June 2022

I (interviewer)

S1 (first student)

I	Hello, good morning!
S1	Good morning too
I	Okay, let me introduce myself, I am a student at the University of UIN Malang, here I will ask for a little time for a short interview about the English day held at this school. Are you ready?
S1	Yes, I'm ready.
I	Just take it enjoy okay, first question is about your opinion, what do you think about English day in this school?
S1	English Day is our extracurricular activity on Saturday morning. Because we live in a boarding school, so I think this is a useful activity to fill our weekend in the morning.
I	Do you mind if this activity is held on the weekend?
S1	Yes, it is not a big problem, English day is an extracurricular on Saturday that I'm waiting for because English day is a very fun activity, I can learn English enjoy
I	Well, What things did you learn on English day?

SI	During the English day I learned speaking, writing, listening and reading
I	What do you think about productive skill activities (speaking & writing) during English day?
S1	I like the class atmosphere on English day, it's very fun, speaking or writing activities are not like formal classes. There are lots of fun games there. The teacher is also very fun, we are not afraid to speak or write in English even if it's wrong
I	Did your writing and speaking improve after participating in the English day's activity?
S1	Before joining the extracurricular English day activities, I thought English was very difficult but after joining the English day, I can start to like English because English is not as terrible as what I thought
I	Wow, so now you like English?
S1	Yes, I think I want to be an English teacher in the future
I	Wow, ok. But I'm sorry that our chat has to stop here, thank you very much I hope your dreams come true, good luck for you and your future.
S1	Never mind, you are welcome. Thank you for your wishes, good luck for you too



## TRANSCRIPT OF INTERVIEW

### First participant

Nama : Student 2

Day/Date : 18 June 2022

I (interviewer)

S2 (second student)

I	Hi, good morning!
S2	Good morning too
I	Okay, let me introduce myself, I am a student at the University of UIN Malang, here I will ask for a little time for a short interview about the English day held at this school. Are you ready?
S2	Yes, I'm ready.
I	Ok, as a student who joined English day, what your opinion about English day?
S2	It's a good extracurricular activity, Every Saturday morning we learn English, Sometimes we learn speaking, writing, reading or listening
I	Do you mind if this activity is held on the weekend?
S2	It's okay, because the weekend at our boarding is not the time to have a holiday
I	Well, What things did you learn on English day?

S2	We learn anything about English through songs, games, vocabulary, grammar, speaking, writing, listening, reading and so on
I	What do you think about productive skill activities (speaking & writing) during English day?
S2	I like how the teacher teach us, very fun and easy to understand, we can talk like a friends. When we try to speak in English the teacher always supports us although we very pity in English. When we try to write the teacher also help us. English day is different from learning English in formal classes, we don't have to worry about a lot of assignments, we just learn and play, it's very exciting. Writing activities are often done before speaking skills, the teacher gives students an assignment by writing some text such as introduction text and then asking them to present their writing in front of the class or to other friends
I	Did your writing and speaking improve after participating in the English day's activity?
S2	I don't know, but I think I better, now I prefer English than other subject. Because when I speak English I feel that I'm cool. In the past, I didn't like English but by participating in English day activities I became interested in English and I am getting braver to speak in English even though my ability to speak English is still very lacking
I	Wow, so now you like English?

S2	Yes, I think so
I	Wow, ok thank you for your time. I think enough for interview today. Good luck for you!.

## TRANSCRIPT OF INTERVIEW

### First participant

Nama : Student 3

Day/Date : 18 June 2022

I (interviewer)

S3 (third student)

I	Hi, good morning!
S3	Good morning too
I	Okay, let me introduce myself, I am a student at the University of UIN Malang, here I will ask you about the English day that held at this school. Are you ready?
S3	Yes, I'm ready.
I	Ok, as a student who joined English day, what your opinion about English day?
S3	English day is extracurricular, we learn English every Saturday morning, because I like English, so I think this activity is my favorite
I	Well, What things did you learn on English day?
S3	We learn English exactly in speaking, writing, listening, reading. Sometimes we sing a song, listen the English music, plays games
I	: What do you think about productive skill activities (speaking & writing) during English day?

S3	: I think it's a little different from the activities in formal schools, we enjoy and have more fun in speaking or writing sessions, we learn to make conversations, we write stories, we sing songs, sometimes we speak up in class using English mixed with Indonesian, that very funny, and the teacher is also very pleasant, the teacher always speaks English so that we get used to it. We also have many games in English, it adds our enthusiasm to learning English. Sometimes we sing a song, listen the English music, plays games
I	Did your writing and speaking improve after participating in the English day's activity?
S3	I think so, now I like to write stories in my diary by trying to use English even though it is still very simple sentences
I	OK, keep your spirit  I think enough the interview today, thank you for your time
S3	Yes, thank you

## *Appendix VI Field Note Observation*

### **Field-Notes Observations**

Place : English day extracurricular in Islamic school Malang

Role : non participant

Date : 28 May 2022

Pada tanggal 28, Mei, 2022, peneliti melakukan observasi di sekolah menengah atas yang merupakan sekolah swasta disalah satu pesantren Tahfidz yang ada di Malang, semua siswa wajib mukim atau bertempat tinggal dan juga mengikuti kegiatan pesantren. Sekolah ini memiliki berbagai kegiatan luar sekolah salah satunya English day yaitu extracurricular untuk belajar Bahasa Inggris diluar sekolah formal. Pada hal ini peneliti melakukan observasi di kelas intermediate dengan Jumlah 15 siswa. Hal pertama yang dilakukan guru ketika masuk kelas extracurricular yaitu salam “assalamualaikum Warahmatullahi Wabarakatuh” yang kemudian dilanjutkan dengan salam dalam Bahasa Inggris “peace be upon you”. setelah guru salam kemudian guru menanyakan kabar murid “how are you today?”.

Setelah menyapa murid. Guru dan siswa berdoa bersama dan dilanjutkan dengan doa sendiri dengan menyebutkan mimpi mereka di dalam hati masing-masing. Setelah sesi doa selesai. guru membacakan absensi dan setiap murid yang disebut namanya wajib menyebutkan satu vocab dalam Bahasa Inggris tentang taman. Tema vocabulary ditentukan di minggu sebelumnya. Sehingga siswa bisa belajar terlebih dahulu tentang vocab apa saja yang ada di taman. Setiap anak harus memiliki jawaban yang berbeda dari siswa lainnya. Ketika salah satu anak tidak mampu menjawab atau memiliki jawaban yang salah maka mereka akan dikenakan hukuman untuk berdiri

sampai waktu yang tidak ditetapkan. Setelah absensi guru mereview materi di minggu sebelumnya dengan tiga cara. Yang pertama guru bertanya pada semua murid, yang kedua guru menunjuk satu murid untuk menjelaskan dan yang ke tiga guru menjelaskan secara singkat mengenai materi yang lalu

Setelah review materi selesai, guru memberikan games yang disebut dengan Brain Writing, guru memberikan satu kertas dengan Tema Garden dengan peraturan sebagai berikut, pertama setiap siswa harus menuliskan satu kalimat yang berhubungan dengan tema. Kedua, kertas akan digilirkan dan setiap murid memiliki waktu max satu menit untuk mengisi. Guru mengamati kecepatan setiap anak dalam membuat kalimat. Setelah selesai guru mengambil kertas berisikan kalimat-kalimat yang murid tulis, guru mengoreksi setiap kalimat dengan membacakannya satu persatu. Setelah melakukan permainan brain writing, guru Mengeluarkan sebuah gambar taman. Guru menceritakan tentang apa saja yang ada di taman dan menceritakan pengalamannya selama berada di taman. Setelah selesai menceritakan gambar yang dipegang, guru menjelaskan bahwa materi belajar untuk hari ini adalah dengan menceritakan sebuah gambar mulai dari bagaimana cara mendeskripsikan gambar dan cara menceritakan kegiatan atau pengalaman yang berhubungan pada gambar serta rumus kalimat apa saja yang dipakai baik didalam penulisan.

penjelasan selesai dan dilanjutkan dengan mereview kembali materi yang ditulis atau di dengar. Setelah mereview materi, guru meminta siswa agar minggu berikutnya mereka membawa sebuah gambar dengan tema bebas, gambar yang ingin di deskripsikan adalah gambar yang ingin mereka ceritakan. Diakhir penjelasan guru juga memberitahu tentang adding vocabulary untuk pertemuan berikutnya sesuai gambar yang dibawa masing-masing murid

Setelah murid paham dengan apa yang disampaikan guru, guru mengakhiri dengan membaca doa kafaratul majelis dan di lanjutkan dengan ucapan terimakasih atas kehadiran dan peran aktif murid. “ thank you for your attention, if you find any mistakes please forgive me. Good luck for you all” setelah itu satu anak memimpin jargon dengan mengatakan “ G double O D.J.O.B” Dan disambut oleh semua murid “good job-good job- good job-good job” kemudian guru mengambil alih dengan mengatakan “English is.....” yang kemudian disambut oleh semua murid “Easy.”



Place: English day extracurricular in Islamic school Malang

Role: Non-participant

Date: 04 June 2022

Observasi kedua dilakukan pada tanggal 04, June, 2022. Sama halnya dengan minggu lalu guru membuka kelas dengan memberikan salam dalam dua Bahasa yaitu Bahasa Arab dan Bahasa Inggris yaitu "*Assalamualaikum Warahmatullahi Wabarakatuh*" dan dilanjutkan dengan Bahasa Inggris "*peace be upon you*". Setelah salam guru juga memberikan sapaan seperti "*good morning? Are you ready to learn?*". Setelah salam dan sapaan dilakukan semua murid berdoa bersama juga berdoa secara mandiri dengan menyebutkan harapan dan mimpi-mimpi mereka didalam hati. Setelah berdoa guru membacakan absensi yang diikuti adding vocabularies sesuai dengan tema yang diberikan guru pada pertemuan sebelumnya yaitu sesuai gambar masing-masing yang mereka bawa. Pembacaan dan adding vocabularies selesai, guru langsung mereview kembali materi yang telah diajarkan pada pertemuan sebelumnya. Sama seperti cara sebelumnya guru menggunakan tiga cara yaitu dengan tanya jawab, meminta salah satu siswa menjelaskan dan diakhiri dengan penjelasan singkat dari guru sendiri.

Sebelum pelajaran inti dimulai guru memberikan games yang disebut dengan Guessing the word. Dengan rules sebagai berikut. Yang pertama guru membagi siswa menjadi 5 group. Yang kedua, setiap grup mendelegasikan satu peserta secara bergantian untuk menjadi peraga. Yang ketiga, guru membagikan kertas pada peraga yang bertuliskan sebuah kalimat dalam Bahasa Inggris yang harus diragakan tanpa sepele sekalipun. Yang keempat, setiap group berlomba-lomba menjawab dengan

jawaban yang paling benar menggunakan Bahasa Inggris sesuai dengan apa yang tertulis pada kertas. Yang ke lima, yang ke enam. Hadiah diberikan pada group yang memiliki poin terbanyak. Setelah permainan berakhir guru menanyakan gambar yang harus mereka bawa pada pertemuan sebelumnya. Setelah mereka, memperlihatkan gambar masing-masing. Guru meminta siswa untuk menuliskannya terlebih dahulu di buku tulis masing-masing tentang deskripsi atau pengalaman mereka mengenai gambar tersebut. Selama proses menulis guru memutar musik dengan lagu-lagu yang berbahasa Inggris dan dengan suara yang tidak terlalu keras. Mereka terlihat enjoy dan tidak terlalu tegang atas penugasan itu. Mereka juga bisa merequest lagu apa saja yang ingin mereka dengarkan.

Selama kegiatan menulis guru menghampiri murid di meja masing-masing dan menanyakan hal apa yang membuat mereka kesulitan dan juga membantunya. Setiap murid yang selesai dalam pengerjaan mengumpulkan hasil tulisan mereka di atas meja guru. Sambil menunggu semua murid selesai dalam pengerjaannya, guru sambil mengoreksi. Setelah semua murid selesai guru menanyakan apa saja kesulitan yang mereka hadapi selama proses pengerjaan. Guru dan murid seperti sedang berdiskusi dengan beberapa tanya jawab. Setelah selesai sharing, guru memberitahukan tema vocabulary untuk pertemuan selanjutnya, yaitu dengan tema hewan, dan diakhiri dengan penutup dengan doa dan ucapan terimakasih dan dilanjutkan dengan jargon dan yel-yel seperti biasanya.

Place: English day extracurricular in Islamic school Malang

Role: Non- participant

Date: 11 june 2022

Guru membuka kelas seperti pada hari sebelumnya, salam, sapa dan dilanjutkan dengan doa bersama dan berdoa masing-masing. Guru membacakan absensi sementara murid memberitahu kehadiran mereka dengan mengatakan satu vocabulary sesuai tema yang diberikan pada pertemuan sebelumnya. Setelah itu guru mereview materi sebelumnya secara singkat. Setelah review materi selesai, guru membuat games dengan nama whispering the words, dengan beberapa aturan. Pertama, guru membagi siswa menjadi 3 kelompok, setelah itu guru meminta setiap kelompok untuk berbaris panjang ke belakang dan menentukan siapa saja yang ada di belakang yang menjadi pendengar pertama dan siapa yang bertugas untuk menulis di barisan terdepan. Setelah semua selesai. Guru memberitahu bahwa pendengar pertama dibarisan belakang tidak boleh memulai permainan sebelum guru mengatakan “oke students let’s start” Guru memulai permainan dengan membisikkan satu kalimat secara bergantian pada setiap anak pada barisan belakang. Setelah guru membisikkan kalimat pada setiap group maka permainan pun di mulai. Setiap murid bergantian membisikkan pada murid lain didepannya. Murid yang ada dibarisan terdepan mempunyai tugas untuk menuliskan apa yang di dengar ke papan tulis. Grup yang berhasil menjawab dengan benar dan cepat akan menjadi pemenangnya. Group dengan poin terkecil akan diberikan sanksi melakukan speech di depan kelas Bahasa Inggris lainnya.

Permainan berjalan sangat menyenangkan dan ramai, setelah selesai permainan guru memberikan hasil dari tugas mereka di pertemuan sebelumnya yaitu menulis deskripsi dan pendapat pada gambar. Dan guru meminta mereka untuk melakukan presentasi mengenai gambar mereka masing-masing. Sebelumnya guru memberi waktu sekitar 7 menit untuk persiapan terlebih dahulu. Setelah selesai persiapan guru meminta dua siswa untuk maju mempresentasikan gambar yang mereka bawa setelah kedua siswa selesai presentasi guru meminta siswa untuk berdiri dan membuat dua barisan memanjang kebelakang, setelah itu guru meminta siswa untuk saling berhadap-hadapan dengan barisan disampingnya. Dan meminta mereka semua untuk menjelaskan gambar yang ada di tangan mereka secara bergantian kepada murid yang lain. Guru pergi berkeliling memantau murid agar mereka speak up dan menjelaskan gambar tersebut dengan tetap menggunakan bahasa inggris. Murid diperbolehkan improvisasi seperti melakukan conversation yang ringan selama presentasi akan tetapi harus menggunakan Bahasa inggris.

Setelah kegiatan selesai, guru mereview pembelajaran dengan menanyakan kendala dan kesulitan mereka selama berbicara. Setelah diskusi selesai. Guru memberikan tema adding vocabulary untuk pertemuan selanjutnya mengenai anggota tubuh dan diakhiri dengan doa bersama, ucapan terimakasih dan juga jargon, yel-yel kemudian salam

Place: English day extracurricular in Islamic school Malang

Role: Non-participant

Date: 28 June 2022

Guru memulai kelas dengan salam dua bahasa, sapa, berdoa bersama dan berdoa masing-masing dengan mengatakan harapan dan mimpi-mimpi yang setiap murid inginkan. Guru membacakan absensi dan seperti biasa murid yang disebutkan namanya menyebutkan satu vocabulary dalam Bahasa Inggris. Setelah pembacaan absensi selesai guru membuat game yang disebut “touch what I say” dengan aturan sebagai berikut. Murid harus berkonsentrasi, guru menyebutkan salah satu anggota tubuh dalam Bahasa Inggris akan tetapi guru akan menyentuh atau menunjuk anggota tubuh yang berlawanan, semua murid harus fokus pada apa yang guru katakan, bukan pada apa yang guru tunjuk atau sentuh. Game berjalan penuh antusias dan tawa selama hampir 10 menit. Salah satu murid ditunjuk maju ke depan untuk memimpin game.

Setelah permainan selesai, guru membagikan kertas yang berisikan lirik lagu, sebagian dari text lirik lagu terdapat kalimat yang kurang lengkap atau miss lyric, guru menjelaskan bahwa hal itu menjadi tugas murid untuk menyempurnakan lirik yang kosong. Guru menyalakan audio dan membuat murid mendengarkan terlebih dahulu sebelum mengisi lirik yang kosong. Selanjutnya audio diputar kembali dan murid dipersilahkan untuk mengisi lirik yang kosong. Untuk yang ketiga kalinya guru memberikan kesempatan sekali lagi dengan memutar audio kembali. Setelah lagu berakhir, guru mengajak murid mengoreksi bersama-sama lirik yang kosong dengan

memperlihatkan sebuah musik video yang didalamnya terdapat lirik dari lagu. Setelah hasil benar dan salah pada jawaban diperoleh, Murid memperbaiki jawaban mereka yang kurang tepat. Guru membacakan lirik demi lirik sesuai pronunciation yang benar dan kemudian diikuti oleh murid. Bersama-sama. Kemudian guru memutai kembali audio dan membiarkan murid menyanyi bersama. Setelah bernyanyi bersama, guru memberikan tugas untuk menghafalkan dan mencari vocabulary yang ada di sekolah sebagai tema untuk adding vocabulary pada pertemuan berikutnya. Kegiatan diakhiri dengan berdoa bersama, ucapan terimakasih dari guru, jargon, yel-yel dan salam

*Appendix VII Description of Activity*

**Description of Activity on May, 28, 2022**

Activity	Description of activity	Time allocation
Pre-activity	<ol style="list-style-type: none"><li data-bbox="584 573 1206 819">1. The teacher opens the class with greetings, followed by praying together and then students have to mention their dream in a low voice</li><li data-bbox="584 864 1206 976">2. The teacher reads the attendance sheet as well as adding vocabulary for students</li><li data-bbox="584 1021 1206 1267">3. The teacher reviews the previous material with (questions and answers, asks one of the students to explain, the teacher explains the material briefly)</li><li data-bbox="584 1312 1206 1861">4. Brain writing game, The teacher gives a paper with the words "garden" as the theme, then the students are asked to write any sentence related to that theme. Each student cannot write the same sentence. The paper will be given to students then one student will give it to another student randomly. The teacher gives a short time in writing. who</li></ol>	30 minutes

	make mistakes in writing sentence, the vocab memorization will be added	
Main activity	<ol style="list-style-type: none"> <li>1. The teacher brings a picture of the garden and tells what is in the garden and what her experience about garden</li> <li>2. Then the teacher explains the material about how to describe a picture, not only in physical form but also in their experience of the image</li> </ol>	40 minutes
Post activity	<ol style="list-style-type: none"> <li>1. The teacher reviews the material with question and answer</li> <li>2. The teacher asks students to bring whatever picture they like to the next meeting</li> <li>3. The teacher tells the vocab theme in the vocabulary addition session according to the picture they brought</li> <li>4. The teacher says thank you and leads the closing prayer</li> <li>5. The teacher ends the class by doing jargon or yel-yel</li> </ol>	20 minutes



**Table 2**

**Description of activity on May, 04, 2022**

Activity	Description of activity	Time allocation
Pre-activity	<ol style="list-style-type: none"><li data-bbox="576 622 1182 875">1. The teacher opens the class with greetings, followed by praying together and then students have to mention their dream in a low voice</li><li data-bbox="576 913 1182 1025">2. The teacher reads the attendance sheet as well as adding vocabulary for students</li><li data-bbox="576 1064 1182 1317">3. The teacher reviews the previous material with (questions and answers, asks one of the students to explain, the teacher explains the material briefly)</li><li data-bbox="576 1355 1182 1832">4. The teacher plays a game “guessing the word”. the teacher divides the students into several groups, each group delegated one student to give instructions by being a demonstration which then each group will guess the word from what the students demonstrated in front of the class</li></ol>	35 minutes

<p>Main activity</p>	<ol style="list-style-type: none"> <li>1. The teacher asks students to take out the pictures that have been instructed in the previous meeting</li> <li>2. The teacher asks students to write a description or story about the picture they brought on a paper with a maximum of 3 paragraphs</li> <li>3. During the writing process the teacher turns on the music with a standard volume, to make students enjoy and can develop their imagination</li> <li>4. The teacher approaches each student's desk and helps them if they find difficulties</li> <li>5. Students who have finished writing, collect their writings on the teacher's desk</li> <li>6. While waiting for all students to finish submitting their assignments, the teacher checks and corrects each student's assignment.</li> </ol>	<p>40 minutes</p>
<p>Post activity</p>	<ol style="list-style-type: none"> <li>1. The teacher reviews the material with question and answer</li> <li>2. The teacher tells the vocab theme in the vocabulary addition session</li> </ol>	<p>15 minutes</p>

	<p>3. The teacher says thank you and leads the closing prayer</p> <p>4. The teacher ends the class by doing jargon or yel-yel</p>	
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**Table 3**

**Description of activity on June, 11 ,2022**

Activity	Description of activity	Time allocation
Pre-activity	<ol style="list-style-type: none"><li data-bbox="584 573 1206 819">1. The teacher opens the class with greetings, followed by praying together and then students have to mention their dream in a low voice</li><li data-bbox="584 864 1206 976">2. The teacher reads the attendance sheet as well as adding vocabulary for students</li><li data-bbox="584 1021 1206 1267">3. The teacher reviews the previous material with (questions and answers, asks one of the students to explain, the teacher explains the material briefly)</li><li data-bbox="584 1312 1206 1868">4. The teacher plays a game namely “whispering the words” in this session the students are divided into several groups and make long rows to the back, the students in the back row will convey the first sentence to the students in front of them by whispering and take turns to reach the front student. after the</li></ol>	40 minutes

	<p>sentence is heard by the student in the front row, he must immediately write it on the blackboard. The group that managed to write sentences quickly and correctly was the winner.</p>	
<p>Main activity</p>	<ol style="list-style-type: none"> <li>1. Teachers distribute and return their assignments at the previous meeting</li> <li>2. Teacher ask two students to come forward and do presentation</li> <li>3. Teacher gives 10 minutes for all students to get ready for presentation</li> <li>4. The teacher conveys the rules in the speaking session, students make 2 long lines and face to face with other students, they are asked to explain in turn about the pictures they bring to the students in front of them after they finish explaining to one student, each student must find another student to explain the image.</li> </ol>	<p>40 minutes</p>
<p>Post activity</p>	<ol style="list-style-type: none"> <li>1. The teacher reviews the material with question and answer</li> <li>2. The teacher tells the vocab theme in the vocabulary addition session</li> </ol>	<p>10 minutes</p>

	<p>3. The teacher says thank you and leads the closing prayer</p> <p>4. The teacher ends the class by doing jargon or yel-yel</p>	
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**Table 4**

**Description of activity on June, 18, 2022**

Activity	Description of activity	Time allocation
Pre-activity	<ol style="list-style-type: none"><li data-bbox="582 571 1189 817">1. The teacher opens the class with greetings, followed by praying together and then students have to mention their dream in a low voice</li><li data-bbox="582 862 1212 974">2. the teacher reads the attendance sheet as well as adding vocabulary for students</li><li data-bbox="582 1008 1189 1422">3. The teacher plays a game namely “touch what I say” in this session the teacher train the students’ concentration. The teacher mentioned and touch the body part in English. Then the students touch the body parts as the teacher has mentioned</li></ol>	40 minutes
Main activity	<ol style="list-style-type: none"><li data-bbox="582 1453 1173 1556">1. Teachers distribute songs’ lyric in a paper form</li><li data-bbox="582 1601 1173 1713">2. Teacher turn on the music and let students listen first</li><li data-bbox="582 1747 1173 1859">3. The students fill in the blank of the lyrics based on what they have listened</li></ol>	40 minutes

	<ol style="list-style-type: none"> <li>4. Teacher play the song for the second time to make sure what students listened</li> <li>5. Teacher and students correct and complete together the blank sentence in the lyric</li> <li>6. Teacher turn of the music and reads some of lyric sentence by sentence, while the students followed what the teacher said.</li> <li>7. After the teacher read the lyric, the teacher turn on the music and the students sing together based on the correct way of speaking.</li> </ol>	
Post activity	<ol style="list-style-type: none"> <li>1. The teacher tells the vocab theme in the vocabulary addition session for the next meeting</li> <li>2. The teacher says thank you and leads the closing prayer</li> <li>3. The teacher ends the class by doing jargon or yel-yel</li> </ol>	10 minutes



# **PROGRAM KERJA**

**English day**



**Pengurus English day**

**MADRASAH ALIYAH MUALLIMAT**

**YAYASAN PENDIDIKAN ISLAM AL-**

**CHUSAINIYAH**

## A. Latar Belakang

Pendidikan adalah indikator dari kemajuan bangsa, tujuan pendidikan nasional menurut UU No. 20 tahun 2003 pasal 4 menyatakan pendidikan nasional bertujuan mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan yang maha Esa, berakhlak mulia, sehat, berilmu, kreatif, mandiri, estetis dan demokratis serta memiliki rasa kemasyarakatan dan kebangsaan.

Salah satu sarana dan prasarana pendidikan formal di Indonesia adalah sekolah. Sekolah terdiri dari berbagai jenjang pendidikan. Salah satunya adalah sekolah menengah atas. Pada sekolah menengah atas, pendidikan dititik beratkan pada kemampuan siswa / siswi untuk mengaplikasikan ilmu yang didapatnya. Untuk itu dibutuhkan bekal atau kemampuan diantaranya kemampuan berbahasa inggris.

Melihat perkembangan zaman yang semakin kompetitif, kemampuan berbahasa inggris yang merupakan Bahasa internasional menjadi syarat utama yang harus dipenuhi untuk bisa bersaing di era globalisasi. Oleh karenanya dibutuhkan berbagai cara agar siswa siswa membekali diri menghadapi era globalisasi.

Salah satu cara yang digunakan adalah membuat kegiatan peningkatan kreativitas siswa/siswi dalam berbahasa inggris. Kegiatan tersebut dinamakan dengan English day. Melalui kegiatan ini, diharapkan mampu mengembangkan kreatifitas kemampuan Bahasa inggris siswa.

## B. Tujuan

- Menyediakan sebuah wadah pembelajaran Bahasa Inggris yang lebih menyenangkan bagi siswa dalam menggunakan dan mempraktekan Bahasa Inggris

- Membangun semangat siswa untuk terus belajar dan mengembangkan keterampilan komunikasi siswa dalam Bahasa Inggris
- Mempersiapkan siswa/siswi agar mampu berbahasa Inggris dengan optimal untuk menghadapi era globalisasi, sehingga mampu membuka dunia dan menjadi siswa yang berwawasan dengan iman yang kuat dan ilmu yang luas
- untuk memperbanyak / menambah *vocabulary* siswa-siswi
- Menyalurkan dan mengembangkan minat atau potensi siswa/siswi
- Menerapkan kemampuan berkomunikasi berbahasa Inggris dalam keseharian
- Meningkatkan rasa percaya diri siswa/siswi dalam berkomunikasi menggunakan Bahasa Inggris secara optimal.

### C. Strategi pencapaian

#### 1. Program utama

##### a) Speaking skill

- Dialogue conversation
- Presentation
- Discussion
- Description

##### a) Writing skill

- Menyusun kata

- Menyusun kalimat
- Menyusun paragraph
- Menyusun sebuah teks

b) Listening skill

- Mendengarkan audio perkata
- Mendengarkan audio perkalimat
- Mendengarkan audio percakapan
- Mendengarkan lagu Bahasa Inggris
- Mendengarkan podcast Bahasa Inggris
- Menonton film Bahasa Inggris

c) Reading skill

- Menambah kosa kata
- Membaca teks
- Mencari main idea
- Menulis kembali ringkasan teks

2. Program tambahan

- Adding vocabulary
- Games

### 3. Program bulanan

- Drama
- Speech

### 4. Program Tahunan

- Muhadhoroh Kubro

### D. Target pencapaian

- Setiap anggota English day diharapkan mampu berbicara Bahasa Inggris dengan baik dan benar
- Setiap anggota English day diharapkan memiliki tingkat kepercayaan diri yang bagus dalam menerapkan Bahasa Inggris
- Setiap anggota English day diharapkan mampu berkompetisi dalam berbagai lomba Bahasa Inggris

### E. Jadwal Kegiatan

Kegiatan dilaksanakan pada

Hari	:Ahad
Pukul	:08.00-09.30
Tempat	:MA-Muallimat Malang

### F. Penutup

kegiatan ekstrakurikuler *English day* yang telah disusun semoga dapat menjadi bahan acuan dalam pelaksanaan kegiatan dan penyusunan program kerja mendatang. Besar harapan kami agar laporan kegiatan yang telah disusun ini mendapatkan dukungan dari segi materi ataupun non materi dari berbagai pihak sehingga program kerja yang akan datang dapat berjalan dengan baik sesuai dengan hasil yang diharapkan. Semoga Allah SWT selalu memberikan rahmat dan petunjuk-Nya, serta selalu memberikan kelancaran dalam setiap pelaksanaan kegiatan yang telah disusun dan direncanakan sehingga dapat terlaksana serta berjalan dengan baik dan lancar serta memberi manfaat pada kita semua..Amien.

*Appendix VIII Documentation*



*Appendix VIII Documentation*





## CURRICULUM VITAE

Nama Lengkap : Nurul Jannah

Tempat, Tanggal Lahir : Bangkalan, 02 Agustus  
1999

Jenis Kelamin : Perempuan

Agama : Islam

Fakultas, Jurusan : FITK, Tadris Bahasa  
Inggris

Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang

Alamat Rumah : Kp. Kukun Rt, 12/ Rw, 06 Ciantra- Cikarang selatan-  
Bekasi

No. HP/ Telepon : 089502377174

Alamat E-mail : [jenanurul05@gmail.com](mailto:jenanurul05@gmail.com)

Nama Wali : Matrum Doni Purba



### Educational Background

1. SDN Kajuanak 03 Galis 2005 – 2011
2. SMP Tahfidz Al-amien Prenduan 2011 – 2014
3. MA Tahfidz Al-Amien Prenduan 2014 – 2017
4. UIN Maulana Malik Ibrahim Malang 2018 – Sekarang

Malang, Oktober 10, 2022  
Mahasiswa

**Nurul Jannah**  
NIM. 18180020