

## ABSTRACT

This study examines students' perceptions of the "English Time" program designed to enhance speaking skills among English Education students at UIN Sunan Gunung Djati Bandung. The research adopts a qualitative case study approach, utilizing questionnaires, interviews, and observations to collect data from 30 participants. Findings indicate that the program effectively fosters confidence and speaking ability through structured activities like group discussions, storytelling, and role-playing. These activities promote active language use, peer interaction, and consistent practice, which help students overcome challenges like anxiety and improve their proficiency.

Participants highlighted the program's ability to create a supportive environment that motivates consistent language practice. Results show a positive shift in students' attitudes toward learning English, with most reporting increased confidence and communication competence. Key factors influencing these outcomes include active participation, peer support, and a focus on real-life conversation topics. Despite initial challenges, students appreciated the program's role in building essential language skills and recommended its implementation more broadly.

The research further reveals that the structured, interactive format of "English Time" effectively integrates socio-cultural and communicative competence theories. By combining regular practice with opportunities for real-world application, the program addresses critical components of speaking, such as fluency, grammar, and pronunciation. This highlights the importance of tailored, context-sensitive language programs in advancing oral communication skills in educational settings.

In conclusion, the "English Time" program represents a successful model for developing speaking skills through a balance of structured activities and student-centered approaches. Its impact underscores the value of fostering interactive and confidence-building environments in language education, providing insights for educators and policymakers aiming to enhance language instruction practices.

**Keywords:** Speaking Skills, English Time, Student Perception