

CHAPTER I

INTRODUCTION

This section introduces the study's background, research question, purposes, significance, conceptual framework, and previous studies.

A. Research Background

The ability to speak English is essential in this era. English as a foreign language can be developed quickly if the environment supports students in speaking. For example, an environment where language is used and familiarized by people for daily conversation. According to Elbes and Oktaviani (2022). Students require speaking skills in order to meet the demands of the working world. One of the soft skills that helps students become more intelligent and have better social skills is language. The primary ability that students must acquire in order to improve their fundamental communication skills is speaking.

Speaking is a difficult skill since it requires mastery of numerous language-related topics. Speaking is the ability to acquire speaking communication, including word choice, pronunciation, accent, and grammar. According to Pratiwi and Ayu (2020), while there are a number of ways that may be employed to teach students to speak English, using engaging materials, media, and instructional techniques in the classroom is the first step in encouraging students to acquire the language. Speaking is one of the most important skills in a language. According to Putri (2019), there are two kinds of language skills: the receptive skill, which covers reading comprehension and two other areas (listening and writing), and the product skill, which covers speaking and writing.

Based on the researcher's experience, programs like daily conversation effectively develop speaking skills. Based on the preliminary observations, the researcher found that conversation day, called "English time," successfully forced students to push themselves to be proficient in the language. The "English time" program is an activity held by English Education students. This program is conducted among PBI students around the campus area. In this program, students

are required to familiarize themselves with speaking English every Wednesday, where students can develop their speaking skills. The most important thing is that the students are self-confident enough to speak English without being afraid to be wrong. This program can motivate them to speak because students correct each other and tell each other how to mention the correct pronunciation and the correct grammar. As a result, the students are accustomed to using English in daily life. EED students speak English everywhere and anytime they go, including in social media groups, and they have a commitment to practice English on Wednesdays with their consciousness. Therefore, the researcher is interested in discovering something fascinating in this program. It is expected that this program can effectively increase students' speaking abilities.

There is earlier research in the same area, such as Elbes dan Oktaviani (2022). The resources provided by English Daily Conversation support the development of character in the students. Through the study of the materials, students gain understanding, develop a positive outlook, behave under social norms and values, and become proficient communicators. Since the students in this subject are trained in soft skills like confidence, drive, creativity, communication, and readiness for the future, the researchers hope to shed light on and provide further details on the character development found in English daily conversation materials. In another research, Astari & Hadi (2022). Some educational institutions resolve the issue by allowing students to exhibit their interest and improve their potential for English through extracurricular English language learning. The purpose of this study is to determine how an after-school English club might help students feel at ease with the language.

Generally speaking, the research goal is to provide an environment where students feel comfortable growing their confidence in their English. Thirty respondents of EED students who participated in "English Time" activities at UIN Sunan Gunung Djati Bandung were included in the study. The impact of "English time" on their speaking abilities was investigated in this study. Thus, students' perception in speaking English on the "English time" program in English education students: A case study.

B. Research Questions

This study analyses the benefits of English Time on students' speaking practice.

This study formulates two questions, including:

1. What are the perceptions of EED Students toward the "English time" program?
2. How is the implementation of the "English Time" program to improve speaking skills?

C. Research Purposes

This research is intended to address the following purposes based on the research questions:

1. To explore the perceptions of EED Students toward the "English time" program.
2. To identify the implementation of "English Time" program for improving speaking skills.

D. Research Significance

The contributions of this study have important implications for students, educators, and legislators who work in the field of language instruction.

First of all, by examining how students view the "English Time" program, the research offers important new information about how well-structured speaking practice sessions might improve students' speaking abilities.

Secondly, providing educators with information about the aspects of these programs that influence students' insights can help improve and refine language teaching practice techniques. Furthermore, knowing how students view and interact with these programs can support the development of a more student-centered method of teaching languages, in which pedagogical techniques are modified better to suit the requirements and preferences of language learners.

Thirdly, evidence-based decision-making in educational institutions can be grounded in the study findings. Administrators and policymakers can use the study's

concrete data, which documents the perceived advantages and difficulties of the "English Time" program through a case study approach, to assess the program's results and make well-informed decisions about program development and resource allocation. This study adds empirical support to the growing body of knowledge regarding the effects of focused speaking practice sessions on students' language competency and overall learning process. Thus furthering the conversation about effective language education approaches. The study's significance ultimately stems from its potential to impact educational methods and regulations that are intended to improve students' speaking abilities and create an environment that is favorable for language acquisition.

E. Theoretical Framework

This study's theoretical framework incorporates ideas from theories of language acquisition and speaking English. From the education standpoint, the study considers how crucial student perceptions are in determining learning outcomes, which are impacted by elements like motivation, engagement, and self-efficacy. Examining the language factors is necessary to understand how students view the "English Time" program in improving their speaking abilities since they affect students' attitudes about language learning initiatives and their willingness to participate in speaking practice sessions actively. The study also incorporates theories of language acquisition, particularly on the function of organized speaking practice in improving oral proficiency. The socio-cultural and communicative elements of language acquisition are emphasized in this framework, which also shows how interactive language exercises like those found in the "English Time" program can support the development of meaningful language use and skills. The study intends to identify the underlying mechanisms through which student perceptions affect the effectiveness of language learning programs by grounding the investigation in these theoretical perspectives. These theories deepen the research's understanding of effective language program approaches in language education.

F. Previous Study

The purpose of this study is to identify the challenges faced by participants in the "English Time" program, particularly every Wednesday. Many previous researchers have also studied this topic.

There are two previous studies from Indonesia. The first is Sinaga (2018). The purpose of this study is to find out how students view the English Day Program in terms of improving their speaking abilities. To accomplish the goal, 35 eighth graders from SMPK Penabur Kota Wisata, Bogor, had their perceptions collected through an interview and questionnaire. The descriptive analysis technique was used to assess the quantitative data gathered through the questionnaire and the qualitative data acquired through the interview. The findings demonstrated the students' strong desire to become fluent in English speakers and their expectation that the English Day Program would support their growth in this area. However, because of its previous bad execution, only slightly more than half of them were excited to participate in the English Day Program.

Second, Mahiesta, Susilawati, and Rosnija (2016) examine the English Day-speaking activities of the students at SMA Taruna Bumi Khatulistiwa in the academic year 2012–2013. The program is implemented on Tuesdays and Thursdays. Students Organization (OSIS) is in charge of organizing it. Students in this program are required to communicate in English at all times. The author used a descriptive method to collect data for this study. Students in grades 10 through 30 and 11 through 24 and 18 made up the research sample. The researcher used observation to gather data, in addition to providing a set of questionnaire statements with 25 test items and seeing how the students used English for communication on English Day. According to the survey, students struggle greatly in linguistics and psychology. According to the writer's observations, English Day can assist pupils in practicing their English both inside and outside of the classroom. During English Day programs, the majority of pupils spoke English to one another. Thus, it can be said that even though some linguistic and psycholinguistic issues persist, the English Day Program can help students improve their speaking skills.

Furthermore, a study by Nather (2014) examines the daily teaching and learning related to LSE over a period of 16 weeks. The four categories that form the foundation of LSE are "My News," "Islamic Chants," "Stories in English," and "Videos in English." The LSE curriculum introduces a learner-centered approach in place of the conventional teacher-directed method. In this study, twenty-one educators, four supervisors, and twenty-eight students took part in surveys, interviews, and observations. Though both approaches employ qualitative techniques, the research strategy distinguishes this study from the others. The individuals involved also differ. Participants from EED students in UIN SGD Bandung Indonesia were employed for the research. To sum up, the three earlier research were carried out within the framework of greater professional training. This study also looks at the challenges and advantages that students at UIN Sunan Gunung Djati Bandung feel.

