THE PERCEIVED IMPACT OF THE ENGLISH WEEK PROGRAM (EWP) ON STUDENTS' SPEAKING SKILLS IN BOARDING SCHOOL

THESIS

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23/11/2022

Saya yang membuat pernyataan

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ABSTRACT

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To improve students' English competence, many Islamic boarding schools implement English Week Program (EWP) in daily speaking. Students must use English in terms of daily interaction. Drawing upon Wenger's Community of Practice, the purpose of the study is to analyze the perceived EWP on students' speaking skills especially their confidence and fluency at Darul Ulum Islamic Boarding School. This qualitative research included 60 students in the third grade of senior high school at Darul Ulum Islamic Boarding School. The data of the research was collected using survey and interview. The finding reveals that the students have positive responses on the effectiveness of the English Week Program (EWP) to improve their confidence and fluency to speak English at Darul Ulum Islamic Boarding School. In addition, there was no significant difference between male and female students' perspectives regarding the implementation of this program at their boarding school.

CHAPTER I

INTRODUCTION

A. Background of Study

Mastery of English-speaking skills is not an easy task for Indonesian learners. They speak English as a foreign language in their daily communication and mostly they are not exposed to learning English deeply (Abubakar, 2017). However, people perceived that speaking is the measurement of EFLs' success in learning English as a foreign learner. They expect to be fluent as a native speaker in everyday communication. To be confident, they need to have a good command of oral communication and the automaticity to practice the language in daily interaction. However, speaking is extremely difficult for students to practice in their communication. According to Muhammad (2021), a lack of practice in the English language causes students' disfluency in oral interaction. When getting into a situation requiring speaking, most students are confused to start a conversation that requires speaking English as the main language. This situation causes the students anxious and disfluent at the same time. Most EFL ruined their speaking was caused of their automaticity in speaking (Renata, 2018).

The EFLs believe that speaking is extremely arduous since they are immersed in a non-English environment, which impacts their ability to speak the language (Abubakar, 2017). Regarding the situation, Rahmatullah (2019) explained that learning English takes a long time for EFLs as well as practicing speaking skills through their daily activities. Aulia (2021) argued that English teachers generally

experienced difficulty to guide students in speaking activities may be due to their anxiety when starting an English conversation. EFLs are accustomed to conducting English conversations inside and outside the classroom to improve their speaking ability. Regarding the situation, stakeholders realize the need to implement a community of practice for improving students' speaking skills. Some private schools, for example, boarding schools have intensively increased their language program where the students get into a community that required speaking English properly. The students live in a boarding school environment where English has been required to speak orally. The students are hopefully familiar with English usage and feel confident to speak English. The provided programs are speech or public speaking, daily conversation, and daily vocabulary. By applying to the program, it is hoped to acquire achievement in students' speaking ability especially their fluency and confidence.

Some previous studies researched the implementation of English programs at boarding schools as a community of practice. Abubakar (2017) studied students' opinions of the speech training program and revealed that the program was positively responded to by the students and that the program could improve their students' confidence in speaking. Muchsony (2020) researched the effectiveness of the implementation of a bilingual milieu. His finding shows that the implementations of the programs increase students speaking skills. Aulia (2021) explored the implementation of a daily conversation program in improving speaking ability. It shows that the program can improve their speaking. Dariyanto (2022) analyzed English learning activities at an Elementary boarding school. The

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implementation of the program is various obstacles. The implemented program tends to be monotonous so the young learners difficult to participate in the program actively. Rahmatullah (2019) studied the students' satisfaction through the English week program, especially on teachers' teaching strategies, students' evaluation sessions, and the difference in satisfaction levels between male and female students. His study shows that the students' satisfaction with English day was high level and there is no significant difference between male and female satisfaction levels. Some studies have explored the effectiveness of the English week programs on students speaking skills but few studies conducted on the perceived impact of the English week program on students' speaking skills, especially on students' fluency and confidence. For preview research, the present study focuses on the perceived impact of the English week program on students' speaking skills in Islamic boarding schools as well as the different opinions between male and female students through the English week program in Islamic Boarding Schools.

B. Research Question

The study intends to explore the following questions:

1. What is the perceived impact of the implementation of the English week program on students' speaking skills especially their fluency and confidence in Darul Ulum Islamic Boarding School?
2. What are factors which influence students' confidence and fluency to speak English at Darul Ulum Islamic Boarding School?

3. Do male and female students perceive the different impacts of the English week program in their Islamic Boarding School?

C. Research Aims

1. To analyze the perceived impact of the implementation of the English week program on students' speaking skills especially their fluency and confidence in Darul Ulum Islamic Boarding School.
2. To analyze factors which influence students' confidence and fluency to speak English at Darul Ulum Islamic Boarding School.
3. To analyze the different perceived impacts of the English week program between male and female students in their Islamic Boarding School.

D. The Significance of the Study

The research is significant for the improvement of the English Week Program as a community of practice for students' fluency and confidence in speaking English at Islamic boarding schools.

For future research, it can be used to contribute their opinion about speaking problems in their research. Therefore, this research can be used as information about students' speaking problems in boarding schools.

E. Key Term Used

In this chapter, there are some terms of the variables used in this research to avoid misunderstanding, namely:

1. Speaking ability

In this study, speaking ability is defined as the students of Darul Ulum Islamic Boarding Schools' ability to speak fluently and confidently.

2. English Week Program

In this study, English week programs are several activities which are required students to use the English language as their daily language at a boarding school. The activities are namely daily conversation, speech program, and daily vocabulary.

3. Islamic Boarding School

In this study, Islamic Boarding School refers to Darul Ulum Private Islamic Boarding School located in Jl. Syiah Kuala, Jambo Tape, Banda Aceh, where the students are required to stay and not allowed to come home to live with their parents. After the class, the students are strongly encouraged to use English and Arabic daily.

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CHAPTER II

LITERATURE REVIEW

A. English Speaking Skills

Soenjono (2010) explained that language is an extraordinary thing Allah has given to humans. Humans acquire speaking abilities without realizing that they were processed learning their first language since they were born. Infants can pronounce words even though the pronunciation is not apparent. Subsequently, adults can speak their language fluently in communication. Thus, when they desire to master another language, they intensively need to learn the language.

Native speakers frequently make small slips in their speaking. However, they can correct their mistakes, while EFL learners are often unaware of making errors in their communication with the English language. In addition, they need to learn deeply about their errors while speaking. Besides, they have mastered their first language, which affects them in learning English as a second language. The errors made by EFL learners in learning English are usually influenced by their interlanguage. Interlanguage is the ability that is acquired while learning a language. The interlanguage would change based on how far they have already learned the language. Students made mistakes probably because of the teachers' teaching methods or the textbooks used. Frequently, the errors do not come from both teacher and textbooks but from EFL learners' interlanguage while processing information related to the language they have learned.

B. Different types of errors in speaking

There are three types of errors frequently found in EFLs' learning English speaking (Khansir, 2018), namely:

1. The Errors

The errors happened when the EFL did not learn the correct form of the language structure he used in speaking. This situation happened when he did not understand the language usage and he had never learned about the language. For example, the learners use the word "hearded" instead of "heard" in past forms.

2. The Mistake

The mistakes happen when the speaker understands the use of the correct form of the language structure. However, sometimes he makes mistakes and uses the incorrect form of the language structure in their communication. The mistakes usually happen because the learners forget the use of correct language structure.

3. The Lapse

The lapses that happen when the speaker makes a mistake in speaking may be due to a lack of concentration, fatigue, and shortness of memory. While reporting the news, the BBC's reporter had said 'chieving to astrive' instead of saying 'Striving to achieve.'

C. Components of Speaking Skills

1. Fluency

Fluency is the ability to speak without pauses, repetitions, or repairs so that the listener understands the speaker's intent. The learners hope they can speak

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fluently and accurately when they learn English. People sometimes use additional inappropriate words such as umm, uh, eh, and others when starting a conversation. The situation happens because they try to think about what they would say in the following statements of their conversation. Probably, the situation happened because they are non-native speakers. Thus, they are not familiar with the language. Speaking fluency is defined as the automaticity of producing words in speech (Gabriel, 2018).

One of the purposes of speaking is that interlocutors understand the information that is talked about. Disfluency causes the interlocutors to be confused in processing the information while speaking. Sometimes, they misinterpret the information. According to Muhammad (2021), the causes of someone not fluent in communicating in English due to lack of understanding of the use of proper grammar and a lack of attention. He added that the way to prevent these problems is repetition to familiarize the learners with the language. Teachers often use repetition when giving vocabulary to students in boarding schools.

Renata (2018) indicated in her study the importance of fluency in speaking. She found that most students ruined their speaking caused of their automaticity in speaking. This problem happened because they had a lack of opportunity to practice their speaking. Therefore, the English week program aims to make students use the English language as their language of communication. It is hoped to allow the students to practice their ability in daily communication at boarding school.

2. Grammatical Competence

Developing grammatical competence is essential to be fluent in speaking. Grammar is one of the crucial subjects in Islamic boarding schools, also given in the provision of daily vocabulary. It aims to improve students' abilities, especially mastery of grammar. However, many students speak without using proper grammar.

Grammar is a type of knowledge that must be learned by language learners so that their language becomes well structured. This is the reason why grammar has become one of the subjects that should be mastered. Their first language is influential on their ability to speak, especially in the mastery of grammar.

Hossain (2019) stated that the application of speaking English experienced many obstacles in EFL learners' communication. This situation is caused by their authentic language, which they often use outside the classroom. Subsequently, proper grammar must be applied in the learners' daily communication so that they are accustomed to speaking using the appropriate language.

In an Islamic school environment, grammar is taught not only in schools but also when given daily vocabulary. The teacher gives vocabulary and examples of how to use the vocabulary correctly in time. However, due to the influence of their language, students rarely pay attention to the use of grammar in speaking. Many learners try to translate their first language into English without knowing its context. The situation is fatal to their English skills if not appropriately prevented.

Glukhova (2010), cited in Fisenko Olga (2021), suggested that mastery of grammatical competence solves the communication problem. When the learners are confused about the use of grammatical structure, they will ruin their communication. Frequently, students in boarding schools are confused about using the preposition when they want to describe the location of an object, or even they use inappropriate tenses when talking about their daily activities**.**

3. Vocabulary

Thamer (2019) points out that one of the crucial elements of speaking is mastery of vocabulary. He found that one of the reasons why students avoid answering their teacher's questions cause their lack of vocabulary knowledge in oral interaction. They are afraid of making mistakes when using the wrong vocabulary or they do not understand what the teachers teach them. Also, Khan, et al (2018) examined EFL learners' proficiency in speaking and found that learner who lacks vocabulary competence gets trouble expressing their ideas in speaking class.

Though learners have learned new vocabulary, they frequently forget it in a short time. When someone needs to recognize the vocabulary, they should use it in daily communication. Soenjono (2010) explained the factor of retrievable language that exists in human abilities. He stated that the frequency of using the vocabulary in communication is an essential factor to save the memory of the vocabulary. The learners should use the vocabulary which has been learned in daily life so that they will always remember it. Daily communication is one platform to practice and memorize their new vocabulary.

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4. Pronunciation

Pronunciation is important for EFL learners to learn. It is a crucial factor that causes the interlocutor to easily understand the information the speaker conveys. The interlocutor will immediately evaluate the speakers' pronunciation when communicating in English. The listeners will be impressed if the pronunciation they hear from the speaker is excellent and similar to the native speaker's pronunciation.

Heli (2018) explained that one of the pronunciation difficulties is the phonological system discrepancy between their first language and the English language. This problem causes learners to pronounce incorrect words nearly identical to those in their original language. Another reason that causes students to find it difficult to pronounce words in English is that several English sounds do not exist in the Indonesian language, such as [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. The learners are unable to distinguish these sounds while pronouncing the words.

Therefore, errors in the pronunciation of words in English are not only experienced by EFL learners but also experienced by native speakers. They occasionally make lapses while pronouncing words, but these errors are distinct from those produced by foreign learners, who are more likely to make blunders affected by their mother tongue (Norrish, 1983). Native speakers can correct and recognize their errors over time. To master good pronunciation, students need in-depth practice pronunciation. Implementation of language programs is hoped that

programs will increase their ability in speaking, and they will be able to practice their pronunciation in daily communication.

D. Using COP for Improving English Speaking Skills

A community of practice (COP) is defined as a group of students who are interested in the same goals and stay together in a community with regular interaction. The perspective of the community of practice is students are placed in a community where students learn and interact together. They also have the same goals and they can master certain knowledge (Wenger-Trayner, 2015; Coats, 2020). Venkatraman (2018) stated that there are three critical structures of the Wenger COP model, there are shared competence, engaged members, and shared repertoire. The theory of community of practice can be applied in the language education sector where students are expected to interact with each other and share their language knowledge. When learning English speaking, EFL is required to practice their speaking frequently in their daily communication with interlocutors so that EFLs become fluent and confident in daily communication (Nirwana, 2019).

Some previous researchers found that EFLs were difficult to learn English. To solve their difficulties in speaking, they must be included in an environment that supports them to develop their self-confidence and reduce their anxiety where the environment must be governed by the necessary rules and appropriate teaching strategies must be applied to support their language activities. This is in line with the purpose of the COP learning model. COP is an environment where the members of the community build relationship with each other to share their skills and help

each other in learning and skill acquisition (Venkatraman, 2018). Learning languages is easier by applying learning in the community. The students interact with each other and practice language skills in the communication center. Coat (2020) argues that communication centers improve students speaking abilities. This communication center requires tutors, consultants, or mentors to supervise the continuity of students' language activities.

1. Community of practice for students' confidence in speaking

EFL who has been able to master speaking components such as pronunciation, grammatical competence, and vocabulary which are widely considered to have confidence in speaking with their interlocutor and can speak in front of a large audience. These factors play a vital role in influencing students to speak English. Also, lack of experience, lack of knowledge, and lack of opportunity affect students' confidence in communicating in English (Teksan, 2019).

Roy (2022) explained that there are external factors that affect students' confidence in learning the speaking environment such as anxiety, environmental factors, teaching strategies, age, and self-confidence. A supportive environment can help the students to increase their speaking skills. Aulia (2021) found in her research that Islamic boarding school students difficult to express their opinions or knowledge with interlocutors when following weekly conversations. This situation happened because of their lack of confidence to use the knowledge of the language they have learned and they are afraid to be judged that the language they use is not appropriate. With this phenomenon within the scope of EFL, a community of

practice environment is created to support EFL in learning the English language so that their English ability is exchanged. This ability can increase their confidence in speaking English with the interlocutor in oral interaction.

2. Community of practice for students' fluency

EFL expect that they can be fluent in speaking after learning English but frequently they are disfluent while speaking orally. Abubakar (2017) researched the challenges in undertaking an English speech training program at an Islamic boarding school and found that most students suppose that learning English is extremely arduous because they live in a non-English environment so their mother tongue affects their speaking skills and he found that the errors made by EFL are closely related to their first language. Therefore, they need an environment to help them to be consistent in speaking English.

Islamic boarding schools as an environment to support students' speaking skills have made various programs to improve students' fluency in speaking the proper language in the school and the dormitory. This program is managed by the language department in charge of controlling the course of the language program. The students are expected to have the opportunity to practice the language knowledge that has been obtained so that they can speak fluently and well. The language department will provide punishment for students who do not speak the specified language (Izzuddin, 2018). The punishments are hoped can encourage the students to always speak the language in their oral interaction.

E. Male and Female motivation in learning a foreign language

Gender plays an important role in all factors of human life. Woolfolk (2014) and Becirovic (2017) stated that gender and ability have a close relationship as well as learning motivation which is crucial to achieving learning objectives. When a teacher chooses a learning approach and technique, he or she must consider the differences in learning needs, learning techniques, and motivation between male and female students.

Filmore (2017) revealed that motivation is a condition that supports and moves people towards an achieved goal. Uno (2017) stated that motivation arises from both outside and inside factors which provides enthusiasm for learning so that the goals of learning can be achieved properly. Sardiman (2018) established several characteristics of motivation that exist in students, namely:

a. Students are diligent in doing the assignments given by the teacher.
b. Students can face difficulties and obstacles in learning.
c. Students dare to face problems and find a way out of these problems.
d. Students like to work independently compared to working in groups.
e. Students get bored quickly with daily routines that are carried out over a long-time span.
f. Students can defend their opinion in a debate.
g. Students like to solve problems in learning.

Two factors influence student motivation in learning (Daif-Allah, 2019), namely:

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1. Intrinsic motivation

Intrinsic motivation is the motivation that moves and encourages students from within students. This motivation is based on a preference for learning, both liking the content of learning and the methods taught by the teacher in the learning process.

2. Extrinsic motivation

Extrinsic motivation is an external factor that encourages students to learn the subject diligently. One example of extrinsic motivation is learning to get rewards or get satisfactory grades.

Colton (1989), as cited in Rahmatullah (2019) stated that satisfaction in learning a foreign language is influenced by students' values, their school area, and their gender. Dhaif-Allah and Torres (2019) in their research on student motivation in learning languages found that female students were more motivated and thought that English was very important to learn compared to the assumption that male students were not too interested in learning English.

F. Concluding the previous research

Stakeholders of Islamic Boarding Schools have established English Week Programs as a community of practice program to accommodate students to learn the English language and practice the language deeply in their daily speaking. Some studies explored the implementation of English daily activities at boarding schools. Muchsonny (2020) researched the implementation of a bilingual milieu at boarding schools. The participants were several students of the Modern Boarding School of Raudhatul Quran Metro. This research used qualitative description. The

questionnaire and observation are used to obtain the information. The result of the study shows that the bilingual milieu improved students' abilities. Based on students' perspectives, the bilingual milieu must be a problem-solving factor to decrease students' difficulties in learning a foreign language.

Abubakar (2017) explored the students' perceptions of the implementation of one of the daily language programs at an Islamic boarding school which is named speech training or public speaking program. The samples of the research were several students of IMMIM Putera Makasar Islamic Boarding School. The qualitative method was used to gain the information and used the interview as the data instrument. From the data interview, the participants agreed that the speech training program improved their ability to speak up in public and expressed their ideas freely. Some students believed that the speech training program in their boarding school was well designed and some students believed that their speech training program was too complicated. Also, the data showed that this program improved students' vocabulary knowledge and their public speaking skills.

In the line with the implementation of the speech training program at an Islamic boarding school, Zarkasyi (2018) explores the implementation of a public speaking training program for first intensive students at Darussalam Gontor Islamic Boarding School. The first intensive class referred to new students of senior high school. The qualitative research method was used to explore students' perspectives on the ongoing process of the public speaking program. The instruments used in this study were interviews, observation, and documentaries. The participants were

several students from the first intensive class. The result shows that public speaking increases students' confidence to speak in public. Also, the students believed that with well preparation, intensive training, and support from their relatives motivated them to participate well in the speech training process.

Aulia (2021) explored English daily conversation which is part of the daily language program at boarding schools. The study was conducted at Nurul Ilmi Darunnajah. The respondents were several students in the seventh-year class. She used purposive sampling to choose the respondents of her study. The study was a quantitative research method that used pre-test and post-test. The comparison between both tests shows that the program improved students' speaking abilities.

Therefore, Rahmatullah (2019) researched students' satisfaction with the English activities program, especially on teachers' teaching strategies, evaluation sessions, and students' learning experiences in boarding schools. The respondents were several students from the third-year class of Darul Ulum. The questionnaire used in the study was adapted from the student Outcome survey from Fieger (2012). From the result of the study, 63.75% of students believed that they were satisfied with their learning experience in Darul Ulum. 62.86% of students believed that the evaluation session affected their satisfaction with the implementation of English week programs. 59.11% of students believed that they were satisfied with the supervision provided in the English week program. Overall, male and female students felt satisfied with the implementation English week program at their school.

CHAPTER III

METHODOLOGY

This chapter describes the research design, research location, research participants, data collection, and data analysis procedure used for this research.

A. Research Design

This study used the qualitative research method to gain the data for the research. This study aims to provide the student's perception of the effectiveness of the implementation of the English week program and students' speaking skills in Islamic boarding schools as well as the result of the programs on students' speaking skills. According to Creswell (2014), a qualitative research method is an approach to analyzing and interpreting human issues in a group population.

B. Research Location / Setting

The study was conducted at Darul Ulum Islamic Boarding School in Bandar Baru, Kuta Alam district Banda Aceh. Language programs are implemented in the school. The students are strongly encouraged to communicate in English and Arabic as their main languages for daily conversations. Darul Ulum Islamic boarding schools have established English Week Program as a community of practice as the accommodation for students to learn the English language and to practice the language in their daily speaking. Also, some English language programs support them to be more confident and fluent in speaking. With the English Week program as a forum for students to learn languages, it is hoped that

this program will be able to overcome the complaints experienced by students in daily interactions and be able to improve their skills, especially their fluency and confidence in speaking. To support students' ability to speak well, speech competition and public speaking practice, daily vocabulary exercises, and practice are done. English Week Programs are implemented in this Islamic Boarding School.

C. Research Participants

a. The Population

The population of the study was students in the third grade of senior high school who have been studying for five years at Darul Ulum Islamic Boarding School. They were 120 students that were divided into four classes consisting of 30 students from each class. The students of the third-grade class were chosen to determine the perceived impact of the English language program on students' speaking skills and to examine the effectiveness of this program in Darul Ulum Islamic Boarding School.

b. Sample

This study used the sample to provide information about the influence of the English week program on students' speaking skills. A purposive sampling method was used to gain the data for the research. It is a method to select the participant purposively and all the students in third year class were possible to participate in the study. The participants of the study were chosen based on their willingness. They were never forced to contribute to this study. According to Riduwan (2005),

the numbers of samples affect the accuracy of a study. The samples of this research were 60 students, 30 male, and 30 female students, from 2 classes in the third grade of senior high school.

D. Data Collection

In gaining data for the research, surveys and interviews were used as instruments for the research. A survey is a method of collecting data by giving questionnaires or structured questions to obtain information from respondents (Wise & Aron, 1970). The questionnaire was adapted from Houn (2022). It was provided a Likert Scale questionnaire which consists of namely strongly agree, agree, neutral, disagree, and strongly disagree. For the survey, respondents were asked to choose one of the multiple choices provided which they considered the answer following the questions.

The semi-structured interviews were used to help participants easier to convey their opinion about the information given and to allow the participant to bring up their new ideas during the interview. Sugiyono (2013) explained that an interview can occur by asking structured or unstructured questions and can occur face-to-face or through telephone conversations. The interviews were conducted to complete the data that had been obtained from the survey. It was carried out to avoid misunderstandings while gathering data from the respondents and to find out the possibility of obtaining different perspectives regarding the problems of the research needs.

E. Data Analysis Procedure

In this qualitative research, the instruments used were surveys and interviews for gathering the data.

a. Survey

To ensure the credibility of the data, the questionnaires which had been filled in by the respondents were sorted because sometimes some respondents answered the questions given in the questionnaires carelessly. The data from the questionnaire was observed to acknowledge the accurate information. The data was coded into some segments and was classified into a table with a caption. Classifying the data finding helps to draw a conceptual framework (Mahsun, 2007). The data were analyzed with descriptive analysis. The final step in the analyzing process is writing an interpretation of the data finding to make the discussion for the research.

b. Interview

To ensure the credibility of the data, the process of the interviews which have been interviewed in Indonesian was written or recorded. The notes or recordings that had been obtained during the interview were translated into English and scrutinized deeply. The data from interviews were reduced to fill the needs of this research. Then, it coded into some segments as follow Locke's concept of coding, namely making codes, organizing the code, and putting pattern together. Coding is a process of arranging the data into segments of the text (Rossman & Rallis, 1998, cited in Sabah 2022). The discussion of the data finding was made to make sure the result of the research.

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CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses the identity data of informants from questionnaires and interviews regarding students' perceptions on the implementation of EWP toward their confidence and fluency while speaking English in Islamic Boarding School.

A. Descriptive Analysis

The descriptive analysis technique is used in this qualitative research. According to Huberman & Miles 1994 (as cited in Sugiyono, 2007), descriptive analysis has several steps such as collecting the data, reducing the data, presenting the data, and making verification or conclusion.

B. Data Finding Analysis

1. Qualitative Data Analysis of Questionnaire

a. Students perceived the impact of EWP on their confidence and fluency

The questionnaire consists of two parts of the questions section namely students perceived the implementing EWP on their confidence and fluency to speak English. The data from the questionnaires are presented in the following table:

Table 4.1

Students perceived impact of EWP on students' confidence

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
1	4	4	3	4	2	4
2	5	5	4	4	5	5
3	5	4	4	5	5	5
4	4	5	4	5	3	3
5	5	5	5	5	4	5
6	5	4	5	4	4	4
7	4	4	5	4	3	4
8	4	4	5	3	4	4
9	4	3	3	3	4	3
10	4	4	4	3	4	3
11	4	4	5	4	4	5
12	5	4	3	5	4	4
13	4	5	4	5	4	4
14	4	4	4	4	4	4
15	3	2	3	3	3	3
16	4	5	4	3	5	4
17	4	5	4	5	5	5
18	4	4	3	4	4	4
19	4	4	3	4	4	4
20	4	3	3	4	4	3
21	3	3	3	2	3	2
22	5	5	5	5	4	5
23	5	5	5	4	5	4
24	3	3	3	3	2	3
25	4	4	4	4	4	5
26	5	4	5	2	3	4
27	5	5	4	5	5	5
28	4	4	3	4	4	3
29	5	5	5	3	5	5
30	4	2	3	2	5	5
31	5	5	5	5	5	5
32	4	3	5	5	4	3
33	5	5	5	5	5	5
34	3	3	3	4	4	5
35	5	4	5	5	5	5
36	3	2	4	3	4	5
37	4	4	4	5	4	4
38	5	5	5	5	5	5

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Respondents	Q1	Q2	Q3	Q4	Q5	Q6
39	4	5	3	5	4	5
40	5	5	5	5	5	5
41	5	4	3	4	3	4
42	4	3	3	4	4	4
43	4	3	3	3	3	4
44	5	5	4	4	4	5
45	3	5	5	5	5	5
46	5	5	4	5	5	5
47	5	5	5	4	4	5
48	5	4	4	5	5	5
49	4	4	4	4	4	3
50	4	3	3	3	3	3
51	4	4	3	4	4	4
52	4	3	3	3	3	3
53	5	5	5	5	4	4
54	5	4	5	5	5	5
55	5	4	4	5	4	4
56	5	4	5	4	5	5
57	5	4	4	3	4	5
58	5	3	3	5	4	4
59	5	4	4	4	4	5
60	4	5	4	5	4	5
Means	4.35	4.07	4	4.1	4.08	4.25

Table 4.1 above shows students' responses to the implementation of the English Week Program on their confidence which is range from 1 to 5. The number represents their score of opinion regarding the implementation of this program. It starts from strongly disagree to strongly agree on the impact of the English Week Program (EWP) at Darul Ulum Islamic Boarding School.

Based on Table 4.1 above, students' opinions on the implementation of EWP on their confidence can be explained as follows their ranking:

Table 4.2 Students perceive impact of EWP on their confidence.

Question No.	Students perceived the impact of the implementation of EWP on their confidence.	Means
1.	EWP increases students' confidence to speak orally in daily communication.	4.35
6.	EWP increases students' awareness to speak English confidently.	4.25
4.	EWP improves students' pronunciation which impacts their confidence to speak English.	4.1
5.	EWP motivates students to speak English frequently in their boarding school so that they feel confident to speak the language.	4.08
2.	EWP increases students' confidence to speak up in the classroom.	4.07
3.	EWP increases students' confidence to speak in public.	4

Table 4.2 shows the average (mean) of students' opinions on the implementation of EWP on their confidence. All of the questions reveal 4 score and higher than 4 score (agree) which mean the students mostly have a positive response on the impact of the English Week Program on their confidence after learning in EWP as a community of practice environment.

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Table 4.3

Students perceived impact of EWP on students' fluency

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
1	4	4	4	3	2	4
2	5	3	5	4	5	5
3	4	3	4	4	3	5
4	4	5	4	5	4	4
5	5	4	4	4	5	4
6	4	4	4	5	4	4
7	4	3	5	3	4	4
8	5	4	3	4	4	3
9	4	4	3	3	3	3
10	4	3	4	3	4	4
11	5	5	4	3	4	5
12	5	4	5	3	4	5
13	4	5	4	4	4	5
14	4	5	2	2	2	4
15	3	3	3	2	3	2
16	4	5	3	5	3	5
17	5	4	4	5	5	3
18	4	4	3	4	3	4
19	4	4	3	3	4	4
20	4	2	4	3	4	3
21	3	2	3	3	2	3
22	4	4	5	4	5	4
23	5	4	5	5	4	4
24	3	3	3	4	3	4
25	5	3	3	3	5	5
26	5	4	5	4	4	5
27	4	4	3	3	4	4
28	4	4	4	4	5	5
29	5	5	3	4	4	4
30	4	3	3	3	4	4
31	4	4	5	5	3	4
32	5	5	5	5	5	3
33	5	5	5	5	5	5
34	4	3	3	3	3	3
35	5	5	4	5	3	4
36	3	4	4	4	4	4
37	5	4	5	5	5	4
38	5	5	5	5	5	5

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Respondents	Q1	Q2	Q3	Q4	Q5	Q6
39	5	4	5	5	5	4
40	5	5	5	5	5	5
41	4	4	4	5	3	4
42	3	2	2	4	3	3
43	4	3	3	4	4	4
44	4	4	4	5	4	4
45	5	5	5	5	5	5
46	5	4	4	5	4	4
47	4	5	3	4	5	5
48	5	3	4	5	4	3
49	4	3	5	4	3	4
50	3	3	3	3	3	3
51	4	3	3	4	3	4
52	3	3	3	3	3	3
53	3	3	3	5	4	4
54	5	4	5	5	4	5
55	4	3	3	4	5	3
56	5	4	4	5	5	5
57	4	4	4	3	2	4
58	5	3	2	3	4	3
59	4	4	3	3	5	4
60	4	4	4	5	4	4
Means	4.25	3.8	3.8	4	3.9	4.02

Table 4.3 above shows students' responses to the implementation of the English Week Program on students' fluency which is range from 1 to 5. The students' opinions on the implementation of EWP on their fluency can be explained as follows in their ranking:

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Table 4.4 Students perceive the implementation of the English Week Program on their fluency.

Question No.	Students perceived the impact of the implementation of EWP on their fluency.	Means
1.	EWP increases students' fluency to speak orally in daily communication.	4.25
6.	The rules of EWP increase students' fluency.	4.02
4.	EWP increases students' vocabulary knowledge to be fluent in speaking.	4
5.	The coercion to speak English in EWP increases students' fluency.	3.9
2.	EWP increases students' fluency to speak up in the classroom.	3.8
3.	EWP increases students' fluency to discuss an unfamiliar topic.	3.8

Table 4.4 reveals mean or average of students' responses on the impact of the English Week Program (EWP) on their fluency. The pertaining data reveals that the high scores are the questions "EWP increases students' fluency to speak orally in daily communication", "The rules of EWP increase students' fluency", and "EWP increases students' vocabulary knowledge to be fluent in speaking" and follow up with other questions show that the students agree on the effectiveness of

EWP in improving their fluency to speak English orally at Darul Ulum Islamic Boarding School.

b. The different perspectives between male and female students on the effectiveness of EWP on their speaking confidence

Table 4.5 Male students' perspective of EWP on their confidence

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
1	4	4	3	4	2	4
2	5	5	4	4	5	5
3	5	4	4	5	5	5
4	4	5	4	5	3	3
5	5	5	5	5	4	5
6	5	4	5	4	4	4
7	4	4	5	4	3	4
8	4	4	5	3	4	4
9	4	3	3	3	4	3
10	4	4	4	3	4	3
11	4	4	5	4	4	5
12	5	4	3	5	4	4
13	4	5	4	5	4	4
14	4	4	4	4	4	4
15	3	2	3	3	3	3
16	4	5	4	3	5	4
17	4	5	4	5	5	5
18	4	4	3	4	4	4
19	4	4	3	4	4	4
20	4	3	3	4	4	3
21	3	3	3	2	3	2
22	5	5	5	5	4	5
23	5	5	5	4	5	4
24	3	3	3	3	2	3
25	4	4	4	4	4	5
26	5	4	5	2	3	4
27	5	5	4	5	5	5
28	4	4	3	4	4	3
29	5	5	5	3	5	5
30	4	2	3	2	5	5
Mean	4.2	4.07	3.9	3.8	4.0	4.03

Table 4.5 exhibits average of male students' opinions on the implementation of EWP on their confidence. Based on the data, the higher scores are “EWP increases students’ confidence to speak up in classroom”, “EWP increases students concern to speak English confidently”, “EWP increases students’ confidence to speak orally in daily communication”, and follow up with other question show that the male students have positive responses on the implementation of EWP on their confidence to speak English.

Therefore, the Table below reveals the female perspective on the implementation of EWP on their confidence to speak English daily at Darul Ulum Islamic Boarding School.

Table 4.6 Female Students’ perspective of EWP on their confidence

Respondent	Q1	Q2	Q3	Q4	Q5	Q6
1	5	5	5	5	5	5
2	4	3	5	5	4	3
3	5	5	5	5	5	5
4	3	3	3	4	4	5
5	5	4	5	5	5	5
6	3	2	4	3	4	5
7	4	4	4	5	4	4
8	5	5	5	5	5	5
9	4	5	3	5	4	5
10	5	5	5	5	5	5
11	5	4	3	4	3	4
12	4	3	3	4	4	4
13	4	3	3	3	3	4
14	5	5	4	4	4	5
15	3	5	5	5	5	5
16	5	5	4	5	5	5
17	5	5	5	4	4	5
18	5	4	4	5	5	5
19	4	4	4	4	4	3
20	4	3	3	3	3	3

Respondent	Q1	Q2	Q3	Q4	Q5	Q6
21	4	4	3	4	4	4
22	4	3	3	3	3	3
23	5	5	5	5	4	4
24	5	4	5	5	5	5
25	5	4	4	5	4	4
26	5	4	5	4	5	5
27	5	4	4	3	4	5
28	5	3	3	5	4	4
29	5	4	4	4	4	5
30	4	5	4	5	4	5
Mean	4.5	4.07	4.07	4.4	4.2	4.5

Table 4.6 clearly explains the means of female students' opinions on the implementation of EWP on their confidence. All of the scores reveal a positive response (agree) on the impact of the English Week Program on females' confidence after learning in the English Week Program. The higher scores are the question “EWP increase students’ confidence to speak in classroom”, "EWP increase students' confidence to speak in public, and follow by other questions.

Table 4.7 Male students’ perspective of EWP on their fluency

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
1	4	4	4	3	2	4
2	5	3	5	4	5	5
3	4	3	4	4	3	5
4	4	5	4	5	4	4
5	5	4	4	4	5	4
6	4	4	4	5	4	4
7	4	3	5	3	4	4
8	5	4	3	4	4	3
9	4	4	3	3	3	3
10	4	3	4	3	4	4
11	5	5	4	3	4	5
12	5	4	5	3	4	5
13	4	5	4	4	4	5
14	4	5	2	2	2	4

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
15	3	3	3	2	3	2
16	4	5	3	5	3	5
17	5	4	4	5	5	3
18	4	4	3	4	3	4
19	4	4	3	3	4	4
20	4	2	4	3	4	3
21	3	2	3	3	2	3
22	4	4	5	4	5	4
23	5	4	5	5	4	4
24	3	3	3	4	3	4
25	5	3	3	3	5	5
26	5	4	5	4	4	5
27	4	4	3	3	4	4
28	4	4	4	4	5	5
29	5	5	3	4	4	4
30	4	3	3	3	4	4
Mean	4.2	3.8	3.7	3.6	3.8	4.07

Table 4.7 above explains male students' perceived impact of EWP on their fluency. The pertaining data reveals that the high scores are the questions “The rule of EWP increase students’ fluency”, and “EWP increase students’ fluency to speak orally in daily speaking". The lowest data are the questions “EWP increases students’ fluency to discuss unfamiliar topic”, and “EWP increases students’ vocabulary knowledge which impact to improve their fluency". However, the data reveal that male students have positive responses on the impact of the English Week Program on their fluency to speak English at their boarding school.

Table 4.8 Female Students' perspective of EWP on their fluency

Respondent	Q1	Q2	Q3	Q4	Q5	Q6
1	4	4	5	5	3	4
2	5	5	5	5	5	3
3	5	5	5	5	5	5
4	4	3	3	3	3	3
5	5	5	4	5	3	4
6	3	4	4	4	4	4
7	5	4	5	5	5	4
8	5	5	5	5	5	5
9	5	4	5	5	5	4
10	5	5	5	5	5	5
11	4	4	4	5	3	4
12	3	2	2	4	3	3
13	4	3	3	4	4	4
14	4	4	4	5	4	4
15	5	5	5	5	5	5
16	5	4	4	5	4	4
17	4	5	3	4	5	5
18	5	3	4	5	4	3
19	4	3	5	4	3	4
20	3	3	3	3	3	3
21	4	3	3	4	3	4
22	3	3	3	3	3	3
23	3	3	3	5	4	4
24	5	4	5	5	4	5
25	4	3	3	4	5	3
26	5	4	4	5	5	5
27	4	4	4	3	2	4
28	5	3	2	3	4	3
29	4	4	3	3	5	4
30	4	4	4	5	4	4
Mean	4.3	3.8	3.9	4.4	4	4

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Table 4.8 reveals the average of female students' opinions on the implementation of EWP on their fluency. Most of the mean of the question are between 3 and 4 score. The high mean of the questions "EWP increases students' vocabulary knowledge which impact on their fluency", "EWP increases students'

fluency to speak orally in daily communication", "The coercion to speak English in EWP", and "The rules of EWP increase students' fluency". Therefore, all of the data show that female students have positive response to the impact of the English Week Program on their speaking fluency to speak English at Darul Ulum Islamic Boarding School.

2. Qualitative Data Analysis of Interview

In this qualitative research, 10 students of Darul Ulum Islamic Boarding School were interviewed to gain the data for this research. 20 open-ended questions were asked to explore their opinion on the implementation of EWP on their confidence and fluency. Two themes are revealed from the result of the interviews with the participants, namely:

1. Students' opinion on the implementation of EWP on their confidence

a. Students' confidence in daily speaking

8 out of 10 respondents believe that EWP helps them become more confident to speak English in daily communication. P7 said:

> I speak (English) more confidently because everyone speaks in English. If I make a mistake, I won't feel ashamed because we are still learning that language. *Peers' use of English is really helpful to improve their confidence to speak in daily communication.*

P8 added her statement:

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> Mmm... I think it helps sis. because the more we talk, the more vocabulary we master and it also makes us more confident in speaking. *Practice speaking improve their confidence to speak English.*

Only 2 respondents said that the EWP which was implemented in their Islamic boarding school was not effective so the impact of these programs on their confidence in speaking was still lacking. P2 said:

> I think this program certainly helps students' confidence. The program was well-structured. Because of the human rights law, this program does not run properly. It also impacts on students' discipline in speaking English at our boarding school. *He suggested physical punishment be done in EWP to control students' discipline in speaking.* P10 added:

> Mmm… I think there is the effect of implementing the programs but still less impact on my confidence in speaking. I still lack confidence when speaking in English. *EWP has less impact on her confidence to speak English.*

According to P1 and P10's opinion, EWP is not running properly in their boarding school so the impact of this program on student confidence is still less effective.

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b. Students' confidence to speak in the classroom

Six respondents agree that having EWP made them more confident to speak in classroom. This is also influenced by what language is often used by the teacher in the classroom. P8 said:

> If we have to speak (in English), we become more confident. This is the same as talking in class. Because we have to use English, we will be more confident in speaking that language. *The obligation to speak help improves students' confidence to speak English whatever conditions.*

P6 added her opinion on this statement, she said:

> This program makes me more confident, but it depends on the teacher who obligates us to use English in class when explaining lessons. If the teacher speaks in English. I dare to answer in that language. *The existence of a teacher helps students to be confident in the classroom.*

However, 4 of the respondents said that EWP does not impact increasing students' confidence to speak in the classroom. P10 said that:

> It depends on us. Even though there is the EWP that regulate students speaking rule, when talking with my teacher, I still don't have the confidence to use English. *The factor which influent students to speak confidently in the classroom comes from their motivation.*

P1 stated that EWP is still less effective in making students aware of using English in a classroom which will make them more confident to use English in learning.

> This program should be able to help students' confidence, but this program is currently not running well. Many students do not use English when they speak (daily). I believe that if this program runs properly, it can help students become more confident in speaking both in class and outside of class. *The punishments which control students to speak English in EWP are still not well-design.*

c. Students' confidence to speak in front of the audience

7 respondents said they agree that the application of EWP helps increase students' confidence when speaking in front of an audience. P1:

> This program is helpful. With encouragement from my friends, once or twice when I first appeared in front of the audience, I was still embarrassed. After I've done the performances many times, finally I'm not nervous anymore. *Peers' motivations help the students to increase their confidence to speak in public.*

3 respondents said that they still lack the confidence to speak in front of a lot of people. P4 & P3:

> I mmmm... if I speak in front of the audience during Public Speaking Practice, I'm still nervous, sis.

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I should prepare the material two or three days before a performance. If I do not prepare it, I will be nervous (in my performance). *The preparation of material before performing decreases their anxiety while performing their formal English speech.*

d. Students' pronunciation ability to speak confidently

All respondents said they agree that EWP can help their pronunciation to be better so that they are more confident in speaking. P8:

Sure, sis. If we speak with the wrong pronunciation, we will be embarrassed. *A high level of pronunciation ability increases students' confidence to speak English with their interlocutors. Also, peers' use of English develops their awareness to pronounce English well and to speak confidently.*

P1 added:

Living in a dormitory is inhabited by various generations, of course, many of them have good pronunciation so that when we make a mistake someone will advise us. *Peers' use of English increases the level of students' pronunciation ability.*

2. Students' opinion on the implementation of EWP on students' fluency

a. Student's fluency in daily speaking

All respondents agree that the presence of EWP can help students speak fluently. P9, P7, and P1 said:

I think …. (It) very influential. Since I have been studying in this school for several years, I feel more fluent in speaking even though when I talked about something I rarely talk about, I still stutter. *The repetitions to speak English increase their fluency.*

Yes, sis. Sometimes we forget certain vocabulary. With the obligation to speak in English every day, we can remember the vocabulary. *Mastery of vocabulary knowledge improves their fluency to speak English.*

In this case, it helps us be more fluent in speaking. After living in this dormitory for several years, I have the automaticity to speak English but for grammar rules, I still make many mistakes. *The repetitions of the use of English develop their automaticity to speak the language but they still lack awareness of the use of grammar in their speaking orally.*

b. Student's fluency in classroom activities

From the interview, 8 participants believe that the application of EWP helps students speak English fluently in the classroom. P6, P9, and P8 said:

InsyaAllah (I speak) fluently sis. Because I have practiced the language for many years, if I was asked to discuss the material in the classroom, I can discuss it in English with my friend. *The repetitions increase students' fluency in the classroom.*

If the teacher asked me (a question) in English, I can answer it.

(It) helps us sis, but it depends on the subject. Because not all of the teachers speak English even though the English teachers. While they speak, they usually mix English and Indonesian. *Language instruction in the classroom develops students' fluency to speak English.*

However, 2 respondents thought that EWP did not help to increase their fluency to speak in the classroom. P10 and P7 statements:

When we use English in a classroom, we still lack confidence. If the teacher tells us to talk (in English), we still have trouble while speaking English. *She has the anxiety to speak the formal language in the classroom.*

The teachers rarely use full English in the classroom because students have difficulty in understanding the subject matter which is explained by the teacher. *The students have difficulty in understanding the English formal language.*

c. Student's fluency to talk about unfamiliar topics

6 respondents do not agree that implementing the EWP program help students to be able to talk about unfamiliar topics with the interlocutors. P1& P3:

In our schools' environment, the students are not ready to be asked to talk about unfamiliar topics. Even though students are asked to appear for example in public speaking practice, they are given time to prepare and choose topics which they prefer to talk about. *The preparation helps students to improve their fluency to talk about unfamiliar topics.*

I should prepare myself when discussing the lesson.

Although more respondents said they did not feel the impact of EWP while discussing unfamiliar topics, 4 of the respondents said they were able to talk about something they rarely discussed. P2 & P8:

> Sure, it helps. Because we are already in a zone that required us to speak the language (English) and is well trained. But it depends on the topic I am interested in. *The obligation to speak English improves students' fluency to discuss an unfamiliar topic in which they were interested.*

> It helps us, sis. But if I have time to prepare to talk about this unfamiliar topic, I prefer to prepare as well as possible. *Preparation is needed in her performance.*

d. Students' vocabulary knowledge to speak fluently

All respondents agree that EWP can improve students' vocabulary knowledge so that they are more fluent in speaking orally. P8 & P7:

> Yes, sis. the more vocabulary that is given when we do something, the more we can apply the vocabulary, so it is easier for us to explain what we are doing to our friends.

> If we do not master the vocabulary, we will have difficulty in speaking.

In this school, new vocabulary is always taught every day and we can apply it in our communication. *Mastery of vocabulary knowledge improves students' fluency to speak English orally.*

After analyzing the information from the interview, the data coded by following Locke' s concept of code the data analyzing (2020), the data are coded into some themes as the following Table:

Table 9 Factors influence students' confidence and fluency in EWP

No	Students' statement	Theme
1.	It is very influential. Since I have been studying in this school for several years, I feel more fluent in speaking. I think it helps sis. Because the more we talk, the more vocabulary we master and it also makes us more confident in speaking.	Repetition
2.	I speak English more confidently because everyone speaks in English. If I make a mistake, I won't feel ashamed With encouragement from my friends, once or twice when I first appeared in front of the audience, I was still embarrassed. After I've done the performances many times, finally I'm not nervous anymore.	Peers' use of English

No	Students' statement	Theme
	Living in a dormitory is inhabited by various generations, of course, many of them have good pronunciation so that when we make a mistake someone will advise us.	
3.	If we speak with the wrong pronunciation, we will be embarrassed. Sometimes we forget certain vocabulary. With the obligation to speak in English every day, we can remember the vocabulary. I have the automaticity to speak English but with grammar rules, I still make many mistakes.	Mastery of speaking skills
4.	I should prepare the material two or three days before a performance. If I do not prepare it, I will be nervous (in my performance). In our schools' environment, the students are not ready to be asked to talk about unfamiliar topics. They are given time to prepare and choose topics which they prefer to talk about. It helps us, sis. But if I have time to prepare to talk about this unfamiliar topic, I prefer to prepare my performance as well as possible.	Preparation

No	Students' statement	Theme
5.	I think this program certainly helps students' confidence. The program was well-structured. Because of the human rights law, this program does not run properly. If we have to speak (in English), we become more confident. This is the same as talking in class. Because we have to use English, we will be more confident in speaking that language. This program should be able to help students' confidence, but this program is currently not running well. Many students do not use English when they speak (daily).	Punishment
6.	This program makes me more confident, but it depends on the teacher who obligates us to use English in the classroom. It depends on the subject. Because not all of the teachers speak English even though they are English teachers.	Language instruction
7.	It depends on us. Even though there is the EWP that regulate students speaking rule, when talking with my teacher, I still do not have the confidence to use English.	Self-motivation

Table 9 reveals some factors which influence students to speak English confidently and fluently in oral interaction at boarding school. There are peers' use of English, repetition, mastery of speaking skills, preparation, punishment, language instruction, and self-motivation.

C. Discussion

This research intended to explore the students perceived impact of EWP on students' confidence and fluency as well as the different perspectives between male and female students on the effectiveness of this program. The finding shows that students agree on the effectiveness of the English Week Program on their fluency and confidence to speak English orally at Darul Ulum Islamic Boarding school. It is similar to the finding from previous researches (Abubakar (2017); Rahmatullah (2018); Muchsony (2020)) which explores the effectiveness of English language activity programs at boarding schools and found that the programs were helpful to increase students' ability to speak English. EFLs believe that learning English is crucial within the scope of EWP as a community of practice. They perceived some impact of EWP on their confidence and fluency after learning for several years at their boarding school. After analyzing the data finding of the research, it can be discussed as following two themes:

1. Students perceived the impact of EWP on their confidence

In exploring students' perspective of EWP on their confidence, the students reveal positive responses that EWP has the strongest impact in increasing

their confidence to speak English orally in every situation at Darul Ulum Islamic Boarding School. They learn English for several years in EWP as a community of practice. It is similar to the previous finding from Supartno (2018) which explains that students who have been accustomed to speaking English since childhood will have better confidence to perform in their daily oral interaction. Also, the students have a positive response to EWP increasing students' awareness to speak confidently at Darul Ulum Islamic Boarding School as a community of practice environment.

Further, the students have positive responses that EWP motivate students to improve their pronunciation ability. This finding is different with finding from Setiawati & Teksan (2019) who found that the students are not confident to speak English because they do not master their pronunciation ability. EWP at Darul Ulum Islamic Boarding School motivates the students to solve their pronunciation problems at their boarding school because they believe that a high level of pronunciation ability increases their confidence to speak English with their friends.

Equally, the students are motivated to speak English frequently at Darul Ulum Islamic Boarding School. It also impacts on their self-confidence to speak English orally. It is similar to previous finding from Utami (2020) who researched students' attitudes toward English and found that EFLs are more comfortable to learn English outside classroom without feeling anxiety whereas boarding schools are provided with various language rules and extracurricular programs that train students to practice their language so that they become more confident in speaking.

The students have positive responses on EWP improve students' confidence to discuss the lesson in classroom environment. They have been required to speak English for several years. Besides most EFL feeling the anxiety to speak English, the students who were accustomed to speaking English frequently can speak the language confidently in the classroom. This finding is similar to the finding from Amiruddin (2018), who found that the environment in learning English and students' ability affect students' performance in speaking.

The students agree that EWP increases their confidence to speak in public. It improves their self-confidence after participating in public speaking for many years at their boarding school. It is consistent with the finding from Ajizah (2021) who found that public speaking anxiety can be overcome by frequent practice speaking in front of an audience. In addition, to have the confidence to speak well in front of an audience, they should prepare the material well before performing. The students believe that the preparation of the material before performing in front of the audience help to solve students' anxiety. This is similar to the results of previous studies (Setiawati, 2019; Teksan, 2019; Ajizah, 2021).

2. Students perceived the impact of EWP on their fluency

Moreover, in exploring students' fluency to speak English at Darul Ulum Islamic Boarding School, the students have positive responses on EWP improve their fluency to speak orally with their interlocutors in daily communication. It is similar to the finding from Irfani (2022) in his comparative research between

boarding schools and public schools found that students' fluency at boarding schools is a little bit better than the students' fluency at public schools.

Likewise, the students have a positive response on the rules of EWP increase their fluency. With the provided punishment, they believe that EWP upgrade their awareness to be more discipline in speaking English. It is similar to previous finding from Izuddin (2018), his finding reveals that punishment is given to students so that they are deterred from violating language rules and they are willing to obey the language rule in the boarding school environment.

The students feel that EWP force them to use the vocabulary. The students are obligated to memorize the vocabulary. It is also similar to the finding from Alharthi (2020), who found that there is a significant relationship between students' vocabulary knowledge and their speaking fluency. Students who master a lot of English vocabulary will be more fluent in speaking without stuttering. They also believe that EWP forces them to speak English fluently. The EWP in boarding schools provides various programs that require the students to speak fluently. The students will feel embarrassed when they cannot speak English properly.

The students have positive responses on EWP develops their awareness of the importance to speak English fluently in their communication. They are conscious of the importance to speak fluently in their oral interaction. Based on the interview result, the phenomena show that some students speak English fluently but they do not aware of having a lack of grammatical competence in speaking orally.

It is similar to the finding from Fisenko (2021), who found that mastering grammar is complex for EFL learning because it has different linguistic knowledge.

The students reveal positive responses on “EWP improve their speaking performance in the classroom”. They often practice their English language outside the classroom without having the anxiety to speak English with their teacher inside the classroom. It unlike previous researches (Amiruddin; 2018, Zarkasyi; 2018, & Aulia; 2021) found that practicing English in the classroom is quite difficult for EFL. Also, students have positive responses on EWP increases their fluency to talk about an unfamiliar topic. Although they can talk about an unfamiliar topic, they prefer to have the preparation before performing. Based on the finding from the interview, the students should prepare the material well when they want to discuss an unfamiliar topic in formal situations. It is similar to Ajizah’s finding (2021), who found that students should prepare the topic or material before performing English speaking.

3. Factor influence students’ confidence and fluency at Islamic Boarding School

Although the data finding from the survey shows students' positive response on the impact of EWP, there are some factors which influence students' confidence and fluency at Darul Ulum Islamic Boarding School, such as:

a. Peers’ use of English

The need for partners who support and balance student speaking’ abilities are necessary in the EWP environment. As stated in wenger’s COP theory, a partner

is a crucial factor to develop student's competence in learning at COP environment. It is also similar to the finding from coats (2020), social support is the best motivator for EFL in learning English in English course environment.

b. Repetition

Repetition is a way to improve students' competence to speak English. Students who frequently practice speaking their language will succeed in their learning. They are more confident and fluent to speak the language with their interlocutor. Similar to finding the finding from Kuliahana (2020), her finding shows that repetition is useful to increase students' competence to speak English.

c. Mastery of speaking skills

Mastery of speaking skills is essential to speak English confidently and fluently. The students should master the speaking skills such as grammar, vocabulary, and pronunciation. It is similar to the findings (Ercan, 2018; Alharthi, 2020; Fisenko & Putri, 2021) who found that mastery of speaking skills is important for EFL learners.

d. Preparation

The preparation helps students to prepare their mental and mastery of the material for performance. Even though they deliver unfamiliar topics in their English performance, they become more confident and their performances are well-organized. It is similar to Ajizah's finding (2021), who found that students who have well preparation will have a high level of self-confidence.

e. Punishment

Punishment within the scope of EWP is needed to control students' discipline in speaking English. This is slightly similar to the finding from Izuddin (2018), punishment is crucial to control students' activities. The application of punishment educated students and motivated them to obey rules in Islamic boarding school.

f. Language instruction

The right language instruction must be provided by the teacher in a classroom to develop students' understanding of formal language. The formal language is slightly different from the everyday English language used by students. This is similar to the finding from Amiruddin and Rahmatullah (2018), well-organized language instruction increases students' ability in a classroom.

g. Self- motivation

In a learning environment, students should have the motivation to be successful in their learning needs. At Darul Ulum Islamic Boarding School, according to interview results, some students do not have the motivation to learn English deeply. They just speak English because they should obey the role of EWP in their boarding school. It is different from Torres's finding (2019), who found that students were motivated to learn English at their school.

4. Male and Female students' perspectives on the influence of EWP on their confidence and fluency

Regarding the finding, male and female students reveal positive responses to English Week Program (EWP) which improves students' fluency and

confidence. There is no significant difference in perspective between the male and the female toward the implementation of EWP at Darul Ulum Islamic Boarding School.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reveals the conclusion and recommendation of this study. In this qualitative research, several conclusions and recommendations can be drawn from data findings and discussion.

A. Conclusion

From the discussion, it can be concluded that most students reveal positive responses on the EWP in increasing their confidence and fluency in speaking. They believe that EWP has improved their ability to speak confidently and fluently in daily communication, in the classroom, and in public as well. The EWP also increases students' awareness of the importance of speaking confidently and fluently which motivates them to use English frequently in their daily communication and increases their pronunciation skills. This program also improves students' discipline in speaking English as well.

Some factors influence students to speak confidently and fluently such as peers' use of English, repetition, the need for punishment, the need for appropriate language instruction in the classroom, the need for preparation in a formal situation, and self-motivation. Overall, there was no significant difference between male and female's perspectives regarding the impact of EWP on their confidence and fluency.

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B. Recommendation

After evaluating the implementation of EWP at Darul Ulum Islamic Boarding School, I would like to suggest some recommendations for the teacher, the students, and future research regarding the conclusion above. For the teacher, I suggest to develop an interest English learning Environment which increases students' motivation to speak English confidently and fluently, create interesting content of material inside and outside the classroom which improves students' confidence and fluency, and control the EWP program frequently in boarding school. For the language section, I suggest to discuss the EWP's problem with the teacher at Darul Ulum Islamic Boarding School. For students, I suggest to be aware on the importance of speaking English confidently and fluently, and always speak the English language as the main language in oral interaction.

This research is limited on investigating students' competence to speak English fluently and confidently in oral communication. For future research, it needs to be carried out a comparison between the implementation of English Week Program in Islamic Boarding School X and Islamic Boarding School Y and an investigation of students' competence to speak English fluently and confidently in oral interaction.

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Untuk membimbing Skripsi :
Nama : **Nurul Khaira**
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Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Perceived Impact of English Week Program on Students' Speaking Skill in Boarding Schools**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

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Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 September 2022
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Habiburrahim, M.Com., M.S., Ph.D.

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NSPP Dayah	510311710004
Alamat Dayah	: Jl. Syiah Kuala No. 5 Kec. Kuta Alam Kota Banda Aceh

Menerangkan dengan sesungguhnya bahwa yang bersangkutan di bawah ini:

Nama	: **Nurul Khaira**
NIM	180203095
Fakultas/Jurusan	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
Judul Skripsi	: *The Perceived Impact of English Week Program (EWP) on Students' Speaking Skills in Boarding School*

Benar yang bersangkutan **telah melakukan penelitian/mengambil data** untuk menyusun skripsi di Dayah Modern Darul 'Ulum YPUI Banda Aceh pada tanggal **7 s/d 9 September 2022.**

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 10 September 2022
Pimpinan Dayah Darul 'Ulum,

DAYAH MODERN DARUL 'ULUM YPUI BANDA ACEH

Ust. Luqmanul Hidayat, M.Ag

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APPENDIX

QUESTIONNAIRE PROTOCOL

1. SURVEY

EVALUASI KEPUASAN SISWA TERHADAP PEMBERLAKUAN MINGGU BAHASA INGGRIS/ENGLISH WEEK PROGRAM (EWP) DI DAYAH MODERN DARUL ULUM

Nama Siswa :

Kelas :

Jenis Kelamin :

Lingkarilah salah satu jawaban berikut yang sesuai dengan kondisimu!

1. Saya menyukai Bahasa Inggris.
   a. Ya
   b. Tidak
2. Saya sering berbahasa Inggris.
   a. Sangat sering
   b. Sering
   c. Tidak sering
3. Saya menggunakan Bahasa Ingris dalam EWP karena;
   a. Takut hukuman
   b. Ingin belajar/ menambah ilmu
   c. Tidak enakan sama teman karna dia berbicara menggunakan Bahasa Inggris
4. Saya merasa English Week Program (EWP) perlu diterapkan untuk meningkatkan kemampuan saya dalam berbahasa Inggris.
   a. Perlu
   b. Tidak perlu
   c. Tidak memberi dampak

Beri tanda silang (X) pada pilihan yang sesuai,

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Sangat Setuju (SS), Setuju (S), Cukup Setuju (CS), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).

No	URAIAN	Pilihan jawaban				
A	**Percaya Diri (Confidence)**	**STS**	**TS**	**CS**	**S**	**SS**
1.	English week program (EWP) meningkatkan keberanian saya menggunakan Bahasa Inggris dalam percakapan sehari-hari dengan teman di pesantren.					
2.	EWP membuat saya lebih berani untuk berbicara menggunakan Bahasa Inggris dengan guru dan teman Ketika membahas pelajaran di dalam kelas.					
3.	EWP membuat saya lebih percaya diri berbicara menggunakan Bahasa Inggris di depan audience ramai.					
4.	EWP memotivasi pelafalan Bahasa Inggris saya (pronunciation) menjadi lebih baik sehingga saya lebih percaya diri dalam berbicara menggunakan Bahasa Inggris.					
5.	EWP memotivasi saya untuk terbiasa berbicara dengan menggunakan Bahasa Inggris dalam program EWP sehingga saya lebih percaya diri.					
6.	EWP menyadarkan saya akan pentingnya percaya diri dalam berbicara menggunakan Bahasa Inggris.					
7.	Guru berkontribusi atau berusaha untuk memperbaiki kepercayaan diri saya dalam berbicara menggunakan Bahasa Inggris baik didalam maupaun luar kelas.					
8.	Language Section/ pengurus Bahasa dalam menjalankan program EWP membantu saya menjadi pribadi yang lebih percaya diri dalam berbicara menggunakan Bahasa Inggris.					
B.	**Ketepatan dalam Berbicara (Fluency)**	**STS**	**TS**	**CS**	**S**	**SS**
1.	EWP membantu saya lebih lancar dalam melakukan percakapan menggunakan Bahasa Ingris dalam percakapan sehari-hari dengan teman.					
2.	EWP membuat saya lebih lancar berbicara menggunakan Bahasa Inggris dengan guru maupun teman Ketika membahas pelajaran dalam kelas.					
3.	EWP membuat saya terbiasa dan lancar membicarakan topik yang tidak familiar baik dengan audience ataupun dengan lawan bicara.					

No	URAIAN	Pilihan jawaban				
A	**Percaya Diri (Confidence)**	**STS**	**TS**	**CS**	**S**	**SS**
4.	EWP mengharuskan saya menggunakan vocabulary yang telah diajarkan sehingga mudah dalam berbicara.					
5.	EWP memaksa saya memperbaiki kelancaran dalam berbicara.					
6.	EWP menjadikan saya lebih disiplin dalam berbicara dengan Bahasa Inggris sehingga saya lebih lancar dan spontan dalam berbicara.					
7.	Guru berkontribusi atau membantu meningkatkan kelancaran Berbahasa Inggris baik di dalam dan luar kelas.					
8.	Language section dalam menjalankan program EWP memiliki peran dalam meningkatkan kelancaran berbahasa Inggris saya.					

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INTERVIEW PROTOCOL

Speaking Confidence

1. Apakah kamu suka Bahasa Inggris?
2. Seberapa sering kamu ngomong pake bahasa Inggris?
3. Apa alasan kamu ngomong pake Bahasa Inggris?
4. Apakah menurutmu Bahasa Inggris itu perlu?
5. Apakah EWP membantu kamu menjadi lebih percaya diri untuk memakai bahasa inggris dalam percakapan sehari-hari?
6. Apakah EWP membantu kamu lebih percaya diri berbicara menggunakan bahasa Inggris dikelas?
7. Apakah EWP membuat lebih percaya diri untuk berbicara didepan khalayak ramai?
8. Apakah EWP memotivasi untuk memperbaiki pelafalan sehingga menjadi lebih percaya diri?
9. Apakah EWP memotivasi kamu utuk selalu menggunakan Bahasa Inggris sehingga kami menjadi pribadi yang lebih percaya diri?
10. Apakah EWP menyadarkan kamu akan pentingnya berbicara menggunakan Bahasa Inggris dengan percaya diri?

Speaking Fluency

1. Apakah EWP membantu kamu menjadi lebih lancar untuk memakai bahasa inggris dalam percakapan sehari-hari?
2. Apakah EWP membantu kamu lebih lancar berbicara menggunakan bahasa Inggris dikelas?
3. Apakah EWP membantu kamu untuk lebih lancar dalam membicarakan topik yang tidak familiar?
4. Apakah EWP mengharuskan untuk menggunakan vocabulary sehingga menjadi lebih lancar dalam berbicara menggunakan Bahasa Inggris?

5. Apakah EWP memotivasi untuk memperbaiki kelancaran dalam berbicara menggunakan Bahasa Inggris?
6. Apakah EWP memaksa kamu utuk memperbaiki kelancaran dalam berbicara menggunakan Bahasa Inggris?
7. Apakah EWP menjadikan kamu menjadi pribadi yang disiplin dalam berbicara menggunakan Bahasa Inggris sehingga kami lebih lancar dalam berbicara?

AUTOBIOGRAPY

Personal Identity

Name	: Nurul Khaira
Place and Date of Birth	: Blang Mane, Desember 15st 1999
Sex	: Female
Religion	: Islam
Nationality	: Indonesian, Acehnese
Marital Status	: Single
Occupation	: Student
Address	: Jl. Syiah Kuala Lorong. Arwana. No. 4, Desa Bandar Baru, Kec. Kuta Alam, Kota Banda Aceh
Email	: 180203095@student.ar-raniry.ac.id

Parent

Father's Name	: Syamsuddin
Occupation	: PNS
Mother's Name	: Sabitah
Occupation	: PNS
Address	: Jl. Ulee Gle-Suka Rame, Desa Blang Mane, Kec. Makmur, Kab. Bireun

Educational Background

Primary School	: MIN Lapehan (2006-2012)
Junior High School	: MTsN Ulee Gle (2012-2015)
Senior High School	: MAS Al-Zahrah (2015-2018)
University	: UIN Ar-Raniry (2018-2022)

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