# STUDENTS' AND ENGLISH TEACHERS' PERSPECTIVES ON THE IMPLEMENTATION OF ENGLISH DAY PROGRAM (A STUDY AT MAWARIDUSSALAM ISLAMIC BOARDING SCHOOL)

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**ABSTRACT**
The objective of this research was to determine students' and english teachers' perspectives on the Implementation of English Day Program (A Study of 12th Grade at Mawaridussalam Islamic Boarding School). This research method is applied a qualitative research, data were collected from questionnaire, interviews. The sample of this research is the students of class 12th grade of Mawaridussalam. The writer uses questionnaire and interview guidelines. The results of this study indicated that the English day program can improve students' English skills. However, the implementation of English day at Mawaridussalam has not been carried out well because: some students still use Indonesian during English day, some students are not confident to speak English with friends around them, there is anxiety in the because they are afraid of making mistakes when speaking English, and sometimes they still make mistakes in writing or pronunciation. It is recommended that LIC (language improvement council and CLI (central language improvement) be more sensitive and strengthen the rules so that all students do not violate the rules and can overcome existing obstacles.

Keywords: Students' Perspectives, Teachers' Perspectives, English Day Program.

***ABSTRAK***

*Tujuan penelitian ini adalah untuk mengetahui perspektif Siswa dan Guru Bahasa inggris terhadap Pelaksanaan* English Day *(Studi kelas 12 di Pondok Pesantren Mawaridussalam). Metode penelitian ini diterapkan pada penelitian kualitatif, data dikumpulkan dari observasi, angket, wawancara. Sampel penelitian ini adalah siswa kelas 12 Mawaridussalam. Penulis menggunakan kuesioner dan panduan wawancara. Peneliti menemukan bahwa 97% penerapan program* English Day *sangat efektif. Hasil penelitian ini menunjukkan bawah program* English Day *dapat meningkatkan kemampuan bahasa Inggris siswa. Namun, pelaksanaan* English Day *di Mawaridussalam belum telaksana dengan baik karena: beberapa siswa masih menggunakan bahasa Indonesia selama hari bahasa Inggris, beberapa siswa tidak percaya diri untuk berbicara bahasa Inggris dengan teman-teman di sekitar mereka, ada kecemasan dikarenakan mereka takut membuat kesalahan ketika berbicara bahasa Inggris, dan kadang-kadang mereka masih membuat kesalahan dalam menulis atau pengucapan. Disarankan agar LCI (language improvement council) dan CLI (central language improvement) lebih peka dan memperkuat aturan agar semua siswa tidak melanggar aturan dan dapat mengatasi kendala yang ada.*

*Kata Kunci: Perspektif Siswa, Perspektif Guru, Program English Day*

## INTRODUCTION

English proficiency has become an essential skill in today's interconnected world, especially for students in non-English speaking countries. As the primary global language of science, technology, education, and international communication, mastering English is no longer optional but a necessity for academic and professional success (Alshammari & Alhassan, 2023). In response to this demand, schools have adopted various programs to promote the use of English in authentic contexts. One such initiative is the English Day program, which aims to cultivate a language-rich environment where

students are encouraged—and in some cases required—to speak English during designated times or days at school (Utami & Anggraini, 2021).

The English Day program has been implemented in many Indonesian Islamic boarding schools (pesantren) as a strategy to help students practice English in a meaningful and practical way. At MAWARIDUSSALAM Islamic Boarding School, English Day serves as a co-curricular program that is integrated into the students' weekly routine. Ideally, the program is designed not only to improve students' speaking skills but also to enhance their confidence and motivation to communicate in English. However, in practice, several challenges have been observed. These include the tendency of students to revert to their native language, low self-confidence, limited vocabulary, a lack of teacher involvement, and the absence of consistent reinforcement from school management (Munir et al., 2023; Aulia, 2024).

Understanding how students and teachers perceive the implementation of English Day is crucial for evaluating its impact and improving its effectiveness. Students' perceptions reflect their attitudes, motivations, and engagement with the learning process, while teachers' perspectives offer insights into classroom dynamics, support systems, and pedagogical approaches. According to Bandura's (1986) Social Cognitive Theory, learning is a dynamic interaction between personal, behavioral, and environmental influences. Hence, students' use of English during English Day is not only shaped by their internal confidence but also by external factors such as peer support and teacher modeling.

In addition, Vygotsky's sociocultural theory (1978) emphasizes the importance of social interaction in language learning. Through structured programs like English Day, students can engage in communicative tasks that foster peer-to-peer and teacher-student interaction, which are vital for language acquisition. However, if the environment does not provide adequate scaffolding or if students experience anxiety, the program's goals may not be fully achieved (Zuhairati et al., 2022; Ilma, 2025).

Despite the growing interest in implementing English Day programs, empirical studies focusing on how such programs are perceived and experienced in Islamic boarding schools are still limited. This gap is particularly relevant considering the unique linguistic environment of pesantren, where Arabic is often prioritized over English in religious and academic discourse. Therefore, there is a need to explore how English Day is executed within this context, what challenges are encountered, and what perceptions both students and teachers hold regarding its outcomes.

The purpose of this study is to investigate the perspectives of 12th-grade students and English teachers on the implementation of English Day at MAWARIDUSSALAM Islamic Boarding School. Specifically, this study seeks to (1) identify the perceived benefits and challenges of the program, (2) examine the extent of teacher and student participation, and (3) provide recommendations for optimizing English Day to support students' language development.

**RESEARCH METHOD**

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the implementation of the English Day program at

MAWARIDUSSALAM Islamic Boarding School. A qualitative case study is suitable when the goal is to explore a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and the context are not clearly evident (Creswell & Poth, 2018).

Participants included 105 twelfth-grade students who completed a closed-ended questionnaire and seven informants who were interviewed: three English teachers, three students, and one vice principal. The selection of interview informants was implemented through purposive sampling, guided by a recent conceptual framework that outlines key sampling strategies for qualitative research such as theoretical, criterion, and intensity sampling to enhance coherence and rigor (Ahmad & Wilkins, 2024).

Data collection involved three complementary techniques: (1) closed-ended questionnaires administered to students to capture general perceptions, (2) semi-structured interviews with teachers, students, and the vice principal to gather rich, contextual insights, and (3) participant observation during English Day activities in the school environment. The combination of these methods enabled multifaceted data triangulation, which strengthens credibility by allowing cross-validation across types of data and informants (Carter et al., 2023).

Data analysis followed the interactive model of data reduction, display, and conclusion drawing commonly used in qualitative case study research (Miles et al., 2024). This iterative model allows researchers to systematically condense large volumes of data, identify emerging themes, and draw substantiated conclusions through continuous comparison and validation of findings.

## RESEARCH RESULT AND DISCUSSION
### Research Result

In this research, structured interviews were carried out alongside observations and questionnaires. The questions asked in the structured face-to-face interviews focused on gathering the perspectives of both teachers and students regarding how English Day is implemented at Mawaridussalam Islamic Boarding School.

**1. Students' perspectives on the implementation of English day**

The following is a table of the number and percentage of respondents to the questionnaire as many as 92 female students.

**Table 1. Results of Statement on the Implementation of English Day at Mawaridussalam Islamic Boarding School**

| No | Question | Yes | Percentage | No | Percentage |
|----|----------|-----|------------|-----|------------|
| 1. | English day is the right solution to improve students' English skills at Mawaridussalam Islamic boarding school. | 85 Student's | 92% | 7 Student's | 8% |
| 2. | The implementation of English day is very effective in increasing self-confidence in speaking English at Mawaridussalam Islamic boarding school | 89 Student's | 97% | 3 Student's | 3% |
| 3. | English day makes daily activities even busier | 37 Student's | 40% | 55 Student's | 60% |

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| 4. | I experienced problems in implementing English day | 33 Student's | 36% | 59 Student's | 64% |
| 5. | I have more difficulty understanding vocabulary or sentences when implementing English day | 27 Student's | 29% | 68 Student's | 71% |
| 6. | Having English day makes me better able to remember every vocabulary | 85 Student's | 92% | 7 Student's | 8% |
| 7. | The implementation of English day means I can't use Bahasa language | 77 Student's | 84% | 15 Student's | 16% |
| 8. | When English day is very boring if there are not many activities | 63 Student's | 68% | 29 Student's | 32% |
| 9. | Teachers and students play on important role in supporting English day | 85 Student's | 92% | 7 Student's | 8% |
| 10. | Teacher haven't participated much in supporting English day activities | 76 Student's | 83% | 16 Student's | 17% |
| 11. | Teacher should be required to contribute to the implementation of English day | 87 Student's | 95% | 5 Student's | 5% |
| 12. | As a student at Mawaridussalam Islamic boarding school, I am ready to be a role model in implementing English day | 80 Student's | 87% | 12 Student's | 13% |
| 13. | Teachers are very enthusiastic about the implementing of English day | 44 Student's | 48% | 48 Student's | 52% |
| 14. | Many students break the rules of English day | 74 Student's | 80% | 18 Student's | 20% |
| 15. | There are no sanctions against students who do not take part in English day activities | 57 Student's | 62% | 35 Student's | 38% |

Given that 92% of students selected "yes" in response to question number 1, it is evident that English Day is the best way to help students get better at the language. This means that the vast majority of students support the implementation of the program. But there were also students who answered "no" with this statement as many as 8% people. This shows that there are still students who feel that these solutions do not improve the quality of English skills.

**2. Teacher's perspective on the implementation of English day**

This was also responded to by English teacher who are part of the LIC (language improvement council) Mawaridussalam Islamic Boarding School.

"In my opinion, implementing English day is the right way to improve the English skills students at Mawaridussalam Islamic Boarding School, because with English day students will be helped to hone.

"In my opinion, English day has had a big influence on myself because with English day I can improve my ability to speak English and to train students in interacting with them". (NAL,16/09/2023)

"Is clearly the right solution to improve English skill, why? Because through English day students can also get new vocabulary to broaden their knowledge of speaking English". (DKR,16/09/2023)

"There are many obstacles, firstly, in this Islamic Boarding School, their basic language is Arabic, then secondly, more people use Arabic language than English, thirdly the interest of the students is less". (DKR,16/09/2023)

Boarding School students is to implement English Day, because English is a world language, so when they go anywhere, want to study anywhere, they are no longer embarrassed to speak or communicate with others. Foreigner, so you can use English". (FHH,16/09/2023)

"I experienced problems in implementing it, because many of the students here don't use English as a whole, but they usually use Arabic every day". (FHH,16/09/2023)

**3. How is the implementation of English day program?**

The researcher also asked the head master for a response on how English day was implemented at the Mawaridussalam Islamic Boarding School.

"With the English Day program, it can increase the potential of students in discussing". (AA,16/09/2023)

"The obstacle is due to lack of facilities". (AA,16/09/2023)

"Of course, teachers play an important role in the application of English Day, because students must follow the teacher's habits". (AA,16/09/2023)

"Here teachers are also equipped before teaching how to teach or interact in Arabic and English, and the school also of course gives permission for students if there are events outside school". (AA,16/09/2023).

**Discussion**

The author discovered based on the information gathered from observations and interviews that:

**1. Implementation of the English Day Program**

The English Day program was developed by the Mawaridussalam Language Improvement Council to be incorporated into extracurricular activities that encourage discipline in the use of English skills by all students and teachers. The purpose of this program is to teach and acquaint students with the use of English in all activities at Mawaridussalam Islamic Boarding School.

The following exercises can be used to develop students' skills during English Day activities: 1). Singing English songs is one of the activities for English Day. 2). Speech is the act of formally discussing a subject in public. 3). The art form of drama is a staged conversation. 4). one of the activities on English Day is to write short stories. 5). Debates, specifically, can improve our ability to construct strong arguments. Because English Day included extracurricular activities, it can be

inferred from the interview that the program's implementation takes place on Friday.

## 2. The impact of the English day program

Schools are impacted by the English Day program, particularly the students who participated in all of the events. The English Day program has the following effect: It is a very useful program for teaching English. Miss Dewi Kartika, Miss Ainun Lubis, and Miss Fitri Hidayanti are the three teachers the author spoke with.

We can learn about their opinions regarding the English Day program from this interview. The author is aware that although class XII students' English proficiency is standard, they still face a number of challenges, including trouble understanding and pronouncing words correctly, anxiety due to fear of making mistakes, and others.

In summary, English Day significantly improved students' English proficiency and is a very beneficial program for learning and practicing English in the community. Additionally, this program helps teachers teach English because it encourages students to participate more in class and makes the material easier for them to understand

## CONCLUSION

This chapter offers conclusions and recommendations based on the analysis and discussion:

1. The Mawaridussalam Language Improvement Council developed the English Day program to help students develop their English language proficiency.

2. The most frequent errors are in spelling, grammar, and occasionally typing. The students engaged in a variety of activities as part of the English Day program, including writing short stories, debate, drama, singing, storytelling, memorization of new vocabulary, and occasionally journaling.

## SUGGESTION

English teachers should stay motivated to continuously improve their language skills and teaching methods, both through internal activities like peer discussions and external opportunities such as workshops or training. Developing engaging materials and using creative strategies will help make the English Day program more effective. Support from the school in terms of resources and regular evaluation is also important. Involving the whole school community can create a more encouraging environment where students feel more confident using English in daily activities.

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