



Students' Perception about Language Experience in English Day Activities Towards English Fluency

Tiara Cahyani^{1*}, Ratna Hafti Mustafidatul Ilmiah², Nurul Afidah³, Yuyun Bahtiar⁴

^{1,2,3,4}English Department, Universitas KH. A. Wahab Hasbullah

*Email: tiaracahyani64258@gmail.com

ABSTRACT

English proficiency has become an essential skill in the era of globalization, encouraging higher education institutions to implement various programs to improve students' communicative competence. One such initiative is the English Day program, which requires students to actively use English in academic and social contexts. This study aims to explore students' perceptions of their language experiences in English Day activities and examine how these experiences influence English fluency at KH. A. Wahab Hasbullah University, Tambakberas Jombang. This study employed a qualitative research design involving 20 students from the English Department who participated in the English Day program. Data were collected through structured face-to-face interviews and analyzed using thematic analysis to identify patterns, themes, and tendencies related to the impact of English Day and the factors influencing its effectiveness. The findings indicate that students generally perceive English Day as a positive and enjoyable learning experience. The program contributes to increased speaking confidence, higher motivation, and improved vocabulary mastery. A supportive campus environment, peer collaboration, lecturer and committee support, and the use of learning media such as ECHOES were identified as key supporting factors. However, limited vocabulary remains a major challenge for some students in expressing ideas fluently. Overall, the study concludes that English Day provides meaningful language experiences that support the development of English fluency when implemented in a supportive and collaborative learning environment. Students' perceptions play a crucial role in evaluating and improving the effectiveness of English Day programs in higher education.

Keywords: English Day; Students' Perception; Language experience; English Fluency.

INTRODUCTION

In this era of globalization, English proficiency or skills are one of the important needs, no longer just an advantage. English has evolved into the primary language dominating global communication, trade, technology, and education, making its role in connecting the world community increasingly important (Mauliska & D'Angelo, 2024). With the ability to speak English, it can open access to global information, expand higher education opportunities, and become an important capital in competition in the world of work. Realizing this urgency, many educational institutions in Indonesia have implemented innovative programs to improve the English skills of their students. One of the innovations in English learning programs that is popularly used is English Day.

English Day activities are designed as activities that require all students and lecturers to actively communicate using English on a predetermined day. According to Sinaga (2018), the English day program is a strategy or learning medium to help improve English speaking skills. English day itself has a purpose, namely, to get students used to communicating using English in a social and academic environment. The English day program also helps to increase the fluency and confidence of students in communicating using English in a fun context. According to Tathahira & Nahrissa (2020), English Day is an English learning program with a fun learning environment for students to practice English. With a fun English learning environment, it will be faster to improve skills and fluency in communicating in English. Although this program was implemented with good intentions, its effectiveness is often debated and

evaluated. The success of English day program depends not only on the design of the activities, but also greatly influences how students, as the main subjects, feel about their experience when participating in the English day program. Students' perceptions or opinions about the implementation of the English day program are very important, because by knowing students' perceptions, researchers will know if students view the English day program as an activity used to develop English skills or as a burden that burdens students.

This is in line with research conducted by Ramadani & Dharmawan (2025), which shows that the English day program can significantly improve English language skills and foster confidence and communication skills. This is because the English day program directly encourages students to communicate in English in a social environment. This program is also very helpful in reducing students' anxiety when communicating in English and can increase students' confidence in communicating in English in an environment that requires English. In another study conducted by Munir et al. (2023), it was shown that the English day program can enrich English vocabulary, improve speaking skills, improve pronunciation, and improve understanding of English. Students who are directly involved in the English day program can directly improve their English language skills.

Although previous studies have highlighted the benefits of English day program, most of them still focus on quantitative results, such as improved test scores or speaking skills. Not many studies have explored in depth how students view and feel about their experiences during the program, whether the activities are considered fun, challenging, or even cause anxiety in speaking English. In fact, students' perception and experience are important factors that can influence the effectiveness of the English day program itself.

Therefore, the researchers aim to determine the impact and factors of English day program that are directly felt and perceived by students after participating in the activities. By understanding how students assess their language experiences during English Day, this study is expected to provide deeper insights into the program's influence on fluency in using English. By understanding students' perceptions, it is hoped that insights can be gained to evaluate similar programs to make them more effective in the future.

METHOD

This study uses a qualitative method that aims to provide an in-depth picture of the phenomenon studied through the direct experience of the research subjects. Qualitative research is a research approach that focuses on natural phenomena or symptoms of the research subject, Abdussamad (2021). In this study, there are 20 subjects who focus on English Department students at KH University. A. Wahab Hasbullah, who participated in the English Day program. Subjects were selected using random sampling techniques based on willingness to participate and the ability to provide information clearly. The main instrument in this study was in the form of structured interviews. Data collection is carried out through a recorded face-to-face stage with the consent of the research subject. Data were analyzed using thematic analysis through familiarity procedures, theme grouping, theme review, and narrative description.

RESULT AND DISCUSSION

The results of this study were obtained from qualitative data collected through in-depth interviews with twenty participants who took part in the English Day program at KH. A. Wahab Hasbullah Tambakberas University in Jombang. All interview data were analyzed qualitatively by identifying patterns, themes, and trends that emerged from the participants' responses. This section presents factual findings based on the participants' direct experiences without the researcher's interpretation.

The findings are presented sequentially according to the focus of the study, namely the impact of the English Day program and the factors that influence its implementation.

Result

- Students' Experience in English Day Activities

The first finding relates to students' experiences participating in English Day activities. As shown in Table 3.1, all participants described English Day as an enjoyable and engaging activity that helped them practice speaking English.

Table 1 Students' Responses to Experience in English Day

Participants	Questions	Responses	Description
P1- P16	How was your experience participating in English Day activities on campus?	English Day activities are very exciting and fun because they can improve speaking skills.	All respondents agreed that English Day was a very fun activity.

These findings indicate that English Day activities were positively perceived by all participants.

- Impact of English Day on English Language Skills

The impact of English Day on students' English language skills is presented in Table 3.2. Most participants reported increased confidence and vocabulary development after participating in the program.

Table 2 Students' Responses to the Impact of English Day on English Skills

Participants	Questions	Responses	Description
P1, P2, P3, P4, P5, P6, P7, P8, P11, P12, P13, P14, P15, P16	What is the most significant impact you have had on your English language skills after participating in English Day?	The most visible impact was being more confident when speaking English during presentations and adding vocabulary.	Of the 14 respondents, it was clear that the English Day program had a good impact.

These results show that English Day contributed to improving students' speaking confidence and vocabulary mastery.

- Speaking Confidence

Students' confidence in speaking English is further described in Table 3.3. The majority of participants stated that English Day helped them feel more confident when using English in various contexts.

Table 3 Students' Responses to Speaking Confidence

Participants	Questions	Responses	Description
P1, P2, P3, P4, P5, P6, P8, P11, P12, P13, P15, P16	Does English Day help you be more confident when speaking English? Can you tell me an example?	English Day is very confident when speaking during presentations, when talking to friends, or in conversation forums with a small scope.	12 participants strongly agreed that English Day can boost confidence when speaking English.

- Motivation in Learning English

Table 3.4 presents findings related to students' motivation in learning English. Participants reported increased motivation due to program demands, peer encouragement, and the desire to improve vocabulary.

Table 4 Students' Responses to Learning Motivation

Participants	Questions	Responses	Description
P1, P2, P3, P4, P5, P6, P8, P9, P11, P12, P13, P15, P16	How does English Day affect your motivation in learning English as a whole?	Motivated because there is a demand to speak English, very motivated to add and remember the vocabulary, and is very motivated because there is encouragement from friends.	13 participants strongly agreed that English Day can increase motivation in learning to speak English.

- Supporting Factors of English Day Implementation

The factors supporting the success of English Day are summarized in Table 3.5. Participants emphasized the importance of a supportive environment and group cohesiveness.

Table 5 Supporting Factors of English Day

Participants	Questions	Responses	Description
P1, P2, P3, P4, P5, P6, P7 P8, P9, P11, P12, P13, P14 P15, P16	What are the factors that you think support the success of the implementation of English Day on campus?	The most important factor that supports the success of English Day is the environment, the cohesiveness of the English Day members.	15 participants stated that the factor that supports the success of English Day is cohesiveness.

- Challenges in English Day Activities

Challenges faced by students are presented in Table 3.6. All participants reported limited vocabulary as the main difficulty during English Day activities.

Table 6 Challenges Faced in English Day

Participants	Questions	Responses	Description
P1 - P16	What are the challenges or difficulties you face when participating in English Day?	The challenge is more in vocabulary, because the vocabulary is minimal, so sometimes it becomes confusing to express or express something.	16 participants stated that the lack of vocabulary mastery created obstacles when speaking English.

- **Supporting Facilities and Media**

The use of facilities and media during English Day is shown in Table 3.7. Several participants mentioned ECHOES as a helpful medium for practicing speaking skills.

Table 7 Supporting Facilities Used in English Day

Participants	Questions	Responses	Description
P10, P12, P13, P16	Have the facilities or media used during English Day helped you in participating? If not, what is missing?	Yes, the facilities or media used are ECHOES, which is a media telling a story with a different theme every day.	4 participants stated that the facility was ECHOES.

- **Peer and Committee Support**

The role of peer and committee support is summarized in Table 3.8. All participants agreed that such support influenced the effectiveness of English Day.

Table 8 Peer and Committee Support

Participants	Questions	Responses	Description
P1-P16	Do you think there are any factors that support friends can affect the effectiveness of English Day?	Yes, the support factor of friends and the committee involved greatly affects the effectiveness of English Day.	All participants stated that their friends and the committee were very supportive of the English Day activities.

Discussion

The results of the study show that the implementation of English Day has a positive influence on the development of students' speaking skills, especially in terms of confidence, motivation, and vocabulary mastery after participating in activities regularly. The findings of this research are supported by the results of English Day research by Ulya (2023), which explains that English Day is very useful for students to improve their speaking skills. Many students feel a positive impact on improving their speaking skills after participating in the English Day program on campus. The findings of this research is in line with research conducted by Silvia et al. (2023), which shows that English Day is a program can increase students' speaking skills. And the fun learning atmosphere also makes students more motivated to continue practicing English.

Based on the purpose of the study to determine the impact and factors that affect the implementation of English Day, based on the results of research related to supporting factors, this study found that a supportive environment, cohesiveness of the readers, and facilities such as ECOS play an important role in the success of the program. In addition, the support of the team and the committee also helped create a positive learning atmosphere. However, the main inhibiting factor is the limitation of vocabulary, which makes it difficult for some students to express ideas fluently.

Overall, the implementation of English Day has been proven to have a positive impact on students' speaking skills and is influenced by a combination of factors of the campus environment, social support from friends, and available facilities.

CONCLUSIONS

Based on the results of research, the English Day program has a significant role in supporting the development of students' English language skills. As explained in the introduction, students often face obstacles in acquiring English due to limited opportunities to communicate directly and in real ways, low levels of confidence, and a lack of exposure to English. The results of this study show that English Day is able to answer these questions by providing a meaningful context, where English is used naturally and consistently in daily activities in the campus environment.

The implementation of English Day supports the main principles in the theory of second language acquisition, especially related to the importance of input, interaction, and a low-anxiety learning environment. The increase in confidence, motivation, and courage of students in using English reflects the effectiveness of English Day as a practical strategy to improve communicative speaking fluency.

However, vocabulary limitations are still a common obstacle in learning a second language, although English Day has a positive impact, vocabulary mastery is still a challenge for some students. Therefore, supporting strategies are needed, such as vocabulary enrichment activities and the development of varied learning media.

Thus, English Day is an effective program in supporting the acquisition of a second language if it is carried out in a conducive environment and supported by the active participation of lecturers, students, and institutions. English Day can be a relevant learning model in creating a meaningful English learning experience.

REFERENCES

- Abdussamad, Z. (2021). *Metode Penelitian Kualitatif* (P. Rapanna (ed.); 1st ed.). <https://share.google/6BuMWiDJJZ2ZopRUI>
- Mauliska, N., & D'Angelo, J. F. (2024). The Importance of Learning English at School. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 53–57. <https://doi.org/https://doi.org/10.55210/interling.v2i2.1793>
- Munir, S., Putra, H. E., & Fajriati, F. (2023). A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera. *Jurnal Simki Pedagogia*, 6(1), 66–72. <https://doi.org/https://doi.org/10.29407/jsp.v6i1.208>
- Ramadani, L., & Dharmawan, Y. Y. (2025). English Day Program and Its Impact on Students' Speaking Proficiency: A Socio-linguistic Exploration. *Indonesian Journal of Teaching and Learning*, 4(2), 78–87. <https://doi.org/https://doi.org/10.56855/intel.v4i2.1396>
- Silvia, E., Rosmiyati, E., & Zam, M. A. A. (2023). English Day Program Improve the Students' Speaking Performance. *Jurnal Pendidikan Bahasa*, 12(2), 495–498. <https://doi.org/10.31571/bahasa.v12i2.4090>
- Sinaga, O. (2018). Students' Perception on the Role of English Day Program in Speaking Skill Development. *Jet(Journal of English Teaching)*, 4(2), 103–117. <https://doi.org/https://doi.org/10.33541/jet.v4i2.834>
- Tathahira, T., & Nahrissa, S. (2020). Students' and teachers' perceptions of English Day program: A case at an Acehese School. *Accentia: Journal of English Language and Education*, 1(1), 32–42. <https://doi.org/https://doi.org/10.37598/accntia.v1i1.805>
- Ulya, N. I. (2023). Students' Perception of English Day and Speaking Skill at Ash-Shiddiqi Islamic Boarding School. *Journal of Research in English Language Teaching JR-ELT*, 7(2), 55–63. <https://doi.org/https://doi.org/10.30631/jr-elt.v7i2.61>
- Mauliska, N., & D'Angelo, J. F. (2024). The Importance of Learning English at School. *Interling: International Journal of English Language Teaching, Literature and Linguistics*, 2(2), 53–57. <https://doi.org/https://doi.org/10.55210/interling.v2i2.1793>
- Munir, S., Zulherminda, Z., Putra, H. E., & Fajriati, F. (2023). A Qualitative Exploration of Students' Perception on English Day Program at SMAN 1 West Sumatera. *Jurnal Simki Pedagogia*, 6(1), 66–72. <https://doi.org/10.29407/jsp.v6i1.208>
- Ramadani, L., & Dharmawan, Y. Y. (2025). English Day Program and Its Impact on Students' Speaking Proficiency A Socio-linguistic Exploration. *Indonesian Journal of Teaching and Learning (INTEL)*, 78–87. <https://doi.org/10.56855/intel.v4i2.1396>
- Silvia, E., Rosmiyati, E., & Zam, M. A. A. (2023). English Day Program To Improve The Students' Speaking Performance. 12(2), 495–498. <https://doi.org/10.31571/bahasa.v12i2.4090>
- Sinaga, O. (2018). Students' Perception on the Role of English Day Program in Speaking Skill Development. *JET (Journal of English Teaching)*, 4(2), 103. <https://doi.org/10.33541/jet.v4i2.834>
- Tathahira, T., & Nahrissa, S. (2020). Students' and teachers' perceptions of English Day program: A case at an Acehese School. *ACCENTIA: Journal of English Language and Education*, 1(1), 32–42. <https://doi.org/10.37598/accntia.v1i1.805>
- Ulya, N. I. (2023). Students' Perception Of English Day And Speaking Skill At Ash-Shiddiqi Islamic Boarding School. 7(2), 55–63. <https://jrelt.ftk.uinjambi.ac.id/index.php/jrelt/article/view/61/59>