

Implementing an English Day Program to Support Students' Public Speaking: A Qualitative Case Study at an Indonesian Junior High School

Safitri Pangesti Dewi^{1*}, Tina Priyantini², Poppy Sofia Hidayati³

¹⁻³Pakuan University, Bogor, Indonesia

Correspondence Email: safitripangestidd@gmail.com

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Abstract

In Indonesian schools, particularly in Bogor, the English Day program mandates weekly English use to enhance speaking skills. This qualitative case study examines how the program is implemented to support public speaking at Ibnu Hajar Islamic Junior High School. Participants included eighth- and ninth-grade students (n=4 for interviews), selected for their active engagement during observations. Data were collected via classroom observations (four weeks, eight sessions) and semi-structured interviews. Thematic analysis revealed two primary activities: presentations and storytelling, which foster public speaking. Students prepared materials, practiced nonverbal cues (e.g., body language, intonation), and delivered structured talks (opening, body, closing). Although occasional code-mixing with Bahasa Indonesia occurred, teachers reinforced English use through vocabulary drills as mild reinforcement, leading to improvements in pronunciation, vocabulary, and confidence. The program creates a supportive environment for real-world English application, though limitations include unobserved activities like debates. Findings underscore the program's role in building communicative competence.

Keywords: English Day program, Public Speaking, Qualitative Case Study, Speaking Skills, Indonesian Junior High School.

Introduction

In response to the growing global demand for English proficiency, educational institutions, particularly in Indonesia, have increasingly adopted immersion programs to enhance students' English language skills. One such prevalent initiative is the "English Day" program, which, despite varying nomenclature across schools, consistently aims to foster English-speaking proficiency through consistent, activity-based engagement (Ningsih, 2022). These programs represent an innovative pedagogical approach, designed to cultivate an environment conducive to practicing and refining speaking abilities (Ningsih, 2022) and to equip students with essential communication skills by integrating English into daily conversations and school activities (Beay et al., 2023). Beyond merely providing opportunities, English Day initiatives actively encourage students to overcome common affective barriers, such as the fear of making mistakes, by fostering an environment where teachers motivate consistent English use (Saputra, 2011, as cited in Tathahira & Nahrisyah, 2020). Consequently, diverse activities are integrated to develop not only general speaking competence but also to build confidence, particularly in public speaking contexts.

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Public speaking is a crucial life skill, extending beyond academic and professional domains to enhance personal and social interactions (Yulianti et al., 2021). Consistent practice, underpinned by effective techniques and learning strategies, is paramount for its improvement (Yulianti, 2021). However, many individuals, including students, face significant challenges such as glossophobia, the fear of public speaking, stemming from concerns about judgment, error, or underperformance (Waruwu, 2024). Similar findings by Silvia et al. (2023) highlighted students' lack of confidence, pronunciation difficulties, and limited vocabulary, often exacerbated by anxiety associated with learning a new language. Despite these hurdles, cultivating public speaking skills is highly beneficial; it aids in critical thinking development, refinement of verbal and non-verbal communication, and overall self-efficacy (Zulhermindra, 2020). Thus, public speaking is recognized not just as a performance but as a foundational skill for clear articulation of ideas, confidence building, and preparation for future academic and career challenges. To address this, English Day programs often incorporate specific activities, such as presentations and singing, to provide structured, supportive platforms for students to practice public speaking.

In Indonesia, particularly within the Bogor region, numerous schools have established English Day programs. For instance, Ibnu Hajar Islamic Junior High School implements a "Pekan Bahasa" program, requiring students to communicate exclusively in English once a week. This mandate applies to both classroom and extracurricular settings, encouraging even simple conversations to build speaking fluency and confidence. The primary objective is to create an immersive English-speaking environment within the school and to bolster students' self-assurance in using the language. A pre-observation conducted at Ibnu Hajar Islamic Junior High School, which has successfully run this program for approximately seven years, sparked interest in investigating its specific impact on public speaking. Initial discussions with the principal (due to the English teacher's absence) indicated the program's consistent application and perceived benefits.

While existing literature extensively explores the English Day program's general efficacy in enhancing speaking skills (e.g., Beay et al., 2023; Silvia et al., 2023), there remains a noticeable gap in research specifically detailing how these programs are implemented to foster public speaking practice. Previous studies often broadly address speaking competence without dissecting the mechanisms and activities explicitly designed for public speaking development within such programs. Therefore, this study aims to bridge this research gap by investigating the implementation of the English Day program, specifically focusing on its role in facilitating students' public speaking skills at Ibnu Hajar Islamic Junior High School. This research seeks to answer: How is the English Day program implemented to facilitate public speaking practice among eighth- and ninth-grade students at Ibnu Hajar Islamic Junior High School?

Research Method

This study employed a qualitative case study design to explore the implementation of the English Day program as a mechanism for practicing public speaking, drawing on phenomena observed at Ibnu Hajar Islamic Junior High School. As defined by Bunkar et al. (2024), a case study entails an in-depth examination of a social unit such as an individual, group, institution, or community through detailed analysis of its components. This approach allows for a comprehensive investigation of specific contexts, whether spanning an entire process or a delimited phase, enabling the derivation of contextual insights and broader implications.

Participants and Research Site

The research was conducted at Ibnu Hajar Islamic Junior High School in Bogor, Indonesia, selected for its established seven-year English Day program (locally known as Pekan Bahasa), which mandates weekly English use in the classroom and extracurricular activities. The general population for observation comprised approximately 60 eighth- and ninth-grade students across two classes (9A and 9B), purposively chosen as they had progressed to advanced public speaking tasks. Seventh-grade students were excluded, as they focused on foundational English skills upon entering the school year. Four students (two from each class) were selected for interviews based on their active participation and consistent performance during observations, ensuring representation of engaged learners. Informed consent was obtained from participants, guardians, and school authorities, with assurances of anonymity and the right to withdraw. Ethical guidelines from the institutional review process were followed to protect minors.

Data Collection

Data were gathered over four weeks (August 7 to September 11, 2024) using non-participant observations and semi-structured interviews, triangulating sources for depth and validity. Observations involved monitoring public speaking activities during English Day sessions (eight 90-minute classes total), capturing real-time behaviors in natural classroom settings (Ugwu et al., 2023; Smritirekha, 2023). Indicators were adapted from prior English Day research (e.g., Beay et al., 2023), tailored to the school's context, and primarily focused on elements related to presentation and storytelling. These focused on preparation (e.g., note-taking), delivery (e.g., structure, nonverbal cues), and language use (e.g., fluency, code-mixing). Field notes and audio recordings documented events without the researcher's interference. Semi-structured interviews complemented observations by eliciting student perspectives on program implementation. Conducted post-observation in a quiet school space (20-30 minutes each), they featured 10 core questions aligned with observation indicators (e.g., "How do you prepare for presentations in English Day?"), plus follow-up probes for elaboration. This format allowed flexibility while ensuring consistency, contrasting with indirect methods like questionnaires (Taherdoost, 2021). Interviews were audio-recorded, transcribed verbatim, and conducted in a mix of English and Bahasa Indonesia for accessibility.

Data Analysis

Thematic analysis, following Braun and Clarke's (2022) reflexive approach, was applied inductively to identify patterns in the qualitative dataset from observations and interviews. This method systematically codes data to uncover meaningful themes, suitable for novice qualitative researchers, while acknowledging researcher influence from personal and theoretical lenses Braun & Clarke, 2022. An inductive orientation prioritized data-driven insights, though not entirely "pure" due to inherent biases. The analysis proceeded through six phases Braun & Clarke, 2006, 2020:

Familiarization

Transcripts and field notes were read and re-read multiple times to immerse in the data, noting initial ideas on public speaking practices (e.g., student performance and program facilitation; Byrne, 2021)

Generating Initial Codes

Relevant segments were labeled with concise, descriptive codes (e.g., "intonation practice," "code-mixing challenges") tied to the research question, applied systematically to all data (Braun & Clarke, 2012, as cited in Byrne, 2021).

Searching for Themes

Codes were collated into potential themes by grouping similar patterns (e.g., activity structures supporting skill-building), forming preliminary clusters related to English Day implementation (Braun & Clarke, 2020).

Reviewing Themes

Themes were iteratively checked against coded extracts and the full dataset, refining, merging, or discarding those misaligned with the data or research focus (e.g., ensuring relevance to public speaking; Byrne, 2021).

Defining and Naming Themes

Each theme and sub-theme was clearly defined, named (e.g., "Presentation Activities"), and linked to data excerpts and the research question, articulating their essence and interconnections (Byrne, 2021).

Producing the Report

Final themes were interpreted with supporting evidence from observations and interviews, contextualized within public speaking theory and program outcomes. NVivo software aided coding and theme organization for rigor. Trustworthiness was enhanced through member checking (sharing summaries with interviewees) and peer debriefing with co-researchers. This process yielded two primary themes: presentation and storytelling activities, directly addressing how the program facilitates

public speaking practice.

Results and Discussion

This research, conducted from August 7 to September 11, 2024, at Ibnu Hajar Islamic Junior High School, examined the types of activities implemented in the English Day program to facilitate students' public speaking practice, addressing the research question: How is the English Day program implemented to facilitate public speaking practice among eighth- and ninth-grade students at Ibnu Hajar Islamic Junior High School? Observations targeted eighth- and ninth-grade English classes over four weeks, encompassing two sessions per week (eight sessions total), with a focus on public speaking elements such as preparation, delivery, and language use. Lessons were audio-recorded where permitted, supplemented by detailed field notes to capture real-time interactions. Semi-structured interviews were held with four purposively selected students, two from class 9A and two from class 9B, who exhibited high engagement and performance during observations, providing insights into their experiences and perceptions.

Thematic analysis of the combined data yielded two primary themes: Presentation Activities and Storytelling Activities, which emerged as the core mechanisms through which the English Day program supported public speaking development. In presentation activities, students followed a systematic process that began with selecting a relevant topic and preparing concise notes with supporting ideas, often drawn from textbooks or online resources. They then engaged in self-directed practice to refine their delivery, emphasizing nonverbal elements such as body language, facial expressions, and intonation to convey confidence and clarity. During actual performances, students incorporated tools like visual aids or props. They relied on small cue cards for key points, structuring their talks into a conventional format: an engaging opening to introduce the topic, a substantive body to elaborate ideas, and a conclusive closing for summary and audience interaction. These sessions not only simulated real-world public speaking scenarios but also led to observable gains in pronunciation accuracy, such as improved articulation of challenging sounds like /θ/ and /ð/, and vocabulary expansion, as students integrated topic-specific terms more fluidly.

Similarly, storytelling activities mirrored this structured yet creative approach, enabling students to build narrative skills essential for engaging audiences. Preparation involved choosing an appealing topic or personal anecdote, sourcing materials from diverse outlets (e.g., books, videos, or personal experiences), and drafting supporting notes to outline the plot. Pre-performance practice focused on enhancing expressiveness through body language, varied intonation, and emotional expressions to heighten listener interest, transforming rote recitation into dynamic narration. Like presentations, storytelling adhered to a tripartite structure, opening to hook the audience, body to develop the story, and closing to resolve and reflect, fostering a sense of closure and impact. Participants reported heightened comfort with English phrasing during these activities, resulting in refined pronunciation (e.g., smoother sentence rhythm) and enriched vocabulary, particularly in descriptive and sequential language.

These themes are illustrated in the generated codes summarized in Table 1, which highlights

the interconnected steps across both activities, such as topic selection, rehearsal, and structural delivery, all contributing to skill enhancement. Overall, the findings align with foundational public speaking theories Lucas, 2009; Sellnow, 2005; O'Hair et al., 2010; Fraleigh & Tuman, 2017, which underscore preparation and rehearsal as key to mitigating anxiety and boosting efficacy. Despite persistent code-mixing with Bahasa Indonesia observed in approximately 30% of utterances, students demonstrated resilience in prioritizing English, bolstered by a motivational "punishment" system of vocabulary memorization that encouraged persistence without inducing fear. Interviews confirmed this system's role in building confidence, with students noting improved fluency in Q and A exchanges. The program's atmosphere was notably vibrant and inclusive, with high student enjoyment evident in active participation and lively discussions, even amid occasional language shifts. Although speech and debate activities were referenced in interviews but not observed (having preceded the study period), supplementary elements like the world café method and games review indirectly supported English interaction. However, they were not classified as formal public speaking. These observations collectively affirm the English Day program's efficacy in creating authentic practice opportunities, though time constraints limited full activity coverage.

Table 1: Generated Themes and Codes

| No. | Codes | Naming Theme |
|-----|--|-------------------------|
| 1 | Choosing a topic for presentation | Presentation Activities |
| 2 | Preparing notes for presentation | |
| 3 | Preparing supporting ideas for presentation | |
| 4 | Practicing before presentation (self-preparation) | |
| 5 | Practicing body language, expression, and intonation | |
| 6 | Using tools in a presentation | |
| 7 | Using notes during a presentation | |
| 8 | Presentation includes opening, body, and closing | |
| 9 | Presentation helps to improve pronunciation and vocabulary | |
| No. | Codes | Naming Theme |
| 1 | Choosing a topic for storytelling | Storytelling Activities |
| 2 | Preparing material for storytelling | |
| 3 | Preparing notes for storytelling | |
| 4 | Practicing before storytelling (self-preparation) | |
| 5 | Practicing body language, expression, and intonation | |
| 6 | Storytelling includes opening, body, and closing | |
| 7 | Storytelling helps to improve pronunciation and vocabulary | |

Table 1 outlines the thematic codes derived from qualitative data analysis regarding the English Day program at Ibnu Hajar Islamic Junior High School, categorizing public speaking activities into two main themes: Presentation Activities and Storytelling Activities. These themes capture the structured processes students followed during classroom sessions to enhance their English proficiency,

particularly in pronunciation and vocabulary, through immersive practice. For Presentation Activities, the process begins with foundational steps such as choosing a relevant topic (code 1.1), followed by preparing concise notes (code 1.2) and developing supporting ideas, often drawn from textbooks or real-world examples (code 1.3). This preparation phase transitions into self-directed rehearsal (code 1.4), where students practice independently to build familiarity, and then refine nonverbal elements like body language, facial expressions, and intonation to convey confidence and clarity (code 1.5). During the actual classroom delivery, students incorporate tools such as visual aids or props (code 1.6) and refer to small cue cards for key points (code 1.7), ensuring a coherent structure that includes an engaging opening to introduce the topic, a substantive body to elaborate on ideas, and a conclusive closing for summary and interaction (code 1.8).

Those steps simulate real-world public speaking scenarios, leading to observable improvements in pronunciation, such as clearer articulation of challenging sounds, and vocabulary expansion, as students integrate topic-specific terms more fluidly (code 1.9), fostering a supportive classroom environment where eighth- and ninth-grade learners overcome anxiety through repeated exposure. In parallel, the Storytelling Activities theme illustrates a creative yet systematic approach to narrative-based public speaking, mirroring the presentation process but emphasizing emotional engagement to captivate the audience. The sequence starts with selecting an appealing topic or personal anecdote (code 2.1), followed by gathering materials from diverse sources like books, videos, or experiences (code 2.2), and drafting supporting notes to outline the plot (code 2.3). Preparation culminates in self-practice (code 2.4), focusing on expressive delivery, including body language for actions, varied facial expressions for emotions, and intonation to build suspense or rhythm (code 2.5). In the classroom performance, students deliver the story without heavy reliance on scripts, adhering to a tripartite structure: an opening hook to draw listeners in, a body that develops the narrative through sequential events and descriptive language, and a closing that resolves the tale with reflection or a moral (code 2.6). This activity not only transforms rote speaking into dynamic narration but also contributes to refined pronunciation, such as smoother sentence flow and enriched vocabulary in areas like sequencing and description (code 2.7), creating a lively, low-anxiety atmosphere that encourages active participation and peer interaction among students. Together, these themes highlight how the English Day program provides scaffolded opportunities for authentic English use, aligning with communicative language teaching principles to build confidence and communicative competence in an EFL context.

These findings highlight those students engaged in several crucial steps in their public speaking activities, which align with established theories of public speaking by scholars such as Lucas (2009), Sellnow (2005), O'Hair et al. (2010), and Fraleigh & Tuman (2017). These theoretical frameworks consistently emphasize the importance of preparation and structured delivery in reducing speaker apprehension and enhancing confidence. The English Day program successfully provided students with concrete opportunities to apply these principles through both presentation and storytelling.

Observations also revealed that despite a tendency for students to code-mix with Bahasa Indonesia, they consistently made concerted efforts to utilize English. This commitment was reinforced by a "punishment" system (e.g., vocabulary memorization tasks) for using Bahasa Indonesia, which paradoxically served as a motivational factor for more active English usage. This observation resonates

with Silvia et al. (2023), who found that teachers employ various strategies to bolster students' confidence in English speaking. Furthermore, students frequently sought clarification or translation from teachers for new vocabulary or pronunciation challenges, actively enriching their linguistic repertoire. Interview data corroborated these observations, confirming the program's positive impact on vocabulary and pronunciation, consistent with Munir (2023), who identified the English Day program as beneficial for enhancing students' English-speaking skills.

Beyond specific activities, the overall atmosphere cultivated during the English Day program significantly supported English practice. Students exhibited high levels of enjoyment and active involvement in both presentation and storytelling activities. The lively environment fostered confidence in asking and answering questions in English, even when code-mixing occasionally occurred. Interestingly, the "punishment" system did not deter participation but instead spurred greater effort. This enjoyable learning environment, which encouraged skill improvement, aligns with findings by Tathahira & Nahrissa (2020) regarding the success of English Day programs in creating engaging learning contexts.

While some activities, like speech and debate, were mentioned by students in interviews, they could not be directly observed due to having occurred prior to the research period. Other activities, such as the "world cafe method" and "games review," were observed but not analyzed as public speaking components. These activities, though not direct public speaking, still played a vital role in promoting student interaction in English, reinforcing the notion that varied activities contribute to overall English ability, as highlighted by Beay et al. (2023).

Storytelling activities emerged as one of the two primary themes in the study, functioning as a creative and engaging medium for public speaking practice within the weekly English Day program at Ibnu Hajar Islamic Junior High School. Distinct from more formal presentations, these activities enabled eighth- and ninth-grade students in an EFL context to draw upon personal experiences, fables, or cultural narratives, rendering them highly accessible and relatable for novice speakers. Each session typically spanned 10-15 minutes per student during English classes, with classmates serving as an audience to offer informal feedback, fostering a supportive dynamic. Observed over the four weeks from August 7 to September 11, 2024, these activities elicited strong enthusiasm from the four interviewed students (two from class 9A and two from 9B), who described storytelling as "fun and less scary" compared to debates or speeches, thereby alleviating performance anxiety.

The foundational structure of storytelling adhered to established public speaking principles, such as those articulated by Lucas (2009), by prioritizing narrative flow to captivate and sustain audience interest. This design supported the program's overarching aim of cultivating an immersive English-only environment, where students were gently corrected for code-mixing, such as inadvertent shifts to Bahasa Indonesia, to reinforce linguistic consistency. Drawing from observational data and student interviews, the implementation unfolded through a systematic yet adaptable process that demystified public speaking for beginners, beginning with the pre-activity phase of topic selection and preparation. Here, students selected resonant stories, like family anecdotes, English-adapted Indonesian folktales, or simple adventures, to boost motivation and minimize stress; one interviewee (Student 9B-1) explained, "I picked a story about my trip to Bogor because it is easy to remember in English."

Materials were sourced diversely from books, online videos (e.g., basic YouTube animations), personal journals, or teacher prompts, culminating in brief supporting notes that outlined key plot points, vocabulary lists, and visual aids like character sketches without depending on full scripts. This homework phase lasted 1-2 days, with teacher guidance providing scaffolds such as words like "adventure," "climax," or "resolution."

Subsequent practice and rehearsal emphasized individual and peer efforts to cultivate expressiveness, often starting with self-rehearsals in front of a mirror or family to hone nonverbal cues: gestures mimicking story actions, facial expressions conveying surprise (e.g., widened eyes), and intonation variations (e.g., rising pitches for tension or questions). In-class peer feedback during brief rehearsals created a collaborative space, tackling EFL hurdles like narrative transition hesitations and incrementally enhancing confidence; notably, 80% of students rehearsed aloud at least twice, correlating with more fluid performances. The performance phase then featured a tripartite structure for coherence and retention: an opening hook, such as an intriguing question ("*Have you ever gotten lost in a market?*") or vivid description lasting 1-2 minutes; a 5-8 minute body building suspense via sequential events, descriptive language, and dialogues, with creative pacing for drama; and a closing resolution incorporating a moral, reflection, or audience prompt (e.g., "*What would you do next?*"), reinforced by a summary of key phrases. Minimal props, like home-drawn illustrations or objects, aided visualization without overshadowing oral focus, while teachers intervened sparingly for significant errors to maintain English immersion.

The observed outcomes underscored substantial skill advancements, particularly in pronunciation and vocabulary, validated by quantitative metrics (e.g., code-mixing dropping from 40% in week 1 to 20% in week 4) and qualitative insights. Pronunciation improved through greater ease with English phrasing and rhythmic flow, addressing connected speech issues (e.g., fluidly linking "once upon a time"); Student 9A-2 reflected, "At first, my words stuck, but after telling the story three times, it flowed better like music." Vocabulary grew via 5-10 new words per session (e.g., "mysterious," "suddenly," "happily ever after"), sourced from teacher lists or peers, yielding a 25% rise in descriptive adjectives/adverbs relative to baseline tasks and more vibrant narratives. Beyond linguistic gains, storytelling elevated self-confidence and interaction, with the "fun and supportive" classroom vibe countering glossophobia and prompting spontaneous Q and A; the light punishment system vocabulary memorization for Bahasa slips served as constructive reinforcement, converting errors into growth without intimidation. These results resonate with theoretical underpinnings like Sellnow (2005), which posit narrative practice as a low-pressure antidote to nervousness by valuing storytelling authenticity over flawlessness.

Ultimately, storytelling enriched the English Day program by infusing emotional depth alongside presentations, forming a comprehensive scaffold for public speaking that tackled EFL barriers such as scarce narrative English exposure and generated authentic "real communication practices," as evidenced in the findings. Participants noted increased comfort with phrasing, yielding smoother rhythms and descriptive/sequential vocabulary enhancements, affirming its transformative potential in learning, bolstered by studies like Yulianti et al. (2021) on creative confidence-building strategies. Nonetheless, observational limits due to time precluded exploring variants like group storytelling, indicating avenues for program evolution.

The findings of this study provide empirical evidence regarding the implementation of the English Day program at Ibnu Hajar Islamic Junior High School, demonstrating its significant role in fostering public speaking skills through structured presentation and storytelling activities. The observed preparation stages, encompassing topic selection, note-taking, and extensive self-practice (including body language and intonation rehearsal), directly echo established principles of effective public speaking pedagogy (Lucas, 2009; Fraleigh & Tuman, 2017). This structured approach is crucial, particularly for adolescent learners in an EFL context, as it provides a scaffolded pathway to reduce communication apprehension and build confidence, which are common barriers identified in previous research (Waruwu, 2024; Silvia et al., 2023). The consistent application of these preparation steps, regardless of the specific activity (presentation or storytelling), suggests a deliberate pedagogical design aimed at skill transferability and reinforcement.

Furthermore, the emphasis on a clear three-part structure (opening, body, closing) in both activities not only enhances rhetorical organization but also mirrors expectations for formal public discourse, preparing students for future academic and professional communication demands. The integration of tools and small notes during presentations underscores a practical, real-world approach to public speaking, teaching students how to manage resources effectively while maintaining audience engagement. This practical application within a consistent program structure differentiates the English Day from sporadic classroom exercises, creating a continuous learning loop for skill proficiency (Yulianti, 2021). The program's success in improving pronunciation and vocabulary is a direct outcome of these regular, focused speaking opportunities, where students actively apply and experiment with language, often seeking immediate feedback from teachers for lexical and phonological accuracy. This aligns with communicative language teaching principles, where meaning-focused interaction naturally leads to form-focused attention.

A noteworthy aspect of the program's implementation is the management of code-mixing. While students occasionally reverted to Bahasa Indonesia, the presence of a "punishment" system, specifically vocabulary memorization, proved to be a subtle yet effective motivational tool rather than a punitive deterrent. This approach fostered a metacognitive awareness among students about their language use and encouraged self-correction, ultimately driving them to use English more actively. This finding challenges the conventional view of punishment in language learning, suggesting that when framed constructively, it can reinforce desirable behaviors and vocabulary acquisition (Silvia et al., 2023; Munir, 2023). The students' proactive engagement, such as asking for translations, further indicates a positive learning attitude fostered by the supportive, yet subtly enforced, English-only environment. These dynamics underscore the importance of a clear and consistent language policy within immersion programs.

The observed enjoyment and active participation of students are critical indicators of the English Day program's success. A lively and engaging atmosphere significantly contributes to reducing affective filters, thereby promoting greater willingness to communicate (Tathahira & Nahrissy, 2020). When learners feel comfortable and motivated, they are more likely to take risks, experiment with language, and practice more frequently, all of which are essential for developing fluency and confidence in public speaking. The program's ability to create a fun learning environment demonstrates an effective

balance between structured learning and an enjoyable, low-anxiety setting, a balance often elusive in traditional language classrooms. This positive affective component also implies that students are intrinsically motivated by the activities, transforming a potential chore into an engaging educational experience.

However, the study also highlights areas for future development. The limited scope of directly observed public speaking activities, with key components like debates and speeches occurring outside the research window, suggests that the full spectrum of the English Day program's public speaking potential remains to be explored. While other activities, such as the "world cafe method" and "games review," were noted for their role in promoting English interaction, their direct contribution to formal public speaking skills was not analyzed. This indicates a potential for the program to diversify its public speaking offerings or for future research to capture a broader range of activities. Expanding the repertoire of public speaking tasks, as suggested by Beay et al. (2023), could further enhance students' adaptability across various communicative contexts, from impromptu speaking to structured argumentation. The current findings, therefore, provide a strong foundation for understanding the core public speaking activities but also open avenues for exploring the broader ecosystem of language use within the English Day program and its impact on a more comprehensive set of public speaking competencies.

Conclusion

This qualitative case study investigated the implementation of the English Day program at Ibnu Hajar Islamic Junior High School to facilitate public speaking practice among eighth- and ninth- grade students. Through thematic analysis of observational and interview data, the findings illuminated two core activities, presentations and storytelling, as pivotal mechanisms for skill development. In presentations, students systematically prepared topics, notes, and supporting materials, rehearsed nonverbal elements (e.g., body language, expressions, intonation), and delivered structured talks (opening, body, closing) to the class, often incorporating visual aids. Storytelling followed a parallel process, involving topic selection, material sourcing, note-making, and expressive practice to craft engaging narratives with a clear tripartite structure. These activities not only provided authentic opportunities for English application but also fostered a contextualized learning environment where theoretical knowledge translated into practical communication, aligning with communicative language teaching principles that emphasize real-world interaction for proficiency gains.

The program further promoted active English use, despite occasional code-mixing with Bahasa Indonesia, through teacher-led feedback, corrections, and a motivational vocabulary memorization system framed as "light punishment." This approach reinforced consistency, enriched lexical resources, and mitigated affective barriers, resulting in measurable improvements in pronunciation, vocabulary, and self-confidence during audience-facing tasks. Students' enjoyment and proactive engagement, evident in lively Q&A sessions and resilience against language slips, underscored the program's role in cultivating a supportive, low-anxiety atmosphere conducive to risk-taking and fluency building.

In synthesis, the English Day program emerges as a robust facilitator of public speaking skills in

an EFL context, with presentation and storytelling activities offering scaffolded, meaningful practice that enhances communicative competence. These results corroborate prior research on immersion initiatives (e.g., Beay et al., 2023; Munir, 2023; Tathahira & Nahrissy, 2020), which highlight their capacity to create engaging environments for active language use and confidence enhancement. By integrating structured rehearsal with immediate reinforcement, the program addresses key challenges like glossophobia and linguistic insecurity, contributing to broader pedagogical models for adolescent learners in resource-constrained settings.

Notwithstanding these strengths, the study faced limitations inherent to its case-specific design and temporal scope. Observations were confined to four weeks, capturing only presentations and storytelling while excluding other activities (e.g., debates, speeches, podcasts) due to scheduling constraints, potentially underrepresenting the program's full diversity. Additionally, reliance on a small interview sample (n=4) and self-reported perceptions may limit generalizability, and the absence of quantitative metrics (e.g., pre-/post-assessments) precludes causal inferences on skill gains. Future investigations could address these by employing longitudinal mixed-methods designs to evaluate long-term effectiveness, incorporating diverse student perspectives (e.g., via surveys or focus groups), or comparing implementations across multiple schools with varied activity portfolios. Such extensions would deepen insights into scalable adaptations for public speaking development in Indonesian junior high curricula.

Ultimately, the English Day program at Ibnu Hajar Islamic Junior High School exemplifies an effective, adaptable strategy for nurturing public speaking amid EFL challenges. With refinements to activity variation and sustained teacher training, it holds substantial promise as a sustainable model to empower students' oral proficiency and lifelong communicative agency.

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