



Evaluating Student Needs for Engaging English-Speaking Programs within the English Day Framework

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Abstract

This research examines the needs of students enrolled in English-speaking programs, with a particular emphasis on their preferences and levels of engagement in various themed activities during the English Day program. Proficiency in speaking is essential for achieving fluency in English; however, it poses significant challenges for numerous students. The study employs a quantitative survey approach to evaluate student participation in eight distinct speaking activities, including role-playing, group discussions, and film discussions, within the contexts of Nutritious Friday, Healthy Friday, Cleanliness Friday, and Religious Friday themes. Data collected from sixty participants were analyzed using descriptive statistical techniques, focusing on preferences for activities based on frequency, percentage, mean, and standard deviation. The findings indicate that students favour activities such as film discussions and word games, which provide visual stimulation and a relaxed, low-pressure atmosphere. Conversely, more formal speaking tasks, including debates and presentations, garnered less engagement, highlighting the necessity for confidence-building measures before engaging in structured speaking exercises. These insights are instrumental in shaping an English-speaking curriculum that caters to student needs, fostering regular use of English, supportive social settings, teacher assistance, and various speaking activities across different themes. The recommendations derived from this study are intended to assist educators in creating effective, student-focused English-speaking programs that resonate with students' interests and levels of thematic engagement.

1. Introduction

Today, educational institutions strive to provide various activities to improve students' abilities and skills, especially in mastering English communication (speaking) skills. Munir et al. (2023) write that teachers as educators strive to organize and implement English learning activities to support student's needs. Besides that, students have to practice communicating in a foreign language. One practice school can pursue is implementing outside classroom programs such as the English Day program (Maulidiyah & Afifa, 2022). According to Silvia et al. (2023) and Sakkir et al. (2020), English Day is a daily English practice and learning school program to equip students with excellent communication skills. This program, which requires speaking in English during the day, applies to students, teachers, and school staff (Noprival, 2016).

The "English Day" program should be consistently implemented and strengthened on any theme or all days of the English-speaking program. Regarding the emphasis on the use of English, if it is done only once a month or conducted inconsistently, it will not significantly impact student's speaking development. Siswoyo (2023) stated that students must spend enough time practising consistently to overcome barriers in English and make significant progress in learning English.

Besides that, the school environment and friends should be noticed and maintained by Teachers. That aligns with Dalimunthe et al. (2024), who stated that we must build a supportive learning environment to improve student involvement and motivation in the learning process. Moreover, Ghany (2021) found that a supportive learning environment encourages upper students and middle groups. Li (2011) found that a positive environment and friends in dialogue will build an excellent language-learning community, increasing participation and confidence in English speaking. Luca et al. (2019) also pointed out that teachers must pay attention and ensure that student's learning environment is bullying-free. Therefore, teachers must pay close attention to these students' needs.

Teachers must remember their Role as guides or directors of students for their future education (Situmorang, Sitompul, & Tuty, 2024). Anwar and Ijje (2023) write that teachers play a role in always maintaining student motivation by providing various services, both in terms of creating an exciting and enjoyable learning environment and services in terms of teaching methods and providing good feedback. In this case, the Teacher's Role is also needed to encourage students, which will increase their speaking activity (Wicaksono, Pd, Ed, & Ph, 2016). Students need support from teachers in various learning-related matters (Carlson, 2019). (Primana, Indrasari, and Santi, 2019) stated that teacher support can increase student motivation and encourage active student involvement in learning.

Moreover, (Kapoh et al., 2023) found that teachers are role models for their students, which can be seen from how teachers provide examples of essential values in the learning process, such as the willingness to continue learning,

responsibility, and discipline. Hence, teachers must give positive services, as mentioned above, by prioritizing support, motivation, appreciation, and role models.

Furthermore, the English Day Program must also be expanded by including exciting and various activities to increase students' enthusiasm for participating in the English Day Program. This is consistent with the research established by Solihat (2023), which shows the importance of various media, especially media supported by technology, in supporting student learning. Therefore, an educator must deeply understand media use and develop effective strategies to ensure efficiency and effectiveness in the educational process (Ilham et al., 2022; Sahronih & Sumantri, 2020). Moreover, to improve the learning experience and overall language proficiency, organizing interactive activities in English language learning is needed (Mikraj, 2024).

Besides that, organizing the various activities and media used for the English Day program is essential to support improving the students' English-speaking skills. Several activities that might help improving speaking skills are Role Playing (Pinatih, 2021), Debate (Ban, Pang, & Em, 2023), Presentation (Ati & Parmawati, 2022), Group Discussion (Merced & Ángel, 2024), Story Telling (Subono, Karamatwangi, & Java, 2021), Word Games, Singing English Songs (Purnama & Wahyudi Karimullah, 2024), Watching & Discussing Films or Movies or Videos (Nita & Dewanti, 2020), and Reading a Poem (Patau, 2020).

Considering the need for more effectiveness of the English Day program, improving the program's quality is necessary. We need to explore and discover the student's needs and desires in this activity to increase student enthusiasm and meet student's needs. This view is supported by Khoirotun and Rohmah (2024), who write that building student's ability to communicate effectively in English is challenging for teachers; teachers must find the right teaching approach to achieve these goals. One effective strategy is to develop additional activities tailored to individual students' needs. Needs analysis is necessary to guide lecturers to find student's needs (Menggo, Suastra, Budiarsa, & Padmadewi, 2019). Needs analysis is a step in the learning process to identify students' desires, deficiencies, and input related to several aspects, such as types of speaking activities (Andi & Arafah, 2017).

A great deal of previous research into English Day has focused on students' perceptions, factors contributing to students' willingness, and improving speaking skills through the English Day Program. Munir et al. (2023) identify student perceptions of the English Day Program; the study concluded that some program benefits are positive perceptions, and several complaints are negative. Furthermore, previous studies discussed the factors contributing to the student's willingness to participate in English Day (Auliyah & Sujannah, 2023) and the students' high motivation and expectations of this English Day Program (Sinaga, n.d.).

Besides that, Karunia et al. (2023) and Silvia et al. (2023) found and reported that English Day has increased the student's speaking skills, although they had some difficulties in their tests. Meanwhile, research that analyses students' needs for specific speaking activities on English Day has never been carried out.

Given the explanation provided, it is evident that there is a lack of research addressing students' requirements for speaking programs within the English Day framework. Consequently, conducting a needs analysis focused on speaking activities in the English Day Program is essential. Nonetheless, insights derived from previous research limitations and established theories have informed this study. As previously noted, various studies have concentrated on topics distinct from this investigation, which examines explicitly the needs of students in English Speaking Programs, including their requirements within the school setting, the support provided by teachers, and the specific activities employed.

Therefore, the objective of this study is to offer practical recommendations for educators in the design of English-Speaking programs by identifying and comprehending students' needs within the English Day program, particularly concerning speaking activities, their general needs related to the English-speaking program, their social environment, teacher support, and the speaking activities required for each theme of English Day. This study aims to illuminate several critical areas that provide new insights into students' needs in English Speaking Programs.

2. Method

The present study employs a quantitative survey design. It collects data from many respondents using a questionnaire with a rating scale to describe students' needs for English-language speaking programs for the Population being studied. This method provides a broader and more representative picture of the needs or opinions of the relevant respondent group, and it is beneficial for obtaining data that covers various perspectives.

This research took SMP 26 Surabaya as the target school for implementing Teaching Assistance in the Independent Campus Program from the Government. Besides that, this school is one of the favourite schools in Surabaya, which has an extracurricular English Day program with four exciting different themes every week: Nutritious Friday, Healthy Friday, Cleanliness Friday, and Religious Friday, which are held every Friday. The Population was a whole class of 7-9; through convenience sampling, the sample was taken in classes 8 A and B of Junior High School, who were the researcher's students during the Teaching Assistance program, with a total of 65 students as a sample. Since the research sample is the researcher's students, reaching them was also easy and practical, relevant to the English Day program research.

Researchers used a questionnaire distributed via Google Forms to the students between February - May 2024. The research instrument contains 13 items describing four student needs groupings. Student's Needs based on General Activities on English Day (3 points), Student's English Day Needs based on the School Environment (2 points), Student's English Day Needs based on Teacher's Services (4 points), Student's English Day Activities Needs on Nutritious Friday, Healthy Friday, Cleanliness Friday, and Religious Friday (4 points).

The current study uses descriptive statistical analysis to provide a more precise and structured picture of the student's needs in the English-speaking program. It calculates frequency counts, percentages, mean, and standard deviation and groups the data into predetermined categories to interpret the research results comprehensively.

The first data category is then converted into percentages with the following formula:

$$\frac{\text{Total Score}}{\text{Highest Score} \times \text{Total Respondents}} \times 100$$

To interpret each point of a student's need, the following intervals are used:

- a. 0%-25% were concluded as strongly not needed
- b. 25% -50% were concluded as not needed
- c. 50%-75% were concluded as needed
- d. 75%-100% were concluded as strongly needed

The second data category concerns the students' needs for speaking activities; it analyses the frequency and percentages of each activity, and the highest scores or percentages indicate that students chose the most active activity.

3. Result

This research was carried out at SMP 26 Surabaya, which has an English Day program every Friday with a different theme each week. Corresponding to the findings of the questionnaire completed by students, several aspects needed by students to implement the English Day program were identified. The following table shows the data from the questionnaire results.

Student's Needs Based on General Activities on English Day

The researcher identified students' needs during the implementation of English Day. Table 1 below presents the results of the analysis of student's needs.

Table 1. Need Analysis of Student’s General Activities on English Day

Statements	SD	D	A	SA	Score	Percentage	Mean	STDV
The need for habituation activities in the schoolyard in all the English Day themes	1	24	129	36	190	73,1%	2,9	0,6
The need to get used to communicating in English in all the English Day themes	4	44	84	44	176	67,7%	2,7	0,8
The need for varied and exciting English Day activities on all the English Day themes	2	14	114	72	202	77,7%	3,1	0,7
Total Average						72,8%	2,9	0,1

Table 2 discusses 3 question points, categorized as students' needs based on general activities on English Day. The point whether students need habituation activities in the schoolyard for every English Day has a percentage of 73.1%. Besides that, 67.7% expressed the need for students to emphasize using English in daily communication on all English Days. Meanwhile, regarding students' needs for various activities during English Day, students chose a percentage of 77.7%. Overall, the category of general activities needed has a percentage of 72.8%.

Student’s English Day Needs Based on the School Environment

Table 2. Analysis of Student’s Needs in the School Environment

Statements	SD	D	A	SA	Score	Percentage	Mean	STD
There is a need for an environment or friends who support the consistent use of English in every conversation during English Day.	3	22	111	56	192	73,8%	2,95	0,75

The need for the environment or friends that is free from negative experiences, such as being teased by friends when they misuse the English language on English Day.	3	14	90	100	207	79,6%	3,18	0,8
Total Average						76,7%	3,06	0,03

Table 3 presents data from categories of students' needs based on the school environment. The first point represents 73.8% of students' needs in consistently supporting their friends in applying English in everyday English Day life. This is followed by the need for students to avoid hostile environments or friends or be ridiculed, with a percentage of 79.6%. The overall category of students' needs based on the school environment is 76.7%.

Student's English Day Needs Based on Teacher Services

Table 3. Analysis of Student's Needs on Teacher Services

Statements	SD	D	A	SA	Score	Percentage	Mean	STD
There is a need to get full support or motivation from the Teacher to speak English during English Day.	1	6	111	96	214	82,3%	3,2	0,6
There is a need for full encouragement from the Teacher to speak English during English Day.	1	26	93	80	200	76,9%	3,07	0,75
Teachers need to show appreciation for students who actively speak English during English Day.	4	16	111	64	195	75,0%	3,07	0,79
There is a need for a	2	8	32	23	206	79,2%	3,16	0,76

model or Role from the Teacher who actively inspires students to speak English during English Day.								
Total Average						78,35%	3,15	0,07

Table 4 explains students' needs for the Teacher's services. The data results in this table explain students' need to get support or motivation from teachers in speaking English during English Day with a percentage of 82.3%. Furthermore, 76.9% also showed that students need encouragement from teachers (strict regulations) to use English. 75% of students need appreciation for student activities. Furthermore, 79.2% of students need a role or model from the Teacher to inspire them to learn how to speak English. Moreover, the percentage of student's needs based on the teacher services category is 78.35%.

Student's English Day Activities Needs on Nutritious Friday, Healthy Friday, Cleanliness Friday, and Religious Friday

Table 4. Analysis of Student's Needs for English Day Activities

English Speaking Activities	Nutritious Friday		Healthy Friday		Cleanliness Friday		Religious Friday	
	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Role-Playing	26	40%	22	33,8%	24	36,9%	17	26,2%
Debate	6	9,2%	8	12,3%	9	13,8%	6	9,2%
Presentation	6	9,2%	11	16,9%	9	13,8%	9	13,8%
Group Discussion	12	18,5%	22	33,8%	19	29,2%	22	33,8%
Storytelling	13	20%	14	21,5%	17	26,2%	19	29,2%
Word Games	30	46,2%	20	30,8%	19	29,25%	17	26,2%
Singing English Songs	14	21,5%	10	15,4%	14	21,5%	6	9,2%
Watching-Discussing Film or Video	33	50,8%	21	32,3%	19	29,2%	22	33,8%
Reading a Poem	3	4,6%	5	7,7%	2	3,1%	5	7,7%

This study explores the students' choices and practices in English-speaking activities based on the four themed days in the English-speaking program: Nutritious Friday, Healthy Friday, Cleanliness Friday and Religious Friday. The

intention is to identify the student activities that connect most with our students, thus offering invaluable insight into how best we can put together a more engaging and productive English-speaking curriculum. The analysis includes eight types of activities, showing total participation and percentage by theme based on survey data.

For Nutritious Friday, "Discussing film or Video" emerged as the most popular activity, with 50.8% of students choosing it. This preference suggests that students are highly receptive to media-based activities that combine entertainment with learning, possibly due to the visual and interactive nature of films that can help contextual language acquisition. "Word Games" also saw high participation at 46.2%, likely because such games make learning vocabulary enjoyable and promote spontaneous language use. "Singing English Songs" and "Storytelling" activities garnered moderate participation rates, with 21.5% and 20%, respectively, indicating that students find these activities engaging yet perhaps more demanding or less favoured than media-based activities.

In contrast, "Role-Playing" received 40% participation, indicating that while students enjoy acting out scenarios, they may find this activity somewhat challenging due to the confidence and fluency required. Activities like "Debate," "Presentation," and "Reading a Poem" received the least engagement, with participation rates at 9.2%, 9.2%, and 4.6%, respectively. These findings imply that students may find these activities more intimidating, especially given the impromptu speaking and public presentation skills involved.

In English activities with the theme Nutritious Food or Drinks on Nutrition Friday, most students chose "watching and discussing films or videos" with a percentage of 50.8% and "Word Games" with 46.2% and singing English songs with 21.5%. Meanwhile, for activities on Healthy Fridays by adopting a healthy lifestyle, students chose Role-Playing and Group Discussions with the same percentage of 33.8% and discussing films or videos with a rate of 32.3%. Furthermore, for Clean Friday, by keeping the environment clean, most students chose role-paying activities at 36.9%, word games at 29.25%, group discussions, and films or videos at 29.2%. The last one was Religious Friday, with the theme of Islamic Story. Most students chose watching-discussing films or videos and group discussions as much as 33.8% and storytelling as much as 29.2%.

4. Discussion

The interpretation of Table 1 in the first point is that students need to get English habituation activities in the schoolyard not only on particular themes but on all themes of English Day. The second point is that students need consistency in English-speaking activities at school on all English Day themes, and the results show that they also need them. Moreover, for the last point, students strongly need to have various activities on all English Day themes. All points are categorized into students' needs based on general activities, with interpretation required.

The literature review mentions that consistency regulations for speaking throughout English Day are mandatory (Siswoyo, 2023). The first part of the questionnaire revealed that students needed to tighten the speaking rules throughout the English day. Furthermore, the importance of various English Day activities, as stated by Mikraj (2024), is in line with the results of this research, where students must have habituation activities on English Day and strongly need various English Day activities. From the three points of students' needs, the researcher took the final average of the categories of students' needs based on their general activities with the interpretation students needed.

According to data interpretation, Table 2 shows that students need an environment or friends who support the consistent use of English in daily conversations at school on English Day. Likewise, students need no negative experiences, such as peer ridicule when speaking English incorrectly. Furthermore, all points are categorized as students' needs based on the school environment and interpreted as strongly needed by students. These results corroborate the findings of a great deal of the previous research by (Dalimunthe et al., 2024; Ghany, 2021; Li, 2011), who stated the need for a supportive environment for better-developing of students learning aspects. Moreover, in the second result, previous studies have demonstrated that teachers must maintain students' environment to avoid negative things such as bullying (Luca et al., 2019). Furthermore, the average interpretation of all points in this category is that students strongly need supportive friends and environments.

Table 3 explains students' needs for the Teacher's services. The data results in this table explain the interpretation that students strongly need to get support or motivation from teachers when speaking English on English Day. Furthermore, students strongly need encouragement from teachers (strict regulations) to use English. They were followed by students who strongly needed appreciation for student activity. The final point says that students strongly need a role or model from a teacher who can inspire students to speak English. Overall, the categories of students' needs based on student-teacher services admitted they were very needed. Prior studies that have noted the necessary of the teachers' Role for students stated teachers as a guide and facilitators (Yana, 2016) and (Situmorang et al., 2024); this also accords with our investigation, which showed that students strongly need support from teachers' services.

The points of getting full support and motivation under interpretation are strongly needed in line with the findings from (Anwar & Ijje, 2023) (Carlson, 2019) (Primana et al., 2019), as well as full encouragement and appreciation, as stated by (Wicaksono et al., 2016). The need for role models from the teachers in speaking English actively with the interpretation is strongly needed, as written by (Kapoh et al., 2023). These results corroborate the previous study's findings, which analyzed the development of speaking syllabuses (Yana, 2016). However, the findings of this study add to the input of prior research that students need

teachers not only as guides and facilitators but also to support and provide services.

Furthermore, there is a discussion about the activities needed by students in implementing English Day, where this analysis is supported by a statement (Andi & Arafah, 2017), which states that it is necessary to analyze students' needs down to their activities. Each theme will be discussed further, including Nutritious Friday, Healthy Friday, Cleanliness Friday, and Religious Friday. Several activity options have been provided that have been adapted from literature reviews of previous research, where these activities have also been proven to improve student's English speaking in this English program.

For the Nutritious Friday theme, many students chose the activity "Watching and Discussing Films or Videos." Then, on the Healthy Friday theme, the activity with the highest percentage was achieved by Group Discussion and Role-Playing activities, Cleanliness Friday with Role-Playing activities, and Religious Friday with Group activities Discussion and "watching and discussing films or videos."

The results of this research provide evidence that students need many things in implementing English Day as one of the speaking skill development programs facilitated by the school in line with (Mikraj, 2024) and (Solihat, 2023). It covers general students' needs, a supportive environment, support and services from teachers, and what activities students need or are interested in implementing in English Day. An implication of this finding is the possibility that teachers can organize English day activities based on the needs of students investigated in this research. The test successfully identified student's needs in the English-Speaking Program. However, additional research in developing English Speaking Program material is needed to improve the English Day program.

5. Conclusion

This research offers suggestions on how to improve English-speaking programs to meet the needs of students better. Some critical points are the use of different practice activities and the fact that all themes related to English Day always employ English, building a habit in students. An appropriate atmosphere is essential to motivate the students who speak in English to feel free to speak, without feeling at risk of having some bad experience, such as being teased or remarked for making mistakes, discouraging students from speaking. Teacher encouragement plays a crucial role in fostering this environment; however, it must extend beyond verbal affirmation. This study also points out activities that appeal to student interests, such as discussions about films, role-playing and group discussions.

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