

***ENGLISH PRACTICE PROGRAM (EPP) TO ENHANCE
STUDENTS' ENGLISH ORAL COMMUNICATION
PROFICIENCY***

THESIS

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Department



by:

TIARA PRAMUDHITA

1903046018

**ENGLISH EDUCATION DEPARTMENT
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG**

2023

THESIS STATEMENT

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I am the student of the following identity:

Name : Tiara Pramudhita
Student Number : 1903046018
Department : English Language Education

Certify that this thesis entitled:

English Practice Program (EPP) to Enhance Students' English Oral Communication Proficiency

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Semarang, 05 April 2023

The Researcher



Tiara Pramudhita

NIM. 1903046018

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : English Practice Program (EPP) to Enhance Students' English Oral
Communication Proficiency
Name : Tiara Pramudhita
Student Number : 1903046018
Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of
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gaining a Bachelor's Degree in English Education.

Semarang, 13th April 2023

THE BOARD OF EXAMINERS

Chairperson,

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NIP. 19620803 198903 2 003

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NIP. 19650614 199203 2 001

Examiner 1,

Sayyidatul Fadhilah, S. Pd.I., M. Pd
NIP. 19810908 200710 2 001



Examiner 2,

Dr. Hj. Siti Marjam, M.Pd
NIP. 19650727 199203 2 002

Advisor

Dra. Hj. Ma'rifatul Fadhilah, M.Ed.
NIP. 19620803 198903 2 003

Dr. Lutfiyah, S.Ag., M.SI
NIP. 19790422 200710 2 001

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:
The Dean of education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:


Title : English Practice Program (EPP) for Students' English Oral
Communication Proficiency (Study at SMA Islam Al Azhar 16
Semarang)

Name of Student : Tiara Pramadhita
Student Number : 1903046018
Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munagoqsyah session.

Wassalamu 'alaikum, wr. wb.

Semarang, 05 April 2023
Advisor,


Dra. Hj. Ma'rifatul Fadhillah, M.Ed.
NIP. 196208031989032003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

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Wassalamu 'alaikum, wr. wb.

Semarang, 05 April 2023
Advisor,


Dr. Lutfiyah, S.Ag., M.SI
NIP. 197904222007102001

ABSTRACT

Writer : Tiara Pramudhita
Student Number : 1903046018
Title : English Practice Program (EPP) to Enhance Students' English Oral Communication Proficiency.

Language is a tool for communication. Communication is a very important skill because people can achieve their goals, objectives, and desires by communicating. As a global language, the ability to communicate using English is important for students at school. English learning can be done in the classroom as well as outside the classroom or through extracurricular program. Extracurricular learning is considered important because it provides many opportunities for students to practice the knowledge they have gained in the classroom. This research aims to explain the implementation of English Practice Program (EPP) and students' view about EPP for their English oral communication proficiency at SMA Islam Al-Azhar 16 Semarang. The researcher used descriptive qualitative method and case study design in this research. The subjects in this research are teacher who manage EPP and students of SMA Islam Al-Azhar 16 Semarang. Primary data sources of this research were gained from observation and interviews, while supporting data were obtained from documentation and EPP handout. According to the research finding, the researcher found that the English Practice Program (EPP) has several activities to support students' ability to communicate using English. These activities are vocabulary building, speaking performance, English translation, and conversation. The researcher also found students' view regarding EPP that students are responding positively to the program's existence and felt helped by the learning activities. Students also state the program help them improve their ability to speak and communicate using English.

Key words: English Learning Program, Extracurricular Program, Oral Communication skill.

DEDICATION

This final project is dedicated to my beloved parents, Muslimin and Suharti, my beloved sister Riska Kusumaringtyas, and all of people who have supported me whatever situations and conditions, my beloved teachers, students also my friends and everyone who has prayed for and encouraged me to finish my study. I would like to express my gratitude for all of your kind efforts and support throughout my life.

MOTTO

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ ۖ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ
فَلْيَسْتَجِيبُوا لِي وَلْيُؤْمِنُوا بِي لَعَلَّهُمْ يَرْشُدُونَ

The meaning : “*Verily, I am near. I grant the supplicant's request when he prays to Me*”. [Al-Baqarah :186].

“*Being thankful and giving thanks is one of keys to be happy*”.

–Mark L.

“*Sometimes you are doing better, sometimes you are doing worse.
But at the end, it is you. I just want you to have no regrets and to feel
yourself grow. I just want you to love yourself*”.

–Mark L.

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Semarang, 05 April 2023

The Researcher

Tiara Pramudhita

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, question of the research, objective of the research, and significance of the research.

A. Background of the Research

Language is a key. As an international language, English has become the second language in almost all countries that do not use it as their first language. According to this fact, the position of English has increasingly strengthened. Language is also used as a communication tool. In this present globalized world, communication plays an important role in the progress of people in many aspects. People cannot achieve their goals, objectives, intentions and communicate without using appropriate language. Therefore, there is a need for a language to communicate with other people.

The main goal of learning any language is to acquire a language for everyday communication. Because in every journey of life, the language we use to communicate is very important.¹ According to the growing importance of English as a tool for global communication and language learning purposes, it is important to focus on training students to acquire communication skills.

¹ Ingrid Fandrych, "The Importance of English Communication Skills in Multilingual Settings in Southern Africa," *English Today* 25, no. 3 (2009): 49.

In teaching English as a second language or a foreign language, there are four skills students should acquire: listening, speaking, reading, and writing. Based on the four main skills in teaching English, teaching speaking skills becomes important. Speaking is considered as the most important skill of the four language skills, as it is a major communication skill. Besides that, teaching speaking skill is important because a large number of students want to learn English so that they can communicate effectively in that language.² This implied that there is no doubt that mastering any skill in language learning is necessary to become a good communicator. Also, the ability to speak fluently gives speakers many different advantages, such as the ability to interact and communicate effectively with others.³

One form of communication is oral communication. Oral communication is the exchange of information through the use of spoken words. According to Webster Dictionary (1989) speaking is the process of transferring, sharing thoughts and feelings orally. Speaking is used to talk, mention something, and communicate ideas in any situation.⁴ Through speaking, speaker can communicate his

² Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34.

³ P. S Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6, www.acielj.com.

⁴ Merriam-Webster, *Webster's Dictionary of English Usage* (Massachusetts : Inc., Publishers Springfield, 1989), p. 10.

feelings and thoughts to another person, and others will understand what the speaker wants.

According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. People need communication when they want to talk and share information. Speakers use communication when they are going to talk to someone about something. Speakers apply language according to variety of reasons.⁵

Regarding learning second language and communication skills, Sadoux (2013) states oral communication becomes an important goal.⁶ In the communication purposes, teaching English does not necessarily focus on syntactic accuracy or grammar skills. Instead, giving students the opportunity to use as much English as possible in real-life situations should be considered, especially for Indonesian students who have limited opportunities to not only be exposed to English speakers but also the ability to use English in real-life situations.

In recent years, many local schools in Indonesia have implemented what is known as a "bilingual program" in teaching English as a second language. It also happens in Semarang. The

⁵ Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education*. (2017): 34.

⁶ Hanan Ahmed Sanad, "Developing EFL Oral Communication Skills and Motivation through Vlogging," *CDELTA Occasional Papers in the Development of English Education* 74, no. 1 (2021): 97.

school has purpose to produce students who have good ability in using English as a second language.

In developing English proficiency of students, it was believed that only school curriculum itself was not enough. Teachers in schools are expected to be creative in supporting students' learning activities in the classroom, and they should organize some after-class activities. As an example, English programs have been arranged by school to train students in speaking skill so that they can have communication proficiency in English. English programs mentioned as an extracurricular activity held outside the classroom and regular class hours. According to Denault & Guay (2017), other activities are defined as "formal learning opportunities" provided by the school that are not provided in the formal school curriculum.⁷

According to Yildiz, to learn English specifically, students should participate in extracurricular language learning activities such as English debates, newspaper clubs, or club activities. Several skills that are difficult to teach in the classrooms may be learned through extracurricular activities.⁸ As Richard (2015) states that there are two

⁷ Tsz Kit Ng, "New Interpretation of Extracurricular Activities via Social Networking Sites: A Case Study of Artificial Intelligence Learning at a Secondary School in Hong Kong," *Journal of Education and Training Studies* 9, no. 1 (2020): 49.

⁸ Yunus Yildiz, "The Key to Success in English Learning Can Be Involvement in Extra Curricular," *International Journal of Thesis Projects and Dissertations (IJTPD)* 3, no. 3 (2015): 24.

important aspects to the success of learning a second language: what happens in the classroom and what happens outside the classroom.⁹

Studies conducted by Blyth & LaCroix-Dalluhn (2011) and Stickler & Emke, (2011) found that learning outside the classroom has been shown to have a positive relationship with students' language acquisition. It is also important to help language learners creating positive learning experiences.¹⁰ In conclusion, participating in extracurricular activities in English is a great opportunity for students to achieve their goals of developing their English skills.

This is in line with the present communication paradigm stated by MacIntyre (1998), that a successful language program is based on EFL classrooms that are characterized by learners actively using the target language.¹¹ English learning program in extracurricular activity that arranged by school will provide students with a practice environment, and these practice opportunities will allow students to gain confidence. Students will have a better opportunity to demonstrate their skills and abilities in a confident classroom practice.

⁹ Somayeh Fathali and Takeshi Okada, "A Self-Determination Theory Approach to Technology-Enhanced out-of-Class Language Learning Intention: A Case of Japanese EFL Learners," *International Journal of Research Studies in Language Learning* 6, no. 4 (2016).

¹⁰ Chun Lai, Weimin Zhu, and Gang Gong, "Understanding the Quality of Out-of-Class English Learning," *TESOL Quarterly* 49, no. 2 (2015): 278–308.

¹¹ Tutku Basöz and Ismail Hakki Erten, "A Qualitative Inquiry into the Factors Influencing EFL Learners' in-Class Willingness to Communicate in English.," *Novitas-ROYAL (Research on Youth and Language)* 13, no. 1 (2019): 18, <https://files.eric.ed.gov/fulltext/EJ1214141.pdf>.

The researcher chooses SMA Islam Al-Azhar 16 Semarang as a place to conduct this study. SMA Islam Al-Azhar 16 Semarang is one of the schools that implement a bilingual program, especially for Arabic and English. Based on the researcher's observation of the English learning process, English language skills of students are quite good. When the researcher tried to communicate in English some students can properly speak English while some of them still asked to use Indonesia.

In order to provide students with these language skills, particularly English, the school develops a learning program that aims to equip and improve students' English abilities. The program developed by SMA Islam Al Azhar 16 Semarang is an extracurricular English learning activity, namely *English Practice Program (EPP)*. This program is an extracurricular learning activity organized by the school outside of regular English class hours. In accordance with its purpose, this program is organized to help students achieve a high level of English proficiency so that they can have the ability to communicate in English and improve their English language skills. English communication competence has several aspects such as fluency, accuracy, grammar, vocabulary and pronunciation. These aspects determine and can measure students' proficiency in communicating using English. In *English Practice Program (EPP)*, there are several activities arranged to improve students' English

skills, such as speaking practice, vocabulary building, translation and reading program.

According to observation of the program and English communication skill of students, the researcher is interested in investigating implementation process and students' views toward "*English Practice Program (EPP) to Enhance Students' English Oral Communication Proficiency.*"

B. Questions of the Research

Based on the background of the study, the problems of study are:

- a. How is the implementation of *English Practice Program (EPP)* at SMA Islam Al- Azhar 16 Semarang?
- b. What are students' views regarding *English Practice Program (EPP)* for their English Oral Communication proficiency.

C. Objectives of the Research

Based on the research questions, this study has purposes:

- a. This research aims to explain the implementation of *English Practice Program (EPP)* at SMA Islam Al-Azhar 16 Semarang.
- b. This research aims to describe students' views regarding *English Practice Program (EPP)* for their English Oral Communication proficiency.

D. Pedagogical Significance

The results of this study are expected to provide contributions to the teacher, the students, the school and the future researcher both theoretically and practically.

- a. Theoretically, this study is expected to contribute to the field of English learning, particularly in extracurricular English learning programs and activities for students. On the other hand, it is expected that this research can be a reference, framework, and guidance for related research studies in the future.
- b. Practically, the result of this study is beneficial:

1. For the teachers

The result of this research is expected to give additional information to teach English, especially about extracurricular program and activities.

2. For the students

This research helps students to improve their oral communication skills, especially in an *English Practice Program* (EPP). Furthermore, they can use this extracurricular program to look for the information and it can be applied in daily life which is related to the oral activity.

3. For the school

This research can help the school determine the strengths and weaknesses of the *English Practice Program* (EPP) based on the responses from the students. It will also help to determine

what specific areas they should focus on and further improve to make the program more responsive in improving students' English proficiency.

4. For the researcher

This research can be used as a reference for other researchers who are interested in conducting the relevant research.

5. For the institution

In the process of being a researcher at Islamic University, Walisongo State Islamic University tries to be developed field research that will help the students in students' English oral communication proficiency by using *English Practice Program* (EPP).

6. The writer

From this result, the researcher hopefully can take and give the benefits of this research to many people.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents important aspects of the previous studies and related to the theoretical views.

A. Literature Review

1. English Oral Communication Skills

a. Definition of English Oral Communication Skill for Students

The term Communication is derived from the Latin word 'communicare' which can be interpreted as a process of sharing and expressing ideas or feelings. Communication can be defined as a way of understanding and being understood. Bast & Hawkins (2013) define oral communication as the process of using words to exchange information and ideas. This form of communication has many forms, including one-on-one conversations, meetings, speeches, and presentations.

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In English language learning, according to Wieman & Buckland (1980); Bygate (1991), oral communication skills refer to the ability of language learners to produce meaningful words in an appropriate manner to the

¹² Ahmed Hamdy Lasheen, "Effectiveness of Applying WebQuest Learning Activities in Developing Mass Communication Students' ESP Oral Communication Skills," *مجلة كلية التربية في العلوم التربوية* 46, no. 3 (2022): 41.

communication situation that they encounter. Furthermore, Sakulprasertsri (2014) defines oral communication skills as the ability to use language appropriately in any situation including social interaction or rational thinking.¹³ Based on these definitions, it is possible to conclude that oral communication skills refer to the ability to exchange information or ideas through words in specific situations in an accurate and precise manner.

Aquino (2008) states that oral communication as a way of communicating is powerful because it is useful, purposeful, full of energy, and an interactive.¹⁴ In learning English as a second language, oral communication is defined as spoken words in communication action. This is a form of communication which students express their thoughts and ideas, share information, and build trust and support between themselves and their teachers. In addition, oral communication involving students' words that can be defined as focus group discussion or collaborative discussion that is often conducted and monitored by the teacher.¹⁵ Oral

¹³ Pichai Pinphet, "2022_Effects of Project-Based Blended Learning" 29, no. 1 (2022): 207.

¹⁴ Messouab Imad, "Investigating Barriers of Oral Communication between University Teachers and Students: English Department Students as a Case Study," *International Journal of Linguistics and Translation Studies* 3, no. 3 (2022): 71.

¹⁵ Messouab Imad, "Investigating Barriers of Oral Communication between University Teachers and Students: English Department Students as a

communication is the exchange of information through the use of spoken words. Kayi (2006) believes oral communication is an important skill in English language learning. Depending on Omaggio (1986), oral communication fluency refers to the ability to speak fluently and communicate effectively in the target language.¹⁶

In the context of four English skills, speaking becomes essential skill for communicative purposes in English language learning. Speaking is the most important skill that needs to be developed and enhanced to have effective communication.¹⁷ According to Mandasari & Aminatun (2020) Speaking is defined as oral communication in a two-way conversation between the speaker and the listener and entails both effective speaking and receptive understanding abilities. Speaking refers to the ability to utter sounds or words to convey concepts, ideas, and emotions.¹⁸

According to Kavaliauskiene, speaking is defined as a productive skill that aims to facilitate communication.

Case Study,” *International Journal of Linguistics and Translation Studies* 3, no. 3 (2022): 80

¹⁶ Sanad, “Developing EFL Oral Communication Skills and Motivation through Vlogging.” *CDELTA Occasional Papers in the Development of English Education*. no.5 (2021): 97.

¹⁷ Leong and Ahmadi, “An Analysis of Factors Influencing Learners’ English Speaking Skill.”. *International Journal of Research in English Education*. (2017): 34

¹⁸ Asti Wahyuni and Alvi Raihan Utami, “The Use of Youtube in Encouraging Speaking Skill,” *Pustakailmu.id* 7, no. 3 (2021): 1.

Fulcher, quoted in Itkonen (2010) added the definition of speaking as the use of language to communicate with other people. In general as stated by Pratiwi & Ayu (2020) the definition of speaking as an oral skill can be defined as the use of spoken language to convey one's intentions (thoughts, thoughts, and feelings) to others.¹⁹

Based on the opinions of language expert related to oral skills, it can be concluded that oral communication skills are the ability to produce meaningful words used in the process of sharing and expressing ideas or feelings using language in an appropriate manner in certain situations. Oral communication refers to the ability to speak using sounds or spoken words to express thoughts, ideas, and feelings in order to communicate.

b. The Importance of Oral Communication Skills for Students

A language is a tool for communication. In acquiring a language as a foreign or second language, oral skills are the most important skills as a form of communication. These skills are important because communication is used by people to achieve their goals, objectives, and desires with the proper language. Oral communication is communication through spoken words.

¹⁹ Asti Wahyuni and Alvi Raihan Utami, "The Use of Youtube in Encouraging Speaking Skill," *Pustakailmu.id* 7, no. 3 (2021): 9.

Among the four basic language skills, speaking is considered the most important skill. Since speaking skills play the biggest role in communication, people try to learn this skill so that they can communicate effectively with others around them. By having these oral skills, the message to be conveyed verbally will be conveyed effectively and efficiently, which improves interactions with other individuals. Speaking is a skill that students have to be mastered by students in language learning because the main objective of language learning is communication.²⁰ According to Muhammad Yuseano Kardiansyah and Qodriani (2008), when students speak, they express what is on their mind and express themselves and their feelings in order for the listener to understand.

When students can communicate in a good way, it means they have achieved the goal of mastering speaking skills.²¹ In the report of Rao (2019), the ability of students to communicate orally also has many advantages, including:

- Students can participate actively in pair or group activities in the classroom.

²⁰ Abd. Syukur et al., "Improving English Language Speaking Skills Using 'Absyak' On-Line Learning Model for Second Semester in Higher Education," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 2 (2020): 684.

²¹ Asti Wahyuni and Alvi Raihan Utami, "The Use of Youtube in Encouraging Speaking Skill," *Pustakailmu.id* 7, no. 3 (2021): 9.

- Students participate actively in debates and group discussions.
- Develop critical thinking among students.
- Students are available to pursue higher studies abroad.
- Students gain more knowledge.²²

It can be concluded that oral communication skills can help students express what is in their minds and express themselves so that they can communicate effectively with others. Besides that, it also helps students become more actively in the classroom.

c. **Strategies of Learning Oral Communication Skill for Students**

According to Oxford (1990), strategy of second language learning can be defined as an actions, behaviors, steps, or techniques that students use, often unconsciously, to improve their progress in apprehending, internalizing, and using the second language (L2). Strategies can facilitate the internalization, storage, retrieval, or use of a new language.²³

Nakatani (2006) defines oral communication strategy as a

²² Rao, "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6.

²³ Abdalmajod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* 106 (2013): 1712.

strategy that focuses specifically on oral communication and the speaker's negotiation behavior to cope with communication breakdowns.²⁴

There are two types of strategies of language learning for communication purposes. Brown (2000) divided those strategies into learning strategies and communication strategies. Learning strategies refer to the input which is processing, storing, retrieving and receiving information from other people. Communication strategies are related to the output or how someone defines meaning in ways that are productive and convey information to others.²⁵

According to Kongsom (2016) and Nakatani (2010), communication strategy instruction can help students improve their oral communication skills in English because it helps them deal with communication problems or breakdowns and helps them keep the conversation going and maintain their relationships with people they interact with.²⁶ Nakatani (2006) focuses on oral communication strategies,

²⁴ Azkia Nury Farizah, "Oral Communication Strategies Employed By Students of International Classes At State Polytechnic of Malang," no. 1980 (2021).

²⁵ Sepideh Salehi and Mania Nosratinia, "International Journal of Foreign Language Teaching and Research The Interplay Between Oral Communication Strategies and Willingness to Communicate in Impulsive and Reflective EFL Learners" 1978, no. 40 (2022).

²⁶ Pinphet, "Effects of Project-Based Blended Learning." *rEFLECTIONS*. Vol.29. no.21 (2022) :207

specifically on strategies and behaviors used by learners when confronted with communication problems during interactional tasks. This study characterized oral communication strategies which contain eight categories of domains related to the strategy oral learning of oral communication skills. These eight domains include social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and an attempt to think in English.

1. Social Affective Factors in Learners' Contexts.

In order to communicate effectively, learners try to control their own anxiety and enjoy the oral communication process. They are willing to encourage themselves to use English and take the risk of making mistakes. During the interaction process, they also behave socially in a way that gives a positive impression and avoids silence.

2. Fluency Oriented

Fluency is related to natural language flow and courses. Also, how can a speaker to speak purposefully. This factor is about how students get the attention of listeners with several aspects including pronunciation, intonation, and rhythm.

3. Negotiation for meaning

It is a strategy about how the speaker and the listener understand each other and avoid breakdowns when they communicate. The study by Nakatani (2010) found that negotiation for meaning can increase communication skills.

4. Accuracy Oriented

Accuracy is related to the correct structure a person uses in the oral communication process. The accuracy orientation emphasizes grammatical accuracy and is sensitive to grammatical errors.

5. Message Reduction and Alteration

This represents strategies learners use to avoid communication breakdowns by reducing original information, simplifying their statements, or using similar words that can be used with confidence.

6. Non-verbal strategies

Non-verbal strategies are important to gauge their understanding and attention by using eye contact and helping to convey what they want to say.²⁷

7. Message abandonment

²⁷ Pornpan Chairat, “Oral Communication Strategies Used by English Major Undergraduates during the Internship Program” (2017).

This strategy is associated with message abandonment by learners in communication. When students have trouble carrying through their initial verbal strategy, they frequently give up trying to communicate, leaving their message unfinished or asking for assistance from others to carry on the dialogue.

8. Attempt to think in English

Involve thinking as much as possible in the foreign language during actual communication. The importance of these strategies is that oral communication usually requires a quick response to interlocutors.²⁸

d. The Challenge of Oral Communication Skills

According to Sadtono (1995), there are some challenges in achieving oral communication skills. Those challenges are divided into linguistic factors and non-linguistic factors. Linguistic factors consist of vocabulary, grammar, and pronunciation. Non-linguistic factors related to teachers, methods, materials, motivations, facilities, and other factor that may influence language learners.

Linguistic factors related to the field of language. A language problem is something that comes from the language

²⁸ Tesnim Ounis, "Exploring the Use of Oral Communication Strategies by High and Low Proficiency Learners of English : Tunisian EFL Students as a Case Study," *International Journal of Humanities and Cultural Studies* 3, no. 1 (2016): 1077, <https://www.ijhcs.com/index.php/ijhcs/article/view/1410>.

itself and causes difficulty in speaking. In general, students' are challenges with the linguistic problem, including vocabulary, grammar, and pronunciation.

Linguistics Problems

a. Vocabulary

Vocabulary can be described as a group of words, a group of sound that have meaning both orally and written. Vocabulary is an important part of any language that is used to communicate meaning, importance, or knowledge in the use of language for communication.

b. Grammar

According to *Oxford Dictionary* (2008), grammar is the study of correct sentences and techniques to improve the skills and ability to use the language both orally and written. Grammar plays an important role in creating words and sentences.

c. Pronunciation

English pronunciation is one of the most difficult oral skills to learn. But it is the most important thing when it comes to speaking. Students must have proficiency in communication and fluency in pronunciation.

Non-Linguistic Problem

Non-linguistic factors relate to fields outside of language learning. This factor also affects students' speaking

abilities. Non-linguistic challenges for students include teachers, methods, materials, motivations, facilities, students.

d. Students

Students play an important role in the teaching and learning process. Each of them has a different talent, style, personality, and others. For students, the best time to learn speaking skills is based on their language needs and when they have free time, motivation and opportunity at that time.

e. Teacher

A teacher is someone who helps students, gives educational advice, and helps students learn and understand. The teacher's knowledge, expertise, and quality have the greatest influence on student learning. And teachers have many teaching methods to enable students to learn, work effectively, and succeed.

f. Method

Method is a teaching way that can be used in the classroom or outside. The teacher's teaching method is based on a certain set of theories. The method can be determined by the type of activity and the roles of the teacher and students.

g. Material

Teachers and students are able to create activities through the teaching and learning process to develop media in the classroom to inspire and practice various language skills. Material developers can write textbooks, share stories in class, read poems, express ideas or create engaging teaching medium for effective learning (Tomlinson 2011).

h. Facility

Based on *Oxford Dictionary* (2008), a facility is defined as "an organized, built, or workplace, equipment, or facility designed for a specific purpose and that facilitates actions, tasks, or tasks". Schools are able to improve the teaching and learning process because there are textbooks, media laboratories, or other facilities.

i. Motivation

Motivation is important for students, and it is the ability to stimulate desire, love, need, pressure, or other psychological mechanisms that motivates a person or group to achieve the desired result.²⁹

²⁹ Aleeya Tahe, "The Problems of Thai Students in Mastering English Speaking Skills in the Islamic University of Lamongan," *E-Link Journal* 7, no. 2 (2021): 1.

e. Characteristics of Oral Communication Skills Proficiency For Students

According to Vigoya (1997), the communication process is carried out through speech. It primarily requires knowledge of both linguistic and communicative competence. Linguistic competence refers to the ability to manage the grammatical structures of the language, while communicative competence is the ability to use the language in effective, appropriate, and acceptable communication. Characteristics of Oral Communication Skills for Students, including:

a. Fluency

Fluency can be defined as the ability to speak fluently and accurately. For many language learners, fluency in oral skills is a goal of language learning. Fluency can be a sign of fluidity, including a number of fast speaking rates and only a small number of pauses such as "emm" or "errrr". These signs indicate that the speaker does not need to spend a lot of time or money looking for the language needed to express information.³⁰

³⁰ Putri Karya Dwi Bawanti and Yudhi Arifani, "The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand.," *Journal of English Teaching, Literature, and Applied Linguistics* 5, no. 1 (2021): 54.

As stated by Bailey (2003); Byrne (1986), Fluency defined as the ability to speak quickly, fluently and without creating too many unnecessary interruptions that prevent communication. Fluency according to Chambers, (1997) is considered as an important indicator of progress in language learning.³¹ Hughes (2002), states that fluency is the ability of learners to speak in an understandable manner without slander because the audience may lose interest. According to Hedge (2000) fluency is the ability to respond effectively by entering words and phrases, pronouncing sounds correctly, and using stress and intonation. People who can speak English fluently can communicate with confidence and they also learn appropriate expressions.³²

b. Accuracy

Students must be fluent in learning a foreign language. Therefore, based what Mazouzi (2013) stated teachers should emphasize accuracy in their teaching methods. Learners should pay more attention to the correctness and completeness of the language when speaking, for

³¹ Pham Vu Phi Ho, "Fluency as Successful Communication," *Proceedings on the 1st National Conference on English Language Teaching Upgrade: A focus on Fluency*, no. December (2018): 15.

³² Faramarz Samifanni, "The Fluency Way: A Functional Method for Oral Communication," *English Language Teaching* 13, no. 3 (2020): 100.

example by focusing on grammar, vocabulary and pronunciation. Accuracy based on Housen & Kuiken (2009) is the ability to produce error-free speech. This statement by Ellis (2005) stated that accuracy can be defined as the ability to avoid errors in verbal performance, possibly reflecting a high level of control in that language and in conservative orientation.

c. Grammar

Grammar is defined as a set of rules for how to use a language. Grammar aims to explain the correct way of using language to acquire language skills in written or spoken form. Through grammar, students are able to construct correct sentences in a conversation. Thornbury (2005) according to grammar states that the use of correct grammatical structures by learners requires complex expressions and well-structured clauses. To achieve accuracy in terms of vocabulary of communication, it means choosing the right word in a suitable context. It can be concluded that in communication process, students have to choose words and expressions correctly.³³

³³ Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education*. (2017): 34

d. Vocabulary

In order to communicate with people effectively, the first premise that students need to have a certain numbers of vocabularies. Vocabulary refers to the appropriate diction that is used in communication. It also refers to all the words in a certain dialect, literature, a given discipline, or set of words that a individual person possessed.³⁴ A lack of vocabulary makes it difficult for students to construct a sentence to effectively communicate or express an idea orally or in written form.

e. Pronunciation

Pronunciation is the manner in which a speaker produces a sound or language when speaking. It refers to and is concerned with a phonological process system that refers to grammatical components, elements, and principles that determine sound and language compositions. When a speaker constantly mispronounces various phonemes when he speaks, it can be very difficult for speakers of other languages to understand what they mean.

f. Teaching English Oral Communication Skills

Lowe's (1983) definition according on oral proficiency is that language proficiency is the goal of language teaching. Nonetheless, the main objective of

³⁴ Zhihong Bai, "An Analysis of English Vocabulary Learning Strategies," *Journal of Language Teaching and Research* 9, no. 4 (2018): 849.

language instruction is to prepare students to participate in "normal give-and-take of target language conversation".³⁵ Among the basic skills in English language learning and teaching, Shumin (2002) define that productive skills are considered the most problematic for English learners, especially speaking skills, due to the lack of opportunities to communicate in English in everyday life.³⁶

In fact of that we use oral communication in our daily routines in a variety of situations, and we are supposed to speak correctly in order to communicate well with one another. A very common issue faced by foreign language teachers over the years is that students who are competent in the language cannot communicate appropriately. Consequently, the processes involved in fluent conversational interaction need to be considered.³⁷ Tubtimtong (1993) mentioned that teacher must give students opportunity to use the language actively to give them a sense of self-confidence and a sense of communication.

³⁵ Ting Su-Hie et al., "Employers' View on the Importance of English Proficiency and Communication Skill for Employability in Malaysia," *Indonesian Journal of Applied Linguistics* 7, no. 2 (2017): 315.

³⁶ Suchada Tipmontree and Asama Tasanameelarp, "Using Role Playing Activities to Improve Thai EFL Students' Oral English Communication Skills," *International Journal of Business and Society* 21, no. 3 (2020): 1215.

³⁷ Pamela I Lavalle and Mark Briesmaster, "The Study of the Use of Picture Descriptions in Enhancing Communication Skills among the 8th- Grade Students Learners of English as a Foreign Language," *I.E.: Inquiry in Education* 9, no. 1 (2017): 4.

Communication is important in learning a foreign language, but Davies (2000) believe that developing the ability to really communicate in English is the main objective of English teaching and learning. At the end of the course, students should be able to communicate well in English outside the classroom to study, work, or have fun. This is in line with Jiang (2006) that it is very important to conduct explicit communication teaching and learning, especially in areas related to pragmatics, which are related to teaching speech behavior that reflects accepted conventions and rules of the target language.³⁸

In accordance with Goh & Burns (2012), the functional use of the target language as a critical skill involves a simultaneous process that requires the speaker's knowledge and skills to be used in real-world speaking. This means that simply giving students speaking activities is not the same as learning speaking knowledge, skills, and strategies.³⁹ In addition, according to Brown (2001); Thornbury, (2005) the design of oral teaching activities requires certain principles and needs to be considered.

³⁸ Rahma Al-Mahrooqi, "English Communication Skills: How Are They Taught at Schools and Universities in Oman?," *English Language Teaching* 5, no. 4 (2012): 124.

³⁹ Willow Pangket, "Oral English Proficiency: Factors Affecting the Learners' Development," *International Journal of Science and Management Studies* 2, no. 2 (2019): 88.

First, oral activities must facilitate language production to provide optimal conditions for language use.⁴⁰

Based on language learning, there are four recommendations for learning activities that teachers can use to help students improve their communications skills including:

- a. Teaching communication in a basic science
- b. Practicing and revising
- c. Finding ways to give students real-audience coursework
- d. Expanding training in oral communication.⁴¹

However, the teacher must choose the appropriate strategy to meet the needs of students. The most common methods used in language teaching are group work, role-play, problem solving, and discussions. As one observes, all of these activities can be done by groups to promote communication and interaction between students.

2. Extracurricular Program

a. Description of Extracurricular Program for Students

Extracurricular activities are student experiences and activities that are not included in the educational curriculum.⁴²

⁴⁰ Elements O F Design, “Two-Dimensional Design Learning to See like an Artist” 1, no. Figure 1 (2013): 1–22.

⁴¹ A. H. Setyadin et al., “Promoting Oral-Communication Skill to the Students of Seventh Grade on Earth Science Content Using Multimedia Based Integrated Instruction (MBI2),” *Journal of Physics: Conference Series* 1204, no. 1 (2019).

The term “extracurricular” is used broadly to refer to activities, academic or otherwise, that are not part of the regular school curriculum; they are mainly, but not only, outside the academic period and they may or may not be under the support of the school or in the school.⁴³

According to Denault & Guay (2017) Extracurricular activities are defined as informal learning opportunities provided by schools that are not included in the normal school curriculum.⁴⁴ These activities are a set of actions and behaviors that the student does under the supervision and direction of the school. They are not controlled by the official curriculum but integrated with the educational programs of school and complement them. Students choose programs according to their interests, without restrictions on specific academic levels.⁴⁵

Extracurricular activities are activities that take place outside of the classroom and aim to develop various aspects of the curriculum that is currently running, including those that

⁴² Yildiz, “The Key to Success in English Learning Can Be Involvement in Extra Curricular.”. *International Journal of Thesis Projects and Dissertations (IJTPD)*. Vol. 3 (2015): 24

⁴³ Ryan D. Heath et al., *Extracurricular Activities and Disadvantaged Youth: A Complicated—But Promising—Story, Urban Education*, vol. 57, 2022.

⁴⁴ Ng, “New Interpretation of Extracurricular Activities via Social Networking Sites: A Case Study of Artificial Intelligence Learning at a Secondary School in Hong Kong.”

⁴⁵ M A S Khasawneh, “The Reality of Extra-Curricular Educational Activities from the Viewpoint of Students with Learning Difficulties in English Language,” *Researchgate.Net* 6, no. April (2021): 22.

relate to how participants' students actually apply the scientific knowledge they have learned to the needs of their daily lives and the surrounding environment in which they live. Through activities carefully planned outside of class to develop students, extracurricular activities have been proven to support students' growth in accordance with their needs, potential, talent, and interests.⁴⁶

Depending on the activity, Campbell (1973) state extracurricular are educational activities that students undertake outside of the classroom or regular subjects to further their educational development. These activities sometimes involve teachers or instructors in the teaching process.⁴⁷ The main purpose of extracurricular activities is the maximum development of abilities, skills and interests, and this is reflected in the growth of independence and happiness of students that benefit themselves, their families and society.

Suryosubroto found in his research that some of the main objectives of extracurricular activities are to improve the skills of students in cognitive, emotional, and psychomotor aspects, and also to develop the skills and interests of students in the effort of developing their own personalities therefore the quality structure

⁴⁶ Alan Alfiansyah Putra Karo-karo, Albadi Sinulingga, and Rahma Dewi, "Character Building in Full Day School, Extracurricular and Student Athletes" 200, no. Aisteel (2018): 244.

⁴⁷ Hardan, "Language Learning Strategies: A General Overview." 4th *International Conference on New Horizon in Education*, (2013):1713.

of human resources.⁴⁸ Therefore, it can greatly support the development of student's skills in the classroom.

Based on the expert opinion above, the researcher draws the conclusion that extracurricular is an opportunity activity provided by schools in the form of activities that are not included in the education curriculum which aims to develop various aspects according to students' needs, potential, talents, and interests.

b. The Aim of Extracurricular Program

According to Noor (2012), the primary goal of extracurricular activities is the maximal development of a student's potential, talent, and interests. It also envisions the development of the student's independence and pleasure, which will benefit themselves, their families, and the community.⁴⁹ Extracurricular activities have a great influence on creating good conditions for the development of many aspects of the student's personality. It is also encouraging students to acquire knowledge and skills on their own.

Outside the classroom, students have a unique opportunity to do informal task and to expand the content of the

⁴⁸ Muhammad Yuseano Kardiansyah and Laila Ulsi Qodriani, "English Extracurricular and Its Role To Improve Students' English Speaking Ability," *RETORIKA: Jurnal Ilmu Bahasa* 4, no. 1 (2018): 60.

⁴⁹ Muhammad Yuseano Kardiansyah and Laila Ulsi Qodriani, "English Extracurricular and Its Role To Improve Students' English Speaking Ability," *RETORIKA: Jurnal Ilmu Bahasa* 4, no. 1 (2018): 69.

study work through extracurricular tasks, which turns into the student's creative work and experience.⁵⁰ In general, this type of activity typically gives students the opportunity to express themselves freely through independent or group activities under the guidance of the instructor or teacher.

While Suryosubroto (2004) states that the primary goal of extracurricular activities is to improve students' ability in cognitive, affective, and psychomotor aspects, it also aims to foster students' talent and interest in the effort of self-management toward the development of human resources. Consequently, it can considerably aid students in developing their skills in the classroom.⁵¹ These studies have provided important insights into the aim of extracurricular program. It can be concluded that extracurricular program aims to develop students' potential, talents, and interests. It also encourages students to acquire knowledge and skills independently and develop their skills in the classroom.

According to Tsz Kit Ng's research, a large amount of research has shown that extracurricular activities have the following goals:

a. Develop the social, physical, and intellectual skills of students

⁵⁰ G. Narkabilova, Et. al., "Extracurricular Activities Are A Key Element In The Organization Of The Educational Process," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 4 (2021): 1029.

⁵¹ Kardiansyah and Qodriani, "English Extracurricular and Its Role To Improve Students' English Speaking Ability.". *Retorika:Jurnal Ilmu Bahasa*, no.1 (2018):60.

- and improve their academic performances.
- b. Contribute to his community's well-being and sense of belonging.
 - c. Encourage the participation and independence of students in relation to school's attendance.
 - d. Establish a social network of peers and teachers in a positive school environment; and
 - e. Develop civic skills and effective abilities of students to face challenges.⁵²

Based on a comprehensive summary by Miller, Moyer, and Patrick (1956) the contributions and goals of extracurricular activities for students include:

- a. Providing opportunities for students to pursue established interests and develop new ones.
- b. Fostering citizenship through experiences and insights that emphasize leadership and independent action of students.
- c. Developing students' school morale and spirit.
- d. Providing maximum opportunities to fulfill the gregarious desires of children and adolescents.
- e. Encouraging students' moral and spiritual development.
- f. Strengthening students' mental and physical health.

⁵² Ng, "New Interpretation of Extracurricular Activities via Social Networking Sites: A Case Study of Artificial Intelligence Learning at a Secondary School in Hong Kong." *Journal of Education and Training Studies*, no. 1 (2021):50.

- g. Providing all-round social development for students
- h. Expanding student contacts.⁵³

3. English Practice Program (EPP) as Extracurricular Program

In the context of language learning as a foreign or second language, learning successfully is determined by learning inside and outside the classroom. Both of these learning settings have its own ways, which makes it different from practice. This is as stated by Benson (2011) that most language learners are engaged both inside and outside the classroom. Students achieve more when they combine learning inside and outside the classroom. Benson also recommends that students give equal importance to both learning settings.⁵⁴ The purpose of the extracurricular activities offered by the school is to give students an opportunity to enhance their English and have more exposure to and time in learning English because they do not receive extra time in a regular class. The English extracurricular activities can help students in improving their English language skills.

As claimed by Al Hashemi (2018) the use of extracurricular activities in English allows students to express their thoughts and aspects of their personality, and meet their needs, which helps to

⁵³ Daniil Alexandrov, Ksenia Tenisheva, and Svetlana Savelyeva, "The Relationship between Extracurricular Activities and Adolescents' Academic Performance and Self-Concept," *Voprosy Obrazovaniya / Educational Studies Moscow* 2017, no. 4 (2017): 217.

⁵⁴ Vinh Nguyen and Elke Stracke, "Learning Experiences in and Outside Class by Successful Vietnamese Tertiary Students Studying English as a Foreign Language," *Innovation in Language Learning and Teaching* 15, no. 4 (2021): 321, <https://doi.org/10.1080/17501229.2020.1801692>.

attract them to school, and reduce their absences. Students can gain social, practical, scientific, and practical skills and experiences through extracurricular activities. School activities provide students with a learning environment similar to life, if not identical to them, which helps students easily benefit from the knowledge they learn from school and outside the community and its impact on their future lives.⁵⁵

4. English Practice Program (EPP) in SMA Islam Al Azhar 16

The English Practice Program (EPP) is defined in this study as a student's extracurricular learning program outside of regular learning class that focuses on mastering English skills through practice. The English Practice Program (EPP) was established in 2019 as an English language learning program at SMA Al-Azhar 16 Semarang. This program is an additional English learning program that is carried out outside of regular class hours.

The English Practice Program (EPP) is an excellent program that has the goal of equipping students with the skills and proficiency to communicate in English. English Practice program (EPP) has many activities, both in schools and in collaboration with English language training institutions outside of schools. These activities include vocabulary building, speaking performance, English translation, and conversation.

⁵⁵ Khasawneh, "The Reality of Extra-Curricular Educational Activities from the Viewpoint of Students with Learning Difficulties in English Language." *Journal of Advanced Research*. (2021):22.

English Practice Program (EPP) is followed by students of SMA Islam Al Azhar 16 Semarang. The students who followed the English Practice Program (EPP) are from grades X, XI, and XII. This program is held Thursday from 07:00–08:30. The English practice program has handouts for each material every week. Based on the handout, materials are divided into four sections, which will be the topic of learning alternately every week. There are narrative text, speech, song, and conversation. For the English Practice Program (EPP) daily agenda is speaking performance. It is a daily agenda of EPP that takes place after students have completed the Duhur prayer. Every day, representative students from various classes alternately deliver this speech.

B. Previous Research

In this study, there are some previous researchers, both domestic and international. Those articles, journals, and thesis are appropriate for this study. They are as follows:

1. The first source comes from Research in English and Education (READ), entitled "**Students' Perception Toward English Club Activities**" (2017) by Zulvy Melviza, Syamsul Bahri, and Nira Erdiana. This study aims to find out the perception of students toward English club activities in Speaking. This qualitative research was carried out in SMAN 3 Banda Aceh. In this study, the researcher tried to collect, analyze, interpret, and describe the

data about the students' perception of English club activities by looking at their responses.

The findings of the study, according to the two instruments applied by the researcher, are that students at SMAN 3 Banda Aceh are really excited to follow the English club. In addition, the English club plays an important role in supporting the students to practice speaking, and the class atmosphere tends to be fun and comfortable through the English club. According to the students' perceptions, English club activities always encourage their motivation to practice speaking with friends, and the majority of students gave the club a positive response.

The similarities in both of thesis are that the researcher tries to know students' perceptions or views of extracurricular activities in terms of speaking skills, and the researcher uses qualitative research. The difference both of the research is the researcher only investigated students' perception toward extracurricular activity without explored the implementation of the program.⁵⁶

2. This second source comes from a paper published in *Jurnal Ilmu Bahasa* entitled "**English Extracurricular and Its Role in Improving Students' English Speaking Ability**" (2018) by M. Yuseano Kardiansyah and Laila Ulsi Qodriani. The aims of this

⁵⁶ Zulvy Melviza, Syamsul Bahri Ys, Nira Erdiana, "Students' Perception Toward English Club Activities," *Research in English and Eduaction Journal*, Vol.2 No. 2 (2017): 101.

research are to investigate the positive influence of English extracurricular in enhancing students' speaking skills and examine how English extracurricular activities enhance students' speaking skills. This study was done qualitatively to understand the phenomenon and was conducted for all speaking class students (approximately 100 students).

The findings of this study prove that English extracurricular activity has also played a significant role in its members' academic performance. English extracurricular activity is proven to have a very significant role in improving students' English speaking ability.

The similarities between the theses are that the researcher uses qualitative research in the study and investigates extracurricular activities to improve students' English speaking skills. The difference both of the research is this research only explored English extracurricular program to enhance students' speaking skill and not explore about perception of students.⁵⁷

3. The third source comes from The Qualitative Report (TQR), entitled "**Examining the Impact of an English in Action Training Program on Secondary-School English Teachers' Classroom Practice in Bangladesh**" (2019) by Abdul Karim and Abdul Rashid Mohamed. The aim of this research is to

⁵⁷ Kardiansyah and Qodriani, "English Extracurricular and Its Role To Improve Students' English Speaking Ability." *Retorika: Jurnal Ilmu Bahasa*, no.1 (2018):60.

examine the impact of EIA training program on secondary-school English teachers' classroom practices in Bangladesh. The researcher tries to investigate the elements learned and practiced by the English teacher in the secondary classroom in Bangladesh of the EIA training program. As qualitative research with a phenomenological approach, the research population was the secondary-school English teachers who have participated in the EIA training program. Secondary-school English teachers who had participated in the EIA training program as well as other donor-aided programs had to have a minimum of 10 years of teaching experience and be senior teachers at the school.

The findings of this study revealed that teachers learned many activities related to teaching English from participating in the EIA training program. They are prepared for something new with knowledge and skills to engage students in a variety of careers. But, the program has little practice in English classes.

The similarities between both of thesis are that the researcher uses a qualitative research method to understand the participants' opinions and experiences of an activity or a concept. Also, the aim of the study is to examine the implementation of a language learning program. The difference both of the research is

the previous research focuses on the secondary-school English teachers as a subject of the study.⁵⁸

4. For the fourth source, the study comes from International Journal of Linguistics, Literature and Translation (IJLLT) entitled **“The Impact of Extracurricular Activities on Language Learning: ‘Access Program’ in Morocco as a Case Study”** (2021) by Said Aoujil and Driss Benattabou. The aim of this research is to investigate the role of ‘Access Program’ as an English extracurricular in enhancing the achievement levels of EFL students in Morocco. This study was experimental quantitative research

The finding of the study the ‘Access Program’ students outperformed the ‘Non-Access’ students in different language skills. The extracurricular activities of the ‘Access Program’ present students with more rewarding assets conducive to the empowerment of their achievement levels in English.

In both cases, the researcher attempts to investigate to what extent extracurricular activities empower the quality of English language learning among students. The research also examine students’ attitude towards this extracurricular program and to see whether they would benefit from their exposure to it. The difference between these two studies is that the previous study

⁵⁸ Abdul Karim and Abdul Rashid Mohamed, “Examining the Impact of an English in Action Training Program on Secondary-School English Teachers’ Classroom Practice in Bangladesh,” *Qualitative Report* 24, no. 3 (2019): 441.

used experimental quantitative methods and had a subject of students from underprivileged families.⁵⁹

5. For the fifth source, the study comes from the Journal of Selodang Mayang entitled "**English Communication Program: School's Effort In Facilitating Students' Speaking**" (2022) by Melda Yeni, Syafrizal, M. Ridhwan, Muhammad Cholil and Nana Herawati. The aim of this research is to discover more about the communication program held by SMAN 1 Tembilahan in order to improve students' English speaking skills. This study was qualitative research that focuses on descriptive analysis and was conducted on the principal of SMA 1 Tembilahan and two teachers of English.

The finding of the study can be explained by the fact that SMAN 1 Tembilahan has two English programs to help students practice their speaking skills. The programs are an English club and an English performance competition. This study found both programs can improve students' speaking skills.

In both cases, the researcher attempts to investigate and discover how an English learning program organized by the school facilitates students' English speaking skills. However, the difference is that this study focuses on exploring English

⁵⁹ Mohammed Siddique Kadwa and Hamza Alshenqeeti, "International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program," *International Journal of Linguistics, Literature and Translation (IJLLT)* 3, no. 11 (2020): 55, www.al-kindipublisher.com/index.php/ijllt.

language learning programs from the principal's and teachers' perspectives and does not explore the students' perspectives.⁶⁰

6. For the sixth source, the study comes from *Al-Ishlah: Jurnal Pendidikan* entitled **“The Relationship of Extracurricular Activities with Students' Character Education and Determinant Factors: A Systematic Literature Review”** (2023) by Ayu Puji Rahayu and Yinshi Dong. The aim of this research is to determine the relationship between extracurricular activities and student character education and identify factors that can strengthen or weaken the relationship between the two. As systematic literature review, this study consists of a literature review with the unit of analysis for preschool, elementary, and secondary students. The review articles used are research journals and Proceedings journals that discuss student participation in extracurricular activities and articles on character education in English between 2018-2022.

The findings of this study revealed that extracurricular activities have a positive relationship with the development of student character education with several determinant factors that influence the relationship between the two, namely internal school factors such as friends, teachers, and school climate. All three are elements that exist in the school environment and are interrelated with each other. Meanwhile, the external factors of

⁶⁰ Melda Yeni et al., “English Communication Program : School ’ S Effort in Facilitating Students ’ Speaking” 8, no. 3 (2022): 254.

the school are parents. These two factors have a significant influence on the relationship between extracurricular activities and the development of character education

The similarities between both of thesis are to investigate the relationship between extracurricular activities and student achievement. Previous research has addressed the relationship between extracurricular activities and students' character and educational development. The difference both of the research is the previous research used the literature review method and discussed extracurricular activities in general areas for students, not specific to English language learning. ⁶¹

⁶¹ Ayu Puji Rahayu and Yinshi Dong, "The Relationship of Extracurricular Activities with Students' Character Education and Determinant Factors: A Systematic Literature Review," *Journal Education* 15, no. 1 (2023): 459.

CHAPTER III

RESEARCH METHOD

This chapter presents of research approaches, research setting, and time, research focus, sources of data, technique data collection, research instruments, and technique of data analysis.

A. Research Approach

The definition of a research methodology is a technique designed specifically for gathering and analyzing data in order to uncover new information. Research methodology is a scientific method of obtaining data and a particular purpose and use.⁶² Research method provides strategies that researchers can use to refine systemic analysis procedures in order to understand a particular phenomenon. In this research, researcher employed descriptive qualitative method. Qualitative research is used to understand social phenomena and to give voice to the thoughts and views of the participants under study. The qualitative data gain from observation, interview, and documentation.

According to Lincoln and Denzin (2005), qualitative research focuses on a variety of methodologies and takes an interpretive, naturalistic approach to its subject. A variety of empirical materials, including case study, personal experiences, introspective, life stories, interviews, observational, historical, interactive, and visual

⁶² Sugiyono, *Metode Penelitian Kuantitatif Dan R&D* (Bandung : Alfabeta CV, 2014).

texts, that illustrate common and problematic events and meanings in people's lives are explored in qualitative research.⁶³ This implies that qualitative researchers investigate phenomena in their natural environments while attempting to explain phenomena in terms of the meanings that individuals bring to them.

Qualitative research focuses on understanding of process, experience, and the meaning people bring to things. In the research process, qualitative research emphasizes the active role and involvement of the researcher in the research.⁶⁴ The qualitative researcher comes into direct contact with the person being investigated or with the material being analyzed. The interaction and questioning of theory, data and evidence is a process involved in qualitative research. This is an iterative study that enables the researcher to develop a level of detail and better understanding about individuals or places from a closer approach with the phenomenon under study. By employing this design, researcher will obtain a depth of understanding phenomenon description.

This research employed descriptive qualitative methods in a case study research design. Case study used as a strategy of inquiry in which the researcher has in-depth investigation of a program, occasion, movement, prepare or one or more individuals. The cases

⁶³ Patrik Aspers and Ugo Corte, "What Is Qualitative in Qualitative Research," *Qualitative Sociology* 42, no. 2 (2019): 139.

⁶⁴ Hossein Nassaji, "Good Qualitative Research," *Language Teaching Research* 24, no. 4 (2020): 427.

are bounded by time and activity, and researchers collect detailed information using various data collection methods over a continuous period of time.

As Yi & Yin (2009) defines a case study as an empirical inquiry that investigates a phenomenon in its real-life context.⁶⁵ This method involves an in-depth study of a phenomenon and several data collection methods are used. The data is collected through qualitative data collection method including interviews, field notes, diaries, and observation.

So in this study the researcher used those research approaches to conduct in-depth investigations of and collect detailed information through observation order to obtain an in-depth understanding about English Practice Program (EPP) of SMA Islam Al-Azhar 16 Semarang. In addition to conducting in-depth interviews with students and English teachers, the researcher also found and reviewed documents from this school. The information is then analyzed and presented as a description.

B. Research Setting and Time

1. Place of the Research

A research site is a place where researchers conduct research. This research conducted at the SMA Islam Al-Azhar 16 Semarang. It is located in Jl. RM Hadi Soebeno S BSB,

⁶⁵ Arya Priya, "Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application," *Sociological Bulletin* 70, no. 1 (2021): 94.

Semarang City, Central Java. Researcher chose SMA Islam Al Azhar 16 Semarang as a school with a bilingual program that has an extracurricular English Practice Program (EPP) as learning program to improve their students' English skills.

2. Time of the Research

The research was done on 13th February-07th March 2023. This research was conducted in 2nd semester in academic year of 2022/2023.

C. Research Focus

The focus of this research is the implementation of an English Practice Program (EPP) for developing students' English oral communication skills as the goal of English Practice Program (EPP) SMA Islam Al-Azhar 16 Semarang in the academic year of 2022-2023. Then, the research also focuses on the students' views regarding English Practice Program (EPP) for their oral English communication proficiency.

D. Sources of Data

Data sources are the subject where the data will be found. The Prominent data sources for the research are a group of works, an action, and the others, like documents, are additional. The source of data in this research is the subject where the data can be obtained. Someone who responds, gives information or answers the researches' question is the source of data. Observation and documentation are also used to collect the data.

Researchers should consider the sources they will rely on and support their research and conclusions. The researcher has a choice between primary data and secondary data. Also, the researcher can use both, between triangulation and dual methodology. The data the researcher use in this study can be classified according to their origin as follows:

a. Primary Data

According to Safi'I (2005) primary data is data in the research process from primary sources using appropriate data collection.⁶⁶ In other words, primary data is data collected by the researcher. The main data in this research were taken from the observation of the implementation of English Practice Program (EPP), and in depth-interview with the English teacher and students of SMA Islam Al Azhar 16 Semarang about EPP.

b. Secondary Data

As stated by Safi'I (2005) secondary data is information compiled without the author's knowledge or information in the form documents, such as publications, geographical data, and so on.⁶⁷ Secondary data, then, are information that already exists. The secondary data used in this study came

⁶⁶ Asrof Syafi I "*Metodologi Penelitian Pendidikan*," (Surabaya : Elkaf, 2005) : 141

⁶⁷ Asrof Syafi I "*Metodologi Penelitian Pendidikan*," (Surabaya : Elkaf, 2005) : 141

from handout of English Practice Program (EPP) and documents of SMA Islam Al Azhar 16 Semarang.

E. The Technique of Data Collection

To capture the various realities and provide a comprehensive picture of the human experience, data can be gathered in a variety of method. In this qualitative research, the researcher used three data collection technique by observation, in-depth interview and documentation.

1. Observation

Observation is one of the data collection methods which involve observing and recording the subject of the research in order to get the relevant information for the study. As Marshall and Rossman (1989) define observation as the empirical description of events, behaviors, and artifacts in the social situation selected for study.⁶⁸

Through observations, the researcher is able to capture the current circumstance in writing by employing all five senses to explain it. Researchers can benefit from observational approaches in a number of ways. This is in relation with study of Schmuck (1997) that found observations give researchers tools to look for nonverbal cues of emotion, identify who interacts with whom, understand

⁶⁸ Barbara B. Kawulich, "Participant Observation as a Data Collection Method," *Forum Qualitative Sozialforschung* 6, no. 2 (2005).

how participants talk to one another, and measure the amount of time spent on various activities.⁶⁹

Observations are particularly helpful for gaining insights into a particular situation and actual behavior. Observations have the advantages of reducing the distance between the researcher and the researched, potentially revealing issues that the researcher was unaware were relevant, and providing deeper understanding of the study problem at hand's practical implications.⁷⁰ The observation used by researcher to get more information and observed about the implementation of English Practice Program (EPP) in SMA Islam Al Azhar 16 Semarang.

2. In-depth Interview

In-depth interviews are data collection method that mostly long-duration, face-to-face activity. Interviews conducted to achieve desired goals.⁷¹ According to Rubin & Rubin (2012), "in-depth interviews" is characterized by the gathering of highly detail and extensive information, adaptable interview rules, and open-ended questions. They

⁶⁹ Barbara B. Kawulich, "Participant Observation as a Data Collection Method," *Forum Qualitative Sozialforschung* 6, no. 2 (2005)

⁷⁰ Loraine Busetto, Wolfgang Wick, and Christoph Gumbinger, "How to Use and Assess Qualitative Research Methods," *Neurological Research and Practice* 2, no. 1 (2020).

⁷¹ Amy J.L. Baker and Benjamin S. Charvat, "[13] In- Depth Interviews," *Research Methods in Child Welfare*, no. July (2016): 251–274.

are suitable for researching personal, delicate, and unseen processes as well as "morally dubious decisions people have made".⁷²

This data collection is used to explore descriptive analysis and further investigation into concept. To fully comprehend the respondent's viewpoint, the interviewer must establish a relation with participant. An in-depth interview promotes and encourages participants to discuss the topic under study.

When conducting an in-depth interview, the interviewer is flexible and continuous to ask participant of questions orally while recording the responses. The participant must have encountered the phenomenon of interest, be able to express their experiences, and be open to discussing their experiences with researchers. The researcher used this technique to investigate and obtain the data that are more in-depth about participants in interpreting situations and phenomena that occur, where this cannot be found through observation.

3. Documentation

As Merriam and Tisdell (2016) explain, 'what someone tells you in an interview can be checked against what you

⁷² Greg Guest, Arwen Bunce, and Laura Johnson, "How Many Interviews Are Enough?: An Experiment with Data Saturation and Variability," *Field Methods* 18, no. 1 (2006): 59–82.

observe on site or what you read about in documents.’ Documentation is a data collection technique that involves studying or reviewing written and digital material. Document analysis based on Corbin & Strauss (2008); Rapley (2007) requires that data to be studied and interpreted in order to extract meaning, gain insight, and create empirical knowledge, similar to other analytical techniques in qualitative research. Documents include text (words) and photos that were recorded without the intervention of a researcher.⁷³

In this research, the researcher gained the information by collecting document, handout, photos, recording and making the transcriptions from the result of the interview. By doing this technique, researcher data would be comprehensive and valid.

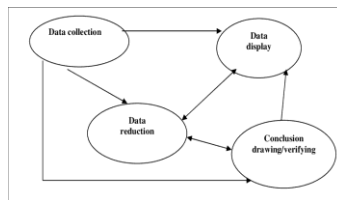
F. Technique of Data Analysis

Based on Bogdan and Bienen (1982) data analysis involves working with data, organizing it, dividing it up into manageable components, synthesizing it, looking for patterns, determining what is significant and what needs to be learned, and deciding what to share with others. As stated by Bryman (2001) the final aim of data analysis is frequently to reach generalizable

⁷³ Glenn A. Bowe, “Document Analysis as a Qualitative Research Method,” *Qualitative Research Journal* 9, no. 2 (2009): 27, doi:10.3316/qrj0902027.

conclusions by contrasting numerous materials, texts, or in several cases.⁷⁴

After collecting the completed data, the researcher took some steps to analyze the data. To analyze the data, the researcher used narrative. The narrative is an outline or model for organizing the data, but it also serves as a type of explanation of the respondent experiences.⁷⁵ The steps to analyze the data were described as the research procedures taken by Miles and Huberman (1994). The steps were described as follows:



1. Data collection

Creswell (2007) define qualitative data as conceptual and descriptive findings gathered by surveys, interviews, or fieldwork. Qualitative approaches also allow for the collection of additional types of data. These consist of participant or non-participant observations, private or public

⁷⁴ Esubalew Aman Mezmir, “Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation,” *Research on Humanities and Social Sciences* 10, no. 21 (2020): 15.

⁷⁵ Neuman W. Laurence, *Social Research Methods: Qualitative and Quantitative Approaches*, 7th edn (Essex: Pearson Education Limited, 2014). P.496.

papers, audiovisual resources, narrative-style diaries, and emails with text messages.⁷⁶

Ary (2010) asserts that qualitative researchers can employ written documents or other artifacts to comprehend the phenomenon under study.⁷⁷ The primary source of this research are students' in-depth interviews, with supporting information coming from classroom observations and teachers who provided more details about the English Practice Program (EPP). The researcher also employed the documentation approach, which relied on transcripts and other documents from the English Practice Program (EPP) to gather data. The data were collected and reviewed through data collection techniques.

2. Data Reduction

Data reduction refers to the process of selecting the main things, focusing on the important things, simplifying, abstracting, transforming, looking for themes and patterns from the data that appear in field notes or transcriptions, and eliminating the unnecessary.⁷⁸ The data reduction or transformation process occurs continuously in the field until

⁷⁶ Olunmi Philip Aborisade, "Data Collection and New Technology," *International Journal of Emerging Technologies in Learning* 8, no. 2 (2013): 48–52.

⁷⁷ Ary, D., Jacobs, L. C., & Sorensen, C. "Introduction to Research in Education". (USA: Wadsworth, 2010) : 442

⁷⁸ Sugiyono, "Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D", (Bandung: Alfabeta, 2016) : 338.

the final report is written. All data was collected from observations, documents, selected images, and others. From the collected data, the researcher finds aspects that should be emphasized, minimized, or completely set aside.

In this stage, the researcher summarizes, categorizes, and concentrates on key elements in this stage, such as the types of activities in the English Practice Program (EPP) for learning English and the responses of the students to the English Practice Program (EPP). The researcher also needs analysis to separate the accurate data. Researcher can focus on the data that will be analyzed.

3. Data Display

After reducing the data, the next stage is to display the data. According to Miles and Huberman, the format of displaying data from qualitative research is narrative text.⁷⁹ As a result, a concise narrative description is used to present qualitative research. Data presentation comes from data reduction to offer a structured collection of information that enables making judgments and taking action.

According to Huberman and Miles (1994), data display involves choosing portions of the data that best illustrate the broad findings. The following is usually included: reading and assessing transcriptions of data and underlining

⁷⁹ Sugiyono, “*Metode Penelitian Pendidikan – Pendekatan Kuantitatif, Kualitatif, dan R&D*”, (Bandung: Alfabeta, 2016) : 341.

significant phrases or themes that illustrate specific ideas. The objective is to gradually transform the initially seemingly disorganized raw materials into a recognized conceptual framework.⁸⁰

At this stage, the researcher categorized the responses and other data in accordance with the variable group. Then it was classified again according to the specific indicators that had been previously determined. The information will be presented narratively. Data display will help the researcher to understand what is happening and take action for further analysis or caution based on that understanding.

4. Drawing Conclusions

Drawing the conclusion is the last stage in the data analysis technique. To draw conclusions, researcher must first understand what the analyzed data mean and how they relate to the questions. According to Huberman and Miles (1994) drawing meaning from the displayed data is what this step entails. The term "drawing" in this context should be interpreted literally: based on the type of analysis selected, the researcher extracts from the data any relevant interpretations, structures, or processes.

⁸⁰ Esubalew Aman Mezmir, "Qualitative Data Analysis: An Overview of Data Reduction, Data Display and Interpretation," *Research on Humanities and Social Sciences* 10, no. 21 (2020): 15.

At this stage, the researcher draws a conclusion regarding the answer to the defined question. In qualitative research, the conclusion can answer the problem question that has been formulated.

G. Checking of Validity

Checking of data validation is an important concept of the new concept of validity and reliability. In qualitative research, the most common method used to check the validity of data is observation and triangulation. The level of data validation can be done using the following methods:

1. Observations

It means that the researcher find the characteristic and elements in the situation that relevant with the chosen issue. Observe the situation in the classroom during the English Practice Program (EPP) activity going on thoroughly. The researcher can organize it by observing activities of English Practice Program (EPP) as English Extracurricular Activity for Learning English in SMAN Islam Al Azhar 16 Semarang exactly and continuously and studying it simultaneously to get the accurate data.

2. Triangulation

In qualitative research, Patton (1999) states triangulation is the utilization of a variety of techniques or data sources to create a comprehensive knowledge and understanding of a

phenomenon.⁸¹ According to Denzin (1970), triangulation is combination two or more data sources, researchers, methodological approach, or theoretical viewpoints.⁸² In accordance with William Wiersma (1986) triangulation is qualitative cross-validation. It examines the extent of data based on the combination of multiple data sources or multiple data collection methods.⁸³ Similar to Campbell and Fiske's (1959) concept of multiple operationalism, triangulation has the same conceptual goal of enhancing a study's validity in qualitative research.⁸⁴

The objective of triangulation is to increase confidence of the finding through employing two or more independent measurements. In other words, triangulation is a method used to check the accuracy of data across different tool and time. Triangulation involves using multiple methods to collect data on a topic. It is a way to ensure that research is accurate by using different methods to collect data on the

⁸¹ Nancy Carter et al., "The Use of Triangulation in Qualitative Research," *Oncology Nursing Forum* 41, no. 5 (2014): 545–547.

⁸² Veronica A. Thurmond, "The Point of Triangulation," *Journal of Nursing Scholarship* 33, no. 3 (2001): 253–258.

⁸³ Sugiyono, "*Metode Penelitian–Kuantitatif, Kualitatif, dan R&D* ", (Bandung: Alfabeta, 2017). P. 273

⁸⁴ Karsten Jonsen and Karen A. Jehn, *Using Triangulation to Validate Themes in Qualitative Studies, Qualitative Research in Organizations and Management: An International Journal*, vol. 4, 2009.

same topic, which includes different types of samples and data collection methods.

In this research, the researcher used data triangulation. Data triangulation combines data from different sources at different times, in different places or by different people. Data triangulation used to investigate data of the activities of English Practice Program (EPP) through the way below:

- a. The agreement between result of observation and result of interview,
- b. The agreement between teacher and students opinion,
- c. The agreement between result of interview and related of document.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes the implementation of English Practice Program (EPP) at SMA Islam Al-Azhar 16 Semarang and students' views regarding English Practice Program (EPP) for their oral communication proficiency. English Practice Program (EPP) was established as an English extracurricular program for improving students' English oral communication proficiency. This chapter consists of Research Finding and Discussion.

A. Research Finding

In this section, the researcher explained how the results of the research findings have been carried out to answer the research questions. In this study, the researcher has explored the implementation of English Practice Program (EPP) and students' views of English Practice Program (EPP) regarding their oral English communication proficiency.

For the purpose of collecting specific data, the researcher conducted the observation twice on February 16 and 23. Interview was also conducted two times on February 16 and March 07. The specific data that had been collected is analyzed through data reduction, data display, and drawing conclusions. Then, the results are explained as follows:

1. Profile of English Practice Program (EPP)

a. History

English Practice Program (EPP) is an English learning extracurricular program of SMA Islam Al-Azhar 16 Semarang. This program is conducted outside of English subject regular class hours. English Practice Program (EPP) is one of the school's excellent programs and was established based on the school's goals, vision, and mission, which are to create knowledgeable and globally competitive students.⁸⁵

As a global language, English skill is believed to be important aspect. Students' proficiency in English is needed to achieve the goals, vision, and mission of having global competitiveness. This is in relation to the aim of English Practice Program to equip students with English communication skill. English communication skill is needed and important for students of SMA Islam Al Azhar 16 Semarang. This skill became important because students have a social environment not only within the national scope but also with people from other countries.⁸⁶ However, the environment around students is not supportive enough to

⁸⁵ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023.

⁸⁶ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023.

accelerate learning English. It is believed the school must create an environment that supports English learning activities. In 2019, based on the instruction of Mr. Titan Ajiyana as the school principal, English Practice Program (EPP) was established by English teacher as an extracurricular program for learning English. And by 2023, English Practice Program (EPP) will have been running for about 4 years.⁸⁷

This program is an extracurricular program followed by the whole students of SMA Islam Al-Azhar 16 Semarang. This program aims to equip students with the ability to communicate and speak in English. English Practice Program (EPP) is the only excellent program that has a learning focus in the English subject area. As an extracurricular program, English Practice Program (EPP) aims to give students direct experience of what they have learned in the classroom. This extracurricular activity also facilitates students' improvement of their skills in English.

Based on the explanation above, it can be concluded that the English Practice Program (EPP) is an English learning program that was established as extracurricular English learning program and an excellent program of SMA Islam

⁸⁷ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

Al-Azhar 16 Semarang. This program is carried out outside of English's regular class hours. The aims of establishing this program is to create it as the school's excellent program in learning English and realize the school's vision and mission, which are to create knowledgeable and globally competitive students. In addition, as an extracurricular English Practice Program (EPP) aims to help students create experience what they have learned in the classroom and improve their ability in English.

2. Teachers and Learners of English Practice Program (EPP)

a. Teacher

The teacher responsible for implementing English Practice Program (EPP) is the English teacher of SMA Islam Al Azhar 16 Semarang, Mr. Wahid Kurniadi. Mr. Wahid, as the English teacher, is responsible for planning and scheduling learning activities, materials or module, and practices in implementing the English Practice Program (EPP). Meanwhile, the supervising teacher when the English Practice Program (EPP) learning takes place in the classroom is the homeroom teacher.⁸⁸

In addition to preparing a schedule of learning activities, materials or module and practices, Mr. Wahid also provides

⁸⁸ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

additional explanations for students related to English Practice Program (EPP) learning that has taken place in the classroom before. Additional explanations are usually given by Mr. Wahid during English learning hours in a class or outside of English learning hours at certain times. For example, Mr. Wahid conducts practices and rehearsal with students to prepare their speaking performance and pronunciation practice in the text. In addition, he also reviews the text and new vocabulary learned by the students in the English Practice Program (EPP).⁸⁹

Mr. Wahid's usual strategy in the learning English Practice Program (EPP) is the practice of speaking English directly and repetitive pronunciation of English words. As for vocabulary building Mr. Wahid use English Translation for translating materials in the form of texts and new vocabulary into Indonesian.⁹⁰

b. Learner

English Practice Program (EPP) is an extracurricular program followed by all students of SMA Islam Al-Azhar 16 Semarang from grades X, XI and XII. This program aims to improve student's English skills and equip them with

⁸⁹ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

⁹⁰ The result of interview with Rizal, as the student on Friday, February, 17, 2023

English language skills, especially communication skills. The ability to communicate using English is very much needed considering that their social environment is within the national scope and with people from other countries.⁹¹

In English Practice Program (EPP), all students from grades X, XI and XII gathered together in a room to practice conversation. As for learning to and vocabulary building and translating texts, be carried out in their respective classes every 2 weeks. And speaking practice is carried out alternately, starting from grade XII, then grades XI, and X.

3. The Implementation of English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang

a. The Kind of Activity of English Practice Program (EPP)

Based on an interview and observation, the implementation of the English Practice Program (EPP) in SMA Islam Al-Azhar 16 Semarang used several programs in the application of English learning. On the first observation on February 16, the researcher was observed in the English Practice Program (EPP) class. In the classroom, the researcher observed students' activities for translating English text into Indonesian and translating English

⁹¹ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

vocabulary. The teacher came into the classroom and then greeted the students first. After that, the teacher explained the activity they will do that day, and Mr. Wahid explained the learning activity of translating text in the handout and vocabulary building.

The teacher provides a PDF containing the text that students must translate and some vocabularies that must be translated and practiced to pronounce it. After that, students worked on the assignments given using printed dictionaries or digital dictionaries on their mobile phones.⁹² Besides that, the researcher also observed the practice of conversation practice between students and their teachers on the theme of their dream jobs and future plans. Students talk to the teacher about their dream job, their reasons for wanting it, and their plans to get it. Then, the teacher asks the students some questions related to their dream job. Each student practices the conversation for about 5–10 minutes.⁹³

For the second observation on February 23, the researcher observed a speaking performance activity by one of the students, which was an English Practice Program (EPP) speaking practice. When the researcher came to the

⁹² The result of observation of English Practice Program (EPP) on Friday, February 15, 2023

⁹³ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

room, there were two students who were speaking in front of all students. There was one student who was giving the speech, and the other was the MC. The student practiced speech with a certain theme in the English Practice Program (EPP) handout. There are four kinds of learning activities in English Practice Program (EPP) consisting of vocabulary building, speaking performance, English translation and conversation.

4. Vocabulary Building

Vocabulary building is learning about vocabulary in English. Vocabulary building aims to enable students to understand and apply English vocabulary both in spoken and written form. Vocabulary in English is one of the components that support the process of communicating using English. By having enough vocabulary, students will more easily convey messages when they are communicating with others.

In the English Practice Program (EPP), vocabulary building activities are carried out by students once every two weeks by translating text into English. The teacher will provide a text from the EPP handout and instruction that students must do. The texts given are divided into four types and given alternately for each meeting. The texts can be narrative texts, speeches, songs, and conversations with

various themes. Usually, the themes in the texts are about the five daily prayers, manners of being a student, and fairy tales. Then there are several vocabulary words from the text that they have to translate and group into their respective parts of speech, such as words that are nouns, verbs, or adjectives.

5. Speaking Performance

A speaking performance is a talk that refers to a performance for the public that transmits information before an audience. This speaking practice aims to train students' ability to use English orally in front of the public. This activity aims to apply students' knowledge in real situation. In addition, the purpose of speaking practice is to build students' confidence in speaking English.

This speaking practice is held every day after duhur prayer. Students have a schedule to carry out this speaking practice. Mr. Wahid arranges the students' turn schedule in the order, starting with grade 12, then grade 11, and last grade 10. Each class must select two students as representatives to do a speaking performance. One student was in charge of guiding the speaking performance, and one student was in charge of giving the speech. Students performed the speech for approximately 15 minutes and

were witnessed by all students of SMA Islam Al Azhar 16 Semarang.

Speaking performance uses the text in the English Practice Program (EPP) handout. Students can do it using the text or by memorizing it. The text for this speech has several topics, including the manners of being a student, the 5 daily prayers, and the character of the Pancasila student.

6. English Translation

English translation is the activity of translating the meaning of the text from English to Indonesian. This English text translation activity is one of the activities in the English Practice Program (EPP), which aims to hone students' writing skills. The teacher will give a text in the form of a narrative text, speech, song, or conversation. Students must translate the text into Indonesian using their own language. Then the text is written back using Indonesian. This activity is done so that students can know the content of the text they get and the meaning of words that they don't know yet. Students are allowed to use tools such as paper dictionaries or electronic dictionaries on handphone.

7. Conversation

The term conversation refers to the oral exchange of ideas, observations, opinions, or feelings between one person and another. This conversation activity aims for

students to practice communicating using English. The teacher will determine a conversation topic, and then the students will have a conversation with the teacher or fellow students, or ask each other, for about 10 to 15 minutes. The theme of the conversation can be a dream job.

Speaking practice is held by conducting English conversations between students and their friends or with the teacher. This conversation has a certain theme and aims to train students' speaking skills using English.⁹⁴

4. Learning Focus of English Practice Program (EPP)

According to Mr. Wahid, "the focus of learning in the English Practice Program (EPP) is students' ability to speak English. So the learning activities include learning how to pronounce English words, speaking practice, and building vocabulary in English". The first focus to be achieved in the English Practice Program (EPP) is to make students like to learn English first. According to Mr. Wahid, when students already like for learning English, learning will be easier and will help improve students' abilities in the future.⁹⁵

⁹⁴ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

⁹⁵ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

The material topics used in learning in the English Practice Program (EPP) are divided into four categories: narrative text, speech, song, and conversation. The material is organized with the tasks that must be done by students. Mr. Wahid develops the materials and tasks in the EPP handout by finding sources on the internet.

While the learning outcomes in the English Practice Program (EPP) are divided into two categories: speaking practice and knowledge of English vocabulary. Outcomes of speaking practice include when students are able to speak confidently and not nervously in front of others, as well as being able to pronounce English correctly and fluently. In addition, the learning outcome for English vocabulary knowledge is when students already have around 1,000 known words.⁹⁶

Mr. Wahid explains that:

"the achievement for a student's vocabulary is that students master 1,000 vocabulary words as a requirement for grade advancement. If the achievement is communication, the first benchmark now is when they can pronounce English words correctly when the students come forward. Secondly, when they make a

⁹⁶ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

speech in English, that is when they are confident, not nervous, and speak fluently".⁹⁷

In the implementation of EPP, there are also some obstacles, including students who are embarrassed to practice speaking. According to Mr. Wahid

"For translating, they don't have any major obstacles because the children are allowed to use assistive devices. What is difficult is that in the speaking performance, these high school students may lack the courage to perform due to the effects of the pandemic as well as online learning and so on, so if offered, usually no one wants to point themselves, so teacher has to convince the children that you can. I'll teach them first and have them practice first. The obstacle is more like that".⁹⁸

Based on the explanation above, it can be concluded that the focus of learning in the English Practice Program (EPP) is students' ability to speak English. Therefore, learning activities are focused on knowledge of English vocabulary and speaking practice. EPP has a handout that is used during the learning process. The material in the EPP handout is divided into several topics, including narrative text, speech, song, and conversation.

⁹⁷ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

⁹⁸ The result of interview with Mr. Wahid Kurniadi, the teacher of English subject and as head of English Practice Program (EPP) on Tuesday, March, 07, 2023

The evaluation of the implementation of EPP shows that students can follow the learning activities well, but for speaking practice, many students are still shy and do not want to be appointed. So, the teacher must approach and practice with these students.

5. The Students' View Regarding English Practice Program (EPP) for English Oral Communication Proficiency

The data were collected to know about students' views regarding English Practice Program (EPP) for their oral English communication proficiency. The researcher used interviews to collect the data.

According to the results, so many students are interested in the extracurricular program. They feel they can improve their English skills through the English Practice Program (EPP). According to Raihan, English Practice Program (EPP) can be a fun place to learn English because, through their learning in English Practice Program (EPP) they can discuss with their friends about English text in the handout. In addition, he also feels helped in improving his English skills because he often finds difficult and new vocabulary so that it can become familiarization. As Raihan said:

"I think it's fun because I can discuss with my friends and learn together. Yes, it is very helpful because usually the text has difficult vocabulary too; it can be a familiarization".⁹⁹

⁹⁹ The result of interview with Raihan, as the student on Friday, February, 17, 2023.

It corresponds to the interviews obtained from Lamoza. Lamoza said:

*"EPP is very fun because we can discuss the translation of the material in the module. EPP is also very helpful for us in knowing words that we don't know yet".*¹⁰⁰

The statement above was strengthened by Huda's statement, in which he said:

*"It's fun because we can discuss with friends how to translate from English to Indonesian."*¹⁰¹

In relation to English speaking skills, EPP also helps with students' communication skills. This statement is based on the interview results obtained from Belinda. She said that :

*"EPP is fun because everyone seems excited to learn English. Sometimes my friends and I communicate briefly in English, and it is helped by EPP".*¹⁰²

This was also reinforced by Rizal's statement. He said that :

*"EPP is quite helpful to develop confidence when speaking English."*¹⁰³

¹⁰⁰ The result of interview with Lamoza, as the student on Friday, February, 17, 2023.

¹⁰¹ The result of interview with Huda, as the student on Friday, February, 17, 2023.

¹⁰² The result of interview with Belinda , as the student on Friday, February, 17, 2023.

¹⁰³ The result of interview with Rizal, as the student on Friday, February, 17, 2023.

In addition to improving their English communication skills, students also feel helped in several communication components because of the English Practice Program (EPP). This statement is reinforced by Raihan, who said:

*"EPP helps improve skills in accuracy and grammar",*¹⁰⁴

While Belinda stated that:

*"it helps in vocabulary and accuracy components".*¹⁰⁵

Arzidan reinforced this statement by stating that

*"EPP helps in the components of pronunciation, grammar, and fluency".*¹⁰⁶

However, there are some students who feel bored because of the lack of variety in the learning activities in the English Practice Program (EPP). This comes from Rizal's statement. He said that:

*"It's fun because I like English, but sometimes I get bored if I keep translating the text".*¹⁰⁷

¹⁰⁴ The result of interview with Raihan, as the student on Friday, February, 17, 2023.

¹⁰⁵ The result of interview with Belinda, as the student on Friday, February, 17, 2023.

¹⁰⁶ The result of interview with Arzidan, as the student on Friday, February, 17, 2023.

¹⁰⁷ The result of interview with Rizal, as the student on Friday, February, 17, 2023.

Meanwhile, Dea thought that the EPP was quite helpful but was not really able to improve her communication skills. She said that:

"I could say that it has improved, but the improvement is not too high because I often communicate in slang English while in the EPP program I only learn English according to linguistic rules".¹⁰⁸

From the opinions above, it can be concluded that the students are responding positively and feeling helped by the English Practice Program (EPP). Although for the evaluation, there are some things that are noted. Students state that they are bored due to the lack of variety of activities in EPP and also materials that are still bound by grammar writing rules. However, they find EPP was helpful in their oral communication skills in English and also improve their ability in English with the English Practice Program (EPP).

B. Discussion

Based on the results of exploring the implementation of the English Practice Program (EPP) and students' views on their oral communication proficiency in the English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang, several facts can be found. They are such as the description of the researcher's observation, the

¹⁰⁸ The result of interview with Dea, as the student on Friday, February, 17, 2023.

description of the researcher's interview, and the description of the real documentation, which are concluded from the result of the research finding. The researcher got the data from the English Practice Program (EPP) as an English extracurricular activity for learning English in SMA Islam Al Azhar 16 Semarang. The discussion is explained as follows:

1. English Practice Program (EPP)

English Practice Program (EPP) is an excellent program and extracurricular activity for English learning that aims to improve students' ability to use English. This program is extracurricular and is held outside of regular class hours. The English Practice Program (EPP) is attended by all students of SMA Islam Al Azhar 16 Semarang in grades 10, 11, and 12.

The teacher who is responsible for implementing the English Practice Program (EPP) is Mr. Wahid, the English teacher. Meanwhile, the supervisor during the learning process in the classroom is the respective homeroom teacher. The learning program in English Practice Program (EPP) is divided into four components: vocabulary building, speaking performance, English translation and conversation.

According to Lamoza, English Practice Program (EPP) is a program where students can improve their skills in English. According to Belinda, English Practice Program (EPP) is a program to hone our English skills, starting with oral as well as

written skills. According to Arzidan, EPP is a program where students have to speak in front of others using English. In addition, it is also an English text that must be made into Indonesian.

2. The Implementation of English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang

The main focus of the English Practice Program (EPP) is to foster students' love for learning English. In addition, learning focus in the English Practice Program (EPP) is to improve students' ability to speak English. So the learning that takes place includes learning how to pronounce English words, to speak, and to add vocabulary in English. Learning activities in the English Practice Program (EPP) are divided into four categories: vocabulary building, speaking practice, English translation, and conversation. They are as follows:

- Vocabulary Building

Vocabulary building is carried out every 2 weeks by students by translating several texts, such as narrative texts or songs in the module. Then there is some vocabulary from the text that they have to translate and group into their respective parts of speech.

- Speaking Performance

This speaking practice is held every day after duhur prayer, where students take turns making speeches in front of

all their friends. The speech text comes from the English Practice Program (EPP) module.

- English Translation

The translation activity is done by finding the meaning in the English text given. Then the students rewrite the text in Indonesian. The text can be in the form of narrative text, speech, song, or conversation.

- Conversation

Conversations are conducted by students either with their friends or with the teacher. Practice with conversation has a specific theme, and students can practice improving their ability to communicate and speak English.

3. The Students' View Regarding English Practice Program (EPP) for Their English Oral Communication Proficiency

Based on interviews with the students of the extracurricular program, English Practice Program (EPP), it can be known that the students greatly helped in joining the English Practice Program (EPP). This is because EPP helps improve their English skills. According to the students, the English Practice Program (EPP) is a fun activity because students can discuss with friends and find out English words that they did not know before. In addition, students are also excited to learn, especially those who have an interest in English.

From their interview responses, students said that EPP also helped improve their mastery of the components of communication in English. EPP helps improve the components of communication, namely accuracy, fluency, vocabulary, and pronunciation. In addition, students also felt that their knowledge of English increased after learning EPP.

From the students' statements and views on the English Practice Program (EPP), it can be concluded that the students are responding positively and find English Practice Program (EPP) was helpful for them. Although there are some things to note about the diversity of learning activities, they feel that they have improved their oral communication skills in English and also improved their ability in English.

During the research at SMA Islam Al Azhar 16 Semarang, the researcher does not face difficulty because the teacher, school staffs and students are very supportive. So, this research can be carried out successfully. However, to conduct interview with teacher, the researcher need to adjust the schedule because the school also has many activities and agendas.

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions for the following finding of the study.

A. Conclusion

From the research that has been conducted on the implementation of the English Practice Program (EPP) and students' views for their oral communication skills, researcher found that the English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang is an extracurricular English learning program to improve students' ability to communicate in English. Based on the goal, EPP has a learning focus to the aspect of speaking practice and knowledge of vocabulary. There are four kinds of activities in the English Practice Program (EPP): vocabulary building, speaking performance, English translation, and conversation. Vocabulary building is carried out every 2 weeks by students by translating several texts, such as narrative text or songs in the handout. For speaking performance activity, each class must select two students as representatives to do a speaking performance. One student was in charge of guiding the speaking performance, and one student was in charge of giving the speech. For the English translation, the teacher will give a text in the form of a narrative text, speech, song, or conversation. Students must translate the text and rewrite text into Indonesian. Conversation practice carried out by certain topic determined by the teacher. Then

the students will have a conversation with the teacher or other students for about 10 to 15 minutes.

According to the students' responses about EPP, students respond positively and state EPP helped them to improve English and communication skills. Some students also state that English Practice Program (EPP) is very fun because they can discuss with their friends how to translate English texts. Then, from the results of interviews with students, researchers found that the English Practice Program (EPP) helps students to master the components of communication such as accuracy, grammar, fluency, pronunciation and vocabulary.

B. Suggestion

From the research, the researcher makes suggestions to the teacher, the students, and the readers.

1. For the teacher

This research is expected to give English teachers an insight into how to present material to students. So that they are not bored and also improve learning strategies so that learning is more interesting and students are more excited.

2. For the students

The students should have a strong motivation to learn English and do more speaking practice outside the classroom. The results of this study can provide knowledge to students about the English Practice Program (EPP) as an extracurricular English activity to learn English.

3. For the other researchers

Researchers hope that this research can be a reference for other researchers who want to continue this research or conduct research with different analytical methods to get more accurate findings.

C. Closing

This thesis is the researcher's first academic project, which is a kind of contribution to UIN Walisongo Semarang's academic field. This thesis is the researcher's first academic project, which is a form of contribution to the academic field of UIN Walisongo Semarang. The researcher realizes that the study's findings are still far from perfect. As a result, the researcher will always be open to constructive criticism and recommendations from the reader. Even though this research is far from perfect, the author hopes that this thesis will be useful for the reader.

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APPENDICES

Appendix 1 : Research License

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor : 528/Un.10.3/D1/TA.00.01/02/2023 09 Februari 2023
Lamp : -
Hal : Mohon Izin Riset
a.n. : Tiara Pramudhita
NIM : 1903046018

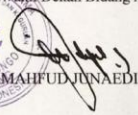

Yth.
Kepala Sekolah SMA Islam Al Azhar 16 BSB Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Tiara Pramudhita
NIM : 1903046018
Alamat : Perum Bhakti Persada Indah Blok P No. 3, Ngaliyan
Judul skripsi : English Practice Program (EPP) for Students' English Oral
Communication Proficiency (Study at SMA Islam Al Azhar 16 Semarang)

Pembimbing :
1. Dr. Hj. Ma'rifatul Fadhilah, M.Ed.
2. Dr. Hj. Lutfiyah, S.Ag., M.SI.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 16 hari, mulai tanggal 13 Februari 2023 sampai dengan tanggal 28 Februari 2023.
Demikian atas perhatian dan terimakasihnya permohonan ini disampaikan terimakasih.
Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

**MAHFUD JUNAEDI**

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 2 : Research License



SURAT KETERANGAN

No. 022/SKet/SMAIA16.SMG/III/1444.2023

Yang bertanda tangan di bawah ini, Kepala SMA Islam Al Azhar 16 menerangkan bahwa :

Nama : Tiara Pramudhita
NIM : 1903046018
Alamat : Perum Bhakti Persada Indah Blok P No. 3, Ngaliyan, Semarang
Judul Skripsi : *English Practice Program (EPP) For Students English Oral Communication Proficiency (Study at SMA Islam Al Azhar 16 Semarang)*

nama yang tersebut di atas merupakan Mahasiswa dari Fakultas Ilmu Tarbiyah Universitas Negeri Walisongo Semarang yang telah melaksanakan Riset di SMA Islam Al Azhar 16 pada tanggal 13 Februari - 28 Februari 2023.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk kepentingan yang bersangkutan dan dipergunakan sebagaimana mestinya.

Semarang, 15 Maret 2023
Kepala Sekolah

H. Ajiyana, S.Pd., MM

Appendix 3 : The Result of Observation 1

OBSERVATION GUIDELINES

The observation guidelines are used to know the implementation of English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang.

Time : Thursday, February 16th & 23th 2023.

Teacher : Mr. Wahid Kurniawan

1. Observation guidelines for teacher

No.	Aspects of the observation	Result		Description of the Observation
		Yes	No	
1.	English Practice Program (EPP) activity implementation time schedule	✓		EPP is conducted outside of regular English class hours for 1 hour each week
2.	Those involved in English Practice Program (EPP) learning activities	✓		All students from grades 10, 11 and 12
3.	Every student participates English Practice Program (EPP) activities	✓		EPP is followed by every student
4.	There is supervise for English Practice Program (EPP) learning activities	✓		There is a supervising teacher in EPP learning
5.	There are tools/media used by teachers in the implementation of the English Practice Program (EPP)	✓		Teacher uses EPP handouts and mobile phone to send materials
6.	There are techniques/strategies used by teachers in the	✓		The strategies used are translating and speaking practice

	implementation of the English Practice Program (EPP)			
7.	There is learning activities in the English Practice Program (EPP)	✓		There are learning activities such as translating, speaking performance, conversation and vocabulary building
8.	There are topics in English Practice Program (EPP) learning activities	✓		Learning topics such as narrative texts, conversations, songs and speeches
9.	There are of English Practice Program (EPP) learning resources	✓		EPP Handout
10.	The teacher associates learning material with other relevant knowledge	✓		Learning topics are linked to other knowledge
11.	The teacher prepare appropriate learning scenario with development of students and in accordance with the learning materials	✓		Materials are linked to student development

Appendix 4 : Result of Observation 2

2. Observation for students

The observation guidelines are used to know the implementation of English Practice Program (EPP) at SMA Islam Al Azhar 16 Semarang.

No.	Aspects of the observation	Result		Description of the Observation
		Yes	No	
1.	Students prepare themselves to follow the learning process	✓		Students follow the teacher's instructions well
2.	Students follow the learning process	✓		Students do all tasks and instructions given
3.	Students enjoy the learning process	✓		Students enjoy discussing with their friends during learning
4.	Students are enthusiast when the teacher explain the materials	✓		Students are excited
5.	Students give a positive response when the teacher explains the material	✓		Students respond positively and can follow EPP learning well

Appendix 5 : Guideliness for Teacher Interview

Date : Tuesday, 07th March 2023
Time : 10.00 – 11.26 AM
Activity : Interview with English teacher of SMA Islam Al Azhar
16 Semarang
Interviewee : Mr. Wahid Kurniadi
Interviewer : Tiara Pramudhita
Location : Library room SMA Islam Al Azhar 16 Semarang

(Instrument of Interview)

1. Bagaimana sejarah awal dibentuknya English Practice Program (EPP) di SMA Islam Al Azhar 16 Semarang?
2. Berapa lama English Practice Program (EPP) di SMA Islam Al Azhar sudah berjalan?
3. Kapan pelaksanaan program English Practice Program (EPP)?
4. Siapa saja yang mengikuti English Practice Program (EPP) di SMA Islam Al Azhar?
5. Bagaimana pelaksanaan English Practice Program (EPP) di SMA Islam Al Azhar? apakah wajib atau tidak?
6. Mengapa ada English Practice Program (EPP) di SMA Islam Al Azhar? Apa urgensi bagi siswa? Dan bagaimana peran program tersebut dalam pembelajaran Bahasa Inggris?

7. Dari urgensi tersebut, apa sajakah fokus pembelajaran Bahasa Inggris yang ada di English Practice Program (EPP) di SMA Islam Al Azhar?
8. Setujukah Bapak dengan adanya oral communication skills? Mengapa?
9. Sesuai dengan tujuannya untuk mengembangkan kemampuan berkomunikasi siswa dalam Bahasa Inggris, apa saja kegiatan pembelajaran yang ada di English Practice Program (EPP)?
10. Apa saja yang Bapak persiapkan sebelum mengajar atau pelaksanaan English Practice Program (EPP)?
11. Bisa Bapak jelaskan bagaimana proses kegiatan pembelajaran di kelas dalam program English Practice Program (EPP)?
12. Siapa yang mengawasi jalannya program English Practice Program (EPP)?
13. Topik topik materi apa yang sering digunakan dalam proses pembelajaran English Practice Program (EPP)?
14. Strategi atau teknik apa yang biasa bapak gunakan? Dan bagaimana pengimplementasiannya?
15. Apa saja yang menjadi pertimbangan bapak dalam menyusun metode atau strategi tersebut?
16. Untuk materi pembelajarannya Bapak mengambil dari sumber mana saja? Atau bekerja sama dengan lembaga tertentu?

17. Apakah bapak pernah mengembangkan bahan ajar sendiri dengan menggunakan media sendiri berdasarkan pengalaman sendiri untuk program English Practice Program (EPP)?
18. Apa kendala yang biasanya bapak temukan ketika pelaksanaan English Practice Program (EPP)?
19. Apa perangkat/media pembelajaran yg digunakan oleh guru dalam English Practice Program (EPP)?
20. Apa saja yang menjadi pertimbangan bagi Bapak untuk menetapkan capaian pembelajaran dalam English Practice Program (EPP)?

Appendix 6 : Guideliness for Students Interview

Date : Thursday, 16th February 2023
Time : 08.00 – 10.10 AM
Activity : Interview with students of SMA Islam Al Azhar 16 Semarang
Interviewee : Raihan, Rizal, Lamoza, Belinda, Huda, Dea.
Interviewer : Tiara Pramudhita
Location : Social Classroom SMA Islam Al Azhar 16 Semarang

Pertanyaan untuk siswa

1. Disini Saya ingin mengajukan beberapa pertanyaan. Tapi sebelumnya mungkin Saya bisa tau siapa nama anda?
2. Langsung saja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?
3. Dalam English Practice Program (EPP) topik materi apa saja paling sering diajarkan?
4. Kemudian, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
5. ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?
6. Biasanya Guru atau Tutor menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
7. Menurut kamu oral communication skill itu apa? Oral communication skill menurut pendapat kamu pribadi.
8. Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
9. Terus, karena di English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa dalam Bahasa Inggris. Nah

menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?

10. Setelah kamu mengikuti English Practice Program (EPP), apakah pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?
11. Karakteristik kecakapan Oral Communication itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency, dan (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?
12. Dan mana komponen yang belum kamu kuasai?
13. Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?.

Appendix 7 : Interview Transcripts of Teacher

Date : Tuesday, 07th March 2023
Time : 10.00 – 11.26 AM
Activity : Interview with English teacher of SMA Islam Al Azhar
16 Semarang
Interviewee : Mr. Wahid Kurniadi
Interviewer : Tiara Pramudhita
Location : Library room SMA Islam Al Azhar 16 Semarang

(The Result of Interview 1)

Tiara : Baik, selamat pagi pak Wahid.
Mr. Wahid : Selamat Pagi mbak.
Tiara : Baik pak, disini saya ingin mewawancara bapak seputar English Practice Program (EPP) di SMA Islam Al Azhar 16 Semarang ini.
Mr. Wahid : Oke mbak, silahkan.
Tiara : Yang pertama, bagaimana sih pak dibentuknya English Practice Program (EPP) di SMA Islam Al Azhar 16 Semarang?
Mr. Wahid : Kalau sejarah awal kurang lebih ini ya jadi dari Bapak Kepala Sekolah itu terkait dengan visi misi itu kan harus menentukan program unggulan salah satunya yaitu mewujudkan anak-anak yang berdaya saing global

karena memang anak-anak ala
Azhar itu beda dengan anak-anak yang lain. Ya
harapannya nanti bisa menghasilkan
daya saing sehingga mampu bersaing di dunia global
seperti itu makanya salah satu
program unggulan di SMA Islam Al Azhar 16 yaitu
ada English Practice Program (EPP) menjadi salah
satu program unggulan.

Tiara : Tapi selain English Practice Program berarti ada
program unggulan yang lain ya
pak?. Cuma untuk Bahasa Inggris berarti hanya
English Practice Program begitu.

Mr. Wahid : Benar, untuk program unggulannya yang terkait
dengan bahasa Inggris ya English
Practice Program (EPP).

Tiara : Berapa lama English Practice Program (EPP) di
SMA Islam Al Azhar sudah
Berjalan pak?

Mr. Wahid Sejak beliau jadi Kepala Sekolah di sini ya Pak Titan.
Kalau dihitung beliau berarti sudah sekitar 4 tahun
jadi kepala sekolah di SMA. Berarti programnya
sudah hampir 4 tahun berjalan.

Tiara : Kapan pelaksanaan program English Practice
Program (EPP)?

- Mr. Wahid : Untuk programnya sendiri itu ada beberapa Jadi yang pertama itu dilaksanakan tiap 2 minggu sekali, setiap hari Senin pagi. Jadi bergantian dengan kegiatan upacara bendera. Kalau misalnya Senin ini upacara bendera, berarti Senin minggu depan kegiatan EPP. Nah terus ada juga, itu yang murid ya. Yang murid ada juga ini, Kultum. Kultum bahasa Inggrisnya itu biasanya di jadwal. Terus anak anak, Kultum pakai bahasa Inggrisnya setelah sholat.
- Tiara : Selain kegiatan yang rutin itu biasanya ada event juga nggak Pak dari EPP?
- Mr. Wahid : Kalau event masih dalam rencana juga. Rencananya kan kita mau mendatangkan native dengan native ternyata karena sesuatu hal masih belum bisa ya terutama memang masih pandemi jadi kendala untuk mencari native speaker yang dari luar itu kita mengalami kendala jadi belum.
- Tiara : Siapa saja yang mengikuti English Practice Program (EPP) di SMA Islam Al Azhar pak?
- Mr. Wahid : English Practice Program (EPP) ini dilaksanakan untuk semua murid.
- Tiara : Untuk murid murid berarti semua siswa dari kelas 10 sampai 12 ya pak?

- Mr. Wahid : Iya, kelas. 10 sampai kelas 12 ikut semua.
- Tiara : Lalu, bagaimana peran English Practice Program ini di SMA Islam 16 Al Azhar tadi sudah terjawab juga semuanya. Semua ikut ya pak. Alasan ada program English Practice Program (EPP) tadi, selain menjadi program unggulan, urgensinya untuk siswa itu apa pak? Dan bagaimana peran Inggris Praktis Program itu dalam mendukung pembelajaran Bahasa Inggris?
- Mr. Wahid : Konsep kegiatannya itu ada beberapa macam mbak. Pertama untuk conversation kelas 10, kelas 11, kelas 12 itu dijadikan satu di suatu ruangan di aula atau di mana, atau di lapangan, terus praktek conversation. Kemudian untuk ke penguasaan vocabulary dengan cara ya ini, anak anak rutin tiap 2 minggu sekali itu kegiatannya menerjemahkan beberapa teks ada juga lagu dan juga vocabularynya ya, urgensinya ini tadi seperti Pak Wahid bilang di awal anak anak Al Azhar itu beda dengan anak anak sekolah lain jadi kalau anak anak Al Azhar itu pergaulannya itu gak hanya dalam lingkup nasional aja gak hanya dalam negeri aja tapi juga sampai luar negeri. Bahkan anak anak seusia SD saja itu sudah pergi keluar negeri terus yang lainnya mungkin ketika papa maunya tugas dinas di luar negeri kan juga diajak,

bahkan ada yang liburan di luar negeri. Jadi ya urgensinya itu, karena memang pergaulan anak-anak Alazhar itu beda dengan anak-anak sekolah lain. Sehingga mereka juga harus punya kemampuan berkomunikasi dengan orang dari negara lain.

Tiara : Oke, seperti yang bapak sebutkan dari urgensi untuk siswa tersebut, kemudian apa saja fokus pembelajaran Bahasa Inggris yang ada di English Practice Program, Pak?

Mr. Wahid : Oke, untuk fokus pembelajaran, fokus yang pertama itu kita ada kalau tiap hari Senin, yang dua minggu sekali itu kita ada Teks naratif. Nanti kayak tanya dengan storytelling, terus ada pidato, pidato bahasa Inggris, terus ada lagu bahasa Inggris, dan yang terakhir ada percakapan.

Tiara : Empat itu berarti ya, Pak? Empat, ya. Kemudian tadi untuk komunikasi secara global seperti yang Pak Wahid mention di awal, Bapak setuju dengan adanya kebutuhan siswa untuk skill itu? Kemudian apa alasannya menurut Pak Wahid sendiri?.

Mr. Wahid : Iya, kalau saya sih setuju setuju aja ya. Jadi memang kita mengakui bahwa lingkungan kita itu bukan lingkungan yang mendukung untuk mempercepat dalam belajar bahasa Inggris. Jadi kita harus membuat

lingkungan atau suasana yang mendukung kegiatan belajar bahasa inggris. Dan alhamdulillah setelah beberapa kali arahan itu anak anak bisa. Jadi kalau ada temen yang tampil atau pakai bahasa inggris walaupun bahasa inggrisnya belum bagus mereka sudah bisa menghargai jadi gak yang mengecewewek atau mau ngumpi gitu, tapi mereka tetap berusaha menghargai, tetap berusaha mendengarkan karena kita sudah berusaha menjelaskan kita kan sama sama belajar, jadi yang di depan ini juga kalau gantian disuruh masuk ke depan juga belum bisa sebaik yang tampil di depan.

Tiara : Kemudian sesuai dengan tujuannya dari english practice Program, kegiatan pembelajarannya itu seperti apa saja pak?

Mr. Wahid : Kegiatan pembelajarannya, ya itu tadi jadi kalau yang hari senin itu kegiatan pembelajarannya anak-anak itu setelah ikrar dengan wali kelas, anak-anak mulai menerjemahkan teks. Jadi lebih ke menerjemahkan teks, harapannya itu jadi bekal awal nanti untuk prakteknya. Jadi ketika mereka sudah lebih banyak menguasai vocabulary, mereka ketika praktek speaking nanti mereka juga lebih mudah. Karena kendala ketika praktek speaking itu kan sama, nggak tau mau pake kosa kata yang mana, artinya juga

- nggak tau artinya, nggak tahu bahasa Inggrisnya.
- Tiara : Berarti untuk teksnya sendiri dari Pak Wahid sendiri yang menyediakan kemudian mereka dikasih kemudian mereka nanti menterjemahkan begitu ya pak?
- Mr. Wahid : Kalau teksnya nggak dari saya sendiri, kemarin juga sempat dibantu oleh teman-teman PPL ketika menyusun modul untuk EPP dan sudah dicetak. Kita memang tidak ingin mempersulit anak-anak karena yang penting anak-anak suka Bahasa Inggris dulu karena sebagian besar juga merasa kalau Bahasa Inggris itu susah. Nah, jadi kita fasilitasi ketika anak-anak menterjemahkan itu boleh kok pake alat bantu, buka kamus, buka google translate itu juga boleh. Kita perbolehkan.
- Tiara : Oke bapak, kemudian kalau untuk pelaksanaan English Practice Program (EPP) dikelas itu ada yang mengawasi jalannya program pak?
- Mr. Wahid : Oke, kalau dikelas yang ngawasi wali kelas masing-masing. Kalau saya sebagai guru Bahasa Inggris nanti tambahannya pas pelajaran Bahasa Inggris. Jadi, contoh untuk yang kulum Bahasa Inggris yang setelah dzuhur itu, itu kan anak-anak juga butuh latihan. Nah, itu nanti untuk tambahannya terkadang pas pelajaran

- Bahasa Inggris saya cek nanti hari ini yang bertugas siapa sini latihan dulu. Nanti pronunciationnya saya betulkan, nah nanti saya kasih contoh juga kadang di waktu yang lain di luar jam pelajaran bahasa Inggris.
- Tiara : Kemudian untuk topik topik materi yang biasa digunakan dalam proses pembelajaran English Practice Program (EPP) itu apa saja pak?
- Mr. Wahid : Tadi ya, narrative text, speech, song sama conversation.
- Tiara : Apakah ada strategi atau teknik yang biasa bapak gunakan dalam implementasi English Practice Program ini pak?.
- Mr. Wahid : Kalau yang pertama pasti ini ya, English Translating Method. Karena mau nggak mau harus mentranslate gitu. Terus, yang kedua ya kadang kita kasih contoh dulu bagaimana cara pengucapannya kemudian mereka menirukan gitu. Kadang juga kita, bagi anak-anak yang suka Bahasa Inggris atau pintar Bahasa Inggris ya langsung baca kemudian nanti kalau ada yang kurang pas membacanya kita betulkan.
- Tiara : Untuk conversation, itu prakteknya hanya menterjemahkan teks atau ada practicenya pak?
- Mr. Wahid : Rencananya nanti tetap akan ada praktiknya di akhir tahun, bersamaan dengan kita mengundang native

speaker. Jadi, nanti ketika kita mau mengundang native speaker anak-anak tadi kita tampilkan. Ada yang praktek story telling, ada yang praktek untuk narrative text, ada yang menyanyikan lagu Bahasa Inggris, dan ada juga yang praktek conversation menggunakan Bahasa Inggris. Nah, kemudian nanti kita minta pendapat dari native speaker itu, kira-kira anak-anak udah bagus belum prakteknya.

Tiara : Berarti dari strategi tersebut, pertimbangannya anak-anak masih kekurangan kosa kata dalam Bahasa Inggris, jadi menterjemahkan kata ya pak. Kemudian untuk materi pembelajarannya dari modul yang disusun biasanya bapak mengambil dari sumber mana saja atau ada bekerja sama dengan lembaga pembelajaran Bahasa Inggris tertentu?

Mr. Wahid : Kalau sampai saat ini belum, masih dari internet saja sumber pembelajarannya. tapi nanti kemungkinan kalau ada lembaga tertentu yang bisa mendatangkan native kemungkinan nanti kita kerja sama dengan lembaga itu.

Tiara : Kemudian kendala yang biasa bapak temukan atau dihadapi siswa dalam pelaksanaan English Practice Program (EPP)?

Mr. Wahid : Oke, kalau menterjemahkan itu mereka memang

nggak ada kendala yang cukup berat ya karena memang anak-anak kan boleh menggunakan alat bantu. Yang agak berat ini mungkin di kultum, anak-anak SMA ini mungkin karena efek pandemi juga pembelajaran online dan lain sebagainya, keberanian untuk tampil itu masih kurang, jadi kalau ditawarkan biasanya nggak ada yang mau tunjuk jari, jadi harus meyakinkan ke anak-anak bisa-bisa. Nanti diajari dulu, latihan dulu. Kendalanya lebih ke itu.

Tiara : Untuk penampilan speaking itu, apakah ada jadwal atau siapa yang mau maju saja pak dari siswanya?

Mr. Wahid : Jadwalnya menggunakan kelas, jadi muter dari kelas yang atas dulu. Dari kelas 12 kemudian kelas 11 dan yang terakhir kelas 10. Dan untuk anak yang maju juga nanti ada latihan dulu.

Tiara : Terkait media, tadi selain modul, dan handphone. Ada media lain tidak pak yang digunakan?.

Mr. Wahid : Nah, kalau itu biasanya saya serahkan kembali ke anak-anak mbak. Misal untuk materi song kan dimodul hanya teks liriknya ya. Kemudian nanti lagunya seperti apa bisa cari di internet atau youtube. Itu juga untuk persiapan penampilan di akhir tahun.

Tiara : Lalu, apa saja yang menjadi pertimbangan bapak dalam menyusun metode atau strategi tersebut pak?

Mr. Wahid : Em... capaiannya itu ini dari tim kurikulum itu mensyaratkan bahwasanya anak-anak harus menguasai 1000 kosa kata sebagai syarat untuk kenaikan kelas. Seribu kosa kata itu dalam artian kalau semua kosa kata itu diartikan, saya yakin ada seribu kosa kata dalam satu tahun walaupun ada beberapa kata yang berulang. Jadi, nanti tolak ukurnya gampang ketika anak-anak semua yang ada di modul sudah diartikan semua ya berarti sudah memenuhi syarat. Tapi kalau masih kosong, mereka harus melengkapi dulu.

Tiara : Kalau capaian pembelajaran terkait kemampuan berkomunikasi siswa itu menurut Pak Wahid sendiri bagaimana pak?

Mr. Wahid : Komunikasi ya, kalau capaian yang itu berarti tolak ukurnya baru ketika anak-anak maju didepan. Saat mereka jadi MC dan melakukan praktik speaking dalam bahasa Inggris yaitu ketika mereka sudah percaya diri, sudah nggak grogi terus speechnya dan MC nya lancar. Kemudian kalau untuk conversation sepertinya belum, harapannya nanti mereka juga berbicara dengan lancar dan percaya diri sehingga kita bekal dulu dengan kosa kata yang cukup.

Tiara : Untuk yang terakhir pak, harapan dari Pak Wahid sendiri sebagai guru Bahasa Inggris untuk English

Practice Program (EPP) ini seperti apa pak?

Mr. Wahid : Yang pertama itu, kita berusaha membuat program yang pertama itu agar anak-anak bisa suka Bahasa Inggris terlebih dahulu, karena menurut saya ketika kita melakukannya dengan suka hati, inshaAllah nanti kedepannya akan ada peningkatan seperti itu. Ya pastinya memang, untuk English Practice Program (EPP) itu juga masih banyak kekurangan disana-sini namun nanti seiring berjalannya waktu ada masukan dan saran bahkan kritikan yang membangun sehingga dapat menjadi lebih baik.

Tiara : Baik, mungkin itu dulu pak yang saya ingin tanyakan terkait English Practice Program (EPP). Terima kasih sebelumnya.

Mr. Wahid : Iya mbak sama-sama.

Appendix 8 : Interview Transcripts of Student

Date : Friday, 17th February 2023
Time : 08.00 – 10.10 AM
Activity : Interview with students of SMA Islam Al Azhar 16 Semarang
Interviewee : Raihan, Lamoza, Huda, Belinda, Dea, Arzidan, Rizal
Interviewer : Tiara Pramudhita
Location : Social Classroom SMA Islam Al Azhar 16 Semarang

Tiara Nama lengkapnya siapa?
Lamoza Lamoza Fatekha Mulyana
Tiara Kelas apa?
Lamoza XII MIPA AL GHAZALI
Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?
Lamoza Program dimana murid dapat meningkatkan skill mereka dalam berbahasa inggris
Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?
Lamoza Kami sering diajarkan untuk menerjemahkan suatu cerita, lagu, bahkan pidato
Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
Lamoza Guru akan memberikan cerita maupun lagu

- kepada murid untuk diterjemahkan
- Tiara Ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?
- Lamoza Menyenangkan sekali, kami juga dapat berdiskusi mengenai terjemahan tersebut
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Lamoza Guru memberikan sebuah pdf yang diberikan kepada ketua kelas, lalu ketua kelas akan membagikannya ke grup kelas, sehingga murid murid bisa menerjemahkannya
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
- Lamoza Senang dan bersemangat
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Lamoza Adalah dimana kita dapat berbicara menggunakan bahasa inggris satu sama lain dan saling memahami apa yang dimaksud oleh lawan bicara
- Tiara Lalu, karena English Practice Program (EPP) itu

kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?

Lamoza Iya, epp sangat membantu karena kami dapat mengetahui kata kata yang belum kami ketahui

Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?

Lamoza Meningkat, walaupun sedikit, tapi setidaknya epp ini membantu saya dalam meningkatkan skill bahasa inggris saya.

Tiara Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?

Lamoza Saya lumayan menguasai pada bidang pronunciation, karena menurut saya pronunciation bahasa inggris itu sayang menyenangkan untuk diucapkan.

- Tiara Dan mana kira-kira komponen yang belum kamu kuasai?
- Lamoza Saya mengalami kesulitan pada bidang grammar, karena hal tersebut sangat detail sehingga cukup sulit.
- Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?
- Lamoza Bidang pronunciation, fluency, dan vocabulary

- Tiara Nama lengkapnya siapa?
- Raihan Raihan Muhammad
- Tiara Kelas apa?
- Raihan 12 ips
- Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?
- Raihan Program yang bertujuan untuk melatih kemampuan bahasa inggris kita
- Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?
- Raihan Biasanya menerjemahkan teks atau mencari noun, subject, sama adjective dari sebuah teks bahasa inggris
- Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
- Raihan Jadi tiap hari senin pagi murid murid nanti diberi file berupa teks bahasa inggris beserta aturan pengerjaannya. Kalau sudah selesai dikumpulkan.
- Tiara Ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?
- Raihan Menurut saya menyenangkan karena bisa berdiskusi bareng temen temen sekalian belajar bareng
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Raihan Handphone
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice

Program (EPP) untuk pembelajaran Bahasa Inggris?

- Raihan Senang
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Raihan Kemampuan berkomunikasi/berbicara menggunakan bahasa Inggris.
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris.
- Raihan Nah menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?
- Raihan Iya sangat membantu karena biasanya teksnya ada kosa kata yang sulit juga, bisa jadi
- Tiara Setelah mengikuti English Practice Program (EPP) Apakah pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?
- Raihan Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?.
- Raihan Pronunciation, vocabulary, fluency
Dan mana kira-kira komponen yang belum kamu kuasai?

- Raihan Grammar dan accuracy.
Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?
- Raihan Bisa, dari accuracy dan grammar
- Tiara Nama lengkapnya siapa?
- Huda huda putra sanjaya
- Tiara Kelas apa?
- Huda XII MIPA
- Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?
- Huda program dimana murid dapat menambah skill mereka dalam kemampuan berbahasa inggris
- Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?
- Huda biasanya Kami diajarkan untuk menerjemahkan suatu cerita, pidato, atau lagu
- Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
- Huda Guru meminta kami untuk menerjemahkan cerita atau lagu yang telah diberikan
- Tiara Ketika mengikuti English Practice Program (EPP)

- suasana dikelas bagaimana? Menyenangkan atau bagaimana?
- Huda Menyenangkan, karena kami dapat berdiskusi dengan teman untuk menerjemahkan dari bahasa Inggris ke bahasa Indonesia
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Huda Guru memberikan sebuah pdf kepada ketua kelas, lalu ketua kelas membagikannya ke grup kelas agar murid-murid bisa mengerjakan
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
- Huda Senang, karena bisa menambah ilmu bahasa Inggris
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi
- Huda Dimana semua orang dapat berbicara dengan bahasa Inggris satu sama lain dan dapat mengetahui maksud dari lawan bicara
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuannya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu,

apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?

Huda membantu, epp membantu saya dalam belajar berbahasa inggris

Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?

Huda Meningkatkan walaupun sedikit, tapi setidaknya kemampuan saya meningkat menjadi lebih baik

Tiara Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?

Huda vocabulary, karena kata kata dalam bahasa inggris sangat menyenangkan untuk dipelajari

Tiara Dan mana kira-kira komponen yang belum kamu kuasai?

Huda Grammar, karena grammar cukup sulit untuk dipelajari

Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?

Huda Komponen pronunciation, vocabulary, dan fluency

Tiara Nama lengkapnya siapa?

Belinda Belinda Mahardika

Tiara Kelas apa?

Belinda 12 IPS

Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?

Belinda Program untuk mengasah kemampuan bahasa inggris kita mulai dari mengasah lisan juga mengasah kemampuan menulis kita.

Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?

Belinda Application Letter & Conversation

Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?

Belinda Proses belajarnya dengan menulis atau membaca.

Tiara Ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?

Belinda Menyenangkan karena semua excited buat belajar bahasa inggris

- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Belinda Mediana seperti memberi teks dalam bahasa inggris kemudian kita diminta untuk menerjemahkan.
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
- Belinda Senang dan antusias sekali dalam mengikuti EPP
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Belinda kemampuan untuk berkomunikasi melalui lisan seperti ketika orang bertanya kita jawab atau mengobrol dan lain lain
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?
- Belinda Iya,karena saya dan teman teman kadang berkomunikasi singkat dengan bahas inggris dan terbantu oleh adanya EPP.

Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?

Belinda Meningkatkan dari sebelumnya

Tiara Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?

Belinda Menurut saya Pronunciation sudah saya kuasai

Tiara Dan mana kira-kira komponen yang belum kamu kuasai?

Belinda Di Grammar

Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?

Belinda Di vocabulary dan accuracy nya

Tiara Nama lengkapnya siapa?

Dea Az-Zahra Deany Putri

Tiara Kelas apa?

Dea XII MIPA

- Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?
- Dea Program pelatihan bahasa Inggris baik dari writing, speaking, memorizing, translating skill
- Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?
- Dea Translating & grammar
- Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
- Dea Seperti kelas bahasa Inggris tapi, ada extras yang membedakan dengan kelas bahasa Inggris saat KBM
- Tiara Ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?
- Dea Tergantung materi, bisa menyenangkan kalau tidak terlalu rumit dan useful tapi, bisa juga membosankan kalau terlalu rumit dan tidak efektif
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Dea Online
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?

- Dea Cukup menyenangkan karena saya pribadi tertarik dengan bahasa Inggris
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Dea Mouth to mouth dan face to face communication
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?
- Dea Cukup membantu dari sisi vocabulary dan grammar tapi kurang membantu dari sisi fluent karena belum ada program EPP yang mengajarkan pronunciation
- Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?
- Dea Bisa dibilang meningkat tapi, tidak terlalu tinggi peningkatannya karena saya lebih sering komunikasi bahasa Inggris yang slang sedangkan dalam program EPP hanya mempelajari bahasa Inggris sesuai kaidah kebahasaan
- Tiara Karakteristik kecakapan komunikasi secara oral dalam

Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?

Dea All good tapi masih sering ditemukan misspronunciation di telinga pendengar yang menyebabkan misstranlate

Tiara Dan mana kira-kira komponen yang belum kamu kuasai?

Dea Accuracy and vocabulary di aksen aksentu tertentu

Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?

Dea Bisa jadi, komponen grammar dan vocabulary karena program EPP masih terikat kencang dengan writting skills.

Tiara Nama lengkapnya siapa?

Arzidan Arzidan Muhammad

Tiara Kelas apa?

XII IPS AL JABBAR

Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?

- Sebuah program dimana kita harus berbicara/berpidato di hadapan orang lain dengan menggunakan bahasa Inggris. Selain itu juga berupa teks berbahasa Inggris yang harus dijadikan bahasa Indonesia.
- Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?
Perintah sholat 5 waktu Job interview
- Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?
Menerjemahkan text/lagu dari bahasa Inggris ke Indonesia.
- Tiara Ketika mengikuti English Practice Program (EPP) suasana di kelas bagaimana? Menyenangkan atau bagaimana?
- Arzidan Menyenangkan
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Arzidan Buku
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
- Arzidan Senang
- Tiara Menurut kamu oral communication skill

- (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Arzidan Kemampuan berbicara dan menjelaskan suatu hal melalui lisan
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu, apakah English Practice Program (EPP) membantu dalam kemampuan berkomunikasi Bahasa Inggris kamu?
- Arzidan Iya
- Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?
- Arzidan Meningkat
- Tiara Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?
- Arzidan Grammar, pronunciation
- Tiara Dan mana kira-kira komponen yang belum kamu

kuasai?

Arzidan Fluency, vocabulary, accuracy

Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?

Arzidan Pronunciation, grammar, fluency

Tiara Nama lengkapnya siapa?

Rizal Rizal Abdillah Faiz

Tiara Kelas apa?

Rizal XII MIPA

Tiara Langsung aja ya, menurut kamu English Practice Program (EPP) itu sebuah program apa?

Rizal Program buat ningkatin kemampuan buat paham bahasa Inggris sekalian untuk ngelatih buat ngomong sama nulisnya

Tiara Dalam English Practice Program (EPP), topik materi apa saja sih yang paling sering diajarkan?

Rizal Vocabulary, biar kosa kata nya makin banyak

Tiara Menurut kamu, dalam English Practice Program (EPP) proses kegiatan belajar mengajar di dalam kelas itu seperti apa?

Rizal Nerjemahin teks bahasa Inggris sama latihan buat

- pidato Inggris
- Tiara Ketika mengikuti English Practice Program (EPP) suasana dikelas bagaimana? Menyenangkan atau bagaimana?
- Rizal Seru, rame, ada yang bingung, ada yang ngerjain sendiri, ada yang kerja kelompok macam macam
- Tiara Biasanya Guru menggunakan media apa dalam pembelajaran di English Practice Program (EPP)?
- Rizal Online di Handphone
- Tiara Bagaimana perasaan kamu ketika mengikuti English Practice Program (EPP) untuk pembelajaran Bahasa Inggris?
- Rizal Seru karena aku suka bahasa Inggris, tapi kadang bosan kalo nerjemahin teks terus
- Tiara Menurut kamu oral communication skill (berkomunikasi secara oral) itu apa? Oral communication skill menurut pendapat kamu pribadi.
- Rizal Berkomunikasi dengan cara berbicara bahasa Inggris yang dapat dipahami orang lain
- Tiara Lalu, karena English Practice Program (EPP) itu kan fokus tujuan dibentuknya adalah untuk mengembangkan kemampuan berkomunikasi siswa menggunakan Bahasa Inggris. Nah menurut kamu, apakah English Practice Program (EPP) membantu

- dalam kemampuan berkomunikasi Bahasa Inggris kamu?
- Rizal Cukup membantu untuk mengembangkan kepercayaan diri saat berbicara bahasa Inggris
- Tiara Setelah kamu mengikuti English Practice Program (EPP), pengetahuanmu tentang Bahasa Inggris meningkat atau tidak?
- Rizal Meningkat
- Tiara Karakteristik kecakapan komunikasi secara oral dalam Bahasa Inggris itu bisa diukur dari tata bahasa (grammar), pengucapan (pronunciation), kosa kata (vocabulary), kelancaran (fluency) dan ketepatan kata (accuracy). Diantara komponen itu manakah yang kamu sudah kuasai?
- Rizal Vocabulary, Fluency, Accuracy
- Tiara Dan mana kira-kira komponen yang belum kamu kuasai?
- Rizal Grammar masih susah
- Tiara Apakah English Practice Program (EPP) bisa membantu kamu dalam menguasai komponen berkomunikasi tadi? Komponen apa saja?
- Rizal Grammar sama pronunciation

Appendix 9: The Documentation of the Research

SMA Al Azhar 16 Semarang Building



EPP Practice Observation



Teacher give instruction to students



Students are translating vocabulary



Conversation Practice



Interview with Student



EPP Handout



SMA Islam Al Azhar 16 Profile



EPP Conversation Practice



Speaking Performance



Interview with Teacher



CURRICULUM VITAE

Personal Details

Name : Tiara Pramudhita
Place and Date of Birth : Bukit Raya, 11th October 2001
Gender : Female
Address : Desa Bukit Raya Rt.001 Rw.002 Kec.
Menthobi Raya Kab.
Lamandau Kalimantan Tengah 74164
Telephone Number : 0821 5878 6160
E-mail : Pramudhitiara@gmail.com

Formal Education

SD/MI : MIS Raudhatul Ulum
SMP/MTS : SMPN 2 Menthobi Raya
SMA/MA : SMAN 1 Menthobi Raya
SI : UIN Walisongo Semarang

Non-Formal Education

- Madrasah Salafiyah Miftahul Huda

Organisational Experience

- Islamedic Indonesia – Operating Officer Department
- Remaja Kalimantan Selatan – Partnership Division
- Student Executive Board of Tarbiyah and Teacher Training Faculty (DEMA FITK) – General Secretary
- English Department Student Association (EDSA) UIN Walisongo Semarang – General Secretary
- UKM Lembaga Studi Bahasa UIN Walisongo Semarang – Talent and Interest Division