# NATIVE CONVERSATION DAY PROGRAM AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID FOR STUDENTS' SPEAKING SKILL

**THESIS**




UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**Written by:**

**ADE ZIAN SAROFI**
**SRN. 214101060027**

**STATE ISLAMIC UNIVERSITY**
**OF KIAI HAJI ACHMAD SIDDIQ JEMBER**
**FACULTY OF EDUCATION AND TEACHER TRAINING**
**JUNE 2026**

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# NATIVE CONVERSATION DAY PROGRAM AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID FOR STUDENTS' SPEAKING SKILL

**THESIS**

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S. Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program




UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**Written by:**
**ADE ZIAN SAROFI**
**SRN. 214101060027**

**STATE ISLAMIC UNIVERSITY**
**OF KIAI HAJI ACHMAD SIDDIQ JEMBER**
**FACULTY OF EDUCATION AND TEACHER TRAINING**
**JUNE 2026**



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# NATIVE CONVERSATION DAY PROGRAM AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID FOR STUDENTS' SPEAKING SKILL

## THESIS

Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the Requirements of Education Bachelor Degree (S. Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Studies and Language Education Department
English Education Study Program

Written by:

Ade Zian Sarofi
NIM. 214101060027

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Had been approved by Advisor

**Taufik Hidayah M. TESOL**
**NIP. 198501262020121003**



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# NATIVE CONVERSATION DAY PROGRAM AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID FOR STUDENTS' SPEAKING SKILL

## THESIS

Has Been Examined and Approved
To Partial Fulfill the Requirements of Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
Islamic and Language Education Department
English Education Program
Day: Thursday
Date: 04 June 2026

The Board of Examiners:

| Chairman | Secretary |
|---|---|
| **Dr. Nuruddin, M.Pd.I.** | **Praptika Septi Femilia, M.Pd.** |
| **NIP. 197903042007101002** | **NIP. 198809032023212029** |

Members:

1. **Dr. Ninuk Indrayani, M.Pd.** ( )
2. **Taufik Hidayah M. TESOL** ( )

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

**Dr. H. Abdul Mu'is, S.Ag., M.Si.**
**NIP. 19730424200031005**



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# MOTTO

**QS. An-Nahl Ayat 125:**

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ١٢٥

("Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best.").*

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

* Departemen Agama RI, *Al-Qur'an dan Terjemahannya*, (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019), QS. An-Nahl: 125.



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# DEDICATION

I respectfully dedicate this thesis for:

1. Allah SWT, the lord of universe who has given me a lot of mercies and bless me in every time I need, until I can finish this thesis in my undergraduate education
2. My beloved parents, my mother Diana and my father Saiful Bahri who have been being great motivations for me to finish this thesis. To my mother, I truly appreciate and express my deepest gratitude for her constant prayers, reminders to take care of myself, sacrifice everything for me and my brother till I can be what I am right now, and providing comforting words of encouragement when I felt down while working on this thesis.
3. My dear brother and sister, Ahmad Zian Farodis and Afnan Afifah. I extend my heartfelt thanks for their continuous support and being willing to listen to my complains when I felt down during the entire of my college process especially the process of writing this thesis.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# ACKNOWLEDGMENT

First of all, I would like to express my gratitude to Allah SWT., who has blessed me with good health and ability to accomplish this thesis as the final project. Secondly may peace and salutation to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah namely Islamic religion.

This thesis entitled "The implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid for students' Speaking Skill" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN Kiai Haji Achmad Siddiq Jember.

In addition, I also would like to express my gratitude to the following individuals for their invaluable support and guidance throughout the completion of this thesis:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of Kiai Haji Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Nuruddin, M.Pd.I., as the Head of Islamic Studies and Language Education Department who had supported and facilitated me in every matters.
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program who approved the tittle of this thesis and as my advisor who has

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

guided, advised, and supports me in conducting the research and writing this thesis.

5. Dr. Ahmad Ridho Rojabi, M.Pd., as my academic advisor who has helped me in the flow of my lectures.

All English Department lectures who gave me knowledge during my learning process.

Jember, November 2025

Author,

**Ade zian sarofi**
**SRN. 214101060027**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# ABSTRACT

**Ade Zian Sarofi, 2026:** Native Conversation Day Program at Foreign Language Institute of Nurul Jadid for Students' Speaking Skill

**Keywords:** FLDI Nurul Jadid, Native Conversation Day Program, Speaking Skill.

Speaking proficiency remains a primary challenge in English language acquisition. Many language learners consistently experience difficulties in oral communication. To address these persistent barriers, the Foreign Language Development Institute (FLDI) of Nurul Jadid established the "Native Conversation Day" program. This initiative is designed to cultivate an immersive English-speaking environment and require students to communicate actively in English during their daily activities.

This study investigated the operational realities of this program. Specifically, it sought to answer three central research questions and fulfill the corresponding research objectives: first, to delineate how Native Conversation Day is systematically implemented; second, to identify the specific challenges students encounter during its execution; and third, to analyze how the program contributes to the overall development of students' speaking skills.

To achieve these objectives, this research employed a descriptive qualitative approach. The research participants consisted of five English instructors and fifteen students currently enrolled at FLDI Nurul Jadid. Data were systematically gathered through field observations, semi-structured interviews, and comprehensive document reviews. The collected data were then analyzed using the classic qualitative framework of data condensation, data display, and conclusion drawing. To ensure the trustworthiness and validity of the findings, both source triangulation and technique triangulation were applied throughout the research process.

The findings demonstrate that Native Conversation Day significantly enhances students' speaking skills, particularly regarding fluency, pronunciation confidence, and an increased willingness to communicate. By normalizing English usage both inside and outside the classroom, the program successfully establishes daily speaking habits and reduces performance anxiety. While instructors and students viewed the authentic, continuous practice positively, several challenges persisted, including vocabulary limitations, fear of making mistakes, and occasional linguistic inconsistency. Ultimately, the study concludes that despite these operational hurdles, the program serves as an effective mechanism for sustaining a supportive environment conducive to spoken language development.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# TABLE OF CONTENT

**COVER** ..... **i**

**ADVISOR APPROVAL SHEET** ..... **ii**

**EXAMINER APPROVAL SHEET** ..... **iii**

**MOTTO** ..... **iv**

**DEDICATION** ..... **v**

**ACKNOWLEDGMENT** ..... **vi**

**ABSTRACT** ..... **viii**

**TABLE OF CONTENT** ..... **ix**

**LIST OF APPENDIXES** ..... **xii**

**CHAPTER I RESEARCH BACKGROUND** ..... **1**

A. Research Context ..... 1

B. Research Question ..... 7

C. Research Objective ..... 8

D. Significance of research ..... 8

E. Scope of Research ..... 8

F. Definition of key term ..... 9

**CHAPTER II LITERATURE REVIEW** ..... **11**

A. Previous research ..... 11

B. Theoretical framework ..... 19

**CHAPTER III RESEARCH METHODS** ..... **30**

A. Research Approach and Design ..... 30

B. Research Setting ..... 31



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

C. Research Participant ..... 31
D. Data Collection ..... 32
E. Data Analysis ..... 34
F. Data Trustworthiness ..... 36
G. Research Procedure ..... 37
**CHAPTER IV FINDING AND DISCUSSION ..... 39**
A. Research Findings ..... 39
B. Discussion ..... 50
**CHAPTER V CONCLUSION ..... 56**
A. CONCLUSION ..... 56
B. SUGGESTION ..... 58
**REFERENCES ..... 61**
**APPENDIX ..... 67**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

## LIST OF TABLES

Table 1. 1 The Similarities and Differences Between Previous Research and This Research..... 15

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# LIST OF APPENDIXES

Appendix 1 Matrix of Research ..... 67

Appendix 2 Observation Instrument ..... 69

Appendix 3 Interview Instrument ..... 71

Appendix 4 interview with teachers and students ..... 73

Appendix 5 research journal ..... 78

Appendix 6 documentations ..... 79

Appendix 7 Research letter ..... 81

Appendix 8 Statement of Letter of Research Completion ..... 82

Appendix 9 Plagiarism Check Letter ..... 83

Appendix 10 Authenticity Statement of Writing ..... 84

Appendix 11 Curriculum Vitae ..... 85

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# CHAPTER I

# RESEARCH BACKGROUND

## A. Research Context

In the era of globalized communication, English has established itself as the primary lingua franca, bridging linguistic divides across professional, academic, and international domains.[1] Among the four core language skills, speaking proficiency is widely recognized as the most critical indicator of second language acquisition, as it directly facilitates real-time communication and mutual understanding.[2] Effective verbal communication requires not only grammatical competence but also communicative competence, which includes fluency, accuracy, comprehension, and situational appropriateness. Consequently, modern language pedagogy heavily emphasizes instructional frameworks that transition students from passive language learners to active, confident speakers.[3]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Mastering English speaking skills remains a formidable challenge for foreign language learners, particularly in non-English-speaking environments like Indonesia. Within the Indonesian educational landscape, English is taught as a foreign language (EFL), meaning students have minimal exposure to the language outside the classroom. This lack of a supportive linguistic

[1] Musurmonov, D. S., & Ziyadullayeva, M. T. (2025). Language as a bridge between different countries. SHOKH Library, 1(11).

[2] Nordquist, Richard. (2025, April 11). Observations on What Is Language.

[3] Annisa Najiyah Aulia (2021) English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

environment frequently results in low speaking proficiency.[4] Students often experience psychological barriers, including performance anxiety, fear of making grammatical errors, and a profound lack of self-confidence. These affective obstacles are further exacerbated by traditional, teacher-centered instructional methods that prioritize rote memorization and syntactic rules over authentic verbal interaction. [5]

When an English teacher is able to find or apply fun techniques or strategies in teaching English to students, over time the students also feel interested in learning English and also feels confident in using or speaking English. Students or someone who is able to speak English can use the language as a media to communicate with other people or foreigners who come from various countries. As an international language, English is used and taught in Indonesia in either public schools or religion-based schools (Islamic Boarding school).[6]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties.[7] From a less technical perspective, a writer on etiquette in the early 20th century defined a conversation as the polite give and take of subjects thought of by people talking with each other for company.[8] Conversations follow

[4] Rochmah, Z. N., Kamal, S., & Hidayat, F. (2025). EFL Teachers' Challenges in Teaching Speaking at SMAN 3 Banjarmasin. Jurnal Manajemen Pendidikan, 10(2), 844–851

[5] Annisa Najiyah Aulia (2021) English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student

[6] Aulia, English Daily Conversation, hlm. 10.

[7] Wikipedia contributors, "Conversation," in Wikipedia: The Free Encyclopedia, ed. Wikimedia Foundation, vol. 1 (Online: Wikipedia, 2025)

[8] Wikipedia contributors, "Conversation," ed. Wikipedia Foundation

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually to end. Contributions to a conversation are responses to what has previously been said.[9]

Conversations may be the optimal form of communication, depending on the participants' intended ends.[10] Conversations may be ideal when, for example, each party desires a relatively equal exchange of information, or when the parties desire to build social ties. On the other hand, if permanency or the ability to review such information is important, written communication may be ideal. Or if time-efficient communication is most important, a speech may be preferable. Conversation involves a lot more nuanced and implied context that lies beneath just the words. Conversation is generally face-to-face person-to-person at the same time (synchronous)–possibly online with video applications such as Skype, but might also include audio-only phone calls. It would not generally include internet written communication which tends to be asynchronous (not same time–can read and respond later if at all) and does not fit the 'con'='with' in 'conversation'.[11]

Speaking is a productive or active skill which is absolutely vital in the encouragement of communicative efficiency. Among all other language skills, speaking is an exclusive place to have effective communication and

[9] Ansar *The Effectiveness of Intensive Daily Conversation Toward Students SpeakingSkillp*.171-176

[10] Ansar, *The Effectiveness of Intensive Daily Conversation*, hlm. 173-174

[11] Ansar, *The Effectiveness of Intensive Daily Conversation*, hlm. 175-176

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

self- confidence is one of the facilitators to start conversation. To improve learners speaking skill, the teacher must enable the students to overcome their problems and must help them to develop their self-confidence. Self-confidence gives energy to the students. It is the base for communication. If a student has not self-confidence, he is not able to improve their speaking skill.[12]

Fundamentally, conversation plays a significant role for students' speaking skills. In learning to speak, students need to engage in continuous conversational practice.[13] As in early childhood, we were not able to speak fluently because of limited vocabulary and insufficient exposure to language use; however, through consistent practice and regular interaction with others, speaking ability develops progressively.

Learning a foreign language, however, presents different challenges. Which affects their willingness and confidence to engage in conversation. Therefore, the implementation of the Native Conversation Day program is expected to support students in enhancing their speaking confidence and improving their speaking skills, particularly within an institution of English learner.

Native Conversation Day program is implemented in Foreign Language Development Institute (FLDI) of Nurul Jadid, it is one of the non-

[12] John Vijayan C (2016) Developing Speaking Through Conversation and Small-Talk Activites (M.Phil. Scholar, Dept. of English, The American College, Madurai)

[13] Ulfatul Qoni'ah, Alfaruq A. Hasyim, Umar, M. Zuniati, & Irhamudin, 2023 "The Implementation of Peer Interaction to Enhance Students' English-Speaking Skills," Jurnal Ilmiah Iqra', 17(3).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

formal educational institutions under Nurul Jadid Islamic Boarding School. The establishment of FLDI Nurul Jadid started from the desire of KH. Zaini Mun'im to provide special institution for Santri of Nurul Jadid Boarding School exactly in the field of Arabic and English language skills. FLDI is known as an institution that has many Santri and always full of members. Over the years FLDI is consistently full of enthusiasts even though it is in the scope of the Pesantren, which is Islamic-based and should focus more on Islamic rules, this research assumes that Santri are more interested in language learning at FLDI Nurul Jadid. This consideration arises from observing the number calculation of Santri who want to join as student at FLDI Nurul Jadid, due to the fact, in the academic year of 2021 the number of students who joined was 60, and in the academic year of 2022 the number of students who registered themselves was 50, and in academic year 2023 there are 55 students. However, on this year FLDI has been 36 years old since its establishment and has around 1500 alumni recorded in the alumni data of foreign language development institute.[14]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Foreign Language Development Institute consists of three levels of English learners: advance, intermediate, and elementary, all students are required to use English as a means of communication for 24 hours a day.[15] However, in daily interactions, they tend to speak English using their local accent, such as Madurese, Javanese, and others. In response to this situation,

[14] Izzah, M. N. (2024). *Motivation in learning English as foreign language: How Do santri view them?* Ethical Lingua: Journal of Language Teaching and Literature, 11(1).

[15] M. N. (2024). *Motivation in learning English as foreign language*, hlm.11(1).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Native Conversation Day program was implemented to encourage students to adopt a more standardized international accent. This program is intended to enhance students' confidence in speaking and support their overall speaking skill development. Given these circumstances, this study employs a qualitative approach to explore students' experiences and perceptions regarding the implementation of the Native Conversation Day program.[16]

Generally, several challenges make it difficult for teachers to teach speaking skills, such as students' anxiety, limited vocabulary, and other individual barriers.[17] Every student has different abilities, and teachers need to understand these differences. According to Indra Sudrajat, teaching speaking is not merely giving students a topic and asking them to speak or have a conversation.[18] Teachers must understand each student's characteristics—such as who is introverted or extroverted, who is confident or anxious—because this awareness helps them group students more effectively. By applying this approach, students become more active in speaking, practice consistently, and gradually learn to speak more naturally, even approaching native-like proficiency.

Based on the background above, the researcher is interested in conducting research about speaking entitled "The Implementation of native

[16] John Vijayan C (2016) *DEVELOPING SPEAKING THROUGH CONVERSATION AND SMALL-TALK ACTIVITIES* (M.Phil. Scholar, Dept. of English, The American College, Madurai)

[17] Indra Sudrajat, *The Journal of English Language Teaching, Literature, and Applied Linguistics* [JELA]Volume 4, Number 1, April2022

[18] Sudrajat, *The Journal of English Language Teaching, Literature*, Volume 4, Number 1, April2022

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

conversation day at Foreign Language Development Institute" In this research, the researcher will discuss about Native Conversation Day, how is the implementation of Native Conversation Day, and what are the challenges faced by student in undergoing the implementation of Native Conversation Day

This research is expected to contribute valuable insights into the role of Native Conversation Day program in supporting students' speaking development at FLDI. By examining student's lived experiences and perspectives, the findings are anticipated to highlight the significance of authentic speaking practice for learners' speaking skill. It is hoped that the results will be beneficial for educators and program organizers in designing more effective language learning strategies, as well as serve as a reference for future research within similar Pesantren-based learning environments.

## B. Research Question

The research question in this research is:

1. How is the implementation of native conversation day at FLDI Nurul Jadid for students' speaking skill?
2. What are the challenges faced by student in undergoing the implementation of Native conversation day?
3. How does Native Conversation Day contribute to students' overall English-speaking development?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

## C. Research Objective

This research is aimed to:

1. To explore the implementation of Native Conversation Day at FLDI Nurul Jadid for students' speaking skill
2. To identify the challenges faced by student in undergoing the implementation of Native Conversation Day
3. To examine how Native Conversation Day contributes to students' overall English-speaking development.

## D. Significance of research

The results of this research are expected to provide the following Practical Significance:

1. For students, as a means to increase self-confidence and speaking skills in English.
2. For teachers, as information regarding the effectiveness of activities that can be used in teaching English.
3. For FLDI Nurul Jadid, as a reference for designing more effective language skills improvement programs in the future.

## E. Scope of Research

This research will be carried out at FLDI Nurul Jadid with a focus on Native Conversation Day activities. The research subjects were students who took part in these activities, with data collection through observation, interviews and document review.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

## F. Definition of key term

Here are definitions of key terms from the title "The Implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid for Students' Speaking Skill"

a. Native Conversation Day

Native conversation day is a designed day that boost student to have conversation while speaking like native speaker, this program is held 3 times a week, start since Sunday to Tuesday. All of students of the elementaries and intermediates have to make a native conversation since the program start till it ends, they have to speak like a native accent, while the Advance level is monitoring the course of the Native Conversation Day. Conversation is a talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged.[19] Native Conversation Day is a program which obligate Students to speak and have a conversation like a native speaker since it starts till it ends.

b. FLDI Nurul Jadid

An educational institution of English language, where the student speaks English in 24 hours.[20] It has 3 levels of English learners, the first level is Elementary, the second level is intermediate, and the third level is

[19] Warren, Martin. *Features of Naturalness in Conversation*. John Benjamins, 2006, p. 8.

[20] Izzah, M. N. (2024). Motivation in learning English as foreign language: How Do santri view them? Ethical Lingua: Journal of Language Teaching and Literature, 11(1).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

advance. It serves as the context for the implementation of Native Conversation Day and the focus of the research.

c. Speaking Skill

The level of self-assurance that students have in their ability to communicate effectively in spoken language. This encompasses their comfort in speaking, willingness to engage in conversation, and overall belief in their speaking abilities.[21] The process of acquiring and improving specific competencies or abilities. In this context, it refers to the enhancement of students' speaking skills, including pronunciation, vocabulary usage, fluency, and interactive communication skills.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[21] Cendra, A. N. (2022). *Speaking accuracy, fluency, and beyond*. *Language and Language Teaching Journa*l**,** 25(1), 45–57.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# CHAPTER II

# LITERATURE REVIEW

## A. Previous research

In the previous research, the researcher includes numerous previous studies related to recent study, then makes a summary of it, either the research has been published or not, such as thesis, dissertation, and many others. Some conducted studies are as follows:

The first previous research written by Siti Ayda Nurcholilah, wrote a thesis for degree entitled "The Implementation of English day program on students' speaking improvement"[22] this research is aimed to enhance students' speaking ability while undergoing the English day program, and analyses students' speaking skill, this research use a qualitative approach with a case study research design. 26 students of XI class were the populations of this research, and the data analysis of this research is, the percentage of students' speaking ability is measured based on five components: pronunciation, grammar, vocabulary, fluency, and comprehension. As the result 63,08% of the students were categorized "good'. The researcher's strength is, it uses a comprehensive approach (observation, interviews, and test.) and explain the impact of the program toward students' confident, but the lack of this research is, the researcher is just doing this in one school and

[22] Siti Ayda Nurcholilah, 2018, "The Implementation of English Day Program on Students" Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman,Pandeglang-Banten)



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

small sample (26 students) and the researcher does not compare student who join the English day program with student who do not.

This research has similarity with the current research. The research context and focus of the previous study which is written by Siti Ayda Nurcholilah focuses on a program implemented at an Islamic senior high school (Darul Imam) to improve students' speaking abilities in English through activities like vocabulary memorization, speeches, and daily conversation. While the current research is focus on student speaking skill by implementing "Native Conversation Day", where students practice speaking with a native-like accent and active for full day.

The second previous research written by Octovany's research highlights the role of English Day Programs in supporting students' speaking skill development through immersive language use in a junior high school setting. The study revealed that while students were motivated to improve their English speaking, the effectiveness of the program was hindered by inconsistent implementation and a lack of student enthusiasm. This research supports the idea that consistent and engaging English-speaking environments are necessary for student progress and provides insights into students' psychological and behavioral responses to such programs.[23]

This research has similarities and different with the current research, the similarities is, both researches discuss English day type for student speaking skill, and the difference is the previous research focuses on student

[23] Octovany Sinaga. (Students' perception Role of English Day Program in Speaking Skill Development)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

perceptions of English Day and program satisfaction, not skill measurement, and the context of previous research is a formal junior high school, while the current research is in a Pesantren (Islamic boarding school) with 24-hour English immersion.

The third previous research written by Parmawati's study employed classroom action research to demonstrate that the Analytic Teams technique significantly improved students' speaking performance across two cycles. Through structured peer collaboration, students gained confidence, vocabulary, and fluency. The research shows the value of interactive and role-based learning methods in enhancing speaking ability and suggests that varied classroom techniques can transform student participation and outcomes.[24]

This research has similarities and differences with the current research, the similarities are, both focus on speaking skill for EFL learners, and both use qualitative approaches and collect classroom-based data. The differences are, the previous research uses a collaborative classroom action research (CAR) design with cycles, pre/post-tests, and quantitative scoring; while the current research uses descriptive qualitative, and the previous research setting is a university; and the current research is an Islamic institution.

The fourth previous research written by Alrajafi's research, conducted through ethnography and research & development in an English immersion environment (Pare, Kediri), identified key factors influencing speaking

[24] Aseptiana Parmawati. *(USING ANALYTIC TEAMS TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL)* Universitas Islam Darul,Ulum Lamongan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

development, including teacher strategies, motivation, and daily speaking practice. The study confirmed that consistent English usage, along with engaging instructional methods like role-play and debate, significantly supports speaking proficiency. This reinforces the importance of immersive environments for language acquisition, particularly when combined with teacher-driven innovation.[25]

This research has similarities and differences with the current research; the similarity is both conducted in immersion-style environments (FLDI vs. Alrajafi's PEACE English Academy in Kampung Inggris). And both emphasize confidence-building, pronunciation, and interactive techniques (debates, role-play, conversation). The differences with the current research are, the previous research uses a combined ethnography + R&D approach; while the current research is purely qualitative/descriptive, and the previous research study provides broader insights into multiple institutions, while the current research focuses on one institution and program (FLDI).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The last previous research written by Rao's conceptual article underlines the foundational importance of speaking skills in English language learning, particularly for academic and professional success. It emphasizes that speaking remains the most practical and essential skill for learners in the globalized world and advocates for activity-based, communicative methods in

[25] Gali Alrajafi. (Contributing factors in development of speaking skill) Volume 2 No I Tahun 2022 Universitas Muhammadiyah Lampung, Indonesia.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

the classroom.[26] Although not empirical, the article provides a strong theoretical justification for speaking-focused initiatives, such as English Days and conversation-based programs. This research has similarities and different with the current research, the similarities of both research is, both researches emphasize the critical role of speaking in career success and global communication, and the different from both researches, the previous research is broad in scope (global EFL strategies); while the current research localized in an Islamic school with specific institutional goals.

**Table 1. 2**
**The Similarities and Differences Between Previous Research and This Research**

| No. | Author's name and title | Similarities | Differences |
|---|---|---|---|
| 1. | Siti Ayda Nurcholilah, "The implementation of English day program on students' speaking improvement"[27] | a) Both researches have program type similarities, Immersive English-speaking environment (Native Conversation Day) and English day program<br><br>b) Both researches have the same key activities (speech, story tell, debate, singing) | a) The current research Students must speak like native speakers (accent, intonation, fluency) while this previous research the students must speak English on designated days, regardless of accent<br><br>b) The current research Three days per week (Sunday–Tuesday) while this previous research Once every |

[26] PARUPALLI SRINIVAS RAO. (The importance of speaking skills in english classrooms) Lecturer in English, English Language Centre, King Faisal University, Al-Hasa, Kingdom of Saudi Arabia

[27] Siti Ayda Nurcholilah, 2018, "The Implementation of English Day Program on Students" Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman,Pandeglang-Banten)

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

| | | | |
|---|---|---|---|
| | | | two weeks (biweekly)<br>c)<br>d) |
| 2. | Octovany's The role of English Day Programs in supporting students' speaking skill development through immersive language use in a junior high school setting[28] | a) Both discuss English Day-type programs to improve speaking skills.<br>b) Both address student challenges, including anxiety, lack of participation, and reluctance to speak. | a) Octovany's research focuses on student perceptions of English Day and program satisfaction, not skill measurement. While the current research focuses on pronunciation, intonation native accent like native speaker; Octovany's doesn't touch accents or fluency style. |
| 3. | Aseptiana Parmawati Using Analytic Teams Technique to Improve Students' Speaking Skill[29] | a) Both focus on speaking skill improvement in EFL learners.<br>b) Both use qualitative approaches and collect classroom-based data. | a) Parmawati uses a collaborative classroom action research (CAR) design with cycles, pre/post-tests, and quantitative scoring; while the current research uses descriptive qualitative.<br>b) The previous research uses the "Analytic Teams" technique involves structured roles (e.g., summarizer, connector), while the current research uses immersive, performance-based |

[28] Octovany Sinaga. (Students' perception Role of English Day Program in Speaking Skill Development)

[29] Aseptiana Parmawati. (Using analytic teams technique to improve students' speaking skill) Universitas Islam Darul,Ulum Lamongan

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

| | | | |
|---|---|---|---|
| | | | tasks like speech, drama, and storytelling. |
| 4. | Gali Alrajafi Contributing Factors in Development of Speaking Skill[30] | a) Both conducted in immersion-style environments (FLDI vs. PEACE English Academy in Kampung Inggris). | a) The previous research produced a speaking strategy book; while the current research analyses the implementation of a specific program (Native Conversation Day).<br><br>b) The previous research focus is broader (all speaking factors); while the current research focus is narrow (implementation and challenges of one specific program). |
| 5. | Parupalli Srinivas Rao the Importance of Speaking Skills in English Classrooms[31] | 1. Both emphasize the critical role of speaking in career success and global communication.<br>2. Both recognize confidence, fluency, vocabulary, and pronunciation as key components. | a) The previous research is a conceptual article, not original research. It summarizes global importance, classroom tips, and strategies. While the current research is empirical and context-specific, focusing on a structured program.<br><br>b) The previous research is broad in scope (global EFL |

[30] Gali Alrajafi. (Contributing factors in development of speaking skill) Volume 2 No I Tahun 2022 Universitas Muhammadiyah Lampung, Indonesia.

[31] PARUPALLI SRINIVAS RAO. (THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS) Lecturer in English, English Language Centre, King Faisal University, Al-Hasa, Kingdom of Saudi Arabia

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

| | | | |
|---|---|---|---|
| | | | strategies); while the current research is localized in an Islamic school with specific institutional goals. |

Research Gap

While numerous studies have extensively examined the role of communicative programs and language immersion zones in improving English speaking skills, most existing literature approaches the topic through a quantitative lens, focusing heavily on measuring numerical scores, statistical fluency gains, and standardized pre- and post-test outcomes. Furthermore, existing research on English immersion programs predominantly takes place in formal secular schools or modern university language centers, leaving a notable empirical gap regarding how these programs operate within the unique, highly structured, and deeply traditional ecosystem of an Islamic Boarding School (*Pesantren*).

The implementation of the Native Conversation Day program at the Foreign Language Development Institute (FLDI) of Nurul Jadid presents a distinct institutional context where students face specific socio-cultural dynamics, localized vocabulary limitations, and distinct psychological anxieties while living in a communal religious environment. Rather than treating language acquisition as a set of statistical variables, there is a critical need for a descriptive qualitative study that deeply explores the actual field phenomena: the step-by-step execution of the program, the structural nature of the conversational activities, and the nuanced way students navigate their linguistic and psychological barriers in real-

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

time. This study addresses this empirical oversight by providing a comprehensive, qualitative analysis of how an intensive conversational day program is realistically integrated and experienced within a specialized Pesantren language institute.

## B. Theoretical framework

### 1. Speaking Skill

a. Definition of Speaking

Speaking is one of the four basic skills in a language, besides writing, listening, and reading. Then speaking is the process of using language between speaker and listener to convey an information.[32]

One expert has different definition of speaking from another. Thornbury stated that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners.[33] The activities are unplanned and their continuity is based on situations.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

According to Cameron. She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language.[34] It means that speaking consists of producing systematic verbal utterances to convey meaning which makes other people know. According to Linse and Nunan, in students' language development, speaking is one of the

[32] Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), hlm. 201.

[33] Scott Thornbury, *How to Teach Speaking* (Harlow: Longman, 2005), p. 20.

[34] W. Hamsia, "Developing Students' Speaking Ability Through Story Completion," *Journal of English Language Teaching*, vol. 5, no. 1, 2020, hlm. xx–yy, DOI: 10.33394/jo-elt.v5i1.2298.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

most important aspects.[35] It means that the students have to master speaking than other aspects of language such as grammar, vocabulary, pronunciation, and fluency, because speaking is the most important aspect than other.

b. The Function of Speaking

Speaking is one of the most essential language skills because oral communication is the primary indicator of a learner's proficiency; individuals who learn a language are often recognized by how well they can speak it.[36] Speaking itself involves producing words orally, communicating meaning through talk, making requests, expressing ideas, and even delivering speeches.[37] Highly motivated learners often expect quick and visible progress in speaking, and many of them attempt to demonstrate their ability to friends or family even after early lessons. Therefore, students need frequent opportunities to speak English as much and as early as possible, supporting the well-known concept that "practice makes perfect."[38] Ultimately, speaking is multifunctional because it is dynamic, context-dependent, and capable of serving multiple

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[35] W. Hamsia, "Developing Students' Speaking Ability Through Story Completion," *Journal of English Language Teaching*, vol. 5, no. 1, 2020, hlm. xx–yy, DOI: 10.33394/jo-elt.v5i1.2298.

[36] Suparwoto Sapto Wahono and Moch. Imam Machfudi, "Promoting Students' English-Speaking Skills Using English Speaking Practice Application," Journal of Language Intelligence and Culture 5, no. 2 (2024).

[37] M. Taridi, W. Fitria, Supriusman, and R. Deska, "Speech Function in Teaching Speaking Skill: Evaluation, Analysis, and Recommendation," Indonesian EFL Journal 8, no. 1 (2022): 65–76.

[38] Maharini "An analysis of students' speaking skill at SMPN 21 PEKAN BARU" (2020)

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

communicative purposes simultaneously. This adaptability makes speaking a powerful and crucial tool in daily interaction as well as in academic and professional settings.

c. Aspects of Speaking

Hughes indicates that there are five components of speaking, those are grammar, vocabulary, fluency, comprehension and accuracy[39]

1) Grammar

Grammar is the combination of words that are put together to make a correct sentence.[40] So, when we are studying grammar, it is like we are learning the rules of language. Grammar is very significant in speaking. If we talk with someone using a certain language without applying the appropriate rules of formulating good and meaningful sentences of target language, the listener will leave us because they do not understand what we talk about. So, it is a fact that grammar is essential in maintaining a mutual understanding speaking. Grammar is not only important in writing, but also in speaking to enhance the way for communication.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[39] Arthur Hughes, "Testing for Language Teacher: Second Edition)", *Cambridge University Press,* (1989): 110.

[40] Penny Ur, "A Course in Language Teaching; Practice and Theory", *Cambridge University Press,* (1996): 75.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

2) Vocabulary

Vocabulary can be defined as the foundation of language. Penny Ur defines vocabulary as the words we teach in foreign language.[41] She also stated that another component of speaking is needed to be taught in vocabulary such grammar, pronunciation, spelling, collocation, and so on. In short, vocabulary correlates with grammar, pronunciation, and spelling mastery.[42] Vocabulary mastery is considered as the significant factor in building effective communication. Further, mastering much vocabularies will make learner easier to communicate either orally or written.

3) Fluency

Fluency can be defined as a capacity of speaking smoothly and easily which can be heard clearly. When someone speaking is free from long pause, that's also called fluency.[43] As stated in Richards, fluency is the condition where the natural language happens with aims and mutual

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[41] Penny Ur, "A Course in Language Teaching; Practice and Theory", *Cambridge University Press*, (1996): 75.

[42] P. Nation, "How Vocabulary Is Learned," *Indonesian Journal of English Language Teaching* 12, no. 1 (2017): 3, DOI: 10.25170/ijelt.v12i1.1458.

[43] G. Shahini & F. Shahamirian, "Improving English Speaking Fluency: The Role of Six Factors," *Advances in Language and Literary Studies* 8, no. 6 (2017): 100, DOI: 10.7575/aiac.alls.v.8n.6p.100.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

understanding of people, so it can be understood even though there are constrains in delivering the message.[44]

Fluency become the ultimate goal of most language learner in speaking. Because, if students are fluent, it means they are able to communicate well. It needs much time to practice fluency. However, once a learner can speak fluently, he or she will be able to express or convey any ideas, thought, or experiences without hesitation or fear of being wrong. The appropriate manner to practice fluency is to practice speaking every day or can be done by script or memorized based on learner's ability.[45]

4) Comprehension

The ability or capacity to understand or conceiving message of speakers is known as comprehension. Someone can be called as lack of comprehension if he or she deviated from the topic being spoken. Thus, comprehension means for speakers is the awareness of conveying the message to the listener in order to prevent miscommunication. Moreover, comprehension relates to listener for the ability to understand the message being communicated by the speaker. Particularly,

[44] J. C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Singapore: SEAMEO Regional Language Centre, 2009), hlm. 1-52.

[45] G. Shahini & F. Shahamirian, "Improving English Speaking Fluency: The Role of Six Factors," *Advances in Language and Literary Studies* 8, no. 6 (2017): 100, DOI: 10.7575/aiac.alls.v.8n.6p.100.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

comprehension lies on both understanding and responding to speech effectively.[46]

5) Accuracy

The terms of accuracy deal with the validity or correctness of language. As stated in Underhill 1987, that accuracy in speaking is the correctness of using the target language.[47] Thus, it can be defined as being able to construct a clear sentence with a right word choice, pronunciation, vocabulary, and grammar. As what stated in Anastasya Cendra that accuracy relates with some linguistic factors, such good vocabulary, word diction, grammar and pronunciation of the target language.[48]

**2. Native Conversation Day**

**a. Definition of Native Conversation Day**

Native Conversation Day is a design day that is implemented to student of FLDI Nurul Jadid, Native conversation Day Program is an English language teaching and learning program that designed by FLDI for student speaking skill.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[46] NarjesBanouSabouri. (How Can Students Improve Their Reading Comprehension Skill?) Department of Linguistics, Payame Noor University, Tehran, Iran May 31, 2016

[47] Nic Underhill, "Testing Spoken Language: A Handbook of Oral Testing Techniques. Testing Spoken Language" *New York: Cambridge University Press (*1987): 96

[48] Anastasia Cendra and Eric Sulindra, "Speaking Accuracy, Fluency, and beyond: Indonesian vocational Students' Voices." (2022): 379-394

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

According to Hornby education is a system of training and instruction designed to give knowledge and develop skills.[49] Native conversation day program also a system of training to teach learners about English components. Native conversation day program has some activities, such as debate, speech, singing, drama, and storytelling. The students should be able to express their skill in speech, debate, song and drama to enrich the purpose of English day.

According to Juminah as an English teacher and vice principal of curriculum in Islamic Senior High School Darul Iman Pandeglang, Banten, said that Native conversation day program is an English language program to familiarize students by using language (English), so that the speech is good, because English is not only about writing but it has four components those are; speaking, listening, reading and writing, the speaking was familiarized with the English language every day called the English day program.[50] On the Native conversation Day Program all of students are required to use English as mandatory language at Islamic boarding school to communicate on any daily activities in English area.[51]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[49] Hornby, A.S. (2000). Oxford Advanced Learners Dictionary of Current English, Oxford: Oxford University Press.

[50] Juminah. interviewed by Siti Ayda Nurcholilah, Tape Recording, Kadupandak, Pandeglang, August 4th, 2018.

[51] Busrah. (2014), "The influence of English day program toward improving students speaking skill at the elevent years students of SMA pesantren modern datok sulaeman (pmds) putri palopo."

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

**b. Design time of Native Conversation day**

English Conversation day program is a program for Foreign Language Development Institute of Nurul Jadid, to apply a bilingual system in the institution. This program is aimed to students can speak English languages actively.

Native conversation day program is applied three days a week. It means that Native conversation day program is carried out every sixteen times a month. It starts from Sunday to Tuesday. The students use English actively on the specified day.

**c. The Rules of Native conversation day**

There are some rules that must be followed by the students. These rules are needed to solve any kinds of problem deals with the run of the program. The complete rules can be seen as follows:

1) Students only speak English.
2) Students must be active during the Native conversation day.
3) Students must use american or british accent
4) Student must feel at home in the language environment (FLDI dormitory)
5) The name of students who break the rule will be informed every night of the Native Conversation Day, and get some punishments

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

The rules are established to encourage student responsibility and to ensure that the program runs effectively.[52] Moreover, these rules function as a strategy to reduce anxiety and reluctance to speak by creating a supportive environment in which students feel comfortable taking risks and receiving positive feedback.[53] When a student fails to follow or violates the rules, they receive specific sanctions determined by the intermediate level. There are three types of punishment: memorizing 50–100 vocabularies, presenting a random topic for one hour, and engaging in a one-hour native conversation. Although these punishments may seem challenging, they are designed to be beneficial and to support students' speaking development.

**d. Native conversation day activity**

Native conversation day is a program that trains and familiarize students with English as second language.[54] The program aims to get students accustomed and daring to speak native in institution activites whether they are learning, meeting teachers, talking with friends in small or big communities in FLDI environment.

[52] Siti Ayda Nurcholilah, 2018, "The Implementation of English Day Program on Students‟ Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman,Pandeglang-Banten)

[53] Busrah. (2014), "The influence of English day program toward improving students speaking skill at the elevent years students of SMA pesantren modern datok sulaeman (pmds) putri palopo."

[54] Siti Ayda Nurcholilah, 2018, "The Implementation of English Day Program on Students‟ Speaking Improvement (A Case Study at The Second Year of Islamic Senior High School DarulIman,Pandeglang-Banten)

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Native conversation day program which students must speak native on the appointed day and there is a special day to explore students' talents in using English. According to Wahyuni, HasanBasri and Mashuri there are some activities which can be applied in English day activity as follow:[55]

1) Sing a Song

One of English day program activities is singing songs. This activity is a container of interest and talent distribution of students in singing. They sing a song in English, it helps the students to improve their pronunciation and indirectly they will get a barren vocabulary from every lyric they sing. Beside that, songs can also help students master the proper intonation of words, phrases and chants, and also makes students learning new vocabulary and learning structures easier.

2) Speech

Speech is an activity to speak up about a topic formally in front of public.[56] This activity can train students mentally and speaking skill to convey their ideas in big communities.[57]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[55] Wahyuni, Hasan Basri and Mashuri. The Influence of English Day Towards Students" Speaking Skill at The Eighth Graders. 2(4): 5

[56] Wayan Dirgayasa, "What and How Should the Public Speaking Be?: A Literature Review," Journal of Language, Literature and Teaching 3, no. 2 (2021).

[57] Hafizhatu Nadia dan Yansyah, "The Effect of Public Speaking Training on Students' Speaking Anxiety and Skill," Proceedings of the 65th TEFLIN International Conference (2023).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

3) Drama

Drama is a work of art in the form of a staged dialogue. The drama gives students experience to act as actors and to speak in front of the audience. Drama is honing students' skills in listening and speaking. In addition to drama is also a venue to convey a moral message to the audience.[58]

4) Story Telling

Telling a story is a productive language activity. That is, in story telling a person involves the mind, mental readiness, courage, clear words so that can be understood by others.[59] Storytelling can develop students' potential through their hearing aspects in accepting the contents of the story and revisiting the contents of the story through oral activity.

5) Debate

Debate in particular can enhance our experience in constructing convincing arguments.[60] By using debate activity students can train their skill and speed in speaking and thinking.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[58] Monita Komul, "The Impact of Drama-Based Instruction on Language Skills Development in EFL Contexts," Huele: Journal of Applied Linguistics, Literature and Culture 3, no. 1 (2023).

[59] Rosalina Rizki Pratiwi. 2016. Penerapan Metode Storytelling untuk Meningkatkan Keterampilan Berbicara Siswa Kelas II SDN S4 Bandung in Jurnal Pendidikan Guru Sekolah Dasar.

[60] Gede Putu Widarmana, I Made Yudana, and I Nyoman Natajaya. 2015. Pengaruh Metode Debat terhadap Kemampuan Berbicara dalam Bahasa Inggris Ditinjau dari Ekspektasi Karir Bahasa Inggris pada Siswa Kelas XII SMAN 1 Kerambitan. 6(1): 3

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# CHAPTER III

# RESEARCH METHODS

## A. Research Approach and Design

In this study, researcher used Qualitative approach methodology. According to J. Gerring, qualitative is used non-comparable observation or observations that pertain to different aspects of a causal or descriptive question.[61] Ary et.al stated that Qualitative Research is focus on depth of understanding rather than the analysis of numeric data. Qualitative research relies more on inductive approach rather than deductive approach. Further, he stated that qualitative research is more likely to use purposive sampling rather than random sampling. Another characteristic is that qualitative research is more likely to include extensive quotation rather than a statistical report.[62] Therefore, the result of Qualitative Research is the description of phenomenon, individual, people, or places based on the fact. There are some different types of Qualitative Research Methodology, for example Descriptive Qualitative, Case Study, Action Research, Grounded Theory, etc. Besides, the researcher wants to know the implementation of Native Conversation Day in teaching speaking skill in the classroom so that the researcher used Descriptive Qualitative as the design in this study.

[61] John Gerring, "Qualitative Methods," *Handbook of Research Methods in Corporate Social Responsibility*, (2017); 225–29, https://doi.org/10.4324/9781315672632-5.

[62] D. Ary, L. C. Jacobs, A. Razavieh, & C. K. Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth / Cengage Learning, 2009), hlm. 45–50.



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Descriptive Qualitative is also known as Basic Interpretative Study. Descriptive design aims to comprehending the phenomenon using the collected data.[63] The data might be collected in several ways such as observation, interview and document review.

## B. Research Setting

The location of this research was in foreign language development institute of Nurul Jadid. Which is located in Paiton, Probolinggo. The research location method was carried out purposively, it is called as choosing a research location by considering some reasons of the research area[64] The researcher chooses this institution as a location of research based on mini observation done by researcher, showing that many students are very active to speak in undergoing the Native Conversation Day Program, it is very interesting for the researcher to conduct in-depth and sustainable research, so as to produce valid data.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

## C. Research Participant

The participant in this research consisted of 5 English teachers in FLDI. Another participant of this research is all of FLDI students of Nurul Jadid which is consisted of 15 senior high school students, total participant 20 participants. The students were selected to participate in this study because, 10 of them were very active in joining the Native Conversation Day program 5

[63] D. Ary, L. C. Jacobs, A. Razavieh, & C. K. Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth / Cengage Learning, 2009), hlm. 45–50.

[64] Sugiyono, "Metode Penelitian Kualitatif dan Kuantitatif dan RnD", *Bandung: Alfabeta, (*2010).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Elementaries and 5 Intermediates, and the other 10 Elementaries students were passive, the 5 teachers were taken because they become the coordinators of the Native Conversation Day Program, who handle all students in undergoing this program.

## D. Data Collection

To collect the data, researcher conduct some data collection techniques, including observation, interview and document review.

1. Observation

Observation is the technique of obtaining open-ended, first-hand information at a research location through people and place observation.[65] Observation is the basic technique of data collection in qualitative research. This type of data collection may allow researcher to determine what is said actually on the site. Through observation, researcher can also focus on the problem being researched and collect the essential data.

In this study, the researcher employs unstructured observation and non-participatory to observe how is the implementation of Native conversation day for FLDI students of Nurul Jadid.

2. Interview

According to Donal Ary, et al, interview is defined as basic method for collecting qualitative data which is obtained from people about their opinion, beliefs, and feelings about situations based on their

[65] John W Cresswell Qualitative Inquiry and Research Design: Choosing Among Five Approaches, copyright 2007 by sage publications,Inc.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

own words.[66] Interview is used to obtain data which cannot be obtained from observation, or it may be used to verify the observation. There are three types of interviews, those are structured interview, semi-structured interview, and unstructured interview.

In this research, the researcher used semi-structured interview. Semi-structured interview is a type of interview in which the questions are formulated but the format or question maybe modified during the interview. The researcher used this method of interview because of its flexibility, allowing the adjustment and improvement of questions to guarantee comprehensive and accurate the information obtained. Through this interview, the researcher will gain the data specifically on how the implementation of Native conversation day and the teacher's difficulties in managing students.

3. Document Review

Document review is a data collection technique that uses documents as proof of the research. It is utilized to gain understanding of the phenomenon under study.[67] The term of document refers to written, physical or visual material. So, document review can be of written or text-

[66] Donald Ary, Lucy Cheser Jacobs, Asghar Razavieh & Christine Sorensen, Introduction to Research in Education, 8th ed. (Belmont, CA: Wadsworth, 2010); Hoi K. Suen & Donald Ary, Analyzing Quantitative Behavioral Observation Data

[67] Ary, et al., Introduction to Research in Education, 8th ed

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

based artifacts such as textbooks, journal, policy statement, etc. or of non-written records such as videotape, audiotape, website images, etc.[68]

Besides of utilizing observation and interview method, the researcher also utilized document review to collect the data in this research. The documents will be selected based on the understanding of how the implementation of Native conversation day for students' speaking skill, such the lesson plan and material. Another supporting documents also will be selected in this research, such the data of students. The collection of these documents is expected to gain more understanding and information of the research and to ensure the validity of the information.

## E. Data Analysis

Qualitative data analysis involves organization of information and systematic of review from interview, document review, and observation to be comprehended and explained effectively. There are 3 stages of data analysis, these are[69]:

1. Data Condensation

The first step is data condensation. It can be defined as selecting, concentrating, simplifying, abstraction, or altering data from a wide corpus of written field notes of observation, transcript of interviews with

[68] D. Ary, L. C. Jacobs, A. Razavieh, & C. K. Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth / Cengage Learning, 2009), hlm. 45–50.

[69] Matthew B. Miles, A. Michael Huberman, Johnny Saldaña, Qualitative data analysis: a methods sourcebook, SAGE Publication: (2014) 30-34

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

participants, document review, and other empirical data or materials. By condensing the data, it allows to enhance the effectiveness of the data. [70]

In this research, the researcher condensed the data gathered from the field notes, participants' interview, and document review. The chosen criteria were based on the implementation of Native conversation and teacher's difficulty in managing FLDI students.

2. Data Display

The next stage of analyzing the data is called as data display. Data display means an organized and compressed information that allows to conclusion drawing.[71] It is a visual representation of the finding of the research and the result of data analysis. Data display can be presented in several ways, such as diagrams, tables, maps, charts, or visual aid. This stage helps researchers to show or communicate their finding to the audience or reader effectively. It is a crucial component of reporting research that enhance the clarity and accessibility of findings of the research.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In this research, the researcher will display the condensed data that were arranged into notes following the sequence of research question. The data display started with the data or information related to the research objectives, including the implementation of Native conversation day for speaking skill and factors affecting teacher in managing FLDI students.

[70] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, Qualitative Data Analysis: A Methods Sourcebook, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014), pp. 31–32.

[71] Miles, et al., Qualitative Data Analysis, hlm. 32–33.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

3. Conclusion Drawing

The last stage of analyzing data is drawing a conclusion. Conclusion drawing is the process of clarifying the data collected during the research. This stage of analysis involves identifying patterns, relationships and insights emerged from the data, and verbalize the ramification and significance of the research findings.[72]

In this research, the conclusion drawing was derived from the data collected in the field. Term of the field here refers to FLDI Nurul Jadid, Paiton, Probolinggo. The researcher concludes the data of the research by identifying and comparing the result of observation, interview and document review of the research.

## F. Data Trustworthiness

Validity is also one of the important parts in developing and evaluating measuring instrument.[73] According to Robert, Validity refers to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account.[74] In this research, the researcher used triangulation technique and triangulation source as to test the validity of the data.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[72] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, Qualitative Data Analysis: A Methods Sourcebook, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2014), pp. 31–33.

[73] D. Ary, L. C. Jacobs, A. Razavieh, & C. K. Sorensen, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth / Cengage Learning, 2009), hlm. 45–50.

[74] Robert Yin. "Qualitative Research from Start to Finish" *New York: The Gulford Press*. (2011): 120

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Technique Triangulation can be defined as determining the absolute data by crosschecking the same data from different technique. The researcher obtained the data from the interview and observation. If the data is different, it means the data is not valid. Otherwise, if the data is same from the observation and the interview, so the data is valid.

Source Triangulation can be defined as determining the absolute data by crosschecking the same data from different sources. Term of sources here refers to the informants of interview. After the researcher obtained the data from interview with some informants, then the researcher will crosscheck the collected data. If the data from informant was similar with other informant, so the data was valid.

## G. Research Procedure

The researcher divided the stage of research procedure into three stages; these are as follow:

1. Pre-Field stage

   Pre-field stage is the process that began before the research was implemented, it includes:

   a. Arranging the research plan
   b. Selecting the research location
   c. Managing the agreement
   d. Deciding the participant of the research

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

e. Prepare the research instrument[75]

2. Field Research Stage

Field research stage is the main stage of the implementation of research, it includes:

a. Apprehend background and objective of research

b. Enter the research location.

c. Participate actively in teaching and learning activity and collect data.

d. Complete the data[76]

3. Post-Field Stage

Post-field stage is the stage that began after the research was implemented, it includes:

a. Analyze data based on the research procedure.

b. Finishing Agreement of research complete.

c. Revise the report.[77]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[75] John W. Creswell and Cheryl N. Poth, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 47–48.

[76] Creswell & Poth, Qualitative Inquiry and Research Design, hlm. 49-50.

[77] Chris, M. J. (2021). Methodology Section for Research Papers. San José State University Writing Center.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents the research findings and comprehensive qualitative analysis derived from the thematic investigation of the collected field data. The data utilized in this chapter has been systematically triangulated using semi-structured interviews with 20 participants (5 program coordinators, 10 active elementary students, and 5 passive elementary students), non-participatory observations across the language zone, and institutional document reviews. The structural presentation is directly aligned with the three research questions and research objectives established in Chapter I.

## A. Research Findings

1. The implementation of Native Conversation Day Program at Foreign Language Development Institute of Nurul Jadid for Students' Speaking Skill

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The systematic execution of the Native Conversation Day program at the Foreign Language Development Institute (FLDI) of Nurul Jadid follows a highly coordinated operational design intended to maintain language immersion.

a. Operational Structure and Accent Directives

Documentary analysis of the FLDI Program Syllabus and the Language Environment Policy handbook reveals that the immersion cycle is legally mandated for three consecutive days each week, starting formally on Sunday at 00.01 and concluding on Tuesday



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

00.01. The primary structural mandate found in these documents requires all participating students to actively communicate in English using standardized international phonetics (American or British accents) rather than their natural regional variants. students are strictly required to communicate like native speakers. This rule applies to all daily interactions within the FLDI Students, transforming the institute into a 24-hour English-only. The program spans a total of 48 hours, officially commencing on Sunday morning and concluding on Tuesday morning. [78]

The Official Launch Announcement from the coordinator of Native Conversation Day Program

Briefing students about how Native Conversation Day is



[78] Observation in FLDI Nurul Jadid, 17 December 2025

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

At precisely 00:01 AM on Sunday, the program Teacher/coordinator officially launches the initiative by making a comprehensive announcement to set expectations. T1:

"Assalamualaikum wr wb. Attention to all intermediate and elementary students of the Foreign Language Development Institute (FLDI). From this very moment, Native Conversation Day has officially begun. You are required to speak English with a proper native accent—adhering to standard British or American inflections—in all of your daily conversations. This rule applies 24 hours a day, whether you are inside the classroom, resting in the dormitory, or speaking with your peers. Every single interaction with fellow FLDI students must be conducted like a native speaker until the program concludes. Please be mindful that discipline is being tracked; those who violate the language rules will have their names logged and announced each evening, followed by educational sanctions. Let us challenge ourselves, build our confidence, and bring out our best speaking skills. Thank you. Wassalamualaikum wr wb."[79]

Interview data from the coordinators explains how this structure operates on the ground. Teacher T1 stated:

"The program is implemented as a mandatory language immersion block running three consecutive days a week, from Monday morning until Wednesday night. It applies to all aspects of dormitory life."

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Teacher T2 added that the cycle begins before Monday:

"We initiate the process with a structural briefing on Sunday evening to establish targets, and then the language shift becomes absolute across formal and informal zones."

Field observations conducted by the researcher on December 17th and 21st, 2025, confirmed this operational structure. Tutors and language monitors were observed physically patrolling the dormitory spaces, actively stepping into student groups to enforce accent

[79] Teacher1, interviewed by Researcher, Probolinggo, 17 December 2025

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

compliance and halt code-switching behaviors.

**Linguistic Timeline & Scheduled Additional Activities**

Alongside the continuous main conversation activity, students participate in structured performance-based showcases to explore their talents, practice proper intonation, and conquer public speaking anxiety:

| Day & Time | Activity Type | Focus & Description |
|---|---|---|
| **Sunday**<br><br>00:01 AM | **Program Commences** | Official launch announcement; total immersion begins immediately. |
| **Sunday**<br><br>06:00 AM – 07:00 AM | **Sing a Song** | Morning vocal workshop focused on mastering native word linking, natural rhythm, and rhythmic cadence through English lyrics. |
| **Sunday**<br><br>20:00 PM – 22:00 PM | **Speech Showcase** | Evening public speaking sessions designed to build mental courage and formal rhetoric in front of a large community. |
| **Monday**<br><br>20:00 PM – 22:00 PM | **Storytelling** | Interactive oral performances focusing on clear word production, expressions, and narrative imagination. |
| **Tuesday** | **Drama Performance** | Staged dialogue and character roleplay to hone conversational contextualization, facial expressions, and listening skills. |
| **Tuesday** | **Debate Session** | Highly structured competitive arguments to train cognitive processing speed, critical |

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

| Day & Time | Activity Type | Focus & Description |
|---|---|---|
| 20:00 PM – 22:00 PM | | thinking, and real-time verbal rebuttals. |
| **Tuesday**<br><br>00:01 AM | **Program Concludes** | The official 48-hour continuous language block comes to an end. |

To maintain the integrity of the immersive environment, specific protocols are strictly enforced by the institute's coordinators and instructors:

1) **Mandatory Target Accent:** Students must intentionally practice speaking using a standardized international accent (American or British) instead of blending local accents.
2) **Active Engagement:** Passive silence is discouraged; students must actively initiate and sustain conversations throughout the 48-hour block.
3) **Accountability System:** The names of students who revert back to their mother tongue or violate the linguistic guidelines are compiled by student coordinators.
4) **Educational Consequences:** To ensure the program remains supportive yet disciplined, accountability metrics include beneficial language-building tasks such as memorizing 50 to 100 new vocabulary items, presenting an extemporaneous topic for an hour, or engaging in a mandatory one-hour native conversation block.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

*b.* Typology of Immersive Activities

Triangulated data shows that the program incorporates five core communicative formats to stimulate student speech production: Public Speeches, Structured Debates, Storytelling, Drama, and Singing. Document reviews of the FLDI Weekly Journal verified that these activities are systematically distributed across the three-day cycle. The student responses revealed a clear divide in engagement patterns between the active and passive elementary cohorts.[80]

Student S3 (Active) expressed high motivation for creative interactive formats:

"I really like the storytelling and drama sessions. Because we do it together in the hallway, it feels less like a strict class and more like a game where we practice our pronunciation."

Conversely, the highly formal formats created noticeable anxiety for the passive cohort.

“Student S4 (Passive) stated: "The debates and public speeches make me very nervous. When it is my turn to stand up in front of everyone, my mind goes blank because my vocabulary is still low."

c. Supervisory Responsibilities and Disciplinary Sanctions

According to the interviews, teachers function primarily as language models and interactive facilitators.

Teacher T3 explained: "We manage the operational logs, evaluate accent compliance, and guide students through communicative breakdowns."

[80] Obseravation in FLDI Nurul Jadid, 17 December 2025

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

To maintain student motivation, teachers intentionally apply a non-intrusive approach to correction.

Teacher T2 noted that: “they act as facilitators rather than rigid examiners, intentionally avoiding immediate corrections during spontaneous speech."

Monitoring is enforced through a formalized disciplinary tracking system. Document review of the FLDI Sanction Logbook confirmed that when a language violation is recorded by a supervisor, the student is legally bound to undergo one of three educational punishments: memorizing 50–100 new vocabularies, presenting a random topic publicly for one full hour, or engaging in a mandatory one-hour native-accent conversation.

Teacher T2 clarified the pedagogical intent behind these rules: "The punishments are not meant to harm the students, but to act as language scaffolds. If an elementary student breaks the rule, making them memorize 50 words actually solves their underlying vocabulary problem."

2. The Challenges faced by Students in undergoing the Native Conversation Day Program

Despite the structural organization of the program, elementary students encounter significant linguistic and psychological challenges that impact their communicative performance.

Conversation activity during the Native Conversation

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id




a. Linguistic Challenges: Vocabulary Deficits and Phonetic Adjustments

The primary linguistic barrier identified across the interview transcripts is a severe deficit in lexical resources. Document review of the Students' Weekly Language Diagnostics indicated that elementary students regularly lack the baseline vocabulary necessary to form complete sentences under spontaneous conditions.[81]

Student S11 (Passive) summarized this constant challenge: "Vocabulary, I do not have enough words to build basic statements." This often leads to communication breakdowns where students experience total mental blocks. Student S6 (Passive) remarked: "Sometimes I know the Javanese or Indonesian word for what I want to say, but I completely lack the English vocabulary. So, I prefer to stay silent to avoid breaking the rules."[82]

Furthermore, the institutional demand for international accents created massive phonetic difficulties.

[81] Observation in FLDI Nurul Jadid, 20 December 2025
[82] Student S11, interviewed by Researcher, Probolinggo, 22 December 2025

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Student S12 (Passive) detailed this struggle: "Trying to use a perfect American accent is very hard. My tongue naturally speaks with a thick regional accent, and I get worried that my peers won't understand me." [83]

Field observations tracked heavy mother-tongue interference during these attempts, as students repeatedly mapped English vocabulary onto Javanese or Madurese sentence structures.

b. Psychological Challenges: Affective Filter and Fear of Evaluation

Psychological hurdles were prominent among the 15 elementary students, heavily categorized by an intense fear of making mistakes and anxiety over peer judgment.

Teacher T4 observed this issue during daily sessions: "The biggest wall isn't the language itself; it's the psychological fear of negative peer evaluation. Beginners feel exposed when forced to speak an absolute foreign accent all day long." [84]

The interview data from the passive cohort confirmed that this fear causes direct communication avoidance.

Student S10 (Passive) admitted: "I am constantly afraid of making a mistake in front of the community. I worry that if my grammar breaks down or my pronunciation sounds weird, my friends will laugh at me." [85]

During field observations on December 22nd, 2025, the researcher noted clear behavioral symptoms of this anxiety: while active students gathered at the front to participate in discussions, passive elementary students regularly selected seating rows at the very back of the room and maintained avoidant body language.

[83] Student S12, interviewed by Researcher, Probolinggo, 22 December 2025
[84] Teacher T4, interviewed by Researcher, Probolinggo, 22 December 2025
[85] Student S10, interviewed by Researcher, 22 December 2025

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

3. The Contributions of Native Conversation Day Program toward Students' Speaking Skill

Despite the presence of these linguistic and psychological challenges, the tracking of data across all 20 participants demonstrates a clear positive transformation in their speaking proficiency.

a. Transformation of Speaking Confidence

The most immediate contribution identified in the study is a marked increase in students' verbal confidence. By organizing the dormitory into a shared language space where errors are expected, the program lowers the students' emotional barriers.

> Teacher T5 stated: "We see a massive transformation in confidence. The program normalizes mistakes. Once the elementary students realize they won't be shamed for an incorrect verb tense, their verbal output triples." [86]
> Student S8 (Active) reflected this attitudinal change during interviews: "Before I joined FLDI, I would tremble whenever I had to say a single word in English. Now, because the whole environment is doing it every Monday to Wednesday, I feel much more relaxed. Even if my English is imperfect, I still try." [87]
> Even among the passive group, Student S13 admitted that their baseline nervousness had dropped because the program "forces us to face our fears every week." [88]

b. Optimization of Spontaneous Fluency and Speaking Habits

Documentary analysis of the Tutor Assessment Sheets over a two-month timeframe revealed a steady upward arc in individual fluency markers, specifically marked by a reduction in prolonged

[86] Teacher T5, interviewed by Researcher, 23 December 2025
[87] Student S8, interviewed by Researcher, 23 December 2025
[88] Student S13, interviewed by Researcher, 23 December 2025

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

silent pauses. Students reported that constant daily exposure helps them transition away from first-language mental translation.

> Student S11 (Active) observed: "Because I am forced to speak it all day, I noticed that I don't translate sentences in my head from Indonesian to English as much as I used to. The words are starting to come out automatically."[89]

This habit formation was fully validated during the researcher's non-participatory observations in the informal zones. During non-academic hours, such as lunch breaks and transition periods, students were observed naturally utilizing functional English phrases to request items, greet peers, and interact with room monitors completely unprompted by formal staff.

Achievements of FLDI students' months after following Native

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[89] Srudent S11, interviewed by Reseaarcher, 23 December 2025

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Conversation Day Program







## B. Discussion

This chapter discusses the findings of the study in relation to the existing literature and theoretical framework. The discussion is organized into three main parts: The First is The Implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid. The second Challenges Faced by Students in Undergoing Native Conversation Day and the third is Contribution of Native Conversation Day to Students' Speaking Development

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

1. The Implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid

The empirical findings detailing the three-day structural immersion cycle (Sunday to Tuesday) and the rigorous accent directives highlight the operational depth of the program at FLDI Nurul Jadid. In the traditional Indonesian educational landscape, English is heavily taught through grammar-translation models that prioritize passive structural knowledge over real-time communication, often leading to low speaking proficiency. By changing the target language into an absolute, 24-hour tool for daily interaction within the dormitories, Native Conversation Day successfully puts the principles of Communicative Language Teaching (CLT) into practice. According to Richards, developing true communicative competence—encompassing fluency, comprehension, and situational appropriateness—requires instructional frameworks that move students away from rote memorization and toward authentic verbal engagement[90].

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Furthermore, the operational data showing that the 10 active elementary students thrived through performance-based formats (such as drama, storytelling, and public speeches) validates contemporary models of speech habituation. Thornbury notes that speaking in a second language is a real-life, spontaneous activity that relies entirely on high-

[90] Jack C. Richards, Teaching Listening and Speaking: From Theory to Practice (Singapore: SEAMEO Regional Language Centre, 2009), p. 14; see also Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Practice (Cambridge: Cambridge University Press, 2002), p. 201.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

frequency, contextual practice to build fluency[91]. The institutional enforcement of standardized American or British accents documented in the FLDI Language Policy Handbook serves as a valuable forcing function. While this requirement demands complex phonetic adjustments from regional Indonesian language speakers, the continuous conversational repetition lowers cognitive processing demands. Over time, students bypass first-language mental translation from Javanese or Indonesian, achieving the automated fluency observed during the researcher's dormitory field checks.

2. Challenges Faced by Students in Undergoing Native Conversation Day

The qualitative contrast between the bold communicative risk-taking of the active group and the avoidant behaviours of the 5 passive elementary students underscores the heavy impact of emotional and linguistic barriers in intensive language zones. The data shows that the challenges faced by these beginners are not just isolated vocabulary deficits; they are deeply tied to psychological anxiety. In his theoretical discussions on spoken testing, Underhill emphasizes that accuracy in speaking relies heavily on linguistic factors like correct word diction and proper pronunciation.[92] When these elements are weak, an intense fear of negative peer evaluation is triggered. For the passive elementary students

[91] Scott Thornbury, How to Teach Speaking (Longman, 2005), p. 27; see also Nic Underhill, Testing Spoken Language: A Handbook of Oral Testing Techniques (Cambridge: Cambridge University Press, 1987), p. 98.

[92] Nic Underhill, *Testing Spoken Language*, p. 99; see also Anastasya Cendra, "Speaking Accuracy, Fluency, and Beyond," *Language and Language Teaching Journal* 25, no. 1 (2022): 46.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

(such as Students S6, S10, and S12), the stress of maintaining an absolute international accent while facing lexical shortages caused their affective filter to rise sharply, leading them to choose defensive silence or physical avoidance to protect their self-esteem from perceived peer ridicule.

However, the pedagogical strategies utilized by the FLDI coordinators effectively target these vulnerabilities. The interview transcripts demonstrate that teachers choose to act as supportive language facilitators rather than rigid evaluators, utilizing gentle, delayed feedback after a student finish speaking rather than disrupting their flow of speech. As Penny Ur outlines in her foundational framework for language teaching, vocabulary mastery is the core foundation of communicative efficiency, but it must be developed in an environment that treats errors as a natural, non-threatening component of second language acquisition.[93] By normalizing mistakes, the teachers lowered the beginners' affective filter. This structural shift allowed previously anxious students (like Student S8) to steadily reduce their nervousness, expand their active vocabulary, and voluntarily participate in everyday English interactions.

3. Contribution of Native Conversation Day to Students' Speaking Development

A unique empirical finding in this descriptive qualitative study is how the institutional discipline system recorded in the FLDI Sanction

[93] Penny Ur, A Course in Language Teaching: Practice and Theory (Cambridge: Cambridge University Press, 1996), p. 60; see also Al-Hosni, "Speaking Difficulties Encountered by Young EFL Learners," International Journal on Studies in English Language and Literature 6, no. 3 (2018): 24.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Logbook contributes positively to students' long-term speaking development.[94] In typical formal classrooms, negative reinforcement or rigid punishments often increase student anxiety, shut down oral production, and create a strong dislike for the target language. However, within the structured ecosystem of FLDI Nurul Jadid, the codified punishments function as practical language scaffolds rather than punitive measures.

When a student is sanctioned with targeted vocabulary memorization or a mandatory one-hour native conversation for code-switching, the punishment directly addresses their underlying linguistic weakness. As Miles, Huberman, and Saldaña note in their frameworks on qualitative research design, tracking documented institutional routines reveals how organizational habits shape human behaviour.[95] The data shows that the systematic enforcement of these tasks built strong personal accountability among the students. This structure successfully maintained the language immersion zone even during informal hours (like lunch and rest breaks) when coordinators were out of sight. Triangulated across the entire 20-participant sample, the steady growth in conversational fluency and the drop in public performance anxiety confirm that a community-wide

[94] Document review of the *FLDI Sanction Logbook (2025)*, p. 45. The three-tiered system targets systemic lexical and accent recovery through vocabulary clinics and speech extensions.

[95] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, Qualitative Data Analysis: A Methods Sourcebook, 3rd ed. (Thousand Oaks: Sage Publications, 2014), p. 33; see also John W. Creswell and Cheryl N. Poth, Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 4th ed. (Thousand Oaks: Sage Publications, 2018), p. 98.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

conversation day program serves as a powerful mechanism for oral skills within an Islamic boarding school environment.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# CHAPTER V

# CONCLUSION

## A. CONCLUSION

Based on the descriptive qualitative analysis of the data gathered through field observations, semi-structured interviews, and comprehensive document reviews at the Foreign Language Development Institute (FLDI) of Nurul Jadid, several definitive conclusions are drawn directly in line with the three core research questions:

1. Systematic Implementation of Native Conversation Day

   The Native Conversation Day program operates as a highly structured language immersion block running three consecutive days each week, starting formally on Sunday at 00:01 and concluding on Tuesday at 00:01. The program is characterized by the following operational parameters:

   a. Accent Directives: The program strictly mandates that all participating students communicate in English using standardized international phonetics (American or British accents) rather than their natural regional variants across all formal and informal dormitory zones.

   b. Typology of Activities: Immersion is systematically driven by five core performance-based activities distributed across the cycle: Public Speeches, Structured Debates, Storytelling, Drama, and Singing.

   c. Supervisory Roles: Teachers function primarily as language models and interactive facilitators who intentionally prioritize communication



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

over immediate grammatical perfection by utilizing delayed correction methods.

d. Disciplinary Framework: Monitoring is formalized through the FLDI Sanction Logbook, which legally binds code-switching rule violators to one of three educational sanctions: memorizing 50–100 new vocabularies, presenting a random topic publicly for one full hour, or engaging in a mandatory one-hour native-accent conversation.

2. Linguistic and Psychological Challenges Encountered by Students

Despite the coordinated structure, elementary students face distinct developmental barriers during the program:

a. Linguistic Barriers: Students suffer from severe vocabulary deficits that regularly trigger communication breakdowns and total mental blocks, causing some beginners to choose silence to avoid breaking rules. Furthermore, thick regional Javanese and Madurese accent interference creates extensive phonetic difficulties.

b. Psychological Barriers: A high affective filter is present among beginners, heavily fueled by an intense fear of making mistakes and anxiety over negative peer evaluation. This anxiety displays clear behavioral symptoms, as passive elementary students demonstrate avoidant body language and intentionally select seating rows at the very back of the room during activities.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

3. Contribution of the Program to Students' Speaking Development

Despite the linguistic and psychological hurdles, participation across the 20-participant sample demonstrates clear positive progress in oral proficiency:

a. Transformation of Speaking Confidence: The community-wide normalization of speech errors successfully lowers the students' emotional barriers, significantly decreasing their baseline nervousness and encouraging them to speak freely despite structural imperfections.

b. Optimization of Spontaneous Fluency and Speaking Habits: Over a two-month timeframe, students exhibit a steady reduction in prolonged silent pauses and a drop in cognitive translation lag from their mother tongue. This successful habituation is verified by students spontaneously using functional English phrases during informal periods, such as lunch breaks and transitions, without any prompt from formal staff.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

## B. SUGGESTION

Based on the findings and conclusions of this study, several suggestions are proposed for students, teachers, the institution, and future researchers.

1. For Students

Students are encouraged to actively participate in Native Conversation Day and to view mistakes as a natural part of the language learning process. They should make consistent efforts to use English

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

during both formal and informal interactions, even when they face limitations in vocabulary or pronunciation. Practicing English daily, asking for clarification, and supporting peers during conversations can help students further improve their speaking confidence and fluency.

2. For Teachers

Teachers are advised to continue creating a supportive and non-threatening learning environment that encourages students to speak without fear of making mistakes. Providing motivational feedback, minimizing excessive correction during spontaneous speaking, and integrating varied communicative activities can help sustain students' enthusiasm and confidence. Teachers may also consider incorporating more focused pronunciation and vocabulary support to address students' common difficulties during Native Conversation Day.

3. For the Institution (FLDI Nurul Jadid)

FLDI Nurul Jadid is encouraged to maintain and strengthen the implementation of Native Conversation Day by ensuring consistency and clear supervision during both formal and informal activities. The institution may also provide additional supporting programs, such as vocabulary enrichment sessions, pronunciation clinics, or conversation workshops, to enhance the effectiveness of the program. Regular evaluation of the program can help identify areas for improvement and ensure its sustainability.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

4. For Future Researchers

Future researchers are recommended to conduct further studies on Native Conversation Day or similar English immersion programs using different research designs, such as mixed methods or experimental approaches, to measure speaking improvement quantitatively. Researchers may also explore other aspects, such as the long-term impact of the program, students' pronunciation development, or comparisons between students who participate in immersion programs and those who do not. Conducting research in different educational contexts may also provide broader insights into the effectiveness of conversation-based language programs.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# REFERENCES


Al-Hosni, S. (2018). Speaking difficulties encountered by young EFL learners. *International Journal on Studies in English Language and Literature*, *6*(3), 22–30.

Al-Hosni, S. (2018). Speaking difficulties of EFL learners. *IJSELL*, 6(3).

Alrabai, F. (2017). Exploring the relationship between learners' autonomy, motivation, and speaking performance in EFL contexts. *International Journal of English Linguistics*, *7*(1), 1–14.

Alrajafi, G. (2022). *Contributing factors in development of speaking skill*. Universitas Muhammadiyah Lampung.

Ansar. (2018). *The effectiveness of intensive daily conversation toward students' speaking skill*, 171–176.

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2009). *Introduction to research in education* (8th ed.). Wadsworth/Cengage Learning.

Aulia, A. N. (2021). *English daily conversation at Islamic boarding school in improving speaking skill of EFL students*.

Baran-Łucarz, M. (2020). Pronunciation self-efficacy and foreign language pronunciation anxiety. *System*, *95*, 102319. https://doi.org/10.1016/j.system.2020.102319

Baran-Łucarz, M. (2020). Pronunciation self-efficacy. *System*, 95.

Benson, P. (2016). Learner autonomy. In G. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 389–402). Routledge.

Busrah. (2014). *The influence of English day program toward improving students' speaking skill at the eleventh grade students of SMA Pesantren Modern Datok Sulaeman Putri Palopo*.

Cendra, A. N. (2022). Speaking accuracy, fluency, and beyond. *Language and Language Teaching Journal*, *25*(1), 45–57.

Cendra, A., & Sulindra, E. (2022). Speaking accuracy, fluency, and beyond: Indonesian vocational students' voices, 379–394.

Chris, M. J. (2021). *Methodology section for research papers*. San José State University Writing Center.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R




digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Cresswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.

Dao, P., & McDonough, K. (2018). Effect of task repetition on learners' engagement and speaking performance. *TESOL Quarterly, 52*(4), 1–26. https://doi.org/10.1002/tesq.449

Derakhshan, A. (2021). Positive psychology in SLA. *Journal of Language and Education*, 7(3).

Derakhshan, A. (2021). The role of positive psychology in second language acquisition. *Journal of Language and Education, 7*(3), 1–12.

Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021). Boredom and anxiety in English language classrooms: The mediating role of engagement. *System, 102*, 102589. https://doi.org/10.1016/j.system.2021.102589

Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021). *Boredom and anxiety in English language classrooms*. System, 102, 102589.

Dirgayasa, W. (2021). What and how should the public speaking be? *Journal of Language, Literature and Teaching, 3*(2).

Gerring, J. (2017). Qualitative methods. In *Handbook of research methods in corporate social responsibility* (pp. 225–229).

Gkonou, C., Daubney, M., & Dewaele, J.-M. (2017). *New insights into language anxiety: Theory, research and educational implications*. Multilingual Matters.

Gkonou, C., Daubney, M., & Dewaele, J.-M. (2017). *New insights into language anxiety*. Multilingual Matters.

Ha, X. V., & Murray, J. C. (2021). Corrective feedback and learner anxiety in speaking activities. *RELC Journal, 52*(3), 418–435. https://doi.org/10.1177/0033688220911345

Hamsia, W. (2020). Developing students' speaking ability through story completion. *Journal of English Language Teaching, 5*(1). https://doi.org/10.33394/jo-elt.v5i1.2298

Hughes, A. (1989). *Testing for language teachers* (2nd ed.). Cambridge University Press.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Indra Sudrajat. (2022). *The Journal of English Language Teaching, Literature, and Applied Linguistics (JELA), 4*(1).

Izzah, M. N. (2024). Motivation in learning English as a foreign language: How do santri view them? *Ethical Lingua: Journal of Language Teaching and Literature, 11*(1).

Khajavy, G. H. (2021). Foreign language anxiety and WTC. *System*, 96.

Khajavy, G. H. (2021). Modeling the relations between foreign language anxiety, motivation, and willingness to communicate. *System, 96*, 102406. https://doi.org/10.1016/j.system.2020.102406

Komul, M. (2023). The impact of drama-based instruction on language skills development in EFL contexts. *Huele: Journal of Applied Linguistics, Literature and Culture, 3*(1).

Kormos, J., & Préfontaine, Y. (2017). Affective factors influencing fluent performance in second language speaking. *Studies in Second Language Acquisition, 39*(2), 1–25.

Kormos, J., & Préfontaine, Y. (2017). Affective factors influencing fluent performance. *SSLA*, 39(2).

Li, S. (2018). Corrective feedback and learner uptake in speaking tasks. *Language Teaching Research, 22*(2), 1–23. https://doi.org/10.1177/1362168816675602

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.

Monita Komul. (2023). The impact of drama-based instruction on language skills development in EFL contexts. *Huele Journal, 3*(1).

Musurmonov, D. S., & Ziyadullayeva, M. T. (2025). Language as a bridge between different countries. *SHOKH Library, 1*(11).

Nadia, H., & Yansyah. (2023). The effect of public speaking training on students' speaking anxiety and skill. *Proceedings of the 65th TEFLIN International Conference.*

Narjesbanou Sabouri. (2016). How can students improve their reading comprehension skill? Payame Noor University.

Nation, I. S. P. (2017). *Learning vocabulary in another language* (2nd ed.). Cambridge.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Nation, P. (2017). How vocabulary is learned. *Indonesian Journal of English Language Teaching, 12*(1), 3. https://doi.org/10.25170/ijelt.v12i1.1458

Nordquist, R. (2025, April 11). Observations on what is language.

Nurcholilah, S. A. (2018). The implementation of English day program on students' speaking improvement (A case study at Islamic Senior High School Darul Iman).

Oga-Baldwin, W. L. Q., et al. (2017). Motivation and engagement. *System*, 65.

Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivation and engagement in language learning classrooms. *System, 65*, 14–27. https://doi.org/10.1016/j.system.2016.12.005

Parmawati, A. (2016). Using analytic teams technique to improve students' speaking skill.

Pawlak, M. (2019). Investigating language anxiety in speaking classrooms. *Springer*.

Pawlak, M. (2019). *Investigating language anxiety in speaking classrooms*. Springer.

Pratiwi, R. R. (2016). Penerapan metode storytelling untuk meningkatkan keterampilan berbicara siswa kelas II SDN S4 Bandung. *Jurnal Pendidikan Guru Sekolah Dasar*.

Putuwidarmana, G. P., Yudana, I. M., & Natajaya, I. N. (2015). Pengaruh metode debat terhadap kemampuan berbicara dalam bahasa Inggris. *Jurnal*, 6(1), 3.

Rao, P. S. (2018). The importance of speaking skills in English classrooms. King Faisal University English Language Centre.

Richards, J. C. (2009). *Teaching listening and speaking: From theory to practice*. SEAMEO Regional Language Centre.

Richards, J. C. (2017). Teaching English through English. *RELC Journal*, 48(1).

Richards, J. C. (2017). *Teaching English through English: Proficiency, pedagogy and performance*. RELC Journal, 48*(1), 7–30. https://doi.org/10.1177/0033688217690059

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Rochmah, Z. N., Kamal, S., & Hidayat, F. (2025). EFL teachers' challenges in teaching speaking at SMAN 3 Banjarmasin. *Jurnal Manajemen Pendidikan, 10*(2), 844–851.

Sabouri, N. (2016). How can students improve their reading comprehension skill? Department of Linguistics, Payame Noor University.

Sato, M., & Ballinger, S. (2016). Peer interaction. *Language Awareness*, 25(1–2).

Sato, M., & Ballinger, S. (2016). Raising language awareness in peer interaction. *Language Awareness, 25*(1–2), 1–20. https://doi.org/10.1080/09658416.2015.1122026

Segalowitz, N. (2016). *Second language fluency and its development*. Routledge.

Segalowitz, N. (2016). *Second language fluency and its development*. Routledge.

Shahini, G., & Shahamirian, F. (2017). Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies, 8*(6), 100. https://doi.org/10.7575/aiac.alls.v.8n.6p.100

Sinaga, O. (2020). Students' perception of the role of English day program in speaking skill development.

Sudrajat, I. (2022). JELA, 4(1).

Sugiyono. (2010). *Metode penelitian kualitatif, kuantitatif dan R&D*. Alfabeta.

Suzuki, S., & Kormos, J. (2020). Linguistic dimensions of L2 speaking fluency. *Language Learning*, 70(1).

Suzuki, S., & Kormos, J. (2020). Linguistic dimensions of second language speaking fluency. *Language Learning, 70*(1), 1–37. https://doi.org/10.1111/lang.12389

Szyszka, M. (2017). Pronunciation anxiety. *SSLLT*, 7(2).

Szyszka, M. (2017). Pronunciation learning strategies and pronunciation anxiety. *Studies in Second Language Learning and Teaching, 7*(2), 1–24.

Tavakoli, P., & Hunter, A. M. (2018). Is fluency being 'pushed' in task performance? *Language Learning, 68*(1), 1–32. https://doi.org/10.1111/lang.12280

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Language anxiety meta-analysis. *SSLA*, 41(2).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. *Studies in Second Language Acquisition, 41*(2), 1–28. https://doi.org/10.1017/S0272263118000311

Thornbury, S. (2005). *How to teach speaking*. Longman.

Ulfatul Qoni'ah, Hasyim, A., Umar, M., Zuniati, M., & Irhamudin. (2023). The implementation of peer interaction to enhance students' English speaking skills. *Jurnal Ilmiah Iqra', 17*(3).

Underhill, N. (1987). *Testing spoken language: A handbook of oral testing techniques*. Cambridge University Press.

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Wahono, S., & Machfudi, M. I. (2024). Promoting students' English speaking skills using English speaking practice application. *Journal of Language Intelligence and Culture, 5*(2).

Wahyuni, Basri, H., & Mashuri. (2020). The influence of English day towards students' speaking skill, 2(4), 5.

Warren, M. (2006). *Features of naturalness in conversation*. John Benjamins.

Widarmana, G., Yudana, I. M., & Natajaya, I. N. (2015). Pengaruh metode debat terhadap kemampuan berbicara dalam Bahasa Inggris siswa SMAN 1 Kerambitan.

Wikipedia contributors. (2025). Conversation. *Wikipedia, The Free Encyclopedia*.

Yashima, T., MacIntyre, P. D., & Ikeda, M. (2018). Situated willingness to communicate in an L2. *Modern Language Journal, 102*(1), 115–137. https://doi.org/10.1111/modl.12467

Yashima, T., MacIntyre, P. D., & Ikeda, M. (2018). Willingness to communicate in L2. *Modern Language Journal*, 102(1).

Yin, R. (2011). *Qualitative research from start to finish*. Guilford Press.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

# APPENDIX

Appendix 1 Matrix of Research

| Tittle | Variables | Indicator | Data Resources | Research Method | RQ |
|---|---|---|---|---|---|
| **"The implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid for Students' Speaking Skill "** | **A. Speaking skill** | **A. Speaking skill**<br>1) Definition of speaking<br>2) The function of speaking<br>3) Aspect of speaking<br><br>**B. Native conversation day**<br>1) Definition of Native conversation day<br>2) Design time of native conversation day<br>3) The rules of native | A. Student of FLDI Nurul Jadid<br><br>B. English teacher and | 1. Research Approach: Qualitative<br>2. Research Design: Descriptive<br>3. Data Collection: Observation, Interview, Document review<br>4. Data Analysis: Data condensation, Data Display, Conclusion drawing. | 4. How is the implementation of native conversation day at FLDI Nurul Jadid for students' speaking skill<br>5. What are the challenges faced by student in undergoing the implementation of Native conversation day<br>6. How does Native Conversation Day |

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

| | | | | | |
|---|---|---|---|---|---|
| | **B. Native conversation day** | conversation day<br>4) Native conversation day activity | researcher | 5. Validity of Data: Triangulation Technique | contribute to students' overall English-speaking development? |

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 2 Observation Instrument

# Observation Instrument

**1. Observation Identity**

- Researcher Name: Ade Zian Sarofi

- Observation Date: December 17th 2025

- Place: Foreign Language Development Institute (FLDI) Nurul Jadid

- Program: Native Conversation Day

**2. Observation Purpose**

To describe how Native Conversation Day is implemented at FLDI Nurul Jadid and how it supports the development of students' speaking skills.

**3. Type of Observation**

☑ Unstructured Observation (free, open, naturalistic observation)

☑ non-participatory (researcher as non-active observer)

**4. Observation Sheet**

Because this study uses unstructured observation, the observation sheet is presented in the form of open descriptive categories rather than fixed indicators.
Open Observation Categories

- How the program is conducted naturally

- How students engage in conversation activities

- Interaction between students and tutors/native speakers

- Students' speaking behavior (fluency, pronunciation, vocabulary, confidence)

- Classroom/area atmosphere during Native Conversation Day

- Any events related to students' speaking skill development

Field Notes (Main Data Source)

Detailed descriptive notes of all occurrences during observation:

.....

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

.....

.....

.....

.....

Additional Notes

.....

.....

.....

Documentation

☐ Photos

☐ Video recordings

☐ Audio recordings

☐ Other supporting documents

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 3 Interview Instrument

## INTERVIEW INSTRUMENT

**Research Title**

The Implementation of Native Conversation Day at the Foreign Language Development Institute of Nurul Jadid for Students' Speaking Skill

### A. Purpose of the Interview

To gain in-depth information regarding:

1. The implementation of Native Conversation Day at FLDI Nurul Jadid.
2. Challenges faced by students in participating in Native Conversation Day.
3. Students' and teachers' perspectives toward the program's influence on speaking skill development.

### B. Interview Identity

| Component | Information |
|---|---|
| Informant's Name : | |
| Informant Status: | Teacher / Instructor / Student |
| Date: | |
| Time: | |
| Location: | |
| Interview Type: | Semi-structured |

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

### C. Interview Questions for Teachers

1) What is the main purpose of implementing Native Conversation Day at FLDI Nurul Jadid?
2) How is the implementation process of Native Conversation Day from beginning to end?
3) How is the role of teachers in controlling the implementation of the program?
4) How do students respond when participating in the program?
5) In your opinion, is there any improvement in students' speaking skills after joining the program? Please explain.
6) What challenges commonly occur during the implementation of Native Conversation Day?
7) What strategies are used to deal with those challenges?

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

8) Do you think this program is effective in improving students' speaking skills? Why or why not?
9) What are your expectations for the development of Native Conversation Day in the future?
10) How do you feel when you must speak English for the entire day?

**D. Interview Questions for Students**

1. What do you think about the Native Conversation Day program at FLDI?
2. What motivates you to participate in this program?
3. What activities do you usually participate in during Native Conversation Day?
4. How do you feel when you must speak English for the entire day?
5. Does this program help you improve your speaking skills? How?
6. What is the biggest difficulty you face during Native Conversation Day?
7. How do you overcome that difficulty?
8. How do teachers and friends help you when you face speaking problems?
9. Does this program make you more confident when speaking English? Please explain.
10. What suggestions can you give to improve the Native Conversation Day program in the future?

---

**E. Interview Notes**

. . . . . .
. . . . . .
. . . . . .

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

---

**F. Brief Analysis (filled by researcher after interview)**

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

---

**Instrument Description**

- Type: Semi-structured interview
- Informants: 5 FLDI teachers & 15 FLDI students

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 4 interview with teachers and students

**INTERVIEW**

**Teachers**

1) What is the main purpose of implementing Native Conversation Day at FLDI Nurul Jadid?

   Teacher Informant T1: The main purpose of Native Conversation Day is to habituate students to use English naturally in daily communication. The program is implemented by enforcing English use during all activities. Teachers monitor students, give feedback, and encourage participation. At first students hesitate, but over time they speak more confidently. Students' fluency and pronunciation show improvement. The main challenge is students' anxiety. We deal with this by creating a supportive atmosphere. Overall, the program is effective and should be expanded.

2) How is the implementation process of Native Conversation Day from beginning to end?

   Teacher Informant T2: It runs from morning until evening, requiring students to communicate in English, the implementation starts with briefing students and continues with daily monitoring. Teachers act as language models and Students respond positively, they imitate how the teachers speak and having conversation, although some still mix languages. Their vocabulary improves gradually. Challenges include inconsistency. Reminders and motivation are used as solutions. The program is effective, but discipline needs improvement.

3) How is the role of teachers in controlling the implementation of the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

program?

Teacher Informant T3. Teachers function as facilitators rather than strict controllers. We always watch and listen them every time the program begins and because of it, Students become more active after several meetings. Their confidence increases more than accuracy. The main difficulty is grammar awareness. We emphasize communication over correctness. In my opinion, the program is effective for speaking practice.

4) How do students respond when participating in the program?

Teacher Informant T4: Students know about the purpose of Native Conversation Day is to train their real-life speaking skills. The implementation includes formal and informal conversations. Teachers supervise and evaluate performance. Students show enthusiasm, especially in group activities. Speaking fluency improves significantly. Low motivation is a challenge for some students. Games and rewards help overcome this. The program is very effective and should be conducted more frequently.

5) In your opinion, is there any improvement in students' speaking skills after joining the program? Please explain.

Teacher Informant T5: Native Conversation Day encourages students to use English confidently. The program is implemented weekly with clear rules. Teachers guide and observe students' interaction. Some students still feel shy, but progress is visible. Vocabulary mastery improves slowly. The biggest challenge is students' fear of making mistakes. We respond with

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

positive feedback. I believe the program is effective and needs creative development.

**Students**

1) What do you think about the Native Conversation Day program at FLDI?

   Student Informant S1: I think Native Conversation Day is interesting because it forces me to practice speaking English. I feel motivated when my friends also speak English. At first, I was nervous, but now I enjoy it.

2) What motivates you to participate in this program?

   Student Informant S2: Native Conversation Day motivates me to improve my English. I usually join discussions and daily conversations. Speaking English all day is tiring, but useful.

3) What activities do you like to participate during Native Conversation Day?

   Student Informant S3: I like to participate when I have a conversation with my friends who are smarter than me, because I can learn many things from them, this program is helpful, especially for confidence even I still make many mistakes, but teachers always encourage me.

4) How do you feel when you must speak English for the entire day?

   Student Informant S4: I feel really nervous sometimes, because the program is challenging for me because my vocabulary is limited. However, my friends help me when I don't know certain words.

5) Does this program help you improve your speaking skills? How?

   Student Informant S5: yes, it really helps me to improve my speaking skill, this program is pushing me to speak English with the good intonation, spelling, accent, and pronunciation, I also learn new things

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

from my friends, because sometimes they correct me when I was wrong, I like Native Conversation Day because it makes English a habit. Although I feel shy sometimes, I try to speak.

6) What is the biggest difficulty you face during Native Conversation Day?

   Student Informant S6: Sometimes I feel nervous speaking English all day. My biggest difficulty is pronunciation.

7) How do you overcome that difficulty?

   Student Informant S7: The program encourages me to speak English more often. I usually participate in games and conversations. And it helps me to solve my difficulty in undergoing this program

8) How do teachers and friends help you when you face speaking problems?

   Student Informant S8: Native Conversation Day is quite difficult for beginners like me. I often feel afraid of making mistakes. But teachers and friends always beside me to carry me, and teach me every time I make mistakes, they fix my pronunciation, they explain something that I need to know, everything about English they tell it all.

9) Does this program make you more confident when speaking English? Please explain.

   Student Informant S9: I feel challenged but motivated during Native Conversation Day. Every time I feel nervous when I want to speak, my friends and teachers always support me to be brave to speak, it really increases my confidence, till I don't feel nervous anymore

10) What suggestions can you give to improve the Native Conversation Day

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

program in the future?

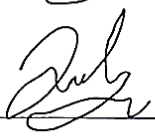
Student Informant S10: The program helps me practice speaking in real situations. This program is challenging but useful. I think Native Conversation Day is good, and we as students are really helpful in improving our speaking skill, we hope that, this program can be develop and help more students like us.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 5 research journal

**RESEARCH JOURNAL**

| No. | Date of Time | Activity | Notes |
|---|---|---|---|
| 1. | December 14th, 2025 | The researcher asked permission to conduct research |  |
| 2. | December 17th, 2025 | The researcher conducted an observation about the teaching and learning process |  |
| 3. | December 21st, 2025 | The researcher conducted an observation about the teaching and learning process |  |
| 4. | December 22nd, 2025 | The researcher conducted an observation about the challenges faced by the teacher |  |
| 5. | December 28th, 2025 | The researcher conducted an interview with the teacher and students |  |
| 6. | December 29th, 2025 | The researcher asked the file of lesson materials |  |
| 7. | January 13th, 2026 | The researcher takes the letter of research completion |  |

Paiton, December, 2026 Direktur

LPBA Nurul Jadid

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 6 documentations

**DOCUMENTATION**



Briefing students about how Native Conversation Day is



Motivate students to make them spirit in undergoing the Native Conversation Day

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id



Conversation activity during the Native Conversation Day



Speech presentation and storytelling activity



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 7 Research letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl Mataram No 01 Mangli Telp (0331) 428104 Fax (0331) 427005 Kode Pos 68136
Website www.http://ftik.uinkhas-jember.ac.id Email tarbiyah.uinjember@gmail.com

Nomor : B-12372/In.20/3.a/PP.009/05/2025
Sifat: Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Lembaga Pengemangan Bahasa Asing Nurul Jadid, Paiton, Probolinggo.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

| | |
|---|---|
| NIM | : 213101060027 |
| Nama | : Ade zian sarofi |
| Semester | : Delapan |
| Program Studi | : Tadris Bahasa Inggris |

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF NATIVE CONVERSATION DAY AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID FOR STUDENTS' SPEAKING SKILL" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsod Mateh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 December 2025.
Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 8 Statement of Letter of Research Completion

معهد النور الجديد الإسلامي للتربية والعلوم
مركز ترقية اللغة الأجنبية
NURUL JADID ISLAMIC INSTITUTE FOR EDUCATION AND SCIENCE
FOREIGN LANGUAGE DEVELOPMENT INSTITUTE
lpbaenje12@gmail.com: البريد الإلكتروني 085964300434 كراع أيار بيطان برابالنجا جاوي الشرقية، رقم الهاتف:
KARANGANYAR PAITON PROBOLINGGO EAST JAVA 67291 PHONE: 085964300434 EMAIL: lpbaenje12@gmail.com

Nomor : NJ-H/09/0126/A.II/05.2026
Lampiran : -
Perihal : **Keterangan Penelitian**

Kepada:
Yth. **Dekan Fakultas Tarbiyah dan Ilmu Keguruan**
**UIN Kiai Haji Achmad Siddiq Jember**

di **Tempat**

***Assalamu'alaikum War. Wab.***

Salam sejahtera kami sampaikan semoga Bapak/Ibu selalu berada dalam naungan, taufiq, dan hidayah-Nya sehingga tetap mampu malaksanakan aktivitas sehari-hari.

Yang bertanda tangan di bawah ini adalah Direktur Lembaga Pengembangan Bahasa Asing Pondok Pesantren Nurul Jadid menerangkan dengan sebenarnya bahwa:

Nama : Ade Zian Sarofi
NIM : 214101060027
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : The Implementation of Native Conversation Day at Foreign Language Development Institute of Nurul Jadid for Students' Speaking Skill

Telah melakukan penelitian untuk menyelesaikan tugas akhir di Lembaga Pengembangan Bahasa Asing Pondok Pesantren Nurul Jadid.

Demikian surat keterangan ini, kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

***Wassalamu'alaikum War. Wab.***

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Paiton, 31 Mei 2026
Direktur LPBA,

**SADDAM HUSIEN, M.Pd.I.**
NIUP. 41220108969

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

*Appendix 9 Plagiarism Check Letter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ade Zian Sarofi
NIM : 214101060027
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : The Implementation of Native Conversation Day at Foreign Language Development institute of Nurul Jadid for students' speaking skill

telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 17,8%

Bab 1 : 19%
Bab 2 : 28%
Bab 3 : 24%
Bab 4 : 8%
Bab 5 : 10%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 12 Mei 2026
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

Ulfa Dina Novienda, S.Ps.I., M.Pd.
NIP. 198308112023212019

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 10 Authenticity Statement of Writing

**AUTHENTICITY STATEMENT OF WRITING**

The under-signed below

Name : Ade zian sarofi

NIM : 214101060027

Study Program : English Education Department

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Place and date of birth : Jember, December 17th, 2002

Address : Jl Basuki Rahmat, Gg. Nusantara 07, Mimbaan, Panji, Situbondo

Here by declare that the Analysis of the thesis entitled: ""The Implementation of Native Conversation Day at Foreign Language Institute of Nurul Jadid for Students' Speaking Skill" is the result of my Analysis, except in part of referred by theory, sources, and data. I take references from experts.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



Jember, June 2026

Ade zian sarofi
NIM: 214101060027

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 11 Curriculum Vitae

**CURRICULUM VITAE**



**A. Personal Information**

a. Full name : Ade Zian Sarofi

b. SRN : 214101060027

c. Place, date of birth : Jember, 17th of December 2002

d. Adress : Jl Basuki Rahmat, Gg. Nusantara 07, Mimbaan, Panji, Situbondo

e. Religion : Islam

f. Faculty/Program : FTIK / English Education

g. Email Adress : adeziansarofi@gmail.com

**B. Educational Background**

a. 2008-2009 TK Nurul Huda

b. 2009-2015 SDN Sumber Kemuning 01

c. 2015-2018 SMP Nurul Jadid Paiton, Probolinggo

d. 2018-2021 SMA Nurul Jadid Paiton, Probolinggo

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id