

**PROMOTING ELEMENTARY SCHOOL STUDENTS' ENGLISH  
SPEAKING SKILL THROUGH ENGLISH DAY: A CASE STUDY IN  
PEKALONGAN**

**A THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana*  
*Pendidikan* in English Education**



By:

**Prisma Fransiska**

**SN. 2521027**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2025**

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**2025**

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Jurusan : FTIK/Tadris Bahasa Inggris

Judul : Promoting Elementary School Students' English Speaking Skill  
Through English Day: A Case Study in Pekalongan

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu 'alaikum Wr.Wb.*

Pekalongan, 13 Juni 2025  
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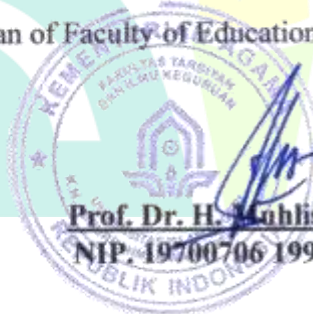
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If there is one page in this thesis where my heart speaks the loudest, it is this one—a space to offer all my gratitude, love, and sincere appreciation to those who walked with me through every step of this journey.

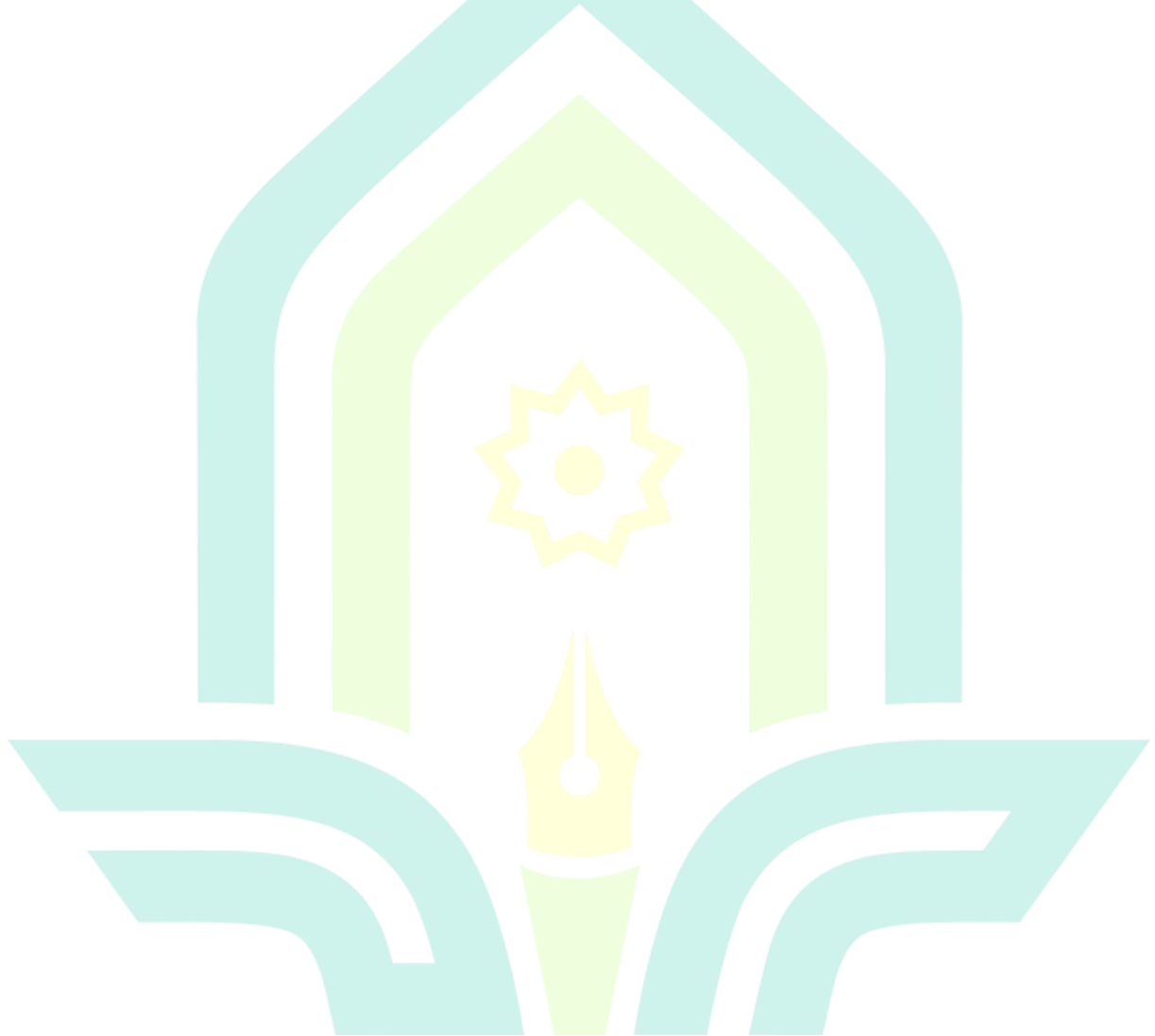
With all my heart, I dedicate this humble work to:

1. **To my dearest parents**, my guiding lights and lifelong protectors, thank you for standing by me without ever growing tired, for leading me with wisdom, and for shielding every step I took without hesitation. Your endless support and powerful prayers that reach the heavens have been my strength and protection. Because of your unwavering love, I was always able to face my days in the best state of mind and soul.
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## MOTTO

“Live as if you were to die tomorrow. Learn as if you were to live forever.”  
— Mahatma Gandhi

“Focus on your own pace, not others’ expectations.”  
— Junkyu Kim, Treasure





## ABSTRAK

Fransiska, Prisma 2025. "Promoting Elementary School Students' English Speaking Skill Through English Day: A Case Study in Pekalongan". *Skripsi*. Program Studi Pendidikan Bahasa Inggris. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Nadia Faradhillah, M.A.

Penelitian ini dilatarbelakangi oleh pentingnya kemampuan berbicara dalam pembelajaran bahasa Inggris sejak dini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana implementasi program English Day dapat meningkatkan kemampuan berbicara siswa sekolah dasar dan mengidentifikasi kendala yang dihadapi dalam implementasinya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang dilakukan di salah satu sekolah dasar Islam di Kota Pekalongan. Teknik pengumpulan data dilakukan melalui observasi dan wawancara semi-terstruktur dengan siswa dan guru kelas V. Analisis data menggunakan pendekatan analisis tematik menurut Braun dan Clarke. Hasil penelitian menunjukkan bahwa English Day yang diintegrasikan dengan pendekatan experiential learning melalui empat tahapan utama-Pengalaman Konkret, Observasi Reflektif, Konseptualisasi Abstrak, dan Eksperimentasi Aktif-dapat meningkatkan rasa percaya diri siswa, memperkaya kosakata, dan meningkatkan pelafalan pada situasi yang nyata. Namun, terdapat beberapa kendala dalam pelaksanaan program, seperti kecemasan saat berbicara, kepercayaan diri yang rendah, kosakata yang terbatas, waktu latihan yang terbatas, dan diam karena takut. Kesimpulan dari penelitian ini menyatakan bahwa English Day efektif dalam meningkatkan kemampuan berbicara siswa.

Kata kunci: English Day, pembelajaran berbasis pengalaman, keterampilan berbicara, siswa sekolah dasar

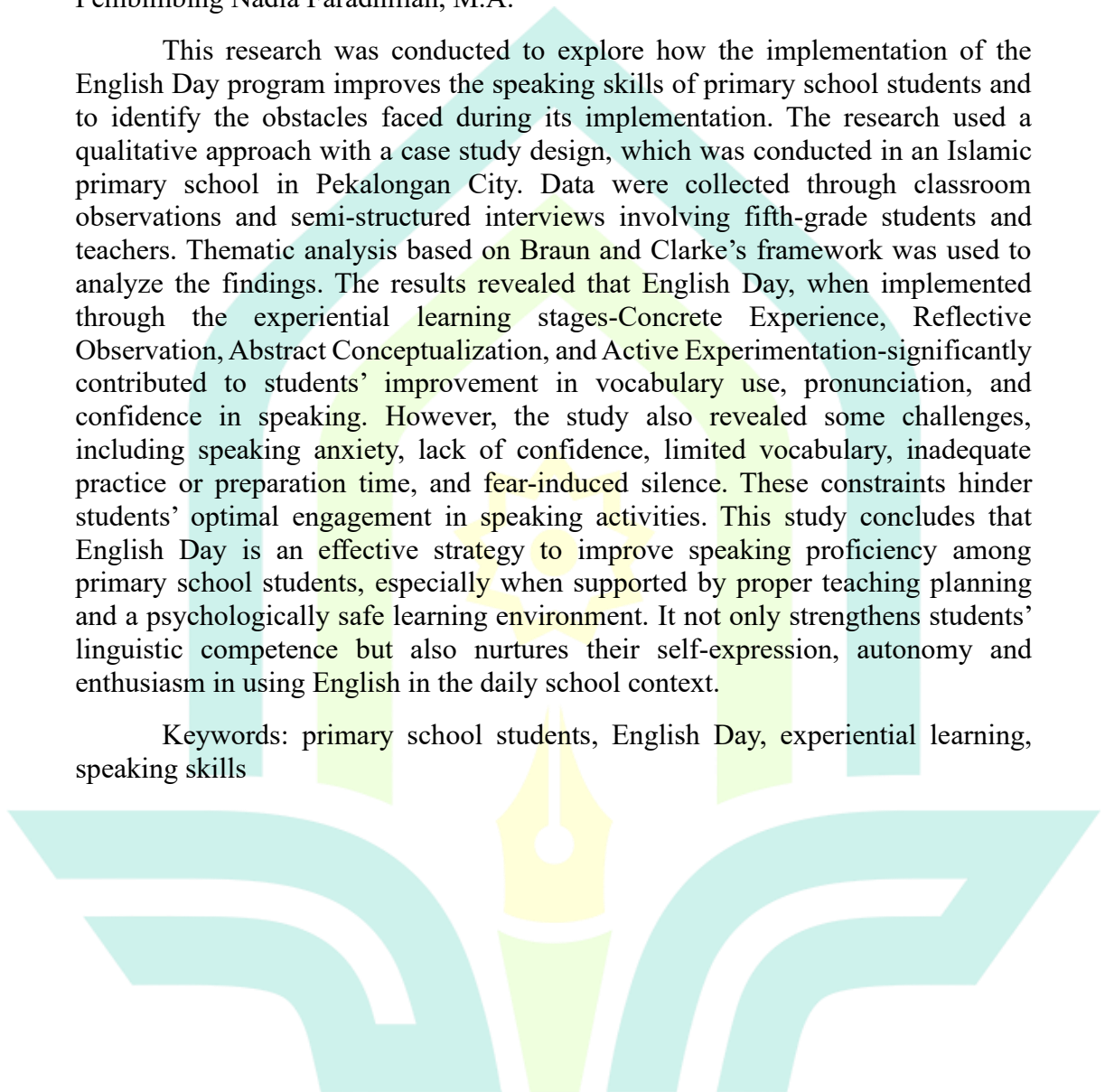


## ABSTRACT

Fransiska, Prisma 2025, “Promoting Elementary School Students’ English Speaking Skill Through English Day: A Case Study in Pekalongan”. *Thesis*. English Education Department. FTIK UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing Nadia Faradhillah, M.A.

This research was conducted to explore how the implementation of the English Day program improves the speaking skills of primary school students and to identify the obstacles faced during its implementation. The research used a qualitative approach with a case study design, which was conducted in an Islamic primary school in Pekalongan City. Data were collected through classroom observations and semi-structured interviews involving fifth-grade students and teachers. Thematic analysis based on Braun and Clarke’s framework was used to analyze the findings. The results revealed that English Day, when implemented through the experiential learning stages-Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation-significantly contributed to students’ improvement in vocabulary use, pronunciation, and confidence in speaking. However, the study also revealed some challenges, including speaking anxiety, lack of confidence, limited vocabulary, inadequate practice or preparation time, and fear-induced silence. These constraints hinder students’ optimal engagement in speaking activities. This study concludes that English Day is an effective strategy to improve speaking proficiency among primary school students, especially when supported by proper teaching planning and a psychologically safe learning environment. It not only strengthens students’ linguistic competence but also nurtures their self-expression, autonomy and enthusiasm in using English in the daily school context.

Keywords: primary school students, English Day, experiential learning, speaking skills



## PREFACE

All praise is because of Allah SWT, who has given His mercy, guidance, and blessings, enabling the author to complete this undergraduate thesis entitled “Promoting Elementary School Students’ English Speaking Skill Through English Day: A Case Study in Pekalongan.” This thesis is submitted in partial fulfillment of the requirements for a Bachelor of Education in the English Language Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University K.H. Abdurrahman Wahid Pekalongan.

The motivation behind writing this thesis stems from a strong desire to contribute to enhancing English language learning at the elementary school level through an active and meaningful approach. This research focuses on implementing the English Day program as a medium to foster students’ speaking skills and confidence. Employing a qualitative case study method and thematic analysis, this study aims to offer both academic insights and practical implications for teachers, schools, and future researchers.

On this occasion, the author would like to express her deepest gratitude and sincere appreciation to:

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The author acknowledges this thesis may still contain limitations. Therefore, constructive feedback and suggestions for future improvement are welcomed. It is the author's hope that this thesis will be beneficial to all parties concerned with English language education.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking ability is an essential component of language learning and plays a vital role in students' academic and personal development (Khasbani & Seli, 2021). It is not only a key indicator of communicative competence but also a skill that opens doors to a wide range of opportunities in a globalized world (Yu et al., 2021). For young learners, developing speaking skills is fundamental in building confidence, expressing thoughts, and engaging in interactive learning activities such as storytelling, role-playing, and classroom discussions (Rahayu & Dong, 2023). These abilities are relevant in today's educational landscape, which emphasizes critical thinking and collaboration as essential 21st-century skills. English-speaking proficiency can improve students' access to higher education and open pathways to international exchange programs (Kawsar, 2023).

In future careers, speaking skills are essential. English is often used as a lingua franca in professional fields, such as business, science, technology, and tourism (Situmorang et al., 2021). The ability to communicate in English increases students' employability and allows them to interact with people from diverse linguistic and cultural backgrounds (Putra et al., 2023). Developing strong speaking skills is not only fundamental for academic success but also for lifelong learning and global citizenship (Kawsar, 2023).

Recognizing and valuing speaking ability, various schools in Indonesia have adopted English Day programs to promote language use in more natural and

meaningful contexts (Beay et al., 2023). English Day is a school initiative in which students and teachers are encouraged—or even required—to communicate only in English during certain days or periods (Februansyah, 2022). This immersive approach creates a more authentic language environment that enhances students' fluency, pronunciation, and confidence (Pushpalatha, 2022). Teachers often incorporate communicative and interactive activities, such as storytelling, debates, and role-playing, to engage students in the learning process (Rahayu & Dong, 2023). These activities not only provide meaningful exposure to English but also promote real-world communication skills, which are often neglected in traditional classroom settings (Najim, 2020).

English Day plays an important role in improving students' speaking skills. The program encourages students to use English in authentic contexts, which enhances their fluency, pronunciation, and conversational skills (Najim, 2020). In contrast to conventional classroom environments that often limit speaking practice, English Day provides opportunities for students to experiment with language through meaningful interactions (Februansyah, 2022). It also allows students to develop their ability to express opinions, ask questions, and respond in English, which are essential components of communicative competence (Aryanti et al., 2024). The consistent practice of English Day helps reduce students' anxiety about making mistakes, fostering a more positive attitude towards speaking (Silvia et al., 2023). Through structured and engaging English-speaking activities, students develop the skills and confidence needed to communicate in real-world scenarios (Yue et al., 2022).



In line with this, SD Islam Nusantara Pekalongan presents a relevant context for studying the implementation of the English Day program. The school has been running its English Day initiative for nearly two years. Since the implementation of the 2013 Curriculum, English is no longer considered a compulsory subject in Indonesian primary schools, as the policy aims to prioritize the mastery of Bahasa Indonesia as the national and mother tongue (Suwanto & Rahman, 2022). However, in private schools such as SD Islam Nusantara, English is still taught as a compulsory subject. Many parents have expressed their support for more English learning activities, including the establishment of extracurricular programs such as the English Club, to strengthen their children's English skills.

The influence of globalization and the advancement of modern communication have also become important driving factors behind the development of this program, as English proficiency is increasingly viewed as a crucial skill for both the present and the future. The English Day program at SD Islam Nusantara offers students opportunities to practice speaking English through a variety of engaging activities, including storytelling, group singing, and pronunciation exercises. This program, which is held for one full week every month, provides students with a more intensive and enjoyable environment to develop their English-speaking ability.

Despite its advantages, the implementation of English Day still faces several challenges. Although English Day programs have acquired popularity and have shown potential in improving students' English speaking ability, their implementation and effectiveness are still poorly explored (Silvia et al., 2023).

While existing studies acknowledge the general merits of English Day, they rarely delve into its specific effects on students' spoken English (Ningsih et al., 2022). In addition, various programs face challenges such as inconsistent implementation, lack of teacher training, and limited student participation, which hinder their success. Although English Day has gained wider adoption, research on its implementation in primary schools remains limited. These gaps underscore the need for further investigation into the role of English Day in promoting young learners' speaking skills, particularly in primary education, where language acquisition processes and learning strategies differ from those of older students.

### **1.2 Formulation of the Problem**

The problem to be discussed in this research are as follows:

1. How does English Day promote Elementary School students' speaking skills in Pekalongan?
2. What are the obstacles of conducting English Day in Elementary School to promote speaking skills?

### **1.3 Aims of the Study**

This current study aims to:

1. To investigate how the implementation of English Day promote elementary school students' speaking skill through experiential learning activities.
2. To identify the challenges faced by teachers and students in conducting English Day as a strategy to promote English speaking skills.

## 1.4 Operational Definitions

To clear up any misunderstandings regarding the words used in this study, the researcher offers the following definitions:

1. Speaking Skill : Speaking skill is capacity to effectively communicate thoughts, ideas, and emotions through spoken language in various social and communicative contexts (Wang et al., 2022).
2. English Day : English Day is a routine activity conducted once a month to help improve students' English skills (Beay et al., 2023)

## 1.5 Significances of the Study

### 1. Theoretical

This study extends Kolb's Experiential Learning Theory in an elementary school setting, specifically showing how these stages can improve students' English speaking skills through immersive English Day activities.

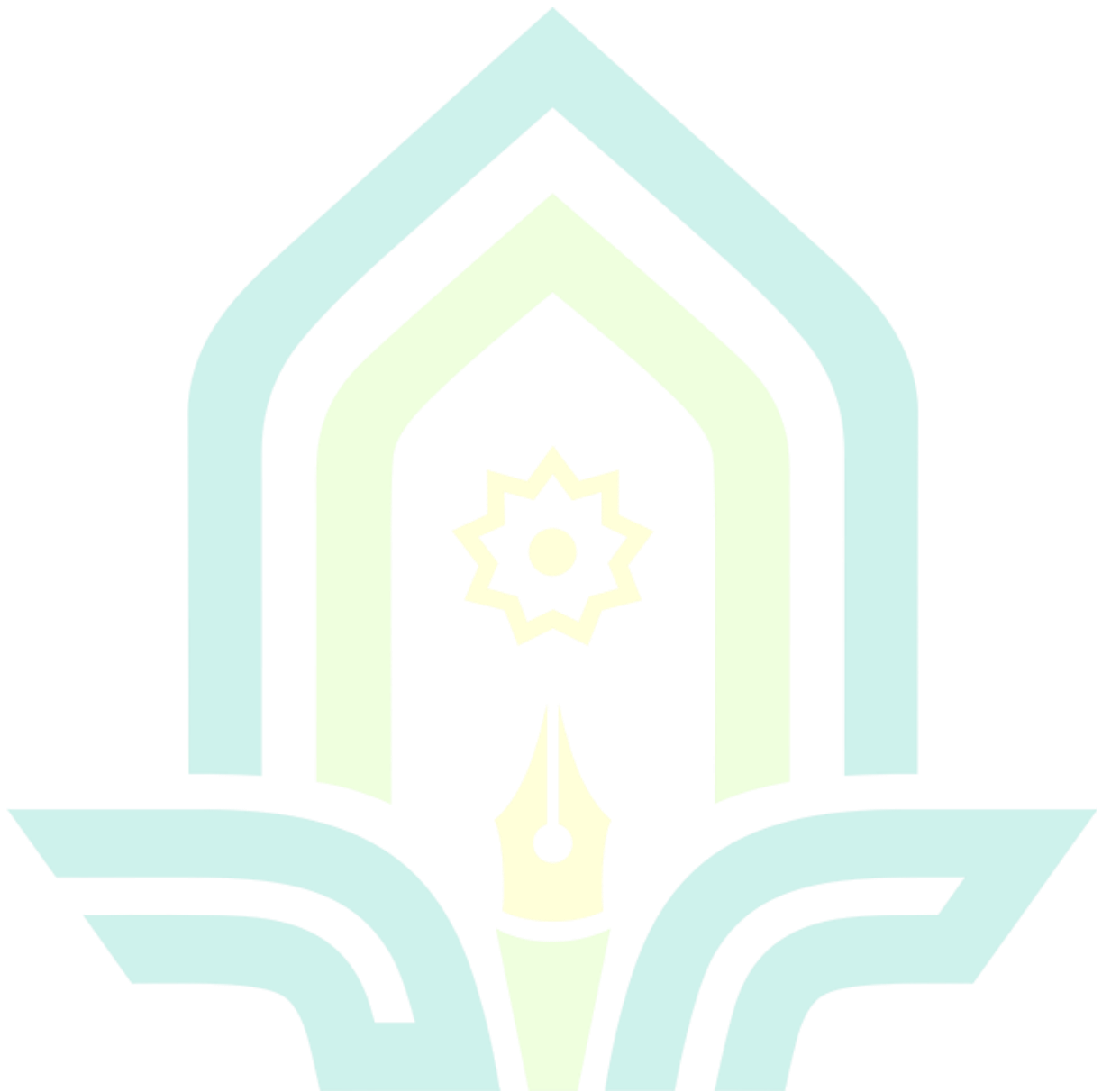
### 2. Empirical

This study adds to the body of research on experiential learning in language acquisition, providing data-driven insights into how experiential methods can positively affect students' language proficiency.

### 3. Practical

This study offers educators and school administrators practical guidance on effectively using English Day as a teaching tool, suggesting

structured activities and engagement strategies that can enhance students' English proficiency through an engaging and interactive environment.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 2.1 Conclusion

Based on the findings of data analysis and discussion, it can be concluded that implementing English Day in elementary schools makes a positive contribution to improving students' speaking skills. This activity is in line with Kolb's Experiential Learning theory (1984) which includes four stages, Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. Each stage provides space for students to experience, reflect, understand, and apply English in a meaningful and fun context. Students are involved in the learning process, which encourages courage, communication skills, and learning independence.

However, implementing English Day also faces various obstacles that interfere with the smooth running of the learning process. These obstacles include speaking anxiety, lack of confidence, limited vocabulary and speaking strategies, limited time for practice or preparation, and silence triggered by fear. These obstacles show the importance of the teacher's role and a supportive learning environment so that the learning cycle can occur. Therefore, English Day should be implemented with a holistic approach, which not only focuses on speaking practice but also on strengthening students' affective and cognitive aspects.

## 2.2 Suggestion

Based on the results of the study, there are several suggestions that can be made for various parties involved in implementing English Day in elementary schools:

1. For teachers, in comfortable and fear-free learning atmosphere should be created so that students feel confident in speaking. Teachers also need to provide emotional support and continuous guidance on vocabulary acquisition and pronunciation.
2. For schools, they should provide sufficient time and facilities for implementing English Day, including training for teachers and provision of supportive learning media.
3. For policymakers in implementing results of this study can be used as a reference to encourage the implementation of English Day programs more systematically and integrated into the primary school curriculum.
4. For future researchers, further research should be conducted with a wider scope and diverse approaches, including involving classroom observation and continuous evaluation of students' speaking skills.

The implications of this study show implementing of English Day not only improves students' speaking skills but also contributes to the formation of students' confidence, collaboration and initiative in using English actively in the school environment.

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