

STUDENTS' SATISFACTION LEVEL ON ENGLISH DAY PROGRAM AT DARUL ULUM ISLAMIC BOARDING SCHOOL BANDA ACEH

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ABSTRACT

The purpose of this study was to measure the level of students' satisfaction on teachers' supervision, assessment sessions, and the skills and learning experiences students' got from English Day program at Darul Ulum Islamic Boarding Banda Aceh. Besides that, this present study explored whether there was a significant difference between male and female students' satisfaction toward English Day program at Darul Ulum Islamic Boarding School Banda Aceh. The data were gathered at Darul Ulum Islamic School Banda Aceh. The respondents of this study were the third year students of Darul Ulum who were enrolled in *Dayah* program. There were 114 students who involved as the respondents of this research. This study found that the students' at Darul Ulum Islamic School were satisfied toward English Day program at their schools (Mean = 3.71, SD = 1.06). Furthermore, there was no significant different between male and female students' satisfaction toward the program ($p\text{-value} = 0.09 > 0.05$). However, this research found that the students at Darul Ulum Islamic Boarding School felt that the grammar learning and training in English Day program still needed a lot of improvement.

Keywords: *cognitive domain, question, perceptions, lecturers, students*

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INTRODUCTION

Speaking is considered as one of important English skills nowadays, and it is known as a productive skill among the four other English skills (Boonkit, 2010; Nunan, 1991). There are various studies that mentioned why learning speaking skill is important for students. Some said that it is the tool to communicate in classroom which needs to be taken seriously in English education (Azadi, Aliakbar, & Azizifar, 2015) because it serves as the parameter which determines students' ability in mastering English proficiency (Mayor, 2015). Especially for English as Foreign Language (EFL) and English as Second Language (ESL) students, the skill is used as a standard to show how competent students are in communicating the language (Zyoud, 2017). Besides, that is used on various important occasions, such as presentations, conferences, and discussions. Thus, speaking skill is included in Indonesian curriculum, especially in the high school curriculum.

Furthermore, theoretically, speaking skill is included in Indonesian curriculum because the School Based Curriculum well known in Indonesia as Kurikulum Tingkat Satuan Pendidikan (KTSP) requires the students to comprehend the discourse of four English skills; speaking, listening, writing and reading (BSNP, 2006). Moreover, in the most recent Indonesian school curriculum (the curriculum 2013 revision 2017), the mastery of speaking is crucial because it supports communication skill which is one of the 4C skills (critical thinking, collaboration, creativities and communication) that are required in curriculum.

Despite those primacies of learning speaking skill, there are always problems faced by teachers and students in learning speaking skill. One of the problems is that it takes times to master speaking skill (Eaton, 2011) and the assessment is regarded as difficult because teachers need to do live observation (Ginther, 2012). Besides that, most of English lessons given at schools focus more on grammar and structures (Moon, 2014; Williams, 2013). In addition, students have less encouragement to speak English outside the classroom; so that it makes the practice time to speak English inadequate since they only speak English in the classroom (Kusnierek, 2015). Because of that, various methods and activities are offered to help both of the teachers and students in shaping students' speaking skills.

One of the common activities used is English Speaking Day Program where teaching and other activities of schools use English

(Mudyanita, 2011; Saputra, 2011). This program is suggested to be used because it makes students speak English in every situation on the determined day, enabling students to practice their English in daily situation. Moreover, it can arouse students' eagerness to be more involved in English speaking activities (Vacio, 2012). On the top of that, English Speaking Day gives the benefit for students by motivating them in practicing English, increasing their speaking abilities, and helping students' to be confident in expressing idea in English (Saputra, 2011). Furthermore, Mudyanita (2011) mentioned that English Speaking Day is potentially successful to shape students' speaking skill because it creates English environment for students, where all school activities must be in English.

Thus, students have to speak English not only in English class, but also in all their activities at school. Therefore, Darul Ulum Islamic Boarding School – Banda Aceh also tries to overcome the phenomenon of students' lack skill of speaking English by implementing English day program to support students' speaking skills. However, the program is conducted merely during boarding school activities. The boarding school activities are those done outside formal teaching learning activities, including daily conversations with friends and teachers. The program is conducted for one week long per period and there are two periods of English Day program for each month at Darul Ulum Islamic Boarding School. At those times, students are compulsory to speak English in all of their activities during the weeks.

In general, the program has already given a positive effect on students' speaking skill. Nevertheless, Darul Ulum as the institution has never done any research or survey on English day program, whereas this has been done by other researchers in several other schools, for instance the research at the Christian Junior High School (SMPK) PENABUR at Kota Wisata - Bogor (Sinaga, 2018), and the study at SMA Taruna Bumi Katulistiwa West Borneo (Mahiesta, Susilawati, & Rosnija, 2016). Thus, the researchers want to conduct a research entitled "An analysis of students' satisfaction toward English day program at Darul Ulum Islamic boarding school - Banda Aceh" as one form of analysis toward the implementation of English Day program in Darul Ulum context. The study is focused on students' satisfaction toward the program. The satisfaction aspects measured were teachers' teaching skills, the assessment and students' skill and learning experience in English day program. The analysis itself might be important because it can be the foundation for a better development of the program. Besides that, it could

be a reference for teachers to improve and enhance their teaching methods and approach in speaking skill, so that students will get more benefits from this program.

Research Questions

The research questions of this study can be formulated as follows:

1. What is the level of Darul Ulum Islamic Boarding School students' satisfaction toward the teacher's supervision in English day program, the assessment session in English day program, and their skills and learning experience in English day program?
2. Is there any significant difference between male and female students' satisfaction toward English day program at Darul Ulum Islamic Boarding School Banda Aceh?

LITERATURE REVIEW

Students' Satisfaction

Generally, satisfaction is known as the fulfillment condition of a need or a want. In more detail understanding, Saif (2014) defined satisfaction as a feeling of joy and happiness obtained by human when they fulfill their desire and need. The fulfillment is achieved when a person perceives that a service or program he or she encounters is good (Weerasinghe, Lalitha, & Fernando, 2017). Further, Kotler, Lane, Koshy, and Jha (2009, as cited in Abasi, Malik, Chaudhry, and Imdadullah (2011) added that satisfaction is also a person's feeling of pleasure that results from comparing the outcome of program to his or her expectation, which means that if the outcomes of the program matches his or her expectation, the participant is satisfied.

In education context, satisfaction is one of the important factors that determines the success of an education system or program. It is important because it is similar to profit and loss accounting in business organization where if education stakeholders, such students or parents, are satisfied with an education program, they will speak positively and promote the program so that it will be profitable and beneficial for program sustainability (Saif, 2014). The sources of satisfaction in education context can be acquired from various levels of stakeholders, such as teachers, principals, students, etc.

Further, Elliott and Healy (2001) claimed students' satisfaction is a short-term attitude resulting from an evaluation of students' educational

experience. Additionally, Saif (2014) argued that students' attitude toward educational services and facilities are also the parts of students' satisfaction. In short, students' satisfaction is the attitude resulting from students' expectation on the experiences, services and facilities provided in the chosen educational program.

There are a lot of benefits for education institution or program when they include students' satisfaction in their continuous and annual evaluation. One of them is that it provides a direct focus on quality development issues in order to ensure the high standard for education (Wiers-Jenssen, Stensaker, & Groggaard, 2002, as cited in Darwyansyah, 2017). Besides that, considering students as the costumers of education, education institutions need the information of the students' satisfaction to fulfill its expectation on quality of program (Thomas & Galambos, 2004). Another advantage of having the access into students' satisfaction is that it conventionally gives the assumption on students' responses toward how the courses or subjects composes and the methods used by teachers or others teaching staffs (Postema & Markham, 2001). In addition, students' satisfaction is important to attract and retain the high achievement and reputation of education institution (Stoltenberg, 2011).

The Dimension of Student's Satisfaction

There are various factors that contribute on students' satisfaction. The factors are differentiated by a lot of experts based on various studies, background and purposes. For instance, Mamun and Das (1999, as cited in Stoltenberg, 2011) mentioned that the factors of students' satisfaction include facilities and the chance to internship with a good assistance from school. Besides that, numerous studies addressed students' grade as a major factor that affects students' satisfaction (Abbasi, Malik, Chaudhry, & Imdadullah 2011; Elliott & Healy, 2001). Moreover, Wilkins and Balakrishnan (2013) added quality of teachers, physical facilities and effective use of technology as the keys of students' satisfaction. Additionally, Colton and White (1985) argued that students' satisfaction was affected by gender, the area of school and students' values. Meanwhile Saif (2014) listed the factors that influence students' satisfactions; among them are the quality learning resources, knowledge acquisition, skill acquisition, and teachers' teaching skill. Similarly, Baker (1999) added the most influential factors of students' satisfaction are perception caring, supportive relationship with teachers, and positive classroom environment. In fact, how the teachers treat their students greatly proved as dimensions which influence students' satisfaction

across Finland, Latvia, Norway and Slovakia (Samdal, Nutbeam, Wold, & Kannas, 1998). However, this study used Fieger's (2012) dimension of students' satisfaction as the framework of study. The dimensions are teachers' performance, assessment, the skill and the learning experiences they got from school program.

The performance of teachers in class is one of the general factors that influence students' satisfaction toward education program. It is in line with several experts that mention teachers' teaching skills and methods in class result in different level of students' satisfaction. For example, Kangas, Siklander, Randolph, and Ruokamo (2017) mentioned in their research that students have different levels of satisfaction toward their teachers, depending on how interesting they can make the teaching and learning activities. The satisfaction level increases based on the teaching quality (Suarman, 2015). Likewise, Harbison (2011) added that students show higher satisfaction toward education programs when the teacher involves in hand with the program. Further, Postema and Markham (2001) also argued that teacher's teaching quality is a key element of students' satisfaction because it has the capacity to show that the outcome from process (teaching) meets the direct need of the client of education (students).

Apart from the teachers' performance, assessment is important factor of students' satisfaction. It is because the assessment is one of the ways for teachers to get information about students' accomplishment and failure (Harlen, 2006). Thus the relationship between assessment and students' satisfaction is important because it may underpin the powerful teaching strategy development that works with students (Dong & Lucey, 2013). It means that the assessment has to be able to satisfy students' expectation so that it can be useful tools to gather information about students' accomplishment and failure. Indirectly, Abassi et al. (2011) and Elliott and Healy (2001) also mentioned that assessment must satisfy students because the grades, as assessment product, is one of the major factors that influence students' satisfaction. Besides that, as the main feedback for students from teacher, the assessment must motivate students to achieve better in the future time. Thus assessment has to have a certain quality that may address students' satisfaction in order to encourage students to have a better academic performance in the future (Harbison, 2011).

Furthermore, skills and learning experiences also need to be considered since what the students get from a program in school is one of the indicators that receive a lot of attention nowadays. Schools do not

anymore put their priority only on students' score but lately they focus on skills and learning experiences which can be provided to students from various schools' programs. Thus it is important to consider students' satisfaction toward the skill and learning experiences they get from schools' programs or agenda. Pascarella and Terenzini (1991) similarly stated that one factor that plays an important role in students' satisfaction level is the learning experiences they acquire from school programs (as cited in Abassi et al. 2011). In addition, BC Collage and Institution (2003) reported that students' learning experience is one of the good parts of students' satisfaction toward school programs. The learning experience is considered as an important factor because when it is excluded from education program, the program might lose its meaning since the students will be detached (Ciobanu & Ostafe, 2014). It means that students only attend the class without purposeful meaning and experiences.

Besides learning experience, the skills students get from education program also played important role in students' satisfaction dimension (Fieger, 2012). Qutob (2018) found that students' satisfaction on skill is acquired based on the material use in classroom. Besides that, the skill that supports the improvement in future career is one of the factors that support students' satisfaction toward skill provided in school (Ciobanu & Ostafe, 2014). It means that students have high expectation on school to provide programs that can enrich their skills and experiences that will help them in their next phases of education and life.

English Day Program in Helping Students' Speaking Skill

Mudyanita (2011) investigated to what extent the English day program gave contributions toward students' speaking skill in SBI SMK N 1 Pacitan. This descriptive qualitative study found that English day program could improve students' speaking skill, even the teachers' as well. However, she added that the realty in the field was not as perfect as the expectation. She stated that ideally when the students obeyed all rules and obligation during the English day program, they will be able to have good speaking skills. On the contrary, some difficulties such as shyness, lack of understanding of English conversation, and etc. make students still held back the practices and opportunity to express themselves in English day program through speaking. Moreover, Saputra conducted similar study in different school (2011). He focused on the influence of English day program on the students' speaking ability at the second year of *MAN 2 MODEL* Pekanbaru. He employed questionnaire

and test as the instruments to gather the data for his study. 25% of 180 students were chosen as the respondents. This study found several factors that hindered students' speaking ability, some of them were students' confidence, and feeling block – minded in expressing ideas spontaneously. Further, he discovered that, English day program had influenced 73.5% students' speaking ability which was categorized as enough in the scale used by Saputra in his study.

Furthermore, Mahiesta et al., (2016) stated that English Day program could improve students' abilities in speaking at *SMA Taruna Bumi Katulistiwa* West Borneo. Even though, there were still linguistic and psycholinguistic problems found during the implementation of the program. The schools specially included English day program in order to achieve their school objectives. Every students studying and graduating from this school should be able to master a foreign language, in this case English. Recently, in a Christian Junior High School (*SMPK*) PENABUR at Kota Wisata - Bogor, Sinaga (2018) found that English day program was conducted to develop students' speaking skill. He said that the students in *SMPK* PENABUR expected that the English day program had a great potential to help them improve their speaking skill. However, the lack management of the program made half of the students reluctant to follow the program. Sinaga mentioned that inconsistency of using English in speaking activity is the major issue in *SMPK* PENABUR.

RESEARCH METHODOLOGY

This is a quantitative research design which is able to gather a big number of data from people to note how the tendency varies among people (Creswell, 2012). The method used is cross sectional survey to collect data in one particular time with standardized questionnaire (Cohen, Manion & Morrison, 2011). The instrument of this research was questionnaire adapted from Student Outcome Survey developed by Fieger (2012). The data gathered from questionnaire were analyzed using SPSS application and explained descriptively. The setting of this research was Darul Ulum Islamic School located at St. Syiah Kuala, number 25, Keuramat – Kuta Alam, Banda Aceh. This school uses two curriculum, the first one following the national curriculum, while the second designed specifically for Islamic boarding school or also called *Dayah* program which stresses the Islamic education. Furthermore, the population of this research is the whole students of Darul Ulum Islamic

Boarding School who are in the program of *Dayah* from year one to year three. The years are divided into three levels: level four, level five, and level six. There are 374 male and female students altogether. To determine the sample, this research used purposive sampling. Thus, the sample of this research was the students from level six who already participated in English day program for more than two years. The purpose was to get the most experienced group among the students who has had involved in English day program the longest. There are three classes in the third year with 114 male and female students.

RESULT AND DISCUSSION

The Finding of the Study

Students' opinion in general toward English day program at Darul Ulum Islamic Boarding School in Banda Aceh was satisfied. It could be observed from Mean value of students overall satisfactions construct which was 3.71 (SD = 1.06, n = 30.70%). The analysis could be drawn even though there was 4.40% of the students who were dissatisfied with English day program, and there were 5.30% students dissatisfied toward English day program in general. However, the students who were satisfied with the English day program outnumbered who were not. Even the number of the students who felt very satisfied toward English Day program in general was quite big, accounting for 27.50%. Meanwhile those who chose 'neutral' was 32.50% of the total.

Moreover, the differences for each construct that measured students' satisfaction toward English day program were not big. There were only 0.5 score difference between each construct. The highest construct that affected students' satisfaction toward English day program was the skills and learning experiences students got from the program. In this construct, the majority of the students (63.75%) felt satisfied with the skills and learning experience they got from English day program at Darul Ulum Islamic boarding school ($\mu = 3.75$, $SD = 0.90$).

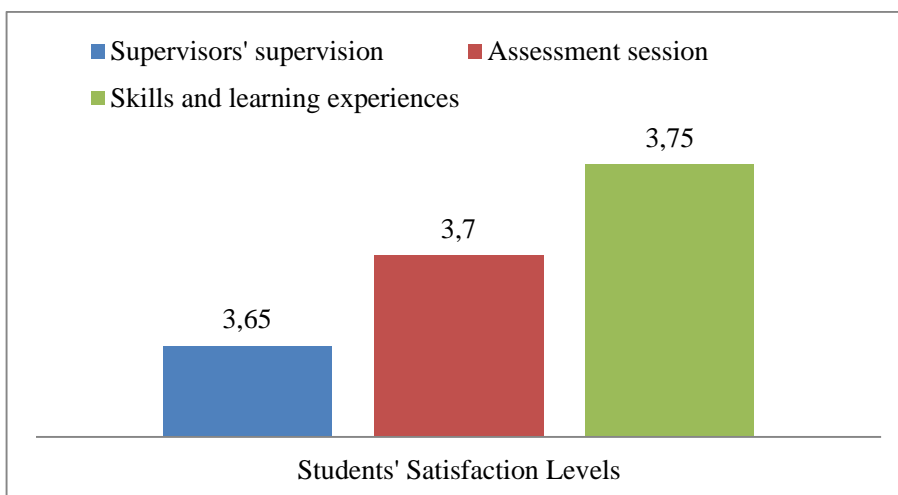


Figure 1. Students' Satisfaction toward English Day Program

The second factor that affected students' satisfaction was the assessment sessions conducted during English day program at Darul Ulum. Here there were 62.86% students who had positive opinions. The Mean value of this factor also supported the number of majority students, which was 3.70 (SD = 0.76). Lastly, more than half of the students (59.11%) felt least satisfied toward the supervision provided by the supervisor in English day program. However, it was not considered as a negative opinion since the Mean value for this construct was still in the level of satisfied range ($\mu = 3.65$, SD = 0.73).

Furthermore, there were 52 male students and 62 female students who participated in this study. The Means comparison between three constructs showed that there was no significant difference in term of the students' satisfaction with English day program. The table below shows the result of Means comparison between male and female students in regard with the three constructs.

Table 1. The Difference between Male and Female Students' Satisfaction with English Day Program at Darul Ulum Islamic Boarding School in Banda Aceh

Dimension & Group	N	Df	μ	SD	t	p-value	Decision
Supervisors' (<i>Ustadz/Ustadzah</i>) supervision							
▪ Male	52	112	3.60	0.76	-0.68	0.99	Not Significant
▪ Female	62		3.69	0.71			

Assessment Session							
▪ Male	52	112	3.69	0.67	-0.12	0.03	Significant
▪ Female	62		3.71	0.83			
Skill and Learning Experiences Gained							
▪ Male	52	112	3.81	0.89	-0.66	0.78	Not Significant
▪ Female	62		3.70	0.92			
All Constructs							
▪ Male	52	112	3.70	0.64	0.02	0.09	Not Significant
▪ Female	62		3.70	0.74			

Notes: N = Size of Population, Df = Total of Population, μ = Mean, SD = Standard Deviation, t = t -test of Equality of Means, p - value = Significant at $p < 0.05$, not Significant at $p > 0.05$

The table above showed that there is only one construct which had a significant result because the p -value was smaller than 0.05. Male and female students at Darul Ulum Islamic Boarding School had different satisfaction level toward how the assessment sessions were conducted in English day program. This judgment was made based on the p -value of this construct which is 0.03 (t (112) = -0.12) smaller than 0.05. This is also supported by the difference in terms of Mean value. In this dimension, female students had higher satisfaction level ($\mu = 3.71$, $SD = 0.83$) than male students' satisfaction level ($\mu = 3.69$, $SD = 0.67$). On the contrary, there were no significant differences between male and female students on the other two remaining constructs. The first construct related to the supervisors (*Ustadz/Ustadzah*) in supervising English Day program had p -value bigger than 0.05 (p -value = 0.99, t (112) = -0.68). Moreover, students also had the same satisfaction level on skill and learning experiences attained from English day program. However, the p -value of this construct was 0.78, higher than 0.05 (t (112) = -0.66), making the difference across gender insignificant.

In short, out of the three constructs that measure students' satisfaction, only one construct related to assessment showed a significant difference between male and female students. Thus it could be concluded that overall, both male and female students were equally satisfied with English day program conducted at Darul Ulum Islamic Boarding School in Banda Aceh. To strengthen this result, the Mean values of all constructs between male and female students were also compared. The p -value of all constructs (p -value = 0.09 > 0.05, t (112) = 0.02) indicated the same result that there was no significant difference between two groups of Darul Ulum Islamic Boarding School students' satisfaction.

Discussion

Students' Satisfaction toward English Day Program at Darul Ulum Islamic School

The study found that the students were satisfied with English day program carried out by Darul Ulum Islamic Boarding School. It meant that Darul Ulum students had a good encounter with the program and their desire and need was fulfilled and achieved (Thomas & Galambos, 2004; Weerasinghe et al., 2017). It also meant that the outcome of English day program was successfully achieved because it could meet the students' expectation (Abbasi et al., 2011). Hence, the English Day program in Darul Ulum Islamic School has been successful for a quite long time. Saif (2014) stated that when an educational program gives satisfying results, the program is profitable and beneficial for its sustainability and all stakeholders. Moreover, the factors that affected students' satisfaction in this study were similar with the finding of Fieger (2012) who stated teachers' (supervisors') teaching methods, assessment session, skill, and learning experiences got from an educational program are the dimensions that influence students' satisfaction.

The first dimension that affects students' satisfaction according to Fieger (2012) is teaching methods employed by teachers. In this study, the adaptation was done since in English day program teachers acted more as the supervisor of the program. Thus, in English day program at Darul Ulum Islamic Boarding School, the students were satisfied with the English day program because of their satisfaction with supervisors (*Ustadz/Ustadzah*) in supervising English day program. It was proved by students' positive responds toward supervisors' methods and approaches when they were giving vocabulary and showing how to pronounce those words correctly and precisely. It was in line with Kacani and Cyfeku (2015) argumentation that said one of the factors that affect vocabulary acquisition is the teachers' teaching skill such as direct and meaningful explanation. This situation is also agreed by Postema and Markham (2001) who said that teachers' teaching skill is the key element of students' satisfaction because it has the capacity to show that the outcome from teaching meets the direct need of students. Further, Harbison (2011) added that the level of students' satisfaction is dependent on the involvement of teachers' in program as can be seen in this study.

On the other hand, the lowest satisfaction toward supervisors' (*Ustadz/Ustadzah*) supervision was related to their strategies used in training grammar during English conversation. Darul Ulum Students

almost perceived that the strategies used in teaching grammar were not interesting enough, whereas grammar is very important and useful to be engaged in English speaking skills (Farrell & Lim, 2005; Kim, 2009). The researchers assumed that this case happened because some supervisors might not be aware of attractive method to teach grammar to students. Almost similar situation was also found in Sri Lanka, where students were reluctant to learn grammar because the subject was boring and teachers were not aware of interactive teaching methods (Navaz & Sama, 2017). Even though, Kangas et al., (2017) already mentioned that students' different level of satisfaction toward their teachers could be affected by the engagement of the teachers in playful learning environment.

The interesting finding was that Darul Ulum Islamic Boarding School students did not mind about the disciplinary penalties given by *Ustadz/Ustadzah* during English day program. Usually, the students felt sensitive toward any penalties and fines given by their teachers and this would result in the students' learning failure and anxiety (Piekarska, 2000; Tulley & Chiu, 1995). However, this case was not found during English day in Darul Ulum Islamic Boarding School. It showed that the supervisors had an appropriate approach in correcting mistakes made by students. In addition, the supervisors also did not abuse their power over the students (Parveen, 2018) during English day program.

Besides the teachers' supervisions, assessment is also one of the important components in educational system and program (Jabbarifar, 2019). It is one of the tools used by the teachers to get information about students' development, achievement and deficiency (Harlen, 2006). Certainly, this condition also happened in English day program at Darul Ulum Islamic School. From the data collection process and analysis, it was found that the students at Darul Ulum Islamic School were satisfied with how the assessment session in English day program was carried out. The analysis could be drawn from the facts above that assessment session in English day program at Darul Ulum Islamic School had certain quality that addresses the students' expectation to get better (Harbison, 2011).

Questioning strategy used during assessment was found to contribute to the students' satisfaction with the assessment system held in this school. The students argued that they felt satisfied with questions given by the supervisors, which meant that the questions asked by supervisor was a good assessment tool (Chafi & Elkhousai, 2014). Besides that, the students also appreciated tasks given in English day program such as vocabulary memorization and sentences construction.

Here, the students agreed with English day program syllabi which contained a variety of linguistic activities which are useful to improve students' speaking skill. In line with this, Alqahtani (2015) claimed that vocabulary acquisition is important because it is the media to convey messages in oral communication (speaking).

In reverse, students felt less satisfaction with the limited time used to conduct assessment. Further, the students also felt the criticisms and the suggestions given by their supervisor (*Ustadz/Ustadzah*) were not sufficient to help them develop speaking skill because limited time to conduct assessment session and the big number of students. Supervisors did not have enough time to spend with students to consult their deficiencies because the assessment usually done in the summative form. If conducted improperly, this form of assessment would make students dissatisfied (Rusznayak, 2012).

Furthermore, since the students-centered teaching learning activities have been popularly adopted by various school systems around the 80's (Rogers, 1983), the main objective was to develop students' autonomy and independence (Jones, 1995). This approach requires students to gain skill and learning experience that can support them in solving real life problems. Thus, Fieger (2012) includes this into one of the important dimensions to measure students' satisfaction, since it is a necessary factor for students. Accordingly, the result of this study shows that the most satisfying level of students toward English day at Darul Ulum Islamic Boarding School was on the skills and learning experiences they got during the program. A factor that contributed to this was the learning skill students got from supervisors' methods and strategies. These were agreed to cultivate and build up students' confidence in speaking English. Thus, they confidently use English day as the media to test and prove their speaking skill ability.

This finding was in line with Sinaga (2018) that found English day program help students speak confidently at *SMPK PENABUR*. Theoretically, Saif (2014) agreed with this finding, too because he believes that the teachers' teaching ability and skill acquisition were factors that influenced students' satisfaction. Besides that, students also understood that communication skill in speaking they got could improve the chances of their future career (Ciobanu & Ostafe, 2014). Furthermore, this study also found that English day at Darul Ulum Islamic School satisfied students' need on vocabulary enrichment, familiarized and trained them with precise and correct English pronunciation so that they had better speaking skills. Similarly, Saputra

(2011) mentioned that English Day program at *MAN MODEL 2 Pekanbaru* was conducted to increase students' speaking ability. Likewise, Mudyanita (2011) found that students at *SMKN 1 Pacitan* agreed that English day program helps improve their speaking skills. However, the problem discovered by Mahiesta, Susilawati, and Rosnija (2016) was the grammar which could hinder the communication skill in speaking. This was also found in this study. It means that students felt that grammatical problem was not yet addressed properly in English day program at Darul Ulum Islamic School. Therefore, it could not fully satisfy their need and expectation. In this case, Saputra's (2011), Farrell and Lim's (2005), and Kim's (2009) acknowledged the importance of grammar in enhancing the students' speaking skill.

The Comparison of Satisfaction Level between Male and Female Students' on English Day Program

The comparative analysis between male and female students found that there was no significant difference between male and female students regarding their satisfaction toward English Day program. Thus, the finding of this study denied the motion stated by Colton and White (1985) who said that gender could influence students' satisfaction. It was also on the contrary with Tessema, Ready, and Malone (2012) who found the significant difference between male and female students' satisfaction toward their American College Testing (ACT) score and CPA score. However, Suarman (2015) agreed with the result of this research which found no significant difference between male and female students' perceptions.

There are three Means value from three dimensions compared in this independent sample *t* –test. In addition to strengthen the result, the overall Mean value for all constructs was also compared. Out of those four comparison, only one construct related to assessment had a significant difference between male and female students' satisfaction. Male students had less satisfaction toward assessment session compared to female students. However, the small differentiation between Means value could not generalize the final answer for the other constructs. Furthermore, the other three constructs clearly showed there was no significant difference between male and female students' satisfaction toward English day program at Darul Ulum Islamic Boarding School. Similarly, Wilkins and Balakrishnan, (2013) did not find any significant differences between male and female students in terms of their satisfaction toward their educational program in some International

campus around Uni Emirate Arab. Thomas and Galambos (2004) also did not uncover gender as the predictor of the differentiation on satisfaction level. Samdal et al., (1998) in their research also did not reveal any differences on students' satisfaction between male and female students. In short, gender was not significantly found to be distinct in students' satisfaction at Darul Ulum Islamic Boarding School Banda Aceh.

CONCLUSION AND SUGGESTIONS

Conclusion

The summary of this research was that the students of Darul Ulum Islamic Boarding felt satisfied toward English Day program conducted. It means that students were happy because the program fulfilled their desire and need. Student' fulfillment is achieved since their encounter with the program was good. Further, the students' satisfaction resulted from the fact that the outcome of program met their expectation. The students felt most satisfied with the skills and learning experiences they gained during the English day program. It was followed by students' satisfaction on assessment session carried out in the program. However, the students felt the least satisfied with supervisors' in supervising English day program. Further, the Mean value between male and female students' satisfaction was not significantly different. The satisfaction level between male and female was similar. It means that either male or female sometimes felt more slightly satisfied toward certain factors in English day program or vice versa. Additionally, this study uncovered grammatical matters as the main challenge faced by the students at Darul Ulum Islamic School in participating in English day program. This challenge tended to hinder the students' communication skills and make them less confident in speaking English.

Suggestions

It was suggested to the supervisors who supervise English day program to try various students-centered learning approach which leads to the students' activeness and creativity. Thus, it makes English day program at Darul Ulum Islamic Boarding School more attractive and motivate the students to willingly involve in the activities. Besides that, it is recommended to the supervisors' and English day program designer to pay more attention on the use of grammar in shaping and sharpening students' speaking skill. Certainly, this should be carried out with fun

learning and without underestimating other important factors in speaking skill. Moreover, it is suggested to the program designer, supervisors and all organizing board of English day program to find more suitable time to conduct the assessment session in English Day program. The employment of summative and formative assessment alternately is better to avoid students' saturation.

For future researches, it is recommended that to conduct deeper study on this phenomenon. The enhancement could be made by employing observation during certain time to get more deep understanding on students' satisfaction toward English day program. In addition, a correlation study can also be conducted to present the scientific data on effects of English Day program on the improvement of students' speaking skill at Darul Ulum Islamic Boarding School in Banda Aceh.

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