

**AN ANALYSIS OF STUDENTS' SPEAKING ACTIVITY
ON ENGLISH DAY AT SMA TARUNA BUMI KHATULISTIWA
IN ACADEMIC YEAR 2012/2013**

A RESEARCH ARTICLE

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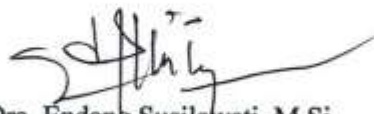
Research Article

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AN ANALYSIS OF STUDENTS' SPEAKING ACTIVITY ON ENGLISH DAY

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Abstract:. This research was conducted for the purpose of analyzing the students' speaking activity on English Day at SMA Taruna Bumi Khatulistiwa in academic year 2012/2013, the program is applied in two days in a week, Tuesday and Thursday. It is organized by students Organization (OSIS). In this program, students are obligated to use English in for any communication purposes. In this research the writer applied descriptive method as the technique of collecting data. The sample of this research was 10th grade 30 students, 11th grade 24 students, grade 12th 18 students. In collecting the data, the researcher provided a set of questionnaire statements with 25 test items and she also applied observation the use of English by the students on English day for any communication purposes. Based on the questionnaire Students have many problems in Linguistics and psychological. Meanwhile from the observation, writer saw that English day can help the students to practice their English not only in the classroom, but also outside the classroom. Most of the students communicated in English on English day programs. Therefore, it can concluded that English day program can facilitate the students to develop their speaking ability although some linguistic and psycholinguistic were still occurring,

Keywords: Speaking Activity, English Day Program

Abstrak: Penelitian ini dilakukan dengan tujuan untuk menganalisis aktivitas berbicara siswa menggunakan Bahasa Inggris dalam Program English Day di SMA Taruna Bumi Khatulistiwa tahun pelajaran 2012/2013 YANG diterapkan 2 hari dalam seminggu, yaitu hari Selasa dan Kamis. Program ini merupakan program yang dikelola oleh OSIS Dalam program siswa diwajibkan menggunakan Bahasa Inggris dalam semua kegiatan. Dalam penelitian ini penulis menerapkan metode deskripsi. Sample dalam penelitian ini adalah 30 siswa kelas X, 24 orang siswa kelas XI dan 28 siswa kelas XII. Pada pengumpulan data, penulis menggunakan questioner dengan 30 pernyataan dan melakukan observasi Berdasarkan questioner siswa banyak mengalami masalah yang berkenaan dengan masalah Kebahasaan dan masalah Psikologis. Sementara itu berdasarkan observasi penulis menyimpulkan Program English Day dapat menunjang siswa untuk berbicara menggunakan Bahasa Inggris baik di dalam kelas maupun diluar kelas. Dengan demikian dapat disimpulkan bahwa Program English Day dapat meningkatkan kemampuan dan aktivitas siswa dalam menggunakan Bahasa Inggris meskipun masih terdapat kendala dengan masalah-masalah yang berkaitan dengan masalah kebahasaan dan masalah psikologis.

Kata Kunci: Aktivitas Berbicara, Program English Day

The frequency of using English will determine the speaking English ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking skill. Hence, speaking competence can be accomplished by practicing it orally. It will increase that is by practiced day by day, no matter the method will be used. Lunquist (2010:16) said that the only way you can effectively learn spoken English is by using spoken English as the method of instruction. All of your study (including English grammar) should be done by speaking English at full voice volume for the entire study period.

In general, English in Indonesia is taught as foreign language at school. The different between Indonesian and English language make most students in Indonesia focus learning the English structure than practicing to speak in English. That is why we often find students who have good mark in their English subject but they are not able to speak in English well. As a foreign language, English is taught at school but not used in daily conversation. It means students have limited time to practice speaking in English.

SMA Taruna Bumi Khatulistiwa is a boarding school which apply extra curriculum for their students. The purpose is not only to master general subjects such as mathematic and history in the classroom and to have good mark but also to emphasize the mastery of science, foreign language and life skills. In order to help students mastering English in written and spoken forums school boards of SMA Taruna Bumi Khatulistiwa decided an English Day Program through which the students are facilitated to practice speak of English.

English Day Program in SMA Taruna Bumi Khatuistiwa is not part of school curriculum but it is a program organized by the school management to enable the students to have more times to practice speaking. Because it is not a part of school curriculum, English Day Program does not affect the students score in English subject but it has the purpose to enable the students to improve their activity in using English. The positive effect of this program can be noticed from the students' participation in the classroom activity where some students are able to use English in asking question, greeting each other, giving opinion and responding the question. Eventhough some students did not participated practicing such speak actively yet.

With the English Day Program, the students are supposed to be to speak in English. However, there are some students who still have problems in English speaking. There should be some problems that the students might face. Regarding this, Hinkle quoted from Salmon states (2013: 99), communication problem occur because the learners encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

The other problems might be because of the non linguistic problems. Lawtie (2004; 2) states:"Speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties." In other words, because of any kind of problems, the facilitation created by the teachers or the school should not automatically enable students to speak English well.

Based on the reasons above, the writer conducted the research. It was for the purpose of investigating the practice of the English Day Program activity at SMA Taruna Bumi Khatulistiwa, to identifying the problems faced by students during the English Day Program and discover how the English Day program influenced in the increasing students' speaking activity.

Speaking is one of the skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Many experts define speaking in different ways. Speaking is a form of communication. It involves at least two people in whom both speaker and listener need to communicate to exchange information, ideas, opinions, views, or feelings.

According to Huebner (1999), speaking is a skill used by someone in daily life communication whether at school or outside, the skill is acquired by much repetition. It also can be said that there must be at least two people, one is speaker who gives information, another acts as listeners who receive information. While Brown (2001) explained speaking ability in language class is the ability to express ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

Furthermore Brown (2001), he also stated that there are some aspects of speaking that the students should consider in speaking, namely pronunciation, grammar, fluency, and vocabulary. The first, pronunciation refers to the production of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality), and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Second aspect is grammar. Grammar is one of the important language components in learning language. Speakers and writers can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar. Third aspect is fluency. Fluency is the area of language ability which relates to the speed and ease with which a language learner performs in one of four core language skills of speaking, listening, reading, and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking. The last aspect is vocabulary. Vocabulary is knowledge of words and word of meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even when we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

Speaking English as the second language is more difficult because students not only have to know English grammar but also to use of English in interaction. Because speaking is an active skill, it requires students to combine the word into sentences without preparation and no time to revise. Therefore there are some students who have learned English but still have problems to speak English.

Most of Indonesia students faced the same linguistic problem when they speak English. Linguistic problem not only because they have the lack of vocabulary and grammar but also because they feel very hard to pronounce English words that quite different with their mother tongue. As Brown (2001) mentions a number of features that interact to make speaking as challenging a language skill as it is. To start fluently, speech contains reduced form such as contraction, vowel reduction and elicitation. The students must also acquire the stress, rhythm, and intonation of English. This is supported by Celce-Murcia (2001:103) "perhaps the most difficult aspect of the spoken English is that it is almost always accomplished via interaction with at least one other speaker".

The other problem faced by students when they try to speak English is psychological problems. According to Xinghua (2007:3) "Psychological problems are those problems which often interfere with your emotional or physical health, your relationships, work productivity, or life adjustment". In short, we can conclude that speaking problems consist of two types, linguistic problem and psychological problem.

Language as a tool of communication between countries is very important to be master actively. Nowadays, English is a global language that affects most of daily life. Because of that, it is important to Habitual communicate in English. The ability to communicate in English can not be learned instantly. It needs practice day by day. Lunquist (n.d.) said that the only way you can effectively learn spoken English is by using spoken English as the method of instruction. All of your study (including English grammar) should be done by speaking English at full.

English Day is program that school applied to make students have time to practice English longer than the time they have from English subject because in English Day students must speak English in all of daily activities. English Day Program in SMA Taruna Bumi Khatulistiwa controlled by English teachers. This is a program for 10th-12th grades students. They should involve in activities that dedicated to practicing the speaking skill. This program takes two day in every week that student must speak in English along day start from they wake up until their sleep. The purpose of this program is to help students to be active and brave in speaking English.

One way to facilitate students in applying the language is in language exposure. Exposure can be defined as the total amount of time in which an individual have contact with a language may it be in verbal or written form, formal or informal ways of communications and in which the individual may have either an active or a passive role. Chiswick & Miller (1998:23) defined exposure as the features of formal learning and "learning by doing" that impact the acquisition of fluency in the target language. There are many dimensions of exposure, but the current study only focuses on the intensity of exposure per unit of time in the context".

Learning English as foreign language will more effective when students are exposed to the English speaking situation as it is the exposure of L1 or mother tongue use in everyday communication. According to Wilkins (1972:132) said that “If children are exposed to the L2 in the same way as they are exposed to the L1, greater success will be achieved. This is because in the 'natural' L2 learning situation, the pressure to acquire the TL in order to control the environment is indeed tremendous”. It means when they can use English in their daily life as they speak Bahasa Indonesia, they expected to acquires the language better than they only use it rarely.

Considering the problems of this research, the suitable method to be used was descriptive method. It is the method which is used to describe the object to investigate how the students' speaking English activity on English day at SMA Taruna Taruna Bumi Khatulistiwa in the academic year 2010/2011 is. Best (1997:15) clarifies that descriptive method describes what it is. It involves the description, analysis and interpretation of conditions that now exist by concluding the result of questionnaires given to the students. It involves some types of relationships that exist between existing non-manipulated variable.

The writer stated a sample or the number of students from the population that is task to represent the population. Therefore the writer does not have to take all students from that school. The sample in this research is students from grade 11th in SMA Taruna Bumi Khatulistiwa. To find sample size, writer use slovin formula as:

$$n = \frac{N}{1+NE^2}$$

Where:

n = sample size

N = population size

E = margin of error * desired

(source: Michael Slovin)

In this research, writer comes with a confidence level of 90 percent from 251 of the population, it's mean writer giving a margin error of 0,1. So, the numbers of samples that need to take are:

$$n = \frac{N}{1+NE^2}$$

$$n = \frac{N}{1+N(0,1)^2}$$

$$n = \frac{251}{1+251(0,1)^2}$$

$$n = 71,50$$

$$n = 72$$

Because the sample were take form grades 10th-12th,the sample will divide into 3 grades that each grades will represent by number of students:

$$\begin{array}{l} \text{Grade 10}^{\text{th}} = \frac{104}{251} \times 72 = 29,83 = 30 \text{ students} \\ \text{Grade 11}^{\text{th}} = \frac{84}{251} \times 72 = 24,09 = 24 \text{ students} \\ \text{Grade 12}^{\text{th}} = \frac{63}{251} \times 72 = 18,00 = 18 \text{ students} \end{array}$$

Then questionnaire will give to students according to the result of formula above as grade 10th will represent by 30 students, grade 11th will represent by 24 students, grade 12th will represent by 18 students

Data is the most important object in a research as the writer used it to solve or answer the research problem. Data plays an important rule to determine the quality of the result of a research. Hence, the reliable and the validity of the data depend on the instrument used by the writer to collect it. Tools of data collection in this research consist of observation and questionnaires. The writer observed the students speaking activities in English Day Program. The writer used field note to write the students' speaking activities among English Day Program. The writer gave the questionnaire to the participants. The questionnaire contained 25 questions. The form of the observation is as follows:

Table 1
Observation of Students' Daily Activities
In English Day Program

STUDENTS' DAILY ACTIVITIES SCHEDULE	STUDENTS ACTIVITIES	USING ENGLISH	MIXING INDONESIAN-ENGLISH	NOT USING ENGLISH	NATURALISTIC LEARNING
Morning physical exercise					
Breakfast					
Morning assembly					
Teaching learning activities					
Lunch then rest					
Extracurricular					
Rest then praying time					

Dinner
Self study
Sleep time

And second, the writer analyzed the influence of English Day Program to students' speaking activity

Table 2
Specification of the questionnaire

Object	Indicator	Questions
Speaking' Ability problems	1. Psychological problems	
	- Depression	3,9,18
	- Strong dependence others	5,12,21
	- Nervousness	10,19,26
	- Uneasiness	14,27,30
	2. Linguistics problems	
	- Vocabulary	2,7,16
English Speaking activities	- Grammar	6,11,22
	- Pronunciation	15, 24,29
	1. To help the learners to be able to cope with meaning-focused input and meaning focused output as soon as possible;	1, 13, 20
	2. To motivate them in their language study by getting them to engage in successful listening and speaking	4, 17, 23
	3. To make the early learning as relevant as possible to their language use needs.	8, 25,28

FINDING AND DISCUSSION

Finding

The result of the observation

From writer observation, writer saw that students tend to active in using English as their daily language during the English day. Although the writer often found some students mixed English with Indonesian in their conversation but the intensity of using English was increased and students was motivated to add new vocabulary every day. Based on the result of the observation it was found that there were some students still keep silent in speaking activity. It was also found that most of the students had problems in grammar. When applying English to communicate, the student often mixed English with Indonesian in speaking. There were some students got nervous when they tried to speak in English. Even they

had problems in using English to communicate with grammar and pronunciation many students spoke actively during English Day.

Those data were taken based on the observation done by the writer in four days observation. These interpreted the data from the table of the observation that record the students' English activity starter from morning flag ceremony until they had self study in the evening.

Results and analysis of the questionnaire on the influence of English Day Program to students' speaking activity

In this research the writer also applied 30 questions is a questionnaire set. The purpose of the questionnaire was to recognize the students' speaking activity and the problems faced by students during English day program. The problems involved psychological problems and linguistic problems. The questionnaire was also to record the students' speaking activities to communicate during English day. The following table presented the result and the finding of the questionnaire.

Specification of the questionnaire of speaking activity problem

Object	Indicator	Clue	Number	Statements
Speaking' Ability problems	1. Psychological problems - Depression	Students' interest in speaking	3	Describes whether the students interested in speaking in English day or not. There were 4 participants or 5,56% students not interested in speaking. 18 participants or 25 % students often not interested in speak English. 21 participant or 22,22 % students sometimes not interested to speak English. 33 participants or 45,83 % students were interested to speaking English. 1 participant did not give an answer.

Students' fear in speaking	9	Describes are their friends make they afraid to speaking in English day. There were 2 participants or 2.78 % students always felt their friends make their afraid to speaking. 8 participants or 11.11% of the students often felt their friends make their afraid to speaking. 13 participant or 18.06 % students sometimes felt their friends make their afraid to speaking. 49 participants or 68.06 % students never felt their friends make their afraid to speaking.
Students' feels in speaking	18	Describes are the students feel shy to speak at English day. There were 1 participants or 1.39 % students always felt shy to speak at English day. 8 participants or 11.11 % students often felt shy to speak at English day. 22 participant or 30.56 % students sometimes felt shy to speak at English day. 41 participants or 56.94 % students never felt shy to speak at English day

- Strong dependence others	Students' motivation to speak	5	Describes are their friends motivates the students speaking first in English day. There were 19 participants or 26,39 % students were always motivated by their friends. 30 participants or 41,67% of the students often motivated by their friends. 10 participant or 13,89 % students sometimes motivated by their friends. 13 participants or 18,06 % students never motivated by their friends to speaking first at English day.
	Students' respond in speaking	12	Describes are the students keep silent when their friends asks them to speaking in English day. There were 2 participants or 2.78 % students always kept silent when their friends asked them to speak. 10 participants or 13.89 % students often kept silent when their friends asked them to speak. 34 participant or 47.22 % students

			<p>sometimes kept silent when their friends asked them to speak. 26 participants or 36.11 % students never kept silent when their friends asked them to speak in English day</p>
	Students' problem on starting the conversation	21	<p>Describes are the students feel hard to start a conversation first. There were 6 participants or 8.33 % students always felt hard to start a conversation first. 14 participants or 19.44 % students often felt hard to start a conversation first. 34 participant or 47.22 % of students sometimes felt hard to start a conversation first. 17 participants or 15.28 % students never felt hard to start a conversation first. 1 participant did not give an answer</p>
- Nervousness	Students' feeling in speaking	10	<p>describes are the students feel embarrassed when they had to speaking in English. There are 5 participants or 6.94 % students always feel embarrassed when they had to speaking in</p>

		English.. 13 participants or 18.06 % students often feel embarrassed when they had to speaking in English. 31 participant or 43.06 % students sometimes feel embarrassed when they had to speaking in English. 23 participants or 31.94 % students never feel embarrassed when they had to speaking in English
Students' anxious in speaking	19	Describes are the students feel anxious when their friends asked some question in English. There were 13 participants or 18.06 % students always feel anxious when their friends asked some question in English. 21 participants or 29.17 % students often feel anxious when their friends asked some question in English. 32 participant or 44.44 % students sometimes feel anxious when their friends asked some question in English. 6 participants or 8.33 % students never feel anxious

		Students' fluency in speaking	26	<p>when their friends asked some question in English</p> <p>Describe are the students always spoke haltingly when using English in conversation. There were 15 participants or 20.83% always spoke haltingly when using English during English Day Program. 18 participants or 25% of the students often spoke haltingly in English. 30 participants or 41.67% sometimes or seldom spoke haltingly in English during the programs. And 9 participants or 12.50% of the participants never spoke haltingly in English</p>
-	Uneasiness	Students' fear in speaking	14	<p>Describes are the students afraid when their want to speak English. There were 3 participants or 4.17 % students always afraid when their want to speak English. 10 participants or 13.89 % students often afraid when their want to speak English. 27 participant or 37.50</p>

		<p>% of students sometimes afraid when their want to speak English. 32 participants or 44.44 % students never afraid when their want to speak English first</p>
Students' motivation in speaking	27	<p>Describe are the students feel lazy to do activities during English day because they need to communicate in English with their friends. There were 8 participant or 11.11% students always feel lazy to do activities during English day because they need to communicate in English with their friends. 7 participants or 9.72% students often feel lazy to do activities during English day because they need to communicate in English with their friends. 21 participants or 29.17% students sometimes feel lazy to do activities during English day. And 36 participants or 50% students never feel lazy to do activities during English day because they need to</p>

Students' habit in speaking	30	<p>communicate in English with their friends</p> <p>describes about students habit that often sat quietly while the English Day Program runs to avoid a conversation in English. 7 participants or 9.72% students always sat quietly while the English Day Program runs to avoid a conversation in English with their friend or teacher. 6 participants or 8.33% students often sat quietly while the English Day Program runs to avoid a conversation in English. 24 participants or 33.33% students are seldom sat quietly while the English Day Program runs to avoid a conversation in English and 35 participants or 48.61% students never sat quietly while the English Day Program runs to avoid a conversation in English</p>
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2. Linguistics problems - Vocabulary	Lack of vocabulary	2	describes whether the students got stuck some vocabulary in speaking in English day or not. There were 4 participants or 5,56% students always got stuck in speaking. 45 participants or 62,50 % students often to got stuck in speak English. 21 participant or 29,17 % students sometimes got stuck to speak English. 2 participants or 2,78% students never got stuck some vocabulary in speaking in English day
	Unable to choose appropriate words based on the certain conditions	7	describes are the students have problems in choosing appropriate words to convey their purpose during English day. There were 7 participants or 9, 72 % students always had problems in choosing appropriate words. 33 participants or 45, 83% students often had problems in choosing appropriate words. 26 participant or 36,11 % students sometimes had

			problems in choosing appropriate words. 6 participants or 8,33 % students never had problems in choosing appropriate words to speaking during English Day Program
	Mixing mother language with English	16	describes are the students usually mixing Indonesia in speaking at English day. There were 9 participants or 12.50 % students usually mixed Indonesia in speaking. 23 participants or 31.94 % students often mixed Indonesia in speaking. 26 participant or 36.11 % of the students sometimes mixed Indonesia in speaking. 13 participants or 18.06 % students never mixed Indonesia in speaking. 1 participant did not give an answer
- Grammar	Problem in arranging sentences	6	describes are the students having problems in arranging sentences in speaking English. There were 9 participants or 12,50 % students

			are always had problems in arranging sentences. 38 participants or 52,78% students often had problems in arranging sentences. 20 participant or 27,78 % students sometimes had problems in arranging sentences. 5 participants or 6,94% students never had problems in arranging sentences to speaking first at English day
Unable to develop sentences	11	describes are the students have problem to use appropriate expression in speaking in English day. There were 11 participants or 15.28 % students always had problem to use appropriate expression in speaking. 27 participants or 37.50 % students often had problem to use appropriate expression in speaking. 28 participant or 38.89 % students sometimes had problem to use appropriate expression in	

				speaking. 6 participants or 8.33 % students never had problem to use appropriate expression in speaking in English day
		Literal translation from Bahasa to English	22	describes are the students always arrange sentences in Indonesia and then translated into English before speaking. There were 13 participants or 18.06 % students always arranged sentences in Indonesia first before speaking. 29 participants or 40.28 % students often arranged sentences in Indonesia first before speaking. 18 participant or 25 % of students sometimes arranged sentences in Indonesia first before speaking. 11 participants or 15.28 % students never arranged sentences in Indonesia first before speaking. 1 participant did not give an answer
-	Pronunciation	Slip of tongue	15	describes are the students slips of their tongue in speaking. There were 5 participants

		<p>or 6.94 % students always slipped of their tongue in speaking. 32 participants or 44.44 % students often slipped of their tongue in speaking. 27 participant or 37.50 % students sometimes slipped of their tongue in speaking. 8 participants or 11.11 % students never slipped of their tongue in speaking</p>
Pronunciation	24	<p>describes are the students feel confused to pronounce words in English. There were 13 participants or 18.06 % students always feel confused to pronounce words in English. 21 participants or 29.17 % students often feel confused to pronounce words in English. 29 participant or 40.28 % students sometimes feel confused to pronounce words in English. 9 participants or 12.50 % students never feel confused to pronounce words in English</p>

The influence of mother tongue dialect	29	describe students pronunciation in English is influenced by the mother tongue (such as malay). There are 9 participants or 12.50% of students always influence by their mother tongue when say words in English. 40 participants or 55.56% students' English pronunciation is often influenced by the mother tongue, 20 participants or 27.78% students English pronunciation is seldom English influenced by the mother tongue and 3 participant or 4.17% of students never influenced by their mother tongue in pronounce English words
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Discussion

SMA Taruna Bumi Khatulistiwa is a school equipping by dormitory for students and houses for teachers, means all students and teachers stay at school area during school days. As a dorm school, SMA Taruna Bumi Khatulistiwa has daily schedule for their students. With high education standard quality, SMA Taruna Bumi Khatulistiwa is willing their graduates has better rank than other school. Because of that the aim of SMA Taruna Bumi Khatulistiwa is to support their students to explore their ability in every field by providing kinds of facilities and programs. According to one of school purpose that every student would be able to mastery foreign language, school help by students' organization (OSIS) applied English Day Program.

English Day at SMA Taruna Bumi Khatulistiwa is not including in school curriculum. It is a program from OSIS (Organisasi Siswa Intra Sekolah) section 5

and guided by the English teacher and head of guardian. This program is created to adjust students to using English in daily conversation. This program performs two days a week, Tuesday and Thursday. During the days, students have to speak English at their activities from wake-up until sleep. Students who do not speak English will get punishment such as make a composition in English.

English Day Program intends to make English as common language for students, not only to listen but also to speak without pointing in score or mark. This program frees the students to speak no matter they make mistake in grammar or pronouncing words. The point of this program is to help students feel common listen English and confident using English to communicate in their routine.

Students' activity during English Day Program similar with other day according to the schedule but in English Day we can find that students tried to having conversation or doing their duty in using English. Most instructions they used delivery in English. Supporting the program, teachers are recommended to use English too when asking students that hope can motivate the students to speak, but not all teachers are able in English.

From the observation, writer saw that English day perform not so perfectly. Students in did their activities sometimes forget to speak English. This happened because they did not have enough vocabulary to say something. Writer also found students mixed Indonesia and English when they spoke. Students also did not use English when talked with their teachers.

SUGGETIONS

Based on the research finding the conclusion of this research would be discussed on this part. English Days at SMA Taruna Bumi Khatulistiwa performs two days a week, Tuesday and Thursday. It is not a curriculum programs, but it is from students coordinated by students Organization (OSIS). In this program, student must try to speak English in do their activities, especially if they enter the school area.

Students have many problems in Linguistics than psychological problem. In psychological problem, nervousness sometimes faced by students, but in linguistics problem, all of students have faced problem in vocabulary, grammar and pronunciation.

English days program give influence to students' speaking English activity. They felt English days increased their speaking English ability because they could practice their English not only in the classroom but also outside the classroom. If we compared with the problems that faced by student, it showed that English day make them braver to speak English.

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