



THE CORRELATION BETWEEN ENGLISH DAY PROGRAM AND GRAMMAR MASTERY TO IMPROVE STUDENTS' SPEAKING SKILL AT UMMUL SULAIM BOARDING SCHOOL

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Abstrak

The purpose of this study was to evaluate the relationship between the English day program and grammar mastery at Ummul Quro' Islamic Boarding School. Quantitative methods were used in this study, and the research tools used were questionnaires and grammar mastery tests. The population of this study was all students at Ummul Quro' Islamic Boarding School, which consisted of four classes with a total of 111 students. The sample was taken using a simple random sampling process. In addition, a number of people were randomly selected to be the sample of this study based on the names taken previously. The results of the analysis showed that there was no significant correlation between the English day program and their grammar mastery. This can be seen from the data significance value of 0.473 which is more than 0.05. The Pearson correlation value is -0.161, which indicates a very low level and a negative linear relationship, which means H1 is rejected and H0 is accepted. It can be concluded that the English day program which is implemented regularly does not affect their grammar mastery.

Keywords: *English day program; grammar mastery*

1. Introduction

In an era of globalization and increasingly intense cross-cultural communication, English language proficiency is becoming increasingly important for students worldwide. English has become an international language used in a variety of contexts, including business, education, and social interactions. Therefore, English proficiency plays a crucial role in facing global challenges. The essence of language learning is learning how to communicate consistently with native speakers or competent users of the language [1]

In Indonesia, English has long been taught in all junior and senior high schools, both public and private. English is the fastest-growing language in the modern world and serves as the language of business, connecting East and West, and North and South. In other words, English is a widely used language [2].

At the secondary school level, English learning aims to develop oral and written communication skills to achieve functional literacy. In other situations, communication is often used in conjunction with the four competencies (Listening, Speaking, Reading, and Writing) to achieve this communication goal. However, one of the language skills discussed in this study is speaking [3]

Speaking skills are the skills that enable us to communicate effectively. [4] However, in some cases, students who learn English as a second or foreign language often experience

difficulties in improving their speaking skills. One factor that can influence students' speaking skills is understanding and applying proper grammar in everyday conversation.

Grammar relates to the rules for modifying words to make them meaningful to both the speaker and the listener. [5] Understanding grammar in a language is a crucial element in understanding, constructing, and communicating in that language. Grammar forms the basic framework that enables clear and effective messages and prevents confusion or misinterpretation in communication. Therefore, grammar skills are a crucial element in language learning.

English Day is a program designed to help students practice and hone their speaking skills. [4] This program typically takes the form of activities, workshops, or special events that emphasize the use of English in real-life situations. The program aims to increase students' confidence in speaking English and reduce any communication barriers they may encounter.

Ummu Sulaim Islamic Boarding School created an English Day program to implement a bilingual system in the school. The type of activity used in this English Day program is conversation. This curriculum is designed to help students speak actively in other languages, such as English and Arabic. Based on the results of the researcher's observations of several students, this English Day program is held once a week, specifically on Thursdays.

2. Research methods

This research was conducted using quantitative methods. Furthermore, a correlational research design was used to determine the relationship between the English Day program and Grammar Mastery in improving the speaking skills of students at the Ummul Quro' Islamic Boarding School. A statistical test to identify consistent trends or patterns of variation between two variables or data sets is called correlation [6].

Correlation is expressed by the correlation coefficient (r), which indicates the strength and direction of the relationship. In this study, the researcher used a simple correlation to determine the relationship between variables X (English Day Program) and Y (Grammar Mastery).

2.1 Data Collection Methods

1) Questionnaire

Questionnaires are an important and freely available tool for data collection in empirical research. A questionnaire is simply defined as a series of questions used to collect data from individuals regarding a problem [7]. The instrument used to collect data about the English Day program in this study was a questionnaire. The purpose of using the questionnaire is to collect information or data from respondents. This questionnaire was adapted from a journal [8]. Indicators from the questionnaire regarding the English Day program can be seen in the table below:

Table 1. *English Language Day Program Indicators*

Indicator	Items		Total Number
	Positive	Negative	
Self awareness	1,2,3,4	5	5
Interest	-	6,7	2
Increase	8,12	-	2
Satisfaction	9,10	11	3

The researchers used a Likert scale as an assessment instrument for the questionnaire. Students were given a questionnaire as part of this study to gather statistics regarding their English day program. The five options in the questionnaire were as follows:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

Based on the Likert scale, the questionnaire scores are described as follows :

Table 2. Score of English Day Program Questionnaire

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

2) Grammar Test

In data processing in this study, after the researcher conducted a grammar test on students, the researcher then conducted a grammar test. The grammar test is used to measure the development of students' grammatical abilities [9]. Before distributing the test sheets, the researcher first provided an explanation regarding the questions in the test. After providing the explanation, the researcher gave 20 multiple-choice questions. Students were given 60 minutes to answer all the questions. The questions that the researcher used as an instrument for this study were adopted from the thesis [10]. The following is a classification of grammar test scores and how to calculate the total grammar test score ;

1 correct answer in Multiple Choice = 5 point

$$\frac{\text{Score}}{\text{Highest score}} \times 100 = \text{Final Score}$$

Figure 1. Grammar Test Rubric Formula

2.2 Data Analysis Techniques

1) Data Normality Test

Normality tests are generally used to determine whether sample data in a study are normally distributed. Statistical analysis using parametric methods is a test used to evaluate quantitative data using a parametric approach that assumes the data are normally distributed [11]. This allows for the calculation of the mean and standard deviation. The normality test used in this study was the Kolmogorov-Smirnoff test. If the significance level is >0.05, then the data are normally distributed.

2) Linearity Test

The linearity test is used to determine whether two variables have a significant linear relationship. The linearity test is used at a significance level of 0.05. If the linearity test results are <0.05, the research variables are considered linear.

3) Hypothesis Testing

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Table 3. Result of Correlation Analysis

		English Day Program	Grammar Mastery
English Day Program	Pearson Correlation	1	-.161
	Sig. (2-tailed)		.473
	N	22	22
Grammar Mastery	Pearson Correlation	-.161	1
	Sig. (2-tailed)	.473	
	N	22	22

Based on the table above, the correlation coefficient value from the analysis results shows a figure of -0.161. This indicates that there is "no correlation" between the two variables, indicating a correlation coefficient level.

3. Findings and Discussion

3.1 Results

This research was conducted at the Ummu Sulaim Islamic Boarding School located on Maredan Street, This research was conducted at the Ummu Sulaim Islamic Boarding School located on Maredan Street, West Perawang Village, Tualang District, Siak Regency, Riau Province. The population of this research was students at the Ummu Sulaim Islamic Boarding School with samples of grades IX and X consisting of 22 students. In this research process, the researcher used a questionnaire instrument adopted from the thesis [8] to find out students' opinions about the English day program. To measure the second variable, the researcher gave a written test to respondents. Then the results of the measurement of these variables were correlated to determine their significance in improving students' speaking skills. Finally, to obtain accurate results, the researcher used the SPSS version 25 statistical application with the following analysis results:

1. Description of Research Data

1) English Day Program Questionnaire

The results of the questionnaire instrument were used to determine students' opinions regarding the English Day program. In this measurement, the questionnaire was completed by 22 students, with the following description of the results:

Table 4. English Day Program Questionnaire Scores

N	Valid	22
	Missing	0
Mean		39.09
Std. Error of Mean		1.136
Median		39.00
Mode		40
Std. Deviation		5.327
Variance		28.372
Range		20
Minimum		30

Maximum	50
Sum	860

Based on the descriptive statistics table above, it can be identified that the total sample (N) was 22 students. The highest score (Maximum) was 50. Then, the range of scores (Range) was 20, while the lowest score (Minimum) was 30. Finally, the total score of students' opinions about the English Day program was 860.

To see the level of student opinion about the English Day program, see the table and graph below:

Table 5. Frequency Distribution of English Day Programs

Indicators	SD		D		N		A		SA		Total		Mean Score
	F	%	F	%	F	%	F	%	F	%	F	%	
Self Awareness	0	0,00	3	13,64	14	63,64	5	22,7	0	0,00	2	100	3,18
	0	0,00	2	9,09	16	72,73	4	18,1	0	0,00	2	100	
	0	0,00	4	18,18	12	54,55	6	27,2	0	0,00	2	100	
	0	0,00	0	0,00	7	31,82	1	54,5	3	13,64	2	100	
	1	4,76	9	38,10	8	38,10	1	4,76	3	14,29	2	100	
Interest	1	4,55	5	22,73	7	31,82	7	31,8	2	9,09	2	100	2,61
	5	22,7	1	50,00	6	27,27	0	0,00	0	0,00	2	100	
	1	4,55	3	13,64	6	27,27	7	31,8	5	22,73	2	100	
Improvement	0	0,00	0	0,00	5	22,73	1	54,5	5	22,73	2	100	3,77
	1	4,55	1	4,55	12	54,55	3	13,6	5	22,73	2	100	
	0	0,00	6	27,27	7	31,82	5	22,7	4	18,18	2	100	
Satisfaction	0	0,00	2	9,09	7	31,82	10	45,4	3	13,64	22	100	3,47
	0	0,00	2	9,09	7	31,82	10	45,4	3	13,64	22	100	

Based on the table and graph above, it can be seen that for statements with the indicator "Self-Awareness", some students answered Neutral (3.18). Then, for statements with the indicator "Interest", some students also answered Neutral (2.61). Then, for statements with the indicator "Improvement", some students answered Agree (3.77), and for statements with the indicator "Satisfaction", some students answered Neutral (3.47).

1) Grammar Mastery Test

The results of the grammar test instrument were used to determine students' level of grammar mastery. In this measurement, the grammar test was administered to all samples, with the following description:

Table 6. Descriptive Statistics of Grammar Test

N	Valid	22
	Missing	0
Mean		75,00
Std. Error of		2,303

Mean	
Median	74.17 ^a
Mode	75
Std. Deviation	10,801
Variance	116,667
Range	45
Minimum	55
Maximum	100
Sum	1650

Based on the table above, it can be seen that 22 students were tested for grammar comprehension. The highest score achieved by a student was 100 points. The range of scores was 45. The lowest score achieved by a student was 55 points. Finally, the total score achieved by the students was 1650.

To see the classification of the students' scores, see the table and graph below:

Table 7. Frequency Distribution of Grammar Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	18.2	18.2	18.2
	Fair	12	54.5	54.5	72.7
	Good	2	9.1	9.1	81.8
	Poor	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

Based on the table and graph above, it can be identified that 4 students obtained a score of "Very Good" with a percentage of 18.2%. Then, 12 students obtained a score of "Quite Good" with a percentage of 54.5%. 2 students obtained a score of "Good" with a percentage of 9.1%, and finally 4 students obtained a score of "Poor" with a percentage of 18.2%. It can be concluded that there are 18 students whose mastery of grammar is good in the simple present tense, and there are 4 students whose mastery of grammar is not good.

2. Prerequisite Test

1) Data Normality Test

The normality test is generally used to determine whether sample data in a study has a normal distribution. To see the results of the normality test, see the attached table below:

Table 8. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		22
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	10.65962609
	Most Extreme Differences	
	Absolute	.127
	Positive	.127
	Negative	-.115
Test Statistic		.127
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on the table above, it can be seen that the results of the normality test show a Sig. (2-tailed) figure of 0.200. Referring to the test, it is normally distributed because the results are greater than 0.05.

1) Data Linearity Test

The linearity test is a test performed to determine whether two variables have a linear relationship. Researchers used IBM SPSS 25 to conduct the linearity test. To obtain linear data, the significance level of the deviation must be above 0.05. The results of the linearity test can be seen in the table below:

Table 9. Linearity Test Results

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Grammar Mastery * English Day Program	Between Groups	(Combined) Linearity	1512.500	13	116.346	.993	.525
		Deviation from Linearity	63.820	1	63.820	.545	.482
			1448.680	12	120.723	1.030	.500
	Within Groups		937.500	8	117.188		
	Total		2450.000	21			

From the linearity test shown in the table above, the significance value is 0.500. Referring to the test reference, the test has a linear significance deviation because 0.500 is greater than 0.05.

2) Correlation Analysis

Correlation analysis was conducted to determine whether there is a significant relationship between variable X (English Day Program) and variable Y (Grammar Mastery). The correlation analysis in this study uses the Pearson Product Moment formula which is analyzed using the SPSS version 25 program. The results of the analysis can be seen in the table below:

Table 10. Correlation Analysis Results

		English Day Program	Grammar Mastery
English Day Program	Pearson Correlation	1	-.161
	Sig. (2-tailed)		.473
	N	22	22
Grammar Mastery	Pearson Correlation	-.161	1
	Sig. (2-tailed)	.473	
	N	22	22

Based on the table above, the correlation coefficient value from the analysis results shows a figure of -0.161. This indicates that there is no correlation between the two variables, referring to the level of correlation coefficient.

3.2 Discussion

This study was conducted to determine the significance of the correlation between the English Day program and grammar mastery in improving students' speaking skills. Data analysis showed that for statements with the indicator "Self-Awareness," the average student responded neutral (3.18). For statements with the indicator "Interest," the average student responded neutral (2.61). For statements with the indicator "Improvement," the average student responded agree (3.77). For statements with the indicator "Satisfaction," the average student responded neutral (3.47).

Analysis of students' grammar mastery showed that four students scored "Very Good," representing 18.2%. Twelve students scored "Fairly Good," representing 54.5%. Two students scored "Good," representing 9.1%, and four students scored "Not Good," representing 18.2%. The correlation between these two variables was not significant, with a significance value of 0.473, which is greater than 0.05. Finally, this result is also supported by the Pearson correlation test figure of -0.161 which shows that the correlation does not meet the requirements.

This research was motivated by the researcher's curiosity about the obstacles experienced by ninth and tenth grade students at the Ummu Sulaim Islamic Boarding School in implementing the English Day program to improve their speaking skills. After conducting research over several meetings, the researcher suspected whether these obstacles were due to their perceived lack of grammar mastery.

4. Conclusion

The analysis results show no significant correlation between the daily English program and their grammar mastery. This is evident from the data significance value of 0.473, which is greater than 0.05. The Pearson correlation value of -0.161 indicates a very low and negative linear relationship, meaning H_1 is rejected and H_0 is accepted. Therefore, it can be concluded that the regularly implemented daily English program does not affect their grammar mastery. This result is also supported by the Pearson correlation test value of -0.161, indicating that the correlation does not meet the requirements.

Based on the data, the most responses were for the "Improvement" indicator with an average of 3.77, indicating that students feel that the English day program can improve their speaking skills. However, the presence of the English day program does not significantly correlate with the improvement of students' speaking skills through grammar mastery [12]. Therefore, it can be concluded that students at this school face obstacles in improving their speaking skills caused by other factors.

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