

The Role of Daily English Conversation in Developing Students' English Communication Skills in a Boarding School Environment

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ABSTRACT

Kemampuan komunikasi bahasa Inggris merupakan kompetensi penting di era globalisasi, namun banyak siswa masih mengalami keterbatasan dalam keterampilan berbicara. Program Daily English Conversation menjadi upaya efektif untuk membiasakan penggunaan bahasa Inggris, khususnya di lingkungan boarding school. Penelitian ini bertujuan mendeskripsikan pelaksanaan program Daily English Conversation serta perannya dalam mengembangkan kemampuan komunikasi bahasa Inggris siswa di Jabal Rahmah Mulia Boarding School. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek 24 siswa kelas XI dan 4 guru bahasa Inggris. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, serta dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan keabsahan melalui triangulasi. Hasil penelitian menunjukkan bahwa program dilaksanakan secara konsisten melalui kebijakan English Area, praktik percakapan harian, dan interaksi intensif dengan peran guru sebagai fasilitator, model bahasa, dan pemberi umpan balik. Program ini meningkatkan keterampilan berbicara dan menyimak siswa yang ditunjukkan oleh peningkatan kelancaran, kepercayaan diri, dan pemahaman komunikasi, serta diperkuat melalui kegiatan pendukung seperti Friday Speech dan English Festival.

English communication skills are an important competency in the era of globalization, but many students still experience limitations in speaking skills. The Daily English Conversation program is an effective effort to familiarize themselves with the use of English, especially in a boarding school environment. This study aims to describe the implementation of the Daily English Conversation program and its role in developing students' English communication skills at Jabal Rahmah Mulia Boarding School. The study used a descriptive qualitative approach with 24 grade XI students and 4 English teachers as subjects. Data were collected through observation, interviews, and documentation, and analyzed through data reduction, data presentation, and drawing conclusions with validity through triangulation. The results showed that the program was implemented consistently through the English Area policy, daily conversation practice, and intensive interaction with teachers as facilitators, language models, and feedback providers. This program improved students' speaking and listening skills as indicated by increased fluency, confidence, and communication comprehension, and was reinforced through supporting activities such as Friday Speech and the English Festival.



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INTRODUCTION

The ability to communicate in English is one of the important competencies that students must possess in the era of globalization (Zumaruddin et al., 2024). English not only serves as an academic subject but also as a means of international communication across education, technology, and cross-

cultural social interaction, making mastery of it a strategic need for the younger generation in addressing global challenges (Ritonga, 2024).

However, the reality of English language learning in many schools shows that students' oral communication skills are still relatively low. Learning tends to focus on grammar, written exercises, and exam preparation, so students' opportunities to practice speaking actively are limited, which contributes to their low confidence in using English communicatively (Li, 2022).

One approach considered effective for overcoming this problem is language-habitation-based learning through the Daily English Conversation program (Ramadianti, 2023). Regularly using English in real contexts can help students internalize English as a communication tool, not just a learning object in the classroom (April et al., 2020).

The boarding school environment has great potential for supporting the implementation of Daily English Conversation, as students are in a controlled, all-day learning environment (Taneo & Daniel, 2022). Intensive social interaction allows for continuous use of English, so that language acquisition occurs naturally and contextually through hands-on practice in daily life (Fitriati et al., 2025).

SMA Boarding School Jabal Rahmah Mulia implements the Daily English Conversation program to develop academic culture and improve students' English communication skills. This program is implemented through English Area policies, daily conversation activities, and continuous teacher mentoring, which is expected to improve students' fluency, courage, and accuracy in English.

Although the Daily English Conversation program has been widely implemented in boarding schools, studies that specifically describe its role in developing students' English communication skills through a qualitative approach remain relatively limited. Therefore, this research is important to provide a deeper understanding of the implementation and contribution of Daily English Conversation in the context of boarding schools.

METHOD

This study uses a qualitative descriptive research design to describe in depth the implementation of Daily English Conversation and its role in developing students' English communication skills within the Jabal Rahma School environment. The qualitative descriptive approach was chosen because this study focuses on revealing the process, experience, and meaning of English habituation activities that students naturally engage in, without involving statistical analysis or hypothesis testing.

The research was conducted at Jabal Rahmah Mulia Boarding School during the odd semester of the 2025/2026 Academic Year. The selection of the research location is based on the characteristics of schools that implement a boarding school system and have a Daily English Conversation program and an English Area policy that are regularly implemented in students' daily lives, both in the classroom and in the dormitory environment.

The Research subjects consisted of 24 high school students in grade XI who actively participated in the Daily English Conversation program, and 4 English teachers who were responsible for its implementation and supervision. Subjects were selected purposively based on their direct involvement in the Daily English Conversation activities. The study focuses on the implementation of Daily English Conversation and students' English communication skills, with a focus on speaking and listening skills developed through daily interactions.

Data collection in this study was conducted through three main methods: observation, interviews, and documentation. Observations were conducted across 8 meetings, including daily student conversation activities, the application of the English Area, and communication between students and coaches. Interviews were conducted with 4 English teachers and 12 students, selected as the main informants, to explore their experiences, perceptions, and the impact on their communication skills. Documentation is used to collect supporting data, including Daily English Conversation activity schedules, English Area rules, photos of activities, and program evaluation records owned by schools.

The research instrument in this study is the researcher, who plays a role throughout the research process, from data collection to analysis. To support the process, the researcher uses structured observation sheets, semi-structured interview guidelines, and documentation sheets, all arranged according to the research focus.

The data analysis technique is carried out using a qualitative data analysis model that includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out

by sorting observations, interviews, and documentation relevant to the implementation of Daily English Conversation and the development of students' communication skills. The reduced data are then presented in the form of a systematic descriptive narrative. The conclusion-drawing stage involves interpreting the research findings to answer the research objectives.

The validity of the data in this study is maintained through source triangulation and triangulation techniques. Source triangulation involves comparing data from students and teachers, while technical triangulation involves comparing results from observations, interviews, and documentation. In addition, this research was conducted in accordance with research ethics, including obtaining the school's approval, maintaining the confidentiality of the research subject's identity, and using data solely for academic purposes.

RESULTS AND DISCUSSION

Results

Implementation of Daily English Conversation in the Boarding School Environment

Based on observations and documentation, the Daily English Conversation at SMA Boarding School Jabal Rahmah Mulia is held daily as part of the habituation of English in the boarding school environment. This activity is implemented through the English Area policy at certain times and in certain zones, such as dormitories, dining rooms, and academic areas. Students are required to use English in daily conversations, both with fellow students and with coaches, to create an active and sustainable language environment.

The implementation of Daily English Conversation at SMA Boarding School Jabal Rahmah Mulia demonstrates that consistently using English in the boarding school environment plays an important role in improving students' communication skills. The language environment implemented through the English Area policy allows students to gain natural and sustainable language exposure, so that English is not only learned as a subject, but is used as a daily communication tool (Nababan et al., 2022). This aligns with communicative language teaching theory, which emphasizes that the real use of language in authentic contexts accelerates the mastery of language skills, especially speaking and listening (Ritonga, 2024).

The Role of Teachers and Coaches in the Daily English Conversation Program

The results of the interviews show that English teachers and coaches serve as facilitators, supervisors, and good models of English use. The coach not only supervises students' adherence to English-language use but also provides direct correction, vocabulary enrichment, and motivation. This mentoring helps students feel more confident in speaking and reduces the fear of making mistakes in communicating.

The role of teachers and coaches as facilitators in the Daily English Conversation program also strengthens the effectiveness of English language learning (Bringula et al., 2021). The study found that continuous mentoring, direct correction, and feedback helped students reduce language anxiety and increase their confidence in communication (Turner et al., 2024). These findings align with Brown's view that affective support and constructive teacher feedback are important factors in creating a conducive language-learning environment and encouraging students' active participation in oral communication (Fitriati et al., 2025).

Development of Students' Communication Skills (Speaking and Listening)

The results of observations and interviews with students show that Daily English Conversation has a real impact on improving speaking and listening skills. Students become more accustomed to participating in conversations in English, convey simple ideas orally, and show improved fluency in informal situations. In addition, the ability to understand instructions and conversations in English also develops as the intensity of English use in daily activities increases.

The improvement of students' speaking and listening skills found in this study indicates that the intensity of language practice is closely related to the development of communication competence (Moral-Sánchez et al., 2023). The habit of responding to conversations, understanding oral instructions, and conveying simple ideas in English gradually strengthens students' communicative competence (Comstock et al., 2025). This aligns with Harmer's view, which emphasizes that speaking and listening

skills develop optimally when students are directly involved in meaningful, repetitive communication in real situations (Ratnaningsih et al., 2024).

Implementasi Friday Speech sebagai Penguatan Public Speaking



Figure 1. Friday Speech Activities

In addition to daily conversations, Jabal Rahmah Mulia Boarding School High School also conducts the Friday Speech program, an English-speaking activity held every Friday. Junior high and high school students attended this activity to practice public speaking, master vocabulary, and prepare ideas in a structured manner in English. The results of documentation and observations show that Friday Speech is an effective medium in increasing students' confidence and public speaking skills in a formal context.

The implementation of the Friday Speech program at SMA Boarding School Jabal Rahmah Mulia strengthens students' English public speaking skills. This routine speech activity trains students to formulate ideas systematically, use academic vocabulary, and speak with proper articulation and intonation to an audience (D. P. Sari, 2020). These findings support Thornbury's view that structured speaking exercises, such as speech and presentation, are highly effective in improving students' fluency, accuracy, and confidence in formal communication (Aulia et al., n.d.).

English Festival as a Venue for Language Literacy Actualization



Picture 1. Kegiatan Chroal Story Telling

The documentation shows that the school periodically organizes English Festival activities, including the 2nd English Festival 2025, held at Boarding School Junior High School Plus Jabal Rahmah Mulia. This activity involves various English competitions and performances, such as speeches, dramas, and communication competitions. The English Festival is a forum for students to apply the English communication skills acquired through Daily English Conversation and Friday Speech in a competitive and appreciative atmosphere, while strengthening students' motivation to learn English.

In addition, the English Festival is a means of developing students' communication skills in a broader, more competitive context (D. D. Sari et al., 2022). This activity provides students with an authentic opportunity to apply the English language skills acquired through Daily English Conversation and Friday Speech in an appreciative atmosphere (Putri et al., 2025). According to Ellis, the experience of using language in a social context and positive competition can increase students' intrinsic motivation and strengthen communicative competence sustainably (Fitriati et al., 2025).

CONCLUSION

Based on the Research results, it can be concluded that Daily English Conversation at SMA Boarding School Jabal Rahmah Mulia plays a significant role in developing students' English communication skills, particularly in speaking and listening. Consistent English-language habituation through English Area policies, daily conversations, and intensive interactions in the boarding school environment allows students to gain natural, contextual language experiences. This controlled, sustainable language environment encourages students to use English as a daily communication tool, not just as a subject in the classroom.

In addition, the success of the Daily English Conversation program is supported by the active roles of teachers and coaches as facilitators, language models, and feedback givers, as well as by strengthening the program through Friday Speech and English Festival activities. These activities provide students with opportunities to develop the courage to speak, public speaking skills, and confidence in using English in both informal and formal contexts. Thus, Daily English Conversation not only improves students' linguistic skills but also shapes their positive attitudes, motivation, and readiness to communicate in English more widely in the future.

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