

## ENHANCING STUDENTS' ENGLISH SKILLS THROUGH ENGLISH WORKSHOP IMPLEMENTATION AT SMA BHAKTYARASA MAUMERE

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First Received: July 7<sup>th</sup>, 2025

Final Proof Received: October 10<sup>th</sup>, 2025

### Abstract

This research investigates the implementation of an English workshop and its impact on enhancing students' English skills at Bhaktyarsa Senior High School. The study is driven by the concern that many high school students in Indonesia demonstrate low English proficiency due to limited focus on language development in the curriculum. The objective of this study is to provide educators with insights into creating more effective and engaging English learning environments. Employing a qualitative descriptive method, the research collected data through observation, interviews, focus group discussions, and document analysis. The findings reveal that the English workshop was effectively implemented through structured stages, including Warm-up Activities, Topic Presentation, Guided Discovery Learning, Practice and Application, and Feedback and Reflection. These activities led to noticeable improvements in students' speaking fluency and vocabulary mastery. Furthermore, students responded positively to the workshop, showing increased motivation, confidence, and enthusiasm in using English both academically and in daily communication. The results highlight the potential of interactive workshops in addressing the challenges of English language acquisition at the high school level in Indonesia, offering practical implications for educators seeking to enhance language instruction.

**Keywords:** English Workshop Implementation, Students' English Skills, Student Responses

### INTRODUCTION

English plays a crucial role as a global lingua franca in the era of globalization, enabling individuals to engage in cross-cultural communication and collaboration across various domains. Its status as both a global and international language underscores the necessity of mastering English to seize academic, professional, and social opportunities (Shalash, 2024). In Indonesia, English proficiency is increasingly recognized as a vital competency for students to compete in global arenas, both at national and international levels (Douglass & Edelstein, 2009). As such, English has been integrated into the formal education curriculum from primary to tertiary levels (Briguglio & Watson, 2014), with the expectation that high school graduates should at least attain basic communication skills for everyday interactions (Bondarchuk et al., 2025).

Despite these efforts, English proficiency among Indonesian high school students remains relatively low. According to the 2024 Education First (EF) English Proficiency Index, Indonesia ranked 80th out of 116 countries, indicating significant gaps in language competence, particularly among students still in school compared to working professionals. This highlights a persistent challenge in English language education and the need for more effective instructional strategies to strengthen students' English skills and prepare them for global demands.

Historically, English has been taught in Indonesia since independence, and various curricula have aimed to improve learners' language skills. The 2013 Curriculum emphasized the development of the four core skills: listening, speaking, reading, and writing. However, outcomes have shown that many students still struggle to communicate effectively in English. In response to these challenges, the Ministry of Education, Culture, Research, and Technology introduced the Merdeka Curriculum as a part of the "Merdeka Belajar" policy, which seeks to grant autonomy to schools and educators to innovate and design learning experiences that are more meaningful and relevant (Barlian et al., 2023).

In the Merdeka Curriculum, English language learning expands beyond the traditional four skills to include two additional competencies: viewing and presenting (Mulyani, 2023). Viewing involves the ability to interpret and reflect on visual texts, while presenting entails delivering ideas clearly and effectively through various media such as digital, audiovisual, and visual formats (Astuti, et al., 2022). These expanded skill sets aim to equip students with 21st-century competencies, including critical thinking, creativity, and technological literacy, which are essential in modern communication and global engagement.

In this evolving educational landscape, it becomes necessary to implement teaching strategies that accommodate all six components of English language learning. At Bhaktyarsa Senior High School in Sikka Regency, efforts have been made to enhance students' English proficiency by adopting innovative teaching strategy that align with global standards. One such initiative is the integration of English workshops as a complementary strategy to classroom instruction. In collaboration with a sister from Argentina, the school organizes interactive workshop sessions designed to strengthen students' vocabulary, grammar, and understanding of various text types, including their social functions, structures, and linguistic features.

While prior research has predominantly explored English instruction within conventional classroom settings, there remains limited scholarly attention on workshop-based approaches under the Merdeka Curriculum framework. To address this gap, the present study investigates the implementation of English workshops at Bhaktyarsa Senior High School, examining their role in improving students' English proficiency. Furthermore, the study explores students' responses to this alternative teaching strategy and its potential to enhance engagement and learning outcomes. The findings aim to contribute valuable insights to the field of language education and support educators in designing more effective, interactive, and contextually relevant English teaching practices.

## **Literature Review**

### ***Workshops as a Pedagogical Framework in Education***

A workshop, in the educational context, is recognized as an intensive, interactive teaching strategy centered on hands-on, reflective, and collaborative learning experiences. It allows learners to engage directly with content through exploration, discussion, and the application of real-world tasks. Workshops are a participatory training platform that promote meaningful engagement through collaborative experimentation and problem-solving (Radić-Bojanic & Pop-Jovanov, 2018). (Karim et al., 2018) further elaborate that educational workshop are purposefully structured around learners' needs and are intended to enhance both conceptual understanding and practical competencies. Workshops are grounded in constructivist educational theories, notably Vygotsky's sociocultural and Bruner's discovery learning. According to Vygotsky's Sociocultural Theory, learning is a socially mediated process that occurs through interaction with more knowledgeable others within a learner's Zone of

Proximal Development (ZPD) (Angga Saputra & Lalu Suryandi, 2021). This framework supports workshop environments, where learners co-construct knowledge through peer collaboration and facilitator guidance rather than relying solely on passive instruction. Meanwhile, Bruner's Discovery Learning Theory (Hadzami & Maknun, 2022) emphasizes the value of learners exploring, hypothesizing, and drawing conclusions independently—aligning with workshop practices where students observe examples, identify language patterns, and formulate understanding through discovery-based activities.

In addition, Problem-Based Learning (PBL), as discussed by (Dewi Ayu Wisnu Wardani, 2023), reinforces the idea that students learn best when solving real-life problems. Workshops that include simulations, role-plays, or communicative challenges reflect this model and facilitate deep learning, creativity, and collaboration, which are vital for modern language education. Furthermore, Kolb's Experiential Learning Theory suggests that learning is a cyclic process involving concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Abidin, 2024). This aligns with workshops, which enable students to learn by doing an approach proven effective for language acquisition and retention.

### ***Workshops in English Language Learning***

Workshops serve as powerful pedagogical alternatives in English education because they integrate the cognitive, affective, and social domains of learning. Cognitively, they support active engagement, critical thinking, and knowledge construction. Affectively, they motivate learners through real-world tasks and emotional connection. Socially, they promote communication, collaboration, and cultural awareness—key components of communicative competence (Richards, 2015). This multidimensional learning approach is especially significant in English language classrooms, where language use must go beyond rote memorization toward contextual and interpersonal communication.

Within the framework of the Merdeka Curriculum, workshops play a role in promoting six essential English skills: listening, speaking, reading, writing, viewing, and presenting. This is a major evolution from the traditional four skills model, as it aligns with multiliteracies pedagogy—a framework developed by the (Hepple et al., 2014) and further explored by (Cope & Kalantzis, 2009). Multiliteracies emphasize that literacy today is not just about reading and writing texts, but also about understanding and producing multimodal texts (e.g., digital presentations, videos, infographics) that reflect the real-life, media-rich environments students encounter.

In this context, viewing refers to the ability to interpret and analyze visual information such as graphs, images, infographics, and videos with critical awareness. Presenting, on the other hand, involves delivering messages or arguments clearly and persuasively through various forms of media, whether spoken, visual, or digital (Rowsell & Walsh, 2011). Both of these skills are vital in a globalized and digitally connected world, where communication extends far beyond written language.

Workshops are uniquely positioned to foster these competencies because they are experiential by nature. Learners do not just study language forms—they use the language actively in authentic, task-based settings. For example, a workshop on environmental issues might involve students analyzing video documentaries (viewing), conducting group discussions (speaking), creating posters or slideshows (presenting), and writing reflections (writing). This holistic integration of modes supports students' ability to construct and communicate meaning across various platforms and audiences.

In addition, this shift from passive reception to active meaning-making is consistent with meaning-based language learning theories, such as Krashen's Input Hypothesis and Swain's Output Hypothesis. According to (Nattinger, 2014), learners acquire language best when exposed to comprehensible input that is slightly above their current level ( $i+1$ ), often found in rich multimedia materials. (Pannell et al., 2017), meanwhile, stresses that meaningful output—speaking or presenting—is necessary for learners to process and refine their language skills. Workshops provide both: multimodal input (via texts, audio, video) and opportunities for authentic output (via group work, performances, or presentations).

Furthermore, the student-centered nature of workshops empowers learners to take ownership of their learning. Rather than following rigid scripts or memorizing vocabulary, students explore themes, engage with multimedia sources, and collaborate with peers to construct knowledge and produce projects. This aligns with 21st-century education goals such as creativity, communication, collaboration, and critical thinking (Secretariat, 2020).

#### ***Empirical Evidence on the Effectiveness of English Workshops***

Numerous empirical studies conducted in the past decade have consistently highlighted the pedagogical value of workshops in promoting English language proficiency across diverse learning contexts and student populations. These findings are significant as they not only confirm the effectiveness of workshop-based learning but also align with the current shift toward learner-centered and interactive language education frameworks.

(Amalia & Krismawati, 2021) conducted a comparative descriptive study during the COVID-19 pandemic, evaluating two online English workshops implemented for young learners. The researchers found a marked improvement in students' vocabulary acquisition and overall enthusiasm for learning English. The success of these online workshops, despite the limitations of remote learning, suggests that the interactive and participatory nature of workshops is adaptable to various delivery formats. The study also highlighted how elements like game-based learning, visual aids, and collaborative digital tools can increase learners' motivation and attention span—an important finding in light of increasing screen fatigue and disengagement in virtual classrooms. From a theoretical perspective, these findings align with Krashen's Input Hypothesis, as the workshops provided rich, comprehensible input in contextually meaningful ways, and Swain's Output Hypothesis, as learners were given multiple opportunities to produce language actively through speaking and writing tasks.

(Gilmullin & Pupysheva, 2016) developed a comprehensive workshop model specifically tailored to pre-service teacher training. The model integrated national curriculum standards, pedagogical content knowledge, and professional teacher competencies. Although not targeted at students, this study is significant for its demonstration of how workshop methodology can serve as a model of effective practice for educators themselves. The findings indicate that through participation in workshops, teachers internalize interactive strategies such as group discussions, scenario-based learning, and reflective analysis—practices they can later apply in their own classrooms. The study confirms that workshops can effectively transmit both theoretical knowledge and practical skills, especially in professional development settings, making them a sustainable format for long-term instructional improvement.

(Haffari et al., 2024) examined the implementation of the Writing Workshop Model in international classrooms with multilingual learners. Their study revealed that while teachers viewed the model as beneficial for developing students' writing skills, they also noted the need for targeted modifications to address the specific linguistic needs of English Language

Learners (ELLs), including more explicit language instruction and culturally inclusive materials. These outcomes were attributed to the safe and playful learning environment created by the workshop setting, where students could express themselves without the fear of being formally graded or judged. The use of role-play, music, games, and group storytelling promoted not only linguistic engagement but also emotional and social connection among learners. These findings directly support Affective Filter Hypothesis theory by (Pribadi & Rafli, 2019), which states that learners acquire language more effectively when they are emotionally comfortable, motivated, and free from anxiety.

## **METHOD**

### **Research Design**

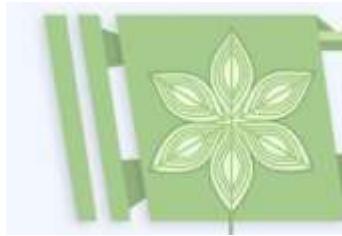
This research employed a qualitative descriptive method. According to (Izzati & Nurwidawati, 2023), qualitative research focuses on understanding phenomena in natural contexts with the researcher acting as the primary instrument. The descriptive approach was chosen to deeply examine how the English workshop was implemented and how students responded to it at Bhaktyarasa Senior High School. This design was appropriate for capturing rich, contextual insights that quantitative methods might overlook, especially regarding student engagement, learning behavior, and workshop dynamics. It did not aim to test hypotheses but rather to describe, explore, and analyze the learning process and the outcomes in a detailed, narrative.

### **Participants**

The participants in this study were selected through purposive sampling, focusing on individuals who were directly involved in the implementation of the English workshop at Bhaktyarasa Senior High School. The primary participants consisted of 90 students from three eleventh-grade classes (XI P2, XI P3, and XI P5) who actively participated in the workshop sessions. In addition, the study involved one foreign workshop instructor, a sister from Argentina, who led the workshop activities and played a central role in its implementation. To enrich the data, the researcher also included the school principal and the English subject teacher, both of whom provided valuable insights regarding the integration of the workshop into the school's curriculum, the instructional strategies used, and students' learning progress. The selection of these participants was based on their relevance to the research objectives and their meaningful engagement with the workshop program.

### **Instruments**

To collect comprehensive and credible data, the researcher employed several qualitative instruments that aligned with the study's objectives. Observation was used to capture real-time classroom interactions, instructional strategies, student participation, and the overall atmosphere of the workshop sessions. These observations were systematically recorded in the form of field notes to ensure accurate and detailed documentation. In addition to observation, semi-structured interviews were conducted with key stakeholders, including the workshop instructor, the school principal, and the English subject teacher. These interviews provided deeper insights into the planning, execution, and perceived effectiveness of the English workshop from multiple perspectives. To explore student responses in a more interactive setting, the researcher utilized Focus Group Discussions (FGDs) with students from three different eleventh-grade classes. FGDs were chosen over individual interviews as they allowed for more dynamic exchanges of ideas, where students could influence and reflect on one another's experiences, creating a richer and more authentic data set. Furthermore, document analysis was carried out by examining students' English scores.



## Data Analysis Procedures

For analyzing the data, the study applied the Miles and Huberman interactive model, which is widely recognized in qualitative research for its structured and iterative nature. The first stage involved data reduction, where raw data obtained from observations, interviews, FGDs, and documentation were selected, simplified, and categorized according to relevant themes. This process helped the researcher to focus only on meaningful and necessary information. The second stage was data display, where the reduced data were presented in an organized manner often in narrative or matrix formats to facilitate clearer understanding and deeper interpretation. Finally, the process moved to conclusion drawing and verification. In this stage, the researcher identified patterns, synthesized key findings, and drew conclusions based on emerging themes. To ensure validity, the data analysis incorporated triangulation across different instruments, member checking with participants, and references to relevant learning theories. This rigorous analytical approach ensured that the conclusions drawn were trustworthy, well-supported, and reflective of the actual experiences observed during the implementation of the English workshop.

## FINDINGS AND DISCUSSION

### The Implementation of the English Workshop

Bhaktyarsa Senior High School is dedicated to creating a dynamic learning environment that extends beyond traditional instruction. This initiative aligns with the school's vision to prepare students for academic, professional, and social success in a globalized world. Recognizing the growing importance of English for global communication, the school identifies English proficiency not merely as a curriculum standard but as a core life skill (Tere & Herdi, 2021).

To realize this goal, the school adopted innovative, student-centered teaching strategies emphasizing practical language use, real-world communication, and active engagement principles consistent with 21st-century education. Passive learning methods no longer meet the demands of modern education; instead, the school prioritizes experiential and interactive approaches.

One of the flagship initiatives is the English workshop, introduced in 2024 and led by a foreign instructor from Argentina. This workshop provides authentic language exposure, helping students bridge the gap between classroom learning and real-life English use. Through activities such as role-playing, song analysis, games, and group discussions, students not only build linguistic competence but also gain confidence in speaking English.

Central to the workshop's success is the instructor's teaching strategy, which focuses on fostering student autonomy. Rather than simply providing answers, the instructor encourages students to analyze and discover solutions independently:

"I insist that they think first before checking their answers. They need to realize they can learn by themselves."  
(MB)

This approach reflects the principles of autonomous language learning, which empower students to retain knowledge and apply it across contexts (Broom, 2015).

The workshop's role as an integral component of the school's English learning strategy is also recognized by school leadership:

"Students had already learned these topics in class, but the workshop provided

additional support and motivation to apply them in real-life situations." (ML).

### ***workshop Scheduling***

Initially, the workshop sessions were scheduled flexibly based on the instructor's availability and student needs. While this flexibility addressed immediate learning gaps, it also led to irregularities in implementation. Recognizing this, the school aims to integrate the workshop more systematically into the regular curriculum:

“While the workshop is beneficial, scheduling remains a challenge. However, we are considering ways to integrate similar activities into the regular curriculum.” (ML)

Although logistical challenges remain, the workshop continues to make an impact through its adaptive structure and student-focused approach. Its responsive model aligns with differentiated instruction, which advocates adapting teaching to meet students' diverse learning needs (Cahyono, 2023)

### ***Use of Varied Learning Media***

A defining feature of the workshop is its use of diverse instructional media, including videos, songs, Kahoot! quizzes, presentations, and printed materials. The instructor selects these tools based on lesson objectives and students' proficiency levels:

“It depends on what I want to work on in the workshop, what I want the students to achieve, the level in which the students are, and the resources I find and have.”  
(MB)

With the support of school facilities like projectors, speakers, and internet access, these media significantly enhance student motivation and comprehension (Cahyono, 2023).

### ***Interactive and Collaborative Learning Framework***

The workshop is grounded in interactive, dialogue-based learning. Instead of relying on direct explanations, the instructor encourages students to construct meaning through collaborative exploration. This method reflects Vygotsky's Sociocultural Theory, which highlights the role of social interaction in effective learning ((Proksimal et al., 2024.)

Students actively participate in discovery-based learning, group discussions, and task-based activities, fostering ownership of their English learning. This approach empowers them to confidently use English in real-world situations, aligning with the school's mission to make learning meaningful and practical.

### ***Step-by-Step Implementation of the English Workshop***

The workshop was delivered through a structured five-step approach:

#### **1. Warm-Up Activities**

Each session began with activities such as songs, videos, or vocabulary games to stimulate interest and activate prior knowledge. These warm-ups lowered anxiety and fostered a comfortable learning atmosphere, supporting the view that students learn better when they feel safe and engaged (Hakim, 2019)

#### **2. Topic Presentation**

Instead of directly explaining grammar rules, the instructor guided students to observe examples and identify language patterns independently. For example, students compared active and passive sentences to discover how voice changes. This approach aligns with discovery learning and sociocultural theories (Angga Saputra & Lalu Suryandi, 2021); (Musa'ad et al., 2024).

### **3. Guided Discovery Learning**

Students worked with real-life texts, dialogues, and problem-solving tasks to explore grammar and vocabulary. For instance, they arranged jumbled sentences to identify correct structures. This approach reflects Bruner's Discovery Learning and Problem-Based Learning (Hadzami & Maknun, 2022)

### **4. Practice and Application**

The workshop emphasized communicative practice. Students participated in group discussions, role-plays, and competitive Kahoot! quizzes to apply their learning. These activities, rooted in Task-Based Language Teaching (Cholifah, 2019) and Cognitive Engagement Theory (Rahmania et al., 2023), helped reinforce language use in real-life contexts. Activities such as the mystery card task encouraged critical thinking and contextual language use, further supporting Problem-Based Learning principles (Dewi Ayu Wisnu Wardani, 2023)

### **5. Feedback and Reflection**

Each session concluded with self-assessment and peer feedback, helping students reflect on their learning progress. The instructor provided constructive feedback, promoting continuous improvement. This reflective practice is supported by Experiential Learning Theory (Abidin, 2024) and metacognitive learning strategies (Mitsea & Drigas, 2019).

The English Workshop at Bhaktyarsa Senior High School successfully integrates interactive teaching strategies, multimedia tools, and guided discovery learning to enhance students' English proficiency. The collaborative effort of the instructor, students, teachers, and school leaders has made the workshop an effective, engaging, and meaningful learning experience. Despite some logistical challenges, the program has proven to be a valuable addition to the school's English language development strategy, fostering not only skill improvement but also learner autonomy and confidence.

#### **Students' Responses to the Implementation of the English Workshop**

Students' responses were gathered through Focus Group Discussions (FGDs), revealing positive feedback toward the workshop's methods and learning environment. These responses reflect how interactive and engaging activities motivated students and enhanced their language learning experiences.

##### **a. Motivation and Enjoyment in Learning English**

Students felt the workshop made learning enjoyable and less stressful. The use of fun activities and a relaxed environment boosted their enthusiasm and confidence.

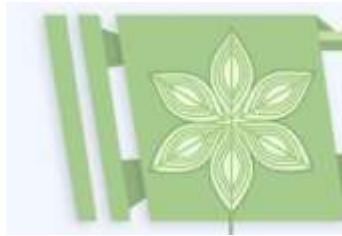
"We felt happy participating in this workshop." (AB)

Another student adds;

"This workshop is different from regular English classes because it makes learning more fun and less stressful." (RT)

The presence of a foreign instructor further motivated them:

"It was very beneficial because we could learn directly from a foreign teacher." (HK)



This aligns with (Hamzah et al., 2023), who argue that enjoyable learning environments improve student motivation and confidence in language acquisition.

### **b. Appreciation for Interactive Teaching Methods**

Students highly appreciated the interactive approach. Activities such as games, songs, and group discussions helped them understand material more easily.

"During the workshop, we played a Kahoot game about passive voice, which was fun and helped us understand the material quickly." (AN)

This active learning environment aligns with Vygotsky's Sociocultural Theory, emphasizing that learning occurs best through peer interaction and collaborative tasks (Proksimal et al., 2024.) The principal also highlighted how the teaching methods complemented the school's curriculum by focusing on practical language use over rote grammar drills.

### **c. Improvement in English Skills**

Students reported noticeable improvements across six language skills:

Speaking: Frequent practice through role-plays and discussions increased fluency and confidence.

"Yes, especially in speaking." (MR)

Reading: Worksheets and PowerPoint slides exposed students to authentic written English.

"Yes, especially reading since we read materials from PowerPoint slides and handouts given by Sister." (YN)

Listening: Students initially struggled to understand spoken English but gradually improved through repeated exposure.

"Sometimes we struggled to understand what Sister was saying because she used a lot of English." (MM)

Writing: Group tasks supported students in improving sentence structure.

"I struggled with sentence structure, but practicing in groups helped me improve." (MS)

Viewing: Visual aids in presentations helped students connect visual and textual information.

Presenting: Group activities required students to express ideas clearly in front of peers, enhancing their confidence in public speaking.

These findings show that experiential learning and interactive practice helped students build language skills in both receptive and productive areas.

### **d. Challenges Faced by the Students During the Workshop**

Despite positive feedback, students identified several learning challenges:

Language Barriers: Some struggled to understand full-English instructions, indicating the need for more scaffolding.

"We sometimes struggled to understand what the instructor was saying" (MM)

Mixed Proficiency Levels: Students suggested grouping participants by skill level to avoid lessons being too easy for some and too difficult for others.

"Sometimes, the lessons were too easy for some and too hard for others." (MM)

Grammar Difficulties: Some students still found sentence structure challenging.

"I struggled with sentence structure." (MS)

The instructor addressed these difficulties by encouraging independent learning:

"I encourage them to think critically rather than depend on their phones to translate everything." (MB)

This supports Swain's Output Hypothesis, which emphasizes that language development occurs when learners produce meaningful language despite difficulties (Suherdi, 2009)

#### e. Suggestions for Improvement

Students provided several suggestions to improve the workshop's effectiveness:

Group Students by Proficiency: To allow tailored instruction.

"It would be better if we were divided into beginner and advanced groups." (MM)

Pre-teach Vocabulary: Students recommended receiving a vocabulary list before each session to improve understanding.

"If we had a vocabulary list before the lesson, it would help us follow the discussion better." (JS)

Increase Workshop Frequency: Students wanted a regular schedule to reinforce learning.

"We suggest having a regular schedule for this workshop." (YK)

Include More Games: Students enjoyed game-based learning and wanted more of it in future workshops.

"We hope there will be more game-based learning activities." (EH)

These suggestions align with differentiated instruction (Sarnoto, 2024), vocabulary pre-teaching strategies (Kimura, 2019) and the benefits of gamified learning environments (Fonseca et al., 2023).

Referring to the findings and discussion above, students' feedback indicates that the English workshop successfully created a fun, interactive, and practical learning environment. They developed essential language skills, gained confidence in using English, and became more motivated to learn. Despite facing challenges, students demonstrated a proactive attitude by offering constructive suggestions, reflecting their growing independence as learners.

### CONCLUSION AND SUGGESTION

#### Conclusion

Based on the findings and discussion of this study, it can be concluded that the implementation of the English workshop at Bhaktyarsa Senior High School contributed to enhancing students' English skills. The workshop provided an engaging and interactive learning environment that helped students develop their language proficiency through various activities such as role-playing, discussions, games, and multimedia-based exercises. The structured approach of the workshop, which incorporated elements of the Merdeka Curriculum, allowed students to practice all six language skills: listening, speaking, reading, writing, viewing, and presenting. These activities encouraged active participation, improved student engagement, and enhanced their overall language competency. The implementation of interactive methods, such as the use of Kahoot! quizzes, song analysis, and group discussions, created a more dynamic learning experience. Through these methods, students were able to develop independent learning strategies, think critically, and improve their confidence in using English. Additionally, the presence of an external instructor, added a unique dimension

to the workshop, as students were encouraged to communicate in English without heavily relying on direct translations. In addition, students responded positively to the workshop, appreciating its interactive and practical nature. The majority of students expressed increased motivation and confidence in using English.

### **Suggestion**

#### *Suggestions for School*

To ensure the sustainability and effectiveness of English skill development among students, it is recommended that the school provide regular English workshops. These workshops should be scheduled consistently to maintain student engagement and support continuous language learning. Furthermore, to optimize learning outcomes, the school is encouraged to implement proficiency-based grouping during workshops. This approach allows for instruction that is better aligned with students' individual language abilities, thus enhancing comprehension and participation. Additionally, the school should improve its allocation of resources by supplying adequate learning materials, incorporating digital tools, and offering training opportunities for teachers. These efforts will contribute significantly to the overall quality and success of the English workshop program.

#### *Suggestion for the English Teachers*

English teachers are encouraged to adopt more interactive teaching strategies in their daily lessons to sustain student interest and motivation. Techniques such as educational games, storytelling, and the use of multimedia content can create a dynamic classroom environment that enhances student engagement. In addition, providing structured speaking opportunities through activities like role-playing and group discussions is essential for helping students build confidence and fluency in communication. To further support comprehension, teachers should prioritize vocabulary-building exercises, including the use of pre-lesson vocabulary lists and contextual practice tasks, which can minimize students' dependence on translation. The integration of technology-based learning tools such as language learning applications and online quizzes can also enrich the learning experience by making it more accessible and enjoyable. Lastly, teachers should foster independent learning by encouraging students to explore external English resources, such as books, podcasts, and online platforms, thereby cultivating self-directed learning habits that extend beyond the classroom.

#### *Suggestions for the Future Researchers*

Future researchers are encouraged to explore the long-term impact of English workshops on students' language proficiency and overall academic performance. Understanding how sustained exposure to workshop-based learning influences both language development and academic achievement can offer valuable insights for educational planning. Additionally, conducting comparative studies between various English workshop models may help identify the most effective methods and strategies for language acquisition. Another promising area of investigation is the integration of English workshops into the regular school curriculum, which could reveal how structured programs affect student engagement and learning outcomes. Furthermore, future studies should consider examining the role of cultural immersion and real-world communication experiences within English workshops. Such research could contribute to the development of more meaningful, authentic, and impactful language learning environments.

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## APPENDIX

### Appendix A

#### *Observation Field Notes*

SESSION	CLASS	DATE	TOPIC	ACTIVITY
1	BSC Hall	Feb 3, 2025	Introduction to Passive Voice Using Song Lyrics	<p>The instructor opened the session with a theoretical explanation, covering definitions, sentence structures, and differences between active and passive voice.</p> <p>Students completed sentence transformation exercises, changing active sentences into passive ones.</p> <p>To make learning more engaging, she played popular English songs (e.g., She Will Be Loved, Take Care, Goner, Hey Jude). Students worked together to identify passive voice sentences in the lyrics.</p> <p>The session ended after one hour, and students continued learning about passive voice in their regular classes.</p>
2	XI P2	Feb 3, 2025	Passive Voice Application Through Mystery Role-Play	<p>The instructor reviewed the formation of passive voice, refreshing students' prior knowledge.</p> <p>Students were divided into five groups, each receiving a "mystery scenario" (e.g., a theft, a strange event).</p> <p>Each group created five questions and answers related to their scenario using passive voice.</p>

				Students performed their task through an interview role-play, where one acted as the interviewer and the other as the interviewee using their prepared passive sentences.
3	XI P3	Feb 3, 2025	Passive Voice Quiz and Group Discussion	<p>Session began with a brief grammar review.</p> <p>Students participated in a Kahoot! quiz, answering multiple-choice questions that tested their ability to identify passive and active voice sentences.</p> <p>After the quiz, students formed groups and collaboratively transformed active sentences into passive sentences, using discussion sheets.</p> <p>Each group presented their answers aloud for feedback.</p>
4	XI P5	Feb 3, 2025	Voice Quiz and Group Sentence Transformation	<p>Started with a quick review of active and passive voice rules.</p> <p>Students played a Kahoot! quiz, identifying passive and active sentences.</p> <p>After the quiz, students worked in small groups, converting active sentences from a question card into passive sentences.</p> <p>Faced with vocabulary difficulties (since smartphone use was</p>

## Appendix B

### Focus Group Discussion (FGD) Summary

Class	Number of Respondents	Research Problem	FGD Questions	Student Answers (Most Related to the Research Focus)
XI P2	10	1. How is the implementation of the English workshop in enhancing students' English skills?	<ul style="list-style-type: none"> <li>- How was your overall experience participating in this workshop?</li> <li>- What activities helped improve your English?</li> <li>- Do you think the materials helped your English skills?</li> <li>- How did you feel during this workshop?</li> </ul>	Students felt happy and motivated. Activities like songs, games, and interaction helped improve their understanding. The materials were very helpful, though the use of English posed some challenges.
XI P2	10	2. What are students' responses towards the implementation of the English workshop?	<ul style="list-style-type: none"> <li>- Was the workshop beneficial for your English learning?</li> <li>- Did the methods make you more interested in learning English?</li> </ul>	Students felt enthusiastic and engaged. The workshop was very beneficial, especially for speaking and listening. The interactive methods increased their interest in learning English.
XI P3	10	1. How is the implementation of the English workshop in enhancing students' English skills?	<ul style="list-style-type: none"> <li>- How was your overall experience?</li> <li>- Which activities helped improve your skills?</li> <li>- Do you think the materials helped?</li> <li>- Did the workshop make you feel motivated?</li> </ul>	Students enjoyed learning through Kahoot! games and direct communication. Materials were helpful, but some struggled with English explanations. The workshop made them more enthusiastic about learning.
XI P3	10	2. What are students' responses towards the implementation of the English workshop?	<ul style="list-style-type: none"> <li>- Was it beneficial for improving your skills?</li> <li>- How did the methods impact your learning?</li> </ul>	Students felt happy and motivated. The workshop helped especially in speaking and listening. Teaching methods were fun and engaging, increasing their interest in learning English.
XI P5	10	1. How is the implementation of the English workshop in enhancing students' English skills?	<ul style="list-style-type: none"> <li>- How was your overall experience?</li> <li>- Which activities helped your learning?</li> <li>- Do you think the materials helped?</li> </ul>	Students enjoyed learning with Sister Maria's engaging methods, such as Kahoot! games and group discussions. Materials helped, though some vocabulary and sentence structures were challenging.
XI P5	10	2. What are students' responses towards the implementation of the English workshop?	<ul style="list-style-type: none"> <li>- How did you feel during the workshop?</li> <li>- Was it beneficial?</li> <li>- How did the workshop affect your</li> </ul>	Students felt happy and excited. The workshop was beneficial for all skills (speaking, listening, reading, writing). Methods were interactive and enjoyable, building their confidence in using English.

restricted), students asked each other or the instructor for word meanings.

Each group presented their transformed sentences in front of the class.

Class	Number of Respondents	Research Problem	FGD Questions	Student Answers (Most Related to the Research Focus)
			motivation and participation?	

## Appendix C

### *Students' English Score Documentation*

No.	Kelas	Kode Siswa	Nama Siswa	Skor Bahasa Inggris
1	XI P2	S01	Adrian Julian A. Baki	92
2	XI P2	S02	Anindita Sari E. Ikhwani	92
3	XI P2	S04	Claudia V. Linda Kobuli	89
4	XI P2	S05	Edmun Cahyono Moa	92
5	XI P2	S09	Elisabeth Wae	90
6	XI P3	S12	Fransiskus Xaverius Loden	92
7	XI P3	S14	Hendrikus Fendi Kadja	92
8	XI P3	S19	Maria Amelia Oktaviani	92
9	XI P3	S21	Maria Getrudis Saru	92
10	XI P5	S01	Agusthina Sefrianda	92
11	XI P5	S05	Ekarista Anastasia Dwi	92
12	XI P5	S09	Gabriela S. Ichi Luga	92
13	XI P5	S16	Maria Vimita Nona Siti	92
14	XI P5	S18	Victoria Jesica M. Amasadin	92
15	XI P5	S21	Yuningsih Amininarti Nuro	92

Note: Full score documentation is presented in the author's archive and available upon request

## Appendix D

### *Students' English Score Documentation*



*Workshop Session 1 in BSC Hall with over 90 students*

*Figure D1*



Figure D2



Figure D3



Figure D4.

Observation of the implementation of workshop session 2 in Class XI P2

Observation of the implementation of workshop session 3 in Class XI P3.

Observation of the implementation of workshop session 4 in Class XI P5.

## Appendix E Institutional Letters

Letter	Institution	Date / Ref No.
E1	Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sikka	January, 2025 / NOMOR: DPMPTSP.500.16.7.2/2/58/1/2025

**VOL. 07 NO. 02, DEC 2025**

E2	SMA Bhaktyarsa	March, 2025 (signed by Headmaster)
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Note: Scanned copies available upon request.