

**THE STUDENT EXPERIENCE IN WINNING ENGLISH
COMPETITION : A CASE STUDY AT LIPS OF NURUL JADID**

Skripsi

Presented to

Undergraduate Program

English Education Program

Nurul Jadid University

**in partial fulfillment of the requirements for the degree of
Bachelor in English Language Education**



By

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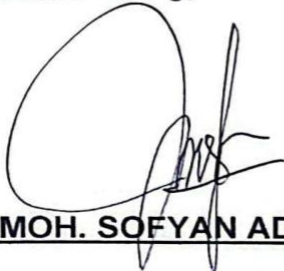
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Case Study at LIPS of Nurul Jadid

Telah memenuhi syarat untuk diajukan dalam Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Pembimbing,



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MOTTO AND DEDICATION

“Success is not the key to happiness. Happiness is the key to success.
If you love what you are doing, you will be successful.”

(_Albert Schweitzer_)

THIS SKRIPSI IS DEDICATED FOR:

My Parents, Wir Sugianto, and Miyati
My Sister, Olivia Fika Azzahra
All my comrade



DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that :

1. This *skripsi* is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
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ABSTRACT

Anas, Wildani Nuril. 2025. *The Student Experience in Winning English Competition : A Case Study at LIPS of Nurul Jadid.* Undergraduate program Nurul Jadid University. Advisor (I) Moh. Sofyan Adi Pranata, M.Li.

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This study aims to explore the experiences of LIPS Nurul Jadid students in participating in winning English competitions at various levels, identifying and analyze the academic factors that contribute to students' success in English competitions.. A qualitative phenomenological studys approach was employed to explore the lived experiences of winning students within the Language and Islamic Public Speaking (LIPS) program at Nurul Jadid Islamic Boarding School. The researcher acted as the primary instrument, supported by observation, interviews, and documentation as data collection techniques. Prolonged engagement enhanced the credibility of the findings. Data were collected through two main methods: observation and interviews, which provided in-depth insight into students' achievements and institutional contributions.

Thematic analysis revealed that the extracurricular English program contributed significantly to the improvement of students' speaking, listening, reading, and writing skills. Key enabling factors included mentoring, peer tutoring, structured coaching, and emotional encouragement. Key challenges identified were time constraints, pronunciation difficulties, and performance anxiety, which were addressed through disciplined practices, self-motivation, and collaborative support. The study concluded that the English language competition experience fostered not only linguistic competence but also students' self-confidence, motivation, and enthusiasm for learning. These findings underscore the transformative role of performance-based extracurricular activities in shaping learners' academic engagement and identity in a multilingual educational environment.

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The Researcher,

WILDANI NURILANAS

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