AN UNDERGRADUATE THESIS

THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

BY :

SAPTA ANDIKA SARI

Student Number : 1701070139

Tarbiyah And Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES METRO

1443 H / 2022 M

THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

Presented as a Partial Fulfilment of the Requirements For the Degree of Sarjana Pendidikan (S. Pd) In English Education Department

BY :

SAPTA ANDIKA SARI
Student Number: 1701070139

Sponsor :Yeni Suprihatin, M.Pd

Tarbiyah and Teacher Training Faculty
English Education Department

\

STATE INSTITUTE FOR ISLAMIC STUDIES METRO
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@.ac.id

APPROVAL PAGE

Title	: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN
Name	: Sapta Andika Sari
Students Number	: 1701070139
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be examined in munaqosyah in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

Metro, February 21th 2022
Sponsor

Yeni Suprihatin, M.Pd
NIDN. 2001038901

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the Munaqosyah of Sapta Andika Sari**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by:

Name	: Sapta Andika Sari
Students Number	: 1701070139
Faculty	: Tarbiyah and Teacher Training Faculty
Department	: English Education
Title	: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikumWr. Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 19871022015031004

Metro, February 21th 2022
Sponsor

Yeni Suprihatin, M.Pd
NIDN. 2001038901

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NOTA DINAS

Nomor :
Lampiran : -
Perihal **: Persetujuan Munaqosyah**

KepadaYth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama	: Sapta Andika Sari
NPM	: 1701070139
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN

Sudah kami setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr. Wb

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871022015031004

Metro, 21 Februari 2022
Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN. 2001038901

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE
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An Undergraduate thesis entitled: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO. Written by: Sapta Andika Sari, Student Number 1701070139, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, March 11th 2022 at 09:00 – 11:00 p.m

BOARD OF EXAMINERS:

Chairperson	: Yeni Suprihatin, M.Pd.	(.....)
Examiner I	: Dr. Aria Septi Anggaira, M.Pd	(.....)
Examiner II	: Andianto, M.Pd	(.....)
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KEMENTERIAN AGAMA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO LAMPUNG REPUBLIK INDONESIA

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

PENGARUH PROGRAM HARI BAHASA INGGRIS TERHADAP KEMAMPUAN BERBICARA SISWA KELAS SEPULUH SMA MUHAMMADIYAH AHMAD DAHLAN METRO

ABSTRAK

Oleh

SAPTA ANDIKA SARI

Kemampuan berbicara bahasa inggris adalah salah satu kemampuan yang harus dikuasi oleh setiap siswa dalam bahasa inggris. Mereka bingung untuk berbicara bahasa inggris dan beberapa diantaranya merasa malu untuk berbicara di depan siswa lain. Tujuan penelitian ini adalah untuk mengetahui adakah pengaruh yang baik dalam menggunakan program hari berbahasa inggris terhadap kemampuan berbicara siswa kelas sepuluh pada SMA Muhammadiyah Ahmad Dahlan Metro. Mereka berbicara bahasa inggris setiap hari sabtu.

Penelitian ini adalah penelitian kuantitatif. Penelitian ini dilakukan di SMA Muhammadiyah Ahmad Dahlan Metro. Sample penelitian ini ialah siswa kelas X MIPA IBNU SINA yang berjumlah 32 siswa, dan teknik sampling pada penelitian ini menggunakan cluster sampling technique. Pada penelitian ini, peneliti menggunakan Tes dan dokumentasi sebagai metode pengambilan data. Pre test digunakan untuk mendapatkan hasil kemampuan berbicara siswa sebelum diberikan perlakuan dan post test dilakukan untuk mendapatkan hasil dari kemampuan berbicara setelah diberikan perlakuan. Peneliti menganalisa data menggunakan T-test.

Peneliti melakukan tes dengan cara siswa harus memilih salah satu percakapan kemudian membaca dan menghafalkan percakapan tersebut dengan temannya, kemudian peneliti melakukan tes berupa oral mengenai apa yang telah siswa lihat dan baca. Hasil penelitian mendapatkan $t_{observed}$ = 11.809 dan t_{table} = 5% : 2.031 yang berarti bahwa $t_{observed}$ lebih besar dari t_{table} : 11.809 > 2.031. Dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Yang berarti bahwa menggunakan program hari berbahasa inggris dapat memberikan dampak positif terhadap kemampuan berbicara siswa.

Kata Kunci: Kemampuan Berbicara, Program Hari Bahasa Inggris.

THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

ABSTRACT

By

SAPTA ANDIKA SARI

The ability to speak English is one of the skills that should be dominated by every student in the English language. But in fact, students are still difficulties in communicating. They are confused to speak English and some of them feel shy to speak in front of other students. The purpose of this study was to determine the influence of English day program at the first grade students of SMA Muhammadiyah Ahmad Dahlan Metro. They speak English every Saturday.

This research is a quantitative study. The research was conducted at SMA Muhammadiyah Ahmad Dahlan Metro. Sample of this study was that students of class X MIPA IBNU SINA are 32 students, and the sampling technique in this study using cluster sampling technique. In this study, researchers used a test and documentation as a method of data collection. Pre-test was used to get the students' speaking skills before being given treatment and post-test was performed to obtain the result of the ability to speak after a given treatment. Researchers analyzed data using T-test.

Researchers tested by means students must choose one conversation then read and recite the conversation with his friend, and then researchers conducted tests in the form of oral about what students see and read. The results get t-observed = 11 809 and t-table = 5%: 2031 which means that t-observed greater than t-table: 11 809> 2031. It can be concluded that the Ha accepted and Ho is rejected. This means that using classroom conversations can provide a positive impact on students' speaking performance.

Key words: English Day, Speaking Performance.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Sapta Andika Sari
Student Number	: 1701070139
Department	: Tarbiyah
Study Program	: English Education

States this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, December 15th 2021

SAPTA ANDIKA SARI
NPM. 1701070139

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama	: Sapta Andika Sari
NPM	: 1701070139
Jurusan	: Tarbiyah
Program Studi	: TBI

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 15 Desember 2021

Yang menyatakan

SAPTA ANDIKA SARI

NPM. 1701070139

MOTTOS

What passes over me will never be my destiny,

And what is destined me will never fail me

(Ali Bin Abi Thalib)

The limits of my language means the limits of my world

(Ludwig Wittgenstein)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to my beloved parents, Dalimin and Sri Wahyuni, who always give support and guidance to success in my study, thank you very much for your endless love. I love you and you are spirit in my life. My brother Eko Sudarmaji and his wife Anisa Sukma Sari, My sister Meiga Wulandari and her husband Deni Anggi Saputra, who always gives support in every time. Thanks for your attention and kindness. And all my friends who always support me.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The writer is very grateful for the chances He has given his to accomplish this undergraduate thesis.

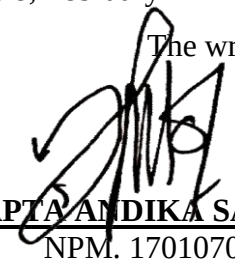
The writer would like to extend her gratitude to the Sponsor, Yeni Suprihatin, M.Pd. Who have constantly given their endorsement, time, and guidance so the writer could finish an undergraduate thesis. There is nothing she could do to return their deeds. She would also like to thank the Chief of State Institute of Islamic Studies (IAIN) Metro, who was given support and approval in order that the writer was able to conduct the research.

The credits also go to the English Lecturers of English Education Program of State Institute of Islamic Studies (IAIN) Metro who was sincerely shared their knowledge to lead their students to a better future.

The writer realizes the imperfectness of this work, nevertheless, she hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general. It is Allah who bestows success and guides to the Right Path.

Metro, February 22th 2022

The writer,



SAPTA ANDIKA SARI

NPM. 1701070139

LIST OF CONTENT

COVER ..... **i**
TITTLE PAGE ..... **ii**
APPROVAL PAGE. ..... **iii**
NOTIFICATION LETTER. ..... **iv**
NOTA DINAS. ..... **v**
RATIFICATION PAGE ..... **vi**
ABSTRACT ..... **vii**
STATEMENT OF RESEARCH ORIGINALITY ..... **ix**
MOTTO ..... **xi**
DEDICATION PAGE ..... **xii**
ACKNOWLEDGEMENT ..... **xiii**
LIST OF CONTENT ..... **xiv**
LIST OF TABLE ..... **xvii**
LIST OF FIGURE ..... **xviii**
LIST OF APPENDICES ..... **xix**

CHAPTER I INTRODUCTION

A. Background of Study 1
B. Problem Identification..... 4
C. Problem Limitation 4
D. Problem Formulation 4
E. Objective of the study. 5
F. Benefits of the Study..... 5
G. Prior Research. 6

CHAPTER II THEORETICAL REVIEW

A. Theoretical Description 8
1. Description of English Day 8
2. Definition of Speaking..... 14

3. Elements of Speaking 16
4. English Day Program in SMA Mu.Ahmad Dahlan Metro 18
B. Theoretical Framework and Paradigm 20
1. Theoretical Framework 20
2. Paradigm 21
C. Hyphothesis 22
1. Null Hypothesis (Ho) 22
2. Alternative Hypothesis (Hi) 22

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 23
B. The Operational Definition of Variable 24
1. Independent Variable 24
2. Dependent Variable 24
C. The Population, Sample and Sampling Technique 25
1. Population 25
2. Sample and Sampling Technique 25
D. Data Collection Tehnique 25
1. Test 26
2. Documentation 26
E. Research Instrument 27
1. Instrument Blueprint 27
2. Instrument Calibration 28
F. The Data Analysis Technique 30

CHAPTER IV RESEARCH RESULT AND DISCUSSION

A. Research Result 32
1. Description of the Research Location 32
2. Description of Research Data 34
B. Hypothesis Testing 38
C. Discussion 42

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclussion 45

B. Suggestion 46

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

Table 1. The Indicators of Speaking 17

Table 2. The Variable and Indicator 28

Table 3. Frequency distribution of pre-test score experimental class 35

Table 4. Frequency distribution of post-test score experimental class 36

Table 5. Frequency distribution of pre-test score control class 37

Table 6. Frequency distribution of post-test score control class 38

Table 7. The Result Score of Post-Test after using English Day Program 38

Table 8. The Result of data output from SPSS 41

LIST OF FIGURE

Figure 1. Diagram Pre-survey of Speaking Oral..... 3

Figure 2. The Paradigm of the Research 21

LIST OF APPENDICES

1. The letter of thesis guide
2. The letter of pre-survey
3. The letter of research
4. The work letter
5. Lesson Plan of Pre-Test
6. Lesson Plan of Post-Test
7. Research Instrument of Pre-Test
8. Research Instrument of Post-Test
9. The Result Score of Pre-Test Experimental Class
10. The Result Score of Post-Test Experimental Class
11. The Result Score of Pre-Test Control Class
12. The Result Score of Post-Test Control Class
13. The Organization Structure
14. Location Sketch
15. Documentation of The Research
16. Undergraduated Thesis Guidance Letter
17. Permitted of Pre-Survey
18. Respons Letter of Pre-Survey
19. Permitted of Research
20. Letter of Assignment
21. Respons Letter of Research
22. The Proposal Guidance Consultation Card
23. The Undergraduate Thesis of Consultation Card
24. Nota Dinas for Proposal Seminar
25. Approval Page for Proposal Seminar
26. Notification Letter for Proposal Seminar
27. Ratification Page for Proposal Seminar
28. Turnitin of Munaqosyah
29. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one important part in communicating English. By the speaking we can express everything we need to say. The students are still difficulties in communicating. They are confused to speak English and some of them feel shy to speak in front of other students or people. Everyday people need to express or deliver something to others because they belong to social creatures that always need somebody else to live and do interaction.

English Day Program is one of methods to speak English fluently. English Day will be apply in the class just for one day in every week and all students in that's class speaking with English and they also can mixed their language in bahasa if they don't know the vocabulary. In this globalization era, English is very important because all of the people in the world communication by English to the people in every different countries. In studying English there are four basic skills that we must learn, namely: speaking skills, writing skills, reading skills and listening skills. Students have difficulties in learning English, especially on speaking subject. It's happened because some reasons such as students' background, goals, ability and interest.

Based on guide line in curriculum of SMA Muhammadiyah Ahmad Dahlan Metro, in English learning the students are expected to be able to apply their knowledge in writing and spoken form of English. But in the real classroom their skill still low, especially in speaking. Speaking as one of

linguistic competences is a critical element in the language performance of adult second language learners either they are communicating at school, classes or in the community. Teaching speaking can be using a media, one of the media can be used in teaching of speaking is using a video, and at SMA Muhammadiyah Ahmad Dahlan Metro this method has been special in Speaking Class. In speaking class the student's get difficult to speak, they find some problem such as:

1. Lack of vocabulary mastery in English, so the students don't believe in themselves when speaking in English.
2. They scary to stand up and speak in front of their classes.
3. There is no English application in daily activity make the students' speaking performance is low.

Based on Pre-Survey result the researcher got the data, (1) Many parents send their children to attend English course, especially English for teenagers. (2) It is assumed that teaching English in high school will create a positive attitude toward English that can change the negative image of English as a difficult subject and able to develop student basic language skill so the graduate of senior high school will have a better English competency. It means that English is very important to the students learning early.

Based on data Pre-survey above on May 27- 2021, The Students speaking ability is low. The condition of the student speaking ability can view on the diagram below:

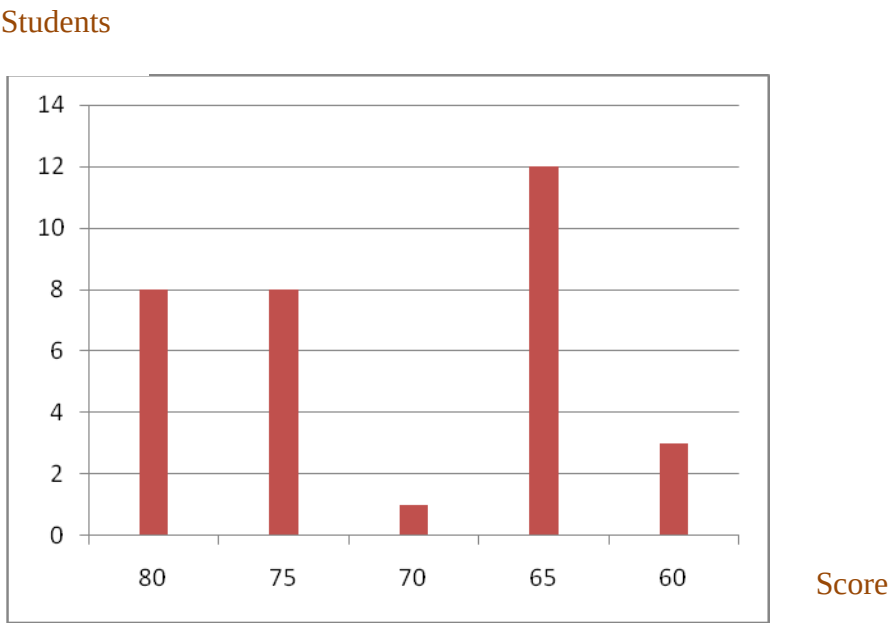


Figure 1 : Diagram Pre – Survey of speaking oral

Refering the table above, the total students is 32 and they has lowest score in speaking that is ≤70 (26 Students) and they reach completeness standard that is ≥70 (6 Students). The completeness standard (KKM) in SMA Muhammadiyah Ahmad Dahlan Metro is 70 score. Efforts for development quality speaking continue done by the teacher that matter can see from source pre-survey at the first semester of the first grader of SMA Muhammadiyah Ahmad Dahlan Metro.

Based on the data above, the writer would like to conduct the research as follow: “The Influence of English Day Program toward Students’ Speaking Performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in the Academic Year 2021/2022”.

B. Problem Identification

Based on the preliminary research and explanation of the background of the problem and also the title, the writer identifies the problem, as follows:

1. The students got mental blocked in doing speaking.
2. Some students not easy to pronounce English vocabulary.
3. Most of the students have low score in speaking, so they don't reach the completeness standard.

C. Problem Limitation

The problems are less broad and less deviating from the goal and more direct and goals can be achieved. In this problem the researcher gave the limit of the problem for the achievement of the research objectives. As for the problem with research, the researchers are only discussing the influence of English day program toward students' speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro.

D. Problem Formulation

By considering the identification of the problem and limitation of the problem above, the writer formulates the problem as follows:

1. Is there any significant influence of English day program toward students speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022?

2. How far does the influence of English day program toward students speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022?

E. Objectives of Study

1. To know significant of the influence English day program toward students speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022.
2. To know how far the influence of English day program toward students speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022.

F. Benefits of Study

1. For the teacher

   By this research, it is expected that English teacher can choose appropriate English day program class to increase student speaking performance.

2. For the students

   The result of this research can be used to know the improvement of the student speaking performance in using English day program class.

3. For SMA Muhammadiyah Ahmad Dahlan Metro

   The writer hopes this result of this research can be used as information to improve English learning in the future.

G. Prior Research

There are some of relevant researches that the writer finding on Mudyanita, the student from Faculty of Language and Arts Semarang State University in her study, entitled *The Contributions of English Day Program Towards Students' Speaking Skills in International Standard School SMK N 1 Pacitan.* This study discussed about the contributions of English Day program, the problem of this study was to what extent the English Day program gave contributions toward the students speaking skills in SBI SMK N 1 Pacitan in the academic year 2010/2011. This research data were collected by documentation and the subject of this study is the first grade students. The method of this study was used descriptive qualitative study. The result of this study showed that, English Day Program could improve students' speaking skills. But the implementation of English Day in SBI SMK N 1 Pacitan, haven't been done well. Mostly, the students shy used English or they have some difficulties to understand English Conversation. They do not have understood that speaking English was very important for International Standard School. [1]

Rosyid, the student from UIN Syarif Hidayatullah Jakarta in his study, entitled *Improving Students' Achievement Through English Day Program*. The research of this study held at SMUN 112 West Jakarta, which is located on Jl.Pesanggrahan Raya Meruya Utara Kembangan Jakarta Barat, the writer chooses it because SMUN 112 uses English Day Program as a technique in

[1] Mudyanita, A, *The Contributions of English Day Program Towards Students' Speaking Skills in International Standard School SMK N 1 Pacitan* (Semarang:UNNES,2011), p.v

teaching English. The independent variable of this study (English Day Program) and the dependent variable is (Speaking Performance). In this research the writer took the population of second year students. The result of this study any significant from the process of English Day Program, English Day Program can increase students' speaking achievement.[2]

Khikmiah, in her study *The Impact of English Club Towards Students' Speaking Skill.* She conducted study to investigate the impact of English club student's towards their speaking skill. She stated that one way to obtain more practices to speak English is by joining an extracurricular program. English club gives chance to students to learn speaking English. She concluded that English club has many advantages which can improve students' speaking skill. There is significant contribution toward their speaking ability.[3]

Based on all of the studies above, any significant in the students' speaking performance seem on the Rosyid research and Khikmiah. In the others side the research from Mudyanita there's no significant about students' speaking performance. Their topic related to the use *English Day* program as a program to improve students' speaking skill has been work out. It motivates me to conduct a study of this particular interest.

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[2] Rosyid, A, *Improving Students' Achievement Through English Day Program,* (Jakarta: UIN Syarif Hidayatullah, 2004).

[3] Khikmiah, N, *The Impact of English Club Towards Students' Speaking Skill,* (Semarang: States University Semarang, 2010), p.7

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Description of English Day

Good teacher recognize that their plans are only prototypes and they may have to abandon some or all of them if things are going too fast or to slow. Good teachers are flexible.[4] For example, the teacher can applies *English Day Program* in learning process, so we can increase the ability of speaking and getting better. English Day Program is one of methods to speak English fluently. English Day will be apply in the class just for one day in every week and all students in that's class speaking with English and they also can mixed their language in bahasa if they don't know the vocabulary. So the student can improve their English day by day and they will be better in speaking. Good teachers find a balance between predictable safety and unexpected variety.

EDP should be a part of daily life that we take it for granted. Therefore English Day Program needs to be developed and practiced day by day. EDP is a program wherein a certain day principal, teachers, students, support officers must communicate in English all day long. The main supporter of EDP is English teachers, who should share their knowledge and skills about English with other teachers. The announcement, the name - board of school and room, the handout and

[4] Jeremy Harmer,*"How To Teach English"*, (England:Longman, 1998), p. 5-6

worksheet of all subjects must be written in English. Every interaction is conducted in English. English Day Program (EDP) is the methods that very interesting to apply because by this method the student will be more comfy in this class, so that the students speaking skill more be better than before. In Indonesia, EDP is a relatively new strategy to help students develop their speaking skills.

In addition to the use of communicative speaking activities, English Day Program (EDP) has been implemented as another strategy to help students develop their speaking skills. EDP is a program organized by a community to use English as a communication facility or media in English teaching and learning process on a certain day. This community certainly does not use English as a mother tongue. The purpose of this program is to encourage the members of community to speak English. Language is a group of sounds with specific meanings and organized by grammatical rules *(The Silent Way)* and in other meaning language is the everyday spoken utterance of the average person at normal speed *(Audio Lingual Method)*[5]. Wilkins says that a language is a social activity and choice of language varies according to social function and personal intention Language teaching must provide the learner with means to select language which is suitable for circumstances in which it is used, involving command of features of dialect, register, medium and style, and which is

[5] Setiyadi, Ag. Bambang, *" Teaching English as a Foreign Language",* (Yogyakarta: Penerbit Graha Ilmu, 2006) p.10.

appropriate to express his personal states and ideas – requiring mastery of a range of communicative functions.[6]

The researcher focused on the speaking classroom process of learning speaking at SMA Muhammadiyah Ahmad Dahlan Metro. On the learning speaking process at SMA Muhammadiyah Ahmad Dahlan Metro just use the little facility and many problem that always found. The solution to finish of problem is makes a good the other process of learning that using by teacher. According to Mackey, all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation and some sort of repetition.[7] It includes selection because we cannot teach the whole aspects of language; we have to select the part that we wish to teach. In the present era of globalization, the ability to speak in English is very important because people around the world have been more interconnected and integrated. To be more specific, the followings are some of the main reasons why the ability to speak English is highly needed. First, the ability to speak in English provides a person more job opportunities. Today's businesses need employees who can communicate fluently with English - speaking partners and clients. In addition, the ability to speak in English makes it possible for businesspersons to access a wider range of customers. Second, the ability to speak English makes it easier to travel. Because English is spoken as a

[6]Desmond Allison," *Language Testing and Evaluation An Introductory Course"*, (Kent Ridge Crescent: Singapore University Press, 1999), p.29

[7]Setiyadi, Ag. Bambang, *"Teaching English as a Foreign Language",* (Yogyakarta: PenerbitGrahaIlmu, 2006) p.10

first or second language in almost all countries, it is always easy to find English speakers as well as printed information in English, especially at hotels and in areas visited by tourists. Third, English speaking mastery makes it easy to exchange ideas, e.g. in an informal forum or in international seminar and conference. Finally, English is now the main language of science and technology. A person with a good English speaking skill has more opportunities to collaborate in these fields and to share ideas and innovations.[8]

To support the students in learning English, the teachers can use some instruments in order to make them be more interested especially in learning speaking. One of the techniques that teacher can use to make student get used to speak English is to promote English Day. Through English Day, students will enjoy speaking English that improves students' ability and their self-confidence. Students will be more active and English day makes them get used to speak English. English day has been implemented in some schools and universities. Every school has different purpose in applying this English day. The study about English day has been written previously by some writers. However, each study has its own goals, roles, and limitations. The related study with the recent study is provided below:

Tanrin had done his research in SDN 4 Sukarsari Tangerang. English day has been implemented in this school for four years. English

[8]OctovanySinaga, *"Students' Perception on the Role of English Day Program in Speaking Skill Development",* (Jakarta: J.E.T, 2018) p. 105

day has been implemented in order to improve students' speaking skill and make the students dare to speak English. In English day, students performed some performances by using English such as, drama, poetry, singing and speech, it was held every Saturday and students were guided by some English teachers. Through his research he found that the implementation of English day at this school can improve students speaking skill. Students communicate by using English with their friends at school environment, but the students are able to speak in short conversation only.[9] According to the Oxford Learner's Pocket Dictionary, conversation is the informal talk involving a small group of people or only two or activity of talk[10].

Beside the learning process that change, the teacher also know about how to be a good teacher and the teacher should be know about how important is the students' motivation. In English Day classroom, the initial stages of their learning also a typology of activities to develop speaking is proposed.[11] The teacher of foreign languages to children has become a highly skilled professional who can combine their knowledge, skills and sensitivities of a teacher of children with those of a teacher of language and balance the two. To learn a conversation we must know about the pronunciation and vocabulary. Conversing in a second language means

[9]E-journal of English Language Teaching Society (ELTS) Vol. 2 No.4 2014 – ISSN 23311841, p.3

[10]Oxford Learner's Pocket New Edition, (New York: Oxford University Press, 2003) p.92.

[11]Brewster, Jean and Gail Ellis with Denies Girard *"The Primary English Teacher Guide",* (Europe's: Great Britain,2002) p.101.

knowing how to maintain interaction and focus on meaning, use conversational grammar, introduce, develop and change topics, take turn, apply conversational routines and accept style.[12] And the problem that any in learning conversation are:

The first, students want to talk, this is problem in learning Speaking English for example is conversation. The teacher point out the students, including advanced students, are so shy or have such high levels of anxiety over speaking that they will not speak in class. Some students will not talk in day because they are too shy or anxious. This is not only true for beginners, but also for some students who are fairly advanced in their listening, reading and writing abilities. Perhaps they are anxious because they have not had many chances to speak or because teacher in the past have been critical of their English. Whatever the reason when faced with quiet anxious students, the problem of the conversation teacher is how to get them to open up, to talk.

Second, the error treatment this is problem. Some teachers are concerned that students don't change their language, even after receiving feedback on their language errors. The teacher now believe that students need to be give an acquisition rich experience in the classroom, providing them with opportunities to listen to read, write and speak lots of English. Some of these teachers also believe that students will naturally acquire the language through an unconscious process of second language acquisition.

[12]Gebhard, Jerry G*"Teaching English as a Foreign or Second Language",* (USA: , The University of Michigan Press,2000) p.169.

As long as input is comprehensible to the students, they will acquire the grammar of the language on their own.

2. Definition of Speaking

Speaking performance can help them to be confident. Speaking is not easy skill in learning English, so we can try to speak English in daily activity, makes habits by using English language. Speaking is the active use of language to express meaning hence, other people can make sense of them.[13] English is the language that is very important and needed to communicate with people in the world who are nationally and internationally. Speaking as one of linguistics competences is a critical element in the language performance of second language learners either their name is such communicating at school or in the community. Although, based on 2004 curriculum English was learned by the students at the elementary school as a local subject. Since children, beginners, learning should be fun and natural. In teaching and learning English process the teacher must have the methods that can motivate the students and widen the cannel communication between the teacher and the students, so that teaching learning process will be more communicative and effective. Speaking is also one of the direct communications that can be done by someone in delivering information.

It is perhaps fitting to start this chapter with a quote from Bygate who so aptly comments that study of speaking like the study of other uses

[13]Cameron, L. "*Teaching Languages to Young Learners".* (Cambridge: University Press, 2001). p.40

of language is properly an interdisciplinary field. It involves understanding the psycholinguistics and interpersonal factors of speech production, the forms, meanings and processes involved and how these can be developed.[14]

In learning English we need to master some basic skills in English. One is the ability to speak, speak a basic Traffic is very important and need special skills to learn. Talking is also a direct way of communicating that can be done in a productive and expressive.[15] Speaking abilities can be developed in terms of levels of linguistics analysis of speech (from phoneme to extended discourse), language functions or abilities to carry out more or less complex and demanding tasks, all in terms of language production.[16] While all such accounts are potentially relevant, there are likely to be problems if assumptions are made about priority of acquisition or control.

According to the Oxford Learner's Pocket Dictionary, Speaking is making a statement intended for the listener / audience.[17] Of understanding can be said that in speaking there are two things that cannot be separated, namely "The speaker and listener". Both of these are important factors in speech. If both factors converge and interact with both the speaker's

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[14]Pawlak, Miroslaw.*et.al.“ Speaking and Instructed Foreign Language Acquisition”,* (USA: Library of Congress, 2011). p.3.

[15]Naim, Ngainun *“ Dasar-dasar Komunikasi Pendidikan”,* (Jogjakarta: Ar-Ruzz Media, 2011) p.169.

[16]Allison, Desmodn*“ Language Testing and Evaluation An Introdutory Course”,* (Singapore: Singapore University Press, 1999) p.148.

[17]Oxford Learner’s Pocket New Edition, (New York: Oxford University Press,2003) p.414.

purpose in going was reached that produced conveying information to the listener. Good speaking activities can and should be highly motivating. If all the students are participating fully and if the teacher has set up the activity properly and can give sympathy and useful feedback, they will get tremendous satisfaction from it. Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.[18]

3. Elements of Speaking

According to Van Duzer, students' speaking skills and their speech habit have an impact on the success of any exchange. Students, as the speaker, have to be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage other elements such as rephrasing, providing feedback, turn-taking, or redirecting. The speaker must know the usual pattern that such interaction follows and accesses the knowledge as the exchange progresses. They must also choose the correct vocabulary to describe things on that topic, rephrase emphasize words to clarify the description and use appropriate facial expression.[19]

The indicators of English day program, the students should be able to (a) make conversation with their friends (b) speaking English well, (c) speaking English in simple daily conversation. And the indicators of

[18]Harmer, Jeremy, *" The Practice of English Language Teaching",* (USA: Pearson-Longman, 2011) p.88.

[19]Mary Ann Cunningham Florez, *"Improving Adult English Language Learner's Speaking Skills",* (National Center for ESL Literacy Education, June 1999) p.1.

students speaking performance are; (a) the students can speak fluent in English (b) the students can speak English with their friend (c) the students can answer the question from teacher with use English language. If students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.[20]

Table 1:
The indicators of speaking
(Speaking Scoring Rubric)

SPEAKING PERFORMANCE																								
Fluency					**Vocabulary**					**Structure**					**Expression**					**Comprehensible**				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
			4				3				2						3				2			

Final Score = $\frac{\text{Total Score}}{25}$ X 100

Source:The Students Archive Indicators Speaking of SMA MUAD Metro

But there is more to it than that Speaker of English, especially where it is a second language will have to be able to speak in a range of different genres and situations and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges too.

[20]Harmer, Jeremy, *" The Practice of English Language Teaching",* (USA: Pearson-Longman, 2011) p.343.

In speaking, our main goal should be to make our meaning clear. An important aspect of getting our message across is fluency. Fluency refers to speaking smoothly with as few hesitations and repetitions as possible. Of course, even native speakers do not always speak smoothly. They hesitate at times as they are speaking. They also use fillers such as "*you know" and "okay"* as they are trying to think of what to say next. To sound fluent, however, we need to avoid long or unexpected pauses that interrupt the flow of our ideas. Furthermore, we should try to limit we use of fillers, since they can be very distracting to our listener. Next, the elements of speaking are testing of speaking. The first point to stress is that speaking is not a monolithic ability. A basic and very important distinction in the teaching and testing of speaking is that between "monologue" and "interaction".[21]

An oral presentation to an audience is typically a prepared monologue, for example where as a group discussion or cooperative work involves spoken interaction. In testing what people can do in terms of selected forms of monologue or interaction, decisions are needed about what constitutes effective performance and how this is realized in test criteria.[22]

[21]Allison, Desmodn. "Language Testing and Evaluation An Introductory Course", (Singapore : World Scientific Publishing, 2012), p.117.

[22]. Allison, Desmodn. "Language Testing and Evaluation An Introductory Course", (Singapore : World Scientific Publishing, 2012), p.118.

4. English Day Program in SMA Muhammadiyah Ahmad Dahlan Metro

a. The Procedures of English Day

There are some procedures that must be kept by the students it can be seen as follows:

1) Students should speak English.
2) Students can use code mixing if they don't know the English.
3) Students make vocabulary notebook.
4) English day program has a language polices to control the students it could be administrators of school.
5) The students who break English day program will reported by the administrators to language section.
6) The name of students who break the rules will be informed every week.

The procedures are made for the students to be responsible and the program runs well. Besides that, the procedures also as a strategy for overcoming anxiety and reluctance to speak and to create a supportive environment in order to students feel comfortable taking risks and give positive feedback.

b. The Schedule of English Day

English Day Program in SMA Muhammadiyah Ahmad Dahlan Metro as a program to apply a bilingual system in this school. This program is aimed to students can speak foreign language actively both English and Arabic. English day was held every Saturday, starting from the

student entering the school gate until their leaving the school gate in that day. The students use English actively on specified day and were guided by some English teachers.

c. The Curriculum of English Day

The first one is in classroom activity which has English as a subject, and the last one is handled by English Teacher of SMA Muhammadiyah Ahmad Dahlan Metro. English day program is not only a school program but also it is an extracurricular to make English as a habit in the school environment.

d. The Activity of English Day

According to Wahyuni, Hasan Basri and Mashuri there are some activities which can be applied in English day activity as follows:[23] singing, speech, drama, storytelling, debate, vocabulary notebook poetry, singing and speech, it was held every Saturday and students were guided by some English teachers. English day is a program which students must speak English language on the appointed day and there is a special day to explore students' talents in using English. English day can improve students speaking skill, the students communicate by using English with their friends at school environment but the students are able to speak in shorts conversation only.

[23]Wahyuni, Hasan Basri and Mashuri. *"The Influence of English Day Towards Students' Speaking Skill at the Eight Graders".* 2(4): 5

B. Theoretical Framework and Paradigm

1. Theoretical Framework

Edi kusnadi states that "theoretical framework is a tentative statement about indication which becomes object of problem in the research.[24] In this study there are two variables, the dependent variable is error pronunciation at the English day class and independent variable is students speaking performance. Speaking is an important ability for the students to acquire and the important factors in learning process. Based on the theories used in this chapter, the writer assume that English Day (conversation) is very important role in students speaking performance, because incorrect pronunciation at the English Day (conversation) will be lead misunderstanding.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as following:

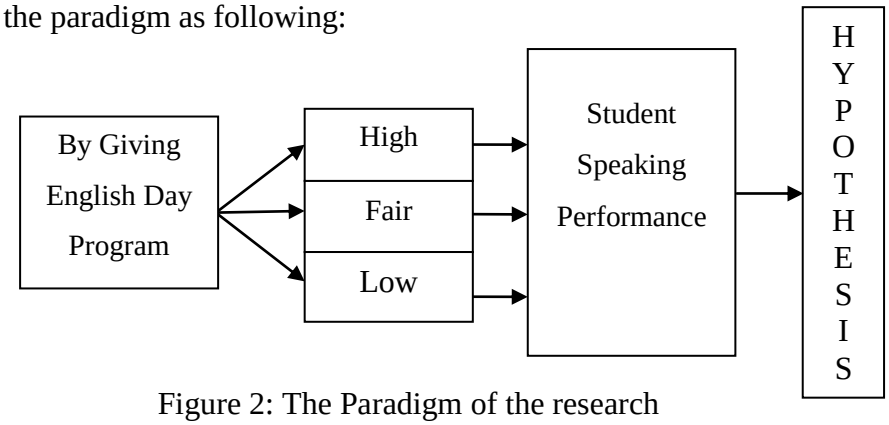

Figure 2: The Paradigm of the research

Based on the paradigm above, English Day Program has an important to improve the students' speaking performance, and the writer

[24]Kusnadi,Edi.*Metodologi Penelitian*, (Metro:STAIN Metro,2008), p. 57

assumes that if using English day program in the class is high, the students speaking performance is high, so any positive influence and significant of English Day Program toward the students' speaking performance. And if using English Day Program is low, the students' speaking performance is low, so there is not any positive influence and significant of English day program toward the students' speaking performance.

C. Hypothesis

Based on the theoretical framework and paradigm above the researcher hypothesis is a tentative statement about outcome of the research[25]. In this research, the hypothesis is formulated as follows:

1. **Null Hypothesis (Ho)**

   There is not any positive influence and significant influence of English Day Class toward Students Speaking performance at the First Graders of SMA Muhammadiyah Ahamd Dahlan Metro in Academic Year 2021/2022.

2. **Alternative hypothesis (Hi)**

   There is any positive and significant influence of English Day Program toward students' speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022.

[25] Hatch and Farhady, *Research Design and Statistics for Applied Linguistic*, (Newbury House:Publisher,incMassachu Setts,1982),p.3

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The kind of research that researchers use in this study is quantitative research design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based on methods (in particular statistics)[26]. Form of this research is a quasi experimental research. This research involves two variables, the independent variable is English day program class (X) and dependent variable is the students speaking performance (Y). The researcher chose class X MIPA IBNU SINA as a sample, because this class low their speaking performance. The researcher can determine which class will the experimental class and controlled class.

Bambang Setiadi states that "research in foreign language teaching has a very important role to improve the outcome of the process of learning the language".[27] It means that the researcher involved herself in the teaching learning process. Finally, the result of the data collecting is classified and analyzed to know the influence of English day program toward students' speaking performance at the first graders of SMA Muhammadiyah Ahmad Dahlan Metro in Academic Year 2021/2022.

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[26] Daniel Mujis, Doing Quantitative Research in Education, Sage Publication, London, Thousand Oaks, New Delhi, 2004, p.1

[27] Setiadi,Bambang, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, GrahaIlmu,Yogyakarta,2006. P.1

B. The Operational Definition of Variable

Based on Cresswel, operational definition is the specification of how you will define and measure the variable in your study[28] Meanwhile, variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.[29]

1. Independent Variable (X)

Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Independent variable is variable that cause, influence, or effect outcomes. It also called treatment, manipulate, or predictor variables. Independent variable of this research is English day program (conversation) class. And the indicators of English day program are: (1) Students can make conversation with their friend. (2) The students can speak English well. (3) The students can speak English in simple daily conversation. Conversation is the informal talk involving a small group of people or only two or activity of talking[30].

2. Dependent Variable (Y)

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Dependent variable is the variable that depends on the independent variable. It is the result of the influence of the independent variable. Dependent variable of this research is the students speaking performance. And the indicators of

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[28] John W Cresswell, *Educational Research.* p151.

[29]Hatch and Farhady, *Research Design and Statistic for Applied Linguistic*, (Massachusetts: Newbury House Publisher, 1982), p. 12-15

[30]Oxford Learner's Pocket New Edition, (New York: Oxford University Press, 2003)p.92.

dependent variable are: (1) Students can speak fluent in English. (2) The students can speak English with their friend. (3) The students can answer the question from teacher by using English language.

C. The Population, Sample and Sampling Technique

1. Population

Marcyzk et.al defines population is "all individuals of interest to the researcher".[31] The population of the research is the first graders' students of SMA Muhammadiyah Ahmad Dahlan Metro. The total of population in this research is 56 students. This research conducted on May until finish. It's include preparation of instrument complication, getting the research letter, collecting the data, analyzing the data, and listening to the research result.

2. Sample and Sampling Technique

According to Marcyzk et.al, sample is representative of population.[32] Based on the explanation above, the writer take 2 class as the control class and experimental class. The writer chooses X MIPA IBNU SINA as an experimental class sample consisting of 32 students and X MIPA AZ-ZAHRANI as a control class sample consisting of 24 students.

D. Data Collecting Technique

In collecting the data, the writer use the following steps:

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[31] Geoffery Marcyzk, et.al, *Essensial of Research Design And Methodology,* (New Jersey: John Willey & Sons, Inc, 2005), p.18

[32] Ary Donald, et.al, *Introduction to Research in Education,* (Canada: Wadsworth), p.148

1. Test

Suharsimi Arikunto states that test is any series of questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.[33]In this research the writer will use an pre test and post test. The writer used tests are pre–test and post-test as data collection method to measure of the students speaking performance. There was fives topic were pre-test and post test. To collect and measure the data of students' usually use test method.

a. Pre-test

This research used the Pre-test at first meeting on May 27th 2021, in order to find out the previous students speaking performance.

b. Pos–test

Post-test is used in the last program of this research after giving some treatment to experimental class in period of time; Post-test is conducted to know whether or not there is difference between the means of both experimental and control class.

2. Documentation

The writer used this kind of method in order to get the detail information of English day program *(conversation)* class and student speaking performance that had been though by their teacher before. The instrument which will be used for documentation method is books, note,

[33]Arikunto,Suharsimi,*Dasar-Dasar Evaluasi Pendididikan* (Jakarta: Bumi Aksara,2007).p.32

data from internet and other. The researcher uses the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure of SMA Muhammadiyah Ahmad Dahlan Metro. And the researcher used the documentation method to get detail information about students' speaking performance.

E. Research Instrument

Suharsimi Arikunto defines instrument as the tool of research which is used in each methods.[34]It means that instrument is a tool or facilities that are used by the writer collect the data completely and systematically. Furthermore, the research instrument involves:

1. Instrument Blueprint

Research instrument that used in this research are:

a. The instrument which used for test the technique is the speaking test.
b. The instrument that have used for documentation method are books, note, data from internet, and still many others.
c. The instruments that have used to test are papers that consist of oral test.

[34]Arikunto,Suharsimi,*Dasar-Dasar Evaluasi Pendididikan* (Jakarta: Bumi Aksara,2007) p.26

Table 2:

The Variable and the Indicator

No	Variable	Indicator	Form of Test
1.	Variable X: Using English Day Program Class	a. The students can make conversation with their friend. b. The students can speak English well. c. The students can speak English in simple daily conversation.	Questionner
2.	Variable Y: Students Speaking Performance	a. The students can speak fluent in English. b. The students can speak English with their friend. c. The students can answer the question from teacher with use English language.	Oral
	Total		

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher[35]

Therefore, the writer used customary standard to decide scale of the instrument, such as instrument test. Furthermore, to get the research data that trusted; all the instruments must have high quality. Hence, it is able to measure what will be measured. In this research used validity based on the content validity and construct validity. Then, the writer used content validity

[35] Pedoman Penulisan Karya Ilmiah, STAIN Jurai Siwo Metro, 2006, p.33

based on the curriculum, syllabus and materials in the first graders of SMA Muhammadiyah Ahmad Dahlan Metro.

Construct validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring.[36] It means that the logical validity is used for the instruments evaluation that shows the instrument condition which has fulfilled the valid requisite based on the logical result.

To know the validity analysis, it will be done of measuring the instrument reliability. According to Edi Kusnadi, reliability is the index which shows how far the instrument can be trusted or can be pledged. Based on the quotation above, it can be inferred that in this research the writer will use content validity and construct validity (logical validity). In other words, the instruments evaluation that shows the instrument condition which has fulfilled the valid requisite based on the logical result. Therefore, the reliability has shown that it is able to measure the instruments consistently and stable indication for the specified period of time. Furthermore, to get the research data that trusted; all the instruments must have high quality.

a. Validity

Validity is that it is the degree to which a test measures what it is supposed to measure. According to Scarvia B. Anderson in Suharsimi

[36]Daniel Mujis, Doing Quantitative Research in Education, Sage Publication, London, Thousand Oaks, New Delhi, 2004, p.1

Arikunto states that a test a valid if it measures what it purpose to measure.[37]

b. Reliability

According to Edi Kusnadi, reliability is the index which shows how far the instrument can be trusted or can be pledged. Reliability means depend performance or trustworthiness. The term means essential the same thing with respect to measurement.Basiccally reliability is the degree to which a test consistenly measures whatever it measure.[38] To find out the reliability, it will be accounted by the product moment formulation.

F. The Data Analysis Technique

In analyzed the data. The writer used simple statistical formula to comparing the result of the Pre-test and the Post-test. Analyzed the data will be analyzed by used T-test formula to know the significant and treatment effect the formula of T-test analysis. It means that the writer consults to the advisor or lecturers about the item test that would be revise on advisor and lecturers suggestion. The formula of T-test analysis was used:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum x^2 d}{N(N-1)}\right)}}$$

[37]Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendididikan* (Jakarta: Bumi Aksara,2007).p.60

[38]Donald Ary , p. 135

Note:

Md **:** Average from the differences score of Pre-test and Post-test.

$\mathbf{X^d}$ **:** The deviation from each subject.

$\sum \mathbf{X^2d}$ **:** Total of quadrate deviation.

N **:** The subject of sample.[39]

[39]Arikunto,Suharsimi, *Dasar – Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007). p.306-307

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of The Research Location

General picture is considered as a complement to the data that is the data about the condition of the school which include:

a. The History of SMA Muhammadiyah Ahmad Dahlan Metro.

SMA Muhammadiyah Ahmad Dahlan Metro is a private school located on Budi Utomo, Rejomulyo, South Metro, Metro, Lampung 34122. It was built in 2020. At the time 2020, it began to conduct the teaching-learning process in the morning (full day and boarding school). Moreover, the development of SMA Muhammadiyah Ahmad Dahlan Metro is very fast and good, so this madrasah was recognized with an accredited status. Furthermore, public trust is getting better and more enthusiastic; this is evidenced by the inclusion of their children of this school.

SMA Muhammadiyah Ahmad Dahlan Metro is accredited. From 2020 up to now, SMA Muhammadiyah Ahmad Dahlan Metro had been led by the headmaster Alex Kurniawan Almansyur, S.Pd. SMA Muhammadiyah Ahmad Dahlan Metro has educational facilities such as school buildings located in the south of Metro City. The building is also equipped with: Office Space, Learning Space, Space

Library, Space Science Laboratory, Computer Laboratory Space (Pentium) and the Internet, IPM Space.

b. Vission and Mission of SMA Muhammadiyah ahmad Dahlan Metro.

Become a school that excels in science, achievement and able to produce caders of the association, the people and the nation. SMA Muhammadiyah Ahmad Dahlan Metro having vission indicators such: Exceling in science, skills, abilities and attitudes to competing in this global era; Achievement in academic and non-academic fields at national and international levels such English Day Program, because in this globalization era English as an International language; Internalization of the values of faith and noble character; Have competence and excellence in the field of da'wah, organization and strunggle of Muhammadiyah; And have a superior management information system in order to improve the Quality of Organization and Institutional management.

SMA Muhammadiyah Ahmad Dahlan Have a mission to Improve the quality of Human Resources who excel in knowledge, character and understanding about Islam, Carry out learning and self-development actively and efficiently to create excellence in the fields of science, da'wah caders, da'wah art, spots culture and enterpreneurship, Organize a *Holistic* educational process based on Islamis Values, Organize and Develop Muhammadiyah Cadre

Education in order to build student excellence in the da'wah and strunggle of Muhammadiyah, and develop effective, efficient, democratic, management in a good governance and accountable.

As a private school SMA Muhammadiyah Ahmad Dahlan wanted to create people who excel in intellectual, moral, social, and Islamic understanding. Realizing the school as a center for the development of a learning society culture. Create school students who have the strength of Islamic beliefs, true in worship and have noble morals. Creating learners who are ready to mobilize the da'wah and struggle of Muhammadiyah. Realize SMA Muhammadiyah Ahmad Dahlan as a school that is highly committed in providing education and learning service based on quality (total quality management) and make the students know about English to well.

2. Description of Research Data

a. The Students Pre – Test Result (Experimental Class)

To know the ability of the students before giving the treatment without essay test as a media that the researcher use in Speaking Performance, the students were giving a pre-test that must be done.

The researcher asked them to make a conversation and memorize in front of class with their friends, after that the students' answers question having a form essay question from teacher to measures the Students' speaking performance about English conversation material.

The result of pre–test is low and just 6 students. The test is followed 32 students which were cluster selected.

The result of pre-test about the student's Speaking Performance can be identified that the highest scores were 72 and the lowest scores were 40. The total of interval class (I) in this research was 6.

Table 3:

Frequency distribution of students' score in pre-test result at the first grader of SMA Muhammadiyah Ahmad Dahlan Metro (Experimental Class)

No	Class Interval	Frequency	Percentage
1	40-45	1	3,1%
2	46-51	3	9,3%
3	52-57	14	43,8%
4	58-63	8	25%
5	64-69	0	0%
6	70-75	6	18,8%
	Total	32	100%

Based on the table frequency distribution above, it can be inferable those 32 students as the research sample can be divided:

1. For the class interval of 40-45, there were 1 students or 3,1%
2. For the class interval of 46-51, there were 3 students or 9,3%
3. For the class interval of 52-57, there were 14 students or 43,8%
4. For the class interval of 58-63, there were 8 students or 25%
5. For the class interval of 64-69, there were 0 students or 0%.
6. For the class interval of 70-75, there were 6 students or 18,8%

From the table above shows that almost 26 students (81.25 %) got score which is included in low category and only 6 students (18.75%) got score included high category (based on KKM). It means

that the result of students speaking performance before using English Day Program was unsatisfactory and included into low category.

b. The Students Post – Test Result (Experimental Class)

After know the pre-test results. The researcher did the treatment by English Day Program. The researcher use conversation video (as example) and use sound system to make students interested and enthusiasm in teaching learning process. After that the researcher explained it and did the treatment three times and then the researcher did the post-test to know the result of post-test.

To measure the student speaking performance after using English Day Program, the researcher tested the students by essay test. The students make a conversation based on the title from researcher and after that the students memorize with their friend in front of class. The result of post test is very good better than pre-test because in post-test the students that pass the exam are 17 students.

The test is followed by 32 students. The highest score was 80 and the lowest score was 60. The total of interval class of this post-test result is 4. It can be seen on the table below:

Table 4:
Students' Score in Post-Test (Experimental Class).

No	Class Interval	Frequency	Percentage
1	60-65	15	46,9%
2	66-71	1	3,1%
3	72-77	8	25%
4	78-83	8	25%
	Total	32	100%

From the table above shows that almost a half of students (53.12 (53) %) got score which is included good category of KKM and the rest students (46.8 (47) %) got score included low category of KKM. It means that the result of students speaking performance after using English Day Program was satisfactory. It has difference score between pre-test and post-test.

c. The Result of Pre- Test Score (Control Class)

The pre-test was administered in the first meeting, and the researcher administered a pre-test to determine the previous students' speaking performance. The test was followed by 24 students. The highest score was 75 and the lowest score was 25. The total of interval class of this result pre-test was 8. It can be seen on the table below:

Table 5:
The Result of Pre-Test Score (Control Class)

No	Class Interval	Frequency	Percentage
1	25-32	1	4,17%
2	33-40	3	12,5%
3	41-48	4	16,67%
4	49-56	5	20,83%
5	57-64	8	33,33%
6	65-72	2	8,33%
7	73-80	1	4,17%
	Total	24	100%

Based on the table above, can be seen that most of students got score <75. So, it means that the most students of the first graders of SMA Muhammadiyah Ahmad Dahlan Metro got low score in pre-test.

d. The Result of Post-Test (Control Class)

The test was followed by 24 students. The highest score was 60 and the lowest score was 20. The total of interval class of this result of post-test was 7. It can be seen on the table below:

Table 6 :
The Result Of Post-Test Score (Control Class)

No	Class Interval	Frequency	Percentage
1	20-26	2	8,33%
2	27-33	1	4,16%
3	34-40	4	16,67%
4	41-47	4	16,67%
5	48-54	10	41,67%
6	55-61	3	12,5%
	Total	24	100%

B. Hypothesis Testing

1. Getting the data into the formula

After applying test technique, the researcher analyzed the data by using T-test in order to prove whether there is any influence by giving EDP (English Day Program) on the Student Speaking Performance in the academic year 2021/2022.

Table 7:
The Result Score of Post Test after Using English Day Program

No	Codes of Students' Name	Pre-Test Score (X1)	Post-Test Score (X2)	$d(x_2-x_1)$	$d^2(x_2-x_1)^2$
1	AMS	53	65	12	144
2	AK	53	65	12	144
3	ARZ	40	60	20	400
4	CKBA	70	80	10	100
5	DAS	46	65	19	361

6	FSM	60	75	15	225
7	FFM	53	75	22	484
8	GHD	60	80	20	400
9	GPA	53	65	12	144
10	HPM	60	75	15	225
11	HFF	60	80	20	400
12	INM	53	65	12	144
13	KSR	53	80	27	729
14	MADR	72	80	8	64
15	MNP	46	65	19	361
16	NASP	60	70	10	100
17	NCP	53	65	12	144
18	NAF	70	65	-5	25
19	NSA	53	75	22	484
20	NRH	60	75	15	225
21	NNJ	53	75	22	484
22	NAU	53	60	7	49
23	PAB	72	80	8	64
24	RSA	60	75	15	225
25	RFF	72	80	8	64
26	RIA	53	75	22	484
27	RM	53	60	7	49
28	RAP	46	65	19	361
29	SK	60	65	5	25
30	SAS	53	65	12	144
31	UNK	72	80	8	64
32	WPA	53	65	12	144
	N=32	$\sum X_1$=1828	$\sum X_2$=2270	$\sum d$= 442	$\sum d^2$=7460

Puting the data above and into the formula of T-test in order to get $t_{observation}$.

Note :

- **N** = Total of participant
- $\sum \mathbf{x_1}$ = Total of students' score before giving EDP
- $\sum \mathbf{x_2}$ = Total of student's score after giving EDP

- $\sum \mathbf{d}$ = Total of students' score before and after giving English Day Program (x_2- x_1)
- $\sum \mathbf{d^2}$ = Total of students' score before and after giving English Day Program (x_2- $\mathbf{x_1}$)^2
- ***Md*** = Mean of students' score before and after giving English Day Program
- $\sum \mathbf{x^2 d}$ = Total of deviation quadrat.

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{442}{32}$$

$$Md = 13.81\ (13.8)$$

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 7460 - \frac{(442)^2}{32}$$

$$= 7460 - 6105.125$$

$$= 1354.875$$

$$t = \frac{Md}{\sqrt{\left(\frac{\sum X^2 d}{N(N-1)}\right)}}$$

$$t = \frac{13{,}8}{\sqrt{\left(\frac{1354.875}{32(32-1)}\right)}}$$

$$= \frac{13{,}8}{\sqrt{\left(\frac{1354.875}{992}\right)}}$$

$$= \frac{13{,}8}{\sqrt{1.36580}}$$

$$= \frac{13{,}8}{1.1686}$$

$$t = 11.8090$$

After analyzing by SPSS 16, the researcher got the data output as follows:

Table 8:
The result of data output from SPSS

Experimental Class Research

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	57.2500	32	8.62853	1.52532
	Posttest	70.9375	32	7.12079	1.25879

The table above demonstrated that mean of pre –test result was 57.2500, its standard deviation was 8.62853 with total sample of 32 and its standard error mean was 1.52532. Meanwhile, the mean of post-test result was 70.9375, its standard deviation was 7.12079 with total sample of 32 and its standard error mean was 1.25879.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	32	.650	.000

The table above demonstrated the pre-test and post-test result of the student speaking performance before and after using English Day Program. The value of r = 0.650, significant = 0.000 that probability 0.000 < 0.05. It can be concluded, there is correlation before and after using English Day Program toward the student speaking performance.

Paired Samples Test

		Paired Differences Independent					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	1.36875E1	6.73191	1.19004	16.11461	11.26039	11.809	31	.000

The table above illustrated that mean = 1.36875, standard error = 1.19004, standard deviation = 6.73191, t-observe = 11.809, df = 31, significance = 0.000. So that probability 0.000 < 0.05. Meanwhile , t_{table} (0.05, df 31) = 2, 031 (0,01, df 31) = 2,727. So, "$t_{observed}$" is higher than "t_{table}".

C. Discussion

1. Interpretation of "t-observed"

In this research all the test had done in pairs by the students. It is aimed to know the student speaking performance result of these tests by using English Day Program. In this research the entire test had done in pairs by the students. From the result of essay test, we know that there was different score from the students. It can be seen from the result of the students score.

If t-observed > t-table, Ha is accepted and Ho is rejected.

If t-observed < t-table, Ha is rejected and Ho s accepted.

The critical value “t-observed is 15,26. If we interpreted it is based on the text above, it can be infered that there is a significant different between the result of essay test before and after using English Day Program on the student speaking performance.

To know critical value of T-test (t-table), the researcher firstly counted df, df is degree of freedom. The formulation of df = N-1. N is the number of the research population:

Df : N – 1

: 32 -1

: 31

After considering the t-test table by using df 31, because 31 bigger than 30 and smaller than 40, so it done by interpolation and it can be found that:

Critical value of t-table

Level of significant	5 %	1 %	0.1 %
d.f 30	2, 042	2,750	3, 646
d.f 40	2,021	2, 704	3,551

Interpolation	5 %	1 %	0,1 %
$= \frac{d.f\ 30 + d.f\ 40}{2}$	$= \frac{2,042 + 2,021}{2}$	$= \frac{2,750 + 2,704}{2}$	$= \frac{3,646 + 3,551}{2}$
	2, 031	2, 727	3, 598

1. The crtical value of t-test (t_{table}) for the 5 % level is 2,031
2. The critical value of t-test (t_{table}) for the 1 % level is 2, 727
3. The critical value of t-test (t_{table}) for the 0,1 % is 3,598

From all of the data analysis above, it can be found that :

“$t_{observed}$” = 11.26039

“t_{table}” = 2.031

“$t_{observed}$” > “t_{table}” 0r 11.26039 > 2.031

Finally, the data can confirmed that “ $t_{observed}$” is higher than “t_{table}”. Therefore, it can be inferred that ha is accepted and ho is rejected. It means that there is positive and significant The Influence of English Day Program Towards Students’ Speaking Performance at the first grader of SMA Muhammadiyah Ahmad Dahlan Metro in the Academic Year 2021/2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collection method that had been analyzed by the researcher, the researcher concluded that:

1. The students mostly have difficulty in speaking, when English Day Program had been using in their school, the students can speak English in daily life. Sometimes to practice in daily conversation the students confused to choose the correct word, pronunciation, grammar, meaning of the words in the sentence become their problem in speaking English. And the cause of their problems is mostly because they lack of vocabulary mastery.
2. English Day Program has a positive influence toward the students' Speaking Performance. It can be used a choice of teaching Speaking.

   This case be seen from the result of pre-test and post-test. In the pre-test, average score was 57.25 and in the post-test the avarage score was 70.9. English Day Program can be as an alternative strategy in teaching Speaking, it can be seen from the critical value $t_{observed}$ was 11.26039 and t_{table} was 2,031. The data confirmed that $t_{observed}$ higher than t_{table}. Therefore, it can be infered that the Hypothesis alternative (Ha) of this research is accepted and Ho is rejected. So, there is a positive influence of English Day Program toward students' speaking performance at the

first grader of SMA Muhammadiyah Ahmad Dahlan Metro in the Academic Year of 2020/2021.

B. SUGGESTION

Considering the discussion of the research which was conducted in the first grader of SMA Muhammadiyah Ahmad Dahlan Metro in the academic year 2020/2021, the researcher propes suggestion as follows:

1. For The Headmaster

   The headmaster should support the English Day Program continuosly by providing some facilities of teaching and learning

2. For The Teacher

   a. It is suggested to the English teacher to use the other device on the teaching speaking.

   b. The teacher tries to use this technique on the teaching speaking. It also helps teacher related materials being taught to the students' real world.

   c. The teacher is expected to be motivated the students in order to be excited in learning English since many students regard English subject is difficult to learn.

3. For The Students

   The students must active in learning, especially on English subject.

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APPENDICES

LESSON PLAN OF PRE – TEST

Sekolah : SMA Mu. Ahmad Dahlan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / Ganjil

Materi Pokok : Teks Interaksi Transaksional ; Niat Melakukan Suatu Tindakan/Kegiatan

Alokasi Waktu : 2 x 45 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungakapan- ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Memahami unsure kebahasaan dari ungkapan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan
- Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.

B. Langkah-Langkah Pembelajaran

- **Kegiatan Pendahuluan (5 Menit)**
  - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran,memeriksa kehadiran peserta didik sebagai sikap disiplin
  - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
  - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan.
  - Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
- **Kegiatan Inti (80 Menit)**
  - ***Kegiatan Literasi:*** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen elektronika dengan cara melihat, membaca cerita yang diberikan.
  - ***Critical Thinking:*** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan.

- ***Collaboration:*** Peserta didik dibentuk dalam beberapa kelompok yang beranggotakan 2 orang untuk membaca percakapan didepan kelas dan saling bertukar informasi mengenai Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan
- ***Communication:*** Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
- ***Creativity:*** Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

- **Kegiatan Penutup (5 Menit)**
  - Peserta didik dan guru merefleksi kegiatan pembelajaran.
  - Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
  - Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
  - Menugaskan Peserta didik untuk terus praktek berbicara dengan menggunakan bahasa Inggris dalam kegiatan sehari-hari dan

mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.

- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

3. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan:Tes lisan dan tertulis bentuk uraian
3. Penilaian Keterampilan: Praktek

4. Evaluasi

(The students make a conversation with their friend and they are read then speak in front of class, the teacher listen and give the score)

Choose one of the conversations below and read then speak in front of class with your friends!

1. Daily Activities
2. Shopping

Answer :

1. DAILY ACTIVITIES

A : What time do you get up every day?

B : I always wake up at 5 o'clock, but I never get up until 6 o'clock every morning. And how about you?

A : Commonly, I get up at five thirty, but I always stay in bed until 7 o'clock in Sunday.

B : What do you do after that?

A : Taking a bath,having my breakfast then going to school.

B : What about your father? What does he do before going to his place of work?

A : He is always reads a newspaper.

B : What time do you come home every day?

A : I come home at about 2 o'clock every day.

2. SHOPPING

A : Excuse me, May I help you, Sir?

B : Get me that brown shoes, please.

A : Oh yes, What size are you, Sir?

B : Let me try size fourty two.

A : Yes, Please, Sir.

B : Okay, I will take this

A : Is there anything else, Sir?

B : Yes, give me socks, please.

A : What colour do you like, Sir?

B : Just bring me the brown and black, please

A : All right. I will wrap frist, Sir

B : So, how much should I pay you?

A : They are a hundred and thirty thousand rupiah

B : Here is the money and you can keep the change

A : Thank you very much, Sir.

Metro, 22 Oktober 2021

English Teacher

KARTIKA WULANDARI, M.Pd
NBM. 1377949

Researcher

SAPTA ANDIKA SARI
NPM. 1701070139

Headmaster of SMA Mu.Ahmad Dahlan Metro

ALEX KURNIAWAN ALMANSYUR, S.Pd
NBM. 1371467

CS Digindai dengan CamScanner

LESSON PLAN OF POST – TEST

Sekolah : SMA Mu. Ahmad Dahlan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / Ganjil

Materi Pokok : Teks Interaksi Transaksional ; Niat Melakukan Suatu Tindakan/Kegiatan

Alokasi Waktu : 2 x 45 Menit

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungakapan- ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan member dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
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  - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
  - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan.
  - Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
- **Kegiatan Inti (80 Menit)**
  - ***Kegiatan Literasi:*** Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen elektronika dengan cara melihat, membaca cerita yang diberikan.
  - ***Critical Thinking:*** Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan.

- ***Collaboration:*** Peserta didik dibentuk dalam beberapa kelompok yang beranggotakan 2 orang untuk membaca percakapan didepan kelas dan saling bertukar informasi mengenai Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan
- ***Communication:*** Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
- ***Creativity:*** Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

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  - Peserta didik dan guru merefleksi kegiatan pembelajaran.
  - Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
  - Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
  - Menugaskan Peserta didik untuk terus praktek berbicara dengan menggunakan bahasa Inggris dalam kegiatan sehari-hari dan

mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.

- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

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4. Penilaian Sikap: Observasi dalam proses pembelajaran
5. Penilaian Pengetahuan:Tes lisan dan tertulis bentuk uraian
6. Penilaian Keterampilan: Praktek

6. Evaluasi

(The students make a conversation with their friend and they are read then speak in front of class, the teacher listen and give the score)

Choose one of the conversations below and read then speak in front of class with your friends!

3. Daily Activities
4. Shopping

Answer :

3. DAILY ACTIVITIES

A : What time do you get up every day?

B : I always wake up at 5 o'clock, but I never get up until 6 o'clock every morning. And how about you?

A : Commonly, I get up at five thirty, but I always stay in bed until 7 o'clock in Sunday.

B : What do you do after that?

A : Taking a bath,having my breakfast then going to school.

B : What about your father? What does he do before going to his place of work?

A : He is always reads a newspaper.

B : What time do you come home every day?

A : I come home at about 2 o'clock every day.

4. SHOPPING

A : Excuse me, May I help you, Sir?

B : Get me that brown shoes, please.

A : Oh yes, What size are you, Sir?

B : Let me try size fourty two.

A : Yes, Please, Sir.

B : Okay, I will take this

A : Is there anything else, Sir?

B : Yes, give me socks, please.

A : What colour do you like, Sir?

B : Just bring me the brown and black, please

A : All right. I will wrap frist, Sir

B : So, how much should I pay you?

A : They are a hundred and thirty thousand rupiah

B : Here is the money and you can keep the change

A : Thank you very much, Sir.

Metro, 22 Oktober 2021

English Teacher

KARTIKA WULANDARI, M.Pd
NBM. 1377949

Researcher

SAPTA ANDIKA SARI
NPM. 1701070139

Headmaster of SMA Mu.Ahmad Dahlan Metro

ALEX KURNIAWAN ALMANSYUR, S.Pd
NBM. 1371467

RESEARCH INSTRUMENT OF PRE-TEST

Directions:

1. **Write your name and your class on the paper**
2. **Choose one of the following conversation below and read it**
3. **Speak the conversation below in front of class with your friend**

1. DAILY ACTIVITIES

A : What time do you get up every day?

B : I always wake up at 5 o'clock, but I never get up until 6 o'clock every morning. And how about you?

A : Commonly, I get up at five thirty, but I always stay in bed until 7 o'clock in Sunday.

B : What do you do after that?

A : Taking a bath, having my breakfast and then going to school.

B : What about your father? What does he do before going to his place of work?

A : He is always reads a newspaper.

B : What time do you come home every day?

A : I come home at about 2 o'clock every day.

2. SHOPPING

A : Excuse me, May I help you, Sir?

B : Get me that brown shoes, please.

A : Oh yes, What size are you, Sir?

B : Let me try size fourty two.

A : Yes, Please, Sir.

B : Okay, I willtake this

A : Is there anything else, Sir?

B : Yes, give me socks, please.

A : What colour do you like, Sir?

B : Just bring me the brown and black, please

A : All right. I will wrap frist, Sir

B : So, how much should I pay you?

A : They are a hundred and thirty thousand rupiah

B : Here is the money and you can keep the change

A : Thank you very much, Sir.

RESEARCH INSTRUMENT OF POST-TEST

Directions:

1. **Write your name and your class on the paper**
2. **Choose one of the following conversation below and memorize it**
3. **Speak the conversation below in front of class with your friend**

1. DAILY ACTIVITIES

A : What time do you get up every day?

B : I always wake up at 5 o'clock, but I never get up until 6 o'clock every morning. And how about you?

A : Commonly, I get up at five thirty, but I always stay in bed until 7 o'clock in Sunday.

B : What do you do after that?

A : Taking a bath, having my breakfast and then going to school.

B : What about your father? What does he do before going to his place of work?

A : He is always reads a newspaper.

B : What time do you come home every day?

A : I come home at about 2 o'clock every day.

2. SHOPPING

A : Excuse me, May I help you, Sir?

B : Get me that brown shoes, please.

A : Oh yes, What size are you, Sir?

B : Let me try size fourty two.

A : Yes, Please, Sir.

B : Okay, I willtake this

A : Is there anything else, Sir?

B : Yes, give me socks, please.

A : What colour do you like, Sir?

B : Just bring me the brown and black, please

A : All right. I will wrap frist, Sir

B : So, how much should I pay you?

A : They are a hundred and thirty thousand rupiah

B : Here is the money and you can keep the change

A : Thank you very much, Sir.

THE RESULT SCORE OF PRE-TEST

(Experimental Class)

No	Initial Name (X MIPA IBNU SINA)	Score
1	AMS	53
2	AK	53
3	ARZ	40
4	CKBA	70
5	DAS	46
6	FSM	60
7	FFM	53
8	GHD	60
9	GPA	53
10	HPM	60
11	HFF	60
12	INM	53
13	KSR	53
14	MADR	72
15	MNP	46
16	NASP	60
17	NCP	53
18	NAF	70
19	NSA	53
20	NRH	60
21	NNJ	53
22	NAU	53
23	PAB	72
24	RSA	60
25	RFF	72
26	RIA	53
27	RM	53
28	RAP	46
29	SK	60
30	SAS	53
31	UNK	72
32	WPA	53

Based on the data by using Sugiono's formula, the researcher measured the interval class:

R = The highest score – the lowest score

= 72 – 40

= 32

K = 1 + 3.3 log n

= 1 + 3.3 log 32

= 1 + 3.3 (1,5)

= 5.95 (6)

I = R/K

= 32/6

= 5.3 (6)

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

THE RESULT SCORE OF POST- TEST
(Experimental Class)

No	Initial Name (X MIPA IBNU SINA)	Score
1	AMS	65
2	AK	65
3	ARZ	60
4	CKBA	80
5	DAS	65
6	FSM	75
7	FFM	75
8	GHD	80
9	GPA	65
10	HPM	75
11	HFF	80
12	INM	65
13	KSR	80
14	MADR	80
15	MNP	65
16	NASP	70
17	NCP	65
18	NAF	65
19	NSA	75
20	NRH	75
21	NNJ	75
22	NAU	60
23	PAB	80
24	RSA	75
25	RFF	80
26	RIA	75
27	RM	60
28	RAP	65
29	SK	65
30	SAS	65
31	UNK	80
32	WPA	65

Based on the data by using Sugiono's formula, the researcher measured the interval class:

R = The highest score – the lowest score
= 80 – 60
= 20

K = 1+ 3.3 log n
= 1 + 3.3 log 32
= 1 + 3.3 (1.5)
= 1 + 4.95 (5)
= 6

$I = \frac{R}{K}$

$= \frac{20}{6}$

= 3.3 (4)

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total participants/students

THE RESULT SCORE OF PRE-TEST
(Control Class)

No	Initial Name (X MIPA AZ-ZAHRANI)	Score
1	AD	75
2	AM	60
3	BAY	60
4	CW	60
5	DSP	45
6	DU	35
7	DHRQ	55
8	DRW	45
9	E	60
10	ES	45
11	ESW	65
12	FAW	55
13	FR	25
14	GD	45
15	GAA	60
16	HK	40
17	HAS	55
18	IKU	60
19	ITP	70
20	JFU	55
21	KI	60
22	NA	50
23	SAS	60
24	SM	35

Based on the data, the researcher measured the interval class:

R = The highest score – the lowest score
= 75 – 25
= 50

K = 1+ 3.3 log n
= 1 + 3.3 log 24
= 1 + 3.3 (1.38)
= 1 + 4.55 (5)
= 6

I = R/K
= 50/6
= 8.33 (8)

THE RESULT SCORE OF POST-TEST
(Control Class)

No	Initial Name (X MIPA AZ-ZAHRANI)	Score
1	AD	50
2	AM	50
3	BAY	50
4	CW	30
5	DSP	40
6	DU	20
7	DHRQ	45
8	DRW	45
9	E	50
10	ES	40
11	ESW	50
12	FAW	50
13	FR	25
14	GD	50
15	GAA	45
16	HK	40
17	HAS	55
18	IKU	40
19	ITP	50
20	JFU	50
21	KI	55
22	NA	50
23	SAS	60
24	SM	45

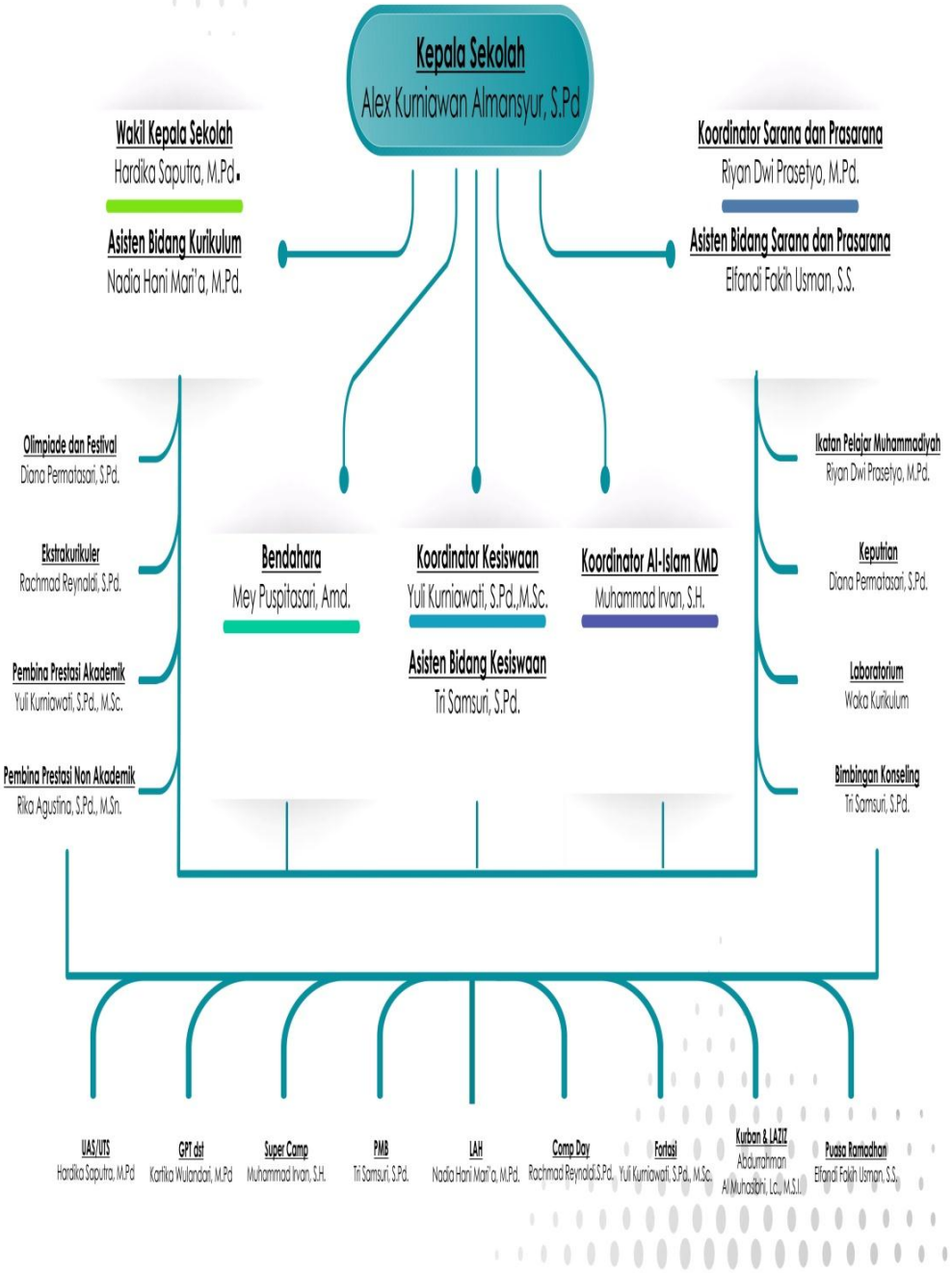
Based on the data, the researcher measured the interval class :

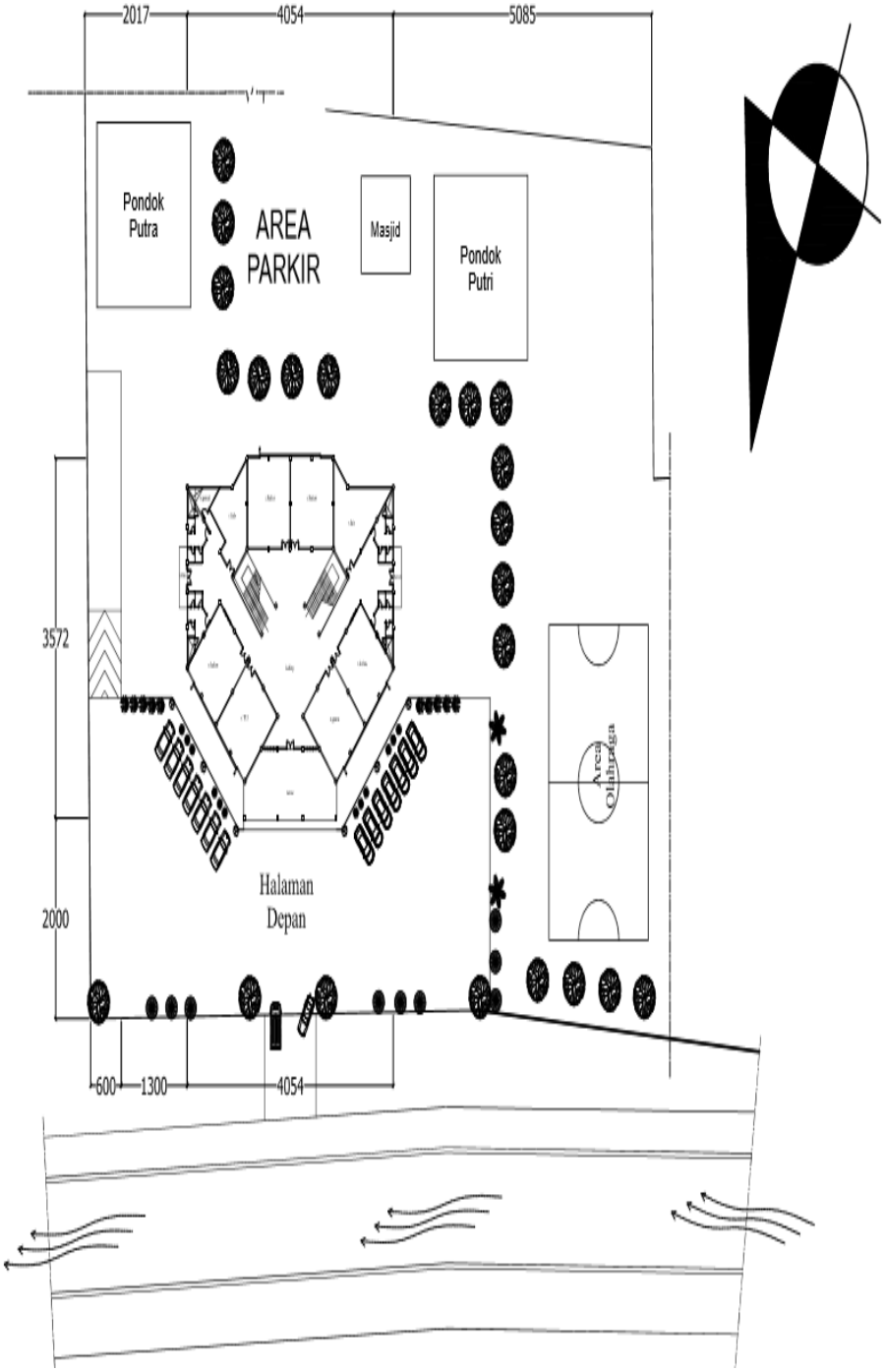
R = The highest score – the lowest score
= 60 – 20
= 40

K = 1+ 3.3 log n
= 1 + 3.3 log 24
= 1 + 3.3 (1.38)
= 1 + 4.55 (5)
= 6

I = R/K
= 40/6
= 8.33 (8)

STRUKTUR ORGANISASI
SMA MUHAMMADIYAH AHMAD DAHLAN
TP 2021/2022



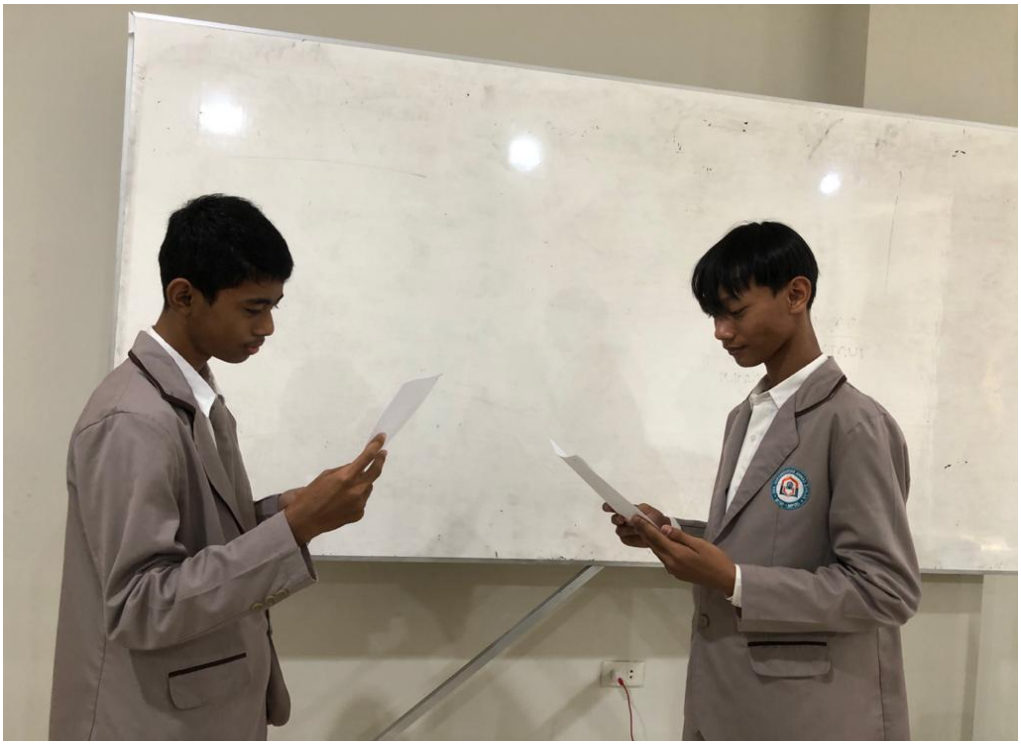

2017
4054
5085
Pondok Putra
AREA PARKIR
Masjid
Pondok Putri
3572
2000
Halaman Depan
Area Olahraga
600
1300
4054

DOCUMENTATION OF THE RESEARCH

1. Doing pre-test in the classroom of Tenth Ibnu Sina

2. Doing Post-test in the classroom of Tenth Ibnu Sina

3. The Students Practice English Speaking in Front Class



4. Take a Picture With The Students

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1065/In.28/J/TL.01/04/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
AHMAD DAHLAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SAPTA ANDIKA SARI**
NPM	:	1701070139
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

untuk melakukan prasurvey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 April 2021
Ketua Jurusan,

Ahmad Subhan Roza M.Pd.
NIP 19750610 200801 1 014

Dipindai dengan CamScanner

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
SMA MUHAMMADIYAH AHMAD DAHLAN METRO
ALAMAT : Jl. Budi Utomo Gg. KH. Ahmad Dahlan Rejomulyo Metro Selatan Kota Metro, Lampung, 34123

SURAT KETERANGAN
Nomor: 100/KET/II.4.AU/F/2021

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Ahmad Dahlan Metro Lampung, menerangkan bahwa :

Nama	: SAPTA ANDIKA SARI
NPM	: 1701070139
Semester	: 8 (Delapan)
Jurusan	: Pendidikan Bahasa Inggris
Instansi	: Institut Agama Islam Negeri Metro (IAIN Metro)
Judul	: The Influence Of English Day Program Toward Students Speaking Performance At The First Graders Of SMA Muhammadiyah Ahmad Dahlan Metro

Memang benar yang bersangkutan telah melaksanakan Prasurvey di SMA Muhammadiyah Ahmad Dahlan Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Metro, 27 Mei 2021
Kepala Sekolah,

Alex Kurniawan Almansyur, S.Pd
NBM. 1371467

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4702/In.28/D.1/TL.00/11/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH
AHMAD DAHLAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4703/In.28/D.1/TL.01/11/2021, tanggal 23 November 2021 atas nama saudara:

Nama	: **SAPTA ANDIKA SARI**
NPM	: 1701070139
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS` SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4703/In.28/D.1/TL.01/11/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SAPTA ANDIKA SARI**
NPM	:	1701070139
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MUHAMMADIYAH AHMAD DAHLAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS` SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 23 November 2021

Mengetahui,
Pejabat Setempat

HARDIKA SAPUTRA, M.Pd.

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Dipindai dengan CamScanner

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH PROVINSI LAMPUNG
SMA MUHAMMADIYAH AHMAD DAHLAN METRO
ALAMAT : Jl. Budi Utomo Gg. KH. Ahmad Dahlan Rejomulyo Metro Selatan Kota Metro, Lampung, 34123

بسم الله الرحمن الرحيم

SURAT KETERANGAN
Nomor: 236/KET/II.4.AU/F/2021

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah Ahmad Dahlan Metro Lampung, menerangkan bahwa :

Nama	: SAPTA ANDIKA SARI
NPM	: 1701070139
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris
Instansi	: Institut Agama Islam Negeri Metro (IAIN Metro)
Judul	: The Influence Of English Day Program Toward Students Speaking Performance At The First Graders Of SMA Muhammadiyah Ahmad Dahlan Metro

Memang benar yang bersangkutan telah melaksanakan Research di SMA Muhammadiyah Ahmad Dahlan Metro, pada bulan Juli – September dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Demikian surat keterangan ini dibuat agar digunakan sebagaimana mestinya. Atas perhatian dan kerjasamanya kami ucapkan terimakasih.

Metro, 30 November 2021
Kepala Sekolah,

Alex Kurniawan Almansyur, S.Pd
NBM. 1371467

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1311/In.28/S/U.1/OT.01/11/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Sapta Andika Sari
NPM	: 1701070139
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070139

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 29 November 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : SAPTA ANDIKA SARI

NPM : 1701070139

Jurusan : TADRIS BAHASA INGGRIS (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 25 Januari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Senin, 14 Juni 2021	✓		Bimbingan Proposal	
2.	Senin, 14 Juni 2021			- Add the reffences of Variable X & Y	
3.	Senin, 14 Juni 2021			- Complete the picture in Pra-survey.	
4.	Senin, 14 Juni 2021			- find the problems in English Study Prog. of Speaking class. - Revise Chapter II & III	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Yeni Suprihatin, M.Pd
NIDN/NUP.2001038901

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Selasa, 13 Juli 2021		Check the gramatical errors	
2.	Selasa, 13 Juli 2021		- Add the picture of English Day in Aloud Jakarta — the survey (Chapter I)	
3.	Selasa, 13 Juli 2021		- Add the prior research (Doscribe the similarity & the differences of your research	
4.	Selasa, 13 juli 2021		- be aware of technical writing of the paragraph.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN/NUP.2001038901

Dipindai dengan CamScanner

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Selasa, 13 Juli 2021		Read at least 5 journals related to the research (Prior Research).	
2.	Selasa, 13 Juli 2021		Acc for Seminar	

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NIP. 198711022015031004

Dosen Pembimbing

Yeni Suprihatin, M.Pd
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IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	**Kamis, 29 Juli 2021**		**1.** Add the footnote **2.** The result of speaking test **3.** Add the picture of English Day **4.** Fixing the problem identification **5.** Add prior research at least 3 research (describe similarity and the differences) **6.** Fixing technical writing of the paragraph **7.** Fixing the paradigm table of research **8.** Fixing the Diagram	

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IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Senin, 25 Oktober 2021		Bring the indicator of variable to check the Apd, attach here! Goes to gain the data and continue the Chapter IV Acc for APD	

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IAIN METRO

Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Kamis, 16 Desember 2021		Revise abstract Check the grammatical errors in all pages complete the appendixes: 1. the result of students' answer (recording) 2. The data of pra-survey 3. Documentation at least 3 pages. Give the detail of activity in each picture. 4. Acc for Munaqosyah.	

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Nama : Sapta Andika Sari
NPM : 1701070139

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Senin, 20 Desember 2021		Read more how to describe the quantitative data. Revise chapter IV & V Check the footnote! Read the guideline of research book. Complete the appendixes. Add the documentation.	

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RATIFICATION PAGE

The Research Proposal entitled THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO. Written by: Sapta Andika Sari, Student Number 1701070139, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Thursday, September 09th2021 at 09.30–10.30 a.m.

BOARD OF EXAMINERS

Chairperson	: Yeni Suprihatin, M.Pd.	(.....)
Examiner I	: Syahreni Siregar, M.Hum.	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Linda Septiyana, M.Pd.	(.....)

Head of English Education Department

Andrian[illegible], M.Pd.
NIP. 198711022015031004

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NOTIFICATION LETTER

Number :
Appendix :-
Matter : **In order to hold the seminar of Sapta Andika Sari**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by:

Name	: Sapta Andika Sari
StudentsNumber	: 1701070139
Faculty	: Tarbiyah and Teacher Training Faculty
Department	: EnglishEducation
Title	: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalmu'alaikumWr. Wb

The Head of English Education Department

Andianto, M.Pd
NIP. 198711022015031004

Metro, July 31th 2021
Sponsor

Yeni Suprihatin, M.Pd
NIDN/NUP.2001038901

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APPROVAL PAGE

Title	:THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO
Name	: Sapta Andika Sari
Students Number	: 1701070139
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

Metro, July 31th 2021

The Head of English Education Department

Andianto, M.Pd
NIP. 1987 1022015031004

Sponsor

Yeni Suprihatin, M.Pd
NIDN/NUP.2001038901

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NOTA DINAS

Nomor :
Lampiran : -
Perihal **: Mohon di seminarkan proposal Sapta Andika Sari**

KepadaYth,
DekanFakultasTarbiyahdanIlmuKeguruanIns
titut Agama Islam Negeri (IAIN) Metro

AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama	: Sapta Andika Sari
NPM	: 1701070139
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

Sudah kami setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr. Wb

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Metro, 31 Juli 2021
Dosen Pembimbing

Yeni Suprihatin, M.Pd
NIDN/NUP.2001038901

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THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

by Sapta Andika Sari 1701070139

Submission date: 17-Feb-2022 08:34AM (UTC+0700)
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THE INFLUENCE OF ENGLISH DAY PROGRAM TOWARD STUDENTS' SPEAKING PERFORMANCE AT THE FIRST GRADERS OF SMA MUHAMMADIYAH AHMAD DAHLAN METRO

BY :

SAPTA ANDIKA SARI

Student Number : 1701070139

Tarbiyah And Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO 1443 H / 2022 M

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CURRICULUM VITAE

The writer was born on March 18th, 1999 in Metro. Her name is Sapta Andika Sari. She is the third female from Mr. Dalimin and Mrs. Sri Wahyuni. Her brother name is Eko Sudarmaji and her sister is Meiga Wulandari.

In 2005, she was enrolled her graduated from kindergarten of LPM Hadimulyo Timur. At the time 2011, she graduated from SD Negeri 10 Metro Pusat. Then, she continued his study to Junior High School Muhammadiyah 3 Metro and graduated in 2014. After graduating from Junior High School Muhammadiyah 3 Metro, she continued her study in Senior High School Muhammadiyah 1 Metro for three years (2015-2017). And then she entered S1 English Program of State Institute of Islamic Studies (IAIN) Metro.