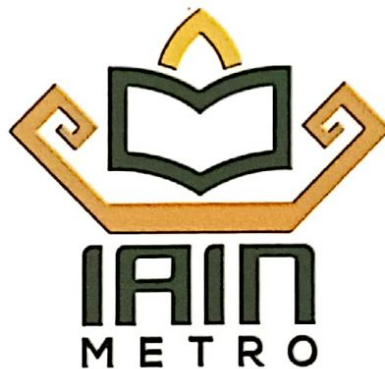


**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF EENGLISH ENVIRONMENT TOWARD  
STUDENTS SPEAKING SKILL OF THE THIRD SEMESTER  
STUDENTS ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

**By:**

**DAVID RENALDO  
Student Number: 1801072007**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2022 M**

**THE EFFECTIVENESS OF EENGLISH ENVIRONMENT TOWARD  
STUDENTS SPEAKING SKILL OF THE THIRD SEMESTER  
STUDENTS ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

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

By:

**DAVID RENALDO**  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1444 H / 2022 M**



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The Honorable the Head of Tarbiyah Department  
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*Assalamu'alaikum, Wr. Wb.*

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

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Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE ENGLISH ENVIRONMENT TO IMPROVE THE STUDENTS  
SPEAKING SKILL OF THE THIRD SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT AT IAIN METRO

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

*Wassalamu'alaikum Wr. Wb.*

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*Assalamualaikum Wr. Wb.*

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

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EDUCATION DEPARTMENT AT IAIN METRO

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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**APPROVAL PAGE**

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SPEAKING SKILL OF THE THIRD SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT AT IAIN METRO

Name : David Renaldo

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**APPROVED BY:**

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**RATIFICATION PAGE**

No: 8-5799/In-28.1/D/PP.00-9/12/2022

An Undergraduate thesis entitled: THE EFFECTIVENESS ENGLISH ENVIRONMENT TOWARD THE STUDENTS SPEAKING SKILL OF THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO. Written by: David Renaldo, Student Number 1801072007, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, November 30<sup>th</sup> 2022 at 10.00 – 12.00 a.m.

**BOARD OF EXAMINERS**

Chairperson : Dr. Ahmad Subhan Roza, M.Pd

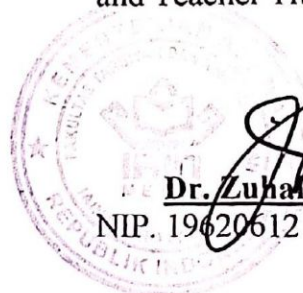
Examiner I : Dr. Umi Yawisah, M.Hum

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**THE EFFECTIVENESS OF ENGLISH ENVIRONMENT TOWARD  
STUDENTS SPEAKING SKILL OF THE THIRD SEMESTER STUDENTS  
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

**ABSTRACT**

**By: David Renaldo**

The main purpose of this research is to find out whether there is positive and significant effect of using English environment toward student's speaking skill of the third semester of English education department at IAIN Metro.

In this research, the researcher used quantitative research. This research used quasi-experimental design with using experimental class and control class. The population of this research was all the students class B-C of the third semester of English Education Department at IAIN Metro. The sample of this research was class B, which consisted of 20 students as experimental class and class C which consisted of 20 students as control class. The sampling technique used in this research was cluster random sampling. To collect the data the researcher used test and documentation. Then, to analyze the data, the researcher used SPSS application to counting the data.

The results of this research show the differences between experimental class and control class. The result of the experimental class was 80,4 for the average, furthermore the control class was 56. It was interpreted that stating there is positive and significant effect of using English environment toward students speaking skill of the third of English education department at IAIN Metro. There are 5 indicators of speaking that the students have improved, they are mastery English vocabulary, pronunciation, grammar, fluency, and comprehend the context. The conclusion of this research was conducted by explaining the effectiveness of using English environment to improve the students speaking skill of the third semester of English education department at IAIN Metro.

**Keyword: *Effectiveness, English Environment, Speaking Skill***



# KEEFEKTIFAN LINGKUNGAN BERBAHASA INGGRIS TERHADAP SKILL BERBAHASA INGGRIS MAHASISWA SEMESTER TIGA JURUSAN TADRIS BAHASA INGGRIS DI IAIN METRO

## ABSTRAK

Oleh: David Renaldo

Tujuan utama penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dalam penggunaan lingkungan berbahasa inggris terhadap skill berbahasa inggris mahasiswa jurusan tadrис bahasa inggris semester tiga di IAIN Metro.

Pada penelitian ini, peneliti menggunakan penelitian kuantitatif. Penelitian ini menggunakan metode kuasi eksperimen dengan menggunakan kelas eksperimen dan kelas kontrol. Populasi pada penelitian ini adalah semua siswa kelas B-C semester tiga jurusan Tadris Bahasa Inggris di IAIN Metro. Sampel penelitian ini adalah kelas B, yang terdiri dari 20 siswa sebagai kelas eksperimen dan kelas C yang terdiri dari 20 siswa sebagai kelas kontrol. Teknik sampel yang digunakan pada penelitian ini adalah cluster random sampling. Untuk mengumpulkan data, peneliti menggunakan tes dan dokumentasi. Kemudian untuk menganalisis data, peneliti menggunakan aplikasi SPSS untuk menghitung data penelitian

Hasil penelitian ini menunjukkan bahwa terdapat perbedaan antara kelas eksperimen dan kelas kontrol. Dimana nilai rata-rata dari kelas experiment ialah 80,4, sedangkan untuk kelas kontrol ialah 56. Dari data tersebut dapat diinterpretasikan bahwa terdapat perbedaan yang signifikan terhadap penggunaan lingkungan berbahasa inggris terhadap skill berbahasa inggris mahasiswa semester tiga jurusan Tadris Bahasa Inggris di IAIN Metro. Terdapat 5 indikator skill berbahasa inggris yang sudah dilakukan oleh mahasiswa yakni, penguasaan kosa kata bahasa inggris, cara pengucapan, cara menyusun kalimat, kelancaran dan pemahan terhadap isi dari yang disampaikan mahasiswa. Kesimpulan dari penelitian ini ialah penjelasan keefektifan dari penggunaan lingkungan berbahasa inggris terhadap perkembangan skill berbahasa inggris mahasiswa jurusan tadrис bahasa inggris di IAIN Metro.

### **Kata Kunci:**

***Keefektifan, Lingkungan Berbahasa Inggris, Kemampuan Berbahasa Inggris***



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : David Renaldo

Student Id : 1801072007

Department : English Education Department

Faculty : Tarbiyah and Teachers Training

State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excerpted from bibliographies mentioned.

Metro, 28 October 2022

The researcher,



**David Renaldo**  
St. ID 1801072007

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : David Renaldo

NPM : 1801072007

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, 28 October 2022  
Yang Membuat Pernyataan,



David Renaldo  
St. ID 1801072007

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ

*“Verily, with hardship comes ease”*

Artinya: *sesungguhnya, sesudah kesulitan itu ada kemudahan.*

**(QS. Al-Insyirah: 6)**



## DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Katiman and Mrs. Lilis Suryanti, who always give the best prayers and supports with endless love for me.
2. My beloved brother Zulizar Andri Anto and his wife Sandra Mutiara, and also my nephew Kenzi Alfa Rindra
3. My sponsor Dr. Ahmad Subhan Roza, M.Pd who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.
4. All of my lovely friends who always helping and supporting me.
5. My beloved almamater English Education Department and IAIN Metro.
6. Last but not least, I want to thank me for always believing in me, for doing all this hard work and thanks for never quitting.

## ACKNOWLEDGEMENT

First and foremost, The Highest Gratitude and Grateful reward are only for Allah SWT who has given blessing and ability to the researcher to complete this undergraduate thesis entitled “The English Environment to Improve the Students Speaking Skill of The Third Semester of English Education Department at IAIN Metro”.

Secondly, the researcher would like to express her gratefulness to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA. Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. Head of English Education Department Study Program, Andianto, M.Pd. May Allah SWT give them His better reward for their spending time to support and guide during the writing process, the deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr. Ahmad Subhan Roza, M.Pd may Allah.SWT give him His better reward for the guidance, advice, given the incredible suggestions and comments for her to settle this thesis on time.

The researcher realized that this undergraduate thesis is far from perfect. But the researcher hopes that this undergraduate thesis will be useful for the readers and other interested parties.

Metro, 06 November 2022

The researcher,



**David Renaldo**

Std.Number. 1802072007

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. BACKGROUND OF STUDY**

Language is a tool of communication by using of sounds, or symbols. It is a system for sharing ideas and feelings by using sounds, signs, and gestures. Language is something beautiful for human being, making them different from other creatures. One of the most spoken languages is English language. There are many ways to learn English language for people recently. For instance, they could take the English courses, watch the English movie, listen to music and so forth. Those example activities are kind to support their understanding in English language.

Speaking becomes a highly important skill to acquire when studying English language because it demonstrates the users' ability to speak in English fluently. It is critical for learners to be able to speak English automatically and without thinking. English speaking is the only way to achieve outcomes with The English. It is much easier to communicate with native speakers when you use automatic speaking. It is simple to make friends, participate in business, communicate to consumers, and get better jobs as an automated English speaker. To

achieve the best outcomes in English, everyone must be able to communicate fluently and automatically.

As time goes by, mastering The English today is not merely a choice but somewhat is a need. Speaking is considered as a primary language skill that must be mastered for students The English Education Department. But, in this condition there are many students have not mastered speaking skill because many factors, such a students are lack of vocabulary, grammar, pronunciation, and fluency. The main factors why actually students didn't mastery speaking in The English is they are have a few time to practice speak up. Timing and classroom duration does not pay enough attention of the students' to learn and practice speak in English. It is based on my observation of student the third semester of the English education department at IAIN Metro.

Students should practice to speak up every time and every day. Try to speak up anything by yourself or with your friend every day, it can be accustomed to speak in English. With using English environment as the way to improve students speaking skill is the best way to practice speaking. Making a group to build an English environment to practice speaking as like as make a conversation about something, describing a topic, analyzing English movie and other, it can be the way to improve the students ability in speaking. There are 5 indicators or elements of speaking that should be mastered in every student, especially for students at college



in the English education department. Those indicators are vocabulary, grammar, pronunciation, fluency, and comprehension.

In connection with this phenomenon, the writer has under-take a pre-survey on 10<sup>th</sup> of March, 2022. The writer was investigating twenty students at second semester of the English education department of state institute for islamic studies. The pre-survey proceeds are illustrated in the following table.

**Table 1.1**  
**The Student's Speaking Score List of The Second Semester**  
**at Class B of The English Education Department**  
**in IAIN Metro in Academic Year 2021/2022.**

No	Inicial Name	Midle Score	Test	Category
1	AA	68		Low
2	AC	65		Low
3	AI	85		High
4	AP	60		Low
5	DK	68		Low
6	DL	80		High
7	DR	80		Fair
8	DT	67		Low
9	HA	80		High
10	HP	68		Low
11	ND	80		High
12	NH	70		Fair
13	NM	60		Low
14	NU	82		High
15	PC	78		Fair
16	PW	68		Low
17	SC	75		Fair
18	UK	78		Fair
19	VA	65		Low
20	YL	65		Low

*The table was obtained from speaking lecture, Mrs. NS,M.Pd*

Based on the information from pre-survey table, the writer can be concluded that 50% students are low to comprehend the speaking subject, 25% are fair, and 25% are high. It means that students should improve their speaking skill with mastering those indicators; vocabularies, grammar, pronunciation, and fluency. The best way to improve it is by collaborating with friends to make an environment to practice speak in English.

## **B. PROBLEM IDENTIFICATION**

Based on the description of the background of study, there are several aspects that influence student's ability in speaking they are:

1. The weakness of students are on vocabulary mastery
2. The weakness of timing and classroom duration to learning The English.
3. Low enthusiasm of students in learning The English
4. Students are lack of motivation to practice speaking
5. The lack of student's knowledge in structure and grammar
6. Students are not self confidence
7. The weakness of students ability in pronunciation

## **C. PROBLEM LIMITATION**

Based on the problem identifications, the writer limits the problem to investigate "The effectiveness of English environment toward student's speaking skill of the third semester of English education department at IAIN Metro.

#### **D. PROBLEM FORMULATION**

Referring the information above the writer formulates the problem as follows : "is it effective with using English environmental toward students speaking skill of the third semester of the English education department at IAIN Metro?"

#### **E. OBJECTIVE OF STUDY**

After the writer finding the students' problem formulation in speaking, the writer formulates the objective of this research is to know the effectiveness of English environment toward students speaking skill at the third semester of the English education department at IAIN Metro.

#### **F. BENEFIT OF STUDY**

There are several benefit of this study for the students, the teacher, and also for the other researcher. The benefit of this study for the students are students can increase their speaking skill, students can speak The English in natural way, students can speak The English fluently, students can interest and motivate in

learning The English. While for the lecturer, it can solve the problem in teaching English speaking, the lecturer can use English environment as the way to improve student's speaking skill, and lecturer can create an interesting way to teach speaking through English environment. And for the other researcher it can be reference to conduct the next research with using English environment.

## **G. PRIOR RESEARCH**

This research will be conducted by considering several previous studies. First prior research was conducted by Nurrahma Restia Fatkhiyati under the title "Environment Analysis: Designing an ESP Curriculum for the Students of Early-childhood education in PAUD As-Salam"<sup>1</sup>. The purpose of this research is to analyze the effectiveness environment analysis to design ESP curriculum for the students of Early-childhood of PAUD As-Salam. With this research the researcher conclude that there are several aspect that is very importance to improve students ability, one of them is speaking. That's aspect are the teachers, the situation, and the students factors in the environment analysis. Those factors are show us that environment is needed for students can enhance or improve in their ability and skill.

---

<sup>1</sup> Restia Fatkhiyati Nurrahma, *Environment Analysis: Designing an ESP Curriculum for the Students of Early-childhood education in PAUD As-Salam*, on November 22 (2018)

The second prior research are "The English Environment Role in Developing Students' English Speaking Ability" by Rena Islamiati<sup>2</sup>. The purpose of this study was to determine the state of the language environment, the role of the language environment and the activities of students in the language environment to improve the the English proficiency of students of the Ushuluddin Islamic Boarding School (A Case Study at Ushuluddin Islamic Boarding School Belambangan, PenThe Thirdahan, Lampung Selatan in Academic Year of 2018/2019). The results of this research is using an environmental system of 2 languages, namely The English and Arabic in Ushuluddin Islamic Boarding School ,

Based on the second prior research above, the researcher conclude that there are similarities with this research "The Effectiveness of English Environment Toward The Student's Speaking Skill of The Third Semester of The English Education Department at Iain Metro".

Both of the prior research above there are similarities and differences with this study. The similarities of the previous research is using environment to improve the students speaking skill. With this phenomenon, the writer using English environment to know how effective English environment toward students speaking skill of the

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<sup>2</sup> Islamiati Rena. *The The English Environment Role In Developing Students' The English Speaking Ability*. On 2018



third semester of English education department at IAIN Metro. The differences is the object of the research. Previous research use students at Early-childhood and students of ushuludin Islamic boarding school as the object, but in this research use the college students as the object of the research. Off course it is very differences between the previous research and this study. Based on this statement, the differences of the object, the place, the atmosphere, it can be influences students ability to improve students speaking skill.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Speaking Skill

##### I. The Definition of Speaking Skill

Speaking is one of the most essential skill to develop and enhance as means of effective communication. People would like to communicate when they want to say something or transfer the information. Speakers using communication when they are going to give the information to someone. Speakers can apply language based on their goals. As a result, they should be good listeners and speakers at the same time for the effective communication.<sup>3</sup>

There are many experts conveying the definition of speaking. Wendy and Lisbeth state that speaking is necessary skill for the teacher to share the knowledge for the students. In their own language students are able to express emotions, body language and reactions, improve the language and make fun of it, so they suppose to be able to speak The English fluently<sup>4</sup>.

According to Ladouse (in Nunan) speaking refers to the activities as the skill to express their self in the situation, or the

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<sup>3</sup> Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' The English Speaking Skill :Internasional Journal of Research in The English Education", on March 20(2017):34.

<sup>4</sup>Wendy A. Scott and Listbeth H. Ytreberg, *Teaching The English to Children*. (New York: Longman), p. 33

activity to report acts, or situation in proper words or the ability to speak or to express a structure of ideas.<sup>5</sup>

Brown states that when someone speaks a language, it means that he can bring along a conversation wisely and expertly. In addition, he states that the benchmark of successful skill of language always applies an ability to do real purpose through an interactive communication with other language speakers.<sup>6</sup>

According to Chaney, speaking is the process developing and giving the meaning through verbal and non-verbal symbols, in a variety of situation.<sup>7</sup>

Speaking is getting information through spoken language in active process. In other hand it can be said that speaking an interactive process of constructing that involves producing and receiving information process. Etymologically, the word "speaking" in Oxford Advanced learner's dictionary is coming from the word 'speak' that can be explained as follows:

- 1) To say word in order to express thoughts, feeling, opinion, an idea to someone.

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<sup>5</sup>David Nunan, *Research Methods in Language Learning*. (New York: Cambridge University Press, 1991), p. 23.

<sup>6</sup>J.D Brown, *Pragmatics Tests: Different Purposes, Different Tests*. in K. R. Rose & G. Kasper (Eds), *Pragmatics in language Teaching*. New York: Cambridge University Press, 2001), p. 267.

<sup>7</sup>A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

- 2) To communicate about particular subject or person.
- 3) To say words to express yourself in a particular way.<sup>8</sup>

The last but not least, it can be concluded that speaking is transferring the communication, expressing ideas, opinions, or feelings by using words or sounds of articulation to inform, to persuade, and to entertain that can be learnt by using some teaching and learning process.

## 2. The Elements of Speaking

According to Harris speaking is a complex skill that needs a number of different skills to be used simultaneously that often develops at different rates. According to his theory, the speaking component consists of; comprehension, grammar, vocabulary, pronunciation, and fluency. Here are the explanations of the components of speaking:<sup>9</sup>

### a. Comprehension

Comprehension is the identification of the intended meaning of communication, either written or spoken. This process is active in drawing information both from the message (bottom-up processing)

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<sup>8</sup> 3AS Pornby , *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 1955),p.996.

<sup>9</sup> Des adean fitri, and Andi Idayani "An Analysis of Students' Speaking Ability in Retelling story on Descriptive Text at The Second Grade Students of SMP YLPI Pekanbaru" *Perspektif Pendidikan dan Keguruan*, Vol. 12, No.1 (April 2021), 59-60.

and the background, context, and purpose or intention of the listener and the speaker (top-down).

In conclusion, all the components mentioned above are very important in speaking because they have a very close relationship and connection. Therefore, in learning speaking students are expected to master all these components in order to improve their speaking ability.

b. Grammar

Crystal said that grammar is a central term in linguistics, but one which covers a wide range of phenomena, being used both in mass noun and count noun senses (as 'grammar in general' and a grammar in particular).

Based on this theory, it shows that grammar has a very important role in language learning, and then the place for grammar should not be ignored. Therefore, in learning speaking students need to focus on forms and grammar without exception.

c. Vocabulary

As mentioned by Hewings, simple activities that you can use regularly to help students to improve pronunciation while learning or revising vocabulary. In other words, learning vocabulary can also improve our ability to pronounce the vocabulary itself.

d. Pronunciation

Pronunciation is the way a certain sound or sounds are produce. Unlike articulation, which refers to the actual production of



speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. In addition, Redman stated that the only way you can be sure about the pronunciation is to learn some phonetic symbols which tell you the pronunciation.

We know that pronunciation refers to the sound produce by our speech organs. Therefore, to find out the correct pronunciation of the words, we can learn phonetic symbols that are usually found in dictionaries, because a letter can have different pronunciation if they are in different words.

e. Fluency

Fluency is the element that gives speech the qualities of being natural and normal, including the use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In addition, fluency represents a level of somebody's communication skills. In short, if we can speak fluently it can be said that we have good communication ability. Therefore, students are expected to be able to speak fluently, especially in The English.

From the explanation above, it can be conclude that teaching speaking must be mastered in many aspects, there was comprehension, grammar, vocabulary, pronunciation, fluency, and the students will be active speakers when they in the speaking class because in this activity the students show what is in mind.

### 3. Type Of Speaking Skill

According to Brown, there are some type of speaking. They are :

#### 1) Imitative

Imitate native The English speaker, what they are talking in daily The English conversation. We practice to imitate them three times or more and we record our voice again and again until we get good pronunciation.

#### 2) Intensive

Intensive speaking goes on one step from imitation related speaking skill. That is designed to practice about phonology and grammar of language.

#### 3) Responsive

Responsive means there is feedback between teacher and student in communication at class.

#### 4) Transactional

Transactional language delivers to purpose explaining specific information.

#### 5) Interpersonal (dialogue)

Interpersonal has purposed to recover social relationship in society for transferring fact of information.

#### 6) Extensive (monologue)

Extensive or monologue is communication which did by one person or talk something by yourself.<sup>10</sup>

#### **4. The Purpose of Speaking Skill**

The goal of speaking is very important to understand, there are eight purposes of speaking, they are :

- 1) The students get competences in linguistic.
- 2) Build up their confident in speaking The English.
- 3) To train competences in interaction by face to face.
- 4) Developing the ability to evaluate and analyze speaking skill.
- 5) To explain the message to others.
- 6) The students use communication to deliver information and understanding
- 7) There are many way to produce language.
- 8) The students are able to communicate The English language fluently.<sup>11</sup>

#### **5. The Characteristic of Successful Speaking**

Practice is the key to speak The English fluently, but sometimes it is hard to say it for nonnative The English speaker, they need the environment that support their language, because it is not our

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<sup>10</sup> H. Douglas Brown. *Teaching by Principles an Interesting Approach to Language Pedagogy Second Edition* , (New York : Logman, 2001) p.271-274

<sup>11</sup> Jack C. Richard. *Teaching Speaking*,p 37.

language and we need habit to be able to speak The English well. As a result they want to achieve the goal of learning, they have to fulfill some characteristics of successful speaking activity. There are some characteristic of successful speaking activity such as:

1) High motivation

Students want to speak as much as possible because they are interested and enthusiastic about the topic that will be discussed and have something new to say about it, or they want to contribute to achieve the goal of learning. The other reasons the influence of their motivation, they are:

- a) The students can speak with foreigner that they met in every place, especially in abroad.
- b) Getting high score in their class and to be the first rank in teaching learning process.
- c) They want to go around the world by their ability in speaking The English.
- d) Getting some scholarship in abroad to continue study as magister or doctor.
- e) After graduating, they want to work in famous foreign company.

2) Students can speak as much as possible

The students learn The English language every time, and practice it in every daily conversation in order to they are able to speak The English fluently without hesitation. Beside that there are

the way to be able to speak The English well, they are : The students read The English books, listen the native speaker in The English youtube, sing The English song, watch The English English environment and practice speaking in front of the mirror.

### 3) The students participate in discussion

Classroom discussion is not dominated by a minority of the students who talk active as participants. However, all of the participants have occasion to speak and give contribution fairly. Hence, the students do not be afraid to make mistakes when they want to speak The English because mistakes can be lesson and repair it to be better than before. Practicing language, it is not only in the class, but also it can do in the agenda or students' organization who applies the topic about The English. They are like to be master of ceremony, active in debate competition, and join in The English club.

#### 1) Students explore their skill about The English,

Even though they always make mistakes. They have to do on and on until they achieve the goal of learning However, the student who does not have skill in speaking , does not understand the The English words that are said by native speaker. As a result, they cannot understand the meaning of the speaker talk. One of the way to be able to speak The English well, they are : adding The English vocabulary, listening native The English speakers when



they speak both directly or through media. On the other hand, the students have to increase intensity of communication with classmate using language that easy to understand in order to the information can achieve well.<sup>12</sup>

The mastery of speaking skills in The English is a mainly for many second and foreign language learners. Several language experts have effort to manage the functions of speaking in daily communication. According to Brown and Yule there are three functions of speaking, they are : talks as interaction, talk as transaction, talk as performance. Each of these speech activities is quite clear in term of form and function and necessary different teaching approaches.<sup>13</sup>

a) Talk as interaction

Speaking as interaction is the interaction which people a mainly social function. When someone meets, they expresses greetings, join in small group discussion and chit chat each other because they hope to be easy going and to build up a comfortable place to interact with others. The focus is more on the speaker and how they hope to perform themselves to others.

b) Talk as performance

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<sup>12</sup> Novisuryati, in [www.novvie92The English.blogspot.co.id](http://www.novvie92The English.blogspot.co.id), downloade on june 11,2020.

<sup>13</sup> Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

Speaking as performance refers to speaking in front of many people, it is talking which sends the information before and audience such as public announcements and speeches. Speaking as performance can be in form of monolog or dialogue, it is suitable with the situation when we want to communicate. It is closer to write language than conversational language.

c) Speaking as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said, we can understand it or achieved in order to it makes people understand clearly.<sup>14</sup>

## 6. The Measurement of Speaking Skill

According to professor Weir Cyril, there are some indicators that be supposed to score to test speaking:<sup>15</sup>

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<sup>14</sup>Jack C. Richards, (2006), *Communicative Language Teaching*: Cambridge University Press, p. 19-23.

<sup>15</sup>Cyril J. Weir, *Language Testing and Validation*, United States: Palgrave Macmillan, (2005), 195-196.

Table 2.1  
Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (Excellent)	General natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.

**B.**

Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3(good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent in appropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

**The Concept of Environmental Strategy**

## 1. The Definition of Environmental Strategy

Nation and Macalister, proposed that environment is called as situation or constraint<sup>16</sup>. Because the situation or environment will be placed which is students can practice to speak up, build self confident, mastery English vocabulary and learn structure written grammar expression

English environment focused on students-centered and practiced. In this condition students have to be able to practice every material that was given by the teacher. Environment will be the effective way to help them improve their ability or skill in The English language.

According to Talebi, Davodi, and Khoshroo, there is a relationship between the skills and techniques of effective classroom management on student academic achievement<sup>17</sup>. What's more, the emotional relationship between teachers and students potentially enhance student achievement. One component of an effective classroom management is verbal and non-verbal skills. The skills can influence the behavior of individual student and students in communal. The influence could be positive or negative depending on the behavior of the teacher.

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<sup>16</sup>Restia Fatkhiyati Nurrahma .*Environment Analysis: Designing an ESP Curriculum for the Students of Early-childhood education. Journal of The English Language Teaching*, Vol. 2 No. 1, 139

<sup>17</sup> Sanchia Janita Prameswari dan Cucuk Budiyanto, *The Development of the Effective Learning Environment by Creating an Effective Teaching in the Classroom.in Indonesian Journal of Informatics Education*, Vol. 1 No.1, 10



According to Dulay, that language environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situation-exchanged in restaurants and stores, conversation with friends, watching television, and reading newspaper. As well as classroom activities or it may be very sparse, including only language classroom activities and a few books and record.<sup>18</sup>

Based on the description above, the researcher conclude that English environment is one of strategies in teaching and learning process to improve students ability and capability in each aspect. Environment is a basic level to ensure that the teaching and learning process will make a significant impact to the learners or usable. The purpose of Environment is it should consider the factors of the situation in which the classroom should take account of them. English environment is the effective way to improve students speaking skill. Environment will be the place to build students confidence, critical and creative thinking skills, and responsible action.

The role of the language environment on students' speaking skills is supported because the language environment has four broader overall appearances that affect the quality and quality of second language acquisition, especially speaking ability;

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<sup>18</sup> Islamiati Rena. *The The English Environment Role In Developing Students' The English Speaking Ability*. no.3 (2018 ): 138

- 1) Naturalness of the environment, The natural environment here is an environment that is more focused on communication than the regulation of linguistic forms. Dare to communicate without fear of being wrong. Because that's where the initial confidence arises.
- 2) The learners role in communication, when students convey something using one-way communication (one language), other students may respond but not verbally. They only understand but cannot express. By using limited two-way communication, students may not respond verbally too because the target language model that will receive the response will not understand. So in learning a foreign language, it is especially permissible to mix the language he learned several times with the mother tongue which has become his daily communication tool.
- 3) Availability of concrete referents, there are concrete subjects and events that can be seen, heard and felt while being discussed. not only need subjects as opposed to communicating, but also objects or tools and facilities that help support students in using them to communicate well. communication ensures that students understand most of what is obtained from the language they are learning

- 4) Target language models, the target language model is, students can choose whom they will communicate to improve their speaking ability. can choose fellow friends, senior class, even though the teacher. so that students can confidently communicate with anyone later.

## **2. Kinds of English Environment**

According to the Krashen, environment is classified into two types, formal and informal environment that concern in communication, and Krashen claimed that two separate knowledge system underlay second language performance.<sup>19</sup>

All that is given are general ideas, and the kind of environment that researcher wants to discuss is same as expert ideas, namely, formal environment and informal environment. Formal environment covering various aspects of formal and non-formal education, and most are in class or laboratory.

Whereas the informal environment provides exposure to communication natural, and most are outside the classroom. Therefore this informal environment provides more language discourse than the language system. The form can be a language used by teachers, students, principals, parents of students, general reading books, newspapers and magazines,

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<sup>19</sup> Krashen, Stephen D. Op.cit

radio broadcasts and television, film and so on. The environment meant by researchers here is a language environment in students The English education department of IAIN Metro.

## **2.1 Formal Environment**

Formal environment is learning activities in second language acquisition that focused on the conscious acquisition of rules and forms. It severally limited to its potential to product speakers, who are able to communicate naturally and effectively, its rule in the development of communicative skills appear to be quite limited.

Furthermore, formal environment is known as formal instruction it occurs mainly in the classroom. Depending on the type of instruction and teaching method formal environment may provide learners with formal environment system or discourses.

Formal environment has many characteristic, those are:

- 1) Artificial or teacher intends to help learners in learning language directly.

2) In this case language's learners instructed to conduct language activity in order to present language structures that have been learned, and teacher gives detection or correction to mistakes conducted by learners.

3) Environment represents the part of language instruction at school.

Therefore the researcher agrees with the above characteristic. And the paramount important in formal environment is formal instruction that focuses on the conscious acquisition of rules and forms.

As stated earlier, the formal environment is a formally and planned environment. Is an environment that was formally established and planned. One that includes the process of learning in the classroom which is guided by the teacher. Thus, in such formal environment the learners are guided and directed at the teacher to be able to master the systems or rules and rules of the language learned.

Besides the formal environment such as the learning process situation in the classroom which is guided by the teacher, there is essentially another formal environment. For example, situations when reading or

studying grammar books of the language being studied. Other situations such as situations of conversation or dialogue formed in order to deepen the mastery of language structures learned by learners. Such situations necessarily involve the learners consciously, they involve consciously.

Considering the above description, it seems to be in line with what Dulay proposes that the formal environment is one of the language learning environments that focus on the mastery of conscious rules or rules of language in the target language. Similarly, the opinion of Krashen which directly suggests the characteristics of the formal environment. He expresses the following characteristics:

- 1) has an artificial nature,
- 2) within the environment the learners are directed to carry out language activities involving the rules or rules of language he has learned, and when found or errors arise from learners, teachers directly provide feedback as a correction of those errors and

3) are part of the overall language learning in school or in the classroom.<sup>20</sup>

Formal environment is always associated with things that are not experienced or artificial, in this case everything is always associated with artificial things. In addition, the formal environment usually involves much guidance or direction either through teachers or guidebooks related to the language studied.

## 2.2 Informal Environment

Informal environment may occur inside and outside the classroom. Most part of it occurs outside classroom. An informal environment provides natural communications, which then provide learners with more linguistic discourses than linguistic codes. They most occur in two-way communications. No rule isolation or feedback is given. In child language acquisition, feedback may occur, but rarely do parents give rules isolation.<sup>21</sup>

It is not simply the case that informal environment provide the necessary input for acquisition while the

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<sup>20</sup> Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. (University of Southern California. Pergamon Press Inc. 2002), p.40

<sup>21</sup> *Ibid.*, p.18



classroom aids in increasing learned competence. In this case Kreshen suggests that informal environment must be intensive and involve the learner directly in order to be effective. One might then distinguish “exposure-type” informal environment and “intake-type” environments. Only the latter provide true input to the language acquisition device. It seems plausible that the classroom can accomplish both learning and acquisition simultaneously. While class work is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to extent will acquisition occur. In other words, the classroom may serve as an “intake” informal environment as well as a formal environment.

An informal environment includes: language used by convey coeval, parent language, language used by ethnical group of learners, language used by media print or the electronics (newspaper, book, radio, or television) and the language used by teacher in learning process in language class and also non language. However, it shows the important of informal

environment in developing learners language acquisition.

The informal environment as mentioned earlier is the natural environment without any formation. This informal environment essentially just happens and what it is without formation in a planned manner. The informal environment in relation to language, both in terms of the process of acquisition and learning, coverage is much greater than the formal environment. We or the learner are more exposed to the informal environment than the formal environment. This informal environment includes situations such as communicating at home with family, communicating with friends or with others, communicating in the marketplace, at work, or anywhere and other situations that occur naturally. The informal environment is naturally occurring and the frequency is greater than the formal environment, making the informal environment more significant than the formal environment in the acquisition and language learning. This causes the informal environment to dominate more and provide assistance to learners.

Basically this informal environment is more related to the problem of language acquisition. While the formal environment tends to connect with language learning problems. This is acceptable on the grounds that the more informal environment dominates the learners, resulting in the learner tending to master the material he has learned naturally through the acquisition of various informal situations.

### **3. The advantages of English Environment**

There are several advantages of environment strategy in teaching and learning process are :

- 1) Responsible action is taken to better the environment
- 2) Boost critical and creative thinking skills
- 3) Tolerance and understanding are supported
- 4) Students and teachers are empowered
- 5) Learning transcends the classroom
- 6) Imagination and enthusiasm are heightened
- 7) Enhanced students confidence

Based on the description above, the researcher conclude that environment strategy is an appropriate technique to improve the students' ability with the good situation or environment.

#### **4. The Disadvantages of English Environment**

In the teaching and learning process, Environment strategy has some disadvantages, they are :

- 1) Students' need many vocabulary to tell something in front of the class, where the most EFL students, especially in Indonesia, lack of vocabulary
- 2) Building students mental is not easy, they are still shy to speak up in front of other students.

From the explanation above, the researcher conclude that environment strategy is some disadvantages. However, it is not a big problem as long as the teacher can conduct the class. The teacher can manage them by following the step and make relax students by the enjoy situation that the teacher create in the class. So, the students can follow this technique by comfortable.

#### **5. The Procedure**

The procedure of implementation English environmentto improve the students speaking skill are :

1. The researcher take an attendance list to know how many students in the class

2. The researcher give the general material about speaking, as like as the definition, the indicator, and others
3. Furthermore, the researcher give information about daily conversation
4. The researcher make some group, each group consist of 2 students
5. The researcher show for the correct pronunciation of the conversation script, and students repeat after the researcher.
6. The students read and comprehend about the conversation scrip alone
7. Each group show in front of the class to perform their conversation
8. The researcher collecting the data how is far students ability in speaking skill.

### **C. Hypothesis Formulation**

The action hypothesis of this research is constructed as follows: "By using English environment in teaching and learning activity it can be effective way to improve the students speaking skill of the third semester of English education department at IAIN Metro".

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The writer would be conducting quantitative research with quasi experimental design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).<sup>22</sup> There are many kinds of experimental such as pre experimental, true-experimental, and quasi experimental. This research used quasi experiment. Quasi experiment is an estimate of a true experiment that uses groups that have not been formed randomly.<sup>23</sup>

The researcher can determine which class will be the experimental class and controlled class. There will be a different treatment between experimental class and controlled class. In experimental class, students will be treated by certain treatment, by using English environment to students' vocabulary mastery. Whereas, in controlled class students think without using English environment.

Moreover, in this research, the researcher applies two groups of pre-test and post-test designs, because in this design there is a pretest, before being given treatment. Thus the treatment results can be found to be

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<sup>22</sup> Daniel Mujis, *Doing Quantitative Research In Education* (London: Sage Publication, 2004),1.

<sup>23</sup> William R. Shadish, Thomas D. Cook And Donald T. Campbell, *Experimental And Quasi Experimental Designs For Generalized Causal Inference* (Houghton Mifflin Company 2005),1.

more accurate, so they can compare with the circumstances before being given treatment. In addition, the pretest and posttest were intended to investigate whether the effectiveness of using English environment on the students' vocabulary mastery. Furthermore, the pre-test and post-test will conduct to find out the progress before and after treatment. This research used third semester of English Education Department at IAIN Metro

## **B. The Operational Definition of Variable**

Operational definition is the definition which based on characteristic of the thing that will be define, and it can be observe or measure. Meanwhile, a variable can be defines as an attribute of a person or of an object which 'varies' from person to person or from object to object.<sup>24</sup> Variable is a construct or a characteristic that can take on different.<sup>25</sup> Based on the meaning each variable above, the operational definition of variable as follow:

### **1. Independent Variable (X)**

According to Evelyn Hatch, The independent variable is the major variable which you hope to investigate. The independent variable of this research is environmental strategy. English environment could make the students motivate to improve their speaking skill. This technique also make the students feel free to

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<sup>24</sup> Evelyn Hatch and Anne Lanzaration, *"The research Manual; Design and Statistics for Applied Linguistics"* (Los Angeles: Heinle & Heinle Publications, 1991), 51

<sup>25</sup> Donald Ary, *"Introduction to Research in Education, Eight edition"* (USA: Wadsworth CThe Thirdage Learning, 2010), 37.



express and explore their ideas. The students do not worry to make mistakes in their speaking performance.

## 2. Dependent Variable (Y)

Dependent variable is the response on the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variable. Dependent variable (Y) of this research was students' speaking ability that could be defined as one of speaking was the skill which is used to communicate with other people and become the process of building and sharing with other people of one's ideas, knowledge, interests, attitude, opinions, or expression their feeling by using words or sounds of articulation. The way or technique to measure student's speaking is by conducting speaking test. The instrument of speaking test is oral test by asking students to perform The English dialogue.

### **A. Population, Sample and Sampling Technique**

#### **1. Population**

Ziana O'leary defines that population is the total membership of a defined class of people, object, or events.<sup>26</sup> In addition Donald Ary stated that a population is defined as all members of any well-defined class of

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<sup>26</sup> Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 12.

people, event or objects.<sup>27</sup> The population of this research is all students of the third semester of English Education Department at IAIN Metro with total 97 students from class A-D.

## **2. Sample**

Sample is best represents a large population.<sup>28</sup> Sample is to select a portion of the population to be measured in the research. The sample must reflect and be representative of the state of the population. The requirements for representativeness of a sample are determine by several things, and the main thing is the taking of sample members randomly and the number of members that is sufficient so that it can be tolerated. From the above statement the researcher use a sample class B as an experimental class sample consisting of 20 students and class C as a control class sample consisting of 20 students.

## **3. Sampling Technique**

Sampling is the process of selecting a number of individuals for a study in such as a way that the individuals represent the large group from which they were selected. The sampling technique is influence by the needs and objectives of the study. In this research, the researcher use cluster random sampling technique. So, the researcher uses one class to be observed. This sampling technique is used to know the effectiveness of

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<sup>27</sup> Donald Ary, *Introduction To Research In Education, Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 148.

<sup>28</sup> Zina O'leary, *The Essential.*, 103

using English environment as the way to improve the students speaking skill.<sup>29</sup>

## **B. Data Collecting Technique**

The researcher formulates the collecting data as follows:

### **I. Test**

Anderson explained that instrument includes test and questionnaire, observation schedules and any other tool used to collect data.<sup>30</sup> Test was usually performed by using that element of the survey and determining how it works. Two tests will be used in this study as follows:

#### **a. Pre-Test**

The researcher gives multiple-choice in pre-test in order to know their basic knowledge. In this case the students' vocabulary mastery that they have achieved.

#### **b. Post-Test**

The post-test is held in order to know the students' vocabulary mastery after applying English environment as a treatment in teaching vocabulary. The post-test has been done after the treatments, in order to know is it effective whether the English environment as the way to improve the students speaking skill.

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<sup>29</sup> Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 107.

<sup>30</sup> Gary Anderson, *Fundamentals Of Educational Research 2<sup>nd</sup> Edition* (USA: The Falmer Press, 1998), 94.

## 2. Documentation

Documentation as the method which is use to get information from written language or documents.<sup>31</sup> The researcher use this method to support and to get detail information from the data of historical background of IAIN Metro, the population students of the first semester of English Education Department at IAIN Metro and the profile of English Education Department.

### C. Data Analysis Technique

Data analysis is the processing of information or data that have gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research. Data analysis technique would be conduct by taking the average of the pre-test, and post-test. To know students achievements after the actions are conducting and giving the test at the early and the last cycles.

#### The formula:

$$X = \frac{\sum X}{n}$$

X : Mean Score

$\sum X$  : The sum of all scores

X : Raw score

n : The total number of subject<sup>32</sup>

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<sup>31</sup> Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 177.

<sup>32</sup> Donald Ary, *Intoduction to Research in Educational*, 108-109

### The Percentages:

$$P = \frac{\sum X}{n} \times 100\%$$

P : Mean percentages

$\sum X$  : The sum of all score

n : The total number of subjects.

### D. Indicator of Success

The indicators of the successful takes from the process and the result of the Post test of the experimental class is higher than control class. The study is called success if 70% students get score Standard Minimum Requirement (SMR) is 70 and 70% of students active in learning activity. This study researcher used a simple statistical formula to compare the results pre-test and post-test of students who conducted the survey. In The data will be analyzed using t-test formula to know the significant and treatment effect. The t-test formula as follows:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Note:

M : The mean score of each group

SS : Sum of square of each group

N : Subject in the sample of each group<sup>1</sup>

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. The Description of Research Location

###### a. The Historical Background of IAIN Metro

IAIN Metro is only one of The Islamic Institute in Metro. IAIN Metro is a change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN has prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

Moreover, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996, about the Settlement of Institutional Faculties STAIN outside the central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar Dewantara

Street 15 A, East Metro for campus 1 and at Ki Hajar 29 Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro has vision and mission. The vision of this university was to become an innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian. Moreover, the application of the vision, it consists of some missions, namely: implementation of Islamic values in education, community service, research, development of productivity, innovative academic in management resources through scientific research, learning methods, growing socio-ecotechno-preneurship of academic in the application of three pillars of university, implementation of a professional, and cultivated institutional management system based on information technology.

Nowadays, IAIN Metro has four faculties, namely Tarbiyah and Teacher Training Faculty, Syariah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty cover Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), and Mathematics Education Department (TPM),



Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty Comprise D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

**b. The Profile of English Education Department**

Along with the status change from STAIN JuraiSiwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also changed into English Education Department in 2017. The application of English Education Department stands on its vision, as follow: the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. Meanwhile, the vision is enlarged in some missions as follow:

- 1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.
- 2) Building the atmosphere of the academic which is humanist, democratic and modern.
- 3) Growing the professionalism ethic through theoretical basic knowledge.
- 4) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- 5) Applying integrated educational system which is able to give significant input to development of education.

That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be two purposes of English Education Study Program, they are:

- 1) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art . but also be able to become agents of change in the society.
- 2) To prepare the students to be professional English Teacher who can applicate, establish, and enlarge English Education with high spirit of Islamic English. In addition, English Education Study Program

always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before.

In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, The total students from 2021 – 2022 of TBI are 1059 students and the lecturers are 26.

## 2. Description of Research Data

### a. The Result of Pre-Test Score (Experimental Class)

To measure the students ability in speaking, the researcher give pre-test, before the researcher give treatment. The test was followed by 20 students. The highest score was 72 and the lowest score was 44 with the total score 1180. The total of interval class of this result pre-test was 5. It can be seen on the table below:

**Table. 4.1**

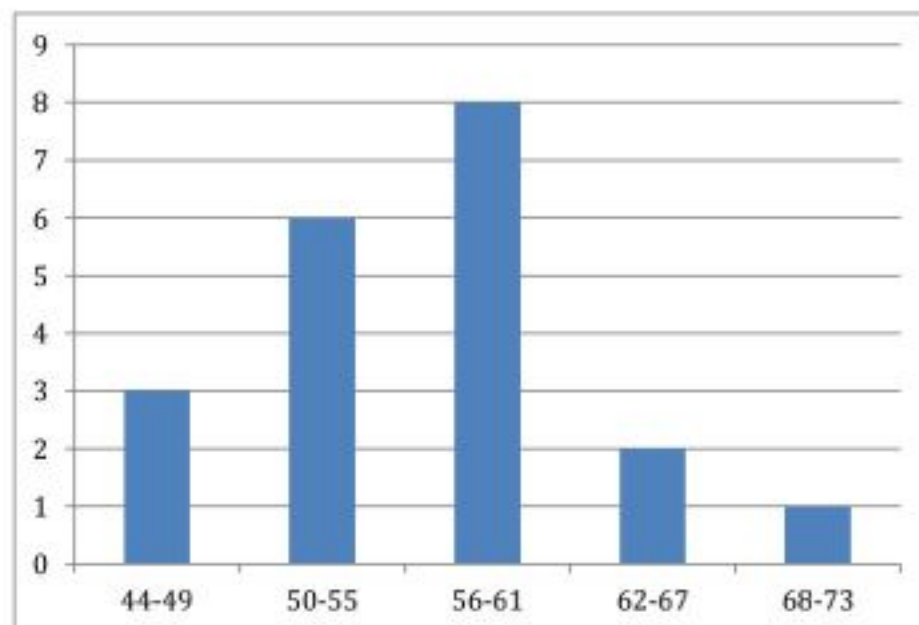
**The Result of Pre-Test Score (Experimental Class)**

No	Interval Class	Frequency	Percentage	Mean	Median	Mode
1	44-49	3	15%	55.4	56	52
2	50-55	6	30%			
3	56-61	8	40%			
4	62-67	2	10%			

5	68-73	1	5%			
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If the data was put into graphic, it can be seen as follow:

**Figure 4.1**  
**The Result of Pre-Test Score**



Furthermore, based on the table and graphic above, it can be concluded that 20 students as the researcher sample can be divided. First, the number of the students that got score 44-49 was 3 students or 12,5%. Therefore, the number of the students that got score 50-55 was 6 students or 30%. And then, the number of the students that got score 56-61 was 8 students or 40%. Next, the number of the students that got

score 62-67 was 2 students or 10%. Moreover, the number of the students that got score 68-73 was 1 student or 5%. Moreover, the mean of the pre-test in the experimental was 55,4, the median was 56 and the mode was 52.

#### **b. The Result of Post-Test Score (Experimental Class)**

After analyzing the weakness and understanding of students' vocabulary mastery, the researcher conducted the treatment to help the students on vocabulary mastery. The researcher helps the students about difficulties in vocabulary mastery by using movie. After the students has been given the treatment and they have understood.

Moreover, the researcher gave the post-test was done to know the students' vocabulary mastery after treatment. The test was followed by 24 students. They highest score was 90 and the lowest score was 70 with total score 1955. The total of interval class of this result post-test is 5. It can be seen on the table of below:

**Table. 4.2**

#### **The Result of Post-Test Score (Experimental Class)**

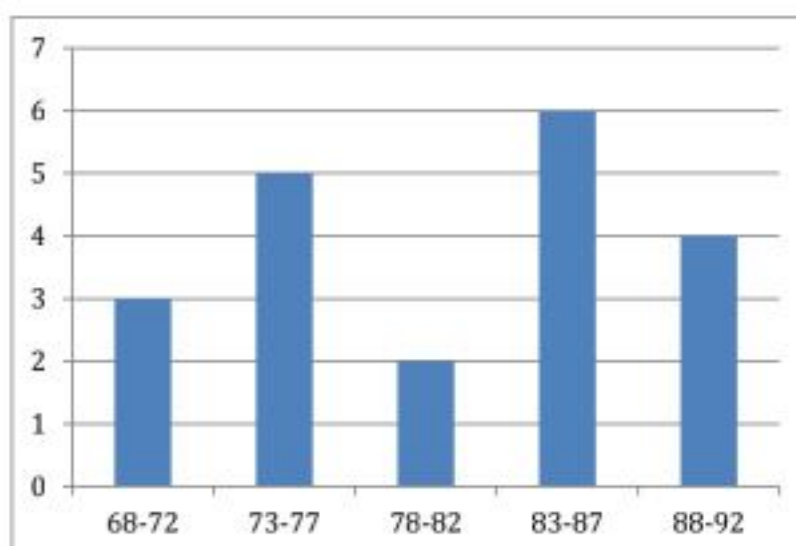
No	Interval Class		Fi	Percentage	Mean	Median	Mode
1	68	72	3	15%	80.4	82	84
2	73	77	5	25%			
3	78	82	2	10%			
4	83	87	6	30%			

5	88	92	4	20%			
---	----	----	---	-----	--	--	--

If the data was put into graphic, it can be seen as follow:

**Figure 4.2**

**The Result of Post-Test Score**



Based on the table and graphic above, it can be concluded that 20 students as the researcher sample can be divided, first, the number of the students that got score 68-72 was 3 students or 15%. Then, the number of the students that got score 73-77 was 5 students or 25%. Next, the number of the students that got score 78-82 was 2 students or 10%. Therefore, the number of the students that got score 83-87 was 6 students or 30%. And the last, The number of the students that got score 88-92 was 4 students or 20%. Furthermore, the mean of post-test experimental was 80,4, the median was 82 and the mode was 84.

Based on the result of the post-test score of the students of the first semester of English Education Department at IAIN Metro above, it can be concluded that, English environment is very influence in improving students ability in speaking skill. As a result, most of students got high score in the 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' vocabulary mastery. The test was followed by 20 students. The highest score was 72 and the lowest score was 48 with the total score 1108. The total of interval class of this result pre-test was 5. It can be seen on the table bellow:

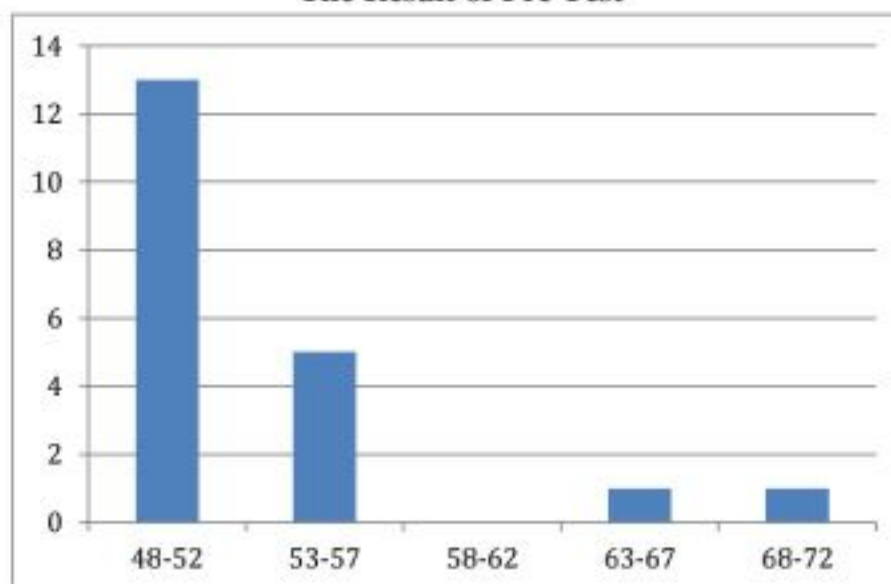
**Table. 4.3**  
**The Result of Pre-Test Score (Control Class)**

No	Interval Class	Fi	Percentage	Mean	Median	Mode
1	48-52	13	65%	52	48	48
2	53-57	5	25%			
3	58-62	0	0%			
4	63-67	1	5%			
5	68-72	1	5%			



If the data was put into graphic, it can be seen as follow:

**Figure 4.3**  
**The Result of Pre Test**



Furthermore, based on the and graphic above, it can be concluded that 20 students as the researcher sample can be divided. First, the number of the students that got score 48-52 was 13 students or 65%. Then, the number of the students that got score 53-57 was 5 students or 25%. And then, the number of the students that got score 58-62 was 0 student or 0%. Next, the number of the students that got score 63-67 was 1 student or 5%. The number of the students that got score 68-72 was 1 student or 5%. Moreover, the mean of pre-test control class was 52, the median was 48 and the mode was 48.

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

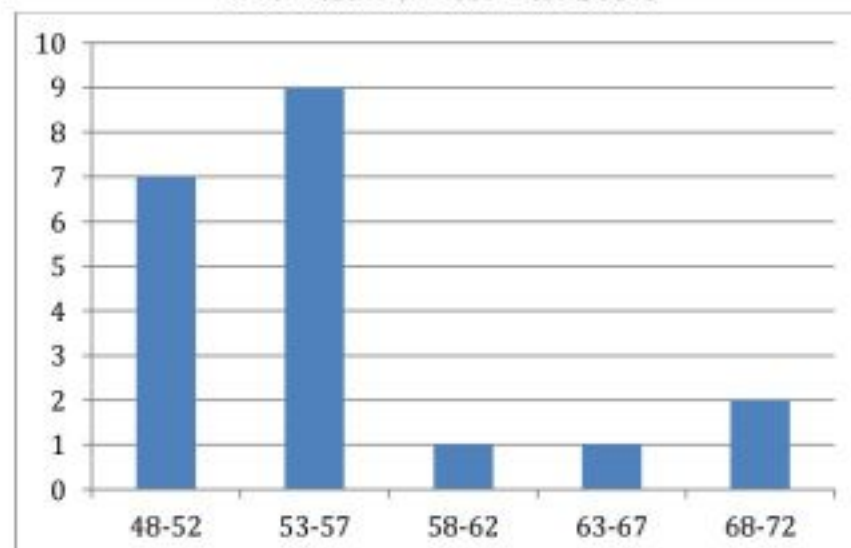
The test was followed by 24 students. The highest score was 60 and the lowest score was 20 with the total score 1085. The total of interval class of this result of post-test was 7. It can be seen on the table below:

**Table. 4.4**  
**The Result of Post-Test Score (Control Class)**

No.	Interval Class	Fi	Percentage	Mean	Median	Mode
1.	48-52	7	35%			
2.	53-57	9	45%			
3.	58-62	1	5%	56,6	56	56
4.	63-67	1	5%			
5.	68-72	2	10%			

If the data was put into graphic, it can be seen as follow:

**Figure. 4.4**  
**The Result of Post-Test Score**



Furthermore, based on the table and graphic above, it can be concluded that 20 students as the researcher sample can be divided. First, the number of the students that got score 48-52 was 7 students or

35%. Then, the number of the students that got score 53-57 was 9 students or 45%. And then, the number of the students that got score 58-62 was 1 student or 5%. Next, the number of the students that got score 63-67 was 1 student or 5%. The number of the students that got score 68-72 was 2 students or 10%. Moreover, the mean of post-test control class was 56,6 the median was 56 and the mode was 56.

### **3. Hypothesis Testing**

After applying the documentation and test the strategy, the researcher analyzed the data by using SPSS method to knowing the hypothesis testing in order to prove whether there was any effective of using environment to improve students speaking skill at the third semester of English Education Department at IAIN Metro, as follow: .

#### **a. The Result of Normality Test**

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is chi-square. The researcher used SPSS as the method to got the data about normality test. The result of normality test as follow:

**Table 4.5**  
**The Result of Normality Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.41632533
Most Extreme Differences	Absolute	.175
	Positive	.175
	Negative	-.137
Test Statistic		.175
Asymp. Sig. (2-tailed)		.003 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the data of T-test, if the sig. (2-tailed) was  $<0,005$ , it was there are different significances between the experiment class and the control class. If the data of T-test was  $>0,005$ , there is no differences significant of the score between experiment class and control class.

Based on the data of T-Test above, the researcher conclude that the value of the significance was  $<0,005$ , it has significant value of the experiment class and the control class. so it was be concluded by using environment, students can improve their speaking skill.

#### b. The Result of Homogeneity Test

The Homogeneity Test is the test performed to determine two or more of the data samples that come from the population have variants the same (homogeny). The researcher tested the homogeneity test after got the score of students in the control class and experimental class. The researcher use SPSS application and using ANOVA system to knowing the result of homogeneity test. The result of homogeneity as follow :

**Table 4.6**

#### The Result of Homogeneity Test

##### Test of Homogeneity of Variances

POST TEST SCORE

Levene Statistic	df1	df2	Sig.
1.246	1	38	.271

##### ANOVA

POST TEST SCORE

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	5664.400	1	5664.400	134.060	.000
Within Groups	1605.600	38	42.253		
Total	7270.000	39			

Based on the data above, if the value of significant test of the homogeneity test was  $<0,005$ , the data was not homogeny, if the data was  $>0,005$ , the data is homogeny. Based on the data, the researcher concluded that the data was homogeny, because of the value of the significant was  $0,271 > 0,005$

#### c. The Result of T-test

In order to prove whether there is any difference between the experimental class and control class of the first semester of English Education at IAIN Metro the researcher use t-test formula. Furthermore, the researcher counted by using SPSS application as follows:.

**Table 4.7**  
**The Result of T-Test**

Group Statistics					
	CLASS	N	Mean	Std. Deviation	Std. Error Mean
POST TEST SCORE	EXPERIMENTAL CLASS	20	80.4000	6.73092	1.50508
	CONTROL CLASS	20	56.6000	6.26099	1.40000

		Levene's Test for Equality of Variances		t-test for Equality of Means						
POST TEST SCORE	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST TEST SCORE	Equal variances assumed	1.246	.271	11.578	38	.000	23.80000	2.05554	19.63877	27.96123
	Equal variances not assumed			11.578	37.803	.000	23.80000	2.05554	19.8005	27.96195

According to SPSS application of T-test, if the sig. (2-tailed) was  $<0,005$ , it was there are different significances between the experiment class and the control class. If the data of T-test was  $>0,005$ , there is no differences significant of the score between experiment class and control class.

Based on the data of T-Test above, the researcher conclude that the value of the significance was  $0,000 < 0,005$ , it has significant value of the experiment class and the control class. so it was be concluded by using environment, students can improve their speaking skill.

## **B. Discussion**

### **1. Interpretation**

The researcher has counted the data from SPSS application to knowing : a), the normality of the sample, b), the homogeneity of the sample, and c), the T-test or the significant differences between experiment class was used English environment and control class.

Based on the data and the explanation above, the researcher conclude that the data was acceptable for knowing the differences between students used environment as the way to improve speaking skill at the third semester of English education department at IAIN Metro .



In addition, after the researcher doing the research the mean score or average they got in the test was so different. The student in experimental class got 80,4 and control class got 56. It shows that the experimental class was higher than control class. The experimental class is better than control class. It means that the using English environment has positive affected in the learning process of improving students speaking skill

During the research, the researcher observed that the student are interesting learning English language using English environment. They were enthusiastic the learning process. They were also active in the class during speak up in English language. At the first meeting there are some students were shy to speak up in English, but after the students join English environment routine, the can speak up in English clearly and fluency.

Moreover, the researcher assumed that teaching and learning by using English environment as the way to improve the students speaking skill, they are learn about how to pronounce about the words, how to explain their material, how to arranged the sentences with the correct grammar and also students can mastering English vocabulary quickly.

Furthermore, the result of this research confirmed about the effectiveness of using English environment to improve the students speaking skill at the third semester of English Education Department at IAIN Metro.

### **C. Limitation**

This research was conducted at the third semester of English Education Department at IAIN Metro class B as experimental class and class C as control class. About the effect of using English environment to improve speaking skill can improve their vocabulary and pronunciation, structure of correct grammar, fluency when they are speak up, and also comprehend the context what they have spoke. So, the result of this research was limited only to the experiment class. If this research was doing different place, subject, time, and academic year possibility the result the research will be different also.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The purpose of this research to know whether any positive and significant effect of using English environment to improve the students speaking skill of the third semester of English Education at IAIN Metro. This research is quantitative research conducted at the third semester of English Education at IAIN Metro that involves of 40 students as the samples. This research was using two types of variable, variable independent and dependent. Variable independent is using English environment and dependent variable is the students' speaking skill. The technique sampling used cluster random sampling technique.

The research instrument used in this study were speaking test with explaining the topic, to determine the effect of using English environment. Researcher used pre-test and post-test questions to conduct research. The pre-test questions were given before the treatment and the post-test questions were given after doing the treatment.

Based on the result of the research, the researcher can conclude that using English environment had a positive and significant effect to improve the student's speaking skill. It can be used to mastery English vocabulary, pronounce, grammar, fluency and comprehend the context, it can help the students' to develop and increase their speaking skill. It can be seen from the

result of critical value of the experimental class using English environment was higher than the control class without using English environment . In addition, the mean score between experimental and control class is different. The experimental class got 80,4 and then control class got 56. The experimental class is higher than control class. It means that the experimental class is better than control class

## **B. Suggestion**

Based on the result of the research, the researcher gives some suggestion to the side that related as the considered as follows:

### **1. For Student**

In order for the students to be active in learning process. Then, in order they can develop and increase speaking skill to mastery English vocabulary, pronunciation, grammar, fluency, and comprehend the context.

### **2. For The Teacher**

In order to teacher to use English environment as the media in teaching and learning process to help students in improving speaking skill.

### **3. For Further Researcher**

Other researchers should focus on other aspects of English teaching and learning process. Further researchers can estimate the implementation of using English environment to improve the students speaking skill In other variables.

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## **APPENDIXES**



## Appendix 1

## The Result of Pre-Test (Experimental Class)

NO	NAME	SCORE					AMOUNT
		PRNC	GRMR	VOCAB	FLUE	CMPRE	
		(1-5)	(1-5)	(1-5)	(1-5)	(1-5)	
1	AA	3	2	3	3	4	60
2	AC	4	4	3	3	4	72
3	AI	3	2	3	3	4	60
4	AP	2	3	2	3	3	52
5	DK	3	3	4	2	2	56
6	DL	2	2	3	2	3	48
7	DR	3	4	3	3	3	64
8	DT	3	3	2	3	2	52
9	HA	1	2	3	2	3	44
10	HP	2	3	4	3	3	60
11	ND	3	2	3	3	3	56
12	NH	3	3	2	3	2	52
13	NM	2	3	3	2	3	52
14	NU	4	2	2	3	2	52
15	PC	3	3	3	2	3	56
16	PW	2	2	3	3	3	52
17	SC	2	3	3	3	3	56
18	UK	4	3	2	3	4	64
19	VA	2	3	3	3	3	56

20	YL	1	2	2	3	3	44	
							<b>Total Score</b>	<b>1108</b>
							<b>Average</b>	<b>55.4</b>
							<b>Highest Score</b>	<b>72</b>
							<b>Lowest Score</b>	<b>44</b>

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

$R$  = the highest score – the lowest score

$$= 72-44$$

$$= 28$$

$K$  =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 \times 1,301$$

$$= 1 + 4,322 = 5,322$$

$$= 5$$

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

$$= \frac{28}{5}$$

$$= 5,564$$

$$= 6$$

Note:

$K$  : The number of interval class

$R$  : a distance from score maximum and score minimum

$I$  : The length of interval class (total of class interval)

$N$  : Total of students

## Appendix 2

The Post-Test Result (Experimental Class)

NO	NAME	SCORE					AMOUNT
		PRNC (1-5)	GRMR (1-5)	VOCAB (1-5)	FLUE (1-5)	CMPRE (1-5)	
1	AA	4	4	5	4	5	88
2	AC	5	5	4	4	5	92
3	AI	4	4	4	4	5	84
4	AP	4	5	5	3	4	84
5	DK	4	4	5	4	4	84
6	DL	4	5	5	4	4	88
7	DR	4	4	3	4	4	76
8	DT	4	5	4	5	3	84
9	HA	3	4	4	3	4	72
10	HP	4	4	5	4	4	84
11	ND	4	4	4	3	4	76
12	NH	4	5	4	5	4	88
13	NM	4	4	5	3	4	80
14	NU	4	5	4	4	4	84
15	PC	3	5	3	4	4	76
16	PW	4	4	3	3	3	68
17	SC	3	5	4	3	4	76

18	UK	4	3	4	4	5	80
19	VA	4	4	3	5	3	76
20	YL	3	3	3	4	4	68
<b>Total Score</b>							<b>1608</b>
<b>Average</b>							<b>80.4</b>
<b>Highest Score</b>							<b>92</b>
<b>Lowest Score</b>							<b>68</b>

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

R = the highest score – the lowest score

$$= 92 - 68$$

$$= 24$$

K =  $1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 \times 1,301$$

$$= 1 + 4,322 = 5,322$$

$$= 5$$

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

$$= \frac{24}{5}$$

$$= 4,8$$

$$= 5$$

Note:

K : The number of interval class

R : A distance from score maximum and score minimum

I : The length of interval class (total of class interval)

N : Total of students

## Appendix 3

## The Result of Pre-Test (Control Class)

NO	NAME	SCORE					AMOUNT
		PRNC	GRMR	VOCAB	FLUE	CMPRE	
		(1-5)	(1-5)	(1-5)	(1-5)	(1-5)	
1	AA	2	2	3	3	2	48
2	AC	2	2	3	2	3	48
3	AI	3	2	2	3	4	56
4	AP	2	3	2	3	2	48
5	DK	3	2	3	2	2	48
6	DL	2	2	3	2	3	48
7	DR	2	4	2	3	3	56
8	DT	3	3	2	2	2	48
9	HA	2	2	3	2	3	48
10	HP	2	3	2	2	2	44
11	ND	3	2	2	3	3	52
12	NH	3	2	2	3	2	48
13	NM	2	3	2	2	3	48
14	NU	3	3	2	2	2	48
15	PC	3	3	3	2	3	56
16	PW	2	2	3	3	3	52
17	SC	2	3	3	3	3	56
18	UK	4	3	2	3	4	64

19	VA	2	3	3	3	3	56
20	YL	3	3	4	3	4	68
<b>Total Score</b>							<b>1040</b>
<b>Average</b>							<b>52</b>
<b>Highest Score</b>							<b>68</b>
<b>Lowest Score</b>							<b>44</b>



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

$R$  = the highest score – the lowest score

$$= 68 - 44$$

$$= 24$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 \times 1,301$$

$$= 1 + 4,322 = 5,322$$

$$= 5$$

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

$$= \frac{24}{5}$$

$$= 4,8$$

$$= 5$$

Note:

$K$  : The number of interval class

$R$  : A distance from score maximum and score minimum

$I$  : The length of interval class (total of class interval)

$N$  : Total of students

## Appendix 4

## The Result of Post-Test (Control Class)

NO	NAME	SCORE					AMOUNT
		PRNC (1-5)	GRMR (1-5)	VOCAB (1-5)	FLUE (1-5)	CMPRE (1-5)	
1	AA	3	2	3	3	2	52
2	AC	2	3	3	2	3	52
3	AI	3	2	2	3	4	56
4	AP	3	3	2	4	2	56
5	DK	3	2	3	2	2	48
6	DL	2	3	3	2	3	52
7	DR	4	4	3	4	3	72
8	DT	3	4	2	3	2	56
9	HA	2	2	3	3	3	52
10	HP	3	3	2	3	2	52
11	ND	3	3	2	3	3	56
12	NH	4	2	3	3	2	56
13	NM	2	3	3	2	4	56
14	NU	3	3	2	2	3	52
15	PC	3	4	3	2	3	60
16	PW	3	2	3	3	3	56
17	SC	2	3	3	3	3	56

18	UK	4	3	2	3	4	64
19	VA	2	3	3	3	3	56
20	YL	4	3	4	3	4	72
<b>Total Score</b>							<b>1132</b>
<b>Average</b>							<b>56.6</b>
<b>Highest Score</b>							<b>72</b>
<b>Lowest Score</b>							<b>48</b>

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

$R$  = the highest score – the lowest score

$$= 72 - 48 = 24$$

$K = 1 + 3.3 \log n$

$$= 1 + 3.3 \log 20$$

$$= 1 + 3.3 \times 1,301$$

$$= 1 + 4,322 = 5,322$$

$$= 5$$

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

$$= \frac{24}{5}$$

$$= 4,8$$

$$= 5$$

Note:

$K$  : The number of interval class

$R$  : A distance from score maximum and score minimum

$I$  : The length of interval class (total of class interval)

$N$  : Total of students

## Appendix 5

## Normality Test

## One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.41632533
Most Extreme Differences	Absolute	.175
	Positive	.175
	Negative	-.137
Test Statistic		.175
Asymp. Sig. (2-tailed)		.003 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

## Appendix 6

### Homogeneity Test

#### Test of Homogeneity of Variances

POST TEST SCORE

Levene Statistic	df1	df2	Sig.
1.246	1	38	.271

### ANOVA

POST TEST SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5664.400	1	5664.400	134.060	.000
Within Groups	1605.600	38	42.253		
Total	7270.000	39			

## Appendix 7

## T-test

## Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
POST TEST SCORE	EXPERIMENTAL CLASS	20	80.4000	6.73092	1.50508
	CONTROL CLASS	20	56.6000	6.26099	1.40000
Levene's Test for Equality of Means			t-test for		

		Equality of Variance s								
		F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST TEST SCORE	Equal variances assumed	1.246	.271	11.578	38	.000	23.80000	2.05554	19.63877	27.96123
	Equal variances not assumed			11.578	37.803	.000	23.80000	2.05554	19.63805	27.96195



## Appendix 9

### Instrument of Pre- Test

#### English Environment

The researcher will give a topic card. The student will have 1 minute to prepare their talk and then they need to speak for 3-5 minutes. Start preparing as soon as the researcher give the card, paper, and pen. Start speaking from introduce yourself and then continue describe about your topic that was given to you.

#### THE LIST OF TOPIC CARD

##### 1. Daily Routine

Describe a time of the day you like.

- What time of day it is
- What you do at the time
- Who you are usually with
- Explain why you like it

##### 2. Family

Describe a member of your family you get on well with

- Who it is
- What relationship you have to that person
- What that person is like
- What you do together
- Explain why you get on so well

##### 3. Hobby

Describe about your hobby

- What it is
- What kind of people do it
- How it is done
- Explain why you think it is interesting

##### 4. Language

Describe a language you have learned

- What it is
- When you started learning
- How you learned it
- What was difficult about it
- Why you decided to learn that language

### **5. Sport**

Describe a sport that you like

- What it is
- How to play it
- Who you are with play it
- Explain why you choose it as your favorite sport

### **6. Your Favorite Shop**

Describe your favorite shop

- Where it is
- How often you go there
- What it sells
- Explain why you think it is a good shop

### **7. Book**

Describe a book you have recently read

- What kind of book it is
- What it is about
- What sort of people would enjoy it
- Explain why you like it

### **8. Food**

Describe your favorite food

- What it is
- Where you get it
- Who you are usually eat with
- What kind of people like it
- Explain why you like it

### **9. Journey**

Describe your last journey

- Where you were going
- How you were travelling

- Who you were with
- What you do there
- Explain why you choose it place as your journey

#### **10. Favorite Place**

Describe your favorite place

- Where it is
- How often you go there
- Who you were usually went with
- Explain why you think it is interesting place

## Appendix 10

### Instrument of Post Test

#### English Environment

The researcher ask student to :

1. Please introduce your self
2. Please tell me your personal experiences in English education department related to:
  - a) Lecturer
  - b) Learning activities
  - c) Material, Media
  - d) Friends
  - e) Facilities

Please tell me why you choose English Education Department as your program study.

**Appendix 11****THE DOCUMENTATION OF RESEARCH****Pre-Test**

## Treatment







**Post-Test**





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Nomor : /In.28.1/J/TL.00/00/0000  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
(Pembimbing 2)

di-  
Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DAVID RENALDO**  
NPM : 1801072007  
Semester : 9 (Sembilan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE ENGLISH ENVIRONMENT TO IMPROVE SPEAKING SKILL OF THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000  
Belum di proses,



Andianto M.Pd

## PERMOHONAN SURAT IZIN RESEARCH

---

Kepada Yth.,  
Dekan Fakultas  
di-  
IAIN Metro

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan di bawah ini:

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NPM : 1801072007  
Fakultas : Fakultas Tarbiyah Dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (PBI)  
Semester : 9 (Sembilan)  
IPK Sementara : 3,74 ( Tiga Koma Tujuh Empat )  
Alamat Tempat : DESA ADIJAYA  
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Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

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Tempat Research : Jurusan Tadris Bahasa Inggris IAIN METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum. Wr. Wb.*

Metro, 10 Oktober 2022  
Pendaftar,



**DAVID RENALDO**  
NPM 1801072007





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Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE ENGLISH ENVIRONMENT TO IMPROVE THE STUDENTS SPEAKING SKILL OF THE THIRD SEMESTER OF ENGLISH EDUCATION DEPARTMENT AT IAIN METRO "** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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*Wassalamu'alaikum Wr. Wb*

Metro, 24 Oktober 2022  
 Ketua Jurusan TBI



Andianto, M.Pd  
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Metro, 20 Oktober 2022

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

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## CURRICULUM VITAE



The writer's name is David Renaldo. He was born at Adirejo, June 10<sup>th</sup> 2000. He comes from simple and happy family. He is son of Mr. Katman and Mrs. Lilis Suryanti. He has an elder brother and a younger sister, their name are Zulizar Andri Anto and Keyza Laura Agustania.

He was enrolled study in Elementary School at SDN 1 Adirejo and graduated on 2012. He continued his study in Junior High School at SMP N 2 Lampung Timur and graduated on 2015. After graduated from Junior High School, He continued to Vocational High School at MAN 1 Lampung Timur and graduated on 2018. Then, on 2018 he continued his study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).