

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter presents and discusses about the theoretical framework which is consist of: (1) English program, (2) The impact of English program, (3) Speaking skill, (4) Confidence, and (5) Previous study.

#### A. English Program

According to Webb, having a club in which the students meet regularly to practice English will help them feel more comfortable inpronunciating English words and opinions.<sup>1</sup> Types of English program that we ever heard:

##### 1. English Club

English Club is a place for students to use English in a fun environment. In the English Club, the students have an opportunity to practice many different skills based on real situations. Furthermore, the English Club encourages and supports students to help each other to achieve the Club objectives.

In English Club there are some activities and strategies that are used by the teacher to make students be more active in learning process and make

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<sup>1</sup> Webb, *States That Stating English Club Can Provide Students Many Opportunities to Practice Speaking Skill*, 2000.

their learning be more fun and meaningful. The activities of English Club itself are discussion, role play, speech, debate, games, and information gaps.

## 2. English Morning Conversation

English morning conversation is a program where students have a chat each other with new vocabulary. The students have to memorize the vocabulary. English morning conversation applied every day except Friday before entering the class.

## 3. English Day

English Day is a day where is in this school, the teacher and the students must use English all day long. At MA Burhanul Hidayah, English day applied on Tuesday only. So, English Day program related to improve the students' speaking skill.

## 4. Full Day

Full day school applies the basic concept "integrated activity and integrated-curriculum". It means that the whole programs and activities of children including studying, entertaining, and praying is a unity of education system. The learning system of Full day school focuses on education programs that all of activities done in the school. Full day school trains students to achieve good prestige in learning process, it is also makes students got a changing in individual or in community.<sup>2</sup>

At MA Plus Burhanul Hidayah, English program applied in two sections. First section is applied every day except Friday where the

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<sup>2</sup> *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: Remaja Rosada, 2004), 154.

students memorize vocabulary, we can call English morning. Second section is applied on Tuesday where all members of school must speak English start from 06.00 till 12.00, we can call English day.

In sum, *English program* at MA Burhanul Hidayah is defined as students' extra learning program besides regular English class, which more focuses on mastering students' speaking skill but in the teaching and learning activities it contains not only speaking skill, but also other skills of English. In school, English program is not applied for students but also teachers and headmaster.

### **B. The Impact of English Program**

There has always been debate whether participation in extracurricular activities has a positive correlation with academic success. According to Reeves, students who took part in three or four extracurricular activities during the academic year had dramatically better grades than those who participated in no extracurricular activities at all.<sup>3</sup>

As *English program* at MA Plus Burhanul Hidayah, it gave impact in students' daily activities. The impact can be show from the result of questionnaire that given by the researcher to students. The impact related to increasing students' speaking confidence. Involvement in extracurricular activities is consistently and positively correlated with

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<sup>3</sup> D.B. Reeves, *The Extracurricular Advantage. Education Leadership*, 2008, 86–87.

good school attendance, and good attendance is often correlated with a higher grade point average (cited in Olson, 2005).<sup>4</sup>

Another positive impact of participation in extracurricular activities is the possibility of a student acquiring some type of supportive relationship, mentor or role model with an adult. When children identify with a helpful coach or talented director, the children get to know them better by being involved. Students have the opportunity to have genuine interaction, constructive feedback and support from an adult role model while developing positive relationships outside of their immediate families. Most students benefit from supporting and caring relationships with teachers and other adults.

### **C. Speaking Skill**

#### **1. Definition of Speaking Skill**

Speaking plays the most important role because it is used in all aspects of life. In our daily life, we often communicate with other people through speaking. Thus, we must realize that speaking is an effective way to communicate in order that the message that we want to deliver would be clearer.

According to Bygate, speaking is the vehicle (par excellence) of social solidarity, of social making of professional achievement and of

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<sup>4</sup> Nikki L Wilson, "Impact of Extracurricular Activities on Students" (University of Wisconsin-Stout Menomonic, 2009), 15.

business.<sup>5</sup> It means through their way of speaking people are most often appreciated. Besides, speaking is also a media through which many language are learnt, including English. Actually, to be able to be a good speaker is not only uttering words in their correct pronunciation but also being able to manage and deliver what is in his or her mind well and to make his or her audience understand him or her.

There are four significant skills which have to be mastered in the learning a language, they are speaking, listening, writing and reading. According to Nunan, speaking and writing are productive skills, since the language is created by the learners. While listening and reading are receptive ones, since language is directed at the learners.<sup>6</sup> Lindsay and Knight stated that speaking involves “putting two messages together, communicating the message and interacting with other people”.<sup>7</sup>

According to Widdowson speaking is an active productive skill that is commonly performed in face to face and occurs as parts of a dialogue or the form of verbal exchange.<sup>8</sup> In Oxford Advance Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc. These following are some important information about speaking:

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<sup>5</sup> Martin Bygate, *Teaching and Researching Speaking* (London: Longman, 2000) p. 6

<sup>6</sup> David Nunan, *Practical English Language*, first edition. (New York: Mc Graw-Hill, 2003), 48.

<sup>7</sup> Cora Lindsay and Paul Knight, *Learning and Teaching English* (New Jersey: Oxford University, 2006), 57.

<sup>8</sup> Nurlaila Fitri, “Study of the Eight Students of English Department STAIN Batusangkar . Factor Causing Students’ Unwillingness to Speak in Language Classroom” (STAIN Batusangkar, 2011), 17.

- a. Speaking is a productive skill, it is a complex task and the learners need some practice to develop the speaking skill.<sup>9</sup>
- b. Speaking is a productive skill, like writing, it involves using speech to express meanings to other people.<sup>10</sup>
- c. Speaking is mastering the art of the single most important aspect of learning a second or foreign language.<sup>11</sup>
- d. Speaking is the hardest skill among the others (reading, writing and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convey meaning.<sup>12</sup>
- e. Speaking involves a number of complex skill and strategies, but since spoken language leaves no visible trace, its complexity and organizational features are hard to track.<sup>13</sup>
- f. Speaking is one of the central elements of communication. In EFL Teaching, it is an aspect that needs special attention and instruction.<sup>14</sup>

From the statement above that speaking is a tool of interaction to give or share information with another people, to understand meaning. speaking is very important aspect as to express or communicate idea

<sup>9</sup> Cora Lindsay and Paul Knight, *Learning and Teaching English*, 57.

<sup>10</sup> Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT (Teaching Knowledge Test) Course* (Cambridge: Cambridge University Press, 2003), 34.

<sup>11</sup> Christopher N. Candlin, *Language Teaching Methodology* (New Jersey: Prentice Hall, Inc, 1987), 39.

<sup>12</sup> David Nunan, *Practical English Language*, 48.

<sup>13</sup> Jeremy Harmer, *The Practice Of English Language Teaching* (Edinburgh Gate: Longman, 2001), 108.

<sup>14</sup> Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice* (Cambridge: Cambridge University Press, 2002), 210.



feeling, opinion and it is the most important aspect of learning second or foreign language.

In conclusion, speaking is way to deliver information, idea, thought to others. However, people may implement speaking in different ways. People do communication for some reasons. Those reasons are the intention to say something, the purpose of their communication, their language selection.

According to Bygate, there are two basic ways in which speaking can be seen as a skill.<sup>15</sup> They are motor perspective skill and interaction skill.

1. Motor Perspective Skill

Involve perceiving, recalling and articulating in the correct order sounds and structure of the language.

2. Interaction Skill

Cover making decisions about communication, such as what to say it and whether to develop it, in accordance with one's intentions, while maintaining the desire relations with others.

According to Harris, speaking skill is a difficult one to assess with precision.<sup>16</sup> Because speaking is a complex skill to acquire. The

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<sup>15</sup> M. Bygate, *Speaking*. (Oxford University Press,1987) p. 5-8

<sup>16</sup> David. P. Harris, *Testing English As a Secondary Language* (New York : Mc. Graw-Hill, Inc,1969) p. 81

following five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features: vowels and consonants; and the stress and intonation),
2. Grammar,
3. Vocabulary,
4. Fluency (the ease and speed of the flow of speech),
5. Comprehension.

The definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent.

In addition, Lado points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report situations in precise word, or the ability to express a sequence of idea fluently.<sup>17</sup> The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

## D. Confidence

### 1. Definition of Confidence

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<sup>17</sup> Robert Lado, *Linguistic Across Cultures : Applied Linguistic for Language Teachers* (Michigan : University Michigan Press, 1961) p. 240



According to Littlewood confidence is the positive attitude of an individual who enabled him to develop a positive assessment both to themselves and to the environment or situation, where individuals feel they have the competence, confident, capable and believes that they can because it is supported by the experience, the actual potential, achievements, as well as realistic expectations of his self.<sup>18</sup> James Neil proposed some terms related to the issue of self-confidence. Among them are:<sup>19</sup>

- a. **Self-concept:** how does she conclude herself as a whole, how does she see her self-portrait as a whole, how does she conceptualize herself as a whole.
- b. **Self-esteem:** the extent to which she has positive feelings toward herself, how far she has got something that she feel is valuable or precious than herself, the extent to which she believes that something of value, dignity or worth in herself.
- c. **Self-efficacy:** the extent to which she has confidence in the capacity she has to be able to perform tasks or handle the issue with great results (to succeed). It is called the general self-efficacy. Or also, as far as she believes in her capacity in her field in handling certain affairs. It is called the specific self-efficacy.

<sup>18</sup> Indari Mastuti, *50 Kiat Percaya Diri* (Jakarta, 2008), 13.

<sup>19</sup> James Neill, *Confidence. English as a Second Language Student and English Student Confidence. Issue in the Mainstream Classroom*, 2005, 43.

- d. ***Self-confidence***: the extent she has confidence in her judgment on her ability and the extent to which she can feel the "appropriateness" to succeed. According to James Neill Self-confidence is a combination of self-esteem and self-efficacy.

Based on all that, while some kind of self-confidence conclusion that it is the effect of how we feel, believes and knowing. Self-confidence is the courage that comes from certainty about. Abilities, values and objectives of us, or it could also be defined as an individual's positive attitude that enables him to develop a positive assessment, both to themselves and to the environment / situation.

Confidence means beliefs, what someone believe to achieve may be called by confidence. Self-confidence is the term of someone that beliefs on them truly.<sup>20</sup> Self-confidence is a positive attitude of someone. It is about someone beliefs of their self that make them achieve better than other. What the other thing it is hard to achieve, the person that have better self-confidence will done it well.

## 2. Factors of Developing Confidence in Speaking

To improve students speaking skill, the teacher must enable the students to overcome their psychological problems and must help them develop their self-confidence. These require careful planning, skillful

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<sup>20</sup> Marc Anderson, *The Important of Confidence. Tips on How to Build up Your Confidence When Speaking English*, 2013, 23.

motivation, varied techniques, patient instruction, relaxed atmosphere, visual stimuli, and good humor.<sup>21</sup>

a. Careful Planning

The most important consideration a teacher undertakes is his careful of a lesson. A speaking class should not be improvised. The teacher has much to think about while conducting the lesson without having to rack his brains for the next activity. Good lesson planning is the art of mixing techniques, activities, and materials, to create an ideal balance for the class. The two principles of good lesson planning are variety and flexibility. Variety means involving students in different activities. Flexibility means the ability to use different techniques and not be a slave to one methodology.

Also the teacher should have detailed plan about teaching techniques, speaking activities, all of which should meet the students' need. The goal the teacher sets for oral lessons must be high enough to aim at and low enough to reach.

b. Skillful Motivation

Motivation is an important factor in learning English. It is internal drive that encourages students to pursue the learning goals. If we have a goal and if the goal is really attractive, we will be strongly motivated to achieve it no matter how difficult it may be. A teacher

<sup>21</sup> Xu Lihua, "Developing Student Confidence in Speaking English," *TESL Reporter* 23, no. 2 (1990): 26.

will find strongly motivated students with a goal easier to teach than a students study English simply because it is a part of his curriculum.

A student's attitude is also strongly influenced by factors around him, the teacher's treatment of him and what happen in the classroom. If the atmosphere in class deadly dull and if the teacher does not treat him with kindness and patience, the students will never stand up to speak. The teacher must mitivate the students' enthusiasm for speaking by telling them that teachers respect and help students who try no matter how many errors they make and that they have no respect for students who do not try for fear of making errors. But of course, teachers should help them form good habits of speaking standart English, not Indonesian English.

c. Varied Technique

The teachers must know how to give many lesson with different techniques. They should carefully plan and execute the lesson so that new language material is soundly integrated with the old, the difficult with the easy. The new and difficult should be though thoroughly, while the old and easy can be covered quickly. "Like a stream, a good lesson flows more rapidly over the shallower sections and more slowly over the deeper" (cited in Broughton, et al., 1980).<sup>22</sup>

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<sup>22</sup> Ibid., 27.

The teachers should know to adjust priorities at different stages. At the elementary stage, they should put emphasis on phonetics; at the intermediate stage, the teachers should lay emphasis on a wide range of English usages which ordinarily confuse students; and at advanced stage, the emphasis should be on fluency and accuracy in speaking English.

The teacher should constantly change the activities in speaking practice. "No topic or device should be overworked, however good an idea it is or however much preparation it has entailed. It is always better to stop whilst everyone is enjoying it and wants more, rather than pursue it to the bitter end. Then a repetition on another day provokes eager anticipation rather than groans." This is Broughton and his cohorts' (1980) idea about effective topics and devices.<sup>23</sup>

The same is true of useful text books. Good textbooks offer lively and interesting material, but if the teachers depend too much on the textbook by following lesson sequence repeatedly, the class may become boring, and the students may find the routine less and less motivating.

d. Patient Instruction

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<sup>23</sup> Ibid.

Patience is another virtue greatly needed for a teacher. Students are growing as they produce and correct mistakes, correcting mistakes calls for great patience.

At the elementary stage, some students cannot understand English, nor can they speak it. Their pronunciation is poor. So, they think they cannot learn English. Sympathetic understanding for their frustration is essential. The teachers must gently but firmly discourage them from withdrawing and encourage them to listen more and to imitate. Mistakes in pronunciation are not easily corrected since habits poor pronunciation have been formed. Their listening ears are not keen at first. The teachers' efforts often seem to produce nothing, and the students' progress is often slow. These mistakes should be corrected repeatedly and patiently until new habits are formed.

e. Relaxed Atmosphere

Speaking class can be a total failure, with the class silent and embarrassed and the teachers racking his brains for some means of keeping the lesson alive. As mentioned, Indonesian students are quiet and shy. They feel uncomfortable in the first attempts at speech in English and they are afraid of failure, laughter, and ridicule. Sometimes they maintain silence only in order to avoid being the ice-breaker.



Psychologically, people become more talkative in a relaxed atmosphere. Via (1976) once said, “If the atmosphere is one of tenseness and tightness, our bodies become tight and tense, and we are not able to concretate properly on what want to do. But, when the atmosphere in the classroom is one of relaxation, happiness, and fun, our whole bodies relax and we are able to receive, we are able to learn.”<sup>24</sup>

f. Visual Stimuli

The visual element is another source of oral English practice. This includes pictures, maps, cartoons, slides, tapes and other item. With attractive visual stimuli, the students’ interest and attention are aroused, a relaxed atmosphere is created in which students are eager to talk and most importantly, a live language situation is brought into the classroom, which is indispensable to any meaningful learning. For example, a picture can be used as a discussion starter, a situation for a dialogue or a talk. The teacher should try to gather available visual stimuli or make his own, both of which add to the active classroom atmosphere.

g. Good Humor

Humor is an indispensable quality for a teacher. Moskowitz (1978) has shown that good teachers provide for and utilize humor as

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<sup>24</sup> Ibid., 30.

a part of the classroom atmosphere.<sup>25</sup> Traditionally, some teachers like to maintain their dignity as an authority figure, which is another obstacle to the students' speaking from the teachers' side. Humor can bridge the gap between the teacher and students, and relax students for talk. So, it is wise for the teachers to insert a little humor occasionally into the activity to cause laughter, which clears away the boredom in the classroom and keeps the learning process fresh.

### 3. The Important of Self-confidence

Self-confidence plays the important role in many aspect of someone's life. Not only in speaking but also in many aspect of someone's life. Confidence is the most important assets--more important than skills, knowledge, and experience. Lawtie Fiona states the important of confidence.<sup>26</sup>They are:

#### a. Confidence equals competence.

For example, take an employment interview, someone can have all the experience and skill in the world but they still have to convince an employer that he believes he can do the job. If his body language says otherwise, like not looking in people's eyes, looking down, or bad posture, he is less likely to get the job.

#### b. Confidence creates trust.

<sup>25</sup> Ibid.

<sup>26</sup> Fiona Lawtie, "Overcoming Classroom Problems," *TESL Journals* (1999): 8.

Everybody have to trust those that are confidence. If someone doesn't trust his selves to do a something then why should someone else trust them? If someone doesn't think that he can succeed than no one else will take them seriously.

- c. Confidence helps someone communicate.

Those who aren't confidence often have problems communicating in the work place and in social situations or in the school. If student lack confidence, it's difficult to speak in front of both large and small groups. It's also difficult to speak with conviction to your colleagues. It can keep you from meeting new people and from meeting a significant other. If you lack confidence you also have trouble telling people know.

- d. Confidence helps someone get what they want out of life.

Someone deserves to be happy and get what they want out of life no matter what it takes to reach their goals. But if they don't believe that they are capable of reaching them goals than their own negative talk will actually keep them from reaching world.

- e. Confidence impacts the way people enjoy life.

A lack of confidence can spiral into all sorts of other problems including poor body image, disordered eating, fear, alcohol and drug abuse, procrastination, anxiety, and depression. It can also motivate people to take student hatred of somebody out on others in the form of

bullying or sheer isolation. Happiness and confidence are actually close friends.

- f. Confidence allows someone to be comfortable in body own skin.

Someone can tell a confident person from a mile away. They walk into a room and people stare. But on the other hand, if someone afraid to be self then no one will ever have the honor of meeting the true meet.

### **E. Previous Study**

There are some researches previously held by some researchers related to this study. Here are some previous studies which have in the similar sub skill in students' self confidence in speaking problems;

The first is a thesis with the title "*An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya*" written by Aida Fitria. In this thesis, she explains in detail about the problems which are faced by the fifth semester students of English Education Department IAIN Sunan Ampel. She conducted interview and distributes questionnaire to collect the data from sample of the research. She does the interview not only to the students, but also to the lecturer about the problems that students face.<sup>27</sup> And the problem faces by her study are: mother tongue used, lazy to open dictionary, lazy to practice speaking mastering grammar etc.

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<sup>27</sup> Aida Fitria, "An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies, Sunan Ampel Surabaya" (library of Islamic State University Sunan Ampel Surabaya, 2009).

The second is a research by Yuyun Eka Andraini under the title *“Teacher and Student Problems in Teaching Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo”*. In her study, she takes the teacher and the students of MA Darul Ulum as the subject of her study. She found out that the teacher of MA Darul Ulum faced some problems, such as; the passiveness of students in speaking class, students use their mother tongue frequently, students are afraid of uttering their opinion, and too many students are in class. The problems faced by students on her study are; limited vocabulary, less understanding in grammatical structure, the difficulties to arrange sentence, confused to choose the appropriate tenses, and pronounce incorrectly.<sup>28</sup>

The third is *“A Study of Students’ Problem in Daily English Speaking Activity at SMA Pomosda Tanjung Anom Nganjuk”* written by Yun Arita. Arita’s study has relationship with this study in discussing about students’ speaking problem. She also researches about how to overcome the students’ speaking problem. Her study explains the common speaking problems without explaining specific problems in learning speaking skill.<sup>29</sup>

The fourth, a thesis from Hanunah by the title *“Students’ Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Teacher Education Department of Tarbiyah Faculty*

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<sup>28</sup> Yuyun Eka Andriani, “Teacher and Students Problems in Teaching Learning Process in Speaking in MA DarulUlumSidoarjo” (state institute of Islamic studies Sunan Ampel Surabaya, 2011).

<sup>29</sup> Yun Arita, “A Study of Students’ Problem in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk” (University Muhammadiyah Malang, 2008).



*IAIN Sunan Ampel Surabaya*". In this thesis, she takes the second semester as the subject of her research. She chooses the second semester because they have taken speaking 1 subject, and they are considered to have some problems in speaking. She uses a structure or closed form questionnaire which contains of the questions and alternative answer to them. After distributing questionnaire, the researcher observes the students when they fill the questionnaire, in case they find difficulty or unclear questions. She analyzes the data by identifying the answer of the questionnaire and then getting the percentage of each item questionnaire.<sup>30</sup>

The Fifth is a thesis from Jamilah "*Contributing Factor to the Inability in speaking of first and second graders of Ma'arif Senior High School 4 Driyorejo*". She concludes that the causes of the inability in speaking of first and second graders during English lesson are; lack of motivation, lack of vocabulary, lack of grammar understanding, environment and lack of teacher's role and teacher's technique.<sup>31</sup>

The sixth in 2010, Fikri Yanda from English Education Department Faculty of Tarbiyah State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya conducted a research entitled "*English Speaking Club an: Analysis to Improve the English Speaking Skill for English Education Department Faculty of Tarbiyah State institute for Islamic Studies (IAIN) Sunan Ampel Surabaya*". The result of the research is

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<sup>30</sup> Hanunah, "Students' Strategies in Overcoming Speaking Problems in Speaking Class of Second Semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya" (IAIN Sunan Ampel Surabaya, 2009).

<sup>31</sup> Jamilah, "Contributing Factors to the Inability in Speaking of First and Secong Grades of Maarif Senior High School 4 Driyorejo During the English Lesson" (IAIN SunanAmpel, 2009).



English Speaking Club can improve English Speaking Skill for students. In his research, he found several strategies such as group discussion, debate forum, and retelling article. His study employed a qualitative research. His data were obtained through two instruments: interview and questionnaires.<sup>32</sup>

The seventh in 2010, Siti Faizatul Himmatul Khoiriyah from state university of Malang conducted a research entitled “*English Club as an Extracurricular Program at SMPN 3 Malang*”. Her data were obtained through three research instruments: interview, field notes, and questionnaires. The result of the research showed that team work study is often used with some fresh topic and according to students’ opinions.<sup>33</sup>

The eighth in 2008, Dessy Krisdian from state University of Malang conducted a research entitled “*The Implementation of Speaking Class as a Local Content at SMPN Singosari Malang*”. This research employed a descriptive research. The data were obtained through three instruments: interview, field notes, and questionnaires. The result of the research was the background reason for implementing speaking class as a local content at SMPN 1 Singosari Malang were 1) this program was considered as an effective means for increasing students’ ability in speaking and 2) it was supportive program to reach better achievement in national examination.

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<sup>32</sup> Fikri Yanda, “English Speaking Club an: Analysis to Improve the English Speaking Skill for English Education Department Faculty of Tarbiyah State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya” (State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya, 2010).

<sup>33</sup> Siti Faizatul Himmatul Khoiriyah, “English Club as an Extracurricular Program at SMPN 3 Malang” (state university of Malang, 2010).

The ninth in 2008, Devinta Puspita Ratri from state university of Malang conducted a research entitled “*A Study on The Implementation of English Speaking Program at MAN 3 Malang Dormitory*”. This research employed descriptive qualitative design. The subject were the students’ grade XI and XII of MAN 3 Malang dormitory. The data were obtained through interview, field notes and questionnaires.<sup>34</sup>

First study till fifth study are focus on students’ problems on speaking confidence. But, some of the study above (sixth, seventh, eighth, ninth) are only focused in the implementation of the program but is not yet clear how far the effectiveness of those programs can improve students’ speaking ability in real picture through their score. All of the study are related to the researcher’s research. Therefore, it was important to conduct a study on the impact of *English program* on students’ speaking confidence at MA Burhanul Hidayah Sidoarjo.

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<sup>34</sup> Devinta Puspita Ratri, “A Study on The Implementation of English Speaking Program at MAN 3 Malang Dormitory” (state university of Malang, 2008).