THE EFFECTIVENESS OF ENGLISH DAY TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMA KHADIJAH SURABAYA

THESIS

Submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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2012

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ABSTRACT

Setiawan, Aris. 2012. *The Effectiveness of English Day to Improve Students' Speaking Ability in SMA Khadijah Surabaya*. A Thesis. English Education Department, Faculty of Tarbiyah. State Institute for Islamic Studies (IAIN) Sunan Ampel Surabaya. Advisor: Khoirun Niam. Dr. Phil.

Keywords: The effectiveness, English Day.

This study discussed about "The Effectiveness of English Day to Improve Students' Speaking Ability in SMA Khadijah Surabaya". This research conducted at SMA Khadijah Surabaya that located at Jl. Jend. A. Yani 2-4 Surabaya. The researcher employed quantitative method in this study which used T-test was used in his statistic data analysis. He used three kinds of instrument to collect the data. They are interview, documentation, and observation. The research problem was: is effective implementing English Day in improving students' speaking ability at SMA Khadijah?

The implementation of English Day to improve students' speaking ability was successfully done by the school, although there were some regulations that should be revised. The teachers also had an important rule to keep this program run well

In conclusion, based on the result of data analysis statistic, the students speaking ability had improved. It was proved by significant difference students' speaking ability score between pre test and post test.

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CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

One of the most important languages is English, because English is an international language. It means that English is used for communication among countries in the world. For instance, when someone travels to another country either for the sake of business or even as a tourist, the languages may be different. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language. Besides, all correspondences among offices in different countries and also among political leaders of various countries are in English. This linking factor also tells of the importance of English language.

On the other side, people are demanded to get updated information in the rapid development of technology, education, culture and science. They can get information through some communication

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media. One of them is internet. We know that internet has provided information that people need for few decades and almost all of the informations in website are available in English.

English is language that is taught at school in every country in the world. Indonesia is one of countries whose teaches English. In Indonesia, English is taught from the lowest level of education to the highest level or from elementary school to universities. English is a local content for elementary school, while it becomes a compulsory subject for junior and senior high school. The purpose of teaching English at schools in Indonesia is to provide students the basic English skills. The basic English skills that the students should master are listening, speaking, reading, and writing.

In the government education curriculum, English is still a foreign language, not the second language. Hence, the process of teaching and learning English is still emphasized on drilling English structures of grammar and memorizing vocabulary. It is worsened by tight influence first language or students' mother language that is Indonesian language. There are still many teachers who teach English by using Indonesian.

Mostly, English teachers are still teaching English oriented to know the structure of English and to answer the test or examine of English. In addition, to fulfill the needs of English as the international

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language, teaching and learning English must be oriented to context of uses. Besides, the students are also expected to be able to communicate using English both inside and outside the class by mastering the whole skills.[1]

Basically, teaching English is not only drilling on English structures of grammar and memorizing vocabulary, but it will be more effective if the students can use English skills in different situations in order to be able to communicate with others. In order to master speaking skill, English input of experience and knowledge are needed by the students to set their basic English ability for their speaking ability.

According to Harmer, people use language in context, in a real life situation, not only in printed pages but also in oral activities. People speak, communicate with others, and have conversation.[2] It means that to master speaking ability, students must involve themselves in speaking activity or in real conversation. Thus, the language environment also influences students in learning English.

In learning language, habit is needed. For example, someone can speak Indonesian fluently and well because everyday he or she lives in environment that uses Indonesian language and always speak by using

[1] Depdiknas, English Curriculum 2007
[2] Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001), p.9

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Indonesian in daily life. In the same way, if he or she used to stay in environment that use English in daily life he or she can speak English fluently and well. Actually, Dr. Vernon A. Magnesen stated that we can learn 90% from what we have said and done.[3] Hence, the English teachers should create this habit, in order their students can do the practices in their everyday life to make their English grows better.

There are many ways to make English become habit. One of them is creating school program that is English Day program. English Day is a program that is created by school in which the whole activities in school using English. By having English Day, the teacher can encourage the students more active to speak English. English Day expects the students to have more time to practice speaking English.

One of the schools that have applied English Day intensively as their school program to improve students' speaking ability is SMA Khadijah Surabaya. This school has implemented English Day since three years ago. It is applied twice a week on Monday and Wednesday started from 06.30 a.m to 10.30 a.m.

SMA Khadijah Surabaya as a favorite school implements English Day as a school program not only to improve students' speaking ability

[3] Bobbi DePorter, Mark Reardon and Sarah Singer-Nouri, *Quantum Teaching: Orchestrating Student Success* (Bandung: Penerbit Kaifa, 2001) p. 57

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but also to fulfill the requirement of the Department national of education as a pilot project of international standard school which English is compulsory used in the whole activities in the school.

In addition, the researcher chooses SMA Khadijah Surabaya as a research object since English Day has applied intensively in SMA Khadijah, the researcher also wants to get real picture about the effectiveness of English Day to improve students' speaking ability.

B. Problem of the study

Based on the background of the study above, the researcher formulates problem of the study as follows:

Is implementing English Day effective in improving students' speaking ability at SMA Khadijah Surabaya?

C. Objectives of the study

Based on problems of the study above, the researcher states the objectives of the study as follows:

Describing the effectiveness of implementing English Day in improving students' speaking ability at SMA Khadijah Surabaya.

D. Significance of the Study

Through this research, the researcher expects that the result can be shared as a contribution in education for these following people:

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1. The English teacher

   The result of this research is expected to be able to convince the English teacher that English Day can improve students' speaking ability.

2. The students of SMA Khadijah Surabaya

   The result of this research is expected to be able to give the students the alternative way in learning English through English Day.

3. The reader

   The result of this research is expected to be able to give information to the readers that English Day can improve students' speaking ability.

4. The researcher

   The result of this research is expected to be able to add new innovation about teaching approach in mastering English speaking through English Day, to improve knowledge about the implementation of English Day.

E. Scope and limitation of the Study

The study is limited to describe the implementation of English Day as media of learning, and the effectiveness of implementation English Day on students' speaking ability.

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The research will be conducted at SMA Khadijah Surabaya on Jl. Jend. A. Yani 2-4 Surabaya. The object is too large if the researcher chooses the whole students of SMA Khadijah Surabaya. So, the object of this research will be limited to tenth grade of SMA Khadijah Surabaya. The reason the researcher takes the tenth grade because English Day is the first program that the students get. So, the researcher can measure how far English Day can be effective to improve students' speaking ability.

F. Definition of Key Term

To avoid misunderstanding in the study, the researcher gives definitions of terms that are often found in the study, such as:

1. English Day

   English Day is a program which is made by school that is required the school members to use English in the whole activities at the school.

2. Speaking

   Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety contexts.[4]

[4] A. L chaney and T. L Burk, *Teaching Oral Communication k-8*. Available on line at http://itselj.org/2006/articles/teaching -oral- communication.html

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3. Speaking skill

   Speaking skill is the ability to use the language in oral form.

4. Effectiveness of English Day

   The effectiveness of English Day is a different effect or score which produces a better improvement in the English speaking learning process after English Day.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the analysis of speaking, improving speaking ability in general, improving speaking ability at school, English Day program and previous studies.

A. The Analysis of Speaking

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 business.[1] 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

[1] Martin Bygate, *Teaching and Researching Speaking* (London: Longman, 2000), p. 6

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and to make his or her audience understand him or her.

According to the Oxford Advanced Learner's Dictionary, speak means to say words; to say or to talk something about something, to have a conversation with somebody to address somebody in word etc. while speech means the power of action of speaking; a manner or way of speaking.[2]

Thus, speaking is the productive skill and become very important part of second language learning. The ability to communicate in a second language explicitly and efficiently contributes to the success of the students in school and later in every part of their life.

Some definitions of speaking have been formulated by many experts. Bailey stated that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.[3]

According to Clark and Clark, speaking is basically a means of taking an action.[4] The speakers may influence their listeners with uttering something to change their knowledge. By speaking, they can request their listeners to give them information. They also can ask them

[2] *Oxford Advanced Learner's Dictionary* (Oxford University Press, 2000) p. 1140-1142
[3] M. Bailey Kathleen, *Practical English Language Teaching: Speaking* (New York: The Mc Graw-Hill Companies, 2000) p. 25
[4] H. Herbert Clark and V. Eve Clark, *psycholinguistic and Language: An Introduction to Psycholinguistics* (New York: Harcourt Jovanovich,inc. 2001)p. 62

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to do something for them.

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. The reasons are explicitly stated by Jeremy Harmer as this following explanation:[5]

> (1) "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
> (2) "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter; to agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.
> (3) "They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose.

According to Harmer statement above, it can be concluded that speaking is a key to communication. Its form and meaning depend on

[5] Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001), p.46

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the context in which communication occurs occurs, including the participants, their collective experiences, the physical environment, and the speaking purposes. The language learner considers that speaking is the most important skill to master.

B. Communicative Competence

Communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly. According to George Yule, there are three components of communicative competence.[6] The first component is grammatical competence, which involves the accurate use of words and structures. Because the focus of grammatical competence only in grammar, it can't give the learner with the ability to produce second language appropriately.

The second component is called sociolinguistic competence. It enables the learner to know the different context of what the speaker say. For instance, when there are two speakers are asking water to the student which the first speaker said *"can I have some water?"*, the second one is said *"give me some water!"*. Automatically he or she can understand the context that is the speakers using. The speaker one is using politeness context and the second one is using angry context.

[6] George Yule, *The Study of Language, third editon* (New York: Cambridge University Press, 2006) p. 169

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The third component is called strategic competence. This is the ability to organize and to compensate for any difficulties in speak. Basically, in second language use, the students unavoidably complication moments to express something because of there is a gap between communicative intent and their ability to express that intent. Some students may stop speaking, whereas others will try to express themselves using a communication strategy. For example, a student wanted to say *"sepatu baru"* in English, but she or he didn't know the English vocabulary. So, he or she used communication strategy. He or she created a way to express the object by using vocabulary he or she already knew, with saying *"the things that Corine wear under her feet, the new white thing"*, and listener would understood immediately what he or she mean is new shoes.

C. Improving Speaking Ability in General

Improving speaking ability is the process how to advance students' speaking skill. According to some experts, there are some theories to improve speaking abilty. The theories are as following:

1. The Behaviorist Theory

This theory emphasizes the behavior of the students with their

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surrounding environment. For instance, when students imitated the produced language by those around them, their attempts to reproduce what they hear are received as 'positive reinforcement'. It could be taken from communication. Thus, by the encouragement from their environment, students would continue to imitate and practice these sounds and patterns which in turn it forms their habits of using correct language. So, the behaviorist theory gives great importance to the environment as the source of everything the students need to learn.[7]

In sum, environment around the students gives many influences in the language learning process. They will imitate and practice what they hear around them.

2. The Innatist Theory

The innatist perspective emphasizes the fact that all students successfully acquire their language if they live in a multilingual community. The students who are profoundly deaf will learn sign language if they are exposed to it in infancy, and their progress acquisition of that language.[8]

[7] B. F skinner, *Verbal Behaviour* (New York: Appleton-Century-Crofts, 1957) p.15
[8] Noam Chomsky, *review of "verbal behavior" by B.F Skinner* (New York: Appleton-Century-Crofts, 1989)p.26

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Thus, the students will be able to acquire language if they live in multilingual community. It can give them variation in learning speaking.

3. The Interactionist/Developmental Theory

The interactionist/developmental perspective has focused on the interplay between the innate learning ability of students and the environment in which they develop. These perspectives attribute considerably more important than the innatists do even though they also recognize a powerful learning mechanism in the human brain.[9]

As a result, environment and students' language ability have important correlation in the language learning process. On the other word, we can develop language environment to improve the language quality or fluency.

4. The Input Theory

The input theory claimed that an important condition for language acquisition to occur is that the acquirer understands (via hearing or reading) input language that contains structure 'a bit

[9] Patsy M. Lightbown and Nina Spada, *How Language are Learned* (New York: Oxford university press,2006)p.20

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beyond' his or her current level of competence.[10] In the other word, the languages that are learners' exposes should be far enough beyond their current competence that they can understand most of it but still challenge to make progress.

Therefore, in learning speaking is not to be taught directly or very early in the classroom. Speaking will be emerging once the acquirer has built up enough comprehensible input.

D. Improving Speaking Ability at School

Improving speaking ability at school can be done by some approaches. Based on Patsy M. Lightbown and Nina Spada's book "How Language are Learned", there are four approaches to improve students' speaking ability at school. They are behaviorism, monitor model, information processing, connectionism. The explanation of them is as following:[11]

1. Behaviorism

Behaviorism has a powerful influence on second and foreign language teaching. This theory has influence felt directly in the

[10] H. Douglas Brown, *Principles of language learning and teaching, fourth edition*(Pearson Education Company : New York, 2000) p. 278
[11] Patsy M. Lightbown and Nina Spada, *How Language are Learned* (New York: Oxford university press,2006) p.34-41

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development of audio lingual teaching materials and in teacher training. Classroom activities emphasized mimicry and memorization, and students learned dialogues and sentence patterns by their own mind. Because language development was viewed as the information of habits, it was assumed that a person learning a second language is begun from the habits formed in the first language and that these habits would interfere with the new ones needed for the second language.

2. Monitor Model

The acquired system initiates speaker's utterances and uses for spontaneous language use. The learner system acts as an editor or 'monitor', making minor changes and polishing what the acquired system has produced. Such monitoring is taken places only when the speaker has plenty of time and concern about producing correct language and the students have learned the relevant rules. Therefore, the students can make a great deal of progress through exposure to comprehensible input without direct instruction.

3. Information Processing

In second language acquisition, the path from declarative to procedural knowledge is sometimes associated with the kind of

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learning that is taken in a classroom, where rule learning is followed by practice. With enough practice, procedural knowledge eclipses the declarative knowledge, which, in time, may be forgotten. For this reason fluent speaker may not realize that they once processed the declarative knowledge that set the process in motion.

4. Connectionism

Connectionists argue that learners gradually build up their knowledge of language through exposure to the thousands of instances of the linguistic features they eventually hear. After hearing language features in specific situation or linguistic contexts over and over again, learners develop a stronger and stronger network of connections between these elements.

E. English Day Program

English Day is a program which is made by a school or an institution with purposes to make students more active in speaking English and to improve students' speaking ability. In English day, English is used in the whole activities with enjoyable situation. In school, English Day is not only applied for students but also for teachers and headmaster. They are required to use English in their activities at

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the school. In Some schools or institutions, English Day is applied with pleasant situation such as carrying interactive games, bazaar, speech contest, etc.

In SMA Khadijah Surabaya, English Day is applied in general not in specific purpose which English is used in the whole school activities. It includes teaching and learning process of all subjects that are obligated using English except for Indonesian subject. The students are also obligated using English in the school based on the school regulation about English day. It is held twice a week that is on Monday and Wednesday from 06.30a.m to 10.30a.m. and it is followed by the whole school members.

F. Previous Studies

Several studies were conducted to analyze the improvement of students' speaking ability through some programs or ways in some different schools or institution, they are:

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

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(IAIN) Sunan Ampel Surabaya". The result of the research is that English speaking club can be alternative to improve English speaking skill for the students. In his research finding, he found several strategies done by the club organizers with aim to improve English speaking club members' such as, group discussion, debate forum, and retelling article. Another result is about the strengths and the weaknesses of English speaking club. His study employed a qualitative research. The subjects of his research were the headmaster of 21 students or members of the English speaking club. His data were obtained through two research instruments: interview and questionnaires, and they were presented descriptively after being classified into related aspects.

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" by (2010). The study had been conducted to describe the implementation of English club in SMPN 3 Malang, kinds of teaching techniques, material, and media used by the teacher in English club, opinions and problems faced by teacher and students in English club. Her data were obtained through three research instruments: interview, field notes, and questionnaires. The result of the research showed that teamwork study is often used with some fresh topic and according to students' opinions; English club

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can improve their English ability.

In 2008, Dessy Krisdian from State University of Malang conducted a research entitled “The Implementation of Speaking Class as a Local Content at SMPN 1 Singosari Malang”. This research employed a descriptive research. The subjects of this research were the headmaster of SMPN 1 Singosari, two speaking class teachers, and students of grade seven and grade nine. The data were obtained through three research instruments: interview, field notes, and questionnaires. The results of the research was the background reasons for implementing speaking class as a local content at SMPN 1 Singosari Malang were (1) that this program was considered as an effective means for increasing students’ ability in speaking English and (2) that it was a supportive program to reach better English achievement in national examination. It revealed that there were several activities done in speaking class at both grade seven and grade nine. It was namely repetition drill, question-answer display, reading aloud, and group discussion. The result of this research also reveals that in general the students of SMPN 1 Singosari Malang had positive opinions toward speaking class.

In 2008, Devinta Puspita Ratri from State University of Malang conducted a research entitled “A Study On The Implementation of

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English Speaking Program At MAN 3 Malang Dormitory". This research employed descriptive qualitative design. The subjects of the research were the students of grade XI and XII of MAN 3 Malang dormitory. The data were obtained through interview, questionnaire, and field notes. The result of the research was that the English speaking program which applies the rules of requiring dormitory students to speak English at the dormitory zone was well implemented since the member of MAN 3 Malang dormitory tried to make a good cooperation in creating an English environment. In implementing English speaking program, punishment was given as a consequence to the students who disobey the rules.

All of the studies examined the implementation of English extracurricular program focused on strategies in improving the students' speaking ability. Those programs were different from English Day program conducted at SMA Khadijah Surabaya which is not an extracurricular program. Rather, it is a compulsory program that must be followed by some members or some students that are interested in the program. English Day at SMA Khadijah Surabaya is compulsory by the members of the school member including administrative and headmaster as well as the students.

In addition, all of the study above is only focused in the

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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. Therefore, it was important to conduct a study on the implementation of English Day program at SMA Khadijah Surabaya to know how the program is conducted in the school and to know the effectiveness from the students' score after English Day implementation.

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CHAPTER III

RESEARCH METHOD

This chapter discusses the method used in this study. They are the research design, the population and sample, the research setting, the research variable, the hypothesis, the research instrument, the data collection, and the data analysis techniques.

A. Research Design

This research is designed as one-group case study research. The design is functioned as the way to find cause-effect relation between two factors or to find the effect of a treatment[1]. This research design is focused on the effectiveness of English Day to improve students' speaking ability at SMA Khadijah Surabaya as one of the International Standard School. It describes the sentences in the natural context and uses various natural techniques. Aim of this study is to find out whether English Day can be effective to improve students' speaking ability or not.

[1] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktek,edisi revisi VI,*(PT. Rieneka Cipta: Jakarta, 2006). p. 83

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B. Population and Sample

1. Population

The population of this research is the students of SMA Khadijah Surabaya. Those consist of 5 classes, from tenth grade to twelfth grade. Each class is 32 - 34 students of 2011/2012 academic year.

2. Sample

The researcher takes the students at tenth grade; especially class X.4 of 2011/2012 academic year as the sample. The researcher chooses tenth grade because English Day is the first English program that the students get. So, the researcher can measure how far English Day can be effective to improve students' speaking ability.

C. Research setting

The setting or the location of this research is SMA Khadijah Surabaya which is located on Jl. Jend. A. Yani 2-4 Surabaya. There are many reasons why the researcher decides this school. One of the reason is the researcher believe that this school is suitable place to do this research because the location of the school is near highway. Another reason is SMA Khadijah Surabaya had been implementing English Day

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program since three years ago. So, the researcher can get more fact and data about that program.

D. Research Variable

There are two variables in this study, dependent variable and independent variable. Sugiyono stated that dependent variable is also known as the criterion or outcome variable referred to the result of outcome of the study. In this case, the students' score becomes the dependent variable.[2] Independent variable in this research is English day and Dependent variable in this research is students' speaking ability. The researcher measures correlation of both variables. So, independent variable in experimental research is also frequently referred to as the experimental or treatment variable.

E. Hypothesis

The hypothesis of this research is English Day is effective to improve students' speaking ability.

F. Research Instrument

The instruments used in this research were interview, observation

[2] Prof. Dr. Sugiyono, *Statistika untuk Penelitian,(* Alfabeta:Bandung, 2010) p.8

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and documentation.

1. Interview

The researcher used structured interview in the research instrument. In conducting interview, the researcher prepares tape recorder and notes to record the data while interview is going on. The researcher also makes interview guides (see on appendix 1) with soft structured question but still around the main aim to get data correctly.

The one who interviewed is the chief or coordinator of English Day because the chief or coordinator is the person knowing all about English Day in this school. It is conducted in order to know the general information of the implementation of the program, such as the background and the purpose of the program, the efforts to improve the programs quality, the problems in the program implementation, and some other important information.

2. Observation

The researcher observes the activities done in English Day at school but did not actively participate in that program. In the observation, the researcher will note everything happened in English day, including the time when the activities happened, the

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teachers' action in managing the English day, and the English Day process. Observation instrument is used to get real picture of the English Day implementation.

3. Documentation

The goal of using documentation instrument is to find some important documents related to the implementation of English Day program which is used to measure the effectiveness of the English Day program. It could be in the form of the program plans, the students' speaking score, samples of the students' scoring in speaking and any other documents related to the program.

G. Data Collection

The researcher conducts the research in SMA Khadijah Surabaya. The data are collected by interview, observation, and documentation. Before going to the main research, the researcher conducts preliminary study.

Preliminary study is attempted to get information about the model of implementing the English Day. In this preliminary study the researcher meets the headmaster of SMA Khadijah Surabaya to talk about the plan of the research and to ask the coordinator or supervisor of English Day to carry an informal meeting. The obtained data from

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preliminary study are used to set up the action of the research.

1. Interview

The interview with the English Day chief was done on September 29th, 2011. The interview was done in a short duration because the English Day chief was very busy during the research conducted. Even, the researcher had to wait for one month before being able to interview her. However, during the interview, the English Day chief was very helpful and opened in giving the explanation related to the questions given.

2. Observation

The observation was conducted on October, 2011. The researcher observed English Day program five times on October 3rd, 5th, 10th, 12th, 17th. The observation was conducted every Monday and Wednesday started from 06.30a.m to 10.30a.m because that time English Day program was run. During conducting observation the researcher joined as an observer not being participant or being committee in the English Day. Beside, the researcher recorded and took notes on every activities conducted. The results of the observation were written in the form of field notes (see on appendix 2).

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3. Documentation

The researcher took some documents related to the implementation program from the chief who is also an English teacher. The documents which were taken by the researcher was included of the form of the organization structure of English Day, the students' speaking score, samples of the students' scoring in speaking .

H. Data Analysis Technique

This study tries to find out the effectiveness of the English Day to improve students' speaking ability at SMA Khadijah Surabaya. The effectiveness meant here is the different effect or score which produces a better improvement in the English speaking learning process. The data are analyzing use T_{test} to determine the effectiveness measurment of English Day to improve students' speaking ability in SMA Khadijah Surabaya. T_{test} is a parametric statistic which used to test the average of hypothesis comparative of two samples which the data is interval or ratio that uses a comparison between before and after the treatment.[3] Besides, in the data analysis the researcher is also helped by Microsoft

[3] Ali Anwar, *Statistika Untuk Penelitian Pendidikan*, (Kediri : IAIT Press, 2009), p. 166

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excels software. The formula which the researcher uses is as following:[4]

$$t_{test} = \frac{M_x - M_y}{SD_x - SD_y}$$

1. First step is calculating the total score of the pretest (x) and posttest (y) by sum the whole scores of the pretest and posttest
2. Determining mean of average (Mx) pretest:

$$M_x = \frac{\sum x}{N}$$

Explanation:

$\sum x$ = total mean of pretest

N = number of cases

3. Determining mean of average (My) posttest:

$$M_y = \frac{\sum y}{N}$$

Explanation:

$\sum y$ = total mean of posttest

N = Number of cases

4. Determining standard deviation of pretest:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

Explanation:

[4] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktek,edisi revisi VI,*(PT. Rieneka Cipta: Jakarta, 2006). p. 306

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$\sum x^2$ = total mean square of pretest

N = number of cases

5. Determining standard deviation of posttest:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

Explanation:

$\sum y^2$ = total mean square of posttest

N = Number of cases

6. Determining t_o, using formula:

$$t_{test} = \frac{M_x - M_y}{SD_x - SD_y}$$

Explanation:

Mx : mean of pretest

My : mean of posttest

SDx : standard deviation of pretest

SDy : standard deviation of posttest

7. Determining the interpretation of "t_o" with procedures, as follows:

a) Determining degrees of freedom (df / db):

df = N – 1

b) Determining critical score "t" in table "T" score based on degrees of freedom (df).

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c) Comparing between t_o and t_t, by using criterion, as follows:

- If t_o higher or equal with t_t, so hypothesis null (H_0) is refused, on the contrary hypothesis alternative (H_a) is received. Significantly there is difference between pretest and post test.
- If t_o smaller than t_t, hypothesis null (H_0) is received. On the other hand hypothesis alternative (H_a) is refused. Significantly there is no difference between pretest and post test.

8. Concluding the result of research.

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The data are gathered through the interview, the documentation, and the observation. To analyze the data t-test formula was applied to calculate the results of pretest and posttest between before and after the implementation of English Day. First of all, the researcher gave to know about general statement of research object and the background of information.

A. General Statement of Research Object

SMA Khadijah is one of favorite schools in Surabaya. The school is located on Jl. A. No Yani. 2-4 Wonokromo, Surabaya. Besides being a favorite school, SMA Khadijah is also selected of being a Pilot Project of International Standard School by the policy of National Education Department. As a pilot project, SMA Khadijah Surabaya has conducted the learning activities at the school which are based on the rules of international standard school. Teaching all subjects in English also must be conducted perfectly. In addition, SMA Khadijah has implemented ISO 9001:2008 (The International

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Organization Standardization) on March 2009.

The learning in this school is supported by complete facilities such as mosque, MIPA laboratory, computer multimedia, language laboratory, library, garden hall, cooperation, canteen and commodious parking lot. SMA Khadijah Surabaya also holds some extracurricular activities like sports, art, reciting holly Quran art, scouts, etc. The complete facilities and many extracurricular activities support the students in SMA Khadijah Surabaya to be one of favorite senior high schools and the most favorite school in the sub district of Surabaya.

SMA Khadijah has main program that is English Day. It had been applied annually since three years ago. The program is applied to fulfill the requirement of International Standard School Project (SBI).

B. The Background Information

In this session the researcher was presented the background information included all about the implementation of English Day.

1. The Implementation of English Day

Basically, English Day program was made by SMA Khadijah

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to fulfill the requirement of International Standard School. There are policies that have to be conducted by the school chosen by National Education Department to be international standard school. The policies do not only require the school to have good facilities but also to teach all subjects in English. In addition, English Day was the obsession of the school founder, the late KH. Wachid Turcham who wanted to have bilingual Islamic school that is English and Arabic.

English Day Program has implemented at SMA Khadijah since three years ago. It is applied every Monday and Wednesday at 06.30 to 10.30. In the implementation process, English Day has some rules:

1. The whole school members Including students, teachers, and staff of SMA Khadijah are compulsory to use English at the school.
2. The whole school members who are not speaking English when English Day will be given punishment. There are two kinds of punishment. The first punishment are memorizing vocabulary and telling story. The second one is fine.
3. The school members who are active speaking English in English Day will be given reward. The rewards are certificate and flash disk.

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In implementing the program based on the rules, all members of the school should use English as their daily language conversation. For example, if the students met each other at the school environment they should greet their teachers or friends by using English. Other example was when they want to ask something to their teacher in teaching and learning process they used English etiquette.

Nevertheless, the implementation of English Day didn't run well at the beginning. It was caused by some problems, Such as: lacks of control causing students speak Indonesian. For those are not English teacher, teaching by English is difficult to do. English background of both the students and the teachers is not good enough.

Hence, to solve those problems the school made some policies to support the English Day in order to run it well and effectively in the implementation. The school sent out the teachers to take English course in YPIA for few months.

On the other hand, school gives the students additional class that was speaking class in the afternoon. In addition, the job vacancy offered by the school to find new teacher to some subjects will include the main requirement to have good English background.

The implementation of English Day was more structured in the second year by there were some new concepts, such as: teachers and

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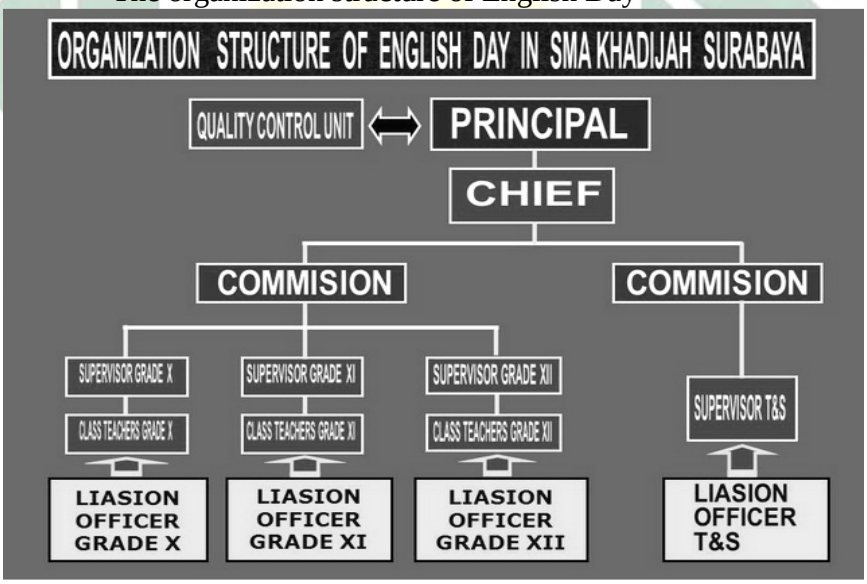
students obligated to use English Day pin in their uniform, it is aimed at avoiding students forget or pretend to forget that English Day is going on. Thereby, there is no reason for them not to speak English. Beside, the fine punishment for student who speaks in Indonesian replaced by the reduction of student's speaking score in their speaking subject.

The organization structure of English Day can be drawn by figure 4.1:

Figure 4.1
The organization structure of English Day



Source : School Document

Figure 4.1 can be explained by this following statement:

- Liaison officers is the link the students and teachers. They standby in the gate of school to greet the students and say

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"don't forget today is English Day". If there are students coming late to the school when English Day they will be given punishment. The punishment can be in the form of telling story and memorizing vocabulary.

- Class teacher or home class teacher has role to observe the students' activity in using English in the classroom and give points in the form of (*) to students who actively use English. Beside, class teacher also gives report to the supervisor about English Day in their respective class. In addition, class teacher will give punishment to the students who speak Indonesian.
- Supervisor only supervises all activities in English Day to be reported to the commission. Sometimes they also have to work around from one class to another class to check that English Day runs properly.
- The commission has role as reports checker from the supervisors to give them to the chief. From the chief the report will be filtered to give to the principal as the control of the program.

So, to implement the program, students should speak English during the definite time to get a point (*). Otherwise they will get a

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punishment when they were not able to speak English in that current time. Teachers also had an important role in this program. They should keep their eyes on to the students.

C. Findings

Here, the researcher was presented about the findings of analyzing data between pretest and posttest.

1. The Data Display

Here, the researcher displayed data from the finding of documentation of the English teacher of grade X.4 was gained on the October, 17th. The data was displayed on table 4.2 were about the results of pretest and post test. The data display explained, as follows:

1) Pretest score was the first daily test (UH 1) students' score before English Day program. It was taken by the researcher from English teacher of grade X.4 which the scores on based on the rubric students' speaking scoring(see on appendix 2)

2) Post test score was the second daily test students' score (UH 2) after English Day run more than one months.

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Table 4.2
The results of documentation students' speaking score

No.	Pretest	Post test	Explanation
1	75	80	Increase
2	70	80	Increase
3	70	70	Stagnant
4	65	75	Increase
5	70	70	Stagnant
6	65	70	Increase
7	65	75	Increase
8	75	75	Stagnant
9	70	70	Stagnant
10	70	80	Increase
11	80	70	Decrease
12	75	70	Decrease
13	65	80	Increase
14	75	75	Stagnant
15	70	75	Increase
16	65	65	Stagnant
17	80	70	Decrease
18	70	85	Increase

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19	75	75	Stagnant
20	70	85	Increase
21	65	70	Increase
22	75	70	Decrease
23	80	90	Increase
24	70	80	Increase
25	65	75	Increase
26	80	80	Stagnant
27	70	90	Increase
28	75	75	Stagnant
29	70	80	Increase
30	65	75	Increase
31	65	85	Increase
32	75	65	Increase
Total			

2. Data Analysis

The data analysis was aimed to find out the effectiveness of English Day to improve students' speaking ability. There were several steps to analyze the data. First of all, determine the total score of pretest

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and posttest. Second, determine mean of average between pretest and posttest. Third, determine improvement of the pretest and posttest. The result of the calculation total score and mean of the pretest and posttest score was presented by following table 4.3:

Table 4.3

The result of the calculation total score and means of the pretest and posttest

Subject	**N**	**Total score**	**Mean**
Pretest	32	2275	71,09
Posttest		2430	75,94

The result of the calculation total score and means of the pretest and posttest is drawn by following figure 4.4.

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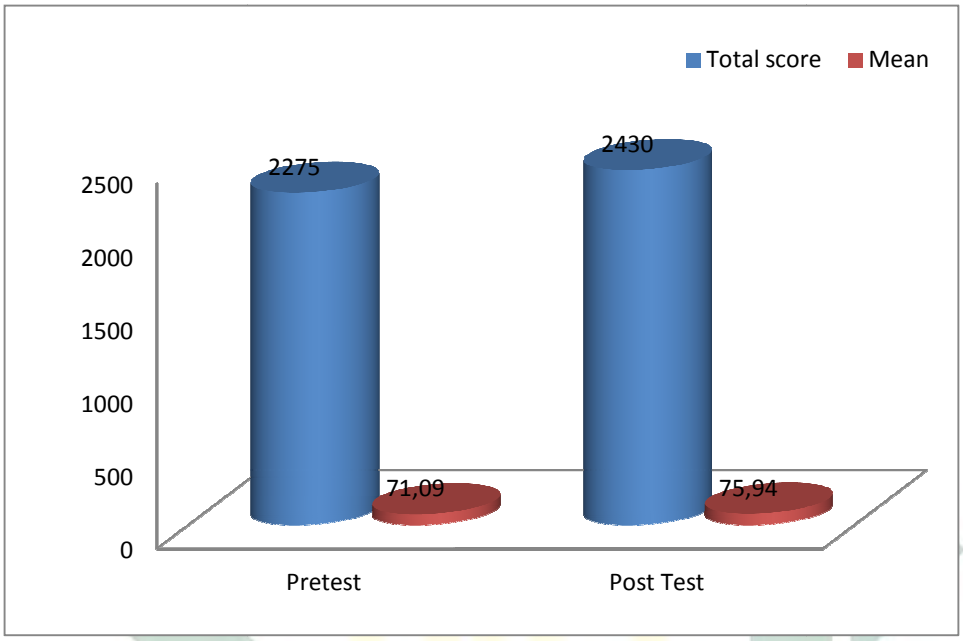
Figure 4.4

Chart of total score and means of the pretest and posttest



The figure 4.3 showed results the total score of the pretest was 2275 and 2430 for the posttest. Whereas, the mean of the pretest score was 71, 09 and 75, 94 for the posttest score. From the results of the total score and mean of the pretest and posttest, we can see that the mean posttest score was higher than pretest score. There were slight improvement between pretest and posttest, it can be seen by following figure of improvement:

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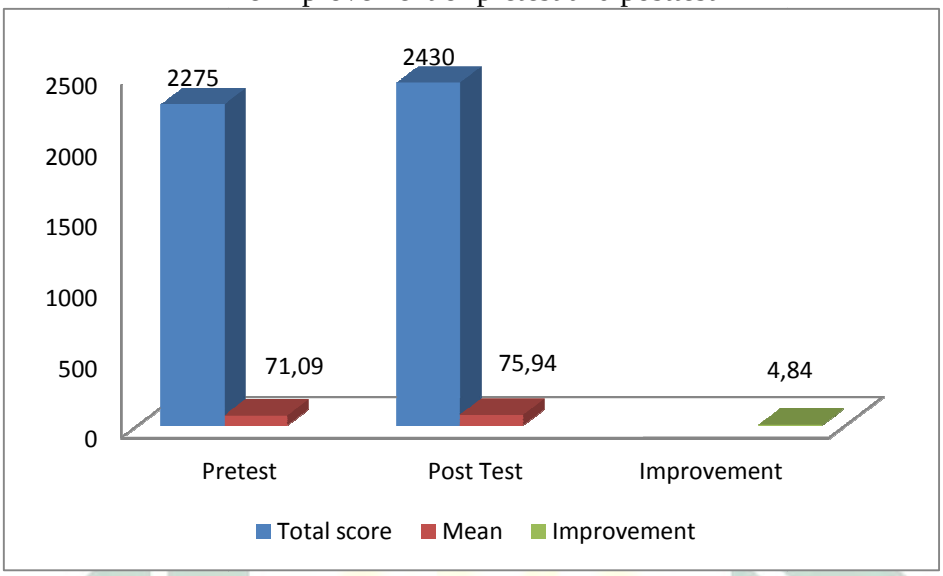
Figure 4.4
The improvement of pretest and posttest



The result of the improvement was gained by following formula:

Mean of pretest(Mx) – Mean of posttest(My)

Based on the results of the pretest and posttest above, it can be indicated that English Day is effective to improve students' speaking ability. However, it is not clear yet to indicate that English Day was significantly effective to improve students' speaking ability.

After getting the results of the total score and mean of the pretest and posttest next analysis was looking for calculated of T-test, before it was done the standard of deviation between pretest and posttest was calculated first by following formula:

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$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{787}{32}}$$

$$= \sqrt{24,59}$$

= 4,96

Thereby, standard deviation of pretest was known 4, 96. After knowing the standard deviation of pretest next step was counting the standard deviation of posttest by using formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$= \sqrt{\frac{1332}{32}}$$

$$= \sqrt{41,63}$$

= 6, 45

From that formula, standard deviation of posttest had known 6, 45. Thus, the results of standard deviation above showed that standard deviation of posttest was higher than posttest. It was mean as far as English Day program had influence to improve students' speaking ability.

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Furthermore, to find the significant difference between pretest and posttest the researcher calculated T-test formula:

$$t_{test} = \frac{M_x - M_y}{SD_x - SD_y}$$

$$= \frac{71 - 76}{4,96 - 6,45}$$

$$= \frac{-5}{-1,49}$$

$$= 3,36$$

Finally, by using that formula we have the result of t-test = 3,36. Then, to interpret t table the researcher determine degrees of freedom (df). This following formula is used:

df or db = N – 1

= 32 – 1

= 31

The result of df or db is crosschecked into T table. Because 31 df is not found in t table the researcher uses the nearest df that is 30df. The result of calculation was presented in to table, as follow:

Table 4.5
The results of calculation T-test

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df	Significant level	t- value	t-table
30	1%	3, 36	2,46
	5%	3, 36	1,68

From t test calculation the researcher got t value = 3,36 which was bigger than t table at both 5% and 1% significant level. From that result it can be concluded that H_0 is refused and H_a is received ($H_0 < H_a$).

In conclusion, there was significant difference on students' score before and after the implementation of English Day program. In this case, the difference shows the improvement, which occurs for population at significant level of 5% or significant level of 1%.

D. Research Discussion

English Day program was an appropriate program to implement in the school because this program gave students more time to practice English not only when speaking subject. By English Day program students also had their own language environment to speak English.

English Day was very interesting program. The regulation of the English Day implementation made all members of the school enthusiastic and actively involved in the speaking activities. This was because the active members would get reward in the form of certificate

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and flash disk.

The class teachers or home class teachers had an important role in the implementation of English Day. They always keep their eyes on to the students' activities in the class, the class teacher will give point in the form (*) to student who actively speaks in English and punishment to student who speaks in Indonesian.

In implementing this program, students should speak English in their daily conversation. This program was given to create the English conversation habit, so that the students' English could be increased by the practice under the monitor of the teacher. The implementation of this program, indeed, is suitable with the statement of Patsy M. Lightbown and Nina Spada which the approaches to improve students' speaking ability at school are behaviorism, monitor model, information processing, connectionism. [1]

. Based on the research findings of data analysis, English Day is effective program to improve students' speaking ability. It was proved from the result of the data analysis. Students' score which shows significant difference on students' score before and after the implementation of English Day program. The difference had shown the score improvement of the population. It is obtained of the significant

[1] Patsy M. Lightbown and Nina Spada, *How Language are Learned* ,.. p.34-41

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level of 5% on t_{tabel} where t_{tabel} < t-test (1,68 < 3,36) and also at significance error level of 1% where t_{tabel} < t-test (2,46 < 3,36).

Thus, H_0 is refused and H_a is received. It means that between the two variables (English Day and students' speaking ability) there are a significant difference, namely the English Day has been able significant to demonstrate the effectiveness as a learning program. The implementation of English Day intensively is able to improve students' speaking ability.

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CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings the implementation of English Day program is done intensively and annually by SMA Khadijah to fulfill the requirement a pilot project of international standard school. It is a compulsory program for all school members which demanded students active in speaking English. The program gives reward to the students who actively speak English and punishment to the students who are not able to speak English in the current time.

The data statistic of the students' score shows that there is significant improvement of the students' score after English Day program. So, English Day is effective to improve students' speaking ability.

B. Suggestion

After observing and analyzing the data, the researcher would like to give suggestion to these following people. It is expected that it will beneficial for:

1. For the School

The school can add different model of the implementation of English

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Day in order that the students have various situations and avoid bored with the implementation of English Day in their school. For instance, they can add speech contest once a month in English Day and make interactive games to make students more enthusiastic to join English Day program.

2. For the student

   The student should try more to speak English not only in English Day but also in everywhere they can speak English.

3. For the other Researcher

   The researcher should have much knowledge about the research, especially in research methodology. For the next researcher who will use the same theme should pay more attention the data completion of the research object in order to support the discussion in the research result.

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