# THE INFLUENCES OF ENGLISH DAY PROGRAM TOWARD IMPROVING STUDENTS' SPEAKING SKILL AT THE ELEVENTH YEARS STUDENTS OF SMA PESANTREN MODERN DATOK SULAEMAN (PMDS) PUTRI PALOPO

## A THESIS

**Submitted to the English Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education**

BY

**B U S R A H**
**REG.NUM: 09.16.3.0120**

## ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
### 2014

# THE INFLUENCES OF ENGLISH DAY PROGRAM TOWARD IMPROVING STUDENTS' SPEAKING SKILL AT THE ELEVENTH YEARS STUDENTS OF SMA PESANTREN MODERN DATOK SULAEMAN (PMDS) PUTRI PALOPO

## A THESIS

Submitted to the English Studies Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

BY

**B U S R A H**
REG.NUM: 09.16.3.0120

Under supervision of:

1. Wisran,S.S.,M.Pd
2. Muh.Irfan Hasanuddin,S.Ag.,M.A

## ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
### 2014

# THESIS APPROVAL

This thesis entitled " **The Influences of English Day Program Toward Improving Students' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo**" which is written by **BUSRAH**, Reg. Number 09.16.3.0120, English SI Study Program of Tarbiyah Department of State College for Islamic Studies and has been examined and defended on MUNAQASYAH session which is carried out on **Monday, January 6th 2014**, coincided with **4 Rabi'ul Awal 1435 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

<div align="right">

Palopo, <u>January 6th 2014 M</u>
4 Rabi'ul Awal 1435 H

</div>

### Commitee of Examination

| | | | |
|---|---|---|---|
| 1. | Prof. Dr. H. Nihaya M., M. Hum | Chairman | (............................) |
| 2. | Sukirman Nurdjan, S.S., M. Pd | Secretary | (............................) |
| 3. | Dr. Masruddin, S.S., M. Hum | Examiner I | (............................) |
| 4. | Madehang, S. Ag., M. Pd | Examiner II | (............................) |
| 5. | Wisran, S.S., M. Pd | Consultant I | (............................) |
| 6. | Muh.Irfan Hasanuddin, S. Ag., M.A | Consultant II | (............................) |

### Aprroved By

The Head of STAIN Palopo                 The Head of Tarbiyah Department

**Prof. Dr. H. Nihaya M., M.Hum**          **Drs. Hasri, M.A**
**NIP. 19511231 198003 1 017**             **NIP. 19521231 198003 1 036**

**NOTA DINAS PEMBIMBING**

Palopo, 30 November 2013

Hal          :  Skripsi
Lampiran  :  6 eksemplar

Kepada Yth.
Ketua Jurusan Tarbiyah STAIN Palopo
Di

          Palopo

*Assalamu 'Alaikum Wr.Wb*

    Setelah  melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

Nama                          :  Busrah

NIM                            :  09.16.3.0120

Program Study            :  Bahasa Inggris

Jurusan                       :  Tarbiyah

Judul Skripsi              : **The Influences of English Day Program Toward Improving Students' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo.**

Menyatakan bahwa skripsi tersebut layak diujikan. Demikian untuk proses selanjutnya.

    *Wassalamu 'Alaikum Wr.Wb*

Pembimbing 1

**Wisran,S.S.,M.Pd**
**NIP. 19720611 200003 1 001**

# CONSULTANT APPROVAL

Thesis entitled "*The Influences of English Day Program Toward Improving Students' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo*".

Written by:

    Name                : Busrah

    Reg. Number      : 09.16.3.0120

    Department        : Tarbiyah

    Study Program    : Bahasa Inggris

has been corrected and approved to be examined

Palopo, 30 November 2013

Consultant 1                              Consultant 2

**Wisran,S.S.,M.Pd**             **Muh.Irfan Hasanuddin,S.Ag.,M.A**
**NIP. 19720611 200003 1 001**   **NIP. 19740623 199903 1 002**

# PRONOUNCEMENT

Signatured by

       Name                : Busrah

       Reg. Number      : 09.16.3.0120

       Study Program    :  Tadris English
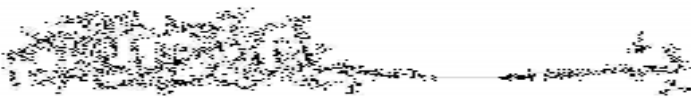
       Department       : Tarbiyah

With all awareness and consciousness, the researcher who sign below, pronouncess that this thesis is literary work of researcher herself. If someday proven that this thesis is duplicated, copied or made by other people as whole or partially, so this is thesis caused invalid for law.

                                              Palopo, 30 November  2013

                                              Researcher,

                                              **B u s r a h**
                                              **Reg.Num. 09.16.3.0120**

# ACKNOWLEDGEMENTS

5. All of the lectures and staffs of STAIN Palopo who have given the researcher guidance and facilities as long as the researcher study at STAIN Palopo.

6. The Headmaster, English teacher, staff of SMA PMDS who have helped and given chance to do this research, and all of the eleventh year students of SMA PMDS Putri Palopo who have given their participation and as data source of this thesis.

7. The researcher's beloved parents (H. Dahlan and Hj. Ramahu), the beloved brothers and sisters, and all of the researcher's family who have given the researcher support, motivation, direction and helped until the researcher finisher her study at STAIN Palopo.

8. The researcher best friends (Almira NF, Ummu K, Nurhidayah S, Jumrah, Susiyani), special thanks to Eel who always help the researcher in finishing this thesis, All friends of English Study Program and all of people who have helped and given their participation in finishing this thesis that the researcher cannot mention their name one by one.

Finally, the rasearcher pray to the God, ALLAH Swt. who gives regard to all of the people who have helped the researcher. Then, the researcher hopes this thesis can be usefull and give contribution for all readers.

Palopo, 30 November 2013

The researcher


**Busrah**

# LIST OF TABLE

# TABLE OF CONTENTS

# LIST OF TABLE

# ABSTRACT

Busrah, 2014 ***"The Influences of English Day Program Toward Improving Students' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo".*** Thesis, English Study Program Educational Department In State College For Islamic Studies (STAIN) Palopo. Under the supervision of (I) Wisran and (II) Muh. Irfan Hasanuddin.

**Key words : The influences of English Day Program, speaking**

This thesis focused on the influences of English Day Program toward Improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo. This research elaborated into the question: To what extent the influence of English Day Program Toward improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo?

The objective of the research was to find out the influence of the English Day Program toward improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo.

This thesis used ex post facto method. The population of the research were all of the students at the eleventh years students of SMA PMDS Putri Palopo who were in 2013/2014 academic year. The sample was taken from the population by using purposive sampling technique. The number of sample taken were 31 students of eleventh years students. The research instrument that used is questionnaires with likert scale and the oral test using picture. The questionnaires to know about the applied of English Day Program which is needed for supporting this research and the oral test to know students' ability in speaking skill. The data analyzed use regression analysis.

The result of this research shows that the English Day Program has positive influence toward improving speaking skill students at the eleventh years students' of SMA PMDS Putri Palopo. This significant improvement could been seen from the data using $F_{table}$ standard of significant 5% with df=29, got 4.1830 and value of $F_{sign\ count}$ got 108.831. It means that value of $F_{sign\ count}$ bigger than $F_{table}$ $(108.831 \geq 4.1830)$.

# CHAPTER I

# INTRODUCTION

## A. Background

The role of English skills are very needed to support and give a big influence in improving quality of education so it is have to be paid attention. One of them is the ability students in english speaking. As we know that English has become one of the international languages and used by many people in daily life, informal or nonformal cominication in the word. English not only used as communication tool but also as a media to improve modern knowledge. As Huda in Maria Cholifa said everyone needs english to communicate in international forum, while student needs English in order to be able read textbooks because the book of modern education and thecnology is written in English[1]. So that, people who can't speak and read in english, they will miss some important imformation and surely will be left behind.

In anticipating this case, the principle of teaching English especially teaching speaking at senior high school should be communicative because speaking not only compose sentences to express ideas, thaughts, and feelings. But, by speaking the students can develop their self in science, thecnologhy and art. And the graduates of student of senior high school are directed to have

---

[1] Maria Cholifa: *Peningkatan Speaking Skill Melalui Peningkatan Kontekstual Di Universitas Kanjuruhan Malang.* (http://mariacholifah.blogspot.com/2012/02/.html). Accessed on July, 21st 2013.

life skill for communication to meet the need for job opportunity, besides they can use it as base to continue their study to the higher level[2].

At PMDS Putri the level of students ability on speaking skill is still relatively low. Many of students who know the vocabulary in English and also know about garammar but when they are asked a question, even in a simple question, they can answered the English question but they have not bravely to speak English. So, they have not been able to use English to communicate to their friends or the teacher. This is because they do not accustomed to practise their English in their daily life, learning speaking is often presented in a limited time to the explanations of the functions of language expressions, without providing opportunity for students to practice their expressions, and do not have time to make conversation out side of class because time of process learning is limited.

Realising the problem of students ability speaking which is still low, PMDS Putri creating a new model in study English in order to increase the students' ability to speak. The way is through English Day program. This program is an approach of quantum learning which is strategy, and all the study process which is can sharpen the comprehension and remembrance and make learning as a joyful and useful process. In learning process combines some

---

[2] Darwis Sasmedi Widyawiswara, LPMP Sul - Sel: *Improving The Students' Ability to Speak English Using Their Own Picture Through Pair Work,* 2011. (http://www.lpmpsulsel.net/v2/index.php). Accessed on June, 3rd 2012.

good things become the best, it consist of multiple sensories, multiple intellegencies and it is compatible with brain.

The aplication of English Day Program has been holding and surely the expect of English Day especially in improving speaking skill is the students can be able to speak English with their friends, teachers, and the other people around them. This program indicates that there is a big attention of foundation toward the ability of their students in speaking skill. So, the chance of students to be success is biger than the students of schools who don't have the same program.

Based on the assumption above, the researcher interest to know  the effect of application this program and do research about "The Influences of English Day Program Toward Improving Students's Speaking Skill At The Eleventh Years Students Of SMA PMDS Putri Palopo". This research is hoped to be a contribution especially for PMDS Putri in improving the English Day Program.

## B. Problem statement

Based on the background above, the researcher will present a problem which is formulated in the following question :

"To what extend the influence of English Day Program Toward improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo"?

## C. Objective of the research

The objective of this research is to find out the influence of the English Day Program toward improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo.

## D. Significance of Research

The research hopes that this research will have some benefits in English to learning process especially in teaching speaking. There are two kinds of benefit of this research, namely practically and theoritically.

1. Practically, the result of this research is expected to be an alternative to facilitate the teachers in teaching speaking so they can motivated students' to speak English in every time and then to be useful to the students and English teacher as evaluation and input in increasing English Day Program which can influence positively toward learning activity of the students in the class.

2. Teoritically, the description of this research is expected to give conseptual contribution to the development of speaking skills, by providing teaching practices the speaking ability in the schools, especially through English Day Program. The introduction of program used to develop speaking skill of studens' who is still difficult to apply.

*E.* **Scope of the Research**

This research focused at the problem which concerns about the influences of the applied of English Day Program toward improving students speaking skill on the aspect picture description at the eleventh years students of SMA PMDS Putri Palopo.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Studies

Some researchers who conducted previous research aimed at teaching students' speaking skill:

1. Riska Mawir, in her thesis entitled *"Students' Perception on The Influences of English Extra Class Toward Speaking Skill at The Eleventh Years Students of SMA PMDS Putri Palopo"*. She found that English extra class program is the effective way to improve English students, especially in english speaking skill of PMDS Putri Palopo. Therefore, the management of English extra class program must be better to reach the target.[1]

2. Sisila Fitriany Damanik, in her research entitled *"Meningkatkan Kompetensi Berbicara Mahasiswa Program Studi Pendidikan Bahasa Inggris dengan Metode Pembelajaran Community Language Learning (CLL)"*. She found that learning English speaking with CLL method can improve learning outcomes of students. It is also recomended to conduct further research and the CLL method can be used as an alternative learning for lecturers who teach skill courses in an effort to improve students speaking learning outcomes.[2]

---

[1] Riska Mawir, *Students Perception on the Influences of English Extra Class Toward Speaking Skill At The Eleventh Years Students of SMA PMDS Putri Palopo*, (Palopo: STAIN Palopo, 2007), p. 59.

[2] Sisila Fitriany Damanik, *Meningkatkan Kompetensi Berbicara Mahasiswa Program Studi Pendidikan Bahasa Inggris Dengan Metode Pembelajaran Community Language Learning (CLL)*, (Fakultas Bahasa dan Seni Universitas Negeri Medan, 2010). Accessed on July, 11st 2013.

3. Indar Susanti, in her thesis entitled *" The Influence of Attending English Course Toward English Speaking skill at The Eight Year Students of SLTPN 8 Palopo"*. She found that attending English course influential significantly toward English speaking skill of the students at the eight year students of SLTPN 8 Palopo. Some factors of attending English course that influence the english speaking skill of the students at the eight year of SLTPN 8 Palopo consist of instructor's skill, English course material or curriculum, and program of English course, students motivation amount of the students in learning process and English course facility. Then, there is significant different between the speaking ability of the students who have never taken English course with the students who have taken English course.[3]

Referring to the previous above, it can be inferred that there are many ways to teaching students speaking skill. Each method has special characteristic which is different but generally the aim is to teach speaking skill. It can be seen that the researches are similar to what the researcher will do. However the researcher would like to focus on her research dealing with  the influences of English Day Program toward improving students's speaking skill.

---

[3] Indar Susanti, *The Influence of Attending English Course Toward English Speaking skill at The Eight Year Students of SLTPN 8 Palopo,* (Palopo: STAIN Palopo, 2006), p. 60.

## B. *Speaking*

1. Defenition of Speaking

Speaking is talk to somebody about something; use your voice to say something, be able to use language, make a speech to an audience, say or state something.[4]

Jafrizal in Masnur states that speaking is the ability to express the opinions or thoughts and feelings to a person or group verbally, either face or by distance.[5] Further, Guntur Tarigan argues that "speaking is the ability to pronounce articulate sounds or words to express, state and communicate thoughts, ideas, and feelings." While as the result or form of speaking is called as a tool to communicate an idea which is conceived and developed in conform to the needs of the listener .[6]

So, the essence of speaking is an expression of feelings, ideas and thoughts of someone who expressed in language sounds. The ability to speak is not only construct a sentence that takes place through communication, but how to say the words to express thoughts, ideas and feeling so that listeners can receive messages or information delivered through a series of tone or intonation well which assisted by the expression or the way the information delivered.

---

[4] Victoria Bull, *Oxford Learners' Pocket Dictionary* (fourth edition: Oxford University Press, 2008), p. 426.

[5] Masnur Muslish, *Melaksanakan PTK Itu Mudah*, Cetakan 4, (Jakarta: Bumi Aksara, 2010), p. 262.

[6] Mudini Salamat Purba, *Pembelajaran Berbicara*, (Departemen Pendidikan Nasional Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenega Kependidikan Bahasa, 2009). Http://Www.Scribd.Com/Scribd/Pembelajaran-Berbicara.Html. Accessed on June, 7th 2012.

2. Speaking as Spoken Interaction

Interactional uses of language are those in which the primary purposes for communication are social.[7] The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction confortable and non-threatening and to communicate will good. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary porpose.

Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have. This type of speaking tends to be seen as something that individuals do. It is lagitimate, and for educational purposes useful, to see speaking in this way too, because it is true that individual speak, and an important part of language use is personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking.

In a typical spoken interaction, two or more people talk to each other about things that they think are mutually interesting and relevant in the situation. Their aim can to be pass the time, amuse each other, share opinions or get something done, or they can aim to do several of these and other things together. Each participant is both a speaker and a listener, they construct the event together and share the right to influence the outcomes which can be both shared and individual. Example of interaction uses of language are greeting, making small talk, telling

---

[7] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Trainee Book, Cambridge University press, 1999), p. 53.

jokes, giving compliments, making casual 'chat' of the kind uses to pass time with friends or to make encounters with strangers confortable.

3. The Problem of Speaking

Learning speaking is more difficult than the other skills in English because in speaking we have to understand what the speaker say and sometimes we don't know what to say. Besides, we have to know more than knowing its grammatical and semantic rules. As the statement of Jack C, Richards and Willy A Renadya, that:

> Speaking a language is especially difficult for foreigh language learners bacause effective oral communication raquires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch,stress and intonation.[8]

There are some charasteristics can make speaking difficult.as brouwn demonstrates of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering

Fluent speech is phrasal, not words by words. Learner can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this featur of spoken language.

---

[8] Jack C Richards and Willy A Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Canbridge University Press,2002), p. 204.

3) Reduce form

Contrection, elisons, reduce vowels, etc., all form special in teaching spoken english.

4) Verformance variabeles

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesituations, pauses, backtracking and corrections.

5) Collquial language

Make sure your students reasonable well acquainted with the words. Idioms and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another silent charasteristic of fluency is rate of delivery. How to help learner achiave an acceptable speed along with another attributed of fluency.

7) Stress, rhythm and intonation

The stress times rhythm of spoken english and its intonation patterns convey inportant messages.

8) Interaction

Learning to producemoves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversatianal negotation.[9]

---

[9] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Second Edition, San Francisco State University), p. 270-271.

Besides, many English students complain that they understand English, but do not fell comfident enough to join a conversation. There are a number of reason for this including:

a. Student are traying to tranlate from their native language to English.

b. Producking "blocking" is occuring due to nervouseness, lack of confidence,etc.

c. The speaker is looking for a specific word, rather than using simple language to describe wat is meant.

d. There are not enough conversation opportinities in or out side of class.

e. Student are not able to speak peers.

f. Exam preparation focuses on ggrammar, vocabulary, etc. and leaves little time for active use.

4. Principles for Designing Speaking Techniques

According to Brown there are seven principles for designing speaking techniques,the principles will be exsplained below[10]:

a. Use techniques that cover the spectrum or leaner needs, from language based focus on accuracy to massage-based focus on interaction, meaning and fluency.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zetly content-based, interactive activities that do not capitalize on grammatical pointers or pronouncation tips.

b. Provide intrinsically motivating techniques.

Try at all times to appeal to students'ultimate goals and interests, to their need for knouledge, for status, for achieving compotence and autonomy and for "

---

[10] *Ibid*., p. 275-276.

being all that they can be". Even in those techniques that do not send students into ecstasy, help them to see how the activity will benefit them.

c. Encourage the use of autentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction.

d. Provide approppriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then you in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on the natural link between speaking and listening.

Many interactive thecniques that involve speaking will also of course inclide listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehensions.

f. Give students opportunities to initiate oral communuication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions and provide information, and students have been conditioned only to "speak when spoken to". Part of oral

communication compotence is the ability to initiate compersation, to nominate topics, to ask question, to control compersations, and to change the subject.

g. Encourage the development of speakonh strategies.

The concept of stategic competence is one that few beginning language students are aware of. They simply have not though about developing theit own personal strategies for accomplishing oral communicative purposes. Your classroom can be one in which students become aware of and have a chance to practice, such srategies as:

♦ Asking for clarification (what?).

♦ Asking someone to repeat something (huh? Excuse me?).

♦ Using fillers (uh, I mean, well) in order to gain time to process.

♦ Using conversation maintenance cues (uh huh, right, yeah, okay,Hm).

♦ Getting someone's attention (hey, say, So).

♦ Using parapharases for structures one can't produce.

♦ Appealing for assistance from the interlocutot ( to get a word or pharase, for example).

♦ Using formulaic expressions (at the survival stage) (how much does......cost? How do you get to be.....?).

♦ Using mime and nonverbal expressions to convey meaning.

5. Principles For Teaching Speaking

Speaking is one of the sentral elements of communication. In EFL teaching, it is an aspect that needs special attention and intruction. There are several principles for teaching speaking:

a. Be aware of the differences between second language and foreign language learning contexts.

b. Give student practice with both fluency and accuracy.

c. Provide opportunities for the students to talk by using group work or pairwork, and limiting teacher talk.

d. Plan speaking tasks that involve negotiation for meaning.

e. Design classroom activities that involve guidance and practice in both transactional and international speaking.

By knowing the principles for teaching speaking above, we hope teacher can applied it so, the learners or students easier and fast to understand and improve their speaking.

6. Types of Classroom Speaking Ferformance

a) Imitative

A very limited portion of classroom speking time many legitimately be spent generating "human tape recorder" speech, where, for example learner practice an intonation contour or pinpoint a certain vowel sound. Imitation of this kind is carry out not of the purpose of meaningful interaction, but for focising on some particular element of language form.

b) Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance thaht is designed to practice some phonological or garammativcal aspect of langnguage.intensive speaking can be self initated or it can even form

part of some pair work activity, where learner are "going over" certain form of language.

c) Responsive

A good deal of student speech in the classroom is responsive,short replies to teacher or studennt initated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d) Transactional (dialogue)

Transactional language, carried out for the purpose of converying or exchanging specifict information, is an extended form of responsive language.

e) Interpersonal (dialogue)

The other form of conversation mentioned in previous chapter was interpersonal dialogue, carried out mere for the purpose of maintaining social relationships than for the transmission of facts and information. Learners would need to learn how such features ass the relation ship between interlocutours, casual style, and sarcasm are coded linguistically in this conversation.

f) Extensive (monologue)

Students at intermediate to advanced levevls are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromtu.[11]

---

[11] *Ibid*., p. 271-274.

7. Charasteristic of succesful speaking activity

*a.* Learners talk a lot. As much as possible of the period of time alloted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk.

*b.* Participation is even. Classroom discussion is not dominated by a minatory of talkative participant. All get a chance to speak and contribution is fairly evenly distributed.

*c.* Motivation is high. Learners' arranger to speak because they are intested in the topic and have something new to say about it, or because they want to contribute achieving a task objective.

*d.* Language is an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuacy.[12]

8. The Main Aspect in Assesing Speaking

Speaking skills are an inportant part of the curriculum in language teaching, and this makes them an important object of assesment as well. Assessing speaking is challenging, however, because there are so many factor that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.[13] Based on opinion, the writer concludes that there are at least three main aspects of speaking

---

[12] Nur Saqinah Galugu, *Improving Students' Speaking Skill Through Communicative Group technique of The Third Semester Students of English Department of Stain Palopo*, (Palopo:Stain Palopo, 2011), p. 11.

[13] Sari Luoma, *Assessing Speaking*, Cambridge University Press, p. 1.

assessment, namely; fluency, accuracy, and comprehensibility. For further explanation, it will be explained as follows:

a. Fluency

Fluency based on Wilga M. Rivers in Mutmainnah is the ability to produce what one whises to say smoothly and without undue hesitation and searching.[14] Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. [15]

b. Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy according to Brown is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output.[16] Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

c. Comprehehsibility

Comprehension is ability to understand something; exercise that trains students to understand a language.[17]

---

[14] Mutmainnah, *Improving Students' Speaking Skill Through Silent Way at Eleventh Year Of SMAN 1 Bajo*, (Palopo:STAIN Palopo, 2009), P. 14.

[15] Shibli, *Accuracy Vs Fluency*, (Daffodil international University Forum, 2009). Http://Teflworldwiki.Com/Index.Php/Accuracy_Vs_Fluency. Accessed on 12nd June 2012.

[16] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Second Edition, San Francisco State University), p. 268.

[17] Victoria Bull, *New Oxford Learner's Pocket Dictionary*, (Fourth Edition, Oxford University Press, 2008). p. 86.

According to Muh. Im'an F Noer, there are two required aspects in speaking skill: linguistic aspect and cognitive aspect. Firstly, lingustic aspect encompasses many things such as vocabulary enrichment, grammar understanding, compersation and idioms. Secondly, cognitive aspect consist of having ideas to express both aspects are interconnected in order to be able speak in foreign language. Someone who master grammar, ample vocabularies without having ideas invariable they can not speak smoothly. Conversely, someone who has ample ideas without masterring grammar or vocabularies usually find difficulties in speaking. Hence, both skills are very decisive to improve verbal communication.[18]

Speaking skill is one of the most important elements that make the teaching and learning take place as the result of a communication process. Learning ability of idividual is mostly related to how effective students use the oral communication skill. One's being unable to state their thoughts and opinions in a way not thinking and as a result of this not taking a part in classroom means being unable to learn.

## C. *English Day Program*

1) Quantum Learning as An Approach in English Day Program

Quantum learning is a learning proccess which can sharpen the comprehension and remembrance, make learning as a joyful and useful proccess. As A.M.C. Purnama said "quantum learning is trick, instruction, strategy, and all

---

[18] Muh. In'am F Noer, *English Debating Training*, (Yogyakarta: Spirit, 2006), p. 4.

the study process which is can sharpen the comprehension and remembrance and make learning as a joyful and useful process".[19]

Quantum learning combines some good things become the best, it consist of multiple sensories, multiple intellegencies and it is compatible with brain. Students are demended to make a community of study among student in order they get experience to learn more about many things. As Porter said " the more student interact with the environtment, the cleverer to overcome challenging situations and easier to learn a new information"[20].

This interaction is needed to introduce students toward readiness of self in doing the change, builds up learners confidence to speak english and desire to learn because the main aim of quantum learning are to improve the students participation through the situation change, improve motivation, interest of study, memory, togetherness, hearing, and improving gentleness of attitude. Finally, it is expected to help students become responsive and very enthusiastic in face the challenge and change of fact. This is an approach in learning which is fresh, flow, practice and easy to apply. Therefore, it can be used in planning, doing and facilitating an English Day Program.

2) Quantum learning models

Quantum learning is comprehensive  model that covers both educational theory and immediate classroom implementation. It integrates research-based best

---

[19] A.m.c. Purnama, *Model Quantum Learning*, (Teknologi  Pembelajaran, 2013). Http://Magister-Pendidikan.Blogspot.Com/P/Model-Quantum-Learning.Html. Accessed  on 25th October 2013.

[20] Porter in Akhmad Sudrajat, *Quantum Learning*, 2008. Http://Akhmadsudrajat.Wordpress.Com/2008/01/24/Quantum-Learning-Tentang-Pendidikan.Html. Accessed on 14th September 2013.

practices in education into a unified whole, making content more meaningful and relevant to students lives.

Quantum learning begins with strong foundation built on the principle of eight keys of excellence.[21] It holds the beliefs that: all people can learn, people learn differently, and learning is effective when it joyful, enganging and challenging. The eight keys of excellence include: integrity, commitment, failure leads to success, ownership, speak with good purposes, flexibility, responsibility and balance. The eight keys of excellence can be integrated into all subject and grade levels. This is the best implemented when parents or community leaders support and reinforce the keys.

The quantum learning framework for students is expressed in five tenest of learning:

1. Everything speaks: everything from surroundings and tone of voice to distribution of materials, conveys an important message about learning.

2. Everything is on purpose: Everything we do has an intended purpose.

3. Experince before label: students make meaning and transfer new content into long term memory by connecting to existing schema.

4. Acknowledge every effort: acknowledgment of each student's effort encourges learning and experimentation.

5. If it's worth. It's worth celebrating: celebration provides feedback regarding progress and increases positive emotional associations with the learning.

---

[21] Kurniawan Budi Raharjo, *Model Pembelajaran Quantum (Quantum Learning Models).* Http://www.Kurniawanbudi04.wordpress.com. Accessed on November, 18th 2013.

Quantum learning creates an empowering atmosphere of trust, safaty and a sense of belonging. Establishing enganging, focused traditions a sesse of belonging and sefaty and is and effective stategy for classroom management. Focusing attention and motivating students to increase participation in learning. Each school day begins with a morning routine and purposeful first statement. These routines are designed to immediately focus students and creater resourceful learning states.

3) Background of English Day Program

English is the language that the english-speaking world uses to communicate with the rest of the world.[22] As the means of global communication, English must be actively known not only limited to paper but also how to apply it orally. To mastery English well, the learning proccess should be emphasized to practical aspect because many people know and understand about English like grammar, focabulary, whereas conversation in which the students do not know how to practice it and to whom they must speak. Specially at PMDS Putri, the level of students ability on speaking skill is still relatively low. Many students understand about English, can answer the question but they do not have brave enough to speak English and always doubt about it.

Practicing English needs one learning program where the student can share and talk each other by using English everywhere, speak without applying the rule of English as a first step. So, the teachers of SMA PMDS Putri develop a learning

---

[22] Riska Mawir, *Students Perception on The Influences of English Extra Class Toward Speaking Skill At The Eleventh Years Students of SMA PMDS Putri Palopo*, (Palopo: STAIN Palopo, 2007), p. 1.

program namely "English Day Program" as the one of solutions and way to improve English especially speaking.

4) The Applied of English Day Program

English day program is a extracurricular program of school held by school commitee focused in improving english speaking skill executed by two weeks in a month.

On the English Day Program all of students are required to use English as mandatory language at Islamic boaring school to communicate on any daily activities in English area. The English area is all of PMDS Putri location except the certain area such as in the rooms and classroom (when learning process). Students do not only speak english to other students but they also speak english directly to the teacher in order to learn all of the words they need in a clear so that they are soon speaking English naturally and confidently.

This program executed by two weeks in a month because at PMDS Putri there are two language programs, English Day Program and Arabic Day Program and that is hold by turns. For example first week the students use Arabic language so for next week they use English. Actually, the schedule decision of this English Day is not permanent because sometimes it changed every new academic year.

English day program especially developed by PMDS to make students usual to comunicate in English as daily routine so the students ability in English speaking skill is improve as the tool to improve their career, to improve

knowledge and their thinking. As Brown state that language helps to shape thinking and that thinking helps to shape language.[23]

In the applied this language program at Pesantren Modern Datok Sulaiman (PMDS) Putri Palopo more emphasizes the principle that refers to the theory of practice. The Key words of this program are willingness, konsistent and students motivation in developing language, warnings and sanctions if necessary. Sanctions of this program is given to educate students other they do not against the program and in addition, students also acquire additional vocabulary that is useful for them. The Sanction is memorizing vocabulary that they ever said in Indonesian as long as the English Day Program is take place. To know who was the students that againts the program, the Language departement establish Jasus (spy language). Language departement with Jasus cooperation to control the applied of language program in school every English day. Jasus consist of several students as agency from every class and everyday is change in order that the students do not know who become a Jasus in that day.

Besides, English day program does not refer to a particular theory because this program immediate practical so it based on everything that simple like daily conversation,

Example: A: Where do you go?

B: I go to the mosque.

familiar and close to the students (things around dormitory), and continued for using in daily life up to things that are actual and factual, within the scope of

---

[23] H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fourth Edition, San Francisco State University, 2000), p. 72.

which easy to understand and be understood by students. This program is specially designed to students in order they do not have communication obstacle in English because the learning is efective and practical. Thus, the students will be easier to practice the conversations with friends or their teacher.

Here the specific of English Day Program:

| Kind of program | Target | Objective | Time and Place | Sanction | Note |
|---|---|---|---|---|---|
| English Day Program/ the require program of every student speak English | All of students | To make students accustomed in speak English as mandatory language at Islamic boaring school | Every English day | Is determined of language departement | To students who againts the program. |

(Adapted from language departement program)[24]

5) The Relationship Between the English Day Program with Speaking

All citizens have immensely improved communication among them. An international exchange of ideas is getting more and essential in areas ranging from the generic issues of environment to rapid advancemement of information

---

[24] Tim Penyusun, *Program Kerja Department Bahasa*, (PMDS, 2013).

technology and communication.[25] In order to meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their English skill especially speaking skill.

English Day Program in relation with speaking is very closely related because in this language program students are required to speak in order to be able to practice their knowledge about language that they have. They do not just memorize vocabulary, but besides they can apply directly through the conversations and interaction with people around them because English Day Program focus on developing communication skill.

Many language classes are filled with rote practice that centers on surface forms. Most cognitive psychologists agree that the preguency of stimuli and the number of times spent practicing a form are not highly important in learning a language. The most important is meaningfuless. Contextualized, appropriate, meaningful communication in the second language seems to be the best possible practice the second language learner could engage in.

To practice the language is not as easy as we think because it takes a high self confidence  in order to be able to resist the things that can hinder us in speaking. Self confidence is a human capital base to fulfill what people need. As hakim said that:

> Self-Confidence is a human capital base to fulfill the various own necessity. Someone has a need for freedom of thought and feeling so that someone who has freedom of thought and feeling will become a aconfidence people. The first main step in building self confidence is the

---

[25] M.Basri Wello and Syarifuddin Dollah, *Fundamental Aspects Of English For Specific Purposes*, (Badan Penerbit UNM, 2008)  p. 13.

understanding and belief that every human being has each strengths and weaknesses. The advantages that exist within a person must be developed and utilized in order to become productive and useful for others.[26]

The most important thing which we need to know in language learning that language is a habit so we should practice it always, in order to make us fluent in using the language especially to the second language learner. In addition, language is so pervasive a phenomenon in our humanity that it cannot be separated from the larger whole -from the whole persons that live and breathe and think and feel. Kenneth pike in brown said that:

> language is behavior, that is a phaseof human activity which must not be treated in essence as structurally divorced from the structure of nonverbal human activity. The activity of man consitutes a structural whole in such a way that it cannot be subdivided into neat "part" or "level" or "compartments"with language in a behavioral compartment insulated in character, content, and organization from other behavior.[27]

By the explanation above, the writer concluded that by understanding the important of language, as a language learner should accustom theirselves to practice the language more and more in daily activities. This was the most important aspect role in the theory of language learning as a second language too.

---

[26] Hakim in Mazbow, *Percaya Diri Dalam Psikologi*, 2009. Http://Www.Masbow.Com/2009/08/Percaya-Diri-Dalam-Psikologi.Html. Accesed on June, 7th 2012.

[27] Brown, *Op.Cit*., p. 144.

**D. Hypothesis**

The hypothesis in this research is formulated as follows:

1. (Ha)   :   English Day Program has influence toward improving speaking skill students of SMA PMDS Putri Palopo.

2. (Ho)   :   English Day Program has no influence toward improving speaking skill students of SMA PMDS Putri Palopo.
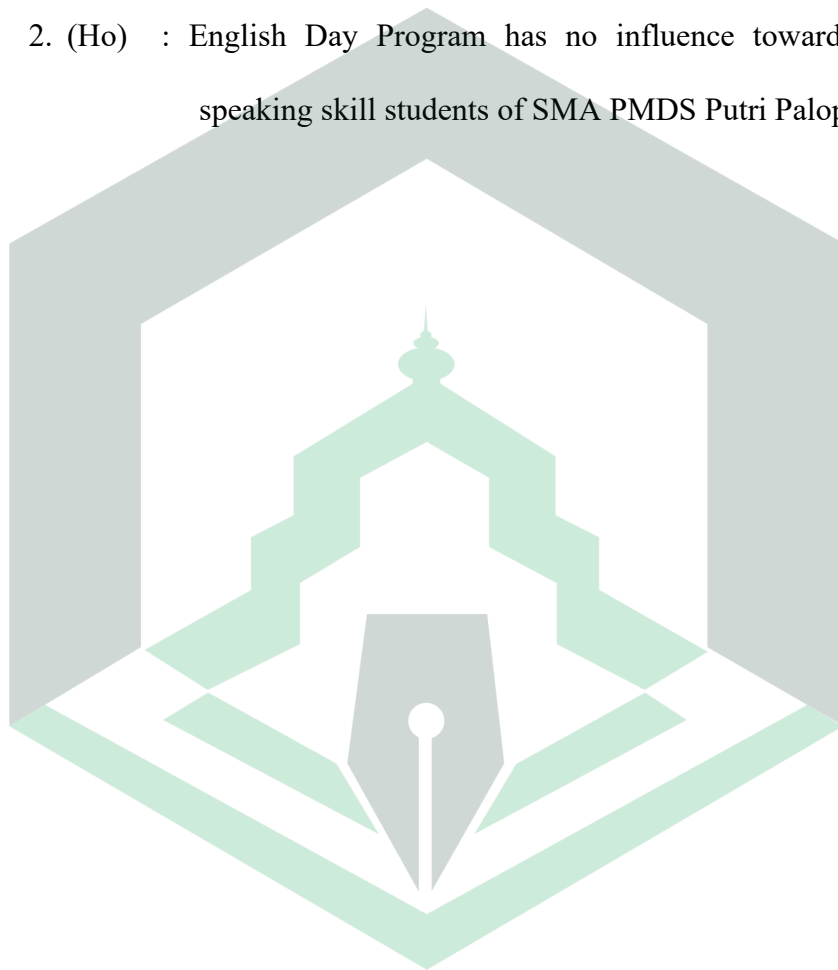
# CHAPTER III

# RESEARCH METHOD

## A. *Method and Design*

### 1. Method

This research applied an ex post facto method. It aims to find out whether by the applied of English Day influences students' speaking skill in PMDS Putri Palopo.

Ex post facto means retrace from what is done after the fact.[1] This research often called after the fact or retrospective study. In ex post facto method, dependent variable has given treatment or treatment does not done when research take place. The researcher want to retrace (if it is possible) what is the causal factor for things happened or only see its effect at dependent variable.

### 2. Design

This research used ex post facto design that related with statistic. The design of this research would be described as follows:

Independent Variable            Dependent Variable

$$\boxed{X} \longrightarrow \boxed{Y}$$

---
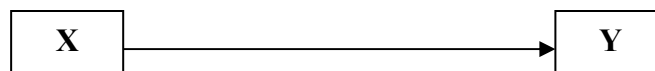
[1] Syamsuddin AR and Vismaia S Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya,2009), p. 164.

This simple paradigm shows the relation between one variable independent (X) with one variable dependent (Y).[2]

## B. Variable and Operational Definition

1. Variables

This research consists of two variables namely:

a. Independent variable is the applied of English Day Program.

b. Dependent variable is the studens' ability in speaking after joining English Day Program at the eleventh years student of SMA PMDS Putri Palopo.

2. Operational Definition

a. English Day Program is a extracurricular activity of school focused in improving English speaking skill executed by two weeks in a month.

b. Students English development is improving English study achievement in speaking skill by the applied of English Day Program.

## C. Population and Sample

1. Population

The population of this researarch was the eleventh year students of SMA PMDS Putri Palopo which consisted of 52 students in 2013/2014 academic year. It consist of two classes. Social class consists of 21 students and exact class consists of 31 students.

---

[2] Sugiono, *Statistic Untuk Penelitian*, (Bandung: ALFABETA, 2011) , p. 4.

2. Sample

Sample is part of population that can be representative for all the population. In this case, the sample techanique that researcher used is purposive sampling. Purposive sampling is collection of sample purposively emphasize at consider certain characteristic from the subject of the research.[3]

Based on allocated time that the researcher need to finish the research and the students charasteristic where most of them have long time joint in English day program and besides in organisation of school, they were involved as executive board and therefore, it is more make possible to determine the influence of the English day program towards their speaking so that is why the researcher choose exact class as research object. There were 31 students took as sample.

## D. *Instrument of Data Collection*

The instruments used in this research were the sheet of questionnaires and some pictures to give oral test to the students.

a. The sheet of questionnaires.

The questionnaire which contains of some question about the applied of English Day Program. This questioner used to collect data which was needed for supporting this research. In this case the researcher used five alternative choises: strongly agree, agree, uncertain, disagree, and strongly disegree. In this collecting data, the researcher would do several procedures. The procedures were as follows:

---

[3] Sofyan Siregar, *Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17*, (Jakarta: Rajawali Pers. 2011), p. 148.

1. Before the questionnaire distribute to the respondent, the researcher would explain how to do the questionnaires.

2. The researcher distributed the instrument to the students; allocate time for answering the question of the questionnaire was 40 minutes.

3. The researcher collected the instrument from the respondent.

4. Analysis the questionnaires result.

b. Oral test

In this part, oral test was used to know the ability of students in speaking skill after joining in the English Day Program. Then to measure the speaking ability of students, the research used picture serials. In this case the students was given five items to tell what the picture about. For example, the researcher gave instruction, such as describe the things in the picture.

### E. Data Analysis

After collecting the data by conducting the questionnaires and oral test or direct conversation which involve some instruments, the researcher then focus on the data analysis.

The instrument items of questionnaire was proveded in likert scale. The Likert scale which was midified in five alternative answers that consisted of strongly agree (SS), agree (S), average (R), disagree (TS), extremely disagree (STS). Each answer has score according to the positive or negative item. The

positive item has score for aech option are SS=5, S=4, R=3, TS=2, STS=1. The negative item has score for each option are SS=1, S=2, R=3, TS=4, STS=5.[4]

The items of questionaire consisted of eighteen items and based on the alternative quality the chosen are SS, S, R, TS, STS. Therefore, the distance is 1-90. If all the items was chosen is SS for the positive statement and STS for negative statement,so the total score is 90.

In analizing the data which has been collected, the researcher has to determine the scoring classification which includes of accuracy, fluency and comprehensibility. Those assesment criteria explained by J.B. Heaton as follow:

a. Accuracy

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Pronuncation is only very slighty influenced by the mother tongue. Two or three minor grammatical and lexical error. |
| Very good | 5 | Pronouncation is slighty influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct. |
| good | 4 | Pronunciation is moderately influenced by the mmother tongue but no serious phonological errors. A few grammatical and lexical errors but only causing confucion. |
| Average | 3 | Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confucion. |
| Poor | 2 | Pronuncation is seriously influenced by mother tongue with errors causing a break down in communication. |

---

[4] *Ibid*., p. 138.

| | | Many "basic" grammatical and lexical errors. |
|---|---|---|
| Very poor | 1 | Serious pronuncation errors and well as many "basic"grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course. |

b. Fluency

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Speak without too great an effort with a vairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. |
| Very good | 5 | Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. |
| Good | 4 | Although he has to make and search for word, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression. |
| Average | 3 | Has to make an effort for much for time. Often has to search for de desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression. |
| Poor | 2 | Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. |
| Very por | 1 | Full of long unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression. |

c. Comprehensibility

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required. |
| Very good | 5 | The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| Good | 4 | Most of what speaker's says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification. |
| Average | 3 | The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speaker's more complex or longer sentences. |
| Poor | 2 | Only small bits (usually short sentences and pharases) can be understood and then with considerable effort by someone who is listening the speaker. |
| Very poor | 1 | Hatdly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. |

(Adapteted from Heaton)[5]

Each question of item was measured based on oral proficiency from fluency, accuracy, and comprehensibility that grade through a-six point scale. If each item was response fluently, accurately, and correct comprehensibility. Therefore, the score is 18.

[5] J.B.Heaton, *Writing English Language Test* (Ed.1; New York Inc, 1998), p. 98-100.

Based on amount of item that consist of five items and amount of score in each item. Therefore, the distance is 1-90. If all items was responded fluently, accuracy, and correct comprehension, so the total score is 90.

The sign analysis in this research to test hypothesis that formed in chapter two by using simple regression analysis. Simple regression was used to analyzed the correlation between the applied of English day program toward improving students' ability of PMDS Putri Palopo in speaking skill.

The test of hypothesis was decided acceptable at the degree of significance five percent (5%). The data analyzed by computer at the statistical program SPSS 18,0 for windows.

Degree of significance, $\alpha = 0,05$ and criteria of testing the hypothesis as follows:

If $F_{\text{sign count}} \geq F_{\text{table}}$, it means significant

$F_{\text{sign count}} \leq F_{\text{table}}$, it means insignificant[6]

Based on the hypothesis formulated in chapter two, to test the truth or falseness from hypothesis which have been raised, by way of comparing the level of 'r' which have been obtained in course of calculation or 'r' observes with the level of 'r' contained in the table of value of 'r' product moment.

---

[6] Isnuryadi, *Students Perception Toward Improvement of Speaking Skill At The English Conversation Club of SMA Negeri 1 Wotu*, (Palopo: STAIN Palopo, 2007), p. 43.

In giving interpretation simply to index number of correlation of 'r' product moment we can see the table below:

**Table 1**
**The Table of Pearson Product Moment**

| The number of 'r' product moment ($r_{xy}$) | Interpretation |
| --- | --- |
| 0,00-0,20 | Between variable of X and variable Y is true. There are correlations, how ever that correlation is very weak or very low so that correlation is disregarded ( Assumed by there no correlation between variable of X and variable Y). |
| 0,20 – 0,40 | Between variable of X and variable Y there are weak correlations. |
| 0,40 – 0,70 | Between variable of X and variable Y there are weak correlations is enough. |
| 0,70 – 0,90 | Between variable of X and variable Y there are high or strong correlation. |
| 0,90 – 1,00 | Between variable of X and variable Y there are very strong correlation or very high. |

(Adapted from Anas Sudijono)[7]

---

[7] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Rajawali Persada, 2003), p. 180.

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

In this chapter the researcher explained about findings and discussion of the research. Firstly the researcher described the result of the questionnaire of the research, and secondly the researcher explained about students' ability in English speaking skill at the eleventh years of PMDS Putri Palopo.

*A. Findings*

    1. The result of questionnaires

   The analysis of questionnaires talking about the applied of English day program, showed at the table as follows:

**Table 2**
**The Students' favorite subject**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 1 | I like study English | Strongly agree | 13 | 41,9% |
| | | Agree | 15 | 48,4% |
| | | Average | 3 | 9,7% |
| | | Disagree | - | |
| | | extremely disagree | - | |
| | Total | | 31 | 100% |

The table 2 indicated that the students' attitude in learning English. It can be seen by the students answer. 13 students (41,9%) choose strongly agree, 15 students (48,4%) choose agree, 3 students (9,7%) choose average and none choose disagree and extremely disagree.

**Table 3**
**Students Ability in English**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 2 | I feel bad in English learning especially speaking | Strongly agree | 3 | 9,7% |
| | | Agree | 15 | 48,4% |
| | | Average | 10 | 32,2% |
| | | Disagree | 3 | 9,7% |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 3 shows that there were 3 students (9,7%) choose strongly agree, 15 students (48,4%) choose agree, 10 (32,2%) students choose average, 3 students (9,7%) choose disagree and none students were choose extremely disagree. This case indicates that the students ability in speaking relatively low.

**Table 4**
**The benefit of English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 3 | I am easy to understand English by English Day program | Strongly agree | 20 | 64,5% |
| | | Agree | 11 | 35,5% |
| | | Average | - | |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 4 shows that there were 20 students (64,5%) choose strongly agree, 11 students (35,5%) choose agree, and none student choose average, disagree and extremely disagree. This indicates that English Day Program give a part in improving English ability.

**Table 5**
**Students must be active in English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 4 | Students must be active in English Day Program | Strongly agree | 27 | 87% |
| | | Agree | 4 | 13% |
| | | Average | - | |
| | | Disagree | - | |
| | | Extremely disagree | - | |

| Total | 31 | 100% |
|-------|----|----|

The table 5 shows that there were 27 students (87%) choose strongly agree, 4 students (13%) choose agree, and none students choose average, disagree and extremely disagree. This indicates that in English Day Program, students of SMA PMDS Putri Palopo active to join this program.

**Table 6**
**Students Enjoyable in English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 5 | I feel happy with English Day Program because it is help me to improve my speaking ability. | Strongly agree | 26 | 83,9% |
| | | Agree | 5 | 16,1% |
| | | Average | - | |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 6 shows that there were 26 students (83,9%) choose strongly agree, 5 students (16,1%) choose agree, and none students choose average, disagree and extremely disagree.

**Table 7**
**The schedule of English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 6 | The schedule of English Day program support to improve speaking skill students of PMDS Putri Palopo | Strongly agree | 21 | 67,8% |
| | | Agree | 9 | 29,% |
| | | Average | 1 | 3,2% |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 7 shows that there were 21 students (67,8%) choose strongly agree, 9 students (29%) choose agree, 1 student (3,2%) choose average, and none students choose disagree and extremely disagree.

**Table 8**
**English Day Program to Improve Speaking Skill**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 7 | English Day Program created to improve students speaking skill of PMDS Putri Palopo. | Strongly agree | 27 | 87% |
| | | Agree | 4 | 13% |
| | | Average | - | |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 8 shows that there were 27 students (87%) choose strongly agree, 4 students (13%) choose agree, and none students choose average, disagree and extremely disagree.

**Table 9**
**Students Speaking after Join in English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 8 | As long as there is the English Day program my speaking skill is improved than before. | Strongly agree | 21 | 67,8% |
| | | Agree | 7 | 22,5% |
| | | Average | 3 | 9,7% |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 9 shows that there were 21 students (67,8%) choose strongly agree, 7 students (22,5%) choose agree, 3 student (9,7%) choose average, and none students choose disagree extremely disagree.

**Table 10**
**Difficult to Apply English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 9 | It is very difficult to apply English Day Program | Strongly agree | - | |
| | | Agree | 4 | 13% |
| | | Average | 13 | 41,9% |
| | | Disagree | 8 | 25,8% |
| | | Extremely disagree | 6 | 19,3% |
| | Total | | 31 | 100% |

The table 10 shows that there were none students choose strongly agree, 4 students (13%) choose agree, 13 students (41,9%) choose average, 8 students (25,8%) choose disagree and 6 students or 19,3% were choose extremely disagree.

**Table 11**
**Students Habit in Practice English Speaking**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 10 | I always practice speaking English wherever I meet my friends as long as the English Day Program take place. | Strongly agree | 6 | 19,3% |
| | | Agree | 18 | 58,1% |
| | | Average | 7 | 22,6% |
| | | Disagree | - | |
| | | Extremely disagree | - | |

| | Total | 31 | 100% |
|---|---|---|---|
| | | | |

The table 11 shows that there were 6 students (19,3%) choose strongly agree,18 students (58,1%) choose agree, 7 students (22,6%) choose average and none student were choose disagree and extremely disagree.

**Table 12**
**The applied and influence of English Day Program toward Improving students speaking skill**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 11 | English Day Program is not interest, bored and has not influences toward our speaking skill | Strongly agree | - | |
| | | Agree | - | |
| | | Average | - | |
| | | Disagree | 13 | 41,9% |
| | | Extremely disagree | 18 | 58,1% |
| | Total | | 31 | 100% |

The table 12 shows that there were none students choose strongly agree, agree, and average, there 13 students (41,9%) choose disagree and 18 students (58,1%) were choose extremely disagree.

**Table 13**
**Motivation Students to Improve Their Speaking Skill**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 12 | Every student has the same chance to practice speaking in English Day Program so that the students have high motivation to improve their speaking by this program. | Strongly agree | 19 | 61,3% |
| | | Agree | 12 | 38,7% |
| | | Average | - | |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 13 shows that there were 19 students (61,3%) choose strongly agree, 12 students (38,7%) choose agree, and none students choose average, choose disagree and extremely disagree.

**Table 14**
**The Material in English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 13 | The material in English Day Program should be more specific to improve speaking skill students. | Strongly agree | 26 | 83,9% |
|    |           | Agree | 5 | 16,1% |
|    |           | Average | - | |
|    |           | Disagree | - | |
|    |           | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 14 shows that there were 26 students (83,9) choose strongly agree, 5 students (16,1%) choose agree and none students choose average, disagree and extremely disagree.

**Table 15**
**The Effectiveness of English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 14 | English Day Program is effective to improve my English subject especially in speaking skill. | Strongly agree | 24 | 77,5% |
|    |           | Agree | 6 | 19,3% |
|    |           | Average | 1 | 3,2% |
|    |           | Disagree | - | |
|    |           | Extremely disagree | - | |

| | | | |
|---|---|---|---|
| Total | | 31 | 100% |

The table 15 shows that there were 24 students (77,5%) choose strongly agree, 6 students (19,3%) choose agree, 1 student (3,2%) choose average, and none students choose disagree and extremely disagree.

**Table 16**
**The Management of English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 15 | English Day Program need better management | Strongly agree | 12 | 38,7% |
| | | Agree | 12 | 38,7% |
| | | Average | 7 | 22,6% |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 16 shows that there were 12 students (38,7%) choose strongly agree, 12 students (38,7%) choose agree, and 7 students (22,6%) choose average, then none students choose disagree and extremely disagree.

**Table 17**
**The Way of Teacher/Students in Handle English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|---|---|---|---|---|
| 16 | The teacher/ students who handle this program must be serious to handle this program in order that is going smoothly. | Strongly agree | 19 | 61,2% |
| | | Agree | 10 | 32,3% |
| | | Average | 2 | 6,5% |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 17 shows that there were 19 students (61,2%) choose strongly agree, 10 students (32,3%) choose agree, 2 students (6,5%) choose average, and none students choose disagree and extremely disagree.

**Table 18**
**The Ability of Students in Speaking Skill after Join English Day**
**Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 17 | Students who active in this program at the least capable to practice daily conversation. | Strongly agree | 14 | 45,2% |
| | | Agree | 14 | 45,2% |
| | | Average | 3 | 9,6% |
| | | Disagree | - | |
| | | Extremely disagree | - | |
| | Total | | 31 | 100% |

The table 18 shows that there were 14 students (45,2%) choose strongly agree, 14students (45,2%) choose agree, 3 students (9,6%) choose average, and none students choose disagree and extremely disagree.

**Table 19**
**The Out Put of English Day Program**

| No | Statement | Item of choice | frequency | Percentage |
|----|-----------|----------------|-----------|------------|
| 18 | English Day Program have to give the out put than can be compete with the another school | Strongly agree | 24 | 77,4% |
| | | Agree | 5 | 16,1% |
| | | Average | 2 | 6,5% |
| | | Disagree | - | |
| | | Extremely disagree | - | |

| Total | 31 | 100% |
|-------|-----|------|

The table 19 shows that there were 24 students (77,4%) choose strongly agree, 5 students (16,1%) choose agree, 2 students (6,5%) choose average, and none students choose disagree and extremely disagree.

The analysis result of the research was gotten by using computer with SPSS 18,0 for windows program, the value of data respondents about the applied of English Day Program can de explained separately as follow:

**Table 20**
**The Result of Students Analysis about the Applied of English Day Program**

| Independent variable | Mean | SD | Low Score | High Score | N |
|---------------------|------|------|-----------|------------|---|
| The applied of English Day Program | 79.3871 | 4.07985 | 70.00 | 85.00 | 31 |

Based on the data above describes that the applied of English Day Program has mean 79.3871, SD 4.07985, low score 70.00, high score 85.00.

2. Students' Ability in Speaking

The result of speaking test that consist of five items picture, and we can see rater to the following table based on amount score of each items were

accuracy, fluency and comprehensibility. The researcher took the data below from

the students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo.

**Table 21**
**Individual Row Score of Speaking Ability (Oral Test) Students at**
**Eleventh Year**

| No | Judgment Aspect From the Oral Test | | | Total |
|----|----------|---------|-------------------|-------|
|    | Accuracy | Fluency | Comprehensibility |       |
| 1  | 28 | 27 | 28 | 83 |
| 2  | 29 | 30 | 29 | 88 |
| 3  | 26 | 28 | 27 | 81 |
| 4  | 29 | 29 | 28 | 86 |
| 5  | 26 | 27 | 28 | 81 |
| 6  | 28 | 23 | 28 | 78 |
| 7  | 28 | 28 | 28 | 84 |
| 8  | 27 | 24 | 27 | 78 |
| 9  | 26 | 27 | 26 | 79 |
| 10 | 28 | 27 | 29 | 84 |
| 11 | 26 | 23 | 27 | 76 |
| 12 | 29 | 29 | 30 | 88 |
| 13 | 28 | 29 | 29 | 86 |
| 14 | 26 | 26 | 27 | 79 |
| 15 | 29 | 28 | 30 | 87 |
| 16 | 29 | 29 | 28 | 86 |
| 17 | 26 | 28 | 27 | 81 |
| 18 | 27 | 28 | 28 | 83 |
| 19 | 26 | 24 | 28 | 78 |
| 20 | 28 | 29 | 27 | 84 |

| 21 | 27 | 27 | 28 | 82 |
|----|----|----|----|----|
| 22 | 27 | 26 | 28 | 81 |
| 23 | 26 | 24 | 26 | 76 |
| 24 | 23 | 26 | 24 | 73 |
| 25 | 26 | 26 | 28 | 80 |
| 26 | 24 | 26 | 27 | 77 |
| 27 | 28 | 28 | 29 | 85 |
| 28 | 28 | 29 | 28 | 85 |
| 29 | 27 | 27 | 28 | 82 |
| 30 | 24 | 26 | 24 | 75 |
| 31 | 26 | 27 | 27 | 80 |

**Table 22**
**The Percentage Rate of Students Score in Speaking Test According to Accuracy.**

| Classification Answer | Frequency | Percentage |
|----|----|----|
| 25-30 (very good) | 28 | 90,3% |
| 19-24 (good) | 3 | 9,7% |
| 13-18 (enough) | - | |
| 7-12 (bad) | - | |
| 1-6 (very bad) | - | |
| totally | 31 | 100% |

The table shows that the percentage rate of the students in speaking test according to accuracy category. There were 28 students (90,3%) who got very good category and 3 students (9,7%) who got good category.

**Table 23**
**The Percentage Rate of Students Score in Speaking Test According to Fluency**

| Classification Answer | Frequency | Percentage |
|---|---|---|
| 25-30 (very good) | 26 | 83,9% |
| 19-24 (good) | 5 | 16,1% |
| 13-18 (enough) | - | |
| 7-12 (bad) | - | |
| 1-6 (very bad) | - | |
| totally | 31 | 100% |

The table shows that the percentage rate of the students in speaking test according to fluency category. There were 26 students (83,9) who got very good category and 5 students (16,1%) who got good category.

**Table 24**
**The Percentage Rate of Students Score in Speaking Test According to**
**Comprehensibility.**

| Classification Answer | Frequency | Percentage |
| --- | --- | --- |
| 25-30 (very good) | 29 | 93,5% |
| 19-24 (good) | 2 | 6,5% |
| 13-18 (enough) | - | |
| 7-12 (bad) | - | |
| 1-6 (bad) | - | |
| totally | 31 | 100% |

The table shows that the percentage rate of the students in speaking test according to comprehensibility category. There were 28 students (93,5%) who got very good category and 2 students (6,5%) who got good category. These indicate that the students have well comprehension to speak their idea according to the picture (instrument).

Based on the data above, the analysis result of the research was gotten from the value of respondents about students ability in speaking skill who have joint in English Day Program at PMDS Putri Palopo can be explained separately as follow:

**Table 25**
**The Result of Students Ability in Speaking Test**

| Dependent variable | Mean | SD | Low Score | High Score | N |
|---|---|---|---|---|---|
| Students ability in English speaking skill who have join in English Day Program | 81.4839 | 3.97384 | 73.00 | 88.00 | 31 |

The table above shows that the students ability in English speaking skill who have join in English Day Program at SMA PMDS Putri Palopo have mean 81,4839, SD 3,97384, low score 73,00, high score 88,00.

The analysis variance between the applied of English day program as variable X and students ability in speaking skill who have joint in English day program as variable Y would be elaborated through the table below:

**Table 26**
**Anova[b]**

| Model | Sum of squares | df | Mean square | F | Sig. |
|---|---|---|---|---|---|
| **Regression** | 374.065 | 1 | 374.065 | 108.831 | .000[a] |
| **Residual** | 99.677 | 29 | 3.473 | | |
| **Total** | 473.742 | 30 | | | |

From the ANOVA or F test, the value of F $_{sign\ count}$ is 108.831 with the significance 0.000. Because of the probability (0.000) is smaller than 0.05, so that the regression can be used to estimate the English day program. Based on the comparison of F $_{sign\ count}$ with F $_{table}$, (Ha) acceptable if :

F $_{sign\ count} \geq$ F $_{table}$

F $_{table} \leq$ F $_{sign\ count}$

'F$_{sign\ count}$' from the output is 108.831 (df=29), and the value of 'F $_{table}$' is 4.1830 this case indicate that:

F $_{sign\ count} \geq$ F$_{table}$ (108.831 $\geq$ 4.1830)

Therefore (Ha) English Day Program has influence toward improving speaking skill students of SMA PMDS Putri Palopo, acceptable. To make it clear we can see at the appendixes.

**B. Discussion**

This section the researcher discussed the result of finding in accordance with the scope of the research. The discussion is about the influences of English day program toward improving students' speaking skill at the eleventh years students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo.

The result of the data analysis based on the students' test showed that $F_{count}$ with the value 108.831 (see on the table 26) was bigger than $F_{table}$ with the value 4.1830 on the level sicnivicance 0,05 (see on the appendixes). $F_{sign\ count} \geq F_{table}$ (108.831 $\geq$ 4.1830). It means that the correlation is sicnificance. So the conclution of tes significance that English day program is influential significance toward improving speaking skill of the students at the eleventh year students of SMA PMDS Putri Palopo.

On Pearson correlation (see at appendixes), the resulted of data analysis coefficient correlation between independent and dependent variable showed at the table below:

**Table 27**
**Coefficient Correlation**

| Independent Variable | Dependent Variable | Correlation | Coefficient Correlation |
|:---:|:---:|:---:|:---:|
| X | Y | $r_{xy}$ | 0,889 |

Based on the hypothesis in chapter two, to test the truth or falseness from hypothesis which have been raised, by way of comparing the level of 'r' which have been obtained in course of calculation or 'r' observes with the level of 'r' contained in table of value of 'r'.

To give interpretation of value of 'r', it can be seen at the table of Pearson product moment in chapter three. At the table show that the value of 'r' is 0.70-0.90 with category has high correlation, and the result of the data analysis, the value of 'r' is 0,889. It explained that correlation or the influence variable (X) is strong and it means that English day program influence the development of English speaking of the students strongly. It also can be seen on table of the respondent' mean score about the applied of English day program (see table 20) with the result of students speaking skill after join the English day program (see table 25).

In improving students' speaking skill by English Day Program with an approach of quantum learning, students are required to use English as mandatory language to communicate on daily activities in order to make they usual to practice their language through the conversations and interaction with people around them, not only memorize vocabulary. So it make the students of SMA PMDS Putri Palopo are confidents, interest, motivation and enjoy in practicing their speaking skill, easy to express their opinions and arguments toward a topic or an issue (talk a lot) and can make their language is an acceptable level. It means that they successful in speaking activity based on the characteristic of speaking of

relevant material in this research. The characteristic are learners talk a lot, participation is even, motivation is high and language is an acceptable level.[1]

From questionnaires in this research, the researcher found that most of student choose strongly agree and agree that they felt their speaking is improve by English day program. It was closely related to the statement of relevant material in this research. The statement is "English day program especially developed by PMDS to make students usual to communicate in English as daily routine in order the students ability in English speaking is improve".

Based on the discussions above, the researcher concludes that English day program effective in improving speaking at the eleventh year students of SMA PMDS Putri Palopo. Therefore, the students who have following English Day Program seriously and actively have good improvement in speaking skill than others. Then, one of important point that teacher should have full attention in teaching especially in speaking skill for English teacher is the uses of method and technique that easy to apply by the students but the teacher must choose method or technique which has purpose to improve students' speaking skill as the tool to improve their career, knowledge and their thinking. So that, it make the students more active to speak English by giving an interesting topic that can be spoken by

---

[1] Nur Saqinah Galugu, *Improving Students' Speaking Skill Through Communicative Group technique of The Third Semester Students of English Department of Stain Palopo*, (Palopo: STAIN Palopo, 2011), p. 11.

students which involved students' knowledge and their experience in learning a language.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. *Conclusion*

Base on the result analysis the researcher found that English Day Program has positive influence toward improving students' speaking skill at the eleventh years students of SMA PMDS Putri Palopo. This is proven by the result of questionnaires answer of student which most of student strongly agree that English Day Program is effective to improve their English speaking skill. This program running well and when the students who join English day program seriously and actively, they will have good speaking skill.

The result of data analysis the researcher got the value of 'R' is 0.889. The researcher can give interpretation by using helper table Pearson product moment and state that between independent variable (the applied of English Day Program) and dependent variable (speaking skill students) have high correlation. Then, from the data which have been analyzed by using SPSS 18.0 windows, the researcher found the value of '$F_{sign\ count}$' is 108.831 and value of '$F_{table}$'(df=29) is 4.1830. It means that the value of '$F_{sign\ count}$' $\geq$ '$F_{table}$' (108.831$\geq$ 4.1830). That's why alternative hypothesis was acceptable.

## 2. *Suggestion*

Based on the conclusions above, the researcher gives some suggestions as follows:

1. To improve quality in English speaking, the teacher should apply an effective method for their students for example English day program.

2. The teacher should give many opportunities to the students to overcome and to share the problems of students in learning English.

3. The teacher should give the students motivation in learning.

4. The foundation of English day program should be more increased quality of the students by preparing teachers as teaching staff that specific in English to control the process of this program so that the quality speaking skill students can improve because they exploit as maximum as this program.

5. Since the result of test significant shows that English day program is influential significance toward improving speaking skill the researcher suggest to leader of PMDS Putri to conduct it continually and the management of English Day Program must be better to reach the target.

**BILBIOGRAPHY**

AR, Syamsuddin and Vismaia S Damaianti, *Metode Penelitian Pendidikan Bahasa*. Bandung: PT Remaja Rosdakarya, 2009.

Bow, Maz. *Percaya Diri Dalam Psikologi, 2009*. Http://Www.Masbow.Com/2009/08/Percaya-Diri-Dalam-Psikologi.Html. Accessed on 7th June 2012.

Brown, H. Douglas. *Principles of Language Learning and Teaching*, Fourth Edition, San Francisco State University, 2000.

————— . *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, San Francisco State University, 2001.

Bull, Victoria. *Oxford Learners' Pocket Dictionary*, fourth edition: Oxford University Press, 2008.

Cholifa, Maria. *Peningkatan Speaking Skill Melalui Peningkatan Kontekstual Di Universitas Kanjuruhan Malang*. (http://mariacholifah.blogspot.com/2012/02/.html ). Accessed on July, 21st 2013.

Fitriany, Sisila Damanik. *Meningkatkan Kompetensi Berbicara Mahasiswa Program Studi Pendidikan Bahasa Inggris Dengan Metode Pembelajaran Community Language Learning (CLL)*. Fakultas Bahasa dan Seni Universitas Negeri Medan, 2010. The internet available online, accessed on July,11st 2013.

Galugu, Nur Saqinah. *Improving Students' Speaking Skill Through Communicative Group technique of The Third Semester Students of English Department of Stain Palopo*. Palopo: STAIN Palopo, 2011.

Heaton, J.B. *Writing English Language Test*, Ed.1; New York Inc.,1998.

Isnuryadi. *Students Perception Toward Improvement of Speaking Skill At The English Conversation Club of SMA Negeri 1 Wotu*. Palopo: STAIN Palopo, 2007.

Luoma, Sari. *Assessing Speaking*, Cambridge University Press.

Mawir, Riska. *Students Perception on The Influences of English Extra Class Toward Speaking Skill at the Eleventh Years Students of SMA PMDS Putri Palopo*. Palopo: STAIN Palopo, 2007.

Muslish, Masnur. *Melaksanakan PTK Itu Mudah*, Cetakan 4, Jakarta: Bumi Aksara, 2010.

Mutmainnah, Improving Students' Speaking Skill Through Silent Way at Eleventh Year of SMAN 1 Bajo. Palopo: STAIN Palopo, 2009.

Ningsih, Eka. *Improving Speaking Skill by Using Classroom Observation Technique at The Eight Year in SMP PMDS Putra Palopo.* Palopo: STAIN Palopo, 2013.

Noer, F, Muh. In'am. *English Debating Training*, Yogyakarta: Spirit, 2006.

Purba, Mudini Salamat. *Pembelajaran Berbicara*, (Departemen Pendidikan Nasional Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenega Kependidikan Bahasa).http://www.scribd.com/scribd/pembelajaran-berbicara.html. Accased on 7th June 2012.

Purnama, A.m.c. *Model Quantum Learning*, (Teknologi Pembelajaran, 2013). http://magister-pendidikan.blogspot.com/p/model-quantum-learning.html. Accessed on 25th October 2013.

Raharjo, Budi, Kurniawan. *Model Pembelajaran Quantum (Quantum Learning Models).* Http://www.Kurniawanbudi04.wordpress.com. Accessed on November, 18th 2013.

Richard, Jack.C. and Willy A Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, Canbridge University Press, 2002.

Siregar, Sofyan. *Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17*, Cetakan ke-2, Jakarta: Rajawali Pers, 2011.

Shibli, *Accuracy Vs Fluency*, (Daffodil international University Forum, 2009). Http://Teflworldwiki.Com/Index.Php/Accuracy_Vs_Fluency. Accesed on 12nd June 2012.

Sudijono, Anas. *Pengantar Statistik Pendidikan*, Jakarta: PT. Rajawali Persada, 2003.

Sugiono, *Statistik Untuk Penelitian*, Bandung: CV ALFABETA, cet.18, 2011.

Susanti, Indar. *The Influence of Attending English Course Toward English Speaking skill at The Eight Year Students of SLTPN 8 Palopo.* Palopo: STAIN Palopo, 2006.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*, Trainee Book, Cambridge University Press, 1999.

Wello, M.Basri and Syarifuddin Dollah, *Fundamental Aspects of English For Specific Purposes*: Badan Penerbit UNM, 2008.

Widyawiswara, Darwis Sasmedi. LPMP Sul - Sel: *Improving the Students' Ability to Speak English Using Their Own Picture Through Pair Work,* 2011. (http://www.lpmpsulsel.net/v2/index.php). Accessed on June, 3rd 2012

# REGRESSION

**Descriptive Statistics**

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Students ability in English speaking skill (Y) | 81,4839 | 3,97384 | 31 |
| The applied of English day program (X) | 79,3871 | 4,07985 | 31 |

**Correlations**

| | | Students ability in English speaking skill (Y) | The applied of English day program (X) |
|---|---|---|---|
| Pearson Correlation | Y | 1,000 | ,889 |
| | X | ,889 | 1,000 |
| Sig. (1-tailed) | Y | . | ,000 |
| | X | ,000 | . |
| N | Y | 31 | 31 |
| | X | 31 | 31 |

**Variables Entered/Removed[b]**

| Model | Variables Entered | Variables Removed | Method |
|---|---|---|---|
| 1 | The applied of English day program [a] | . | Enter |

a. All requested variables entered

b. Dependent Variable: Students ability in English speaking skill

**Model Summary[b]**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | ,889[a] | ,790 | ,782 | 1,85395 |

a. Predictors: (Constant),The applied of English day program

b. Dependent Variable: Students ability in English speaking skill

**ANOVA[b]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 374,065 | 1 | 374,065 | 108,831 | ,000[a] |
| | Residual | 99,677 | 29 | 3,437 | | |
| | Total | 473,742 | 30 | | | |

a. Dependent Variable: Students ability in English speaking skill

b. Predictors: (Constant),The applied of English day program

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 12,774 | 6,595 | | 1,937 | ,063 |
| | The applied of English day program | ,866 | ,083 | ,889 | 10,432 | ,000 |

a. Dependent Variable: Students ability in English speaking skill

**Residuals Statistics[a]**

| | Minimum | Maximum | Mean | Std. Deviation | N |
|---|---|---|---|---|---|
| Predicted Value | 73,3593 | 86,3419 | 81,4839 | 3,53112 | 31 |
| Std. Predicted Value | -2,301 | 1,376 | ,000 | 1,000 | 31 |
| Standard Error of Predicted Value | ,335 | ,847 | ,454 | ,127 | 31 |
| Adjusted Predicted Value | 73,4541 | 86,4833 | 81,4789 | 3,52282 | 31 |
| Residual | -3,14884 | 6,71667 | ,00000 | 1,82279 | 31 |
| Std. Residual | -1,698 | 3,623 | ,000 | ,983 | 31 |
| Stud. Residual | -1,727 | 3,690 | ,001 | 1,006 | 31 |
| Deleted Residual | -3,25481 | 6,96830 | ,00502 | 1,90980 | 31 |
| Stud. Deleted Residual | -1,791 | 4,979 | ,041 | 1,181 | 31 |
| Mahal. Distance | ,009 | 5,294 | ,968 | 1,184 | 31 |
| Cook's Distance | ,000 | ,255 | ,024 | ,047 | 31 |
| Centered Leverage Value | ,000 | ,176 | ,032 | ,039 | 31 |

a. Dependent Variable: Students ability in English speaking skill

**Casewise Diagnostics[a]**

| Case Number | Std. Residual | Students ability in English speaking skill | Predicted Value | Residual |
|---|---|---|---|---|
| 1 | ,065 | 83,00 | 82,8798 | ,12016 |
| 2 | ,894 | 88,00 | 86,3419 | 1,65814 |
| 3 | -,547 | 81,00 | 82,0143 | -1,01434 |
| 4 | -,184 | 86,00 | 86,3419 | -,34186 |
| 5 | -,547 | 81,00 | 82,0143 | -1,01434 |
| 6 | -,765 | 78,00 | 79,4178 | -1,41783 |
| 7 | ,604 | 84,00 | 82,8798 | 1,12016 |
| 8 | ,169 | 78,00 | 77,6868 | ,31318 |
| 9 | 1,175 | 79,00 | 76,8213 | 2,17868 |
| 10 | 1,071 | 84,00 | 82,0143 | 1,98566 |
| 11 | -,910 | 76,00 | 77,6868 | -1,68682 |
| 12 | ,894 | 88,00 | 86,3419 | 1,65814 |
| 13 | ,282 | 86,00 | 85,4764 | ,52364 |
| 14 | -1,626 | 79,00 | 82,0143 | -3,01434 |
| 15 | 3,623 | 87,00 | 80,2833 | 6,71667 |
| 16 | ,282 | 86,00 | 85,4764 | ,52364 |
| 17 | -,547 | 81,00 | 82,0143 | -1,01434 |
| 18 | -,402 | 83,00 | 83,7453 | -,74535 |
| 19 | -1,698 | 78,00 | 81,1488 | -3,14884 |
| 20 | ,604 | 84,00 | 82,8798 | 1,12016 |
| 21 | -,941 | 82,00 | 83,7453 | -1,74535 |
| 22 | -,547 | 81,00 | 82,0143 | -1,01434 |
| 23 | ,024 | 76,00 | 75,9558 | ,04419 |
| 24 | -,194 | 73,00 | 73,3593 | -,35930 |
| 25 | ,781 | 80,00 | 78,5523 | 1,44767 |
| 26 | -,370 | 77,00 | 77,6868 | -,68682 |
| 27 | -,724 | 85,00 | 86,3419 | -1,34186 |
| 28 | ,210 | 85,00 | 84,6109 | ,38915 |
| 29 | -,475 | 82,00 | 82,8798 | -,87984 |
| 30 | -,049 | 75,00 | 75,0903 | -,09031 |
| 31 | -,153 | 80,00 | 80,2833 | -,28333 |

a. Dependent Variable: Students ability in English speaking skill

CHARTS

## Histogram
### Dependent Variable: Y



Mean = 1,43E-15
Std. Dev. = 0,983
N = 31

Regression Standardized Residual

## Normal P-P Plot of Regression Standardized Residual
### Dependent Variable: Y

Scatterplot

Dependent Variable: Y

Regression Standardized Predicted Value

Scatterplot

Dependent Variable: Y
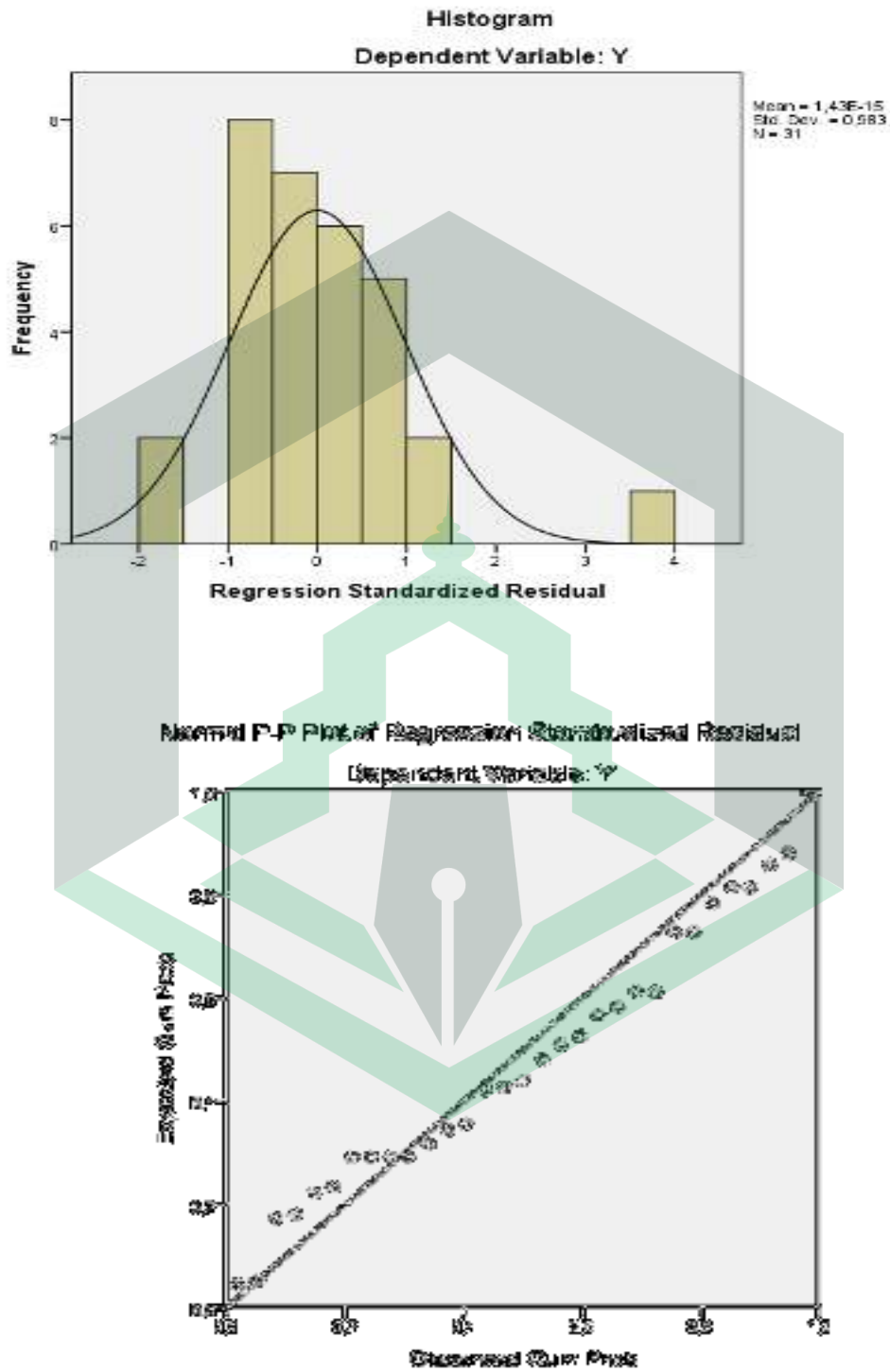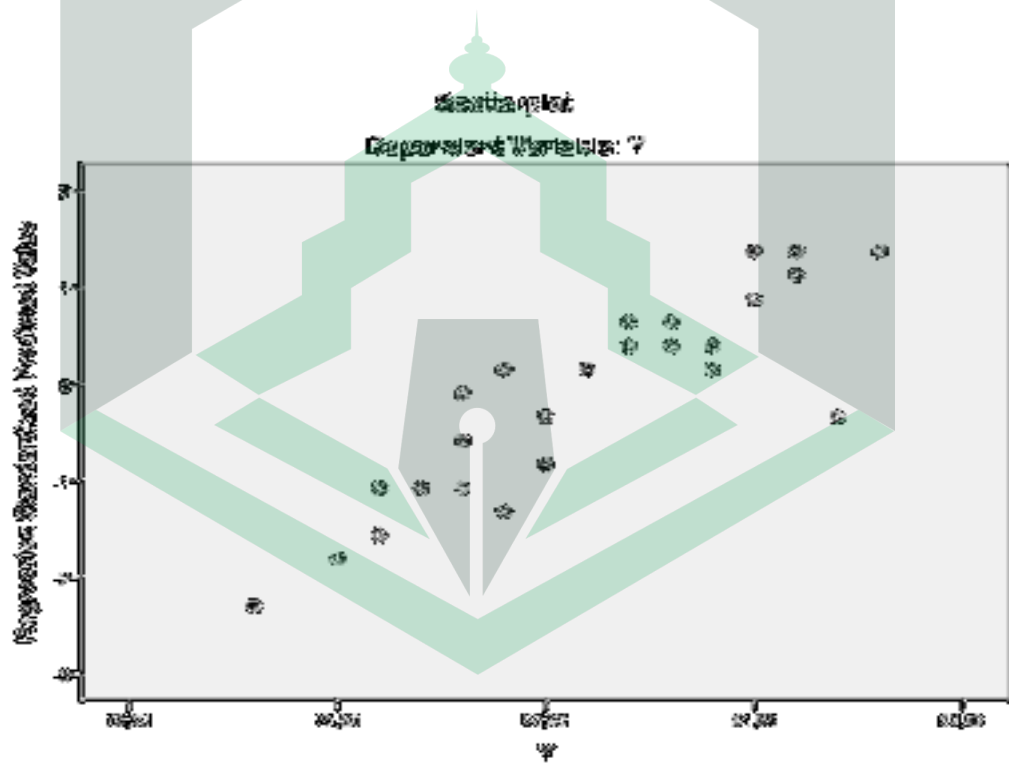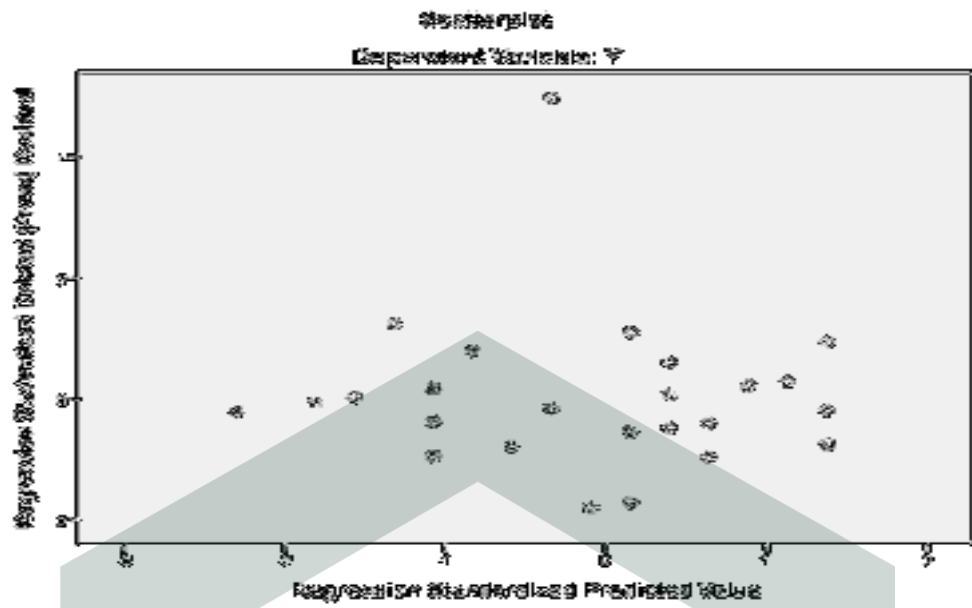
**TABEL F**
**Pada α ( Tingkat Signifikansi) 5% (0,05)**

|    | A   | B        | C        | D        | E        | F        | G        | H        | I        | J        |
|----|-----|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1  |     | DF1      |          |          |          |          |          |          |          |          |
| 2  | DF2 | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        |
| 3  | 1   | 161.4462 | 199.4995 | 215.7067 | 224.5833 | 230.1604 | 233.9875 | 236.7669 | 238.8842 | 240.5432 |
| 4  | 2   | 18.5124  | 19.0000  | 19.1642  | 19.2467  | 19.2963  | 19.3295  | 19.3531  | 19.3709  | 19.3847  |
| 5  | 3   | 10.1280  | 9.5521   | 9.2766   | 9.1172   | 9.0134   | 8.9407   | 8.8867   | 8.8452   | 8.8123   |
| 6  | 4   | 7.7086   | 6.9443   | 6.5914   | 6.3882   | 6.2561   | 6.1631   | 6.0942   | 6.0410   | 5.9988   |
| 7  | 5   | 6.6079   | 5.7861   | 5.4094   | 5.1922   | 5.0503   | 4.9503   | 4.8759   | 4.8183   | 4.7725   |
| 8  | 6   | 5.9874   | 5.1432   | 4.7571   | 4.5337   | 4.3874   | 4.2839   | 4.2067   | 4.1468   | 4.0990   |
| 9  | 7   | 5.5915   | 4.7374   | 4.3468   | 4.1203   | 3.9715   | 3.8660   | 3.7871   | 3.7257   | 3.6767   |
| 10 | 8   | 5.3176   | 4.4590   | 4.0662   | 3.8379   | 3.6875   | 3.5806   | 3.5005   | 3.4381   | 3.3881   |
| 11 | 9   | 5.1174   | 4.2565   | 3.8625   | 3.6331   | 3.4817   | 3.3738   | 3.2927   | 3.2296   | 3.1789   |
| 12 | 10  | 4.9646   | 4.1028   | 3.7083   | 3.4780   | 3.3258   | 3.2172   | 3.1355   | 3.0717   | 3.0204   |
| 13 | 11  | 4.8443   | 3.9823   | 3.5874   | 3.3567   | 3.2039   | 3.0946   | 3.0123   | 2.9480   | 2.8962   |
| 14 | 12  | 4.7472   | 3.8853   | 3.4903   | 3.2592   | 3.1059   | 2.9961   | 2.9134   | 2.8486   | 2.7964   |
| 15 | 13  | 4.6672   | 3.8056   | 3.4105   | 3.1791   | 3.0254   | 2.9153   | 2.8321   | 2.7669   | 2.7144   |
| 16 | 14  | 4.6001   | 3.7389   | 3.3439   | 3.1122   | 2.9582   | 2.8477   | 2.7642   | 2.6987   | 2.6458   |
| 17 | 15  | 4.5431   | 3.6823   | 3.2874   | 3.0556   | 2.9013   | 2.7905   | 2.7066   | 2.6408   | 2.5876   |
| 18 | 16  | 4.4940   | 3.6337   | 3.2389   | 3.0069   | 2.8524   | 2.7413   | 2.6572   | 2.5911   | 2.5377   |
| 19 | 17  | 4.4513   | 3.5915   | 3.1963   | 2.9647   | 2.8100   | 2.6987   | 2.6143   | 2.5480   | 2.4943   |
| 20 | 18  | 4.4139   | 3.5546   | 3.1599   | 2.9277   | 2.7729   | 2.6613   | 2.5767   | 2.5102   | 2.4563   |
| 21 | 19  | 4.3808   | 3.5219   | 3.1274   | 2.8951   | 2.7401   | 2.6283   | 2.5435   | 2.4768   | 2.4227   |
| 22 | 20  | 4.3513   | 3.4928   | 3.0984   | 2.8661   | 2.7109   | 2.5990   | 2.5140   | 2.4471   | 2.3928   |
| 23 | 21  | 4.3248   | 3.4668   | 3.0725   | 2.8401   | 2.6848   | 2.5727   | 2.4876   | 2.4205   | 2.3661   |
| 24 | 22  | 4.3009   | 3.4434   | 3.0491   | 2.8167   | 2.6613   | 2.5491   | 2.4638   | 2.3965   | 2.3419   |
| 25 | 23  | 4.2793   | 3.4221   | 3.0280   | 2.7955   | 2.6400   | 2.5277   | 2.4422   | 2.3748   | 2.3201   |
| 26 | 24  | 4.2597   | 3.4028   | 3.0088   | 2.7763   | 2.6207   | 2.5082   | 2.4226   | 2.3551   | 2.3002   |
| 27 | 25  | 4.2417   | 3.3852   | 2.9912   | 2.7587   | 2.6030   | 2.4904   | 2.4047   | 2.3371   | 2.2821   |
| 28 | 26  | 4.2252   | 3.3690   | 2.9752   | 2.7426   | 2.5868   | 2.4741   | 2.3883   | 2.3205   | 2.2656   |
| 29 | 27  | 4.2100   | 3.3541   | 2.9603   | 2.7278   | 2.5719   | 2.4591   | 2.3732   | 2.3053   | 2.2501   |
| 30 | 28  | 4.1960   | 3.3404   | 2.9467   | 2.7141   | 2.5681   | 2.4453   | 2.3593   | 2.2913   | 2.2360   |
| 31 | 29  | 4.1830   | 3.3277   | 2.9340   | 2.7014   | 2.5454   | 2.4324   | 2.3463   | 2.2782   | 2.2229   |
| 32 | 30  | 4.1709   | 3.3158   | 2.9223   | 2.6896   | 2.5336   | 2.4205   | 2.3343   | 2.2662   | 2.2107   |

Keterangan :

DF1 = Numerator

DF2 = Denumerator

# THE RESEARCHER AUTOBIOGRAPHY

**Busrah** was born on 19th March 1991 in Lambanan, South Sulawesi. She lived there until she was 12 years old. Then, she moved to Bajo with her family. She is the third child of two brothers and two sisters. Her father's name is Dahlan and her mother's name is Ramahu.

She started to go to school at SDN 362 Parigusi and she graduated in 2003. She continued her study at SMP PMDS Putri Palopo and she finished her study in 2006. Then, she continued her study at the same school (SMA PMDS) and she graduated in 2009. At the same year, she continued her study at Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo took English Departement. She finished her study in 2014 by getting academic degree Sarjana Pendidikan (S.Pd).

In the end of her study at Sekilah Tinggi Agama Islam Negeri (STAIN) Palopo, she wrote a thesis entitle "*The Influences of English Day Program Toward Improving Students' Speaking Skill at The Eleventh Years Students of SMA Pesantren Modern Datok Sulaeman (PMDS) Putri Palopo*"

# APPENDIXES

**Appendix 01**

## RESEARCH DATA

| No | X<br>(The Applied of English Day Program) | Y<br>(Students Ability in English Speaking Skill) |
|---|---|---|
| 1 | 81 | 83 |
| 2 | 85 | 88 |
| 3 | 80 | 81 |
| 4 | 85 | 86 |
| 5 | 80 | 81 |
| 6 | 77 | 78 |
| 7 | 81 | 84 |
| 8 | 75 | 78 |
| 9 | 74 | 79 |
| 10 | 80 | 84 |
| 11 | 75 | 76 |
| 12 | 85 | 88 |
| 13 | 84 | 86 |
| 14 | 80 | 79 |
| 15 | 78 | 87 |
| 16 | 84 | 86 |
| 17 | 80 | 81 |
| 18 | 82 | 83 |
| 19 | 79 | 78 |
| 20 | 81 | 84 |
| 21 | 82 | 82 |
| 22 | 80 | 81 |
| 23 | 73 | 76 |
| 24 | 70 | 73 |
| 25 | 76 | 80 |
| 26 | 75 | 77 |
| 27 | 85 | 85 |
| 28 | 83 | 85 |
| 29 | 81 | 82 |
| 30 | 72 | 75 |
| 31 | 78 | 80 |

**Appendix 02**

## QUESTIONNAIRE

Dibawah ini tersedia pernyataan mengenai penerapan pembelajaran bahasa Inggris melalui English Day Program (Hari Bahasa).

1. Bacalah dengan teliti petunjuk sebelum anda menjawab.
2. Tulislah identitas anda peda tempat yang telah disediakan
3. Anda diminta memberikan tanda cek (√) pada kolom yang sesuai dengan pendapat anda.
4. Pada setiap pernyataan disediakan 5 pilihan jawaban, pilihlah jawaban sesuai dengan keadaan anda dengan jujur. Kejujuran anda sangat membantu.

*Keterangan:*

a. (SS)     : Sangat Setuju
b. (S)      : Setuju
c. (N)      : Netral
d. (TS)     : Tidak Setuju
e. (STS)    : Sangat Tidak Setuju

## IDENTITAS RESPONDEN

**Nama :**

**TTL  :**

**Kelas :**

| NO | PERNYATAAN | SS | S | N | TS | STS |
|---|---|---|---|---|---|---|
| 1 | Saya suka pelajaran bahasa Inggris | | | | | |
| 2 | Saya merasa kurang dalam pelajaran bahasa Inggris khususnya speaking | | | | | |
| 3 | Saya lebih mudah memahami bahasa Inggris dengan adanya English Day Program | | | | | |
| 4 | Siswa (Santri) harus aktif untuk ikut serta dalam English Day Program (Hari Bahasa) | | | | | |
| 5 | Saya sangat senang dengan adanya English Day Program (Hari Bahasa) karena membantu meningkatkan kemampuan speaking saya | | | | | |
| 6 | Jadwal yang ditetapkan telah memungkinkan untuk meningkatkan speaking skill siswa. | | | | | |
| 7 | English Day Program dibentuk untuk meningkatkan kemampuan speaking siswa (Santri) | | | | | |
| 8 | Selama ada English Day Program (Hari Bahasa) kemampuan speaking saya meningkat daripada sebelumnya. | | | | | |
| 9 | Sulit sekali dalam menerapkan English Day Program | | | | | |
| 10 | Saya selalu berlatih bercakap dalam bahasa Inggris dimanapun saya bertemu dengan teman-teman saya selama English Day berlangsung. | | | | | |
| 11 | English Day Program (Hari Bahasa) tidak menarik dan membosankan serta sedikitpun tidak memperikan pengaruh pada kemampuan speaking saya. | | | | | |
| 12 | Setiap siswa memiliki kesempatan yang sama | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | untuk mempraktekkan speaking mereka dalam English Day Program (Hari Bahasa) sehingga mereka termotivasi untuk meningkatkan kemampuan speaking mereka. | | | | | |
| 13 | Sebaiknya materi dalam English Day program adalah materi yang lebih spesifik pada peningkatan speaking siswa | | | | | |
| 14 | English Day Program (Hari Bahasa) sangat efektif dalam meningkatkan kemampuan saya dalam mata pelajaran bahasa Inggris khususnya speaking. | | | | | |
| 15 | Menurut saya English Day Program(Hari Bahasa) ini masih membutuhkan management yang baik lagi untuk pengembangan kearah yang lebih baik. | | | | | |
| 16 | Sebainya guru/pengurus Osis yang menangani program ini harus lebih ketat dalam mengawal progran ini agar berjalan dengan baik. | | | | | |
| 17 | Siswa (santri) yang aktif dalam program ini setidaknya sudah mampu untuk mempraktekkan daily conversation (percakapan sehari-hari) | | | | | |
| 18 | English Day Program (hari bahasa) harus melahirkan out put yang mampu bersaing dengan sekolah lain. | | | | | |

**Appendixes 03**

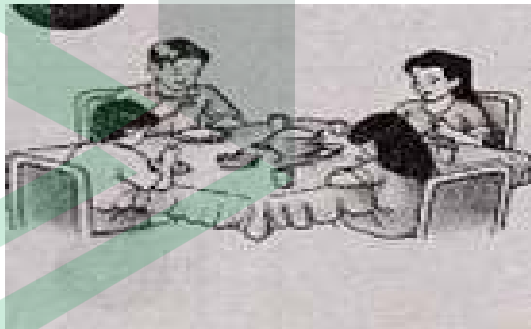## PICTURES TO ORAL TEST

Tell what he does  in the picture !

1)



2)



3)



4)



5)