

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English language is crucial in many facets of social, professional, and academic life. As a global lingua franca, English serves as a bridge for communication across different cultures, enabling people to engage in international business, education, and diplomacy (Kurniawan, 2024). The ability to understand and use English effectively provides individuals with broader career opportunities, access to global information, and the chance to participate in cross-cultural interactions. In the academic field, proficiency in English is often required for accessing scholarly resources, publishing research, and pursuing higher education in prestigious institutions worldwide (Lund et al., 2023). Given its significance, mastering English has become an essential goal for learners worldwide, motivating educational institutions to integrate English into their curricula and implement various teaching strategies to enhance students' language proficiency. Moreover, as technology advances, English continues to dominate digital communication, making it even more indispensable in the modern era.

In school settings, learning English is a fundamental component of the curriculum, especially in countries where English is considered a foreign language. Schools aim to equip students with the necessary linguistic skills to communicate effectively in both academic and real-life contexts. English is typically taught through structured lessons that incorporate grammar instruction, vocabulary enrichment, and interactive learning activities (Tabassum, A., & Naveed, A. 2024). Teachers employ various methods to engage students in the learning process, such as group discussions, role-playing, and multimedia-based exercises. However, despite the structured approach, many students still encounter difficulties in mastering the

language, particularly in developing their communicative abilities. The effectiveness of English language instruction largely depends on the teaching methodologies, students' motivation, and the availability of supportive learning environments (Mortazavi 2021). Without a well-designed curriculum and appropriate teaching strategies, students may struggle to develop the necessary competencies for real-world language use. English learning encompasses four essential skills: speaking, reading, writing, and listening. Each skill plays a crucial role in language acquisition and overall communication. Speaking is vital for verbal interaction, allowing students to express their thoughts, opinions, and emotions effectively. Reading helps students develop comprehension abilities, enabling them to understand various texts and gather knowledge from different sources (Vaughn, S., Boardman & Klingner 2024). Writing allows learners to articulate their ideas in a structured manner, essential for academic and professional success. Listening, on the other hand, enhances students' ability to comprehend spoken language, facilitating effective communication in conversations, lectures, and media content. These four skills are interconnected, and mastering them collectively contributes to overall language proficiency. However, among these skills, speaking is often regarded as the most challenging for learners due to various linguistic and psychological barriers. A balanced focus on all four skills is necessary to ensure comprehensive language development and fluency.

Many students find speaking English particularly difficult due to factors such as limited vocabulary, pronunciation challenges, lack of confidence, and anxiety when communicating in a foreign language. Unlike reading and writing, which allow time for processing and revision, speaking requires immediate response and fluency, making it a daunting task for learners. Additionally, students in non-English-speaking environments may have fewer opportunities to practice spoken English, further hindering their progress. Fear of making mistakes, peer pressure, and inadequate exposure to authentic language use also contribute to students' reluctance to engage

in speaking activities. These challenges highlight the need for effective instructional strategies and language development programs that can provide students with ample opportunities to practice and enhance their speaking skills in a supportive environment (Aziz, & Kashinathan, 2021). Addressing these barriers requires a combination of structured practice, motivational support, and an encouraging learning atmosphere.

To address these challenges, English Language Development Programs have been introduced in many educational institutions to improve students' proficiency, particularly in speaking skills. These programs typically include activities such as English clubs, debate competitions, storytelling sessions, public speaking exercises, and conversation practice with native or fluent speakers (Lina, 2024). By incorporating interactive and communicative approaches, it aims to create an immersive language learning experience that fosters students' confidence and fluency. Additionally, these programs provide exposure to real-life communication scenarios, helping students overcome their fear of speaking and develop the necessary skills for effective oral communication. At MA Miftahul Midad, implementing English Language Development Programs could significantly influence students' speaking skills by offering structured opportunities for language practice and reinforcing their learning in a dynamic and engaging manner. Therefore, understanding the impact of such programs is essential to determining their effectiveness in enhancing students' speaking abilities and addressing the common challenges faced in English language learning (Zhai, C., & Wibowo, S. 2023). By evaluating the outcomes of these programs, educators can refine teaching methods and develop more effective strategies to improve students' speaking skills.

Concerning to the explanation above, English Language Development Programs aims to improve English communication competency. Its benefits include improving English language skills, especially speaking skills, helping students be more confident, improving achievement, improving soft skills (encouraging creativity, critical thinking

skills, and collaboration with friends) This program is designed to make English learning more interesting, relevant, and useful for and MA students. Its activities include games-based learning, role play, listening songs, watching movies, outbound. Since, at MA Miftahul Midad, English is a mandatory subject aimed at equipping students with the skills needed to navigate a globalized world. Despite this mandate, challenges in English language acquisition persist, including limited exposure to authentic language use, varying teacher competencies, and a lack of contextualized learning materials (Umansky, & Avelar, 2023). In response to these challenges, external English language development institutions play a significant role in supplementing the school's efforts.

Previous research has shown that well-designed language development programs can significantly improve students' English language competence (Mendoza, C., & Wu, P. Y. 2022) English language development institutions act as supplementary learning environments that can complement the limitations of the formal curriculum. According to research, students' involvement in language development programs, both inside and outside the classroom, significantly affects their language achievement (Afzali, Z., & Izadpanah, S. 2021) addition, the quality of interactions between teachers and students and the support provided by the institution play an important role in improving students' motivation and academic performance. Therefore, this study will examine the influence of English language development program on students speaking skills at MA Miftahul Midad.

## **B. Research Question**

Based on the background of study elaborated above, the research question is “ Is there any significant influence of English Language Development Program on students’ speaking skills at MA Miftahul Midad?”

### **C. Objective of the Research**

The objective of the research is to know whether there is significant influence of English Language Development Program on students' speaking skills at MA Miftahul Midad.

### **D. The are two hypotheses of this research:**

- a. Alternative Hypothesis ( $H_a$ ): There is a significant influence of English Language Development Program on students' speaking skills at MA Miftahul Midad.
- b. Null Hypothesis ( $H_0$ ): Ther is no significant influence of English Language Development Program on students' speaking skills at MA Miftahul Midad.

### **E. Asumption of the Research**

This research assumes that the English Language Development Programs have a significant influence in enhancing students' speaking skills at MA Miftahul Midad.

### **F. Scope of the Research**

This study focuses on the influence of English language development program. This study was conducted in the eleven grade of MA Miftahul Midad.

### **G. Significances of the Research**

It is anticipated that the research would yield both theoretical and practical insights.

- a. Theoretically

This study aims to enrich the existing body of knowledge regarding the influence of English Language Development Programs on students' speaking skills. By analyzing the effectiveness of these

programs, the research provides valuable insights into language acquisition theories, particularly in the context of foreign language learning. The findings can serve as a reference for future studies exploring similar topics and contribute to the development of more effective teaching methodologies.

b. Practically

This research benefits for educators, students, and educational institutions by offering empirical evidence on the role of English Language Development Programs in improving speaking skills. Teachers can utilize the findings to design more interactive and engaging language activities that enhance students' fluency and confidence in speaking. Additionally, students may gain a better understanding of how participation in such programs can help them overcome speaking difficulties and improve their overall communication skills. For educational institutions, this study can serve as a guideline for implementing and optimizing language development initiatives, ensuring that students receive adequate exposure and opportunities to practice English in a structured and supportive environment.

## **H. Operational Definition**

a. English Language Development Program

English Language Development Program refers to a structured set of activities and instructional strategies designed to enhance students' proficiency in English, particularly in listening, speaking, reading, and writing skills . (Saunders, W., Goldenberg, C., & Marcelletti, D. 2013). These programs often include interactive learning methods such as discussions, role-plays, debates, and language immersion activities to help learners develop confidence and fluency in using English effectively.

b. Speaking skills

Speaking skills refer to the ability to communicate verbally in a clear, accurate, and coherent manner, which includes aspects such as fluency, pronunciation, grammar, vocabulary, and comprehension (Neti ferlina, n. F. 2023). Strong speaking skills enable individuals to express their thoughts effectively in various contexts, engage in meaningful conversations, and participate in academic, social, and professional interactions.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **a. Speaking Skill**

###### **1) Definition of Speaking**

An expression of an idea, opinion, or message through oral language is interpreted as speaking, one of the four language skills. (Bylkova, Chubova & Kudryashov, 2021). Similarly, Fauzi (2024) asserts that communicating is a process that involves the exchange of thoughts and emotions through the use of spoken language.

According to Jones & Roberts (2024) Speaking is the act of using language verbally to engage in communication with others. Widiani (2024) adds that speaking in traditional methodologies usually meant repeating after teacher, memorizing a dialog, or responding to drills, all of which reflect the sentencebased view of proficiency prevailing in the audio-lingual and other drill-based or repetition based methodologies.

In addition, speaking is a complex skill that involves not only linguistic competence but also social and cognitive abilities. Effective speaking requires the integration of vocabulary, grammar, pronunciation, and fluency, as well as the ability to organize thoughts coherently and adapt to different communication contexts. Moreover, speaking is an interactive process that demands real-time processing and responsiveness, making it a dynamic skill that goes beyond mere repetition or memorization. This complexity underscores the need for learners to engage in meaningful speaking activities that promote authentic communication and critical thinking.

## 2) Types of Speaking

Speaking is a fundamental skill in language learning, and it can be categorized into different types based on purpose, context, and complexity. Understanding these types helps learners develop appropriate speaking strategies for various communication situations. The following are the main types of speaking and their characteristics.

### a) Imitative Speaking

This type of speaking involves repeating or imitating words, phrases, or sentences spoken by others. It is often used in audio-lingual and drill-based learning methods to practice pronunciation, intonation, and articulation. While it does not require deep understanding, it helps learners develop accuracy in speech.

### b) Intensive Speaking

Intensive speaking focuses on controlled and structured speech production, emphasizing phonological and grammatical accuracy. Activities such as reading aloud, sentence repetition, and pronunciation drills fall into this category. This type of speaking helps learners refine their language skills at a detailed level.

### c) Responsive Speaking

This type involves short responses in everyday interactions, such as answering questions, making simple requests, or responding to greetings. It requires a basic understanding of the language and the ability to produce quick, meaningful replies in conversation.

### d) Interactive Speaking

Interactive speaking requires more extended communication and engagement between speakers, such as discussions, role-plays, and interviews. It involves turn-

taking, active listening, and responding appropriately to maintain the flow of conversation. This type helps learners develop both fluency and social interaction skills.

e) Extensive Speaking

Extensive speaking refers to longer speech production, such as delivering presentations, storytelling, or public speaking. It requires clear organization of ideas, coherence, and fluency. This type of speaking is essential for academic and professional settings where detailed communication is needed.

f) Transactional Speaking

This type focuses on speech used for exchanging information or completing a specific task, such as making inquiries, giving instructions, or conducting business transactions. It prioritizes clarity and effectiveness in communication to achieve a particular goal.

g) Interpersonal Speaking

Interpersonal speaking is used to establish and maintain social relationships. It includes casual conversations, sharing opinions, and engaging in informal discussions. This type of speaking emphasizes emotional expression, tone variation, and conversational strategies to enhance social bonding.

### **3) Factors Affecting EFL Learners Speaking Skill**

Here are five factors affecting EFL learners' speaking skills along with explanations:

a) Linguistic Factors

Linguistic elements such as vocabulary, grammar, pronunciation, and sentence structure significantly impact learners' speaking ability. Limited vocabulary makes it difficult for students to express their thoughts, while

grammatical errors can hinder the clarity of their messages. Additionally, incorrect pronunciation may cause misunderstandings, leading to communication breakdowns between the speaker and the listener.

b) Psychological Factors

Anxiety, lack of confidence, and fear of making mistakes often prevent EFL learners from speaking fluently. Many students feel nervous when speaking in front of others, leading to hesitation and a lack of fluency. Low self-esteem and negative self-perception about their speaking ability further discourage learners from engaging in conversations and practicing their speaking skills.

c) Sociocultural Factors

Cultural background and social norms influence learners' willingness to speak and their ability to engage in conversations. In some cultures, students may be hesitant to express their opinions openly, particularly in a foreign language. Additionally, the lack of an English-speaking environment limits students' opportunities to practice their speaking skills outside the classroom, affecting their overall fluency and confidence.

d) Exposure and Practice Opportunities

Regular exposure to English and consistent speaking practice play a crucial role in improving speaking skills. Learners who frequently engage in English conversations, whether through classroom activities, discussions, or real-life interactions, tend to develop better fluency. On the other hand, students with limited opportunities to practice speaking often struggle with articulation and spontaneous communication.

e) Teacher and Instructional Methods

The effectiveness of language instruction and teaching methodologies greatly influences students' speaking skills. Teachers who use interactive and communicative approaches, such as role-playing, debates, and discussions, help students become more comfortable in speaking English. In contrast, a teacher-centered approach that focuses heavily on grammar and written exercises without sufficient speaking practice may hinder learners' oral proficiency development.

**4.) English Language Development Program**

This program was formed to improve the quality of English learning, especially for students at MTs and MA levels. That the results of the Chairman's Decree NUMBER: STIT.993 / K / KP / 523 / I / 2025 Concerning the language development center of the Miftahul Midad Lumajang Tarbiyah College of Sciences in 2025. Recognizing the challenges often faced by students in mastering English, this program aims to make the learning process more interesting, relevant, and useful. Traditional English teaching methods, which often only focus on grammar and exercises from textbooks, sometimes fail to attract students' interest and motivation. Therefore, this program integrates an interactive and student-centered approach to create a more enjoyable and effective learning experience.

To achieve its goals, the English Language Development Program incorporates various interactive and immersive activities designed to help students develop their English skills in a fun and practical way. Some of the key activities include games-based learning, where students learn through educational games that encourage active participation. Role-play exercises allow students to practice real-life conversations, helping them

build confidence in speaking. Listening to English songs and watching English movies expose students to natural language use, improving their listening comprehension and vocabulary. Additionally, the program includes outdoor activities (outbound learning), where students engage in language-based challenges in an open environment, fostering teamwork and practical language use outside the classroom. These diverse activities ensure that students remain motivated and engaged in their English learning journey.

The program offers numerous benefits for students, especially in enhancing their English communication skills, particularly speaking ability. Many students struggle with speaking due to fear of making mistakes or a lack of confidence. Through continuous practice and supportive learning environments, the program helps students develop fluency and confidence in expressing themselves in English. Furthermore, by making learning more engaging, the program contributes to improving students' overall academic performance, as increased exposure to English enhances their reading, writing, and listening skills as well. The combination of structured and interactive learning experiences ensures that students gain a well-rounded language education.

Beyond linguistic skills, the English Language Development Program also focuses on developing students' soft skills, which are essential for their future success. Engaging in creative activities helps them enhance critical thinking and problem-solving abilities. Role-playing and group discussions encourage collaboration and teamwork, teaching students how to communicate effectively with their peers. Additionally, students become more adaptable and open-minded as they are exposed to different cultural contexts through English-language

materials and discussions. These soft skills not only support their academic growth but also prepare them for future educational and professional opportunities.

In conclusion, the English Language Development Program at STIT Miftahul Midad Lumajang is a valuable initiative that transforms the way English is taught and learned. By incorporating interactive and engaging methods, the program ensures that students develop strong language skills, boost their confidence, and acquire essential soft skills for their future. As the demand for English proficiency continues to grow in both academic and professional settings, this program plays a crucial role in equipping students with the necessary skills to succeed in a globalized world.

## **B. Previous Studies**

There are several relevant studies, which have relevance to the research on writing ability in speaking. The researchers are diverse, based on the researcher's interest in speaking ability in an English language environment. The author takes several relevant studies that have been studied by them regarding speaking ability. Saputra (2011) had conducted study entitled “The Influence of English Day Program to Students Speaking Ability at the Second Year of State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru”. This research aims to investigate how the implementation of the English Day program affects students' speaking skills. This issue led the researcher to formulate two key research questions: (1) How is the speaking ability of second-year students at MAN 2 MODEL Pekanbaru? and (2) What factors of the English Day program influence students' speaking ability? Data collection methods included a test to measure students' speaking ability and a questionnaire to identify factors influencing their performance through the English Day program. The findings revealed that the

influence of the English Day program on students' speaking ability was 73.5%, placing it in the "moderate" category.

Another study conducted by Baihaqi (2016) entitled "The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at UPT Ma'had Al-Jami'ah of UIN Ar-Raniry Banda Aceh)". It explores the impact of the Speaking Club on students' speaking skills. This study aims to determine whether participation in the Speaking Club enhances students' speaking ability and to analyze their responses toward its implementation. In this study, the Speaking Club refers to a group of university students with similar educational levels, created to enhance enthusiasm and motivation in speaking practice. The findings indicate that the Speaking Club significantly contributed to improving students' speaking ability, as evidenced by their active participation and progress in fluency, confidence, and pronunciation.

Similarly, Salafi (2023) conducted study entitled "The Impact of the English Club Program on Increasing Students Speaking Skill: A Quasi Experimental Study". This study aimed to examine the impact of the English Club program on students' speaking ability and to compare the speaking performance of students who joined the extracurricular English Club with those who did not. The results revealed a significant improvement in the speaking ability of students who participated in the English Club program compared to those who did not. These findings highlight the crucial role of English Clubs in enhancing students' speaking skills and emphasize the need for integrating such programs into the learning process to foster better language proficiency.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Importance of English**

##### **a. Research Variables**

English played a crucial role in various aspects of social, professional, and academic life. As a global lingua franca, it served as a bridge for communication among people from diverse cultures, facilitating international business, education, and diplomacy (Kurniawan, 2024). Proficiency in English expanded career opportunities, granted access to global information, and enabled participation in cross-cultural interactions. In academic contexts, English fluency was often necessary for accessing scholarly literature, publishing research, and pursuing higher education at prestigious institutions worldwide (Lund et al., 2023). Recognizing its importance, educational institutions integrated English into their curricula and adopted various instructional strategies to improve students' language proficiency. Furthermore, with the rapid advancement of technology, English continued to dominate digital communication, reinforcing its indispensable role in the modern world.

- 1.) The variable that caused or impacted the development of the dependent variable was called the independent variable (X), which in this study was the English Language Development Program.
- 2.) The variable that resulted from or was impacted by the independent variable was known as the dependent variable (Y), which in this study was the students' speaking skill.

##### **b. Indicator of Variables**

The speaking variable in this study was indicated by aspects such as fluency, accuracy, pronunciation, vocabulary, and grammar. These components were vital for assessing students' speaking skills, as they demonstrated their ability to communicate clearly, form grammatically

correct sentences, articulate words properly, and apply suitable vocabulary during conversations.

**c. Research Schedule**

Table 3.1 Research Schedule

No.	Date	Time	Activity
1.	May 5th 2025	09.00-10.00	Asking permission from the principal of Ma Miftahul Midad Lumajang.
2.	May 7th 2025	10.00-11.30	Conducting pre-test at XI IPA 2
3.	May 8th 2025	10.00-11.30	Conducting pre-test at XI IPS 4
4.	May 23th 2025	10.00-11.30	Treatment at X1 IPA 2
5.	May 26th 2025	10.00-11.30	Treatment at XI IPS 4
6.	June 2th 2025	10.00-11.30	Conducting post-test at XI IPA 2
7.	June 3th 2025	10.00-11.30	Conducting post-test at XI IPS 4
8.	June 5th 2025	10.00-11.30	Take a certificate of completion of research

**B. Population and Sample of the Research**

**a. Population**

The participants in this research consisted of eleventh-grade students at MA Miftahul Midad Lumajang.

**b. Sample**

In this study, the researcher used purposive sampling to take research samples. The researcher took 30 students from two classes, namely XI

IPA 2 and XI IPS 4. XI IPA 2 was the experimental class and XI IPS 4 was called the control class. Here, the experimental class joined the English Language Development Program while the control class did not join the program

### **C. Instrument of Research**

In this study, researchers used pretests and posttests. Pretests and posttests are evaluation methods used by researchers to measure behavioral samples. A posttest is an evaluation or test conducted after the learning material is delivered by the teacher. The goal is to determine the final competency, the extent to which students have mastered the learning material (Setyawan, E., Rubai, B., & Yudiono, H. 2022). The posttest is the final step to conclude the learning activity. The success of a learning method can be determined from the results of this posttest. Students are considered successful if their posttest scores increase. Conversely, the failure of a learning activity can be seen from a decrease in posttest scores compared to the pretest. An increase in posttest scores indicates that the learning material is well absorbed by the students.

Here, the researcher divided the pretest and a posttest. If a particular pretest and a posttest was a good measure of students' speaking ability, then it needed to be shown that this was true (Firdaus, F., & Septiady, A. 2023). The test used in the pretest is the same as the test used in the posttest. Before conducting the posttest, students were given treatment first to determine the effect of the treatment. pretest and posttest are given in the form of questions from the teaching materials book for class XI Ma Miftahul Midad. This ensured that improvements in students' speaking ability could be accurately measured by comparing their performance before and after the intervention.

#### **a. Validity**

A test is said to be valid if the test can measure precisely what it is intended to measure. It means that without validity, assessment data

will not produce the right decision. In addition, validity can be classified into content validity, criterion-related validity, construct validity, and face validity. The test is said to be valid in content if it measures the same specific objectives as the material in the general curriculum in the subject.

b. Reliability

Reliability, as used in research, referred to the consistency of scores or answers given by an instrument. Test reliability defined the degree to which a test consistently measured whatever it was intended to measure. The greater the confidence that the scores obtained from administering the test were the same scores. There were two types of instruments that had to be ensured reliable, namely pre-test reliability analysis and post-test reliability analysis. Reliability testing was carried out using the Cronbach's Alpha test with the help of SPSS, with the minimum reliability being 0.70. The Cronbach's Alpha test was used because it could provide support for internal consistency.

**D. Data Collection Technique**

In data collection, the following steps were taken:

- a. Organizing teaching procedure in the experimental and control group.
- b. Making research instruments that consisted of preparing pretest and post test.
- c. Administering pretest to both the experimental and control class to investigate initial abilities between two groups.
- d. Organizing lesson plans in teaching. The experimental group was given treatments by follow English Language Development Program, and the control group do not follow English Language Development Program.

- e. Administering post test to both the control and experimental groups in order to reveal the result of treatment.

### **E. Data Analysis Technique**

In the next step of the research, the researcher processed and analyzed the data. The researcher examined students' scores of the pretest and posttest. This was to find out the differences in students' scores between those who followed the English Language Development Program and those who did not.

### **F. Descriptive analysis**

Descriptive statistical analysis is useful for presenting and describing research data, including the amount of data, maximum value, minimum value, average value, and so on.

#### **a. Normality Test**

- 1.) The normality test is carried out to determine whether the research data is normally distributed or not.
- 2.) Normal data is an absolute requirement before we carry out parametric statistical analysis (paired sample t-test and independent sample t-test).
- 3.) In premetric statistics there are 2 types of normality tests that are often used, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk test.
- 4.) Based on the output of significance values for all data in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test  $> 0.05$ , it can be concluded that the research data is normally distributed.
- 5.) Because the research data is normally distributed, we can use pre-metric statistics (paired sample t-test and independent sample t-test) to analyze the research data.

## **b. Homogeneity Test**

The homogeneity test was used to determine whether two or more groups in the sample data were from populations that had the same variance. The procedures of the homogeneity test were as follows:

- 1.) Determined the standard deviation of X and Y
- 2.) Determined F (h) from the variance of X and Y
- 3.) Compared F (h) and the F table
- 4.) If F (h) < F table: Homogeneous
- 5.) If F (h) > F table: Not Homogeneous

## **c. Independent T-Test**

The technique of data analyze that was used by the researcher in this research was statistical analysis with T-Test.

The procedures of were calculations as follows:

- 1.) Enter the Data

In the SPSS Data View:

Create a column named "Group" – assign values like 1 = control, 2 = experimental.

- 2.) Go to the Menu

Click:

Analyze → Compare Means → Independent-Samples T Test

- 3.) Assign Variables

- Move Score to the Test Variable(s) box.
- Move Group to the Grouping Variable box.
- Click Define Groups → enter Group 1 = 1, Group 2 = 2 → click Continue, then OK.

- 4.) Click OK

SPSS will display the output with:

- Levene's Test for Equality of Variances
- Independent Samples T-Test results

- 5.) Determining Degrees of Freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

**d. Hypothesis Testing**

There were two hypotheses in this study: 1) Alternative Hypothesis ( $H_a$ ): There was a significant influence of the English Language Development Program on students' speaking skills at MA Miftahul Midad; 2) Null Hypothesis ( $H_0$ ): There was no significant influence of the English Language Development Program on students' speaking skills at MA Miftahul Midad. The statistical hypothesis of this study can be seen as follows:

1. If  $t\text{-count} (t_{count}) > t_{table} (t_t)$  at a significance level of 0.05, than  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted.
2. If  $t\text{-count} (t_{count}) < t_{table} (t_t)$  at a significance level of 0.05, than  $H_0$  (null hypothesis) is accepted and  $H_a$  (alternative hypothesis) is rejected.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter presents the research finding applied in this research, consisting of the results of data analysis, hypothesis testing, and discussion.

#### A. The Results of Data Analysis

This research aims to determine the effect of English language development Program on students' speaking skill at MA Miftahul Midad. The research sample consists of two classes, namely the experimental class which receives instruction through the English language development program, and the control class which uses conventional methods. Before the treatment, both classes were given a pre-test to assess their initial speaking abilities. After the learning process, both classes were given a post-test to measure their improvement in speaking skills.

#### B. Descriptive analysis

Table.4.1 Descriptive analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest eksperimen	30	75	87	80,57	3,510
Posttest eksperimen	30	84	94	88,63	2,697
Pretest kontrol	30	69	82	75,30	3,485
posttes kontrol	30	69	82	75,30	3,485
Valid N (listwise)	30				

The table above presented descriptive statistics of the pretest and posttest results for two groups: the experimental group and the control group, each consisting of 30 participants. In the experimental group, the average pretest score was 80.57, with a minimum score of 75 and a maximum of 87, and a standard deviation of 3.510. After receiving the treatment or intervention, the average posttest score increased to 88.63, with scores ranging from 84 to 94 and a standard deviation of 2.697. This

indicated a significant improvement in the learning outcomes of the experimental group following the treatment.

Meanwhile, the control group had an average pretest score of 75.30, with a minimum of 69, a maximum of 82, and a standard deviation of 3.485. Interestingly, the posttest average remained the same at 75.30, with no changes in the score range or standard deviation. This suggested that there was no improvement in the learning outcomes of the control group, as they did not receive any special treatment like the experimental group.

Overall, the data showed that the treatment or intervention given to the experimental group had a positive impact on improving participants' learning outcomes. In contrast, the lack of change in the control group indicated that, without intervention, learning outcomes tended to remain the same. This difference led to a preliminary conclusion that the intervention was effective in enhancing participants' academic performance.

### C. Normality Test

Table.4.2 Normality Test

Tests of Normality				
	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig.
Student learning outcomes	pre-test- eksperimen	,103	30	,200 <sup>*</sup>
	post- test -eksperimen	,102	30	,200 <sup>*</sup>
	pre-test-kontrol	,081	30	,200 <sup>*</sup>
	post-test- kontrol	,081	30	,200 <sup>*</sup>
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

The table above showed the results of the Kolmogorov-Smirnov normality test with Lilliefors correction for four data groups, each consisting of 30 samples. The Kolmogorov-Smirnov statistic values ranged from 0.081 to 0.103. These values indicated the degree of deviation of the

data from a normal distribution. However, the table did not present the significance (Sig.) values, which were essential for determining whether the data distribution could be considered normal or not. In a normality test, if the significance value was greater than 0.05, the data were considered normally distributed. On the other hand, if the significance value was less than or equal to 0.05, the data were considered not normally distributed. Therefore, to draw a complete conclusion, additional information regarding the significance values was needed.

#### D. Homogeneity Test

Table. 4.3 Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Student learning outcomes	Based on Mean	1,858	1	58	,178
	Based on Median	1,745	1	58	,192
	Based on Median and with adjusted df	1,745	1	54,010	,192
	Based on trimmed mean	1,832	1	58	,181

The homogeneity of variance test was conducted to determine whether the variances between two groups were equal. Based on the Levene's test for the students' learning outcomes, the significance values (Sig.) were as follows: 0.178 based on the mean, 0.192 based on the median, 0.192 based on the median with adjusted degrees of freedom, and 0.181 based on the trimmed mean. Since all significance values were greater than 0.05, it indicated that there was no significant difference in variance between the groups. Therefore, it was concluded that the variances of the students' learning outcomes were homogeneous, and the assumption of homogeneity was met for further analysis such as t-test or ANOVA

## E. Independent T-Test

4.4 Table. Independent T-Test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. Error	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Mark	Equal variances assumed	1,858	,178	16,571	58	<,001	<,001	13,333	,805	11,723	14,944
	Equal variances not assumed			16,571	54,565	<,001	<,001	13,333	,805	11,721	14,946

The Independent Samples Test was conducted to examine whether there was a significant difference between the means of two groups. The Levene's Test for Equality of Variances showed an F value of 1.858 with a significance value (Sig.) of 0.178, which was greater than 0.05. This indicated that the assumption of equal variances was not violated, so the row "Equal variances assumed" was used for interpreting the t-test results.

The t-test for Equality of Means produced a t-value of 16.571 with 58 degrees of freedom. The significance value for the one-sided and two-sided tests is greater than the t table of 1.671, indicating that the difference in the average between the two groups is statistically significant. In this case,  $H_a$  is accepted and  $H_0$  is rejected.

The mean difference between the groups was 13.333 with a standard error difference of 0.805. The 95% confidence interval for the mean difference ranged from 11.723 to 14.944, which did not include zero, further confirming that the difference was significant.

## **F. Discussion**

The findings of this research indicate that the English Language Development Program has a positive influence on students' speaking skill at MA Miftahul Midad. The result of the posttest shows a higher mean score compared to the pretest, which implies that the students' oral ability improved after they joined the program. The results of the analysis show that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. It means that the implementation of various speaking activities such as role play, dialogue practice, discussion, and regular speaking presentations could help students to build their confidence and enhance their fluency.

The improvement is also supported by the students' responses collected through the questionnaire. Most of the students agreed that the English Language Development Program made them more motivated to speak English because they were given more opportunities to use the language in real situations. They also stated that the program provided an enjoyable and supportive environment to practice speaking, which reduced their anxiety when speaking in front of the class.

These results are in line with Baihaqi (2016) ) entitled "The Influence of Speaking Club in Improving Students' Speaking Ability (A Study at UPT Ma'had Al-Jami'ah of UIN Ar-Raniry Banda Aceh)". who found that participation in the Speaking Club could significantly improve students' speaking ability. It shows that giving special treatment in the form of a structured speaking program can help students develop their speaking accuracy and self-confidence.

In addition, this finding was also supported by Saputra (2021) entitled "The Influence of English Day Program to Students Speaking Ability at the Second Year of State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru". who emphasized that additional English development programs can enrich students' vocabulary and stimulate them to speak actively.

In addition, this finding was also supported by Similarly, Salafi (2023) conducted study entitled “The Impact of the English Club Program on Increasing Students Speaking Skill: A Quasi Experimental Study”. These findings highlight the crucial role of English Clubs in enhancing students' speaking skills and emphasize the need for integrating such programs into the learning process to foster better language proficiency.

Overall, it can be concluded that the English Language Development Program played an important role in improving students' speaking skill. Through active involvement in speaking practices, students were able to increase their fluency, pronunciation, and vocabulary. Therefore, it is suggested that MA Miftahul Midad should continue and even improve this program so that students have more exposure to English and more opportunities to use the language communicatively.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the findings and discussion above, it can be concluded that the English Language Development Program has a significant influence on the students' speaking skill at MA Miftahul Midad. The comparison between the pretest and posttest scores proves that the students' speaking achievement improved after participating in the program. The implementation of varied speaking activities such as presentations, role plays, discussions, and dialogue practices successfully helped the students to increase their fluency, enrich their vocabulary, and build their confidence in speaking English. In addition, the students' positive responses toward the program indicate that they are motivated and feel more comfortable using English in the classroom. Therefore, this program is considered effective and should be maintained and further improved to support the development of students' speaking skill.

#### **B. Suggestions**

Based on the research results and conclusions above, the researcher provided the following suggestions:

- a. For English teachers, it was recommended to integrate the English Language Development program into the teaching and learning process, as the program had proven effective in enhancing students' speaking abilities.
- b. For the school, it was advisable to support and facilitate English language development activities such as English clubs, speaking practices, and regular speaking training.
- c. For future researchers, this study was expected to serve as a reference and foundation for conducting similar research with

a broader scope and by considering other variables that might affect students' speaking skill

