

**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**



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1432 H/2011 M**

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Thesis

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(S.Pd.)



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ABSTRACT

The title of this research is “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”.

Some of the students of State Islamic Senior High School 2(MAN 2 MODEL) Pekanbaru still do not confident, feeling block – minded in expressing ideas spontaneous. The writer is interested to carry out the research dealing with this problem with formulations:

1. How are students’ speaking ability of the second year students of State Islamic Senior High School 2 (MAN2 MODEL) Pekanbaru.
2. What factors of English Day influence students’ speaking ability at the second year students of State Islamic Senior High School 2 (MAN2 MODEL) Pekanbaru.

The subject of this research is the students of State Islamic Senior High School 2(MAN 2 MODEL) Pekanbaru in academic year 2009-2010. There were six classes and the total number of the students was 180. Therefore, the researcher took 25% of the students as the sample.

To collect the data, the researcher used questioner, and test. Test was the primary instrument in collecting the data to measure the students speaking ability at the second year of State Islamic Senior High School 2(MAN 2 MODEL) Pekanbaru, and the Questionnaire was used to find out the factor influence of English day program to students speaking ability.

In addition, after the data collected, the data were processed and analyzed by using formula as follows:

$$P = \frac{f}{N} \times 100\%$$

To find out the percentage level of the influence of english day program to students speaking ability, the researcher uses the measurment as follows:

76% - 100% is high

56% - 75% is enough

0% - 55% is low

Based on research finding after calculating the influence of English day program is 73.5%. It concludes that the influence of English day program to students speaking ability at the second year students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru categorized into “**enough**”.

ABSTRAK

Judul penelitian ini adalah "Pengaruh Program English Day Terhadap Kemampuan Berbicara Siswa kelas dua Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru".

Sebagian siswa Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru masih tidak percaya diri berkomunikasi dengan bahasa Inggris, dan merasa blok - minded dalam menuangkan ide-ide secara spontan. Penulis tertarik untuk melakukan penelitian yang berkaitan dengan masalah ini dengan formulasi:

1. Bagaimana kemampuan berbicara siswa kelas dua Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru.
2. Faktor apa dari program English day yang mempengaruhi kemampuan berbicara siswa kelas dua Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru.

Subjek penelitian ini adalah siswa Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru pada tahun ajaran 2009-2010. Ada enam kelas dan jumlah siswanya adalah 180. Oleh karena itu, peneliti mengambil 25% dari siswa sebagai sampel.

Untuk mengumpulkan data, peneliti menggunakan kuesioner, dan tes. Tes adalah instrumen utama dalam pengumpulan data untuk mengukur kemampuan berbicara siswa pada kelas dua Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru, dan Kuesioner digunakan untuk mengetahui faktor yang mempengaruhi kemampuan siswa berbicara melalui program English day.

Selain itu, setelah data yang dikumpulkan, data diproses dan dianalisis dengan menggunakan rumus sebagai berikut:

$$P = \frac{f}{N} \times 100\%$$

Untuk menemukan tingkat persentase pengaruh dari program english day terhadap kemampuan berbicara siswa, peneliti menggunakan alat ukur sebagai berikut:

76% - 100% adalah Tinggi

56% - 75% adalah cukup

0% - 55% adalah Rendah

Berdasarkan hasil penelitian setelah dikalkulasikan, pengaruh program English day 73.5 %. Disimpulkan bahwa pengaruh program english day terhadap kemampuan berbicara siswa kelas dua Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru dikategorikan "**cukup**".

ملخص

عنوان هذا البحث هو "أثر البرنامج الرئيسية اليوم ضد طلاب حديثه القدرة الدفعة الثانية من المدارس الدينية عاليه نيغيري 2 (مان موديل 2) بيكاتبارو".

بعض طلاب المدارس الدينية عاليه نيغيري 2 (مان موديل 2) بيكاتبارو لا يزال غير واثق على التواصل باللغة الانكليزية، وشعر كتل التفكير في التعبير عن الأفكار بشكل عفوي. الكتاب المهتمين في مجال إجراء البحوث ذات الصلة لهذه المشكلة مع صياغة :

1. تكلم وماذا عن قدرة طلبة الصف الثاني المدارس الدينية عاليه نيغيري 2 (2 مان موديل) بيكاتبارو.

2. ما هي العوامل الرئيسية من برنامج اليوم الذي يؤثر على القدرة على الكلام اثنين من طلاب الصف من المدارس الدينية عاليه نيغيري 2 (مان موديل 2) بيكاتبارو

وكان موضوع هذه الدراسة طالب من المدارس الدينية عاليه نيغيري 2 (مان موديل 2) بيكاتبارو في العام الدراسي 2009-2010. هناك ستة فصول وعدد الطلاب 180. ولذلك، أخذ الباحثون 25 ٪ من الطلاب في العينة.

لجمع البيانات، واستخدم الباحثون استبيانات، والاختبارات. الاختبار هو الأداة الرئيسية في جمع البيانات لقياس القدرة على الكلام اثنين من الطلاب الصف في المدارس الدينية عاليه نيغيري 2 (مان 2 النموذجية) بيكاتبارو، والاستبيان المستخدمة لتحديد العوامل التي تؤثر في قدرة الطالب على التحدث من خلال يوم البداية.

وبالإضافة إلى ذلك، وبعد البيانات التي يتم جمعها ومعالجتها وتحليل البيانات باستخدام الصيغة التالية :

$$P = \frac{f}{N} \times 100\%$$

للعثور على مستوى نسبة استخدام لغة اختلاط الطلاب واستخدم الباحثون أداة قياس على النحو

التالي :

76 ٪ -- 100 ٪ وعالية

56 ٪ -- 75 ٪ غير كافية

0 ٪ -- 55 ٪ هي قليلة

استنادا إلى نتائج الدراسة بعد احتساب تأثير، برامج البهاسا اليوم 73،5 ٪. خلصت إلى أن تأثير برنامج اليوم إلى القدرة على التكلم البهاسا طالبة المدارس الدينية عاليه نيغيري 2 (مان موديل 2) بيكاتبارو تصنيف "كفى".

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English one of languages used as a communication tool that has an important role in every part of life in facing global era and in development of science. English is used to develop many aspects of our life, especially science, technology, trade, politics, etc. Our government decides that English as a compulsory subject taught in every level of educational instruction in Indonesia starting from elementary school level until university level.

Based on the School based curriculum (KTSP), there are four language skills that should be learned by the students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru. They are listening, speaking, reading and writing. Listening and speaking can be said as oral language, while reading and writing are as written language. One of the purposes of teaching English to the students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru is developing students' communicative competence in both oral and written to achieve the level of informational literacy.

Learning English is a long process and it takes time and hard work to study it. So, in order to have good English proficiency, the students have to learn the important parts of language. They are language components (grammar, phonology, and vocabulary) and language skills (listening, reading, speaking and writing). It means that language skills and language components must be learned to master English because language skills and language components have an

important function to each other. Celce Murcia, M, et al (1983) said that English components affects proficiency and skills (listening, reading, speaking, and writing).

Speaking is an important skill. In speaking, someone can express his or her idea or give information to others. According to Nunan (1991:51), learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. As the far as writer sees that in State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru, the students do not feel confident to speak English. There are still many factors that influence them optimally to practice it. For example: the students' are shame or afraid in making mistakes in speaking.

State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru is one of Islamic Senior High Schools in Pekanbaru. This school is located in Ponegoro Street Pekanbaru. The writer wants to make the study in this school about English day program and its influence to students' speaking ability.

There is a program named English Day at State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru. English day program is executed on every Saturday. This program has been started from 2004 until now.

It is programmed to students in order that they are able to increase their English ability (speaking, reading, listening and writing) and as motivation to be good English students. Brown (1994:256) said that most of efforts of students in oral production come into the form of conversation, or dialogue and implement techniques in interactive classroom. English day program is the day that the

students are able to express their ability, such as speech, poem, singing, debate, drama, etc.

Savignon (1983:10) states “the development of the concept of communicative competence as it relates to language teaching can be traced to two sources, theoretical and practical sources.” The students of State Islamic senior high school 2 (MAN 2 MODEL) Pekanbaru do not only get theories in the regular class meeting, but also practice in their daily activities. In English day program, students can practice their English skills in training like speech, poem, singing, debate, drama, etc.

English day program is an English language teaching and learning program that is designed by State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru to increase the ability of the students in English. Based on the writer’s observation, English day program has many purposes, they are:

- Motivate the students to practice English
- To increase students speaking ability
- Help the students be more confident in expressing idea

Burghardt in Syah (2005:118) also stated that a habit is arising from decrease of response process by using stimulation which repeatedly.

Speaking is one of important parts for students in learning a language because they can communicate the language to other people especially in teaching learning language process. Brown (1994: 29) said that communicative competence is the goal of language classroom. It can be said that the goal of English classroom is to produce learners who are able to communicate or speak

English well. So, English students are expected to use English speaking in everywhere to master it.

According to Curriculum Based Competence (KBK) of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, English subject is one of the important subjects taught there. State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru has one program that is executed on Saturday morning called by English day. English day program is one of extracurricular in State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru.

Every students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru are obligated to take English English day. In State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, the students have studied English for three meetings a week and every meeting consist of 90 minutes and English day is on Saturday morning. State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru has qualified teacher and they are professional in teaching, they used text book and teaching method according to the curriculum based competence and KTSP.

Actually, English day program still has many problems to students speaking ability and the writer found some phenomenon's for this research as follows:

1. Some of the students do not confidently communicate oral English.
2. Some of the students feel block – minded to find ideas in speaking
3. Some of the students have difficulty expressing ideas spontaneous

According to the background above, the writer would like to conduct a research entitled: “The Influence of English Day Program to Student’s Speaking Ability at the Second Year Students of State Islamic Senior High School (MAN 2 MODEL) Pekanbaru.”

B. The Problem

1. The Identification of the Problem

Based on the description about the background and phenomenon above, the writer identifies the problems concerning with the influence of English day program to students speaking ability:

- a. Why are some of the students not confident to communicate oral English?
- b. Can English day program support the students’ capability in speaking?
- c. Can English day program help the students in increasing their motivation to speak?
- d. Can English day program influence the students’ ability in speaking English?

2. Limitation of the Problem

Pertaining to the problem above, the writer limits the problem of the research only to “The Influence of English Day Program to Students Speaking Ability at the Second Year Students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru.”

3. Formulation of the Problem

Pertaining to the identification of the problem, thus the problem of this study is formulated in the following questions:

- a. How is student speaking ability of the second year students of State Islamic Senior High School 2 (MAN 2 MODEL) pekanbaru?
- b. What factors of the English Day influence students’ speaking ability at the second year students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru?

C. Objectives of the Research

- a. To find out the influence of English day program to students’ speaking ability at the second year students of State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru.
- b. To find out the influence factors of English day program to students’ speaking ability at the second year students of State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru.

D. Significance of the Research

The writer hopes that this study can give contribution and information for English teacher of state Islamic Senior High School 2 (MAN2 Model) Pekanbaru, especially about speaking ability of the students in English.

E. Definition of Term

a. Influence

Influence is power to produce an effect on somebody or something. Influence is a cognitive factor that tends to have an effect on what you do. Influence is the effect of one thing (or person) on another (<http://en.wiktionary.org/wiki/influence>).

Influence is the power or ability to affect someone's beliefs or actions, is a person or thing with such ability or power, is the power arising out of status, contacts, or wealth, is the power to produce a physical change (http://www.askoxford.com/concise_oed/influence?view=uk). The writer makes conclusion here about influence. Influence is a power to effect students speaking ability at Senior High School 2 (MAN 2 Model) Pekanbaru.

b. English Day Program

English day program is an extracurricular that is designed and executed on Saturday morning by State Islamic High School 2 (MAN 2 MODEL) Pekanbaru. The purpose of this program has good contribution to increase the students' ability and to reach the target score in curriculum, especially to grow up the habit in

speaking English well. In this program, the students will be able to appreciate their skill in debate, speech, poem, singing, drama, etc.

c. Speaking Ability

Brown, G Yule (1983) stated that speaking ability is the capacity of a speaker to tell something well to other persons, as his listener in speaking, thereby the listener can catch or understand the oral communication, could run smoothly. The speakers express his needs and communicate information at least in short burst.

The definition above refers to know the students speaking ability after using English day program.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking

Speaking is one of the English skills. It is an important thing if someone would like to master the language because it is an application of language skills after listening, reading, and writing. On the other hand, speaking has an important rule in having four language skills.

Speaking is very important to learn because it can make us easy in communication. It can also improve the students' pronunciation, grammatical structure, and vocabulary. It means, mastering speaking skills make us able to communicate with other nations in the world.

Widdowson in Asrida (2005:14) said that speaking is the active or productive skill and makes use of oral medium. He further says that communication through speaking is commonly performed face to face and occurs as a part of dialogue or other forms of verbal exchange.

In addition, Harmer in Asrida (2005:14) said that speaking is the ability to speak English fluency presupposes not only a knowledge feature but also the ability to process information and language on the spot. He further said that among the elements necessary for spoken production are the following:

a. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech meanings. They allow the extra expression of emotion and intensive.

b. Lexis and grammar

Spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language function.

c. Negotiation language

Effective speaking benefits from the negotiation language, we use to speak clarification and to show the structure of what we are saying.

From the above quotation, we can infer that speaking is conveying message orally to the others and of course we have to consider about the structure and spoken production. Similarly, Byrne in Asrida (2005:15) explained that in language learning context, developing the ability to use a language means mastering the system of the grammatical structure of the language it self, acquiring its structure within the general vocabulary of normal communication among native speaker at conversation among native speaker at conversation space.

In discussing about speaking, Morris in Asrida (2005:15) stated that a living language is basically oral communication between members of community, both for expression of thought and as a form of social behaviour. Wilkins in Asrida (2005:15) said that in speaking the ability to compose sentence is needed but it is not the only

ability needed because oral communication takes place when someone makes use of sentences to perform a variety of different social functions.

According to Finocchiaro and Bomano (1987:109-110), the speaker must think of the idea he wishes to express, he must change the position of tongue and jaw in order to articulate the appropriate sound, he must be consciously aware of the grammatical, lexical, and cultural elements needed to express his idea, he must be sensitive to any change in the register or style necessitated by the person to whom he is speaking and the situation in which the conversation is taking place. All of these are interrelated because physical, mental and physiological processes must take place simultaneously. Widdowson (1984:54) defines speaking as the active productive skill and the use of oral production in communication through speaking is commonly performed face to face.

In speaking English, as a target language the main concern is with the ability to communicate informally on everyday subjects with sufficient fluency to hold the attention of the listener. In addition we can infer that speaking is verbal communication for transmitting messages from one to another.

2. The Importance of Speaking

The ability to speak English is very important in human life because the goal of language learning is to enable the students to use the language in communication.

Language has a social function in which communication appears through interaction with one another such as their primary goal of study, either to get some

personal satisfaction or being able to speak foreign languages. There are actually many things that we should improve in speaking for example practicing English every day.

3. Factors Affecting EFL Learners Speaking Skill

Byrne (1978:8) defines speaking as a two way process between the speaker and the listener. When a person is speaking a foreign language there are times when the other person does not understand the speaker. In other words the message encoded by the speaker does not decode by the listener. Brown (1994:85) and Shumin (1997) stated that the effective factors take a great part in affecting students speaking ability. Further details about factors affecting EFL learners speaking skill are explained below:

a. Aural Medium

Shumin in Asrida (2005:17) stated that listening plays important part in the development of speaking abilities. Before we do the activity of speaking, there is another activity that precedes it, that is listening. Normally, one person speaks and the other responds through attending by means of listening process. Byrne in Asrida (2005:17) stated that oral communication involved the productive skills of speaking and receptive skill of understand. During the classroom interaction, the learners are demanded to listen to the information and then to respond to the information.

b. Pronunciation

Pronunciation is the way in which a language or particular word is pronounced (Longman Dictionary of Contemporary English, 1987) said that pronunciation is the key to gain full communicative competence stress, rhythm and intonation are the feature of pronunciation.

Almost all English language teachers get students to study grammar and vocabulary practice through functional dialogues, take a part in productive skill activities and become competent in listening and reading, yet some of these same teacher make little attempt to teach pronunciation any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sound and intonation perhaps they feel they have too much to do already and pronunciation teaching will only make they worse. Harmer (2001:103) stated that pronunciation teaching not only makes students aware of different sound and sound feature but can also improve their speaking immeasurable concentrating on sound, show where they are made in mouth, and make students aware of where words should be stressed.

In addition, the people being aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English. In pronunciation, there are two particular problems in teaching and learning pronunciation (1) What students hear, some students get difficulties hearing pronunciation features, which we want them to produce (2) The intonation

problem, some of the students find it extremely difficult to hear tunes of to identify the different pattern but also the ability to process information and language the spot.

c. Accuracy and Fluency

(Brown, 1994:254) stated that accuracy is one of the important points in oral communication skills. It includes clearness, exactness, and correctness in grammar and phonology. He adds that students will become accurate in speaking if the teaching focuses on the elements of phonology, grammar and discourse in their spoken output. Likewise, Byrne (1979:10) emphasizes that to communicate effectively, the learner need adequate mastery of grammar and vocabulary as well as phonology.

Being accurate in speaking is not well enough to judge that a person performs good way of speaking. It should be followed by fluency.

d. Affective Factors

Affective factors influence the success of language learning significantly. Since they include of emotions, self esteem, empathy, anxiety, attitude and motivation (Shumin, 1997), Brown (1994) in Shumin (1997) stated that language learning is susceptible to human anxiety, which is associated with feeling of uneasiness frustration, self-doubt and apprehension. The sensitivity of the learner to

make mistake, or fear of losing face is the explanation of the inability of them to speak English without hesitation.

1) Self-Confidence

In learning process, a sort of personality that the students should show is a high self-confidence (Leuster, 1994:4) According to Nazar (1996:13) self-confidence forces the student to be expressive. Brown (1994:22) thinks that self-confidence in learning foreign language has something to do with the language ego. He explains that learning a new language all together made one will have the sense and feeling of second identity.

Brown (2001:61) stated that learner's belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task. However, lack of self-confidence makes one afraid to express something. As the result they feel discourage to practice the knowledge undeveloped. In learning foreign language the learner should be encouraged to try out language without the fear of being shouted as if they happened to be wrong (Revell, 1984:8). Because of that, as a teacher and parents should treat with affection, give them lot of courageous, and perform them a less tension open communication often.

2) Feeling and Attitude

The activities of valuating thing are called feeling (Charles, 1980:24). Having a feeling of like or dislike toward things, objects, people, or ideas in our environment will form the attitude (Reilly and Lewis, 1983) in Jacobsen, Eggen and Kauchak

(1989:79) defines attitude as the strong aura of feeling that influence our inclination of act of accepting or refusing things.

3) Self-discipline

Lefrancoise in Asrida (2005:21) refers discipline to the self control hence individual describe as being highly discipline if they are able to control over their personal activities.

Self-discipline is one of the success keys and very needed if we want to be a success man/woman in every aspect in learning, such as in speaking, reading, writing and listening. If we have self-discipline, we know the right time and the correct way to manage everything as a good thing.

4) Motivation

Motivation is a factor most influence and have a great contribution to be success in speaking because it is a support in students' selves to reach everything that students need. As a student, if he/she has good motivation, he/she will study hard to be a success in speaking, and if he/she does not have motivation, the student does not want to study hard. Winkle in Asrida (2005:22) said that it is self-power which direct one to act to achieve the certain purpose.

4. The Components of Speaking

Speaking is very important in mastering English. The students who learn English required to mastering the ability to speak and communicate with each other.

The ability involves the five components. According to Harris (1974 in Devi 2008:15), there are five components of speaking ability. Then he adds; to measure components theoretically, we must have typical scale where each component has a set of qualities (level) to be rated and a series of possible rating. Harris describes the rating as follows:

A. Vocabulary

Vocabulary comprises the right and appropriate use of word. Vocabulary is one of the extreme aspects that support speaking in English. Hornby (1987:956) stated that vocabulary is the total number of words that establish a language. It seems that vocabulary plays an important role in speaking. Nunan (1991:117) stated that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary we will be unable to use the structure and function of words which have learned.

B. Grammar

Grammar is one of the language components. Grammar means the ability to use sentences in general and structural use. By using the correct grammar the listener will know when the action happens, where the action takes place, who the audiences, who the speakers, etc. Although for the beginners did not force to speak by the correct grammar. Using the correct grammar makes someone know the real meaning of the sentence.

C. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process exchanging ideas between speaker and listener. According to Hornby (1974:427) fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. In speaking, someone needs to speak fluently in order to make someone easy to understand what he or she said.

D. Pronunciation

According to Richard, et al. (1992:296) "pronunciation is the way a certain sound or sounds are produced". To make our communication is accepted by our listeners, it is better for us to pronoun the words clearly, especially with the words that has most similar pronunciation such as head (hed), and hate (heit), and the word has similar formation such 'read' in the regular (pronounce by ri:d) and in the regular (pronounce by red).

E. Comprehension

Comprehension is an understanding (Swan, 1996). It indicates that in comprehension the speaker and the listeners have to understand what the intended meaning of the speaker means when he/she says something.

5. The Purpose of Speaking

It is beneficial to understand that purpose of the speaking itself. The purposes are stated as follows:

1. To expect students have a language function skill ability to make them self understood.
2. To enable students to convey meaning.
3. To make the students be able to express themselves orally.
4. To motivate students in order to be able to communicate orally with a native speaker.
5. To motivate students in order to use English properly.

6. Techniques to Improve English Speaking Ability

- a. Improve your English speaking ability in your free time.

English is one of the most commonly spoken languages around the world. Having the ability to speak English well will help you communicate with people from many different countries, even if English is not their first language. If you're not completely confident in your English speaking ability, there are a number of exercises you can practice to improve the level of your speaking.

b. Listen to English Conversations

Listening to naturally spoken English is one of the quickest ways to learn how English is used in conversation. It also helps you hear the flow of the English language and how native speakers connect words and phrases together. Don't get frustrated if you cannot understand everything at first. Take time to understand and practice, repeating the different conversations you hear. Your comprehension and speaking abilities will increase drastically. Watch movies or TV shows with native English-speaking actors.

c. Set Aside Time to Practice

Take time every day or every week to practice speaking English. Get together with friends who also know English and set a rule that you can only speak English for a given amount of time. Talk with English-speaking friends over Skype or find a private English conversation tutor to help you. Try not to plan your conversations in advance, because learning to think and speak on your toes is a critical step in becoming more fluent in English.

d. Learn from Your Mistakes

When practicing your English speaking skills, do not be afraid to make mistakes. Just talk and express yourself in a way that makes sense to you. When you practice, ask a friend who is fluent in English or who is a native English speaker to point out your mistakes. Ask him/her to tell you how to

correct your mistakes, and apply this information to your future English conversations.

e. Read in English

Read news articles or books in English. Reading will introduce you new vocabulary and give you an idea of what words go well together. Read the sentences and paragraphs out loud to listen to the sound of the words you see on the paper. If reading is a new practice for you, start by reading articles on topics that are familiar to you to help your reading comprehension.

f. Practice Pronunciation

Pronouncing words correctly will help others understand you better when you speak. If you come across a difficult word, look it up in an online dictionary. These dictionaries have a pronunciation key that you can play and listen to. Try to mimic the pronunciation you hear. Record yourself speaking to hear your progress.

7. English Day

English day program is an English language teaching and learning program that designed by State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru to increase the ability of the students in English. Based on the writer observation, English day program has many purposes, they are:

- Motivate the students to practice English

- To increase students speaking ability
- Help the students be more confident in expressing idea

Hornby (1989:385) said that theoretically education is a system of training and instruction designed to give knowledge and develop skills. English day program also a system of training to give knowledge about English components. In English day program there are some activities, such as debate, speech, poem, singing, drama. The students should be able to express their skill in speech, debate, poetry, song and drama to enrich the purpose of English day.

Brown (1994:256) said that most of efforts of students in oral production come into the form of conversation or dialogue and implement techniques in interactive classroom.

According to Torndike in Mustaqim (2001:50), law of exercise or law of use law of disuse—Relationship between stimulus and responds will increase strength if they are often used or trained and will decrease, even vanish at all if they are seldom used or have never at all. Burghardt in Syah (2005:118) also stated that a habit is arising from decrease of response process by using stimulation which repeatedly. Based on the theory, the writer assumes that English day is able to increase students' capability because English day program is as stimulus that is given by the teacher to increase students capability in speaking.

8. English Day Activity

- Drama

Drama is a play for the theatre, radio or television.

- Speech

Formal talk given to an audience

- Poem

Piece of writing arranged in lines

- Sing

Make musical sounds with your voice in the form of a song or tune

- Debate

Formal discussion at a public meeting or in parliament

B. Relevant Research

There are some of relevant researches, which have relevancy to the research of the write in speaking ability area. The researchers are various, based on the researcher's interest about speaking ability in English setting. The writer takes some relevant researches which have been investigated by them concerning to speaking ability area.

Juwita (2006) researched about "The contribution of code of conduct to the speaking ability of the second year students of senior high school of darel hikmah boarding school". In her research, she described that the code of conduct

implemented by students at the second year of Darel Hikmah Boarding School is enough and their speaking ability is enough. According to the problem and the test applied by the writer in this research to test and hypothesis, r table whether in the level $5\% = 0.381$, it can be formulated $0.381 < 0.37$ and the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, it means that there is significant contribution of code of conduct implemented by the students at the second year of Darel Hikmah boarding school toward their speaking ability.

C. Operational Concept

According to Hornby (2000:265) said concept is an idea or a principle that is connected with something abstract. To avoid misinterpretation in this study, this part will express the operational concept. Concept is an important element in scientific study because it is still operated in an abstract form of the research planning which must be interpreted in to particular words in order to make easy to be measured empirically as follows:

1. The audience and the presenter are active on English day program.
2. The students are able to express their idea in English.
3. The students pronounce the word correctly.
4. The students use correct grammar in speaking.
5. The students use correct vocabularies in speaking.
6. The students speak fluently.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Design of this research is descriptive. The writer describes about the influence of English day program to students speaking ability at the second year students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru.

B. Location and Time of this Research

This research was conducted at State Islamic Senior High School 2 (MAN 2 Model) Pekanbaru. State Islamic Senior High School 2 (MAN 2 Model) is located on Ponegoro Street Pekanbaru. It was conducted from April until June 2010 (2009/2010 academic year).

C. Subject and Object of the Research

The subjects of this research are the second year students of state Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, while the object of the research was the influence of English day program to students speaking ability.

D. Population and Sample of the Research

Population of this research was 180 respondents of second year students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, they consisted of six classes. The researcher took 25 % sample of population research from the total number of population. According to Arikunto (2002:112), said that "if the

subjects are more than 100 respondents, they can be taken 10-15% or 20-25% or more than it". The writer took respondents 25 % from the population of second year students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru.

TABLE III.1
Total students population of the second year students of
State Islamic Senior High School 2
(MAN 2 MODEL) Pekanbaru

No	Class	Population		
		Male	Female	Total
1	XI IPA. 1	13	13	30
2	XI IPA. 2	14	16	30
3	XI IPA. 3	13	17	30
4	XI IPS. 1	14	16	30
5	XI IPS. 2	12	18	30
6	XI IPS. 3	11	19	30
Total		77	103	180

E. Technique of Collecting Data

In order to get the data to support this research, the techniques of collecting data by using the following:

a. Questioner

The writer gave some questions to second year student of State Islamic senior high school 2 (MAN 2 MODEL) Pekanbaru. The researcher asked some questions to the students in relevant to this study.

b. Test

Test was used to measure the students speaking ability. The writer used recorder to record the students' activity on oral test. According to

Harris theories (1989:84 in Devi 2008), speaking test must consist of five components, namely; pronunciation, vocabulary, grammar, fluency, and comprehension. They have typical scale where each component has a set of qualities (level) to be rated a series of possible rating; Harris describes the rating as follow:

Table III. 2 CATEGORY AND SCORE OF SPEAKING

Category	Score
5	17 – 20
4	13 – 16
3	9 – 12
2	5 – 8
1	1 – 4

The speaking result was evaluated by concerning five components and each component has core or level. Each component had 20 points highest score and the total all of the components was 100. The specification of the test can be seen in the table below:

Table III. 3 THE SPECIFICATION OF THE TEST

No	Speaking Components	The High Score
1	Pronunciation	20
2	Grammar	20
3	Fluency	20
4	Vocabulary	20
5	comprehension	20
Total		100

F. Data Analysis

The writer will be analyzed 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 by using the following formula. Hartono (2003:18):

$$P = \frac{f}{N} \times 100\%$$

P : Individual score

f : Frequency

N : Number of item

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation

1. The Description of the Data

In the previous chapter, it has been explained that the aim of the research is to find out 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. To gain the data in this research about 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, the writer used observation, questioner, and test.

The data from the test were taken by using oral test. The result of speaking test was evaluated by concerning pronunciation, grammar, fluency, and vocabulary.

In this research, the writer also used questioner that consisted of some questions. Each question had alternative answers: always, often, sometimes, seldom, and never. This instruments were used to find out the influence of English day to students speaking ability at the second year of State Islamic senior High School 2 (MAN 2MODEL) Pekanbaru.

2. The Data of the influence of English Day Implemented by the Students

This data about the influence of English day implement by the students were obtained through questioner which accordance with the operational concept in chapter II. To give weight of each questioner, the likert scale used the scale of continuum, namely always, often, sometimes, seldom, and never. There were 21 statements in this questioner. Each statement was derived from indicator in operational concept.

To analyze the data of questionnaires, the writer gave score on every item as follows:

Table IV.2
The Classification Table Score of Questionnaires

OPTION	SCORE	APPARENT
Always	5	Excellent
Often	4	Good
Sometimes	3	Fairly good
Seldom	2	Fair
Never	1	Poor

In order to present the data of the influence of English day implement by the students, it is presented in table IV.2. The frequency distribution of each indicator observed is as follows:

Table IV.3
I Use English as long as English Day Activity

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
1	Always	40	84%
	Often	4	8%
	Sometimes	4	8%
	Seldom	-	-
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 84% of the respondents stated always, 8 % of the respondents stated often, 8 % stated sometimes, and 0 % of the respondents stated seldom and never. The conclusion is that the majority of the students always use English as long as English day program.

Table IV.4
I Write the Difficult Word in English Day

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
2	Always	40	84%
	Often	4	8%
	Sometimes	4	8%
	Seldom	-	-
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 84% of the respondents stated always, 8 % of the respondents stated often, 8 % stated

sometimes, and 0 % of the respondents stated seldom and never. The conclusion is that the majority of the students always write the difficult word in English day program.

Table IV.5
I Use New Word in Conversation

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
3	Always	25	52%
	Often	15	31.3%
	Sometimes	7	14.6%
	Seldom	1	2.1%
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 52% of the respondents stated always, 31.3 % of the respondents stated often, 14.6 % stated sometimes, 2.1% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students always use the new word in conversation.

Table IV.6
I Express Question if there are Unclear

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
4	Always	14	29.2%
	Often	23	47.9%
	Sometimes	10	20.8%
	Seldom	1	2.1%
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 29.2% of the respondents stated always, 47.9% of the respondents stated often, 20.8% stated sometimes, 2.1% of the respondents stated seldom and 0 % of the respondents stated never. The conclusion is that the majority of the students often express the question if unclearly in English day program.

Table IV.7
I Use Dictionary to Increase Vocabulary Skill

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
5	Always	10	20.8%
	Often	23	47.9%
	Sometimes	15	31.3%
	Seldom	-	-
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 20.8% of the respondents stated always, 47.9% of the respondents stated often, 31.3% stated sometimes, and 0 % of the respondents stated seldom and never. The conclusion is that the majority of the students often use dictionary to increase vocabulary skill.

Table IV.8
I Attend in English Day on time

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
6	Always	45	93.8%
	Often	3	6.2%
	Sometimes	-	-
	Seldom	-	-
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 93.8% of the respondents stated always, 6.2% of the respondents stated often, and 0 % of the respondents stated sometimes, seldom and never. The conclusion is that the majority of the students always attend to English day.

Table IV.9
I Participate in English Day

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
7	Always	10	20.8%
	Often	13	27.1%
	Sometimes	14	29.2%
	Seldom	9	18.7%
	Never	2	4.2%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 20.8% of the respondents stated always, 27.1% of the respondents stated often, 29.2% stated sometimes, 18.7 % of the respondents stated seldom, and 4.2 % of the

respondents stated never. The conclusion is that the majority of the students sometimes participate in English day.

Table IV.10
I Study about Grammar at Home to Increase Speaking Ability

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
8	Always	13	27.1%
	Often	7	14.6%
	Sometimes	17	35.4%
	Seldom	7	14.6%
	Never	4	8.3%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 27.1%, of the respondents stated always, 14.6% of the respondents stated often, 35.4% stated sometimes, 14.6% of the respondents stated seldom, and 8.3 % of the respondents stated never. The conclusion is that the majority of the students sometimes study about grammar at home.

Table IV.11
I am Able to Take Risk in Grammar When I Start to Talk

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
9	Always	9	18.8%
	Often	8	16.7%
	Sometimes	11	22.9%
	Seldom	12	25%
	Never	8	16.6%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 18.8% of the respondents stated always, 16.7% of the respondents stated often, 22.9% stated sometimes, 25 % of the respondents stated seldom, and 16.6% of the respondents stated never. The conclusion is that the majority of the students seldom able to take risk in grammar when star to talk.

Table IV.12
I Ask my Friend to Correct my English when I Make a Mistake

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
10	Always	25	52%
	Often	15	31.3%
	Sometimes	7	14.6%
	Seldom	1	2.1%
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 20.8% of the respondents stated always, 27.1% of the respondents stated often, 29.2% stated sometimes, 18.7 % of the respondents stated seldom, and 4.2 % of the respondents stated never. The conclusion is that the majority of the students sometimes participate in English day.

Table IV.13
I Use Silent Way When I do not Know How to Communicate with Somebody

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
11	Always	15	31.3%
	Often	10	20.8%
	Sometimes	9	18.7%
	Seldom	7	14.6%
	Never	7	14.6%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 31.3% of the respondents stated always, 20.8% of the respondents stated often, 18.7% stated sometimes, 14.6% of the respondents stated seldom, and 14.6 % of the respondents stated never. The conclusion is that the majority of the students always use silent way when do not know how to communicate with somebody.

Table IV.14
I study Conversation to Improve my English

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
12	Always	9	18.7%
	Often	10	20.8%
	Sometimes	10	20.8%
	Seldom	14	29.2%
	Never	5	10.5%
TOTAL		48	100%

The table above shows the variety answer among the respondents. 18.7% of the respondents stated always, 20.8% of the respondents stated often, 20.8%

stated sometimes, 29.2% of the respondents stated seldom, and 10.5% of the respondents stated never. The conclusion is that the majority of the students seldom study conversation to fluent their English.

Table IV.15
I Use English when I Meet my Teacher even though out of English Class

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
13	Always	5	10.4%
	Often	8	16.7%
	Sometimes	25	52%
	Seldom	7	14.6%
	Never	3	6.3%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 10.4% of the respondents stated always, 16.7% of the respondents stated often, 52% stated sometimes, 14.6% of the respondents stated seldom, and 6.3 % of the respondents stated never. The conclusion is that the majority of the students sometimes use English when meet the teacher even thought out of English day.

Table IV.16
I Listen to English Song to Improve my Pronunciation

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
14	Always	6	12.5%
	Often	6	12.5%
	Sometimes	16	33.3%
	Seldom	20	41.7%

	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 12.5% of the respondents stated always, 12.5% of the respondents stated often, 33.3% stated sometimes, 41.7% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students seldom listen to English to fluent in pronunciation.

Table IV.17
I get the Punishment in English Day

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
15	Always	-	-
	Often	-	-
	Sometimes	13	27.1%
	Seldom	-	-
	Never	35	72.9%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 0% of the respondents stated always, 0% of the respondents stated often, 27.1% stated sometimes, 0% of the respondents stated seldom, and 72.9 % of the respondents stated never. The conclusion is that the majority of the students never get punishment in English day.

Table IV.18
When I take a Mistake, I Will Reprimanded and Corrected by the Teacher

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
16	Always	39	81.3%
	Often	4	8.3%
	Sometimes	5	10.4%
	Seldom	-	-
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 81.3% of the respondents stated always, 8.3% of the respondents stated often, 10.4% stated sometimes, 0% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students always remind and correct by the teacher when make a mistake.

Table IV.19
I Motivate Myself to Use English in Daily Life and Able to Take Risk

OPTION	ALTERNATIVE	FREQUENCY	PRECENTAGE
17	Always	-	-
	Often	6	12.5%
	Sometimes	32	66.7%
	Seldom	6	12.5%
	Never	4	8.3%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 0% of the respondents stated always, 12.5% of the respondents stated often, 66.7%

stated sometimes, 12.5% of the respondents stated seldom, and 8.3 % of the respondents stated never. The conclusion is that the majority of the students sometimes motivate themselves to use English in daily life.

Table IV.20
I Practice with my Friends

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
18	Always	9	18.7%
	Often	19	39.6%
	Sometimes	9	18.7%
	Seldom	10	20.9%
	Never	1	2.1%
TOTAL		48	100%

The table above shows the variety answers among the respondents. 18.7% of the respondents stated always, 39.6% of the respondents stated often, 18.7% stated sometimes, 20.9% of the respondents stated seldom, and 2.1 % of the respondents stated never. The conclusion is that the majority of the students often practice with their friends.

Table IV.21
I mix word (English-Indonesia) if get Problem in Conversation

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
19	Always	7	14.5%
	Often	15	31.3%
	Sometimes	23	47.9%
	Seldom	3	6.3%

	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 14.5% of the respondents stated always, 31.3% of the respondents stated often, 47.9% stated sometimes, 6.3% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students sometimes mix word (English-Indonesia) if they found the problems in conversation.

Table IV.22
I ask my friend to Correct my Pronounce when I take a Mistake

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
20	Always	9	18.7%
	Often	15	31.3%
	Sometimes	16	33.3%
	Seldom	8	16.7%
	Never	-	-
TOTAL		48	100%

The table above shows, the variety answers among the respondents. 18.7%, of the respondents stated always, 31.3% of the respondents stated often, 33.3% stated sometimes, 16.7% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students sometimes ask friend to correct his pronounce when they make a mistake.

Table IV.23
Teacher Motivates the Students to Use English Every Day

OPTION	ALTERNATIVE	FREQUENCY	PERCENTAGE
21	Always	23	47.9%
	Often	12	25%
	Sometimes	12	25%
	Seldom	1	2.1%
	Never	-	-
TOTAL		48	100%

The table above shows the variety answers among the respondents. 47.9%, of the respondents stated always, 25% of the respondents stated often, 25% stated sometimes, 2.1% of the respondents stated seldom, and 0 % of the respondents stated never. The conclusion is that the majority of the students are always motivated by the teacher to use English every day.

Table IV. 24
The questioner recapitulation of English day implemented by students

Table	Option									
	always		Often		sometimes		seldom		Never	
	F	P	F	P	F	P	F	P	F	P
IV. 3	40	84%	4	8%	4	8%	-	-	-	-
IV. 4	40	84%	4	8%	4	8%	-	-	-	-
IV. 5	25	52%	15	31.3%	7	14.5%	1	2.1%	-	-
IV. 6	14	29.2%	23	47.9%	10	20.8%	1	2.1%	-	-
IV. 7	10	20.8%	23	47.9%	15	31.3%	-	-	-	-
IV. 8	45	93.8%	3	6.2%	-	-	-	-	-	-
IV. 9	10	20.8%	13	27.1%	14	29.2%	9	18.7%	2	4.2%
IV. 10	13	27.1%	7	14.5%	17	35.4%	7	14.5%	4	8.3%
IV. 11	9	18.7%	8	16.7%	11	22.9%	12	25%	8	16.7%
IV. 12	25	52%	15	31.3%	7	14.5%	1	2.1%	-	-
IV. 13	15	31.3%	10	20.8%	9	18.7%	7	14.5%	7	14.5%
IV. 14	9	18.7%	10	20.8%	10	20.8%	14	29.2%	5	10.5%

IV. 15	5	10.5%	8	16.7%	25	52%	7	14.5%	3	6.2%
IV. 16	6	12.5%	6	12.5%	16	33.3%	20	41.7%	-	-
IV. 17	-	-	-	-	13	27.1%	-	-	35	72.9%
IV. 18	39	81.3%	4	8%	5	10.5%	-	-	-	-
IV. 19			6	12.5%	32	66.7%	6	12.5%	4	8.3%
IV. 20	9	18.7%	19	39.6%	9	18.7%	10	20.8%	1	2.1%
IV. 21	7	14.5%	15	31.3%	23	47.9%	3	6.2%	-	-
IV. 22	9	18.7%	15	31.3%	16	33.3%	8	16.7%	-	-
IV. 23	23	47.9%	12	25%	12	25%	1	2.1%	-	-
TOTAL	353		220		259		107		69	

3. The Data of Students Speaking Ability

The following data of students speaking ability is taken from the speaking test by recording.

Table IV. 25
The Students Speaking Ability Score

Students	Fluency	Pronunciation	Grammar	Vocabulary	Total	Average
Student 1	4	4	4	5	17	85
Student 2	4	4	4	5	17	85
Student 3	4	4	4	5	17	85
Student 4	3	4	4	4	15	75
Student 5	3	4	3	4	14	70
Student 6	3	4	3	4	14	70
Student 7	3	3	4	4	14	70
Student 8	3	3	3	3	12	60
Student 9	3	3	4	4	14	70
Student 10	3	4	3	4	14	70
Student 11	3	4	3	4	14	70
Student 12	4	4	3	3	14	70
Student 13	3	4	3	3	13	65
Student 14	3	3	4	4	14	70
Student 15	3	3	3	4	13	65
Student 16	3	3	3	4	13	65
Student 17	3	4	4	4	15	75
Student 18	3	3	3	3	12	60
Student 19	3	4	3	4	14	70
Student 20	3	4	4	4	15	75

Student 21	3	3	4	4	14	70
Student 22	3	3	4	4	14	70
Student 23	3	4	4	3	14	70
Student 24	3	3	4	4	14	70
Student 25	4	4	3	4	15	75
Student 26	3	4	3	3	13	65
Student 27	3	3	3	4	13	65
Student 28	3	3	3	4	13	65
Student 29	3	4	4	3	14	70
Student 30	3	4	3	3	13	65
Student 31	3	3	4	4	14	70
Student 32	3	4	3	4	14	70
Student 33	3	3	4	3	13	65
Student 34	4	3	4	3	14	70
Student 35	3	4	3	4	14	70
Student 36	3	4	3	4	14	70
Student 37	3	4	3	4	14	70
Student 38	3	4	3	4	14	70
Student 39	3	4	4	4	15	75
Student 40	3	4	3	4	14	70
Student 41	3	4	4	4	15	75
Student 42	3	3	4	4	14	70
Student 43	3	4	4	4	15	75
Student 44	3	3	3	4	13	65
Student 45	3	3	4	4	14	70
Student 46	3	3	4	4	14	70
Student 47	3	3	4	4	14	70
Student 48	3	4	3	4	14	70

The score of students speaking ability was obtained by calculating the total correct of the entire speaking components by using standard measurement proposed by Brown. The reason why the writer uses the way is to follow the method used by English teacher in second year of state Islamic senior high school² (man 2 model) Pekanbaru. Each components has 5 as the high correct and the maximum correct is 20. Each correct will be multiplied to five. The score can be accounted by using the following formula.

$$S = Tc \times 5$$

Where

S = speaking score

TC = total correct

5 = 100 : 20 (high average multiply maximum correct)

Example:

The writer takes the score of student 1

Student 1 speaking score = $17 \times 5 = 85$

B. The Data Analysis

In this chapter, the writer analyzed the data presented in previous chapter. In analyzing the data, the writer used the technique analysis of qualitative description with percentage and serial correlation. Hence, every option must be standardized according to scored criterion.

a. The Analysis of the Influence of English Day Program to Students

Speaking Ability

To answer the first formulation is that how the influence of English day implemented by the students, the writer used the technique analysis of qualitative description with percentage using the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

$N = \text{Total number}$

Moreover, to find out the level influence of English day to students, the writer used the standard percentage well known as qualitative statement. The categories of qualitative statements are as follow:

76% - 100% Good

60% - 75% Enough

0% - 59% Less

The first step in getting qualitative analysis result is by collecting and classifying each item of questionnaires based on its options and multiplied them by standard scores, which have been determined before.

In analyzing the total of percentage, the level influence of English day to students is recapitulated in one table IV.24 (appendix). From the recapitulation of respondents answering questionnaires, it can be seen as follows:

$$\text{Option A} \quad = 353 \times 5 \quad = 1765$$

$$\text{Option B} \quad = 220 \times 4 \quad = 880$$

$$\text{Option C} \quad = 259 \times 3 \quad = 777$$

$$\text{Option D} \quad = 107 \times 2 \quad = 214$$

$$\text{Option E} \quad = 69 \times 1 \quad = 69$$

From the calculation above, the value of F is $= 1765 + 880 + 777 + 214 + 69 = 3709$ and the total number N is $= 353 + 220 + 259 + 107 + 69 = 1000$. Based on the options above, it can be seen that the highest score is 5, so that $1000 \times 5 = 5000$. Then, it is calculated by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3709}{5040} \times 100\%$$

$$P = 0.735 \times 100\%$$

$$P = 73.5\%$$

To average percentage after calculating is 73.5%. As it was mentioned before, the data collected to measure the influence of English day to students were classified in to three ranges. The percentage obtained to influence of English day to students speaking ability at the second year of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru is 73.5%. It can be categorized “ENOUGH” because 73.5% will be found in categorize (60% - 75%).

b. The Analysis of Students Speaking Ability

As started before, the student speaking ability are marked by the score of speaking. In order to present the data about the students speaking ability, the table is as follow:

Table IV. 26
The Analysis of Students Speaking Ability

No`	Category	Frequency	Percentage
1	Good	415	12 %
2	Enough	2970	88 %
3	Bad	-	-
TOTAL		3385	100 %

Based on the table above, the writer will present the score of each students speaking ability that is categorized good, enough and less as follow:

1. The students' scores that are categorized into good:

85, 85, 85, 80 and 80

2. The students scores that are categorized into enough:

75, 75, 75, 75, 75, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70,
70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70,
70, 70, 65, 65, 65, 65, 65, 65, 65, 65, 65, 60, and 60.

3. There is no student score that is categorized into less

And then, the total of the three categories is:

$$1 + 2 + 3 = N$$

$$415 + 2970 + 0 = 3385$$

Then, it is calculated to 3 (because 3 is the highest score)

$$N = 3385 \times 3$$

$$N = 10155$$

$$F = (415 \times 3) + (2970 \times 2) + 0$$

$$F = 1245 + 5940$$

$$F = 7185$$

Where in:

$$N = 10155$$

$$F = 7185$$

As the result, the average percentage of the category calculation above is:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7185}{10155} \times 100\%$$

$$P = 0.70 \times 100\%$$

$$P = 70 \%$$

The average percentage after calculating is 70%. As it was mentioned before, the data collected to measure the students speaking ability were classified into three ranges. The percentage obtained for students speaking ability at the second year of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru is 70 %. It means that their speaking ability is “**Enough**”.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

English day program is an English language teaching and learning program that designed by State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru to increase the ability of the students in English.

Based on this research, the writer found 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 as 73.5 % categorized into **enough**.

Finally the researcher concludes some points as follows:

1. The students speaking ability score after the test at the second year students of state Islamic senior high school 2 (MAN 2 MODEL) Pekanbaru as follows :
 - a. 5 students are categorized into good (12 %)
 - b. 43 students are categorized into enough (88 %)
 - c. There is no students' score categorized into less

The percentage of students speaking ability after calculating is 73.5%. The data collected to measure the influence of English day to students were classified in to three ranges. The students speaking ability at the second year of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru can be categorized into "ENOUGH" because 73.5% will be found in categorize (60% - 75%).

2. The factors of English day program influence to students speaking ability come from the students themselves such as: intelligence of the students,

students' attitude, interest, talent and students' motivation (internal factor). The other factor of English day program influence to students speaking ability also come from social environment such as: support and motivation from family, teacher and friends (external factor).

B. Suggestion

The writer would like to give some suggestions or contribution dealing with the process of English day program at state Islamic senior high school 2 (MAN 2 MODEL) Pekanbaru follows:

1. To English teacher, English day program must have standard activities to manage the purpose of this program.
2. To English teacher, English day program is one of good programs to motivate the students to practice their skill, so this program have to still going on.
3. To the students of State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru, the writer also hopes to be active in English day program process because speaking practice has contribution to good achievement or high result for other skills (writing, reading, and listening).

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