

**IMPROVING THE SPEAKING ABILITY OF STUDENTS AT SMPN 6
SENGKANG THROUGH ENGLISH DAY PROGRAM**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree in
English Literature Study Program

NAYNI AMRAYNI

F041191112

ENGLISH DEPARTMENT

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

MAKASSAR

2023

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.2368/UN.4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **NAYNI AMRAYNI (F041191112)** to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

Makassar, 15th May 2023

Approved by

First Supervisor



Dra. Nasmilah, M.Hum., Ph.D.
NIP. 196311031988112001

Second Supervisor



Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Literature Study Program



Dra. Nasmilah, M.Hum., Ph.D
NIP. 196311031988112001

**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

LEGITIMATION

THESIS

**IMPROVING THE SPEAKING ABILITY OF STUDENTS AT SMPN 6
SENGKANG THROUGH ENGLISH DAY PROGRAM**

BY

NAYNI AMRAYNI

Student ID Number: F041191112

It has been examined before the Board of Thesis Examination on
and is declare to have fulfilled the requirements.

Approved By
Board of Supervisors

Chairman

Dra. Nasmilah, M.Hum, Ph.D

NIP. 196311031988112001

Secretary

Hidayatullah Yunus, S.S., M.Tesol

NIP. 199210072022043000

Dean Faculty of Cultural Sciences Head of English Literature Departement



Prof. Dr. Akin Duli, M.A.
NIP. 196307161991031010

Dra. Nasmilah, M.Hum, Ph.D

NIP. 196311031988112001

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

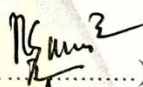


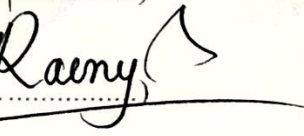
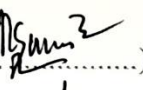

HASANUDDIN UNIVERSITY

AGREEMENT

On June 9, 2023, the Board of Thesis Examination has kindly approved a thesis by Nayni Amrayni (F041191112) entitled *Improving The Speaking Ability of Students at SMPN 6 Sengkang Through English Day Program* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 9th June 2023

BOARD OF THESIS EXAMINATION

- | | | |
|---------------------------------------|---------------|---|
| 1. Dra. Nasmilah, M.Hum, Ph.D | Chairman | () |
| 2. Hidayatullah Yunus, S.S., M. Tesol | Secretary | () |
| 3. Dra. Nadirah Mahaseng, M.Ed. | Examiner I | () |
| 4. Sitti Sahraeny, S.S., M.AppLing | Examiner II | () |
| 5. Dra. Nasmilah, M.Hum, Ph.D | Supervisor I | () |
| 6. Hidayatullah Yunus, S.S., M. Tesol | Supervisor II | () |


ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY

DECLARATION

The thesis by Nayni Amrayni (F041191112) entitled *Improving The Speaking Ability of Students at SMPN 6 Sengkang Through English Day Program* has been revised as advised during the examination on June 2023 and is approved by the Board of Undergraduate Thesis Examiners:

1. Dra. Nadira Mahaseng, M.Ed.

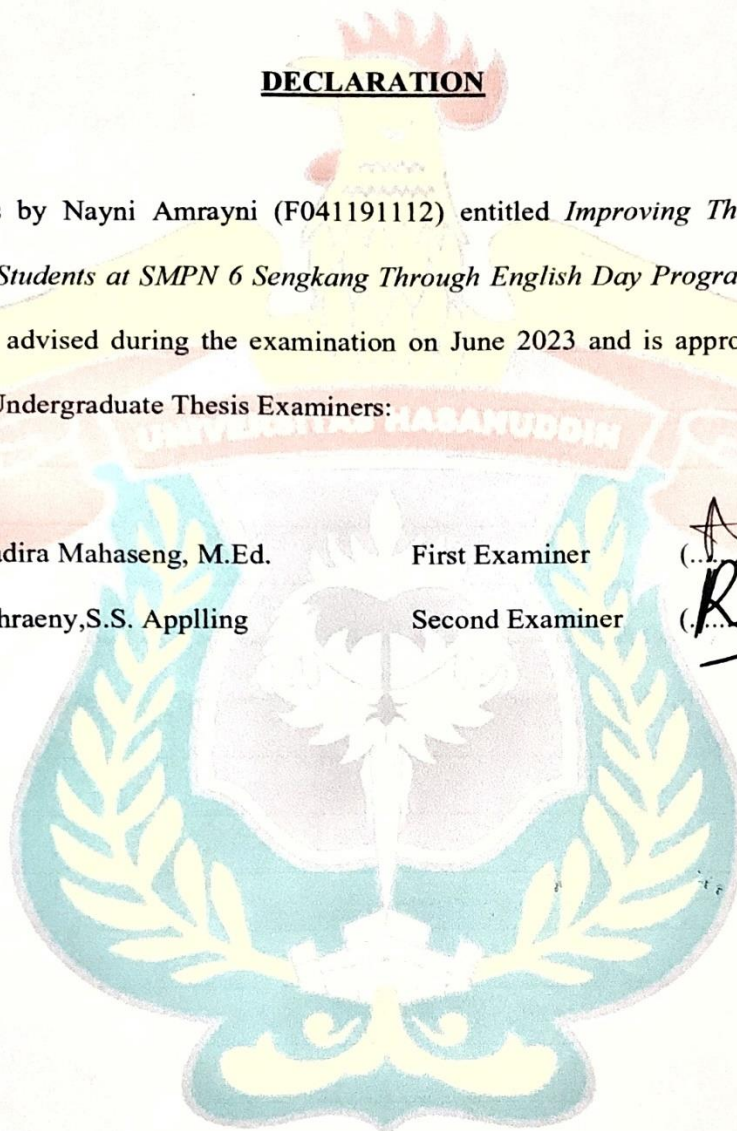
First Examiner


.....
.....

2. Sitti Sahraeny, S.S. Appling

Second Examiner


.....
.....



STATEMENT LETTER

The undersigned;

Name : Nayni Amrayni
ID Number : F041191112
Title of the Thesis : Improving The Speaking Ability of Students at SMPN 6
Sengkang Through English Day Program
Department/Faculty : English Literature/Faculty of Cultural Science

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

Makassar, 9th June 2023



Nayni Amrayni

ACKNOWLEDGMENT

In the name of Allah, the most gracious, the most merciful

First and foremost, praise and thanks to Allah SWT, the Almighty, for giving the strength and guidance to complete this undergraduate thesis entitled “Improving The Speaking Ability of Students at SMPN 6 Sengkang Through English Day Program”. The writer realizes that in the process of writing this thesis encountered many obstacles. Without His blessings and help, this undergraduate thesis would not have been possible.

Words cannot describe how thankful the writer is for her family for their unwavering support, encouragement, and patience during the writer’s academic journey. Especially to her parents Mr. Muhammad Tahir and Mrs. Nurhikmayanti who have given her endless love, material, and moral helps patiently until the end of her study. Their love and understanding have been the writer’s source of strength and motivation.

The writer would like to extend her sincere gratitude to the following individuals who have provided their support and assistance throughout the completion of this undergraduate thesis. Each of these individuals and their contributions to the writer’s academic and personal growth. Their support has been instrumental in the completion of this undergraduate thesis, and the writer honored to have had the privilege of working with them:

1. **Dra. Nasmilah, M.Hum, Ph.D. and Hidayatullah Yunus, S.S., M.Tesol**, as the supervisors, who has guided the writer to finish this undergraduate thesis. Without them spent their precious time and thought, this undergraduate thesis

probably will not focus on the research study. Thank you for always being considerate and teaching wholeheartedly.

2. **All faculty and academic staff of English Literature**, who facilitated the writer with the administration matters.
3. **The principal and teachers of SMPN 6 Sengkang**, who have given permission to the writer to conduct research.
4. The writer's dearest bestfriend, **Andi Khusnul Khatimah, Asdiana Anugrah Duhri, Siti Nur Adiba, Nur Arfina Febriani, Windatrirossal, Nitti Astriani**, thank you for being the powerful booster.
5. **Rosmawati and Nabila**, for always be there and become the writer's number two support system.
6. **KKNT 108 PS 10 Bone** which are **Ifa, Cakin, Cumma, Vita, Lisa, Imma, Fitra, Amal, Zul and Boboy**, thank you for being a fun and considerate colleague on campus, my college years would have been flat if I hadn't met them.
7. **Rani**, the writer, thank you for always trying to be yourself and staying genuine and new. Thank you for the capacity to love and receive, for learning many things, and allowing your heart to believe. Thank you for your smiles and your tears, for respecting your own feelings and never fearing it. Thank you for the strength to carry on, for sticking around, for seeing and for freeing. Thanks for help and support when you were feeling down. Thank you for never giving up despite going through it all alone.

ABSTRACT

Nayni Amrayni, 2023. *Improving The Speaking Ability Of Students At SMPN 6 Sengkang Through English Day Program*. Supervised by Dra. Nasmilah, M.Hum, Ph.D. and Hidayatullah Yunus, S.S., M.Tesol.

English Day is a program for students to improve their speaking ability. Students are given the opportunity to communicate in English during the English Day Program, which is widely regarded as an excellent learning opportunity. This research aims to explore what are the effectivenesses of the program and how the effectivenesses of the English Day Program in improving the English speaking ability of SMPN 6 Sengkang students.

In data collection, the writer used quantitative method. There were 20 "expert" students as the sample of this study by using purposive random sample technique. The writer analyzed the effectivenesses of the English Day Program on students' speaking ability by giving questionnaires and tests to measure students' speaking ability.

The result shows that the English Day Program is effective in improving students' speaking skills at SMPN 6 Sengkang. This is proven by students who actively speak English during the program although with limited vocabulary. The speaking test results reached 71% with each assessment aspect above average. The effectiveness of the program was also supported by the fact that students were encouraged to ask questions, teachers corrected students when they spoke incorrectly, and they also listened to English songs and learned conversations to improve their English skills.

Keywords: Effectivenesses, English Day Program, Speaking Ability.

ABSTRAK

Nayni Amrayni, 2023. *Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa SMPN 6 Sengkang Melalui Program English Day*. Dibimbing oleh Dra. Nasmilah, M.Hum, Ph.D. and Hidayatullah Yunus, S.S., M.Tesol.

English Day adalah program bagi siswa untuk meningkatkan kemampuan berbicara mereka. Siswa diberi kesempatan untuk berkomunikasi dalam bahasa Inggris selama Program English Day, yang secara luas dianggap sebagai kesempatan belajar yang sangat baik. Penelitian ini bertujuan untuk mengeksplorasi apa saja yang menjadi faktor pendukung dan penghambat dalam pelaksanaan program tersebut dan bagaimana efektivitas program English Day dalam meningkatkan kemampuan berbicara bahasa Inggris siswa SMPN 6 Sengkang.

Dalam pengumpulan data, penulis menggunakan metode kuantitatif. Ada 20 siswa "ahli" sebagai sampel penelitian ini dengan menggunakan teknik purposive random sample, di mana sampel dipilih secara tidak acak agar sesuai dengan profil tertentu. Penulis menganalisis efektivitas Program English Day terhadap kemampuan berbicara siswa dengan memberikan kuesioner dan tes untuk mengukur kemampuan berbicara siswa.

Hasil penelitian menunjukkan bahwa Program English Day efektif dalam meningkatkan kemampuan berbicara siswa di SMPN 6 Sengkang. Hal ini dibuktikan dengan siswa yang aktif berbicara dalam bahasa Inggris selama program berlangsung meskipun dengan kosakata yang terbatas. Hasil tes berbicara mencapai 71% dengan setiap aspek penilaian di atas rata-rata. Efektivitas program ini juga didukung oleh fakta bahwa siswa didorong untuk mengajukan pertanyaan, guru mengoreksi siswa ketika mereka berbicara dengan tidak benar, dan mereka juga mendengarkan lagu-lagu bahasa Inggris dan belajar percakapan untuk meningkatkan kemampuan bahasa Inggris mereka.

Kata kunci: Efektivitas, Program English Day, Kemampuan Berbicara.

TABLE OF CONTENT

COVER	i
APPROVAL FORM	ii
LEGITIMACY SHEET	iii
AGREEMENT.....	iv
DECLARATION.....	v
STATEMENT LETTER	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENT	xi
LIST OF TABLE.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of The Study.....	1
B. Identification of the problem.....	4
C. Scope of The Problem	4
D. Research questions	5
E. Objectives of the Study	5
F. Significance of the Study	5
CHAPTER II.....	7
LITERATURE REVIEW.....	7
A. Previous Study.....	7
B. Theoretical Review.....	10
1. English Day.....	10
2. Speaking.....	14
3. Junior High School Students	20
CHAPTER III.....	22
RESEARCH METHODOLOGY	22
A. Research Design	22
B. Location and Time of the Research.....	23
C. Population and Sample.....	23
1. Population.....	23
2. Samples	23
D. Data Collecting Method.....	24
E. Data Analysis	28
CHAPTER IV.....	30
FINDINGS AND DISCUSSIONS	30
A. Findings.....	30
B. Discussions	45
CHAPTER V	52
CONCLUSION AND SUGGESTION	52

A. Conclusion.....	52
B. Suggestion	53
BIBLIOGRAPHY	55
APPENDICES	56

LIST OF TABLE

Table III.1 The Classification Table Score of Questionnaires	24
Table III. 2 Criteria of Pronunciation.....	25
Table III. 3 Criteria of Accuracy	26
Table III. 4 Criteria of Fluency.....	26
Table III. 5 Criteria of Comprehensibility	27
Table III. 6 The Specification Of The Test	29
TABLE IV.1.....	30
TABLE IV.2.....	30
TABLE IV.3.....	31
TABLE IV.4.....	31
TABLE IV.5.....	32
TABLE IV.6.....	32
TABLE IV.7.....	33
TABLE IV.8.....	33
TABLE IV.9.....	34
TABLE IV.10.....	34
TABLE IV.11.....	35
TABLE IV.12.....	35
TABLE IV.13.....	36
TABLE IV.14.....	36
TABLE IV.15.....	37
TABLE IV.16.....	38
TABLE IV.17.....	38
TABLE IV.18.....	39
TABLE IV.19.....	39
TABLE IV.20.....	40
Table IV. 21 The questioner recapitulation of English Day.....	40
TABLE IV.22 The Students Speaking Ability Score	42
TABLE IV.27 The Analysis of Students Speaking Ability	43

LIST OF APPENDICES

Research instrument 1 57
Research instrument 2 58

CHAPTER I

INTRODUCTION

A. Background of The Study

English is now an internationally significant language. It is used to communicate with people from all around the world. Apart from functioning as a medium of communication, language also functions as a means to gather knowledge and a tool for the advancement of knowledge. In Indonesia itself, English is taught as a foreign language, which means that it is only used in class activities even though it has long been taught in all junior and senior high schools, both public and private.

Success in learning a language at first can be seen from speaking ability but it is very difficult for beginners to learn a foreign language because it is not often used in everyday life as it stated from Sinaga (2018). To be more specific, of the main reasons why the ability to speak English is highly needed is the ability to speak in English provides a person more job opportunities. Today's businesses need employees who can communicate fluently with English-speaking partners and clients. Second, the ability to speak English makes it easier to travel. Because English is spoken as a first or second language in almost all countries, it is always easy to find English speakers as well as printed information in English, especially at hotels and in areas visited by tourists. Third, English speaking mastery makes it easy to exchange ideas, e.g. in an informal forum or in international seminar and conference. A person with a

good English speaking skill has more opportunities to collaborate in these fields and to share ideas and innovations.

In the teaching and learning process, the teacher must use the best approaches, methods and strategies to arouse students' interest in the teaching and learning process, especially in learning to speak. Teachers can use various forms of media to teach English, and various strategies that encourage students to communicate are used to bring students and teachers closer together. In addition, the instructor is responsible for preparing all of the necessary tools before beginning the process of teaching and learning. English teachers must be able to direct teaching by applying certain methods in the teaching and learning process to get students involved in learning the language, so students don't get bored or frustrated.

At the junior high school level, English is used as a third language. However, because it is a very global language and will become a means of communication and supporting relations at the international level, English lessons are of concern as a language that must be mastered by school students at the elementary to tertiary level.

Based on the preliminary research, which Stenly Beay (2022) did on students in the 11th grade at SMAN 18 Makassar, some students thought that English Day Program helped them to enrich their vocabulary to speak English fluently. The comparison between their fluency in speaking English before and after English Day Program is they can speak English fluently even though they

were not fluent before. This is what the writer consider to prove the effectivenesses of English Day Program in improving students speaking ability.

The writer chose the research location at SMPN 6 Sengkang because it is a school in Sengkang that implements the English Day Program. The "expert" students of SMPN 6 Sengkang not only get theory in regular class meetings, but also practice in the daily activities of the English Day Program. "Expert" class is a class that is given special treatment, given additional intensive lessons such as mathematics, English, science, tahfidz, etc. in the afternoon according to its potential so that it can develop optimally. Students at SMPN 6 Sengkang have the opportunity to improve their public speaking skills by participating in the English Day Program, which takes place twice a week. With the purpose of enhancing students' abilities to communicate orally in English, this practice will familiarise students with conversations that are common in everyday life.

As far as the writer sees the students of SMPN 6 Sengkang, they don't feel confident speaking English. There are many things that affect how well they practice it. Moreover, they did not learn English from elementary school, in the sense that they were not familiar with English because they only learned it in high school. So they are embarrassed or afraid of making mistakes in speaking. Another reason why they have difficulty speaking is a lack of ideas to tell stories, a lack of vocabulary to express ideas, and lack of opportunities to speak.

The purpose of the English day program is to train and acquaint participants with the usage of English in their day-to-day activities. In which participants are expected to communicate in English within the allotted time.

Students need this method because in the future it is hoped that their confidence will increase when talking to each other and speaking because they are used to saying it. As a result, students will be more confident and will become more effective while using English as a communication medium for speaking. Based on these factors, the writer will strengthen the opinion that English Day can be an interesting way to implement in a junior high school environment to improve students' language skills, especially students' English speaking ability.

B. Identification of the problem

In this research, the writer identified some problems in improving students speaking ability as follows:

1. Some elementary schools do not have English lessons causes some students to be unfamiliar with English.
2. Many methods, strategies, and procedures have been employed by teachers, lecturers, and instructors to teach speaking, but they have not been successful in increasing students' speaking skills.
3. Students lack confidence in their own abilities because they are not fluent in speaking English
4. Most students are embarrassed or afraid of making mistakes in speaking.

C. Scope of The Problem

From the problems stated above, the writer decides to focus on the problems to improve students' English speaking ability by using the English Day Program. The writer wants to show the effectiveness in implementing this

activity on the speaking ability of students at SMPN 6 Sengkang. The writer chose the research location at SMPN 6 Sengkang because it is a school in Sengkang that implements the English Day Program. The writer is also an alumnus of the school, so the writer knows enough about the situation at the research location.

D. Research questions

1. What are the effectivenesses of English Day Program for students at SMPN 6 Sengkang?
2. How do the effectivenesses of the English Day Program improve the speaking ability of students at SMPN 6 Sengkang?

E. Objectives of the Study

1. To find out the effectivenesses of English Day Program for students at SMPN 6 Sengkang.
2. To determine how the effectivenesses of the English Day Program in improving the speaking ability of students at SMPN 6 Sengkang

F. Significance of the Study

1. Theoretical Benefit

The findings of this study are expected to give contribution to the educational studies and can be used as a reference or beginning point for individuals who want to explore the same approach or program for anyone who is interested in conducting similar research. The writer hopes that it can show that English Day Program can be a useful to improving English speaking ability.

2. Practical Benefit

This research is expected to be useful for several parties.

- a. Students can improve their speaking ability through English Day Program.
- b. Teacher will be able to use their knowledge about holding an English Day Program to help students improve their English speaking ability.
- c. A guide for educational institution to use and develop Instagram as learning platform and discover other social media platform to be a learning media. writer hopes that this research will be one of the factors and sources used to evaluate the English Day Program.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The writer tries to support her research by looking for relevant research on the effectiveness of English Day Program in improving students' English ability to compare previous research with the writer's research. This is done in order to evaluate her own research based on the research of previous researchers. Based on previous studies, the writer found some similarities and differences. Below are the previous studies that have been mentioned:

Ade Saputra (2011) "*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 subjects of this study were students of Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru in the academic year 2009-2010 which aimed to determine the effect of the English Day Program on students' speaking ability. The test is the main instrument in collecting data to measure students' speaking ability in the second grade of Madrasah Aliyah Negeri 2 (MAN 2 MODEL) Pekanbaru, and the questionnaire is used to determine the factors that influence students' ability to speak through the English Day Program. After the data is collected, the data is processed and analyzed using formulas. According to the findings of the research and the results of the calculations, the influence of the English day program is 73.5%. It draws the conclusion that the influence of the English day program on

students' speaking ability at the second year students of the State Islamic Senior High School 2 (MAN 2 MODEL) Pekanbaru was categorized as "enough."

Meriatul Wahyu (2020) "*Student's perception of the English Day Program to Their Speaking Skills: Study at SMAN Suralaga*". The goal of this research was to ascertain how the English Day Program affected students' speaking skills. Total sampling was used in this study because there were less than 100 people in the population, and all of them were in class XI. To get information, writer use tools like questionnaires and documentation. Researchers used descriptive statistical analysis to analyze the data. The results showed that most of the students had a good perception about EDP that more than half of students are enthusiastic about and enjoy having EDP present. They believed that EDP makes learning English more engaging. Students are also very motivated and hope that EDP will help them improve their English speaking skills. But the other hand, while the program was being implemented, some teachers and students were not consistently speaking English.

Stenly Beay (2022) "*The Implementation of English Day Program In The Students' Speaking Skill At The Eleventh Grade Of Sman 18 Makassar*". The goal of this study was to find out how well the English Day Program helped students in the 11th grade at SMAN 18 Makassar with their speaking skills. Observations, interviews, and written records were used to gather data for this qualitative research method. The students in class XI at SMAN 18 in Makassar who go to the English Club are the sample for this study. The writer uses rules for interviews. The study's results showed that the English Day Program can

help students learn to speak better. Despite the fact that they had to speak English a long day long, the majority of the students found the English day program to be enjoyable. But English Day hasn't been done well at SMAN 18 Makassar because some students still speak Indonesian during English Day and some students don't feel comfortable speaking English with their friends around.

Based on studies above, it can be compared by their similarities and differences. The similarities are the writer considered that the implementation of the English Day program can improve students' speaking ability. The writer believes English Day Program is an effective way to improve students speaking ability. The differences are:

The first previous 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”, the researchers conducted the research with 48 learners from the population of second year students while this research only has 20 students as sample. Beside that, this first previous study did not explain how the role of English Day in improving students' speaking ability and only showed the result of the findings. It is compare to this research which seeks to find out how English Day Program improves students' speaking ability.

The second previous study entitled “*Student's perception of the English Day Program to Their Speaking Skills: Study at SMAN Suralaga*” also also has

a larger sample than this study which is 65 eleventh-grade students compared to this research which only has a sample of 20 students. In addition, the method is also different where the researcher takes data by distributing questionnaires through WhatsApp groups to eleventh-grade students which aims to find out their perceptions of the English Day program on their speaking skill. Different from this research which aims to find out the effectiveness of the English Day Program in improving the speaking ability of students.

The third previous study entitled “*The Implementation of English Day Program In The Students’ Speaking Skill At The Eleventh Grade Of SMAN 18 Makassar*”. The researchers used a qualitative method by talking to a number of students to find out how the English Day Program affected students' speaking skills. Conversely, this research distributes questionnaires directly and conducts speaking tests to measure students' speaking skills to find out the effectiveness of the English Day Program in improving students' speaking skills.

B. Theoretical Review

1. English Day

Learning English as a second language in a classroom setting is insufficient. Therefore, extra activities are needed that can help students to be able to directly practice their language skills in real situations/contexts. One of these is known as English Day. Makasau in Beay (2015:19), stated that the English Day Program is a program that is run by the school in which all students are required to use English as their communication medium during

school hours, both orally and in written form. Students are given the opportunity to communicate in English during the English Day Program, which is widely regarded as being an excellent learning opportunity. Students can communicate both with teachers and friends in a relaxed situation. Students are able to communicate with one another and find their "personal expression" through participation in this program.

The English Day Program provides students with the opportunity to evaluate English speaking ability. According to Hasanah and Syafri (2015), English Day program is based on two approaches in language teaching. The first methodology is known as Communicative Language Teaching (CLT), and it encourages students to use the language rather than focus on simply knowing it. The second methodology is known as Community Language Learning (CLL), and it encourages students to reduce their anxiety when using English in communication.

According to Sinaga (2018), the English Day Program at the school is a program in which, on a given day, the principal, teachers, students, and support officers are required to speak in English during the entirety of the day. Every interaction is carried out in English. In the end, the purpose of these activities is to hasten the process of establishing an English-speaking atmosphere in the classroom. In Indonesia, both international and non-international schools frequently participate in English Day Program. As a result, one of the objectives of the English Day Program is to assist students at their various schools in becoming more confident while speaking in front of an audience.

There are a few activities that can be incorporated into the English Day activity, and they are as follows:

1. Singing

One of the things that will be done during the events that are scheduled for English Day is going to be singing songs. Students have the opportunity to make use of this activity, to channel their interests and abilities in singing. They perform a song in the English language. Students will benefit from this in two ways: first, they will improve their pronunciation, and second, they will indirectly acquire new vocabulary from the lyrics they sing.

2. Speech

Speech is the activity of speaking formally about a topic in public. Students' ability to convey their thoughts in front of a large audience can be enhanced through participation in this activity.

3. Drama

Drama is a type of work of art that depicts human life that is carried out between characters in the form of conversations. Drama describes the reality of life, character, and human behavior through the roles and dialogues that are staged. Students gain experience both acting as actors and speaking in front of an audience through participation in plays.

4. Story telling

Telling a story is an effective way to use language. In other words, telling a story requires a person to engage their mind, be mentally prepared, have courage, and use clear words so that others can understand them. Students'

potential can be developed through their sense of hearing by understanding the content of the story and re-expressing the content of the story through oral activities.

5. Debate

Debate is talking to your interlocutor to defend or attack an opinion and compete with each other's intelligence using logic. The debate can enhance our experience in building compelling arguments.

6. Vocabulary Notebook

Vocabulary notebooks are needed by students to enrich their vocabulary mastery. They start by writing some words, then move on to learning this new vocabulary by using the words in sentences or in spoken form. An example of this activity is that they will be directed to read short stories or other books and then record vocabulary that they do not know.

Singing, storytelling, debate, and vocabulary notebook were reported to be the activities carried out by SMPN 6 Sengkang students during the English Day Program. They not only speak English with their teachers but also actively communicate with one another using the language.

The students are obligated to comply with certain guidelines that have been established. These guidelines are essential for resolving any and all issues that may arise during the execution of the program. The following is a rundown of all of the rules in their entirety:

- a. It is expected that students speak English.

- b. Students who are not fluent in English may employ code mixing to communicate with others.
- c. Students are responsible for creating a vocabulary notebook.
- d. The English Day Program has a language policy in place to maintain order among the students; this policy may be enforced by the school administration.
- e. The administrators will notify language class of any pupils who participate in activities that violate English Day.
- f. The names of students who violate the rule will be brought to the teacher's attention once each week.

The rules are made for students to be responsible and the program runs well. Besides that, the rules also as a strategy for overcoming anxiety and as a strategy for creating a supportive environment in which students can feel safe taking risks and providing positive comments.

2. Speaking

a. Definition of Speaking

Speaking is the ability to pronounce articulation sounds or words to express and convey thoughts, ideas and feelings. Speaking can be seen of as a form of communication in which there are speakers, listeners, messages, and feedback exchanged between the two parties. Speaking English is a talent that is vital for students to have because English is frequently utilized in the process of teaching as well as learning, and

speaking English is frequently one of the requirements for obtaining work.

Nunan in Beay (1995: 8), speaking is the most important part of learning a second or foreign language and that you can tell how well you're doing by how well you can hold conversations in the target language. On the other hand, it's hard to get good at speaking because you need to know a lot about a language, like its grammar, vocabulary, accent, and pronunciation, in order to communicate well.

Speaking skills are very useful in everyday human life because by speaking we can obtain and convey information. Therefore, speaking ability is one of the important subjects that must be given by the teacher. So, it's a big challenge for teachers to help their students learn English well, especially when it comes to speaking English in class or outside of class.

b. The Importance of Speaking

Speaking is one of the four skills required to become fluent in a language and is considered one of the most important skills because it is used as a means of communication. In today's era, English needs to be mastered well, because English is the language most used by the world's population and is considered the first language by more than 400 million people in the world.

- Improving communication skills

The ability to speak English is very important in human life because the purpose of learning a language is to communicate with other people. Being fluent in English will make you more confident when talking to foreigners. Of course this increases the chances of making friends with other people from different countries.

- Increasing intelligence

English also has a big role for educators, especially at higher education levels. English is not only required to be mastered by adults. Elementary, junior high and high school students also need to master it. These skills will help students to get good grades in English lessons. Being able to speak English will also open up great opportunities to become outstanding students.

- Opening up opportunities to get a good job

Someone who can speak English will have a brighter future because this ability can open up various opportunities for people who master it, such as getting a good job.

c. The Component of Speaking

Generally, speaking ability has five components to recognize in analyses of speech process, Harmer in Darman (1991:63):

- 1) Pronunciation: Pronunciation is the way the vocabulary is pronounced in English. Learning how to pronounce words correctly is necessary to avoid misunderstanding meanings because

mispronouncing the consonants or vowels in a word can lead to meaning errors.

- 2) Grammar: Grammar is the structure used in forming sentences. By using the correct structure, a sentence will be perfect. It is necessary for students to compose correct sentences in conversation. The use of grammar is also to learn the correct way to gain proficiency in a language in spoken and written forms.
- 3) Vocabulary: Vocabulary is all the words used in a language in general or a particular field in particular. Vocabulary is very important for the communication process. If a person does not have a large enough vocabulary, they will not be able to communicate effectively or express their ideas either verbally or in writing.
- 4) Fluency: Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency can be defined as the ability to speak fluently and accurately. In other words, the speaker can read, understand and respond in a language clearly and succinctly while relating meaning and context.
- 5) Comprehension: Comprehensive is the ability to receive and interpret a series of communication activities. Mastery of comprehensive a second language is sometimes difficult. The best way to have good comprehension is to practice consistently, and use English as often as possible.

d. Strategies to Improve Speaking Skill

Help is necessary for students to overcome their anxiety when speaking in front of others, especially if they are shy or uncomfortable doing so. They have a lot of room for improvement in terms of their performance and their level of participation. According to Lenre (2004), there are a few different ways to improve one's skills in public speaking, including the following:

- 1) Conversation: The ability to carry out conversations in a foreign language can be improved by practicing conversations in that language frequently.
- 2) Asking question: Students are encouraged to ask questions of either the teacher or their peers whenever they find themselves in a situation in which they are unable to comprehend the material being presented.
- 3) Discussion: When people discuss together about the topic or problem at hand, both the problem and the solution become clearer.
- 4) Correction: It is very important to provide corrections to students so that they are not confused when they repeatedly make the same mistakes.
- 5) Imitation: Students have many opportunities to improve their spoken language abilities as a result of the many verbal activities conducted by the teacher during the many activities and discussions that take place in the classroom.

e. 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 improve students' ability to express themselves.
- 3) To give students the ability to communicate their meaning.
- 4) To motivate students in order to be able to communicate orally with a native speaker.
- 5) To motivate students so that they can communicate effectively in English.

f. Techniques to Improve English Speaking Ability

1) Listening to English Conversations

Listening to native English speakers is one of the best ways to improve your own spoken English. This includes watching movies and TV shows featuring actors who are fluent in English. Listening to native English speakers will also improve your understanding of the rhythm and natural phrasing of everyday speech.

2) Setting Aside Time to Practice

Spend some time each day or once a week working on improving your English speaking skills. Come together with some people who are fluent in English and decide that for a predetermined amount of time, the only language that can be spoken is English.

3) Learning from Mistakes

As you are working on improving your ability to communicate in English, you should not be scared to make mistakes. Express your mind and communicate yourself in a manner that is comprehensible to you. As you practice, ask a friend who is fluent in English or a native English speaker to point out your mistakes. In your next English discussions, use what they teach you to rectify your mistakes, and then ask them to advise you on how to correct your mistake in the future.

4) Reading in English

Reading news articles or books in English. Reading will help you develop your vocabulary and figure out what words go well together. Read out loud the words you see on the paper so you can hear how they sound.

5) Practice Pronunciation

If you pronounce words correctly when you talk, other people will have an easier understanding of what you have to say. If you come across a word that you are unfamiliar with, you could look it up in a dictionary that is available online. You also could record yourself speaking in order to evaluate your development if it is necessary.

3. Junior High School Students

Junior High School is the basic education level in formal education in Indonesia, starting from grade 7 to grade 9. After completing primary school,

students in Indonesia continue their official education by enrolling in the junior high school level of the education system.

Students who successfully complete junior high school have the option to continue their education by enrolling in either senior high school or vocational high school. Students in junior high school are typically between the ages of 13 and 15.

Characteristics of Cognitive Development of Junior High School Students

1. Understanding Abstract Things

The cognitive capacities of students who are in junior high school indicate that they have developed to the point where they can understand abstract concepts. They will consider something to be either incorrect or right, but it cannot be considered to be both.

2. High Curiosity

Their curiosity is also on the rise. They start to find out anything that they think is useful. As junior high school students, they also want to be considered capable of dealing with important problems in life.

3. Critical Thinking

Cognitive development in children enables them to start thinking critically about something that interests them. Even though children like critical thinking, it is important to provide them with opportunities to tackle a variety of problems so that their critical thinking can be more effectively applied to productive endeavors.