

**AN ANALYSIS OF STUDENTS' SPEAKING ABILITY  
THROUGH ENGLISH SPEECH PRACTICE PROGRAM IN A  
JUNIOR HIGH SCHOOL**

**A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana  
Pendidikan* in English Education



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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*Wassalamu'alaikum Wr. Wb*

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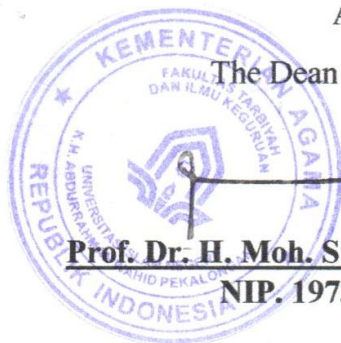
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## MOTTO

*“Life is like a coin. You can spend it any way you wish, but you only spend it once.”*

**(Lillian Dickson)**

*“Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny.”*

**(Lao-Tze)**

*“If you are not willing to risk the usual, you will have to settle for the ordinary.”*

**(Jim Rohn)**

## ABSTRAK

Program Latihan Pidato Bahasa Inggris adalah kegiatan yang efektif untuk membantu siswa meningkatkan keterampilan berbicara bahasa Inggris mereka melalui latihan yang terstruktur dan bervariasi. Penelitian ini bertujuan untuk mengetahui dan menggali lebih dalam praktik berbicara siswa ketika mengikuti program pelatihan pidato bahasa Inggris. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan studi kasus dan pengumpulan data dilakukan melalui observasi dan wawancara. Hasil observasi dan wawancara mengungkapkan bahwa kemampuan berbicara siswa yang mengikuti Program praktik pidato Bahasa Inggris menunjukkan peningkatan yang signifikan. Studi ini menyarankan bahwa dukungan tambahan dan aktivitas yang disesuaikan diperlukan untuk mengatasi tantangan yang dihadapi siswa dalam pengembangan tata bahasa dan mengurangi kecemasan berbicara.

**Kata Kunci:** *Kemampuan Berbicara, Program Praktik Berbicara Bahasa Inggris, Sekolah Menengah Pertama*





## ABSTRACT

The English Speech Practice Program is an effective activity to help students improve their English speaking ability through structured and varied practice. This research aims to find out and dig deeper into students' speaking practices when taking part in an English speech practice program. This research uses a qualitative research approach with case studies and data collection is carried out through observations and interviews. The results of observations and interviews revealed that the speaking abilities of students who took part in the English Speech Program showed significant improvement. This study suggests that additional support and adapted activities are needed to overcome the challenges students face in grammar development and reduce speaking anxiety.

**Keywords:** *Speaking Ability, English Speech Practice Program, Junior High School*



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## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>SURAT PERNYATAAN KEASLIAN SKRIPSI</b> .....	<b>ii</b>
<b>NOTA PEMBIMBING</b> .....	<b>iii</b>
<b>APPROVAL SHEET</b> .....	<b>iv</b>
<b>ACKNOWLEDGMENT</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>PREFACE</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>TABLE LIST</b> .....	<b>xii</b>
<b>ENCLOSURE LIST</b> .....	<b>xiii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Formulation of the Problem .....	4
1.3 Operational Definition .....	4
1.4 Aims of the Study .....	5
1.5 Significances of the research.....	5
<b>CHAPTER II THEORITICAL BACKGROUND</b> .....	<b>6</b>
2.1 Literature Review .....	6
2.1.1 Speaking Ability .....	6
2.1.2 English Speech Practice Program.....	12

2.2 Previous Studies.....	13
2.3 Conceptual Framework.....	17
<b>CHAPTER III RESEARCH PROCEDURE.....</b>	<b>18</b>
3.1 Research Methodology.....	18
3.2 Setting and participants.....	18
3.3 Data Collection.....	19
3.4 Data Analysis.....	20
3.5 Research Steps.....	22
<b>CHAPTER IV RESULTS AND DISCUSSION.....</b>	<b>24</b>
4.1 Results.....	24
4.1.1 Students' Speaking Abilities In English Speech Practice Program ..	24
4.1.2 Challenges Do Students Face In English Speech Practice Program ..	31
4.2 Discussion.....	32
4.2.1 Students' Speaking Abilities In English Speech Practice Program..	32
4.2.2 Challenges Do Students Face In English Speech Practice Program..	37
<b>CHAPTER V CONCLUSION.....</b>	<b>41</b>
5.1 Summary of the Findings.....	41
5.2 Suggestion.....	41
<b>REFERENCE.....</b>	<b>43</b>
<b>ENCLOSURE.....</b>	<b>46</b>

## TABLE LIST

Table 2.1 Conceptual Framework .....	17
Table 3.1 List of Participants .....	19



## ENCLOSURE LIST

Enclosure 1 Sheet Observation

Enclosure 2 Transcription of the interview

Enclosure 3 Curriculum vitae



# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, formulation of the problem, operational definition, aims of the study, and significance of the study.

### 1.1 Background of the Study

Speaking ability is a fundamental aspect of language proficiency. It allows individuals to communicate ideas, emotions, and information effectively. Speaking ability is an important skill that impacts many aspects of students' lives. From academic achievement to career opportunities and personal development, good speaking ability opens up opportunities and helps students achieve success in a variety of fields. Therefore, students need to continue to develop and improve their speaking ability through various supporting programs and activities. Speaking ability is one of the most important skills language learners must master because oral communication is the main way to interact in many social and professional situations (Richards, 2008).

For junior high school students, developing good English speaking ability is crucial as it not only improves academic performance but also prepares them for future global interactions. However, acquiring these abilities presents several challenges for secondary learners, especially for students at one of the junior high schools in Kajen, Pekalongan. These challenges can be

attributed to various factors, including limitation of time. In the learning process at school, students often face challenges due to limited time available to develop their speaking skills. School curricula are often packed with a variety of subjects and activities, leaving limited time for additional speaking practice. Intensive speech practice programs may require more class time than is currently available, creating obstacles to implementation. Additionally, students and teachers may have strict schedules that limit their time for additional practice sessions outside of regular class hours. Then, unsupportive environment, in practicing English speech the students do not have the opportunity to practice speaking because there is no native language in their environment. According to Krashen (1976), language learning will be more effective if students receive input that they can understand, which is slightly more advanced than their current level of proficiency. Krashen argues that a lack of interaction with native speakers can limit opportunities to receive rich and authentic input. Without this input, the development of speaking skills can be hampered because students do not get examples of natural and varied language use. Moreover, the lack of opportunities to interact with native speakers limits students' opportunities to imagine and produce language, which is important for developing speaking skills (Swain, 1997).

Therefore, at one of the junior high schools in Kajen, an English speech practice program was held to accommodate their speaking skills so that time and environmental limitations which often become obstacles in developing students' speaking ability can be overcome. By providing more opportunities



for practice and interaction in speaking in English, it is hoped that students can develop their speaking skills more effectively and confidently. The implementation of English speech practice programs in schools aims to address the gap between language learning and actual language use. These programs provide students with a structured environment to practice speaking, thereby enhancing their communicative competence (Leong and Ahmadi, 2017).

English Speech Practice Program is a program designed to improve students' English speaking skills through various activities that focus on the use of English orally. The program may include various methods and techniques aimed at practicing students in aspects such as pronunciation, fluency, grammar, vocabulary, and comprehension. In this program, students are usually asked to practice speaking using a microphone in front of the class and watched by their classmates and especially their teacher. Overall, the English Speech Practice Program is an effective tool to help students improve their speaking skills in English through structured and varied practice. Implementing English speech practice programs in educational settings has shown significant improvements in students' speaking proficiency. These programs offer regular practice and real-time feedback, which are essential for language development (Widiastuti, 2018).

Many previous studies have investigated speaking ability. However, research investigating speaking ability in students in a speaking practice program is still very limited. Therefore, this research will focus on how students practice speaking when taking part in the English speech practice

program. As stated by Penny Ur in her book "A Course in Language Teaching: Practice and Theory" (1996) "One of the main challenges in speaking activities is the lack of exposure and opportunities for speaking practice." He emphasized that without enough practice, students cannot develop their speaking skills effectively. Therefore, this research aims to find out and dig deeper into students' speaking practice in the English speech practice program. With this research, students can practice their speaking more so that their speaking is improved.

## 1.2 Formulation of the Problem

There are two questions, that will be answered in this research:

1. How are students' speaking abilities when taking part in an English speech program?
2. What challenges do students face while participating in this program?

## 1.3 Operatinal Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows.

1. **Speaking Ability** : A skill to communicate a speech articulation or to speak a talk for expressing an idea and a message (Tarigan, 1981).
2. **English Speech Practice Program** : A conversation which requires you to organize your thoughts

into words to be presented to an audience (Beebe, 2009).

**3. Junior High School**

: A building or an institution for learning and a place to receive and give lessons (Daryanto, 1997)

**1.4 Aims of the Study**

The aims of the study are listed as follows.

1. To reveal students' speaking ability when taking part in an English speech practice program.
2. To reveal what they challenges.

**1.5 Significances of the Study**

1. **Theoretical** : This study will contribute to Henry Douglas Brown's theory and support theories related to the students' speaking ability.
2. **Empirical** : This study will give the empirical insights about the speaking ability of students in English speech practice program.
3. **Practical** : This study presents the information for the readers about students' speaking ability through English speech practice program.

## **CHAPTER V**

### **CONCLUSIONS**

This chapter presents two main sections. The first section is the conclusion of the research findings that have been discussed before. The second section contains suggestions for university students, lecturers, and future researchers.

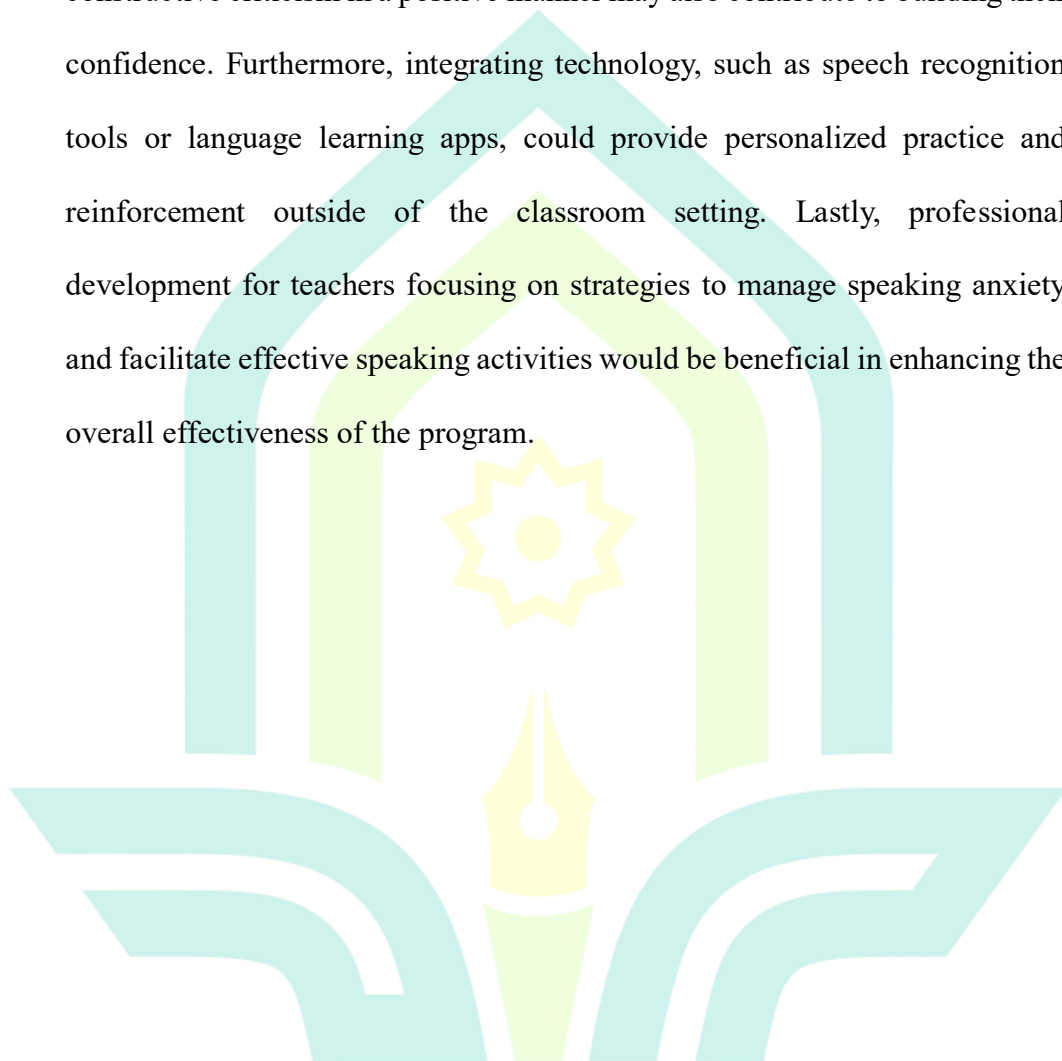
#### **5.1 Summary of the Findings**

The findings of this study revealed that the English Speech Practice Program had a significant impact on the speaking abilities of junior high school students. Students showed progress in various aspects of speaking, such as fluency, pronunciation, and grammar. However, challenges were also noted, particularly in students' ability to use complex vocabulary and sentence structures. Many students experienced anxiety when speaking in front of others, which affected their performance. Despite these difficulties, the program overall contributed to improving students' confidence and communicative competence in English. The study suggests that additional support and tailored activities are needed to address the challenges students face in vocabulary development and to reduce speaking anxiety.

#### **5.2 Suggestions**

Based on the findings of the study, it is recommended that the English Speech Practice Program incorporate more diverse and interactive activities that specifically target vocabulary enhancement and complex sentence structures to further develop students' speaking abilities. Additionally, creating

a supportive classroom environment that encourages peer collaboration and provides opportunities for low-stakes speaking practice could help alleviate the anxiety that many students experience during public speaking tasks. Implementing regular feedback sessions where students can receive constructive criticism in a positive manner may also contribute to building their confidence. Furthermore, integrating technology, such as speech recognition tools or language learning apps, could provide personalized practice and reinforcement outside of the classroom setting. Lastly, professional development for teachers focusing on strategies to manage speaking anxiety and facilitate effective speaking activities would be beneficial in enhancing the overall effectiveness of the program.



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