

**THE EFFECT OF ENGLISH AREA STRA
TEGY TO STUDY SPEAKING ABILITY TO THE BASIC STUDENT OF
ESADA COURSE DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR
2020-2021**

THESIS

Presented to the Faculty of Education and Teacher Training in a Partial
Fulfillment of the Requirement for the Degree of Strata 1 in English Education
Department

BY

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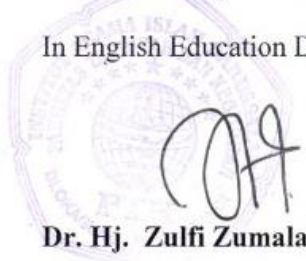

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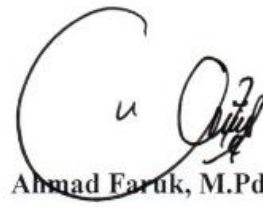
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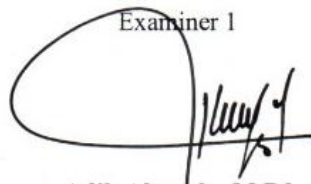
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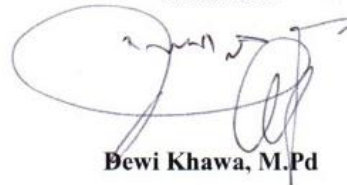
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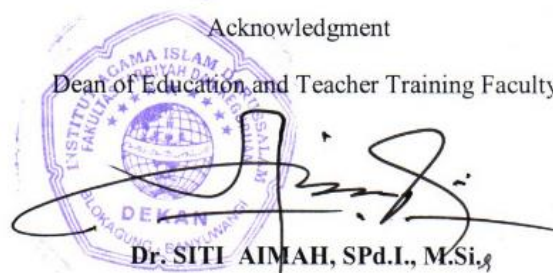


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DEDICATION

With love, this thesis I dedicate to :

1. My beloved late father Sundarianto and my mother Al Hidayah for their valuable prayer, sacrifice, and support.
2. My lovely brother Yoga Pratama Putra, thanks for patiently loving, praying, motivating, supporting, advising, and guiding, everlasting.
3. My great teachers, you are the light that shines my life thank you for all you have given to me without you I cannot do anything.
4. My best friends, thanks for coloring my amazing life.
5. And to my future wife who is still in secret by Allah SWT.

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In the name of Allah, the Beneficent, the Merciful

All praise be to Allah lord of the world, the almighty God for His blessing, guidance, help and love who has bestowed upon the researcher in completing this skripsi. Praying and greating always be upon His messenger, our prophet Muhammad SAW, his family and his followers, who have spread Islam all over the world.

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5. All of my family and friends who have supported my spirit and have helped me to finish this thesis.

I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to go get successful in the future life. Aamiin.

Banyuwangi 29 July 2021

The writer

ABSTRACT

Kesuma Putra, Handika. 2021. The Effect of English Area Strategy to Study Speaking Ability to The Basic Student of Esada Course Darussalam Blokagung in Academic Year 2020-2021. Thesis, English Education Program, Islamic Institute of Darussalam Blokagung, Faculty Of Education And Teacher Training, Department of English Education.

Advisor : Ahmad Faruq, M.Pd.

Key word : English Area Strategy, Speaking Ability.

English area or English zone makes learning English simple. It uses a step-by-step approach to help students build a clear knowledge of grammar and a solid vocabulary base, then activates students' knowledge through skills work and functional dialogues. This has an impact on students learning outcomes and in learning activities the tutor is responsible for the learning outcomes achieved by students both individually and classically. The problem of the study thesis; How the English area strategy able to help study students speaking skill in the basic level of ESADA course?

In order to gather the data an non experimental. This research is correlation study. Correlation research is a study aims to determine the level of relationship between two variables, without making any changes to the data has been obtained the data obtained through the distribution of questioners. The existence of sampling aims to obtain information through the object of research by observing the population. In this research, the minimum number of samples was 30 students of basic class ESADA course. For analysis data using normality test, regression, r test, homogeneity and t test.

The results of the research indicate English strategy on speaking ability has an influence of 53% which has been evidenced by ($R^2 = 0.539$), while the rest 47% that effect the English area. Since there are still other factors of 53% that effect English area on speaking ability. Since there are still other factors of 53% that effect English area on speaking ability, of course this recommendations for researchers who are interested in further research with themes related English area. Thus H_a , "there is the effect of English area to study speaking ability to the basic class in ESADA course", accept. While H_o "there is no effect of the English area to study speaking ability to the basic class in ESADA course was rejected.

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research problem, objective of the research, hypothesis scope and limitations, significances of the research, definition of key terms,.

A. Background of the Study

In general, the language that exist in this world is seven thousand, do not even include regional languages (<https://www.kompas.com/skola/read/2020/09/05/1500002659/kenapa-ada-banyak-bahasa-di-dunia-?page=all>, accessed on 15th July 2021). English is the language most often used in everyday life. In Indonesia, we often find the use of English at work, school, etc. English language is at the top level in international languages and it cannot be denied that we have to study English in this era.

English speaking skills is a person's skill to convey desires and it thoughts to anyone through word of mouth. However, speaking skill is difficult to develop if it not trained continuously and can done with peers in the classroom, English teachers, or other teachers who speak English. Well, the problem that generally occurs is in speaking or the ability to speak in english. Keep in mind that learning english is the most important thing is practice. However, the problem that often arises is that many students find difficult to speak english, for many reasons. That most common problem is that students are often not fluent in speaking english, well that is due to a lack of habit to speaking English, the second student often

seems to think first about what to talk about the third is lack of vocabulary they have.

Darussalam Islamic Bording School is a bording school educational institution located in the South Banyuwangi area of East Java, precinsely \pm 12 Km from the city of Genteng and Jajag and \pm 45 Km from thecity of Banyuwangi regency. The condition of the location of the area is fertile and on the west it is bordered by the Kalibaru river, in the east is a rural area and in the north is rice fields. Mukhtar Syafa'at Abdul Ghoufur is the main character of the founder ofthis Darussalam Islamic Bording School, he comes from Ploso village, Klaten, Kediri, East Java. After completing his general education, he continued his education at the Tebuireng Jombang slamic Bording School in Est Java and the Jalen Genteng Islamic Bording Schoo in Banyuwangi for approximantely 23 years. (<http://blogagung.net/pengasuh-3/>) accessed on 15th July 2021.

In the Islamic Bording School there are three divisions, namely the Mean's Boarding School, the North Female Bording School and the South Female Bording School. Each conttage has its own dormitories, especially the Man's Islamic Bording School has 22 dormitories is occupied for students who want to learner English language. And the dormitoriy is called the Al Musyarokah but the course is better known as the ESADA Course.

ESADA stands for English Student Association of Darussalam. An English course located in the complex area of the Darussalam Islamic Bording School Blokagung. The course, which was in 2005, has a program that is to introduce english in the world of Islamic bording schools. In this modern era, ESA has an

important role in the pesantren world, especially for PP students Darussalam. In participating, ESA has developed a special Islamic Bording School curriculum in the field of English, which is proven by participating in events that have succeeded in giving an appreciation both at the regional and national level. (<http://almusyarakah.blogspot.com/2014/06/sejarah-pondok-pesantren-darussalam.html?m=1>). accessed on 15th July 2021 The ESADA course has three classes namely Basic, Intermediate, and advance. In each class there is a tutor to accompany the students every day. In this reserch taking basic class to be used reserch, in basic class the students did know abaout English, the students were more inclined to their mother tounge or regional language.

From the problem, it can be conclude that practice is the most important thing in speaking. Getting used to speaking English will help a lot of speaking problems. English area or English zone where you must speak English a pretty powerful way to practice speaking skill.

When the problem of speaking is in vocaabulary, there is one way that might help, namelya small pocket book which if it can and is easy to carry anywhere, in this booklet the students will write down some vocabulary it. When practicing english don't think about grammar at the first. Just talk about even though the grammar may not be in order, because later when speak fluently, only later will arrange the correctness of the wording.

According to the course problem condition above. The researcher has the intention to conduct reserach study which entitled : *“The Effect of English Area Strategy to Study Speaking Abilitiy to The Basic Student of Esada Course*

Darussalam Blokagung in Academic Year 2020-2021” it is strengthened by some reserchers thesis such as : Maya Sari Setyowati “ Students’ Perception Toward English Zone In English Sutdy Program of IAIN Curup”, 2019, Choirul Fuadi “ The Students’ Perception Toward Implementation English Speaking Area at Maha’d Aly Al-Jam’ah of STAIN Palangka Raya”, 2014, Pipit Nenda Ertika “ An analysis on the textbook English zone used by first year student of senior high school “,2013.

B. Research Problem

In order to focus more on the discussion of this research, the researcher determines a question “How the English area strategy able to help study students speaking skill in the basic level of ESADA course?

C. Objective of the Reserch

Based on the research problem, the researcher has a purpose based on the problem resercher above :

”To know the English area strategy able to help study students speaking skill in the basic level of ESADA course”

D. Hypothesis

A hypothesis is a conclusion that is still temporary or statements based on certain knowledge that is still weak and must be proven true. Thus the hypothesis is provisional conjecture which will later be tested and proven true through data analysis. Based on the background, problem formulation, theoretical basis, the framework of thinking above, then a hypothesis can follows :

Ha = There is an effect of English area strategy to study speaking ability to the basic students

Ho = There is no effect of effect of English area strategy to study speaking ability to the basic students

E. Scope and Limitation

This research will be conducted at ESADA, one of the existing course in Darussalam Bok Agung Banyuwangi. This subject and location is very suitable for research, and focuses on students anxiety about speaking skill in English. Reserarcher choose speaking skill in mastering foreign languages. The most importan thing in language skill is speaking. Whereas in phenomenon that is rife today, student cannot focus on dialogue using foreign language because there is no special place for speak up or English zone. This study involved basic class of 19 students in ESADA course. This class focuses on studetnts speaking skills. The researchers focused on students who were in basic class.

F. Significances of the Reseach

According to the researcher, there are many benefits of this research study for the following people :

1. Student

This result of the study gives benefits able to help study their ability in speaking skill.

2. Teacher

This result can help teacher to be able to apply the English area in earning speaking skill of students in class

3. The researcher

This researcher can give information and also new experience about his experiment.

G. Definition of Key Terms

To avoid misunderstanding and confusion, it is necessary to emphasize the terms contained in the title of this research. Terms that need to be interesting, among others :

1. English area

English area or English zone makes learning English simple. It uses a step-by-step approach to help students build a clear knowledge of grammar and a solid vocabulary base, then activates students' knowledge through skills work and functional dialogues.¹

2. Teaching strategy

According to Crawford (2005: 18) Teaching strategies are more than a series of methods. To teach well means to fulfill a set of goals, to a certain group of students, at some point in the school year, for sure resources, over a period of time, at a particular school and community settings. This means finding a balance between direct and mastermind students' individual and group activities. It means develop students' skills and strategies for learning, at the same time study the content of the curriculum.

¹https://elt.oup.com/catalogue/items/global/teenagers/english_zone/?cc=us&sellLanguage=en#:~:text=English%20Zone%20makes%20learning%20English,skills%20work%20and%20functional%20dialogue

From some of the explanations above that the learning strategy is actions planned by the teacher before teaching, so that students can understand and how the teacher teaches and makes students understand in learning.

3. Basic students'

Based on Collins English Dictionary, you use basic to describe things, activities, and principles that very important or necessary, and on which other depend.

According to concept of ESADA course, an basic students is someone who still learning the lower level and than continues to the middle class or intermedite class, and the final class or advance class. Where each class has different English language skills.

4. Speaking skill

In language learning, we as learners must really understand “what is needed in learning or knowladge about their abilities?” whereas in learning english there 4 main skill of which the 4 skill are speaking, listening, reading and writing. And all that must be done through practice, especially in speaking skills.

Well, in this section the researcher tries to give you a clear vision about what is skill and what kind of skills beneath English language. We have ever or even often hear about word “skill” or skillful” but we have difficult to state the meaning. So, to be called skillful- in some field -someone have to gain a basic knowledge of it (Thornbury, 2005:11) such as when you have guitar playing skills

it means you possessing a basic knowledge about how to play guitar, you know what you have to do first to get started.

Further there are four skills in English language- speaking, listening, writing and reading –but roughly divided by two skills: productive skill and receptive skill Nunan (2003:48), productive means you produce something like voice or written text or we can also say that we gain language output such as speaking and listening. And receptive is a skill that we are able to catch language input such as listen or read.

Furthermore those two divisions are based on what is produced from the skill itself like speaking and listening are intertwined (Brown, 2000:267) because those two are focus on oral activities.

Speaking is an interactive process of construction meaning that involves producing and receiving and processing Information (Brown, 1994; Burns & Joyce,1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended and evolving.

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter discusses about speaking ability, english area, indicator of the research, previous study.

A. Speaking Ability

According to Hasan Alwi (2002:707-708) ability comes from the word able which means the first power (able, able) to do something and both are. Ability itself means the ability, power, wealth. Meanwhile, ability according to language means ability someone uses an adequate language seen from the language system, between others include politeness, understanding turn in conversation.

The ability to speak is owned by all humans. But skills speaking in front of a crowd is not necessarily owned by everyone. Speakers must develop technique for preparation, to structure of speech, to transmit energy and enthusiasm, and to capture and respond to the listener's interest. The basis of conversation that effective preparation. In this day and age everyone required to be skilled in speaking (Bill Scott, 1987:5).

The ability to speak is the ability to express opinions or thoughts and feelings to a person or group verbally, either verbally face to face or at a distance. Moris in Novia (2002:54) states that speaking is a natural means of communication between members society to express thoughts and as a form of behavior social behavior. Meanwhile, Wilkin in Maulida (2001:14) states that purpose of teaching English today is to speak. Even farther Wilkin in Oktarina

(2002:45) states that speaking skill is the ability to compose sentences because communication occurs through sentences to show differences in behavior that vary from different society.

According to the communicative and pragmatic flow, speaking and listening skills are strongly related. Speaking skill requires a minimum understanding of the speaker in forming a sentence. In the context of communication, the speaker acts as a sender, while the recipient is the recipient of the news. The process of learning to speak will become easier if students are actively involved in communicating. Evaluation Speaking Skills are carried out differently at each level. For example, at the basic school level, the ability to tell, make speeches, and others can be used as a form of evaluation. (Iskandarwassid, 2006:239).

Byrne (1997:8) describes “Oral communication is a two way process between a speaker and listener and involves the productive skill of speaking and receptive skill of listening”. It can be described as the diagram below:

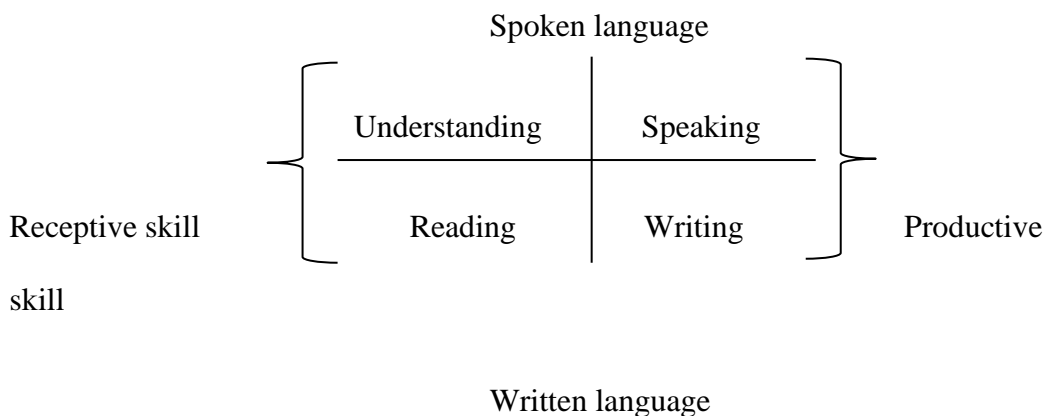


Figure 1. A diagram of how all skills of English are interrelated according to Byrne

Chaney (1998: 13) defines that speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety context”. Speaking involves three areas of knowledge. They are mechanics(pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function(transaction and interaction): knowing when clarity of message is essential(transaction/information exchange) and when precised understanding is not required(interaction/relation building) and also social culture rules and norms.

Mackey in Magiono (2007: 3) defines that speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. According to the definition it means in speaking people must have ability to use the words in the right order with the correct pronunciation, to design the correct grammar for the utterances, and to choose the diction or choice of words.

Brown (2001: 267-269) emphasizes clearly whole language and meaningful context (fluency) rather than details (accuracy) in teaching speaking. He also states that it is necessary to teach the details of language such as phonology, grammar, pronunciation in appropriate portion especially for intermediate and advanced level class. From the definitions above, it can be concluded that speaking is ability to say something which involved the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the choice of words(vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship.

Byrne (1997: 9) states that the main goal in teaching the productive skill of speaking should be oral fluency, the ability to express oneself intelligibly, reasonably, accurately, and without hesitation.

Ur (1996: 124-128) states there are some techniques and activities in speaking in the classroom.

a. Discussion

1) Describing pictures

2) Pictures differences

3) Things in common .

4) Solving problems

b. Role plays

1) Dialogues

2) Plays

3) Simulation

4) Role play

Harmer (1991: 50) suggests three stages in teaching speaking, namely introducing new language, practice, and communicative activities.

a). Introducing new language

b). Practice

c). Communicative activities

Based on the description above, it can be concluded that the ability of speaking is a skill in expressing an opinion, thought and feeling to communicate with others about English.

B. Factors of English Speaking Ability

According to Soekamto (1992:71) the factors of English language ability namely : internal and external factors. Internal factors are everyting potential with the person, external factors are everyting the person that.

1. Internal factors such as character, temperament, talents, ways of thinking, self-confidence, attention, motivation, perception, student personality and level intelligence.
2. External factors such as education level , teachers, habits, interests, talent and enviroment.

Furthermore, Krashen (1982:55) factors of language ability consist from : (a) internal factors, namely : talent, self-confidance, character, way of thinking and assuptions or perceptions and (b) external factors, namely : teachers, enviorment and habit. The creation of the environment is a very important factor in language learning from teachers or lecturers. Such conditions allows maximum input (input) recevied by students and understood because there is a supportive environment and students are involved in real and interesting communicaton situations (Krasen, 1982:55). Krashen more far says the class cannot provide understandabel input (comprehensible input) for language acquisition.

According to Arifuddin, (2010.p.115) there are several factors that influence the development of English language acquisition is related to the factors internal : age, talent, assumptions, aspects of cognition, motivation, self-confidence, personality and external factors, namely : language situation, learning strategies, teachers, and environment.

Based on the opinion above it can be concluded that the factors that influencing speaking ability are : first, internal factors such as character, temperament, talents, ways of thinking, self-confidence, attention, motivation, perception, students personality and intelligence level. Second, external factors such as a education level, teachers, habits , interests, talent and environment.

C. English Components

Hornby, AS (1983:48) and Alexander, LG (1984:72) language skills English includes several components, namely pronunciation, intonation, sentence stress, grammar and vocabulary. In order to increase the ability, it is necessary to develop the five components.

1. *Pronunciation*

Pronouncing words or sentences in English is not difficult for Indonesia people, with it can be trained quickly and easily. To improve it we have to focus on one dialect or accent. Referring to two different accents becomes a thingg confusing.

2. *Intonation*

When someone is angry, the intonation used will be different when they are feeling happy. Like wise when someone lead a speech, their intonation will be different from their who is

making a presentation. Intonation is an important part of English speaking ability. With mastery of intonation, the conversation will sound natural and not stiff or robotic. How to train this skill is to learn the variety of sound or tones that differ in speaking skill.

3. *Sentence Stress*

The stress in the sentence is one of the supporting factors to improve English intonation skills. This skill can determine the main verb in English, sometimes the speaker seems to say a sentence in a hurry, this is true but due to the contraction of the existing sentence. For example: “*how was that cup of tea you have ordered before?*” will sound like “how’s tha’ cuppa tea you’ve ordered before?”. To practice this ability listen to audio books or English songs regularly and follow back existing lyrics.

4. *Grammar*

Improve English grammar, able to strengthen skills speak us in a way to form sentences in the language English. Another way to improve this skill is through practicing grammar questions, you can use the English as second language forum (ESL) to practice your grammar with other students or even with native speakers.

5. *Vocabulary*

Accommodating as much vocabulary as possible is the last step. This matter can be done by reading lot of English books and use the help of a dictionary to support the learning process these are some of the components that must be considered in order to iprove English speaking skills.

In line with the description above, Madsen (1983: 167) states that holistic scoring is used to evaluate a wide variety of criteria simultaneously such as appropriateness, fluency, grammar, vocabulary, and pronunciation. He states that the holistic scoring concentrates on communication while not overlooking the components of speech. In this type of scoring, the rating scale can be adapted for the use of teachers, and teachers can prepare their own scale (Madsen, 1983: 169170). The scale is applied to achieve the consistency in scoring. For detail definition of its scale interval can be seen in the table of scoring rubric as follows:

Table C.1 *The Scoring Rubric Of Speaking Fluency*

Score	Indicator
21-25	Fluent communication
16-20	Good communication
11-15	Satisfactory
6-10	Communication hesitant
0-5	Communication minimal

Vocabulary

Score	Indicator
21-25	Wholly appropriate
16-20	Few limitation
11-15	Sometimes limited
6-10	Limitation affected the task
0-5	In adequate for the task

Grammar

Score	Indicator
21-25	Clear and appropriate use of grammar
16-20	Few inaccurate grammar
11-15	Inaccuracy of grammar do not seriously impede understanding
6-10	Inaccuracy of grammar do not impede understanding
0-5	Inaccuracy of grammar makes understanding almost impossible

Pronunciation

Score	Indicator
21-25	Clear pronunciation
16-20	Few inaccurate pronunciation
11-15	Inaccuracy of pronunciation do not seriously impede understanding
6-10	Inaccuracy of pronunciation do not impede understanding
0-5	Inaccuracy of pronunciation makes understanding almost impossible

Hughes (2003: 131) designs a scale to score speaking test. In the scale, the students are tested on pronunciation, grammar, vocabulary, and fluency. Below is the speaking test scale stated by Hughes.

Table C. 2 Criteria of Vocabulary Proficiency

No	Proficiency Description	Scale of Score
1	Vocabulary inadequate for even the simplest conversation	1,0-4,5
2	Constant limited to basic personal and survival areas (time,	4,6-5,5

	food, transportation, family, etc)	
3	Choice of words sometimes inaccurate, limitations of vocabulary, prevent discussion of some common professional and social topic	5,6-6,5
4	Professional vocabulary adequate to discuss special interests ; general vocabulary permits discussion of any non technical subject with some circumlocutions.	6,6-7,5
5	Professional vocabulary broad and precise ; general vocabulary adequate to cope complex practical problems and varied social situation.	7,6-8,5
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	8,6-10,0

Table 3 Criteria Of Fluency Proficiency

No	Proficiency Description	Scale of Score
1	Speech is too halting and fragmentary that conversation is virtually impossible	1,0-4,5
2	Speech is very slow and uneven except for short or routine sentences	4,6-5,5
3	Speech is frequently hesitant and jerky, sentences may be left uncompleted	5,6-6,5
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	6,6-7,5
5	Speech is effortless and smooth, but perceptively non native in speed and evenness.	7,6-8,5
6	Speech on all professional and general topics as effortless and smooth as a native speakers'	8,6-10,0

Table 4 Criteria of Pronunciation Proficiency

No	Proficiency Description	Scale of Score
1	Pronunciation frequently unintelligible	1,0-4,5
2	Frequent gross errors and very heavy accent make. Understanding difficult, require frequent repetition.	4,6-5,5
3	“Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding. Apparent errors in grammar and vocabulary	5,6-6,5
4	Market “Foreign accent” and occasional mispronunciation which do not interfere with misunderstanding	6,6-7,5
5	No conspicuous mispronunciations, but would not be taken for a native speaker	7,6-8,5
6	Native pronunciation, with no trace of “Foreign accent”	8,6-10,0

Table 5 Criteria of Grammar Proficiency

No	Proficiency Description	Scale of Score
1	Grammar almost entirely inaccurate in stock phrases	1,0-4,5
2	Constant errors showing control of very few major patterns and frequently preventing communication.	4,6-5,5
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding	5,6-6,5
4	Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding	6,6-7,5
5	Few errors, with no pattern of failure	7,6-8,5
6	No more than errors during the interview	8,6-10,0

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The scale of speaking test score adapted from Course Book "Look Ahead I" can be seen in Table 2.6. as follows:

Table 6 The Scale of The Speaking Test Score

Speaking	Very Poor	Poor	Quite Good	Good	Very Good	Score
Aspect	1-3	4-5	6-7	8-9	10	
Pronunciation	No Correct pronunciation	Makes a lot of mistakes in pronunciation	Makes several mistakes in conversation	Makes a few mistakes in conversation	No mistakes in conversation	
Grammar	No Correct grammar	Makes a lot of mistakes in grammar	Makes several mistakes in grammar	Makes a few mistakes in grammar	No mistakes in grammar	
Word Order	No correct order	Poor order	Quite good order	Good order	Very good order	

Fluency	No speaking produces correctly	Doesn't speak fluently, thinks too long	Speaks rather fluently, somewhat jumpy speaks	Quite fluently, sometimes stops a moment	Speaks very fluently	
Vocabulary	Knows no vocabularies needed	Knows few vocabularies needed	Knows several vocabularies needed	Knows many vocabularies needed	Knows all vocabularies needed	
Total Score						

D. English Area

English Area can translated as *Zona Inggris*, that is place in which there is a series of agendas, media english learning and the rules that have been adopted for learn English. The rules that made is anyone who enter the english zone then students must use English in communicating or speaking with the help of a companion teacher or instructor. Whoever breaking the rules that have agreed, then he will be charged sanction or punishment. With technique that, the students who enter the English zone they must your best to communicate in English even with words or sentences.

According to Jamal (2011:110) the language environment includes 2 the main things, namely the physical environment and social environment :

1) Physical environment

The physical environment is the existing environment around students learning, in the form of physical facilities, both existing in and around the course, including public. In this case, more emphasis is placed on physical environment in the classroom, existing learning tools/media.

2) Social environment

The social environment is related to patterns of interpersonal interactions in the course environment generally. Conducive learning conditions only can be achieved if this social interaction takes place with good.

In this case the author concludes that in the learning environment there are 2 main things, namely in terms of physical and social. Which is in the physical aspect of the environment learning can be influenced by existing facilities and infrastructure in course. The better and complete the school facilities will be improve students learning outcomes. And in the social aspect learning environment lies in the social relationship that occur while at school, during the learning process.

Table 7 English Area Indicator

Variable	Indicator	Description
	1. Social	a) Social influence

English Area	a) Friend	
	b) Course	<ul style="list-style-type: none"> a) The teacher is center inspiration b) Motivator c) Encouragement d) Students can good communication with other students, teachers, and employees.
	2. Physical	
	a) Place study (course)	a) Physical condition of class
	b) Atmosphere study (course)	a) Availability of facilities study
	c) Tools of study	<ul style="list-style-type: none"> a) Completeness of learning tools b) Condition of learning tools

E. Indicator of The Research

According to Jackson (2006:378) Performance indicators are aspects that become a measure in assessing performance. In this study the indicators used in the ability to speak the language are the factors of speaking English, namely :

a) Variable Y

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Expression

b) Variable X

1. Physical environment
2. Social environment

F. Previous Study

Then after discussing the objectives of the research we move on to another consistent research session. The first previous of study taken by Maya Sari Setyowati “ Students’ Perception Toward English Zone In English Study Program of IAIN Curup”, 2019. The population of this research all students in all semester at english study program by using random sampling, total of students was 37 students’. From the population the researcher take students’ from second, fourth, sixth, and eighth semester because they are studying at english zone. Data were collected through questionnaire. The data were analyzed by using tabulating and making percentage. There were two indicators, difficulties and benefits of using

english in english zone. the first indicator, from 9 statements got 5 negative perception and 4 positive perception with total 49,48 percentages. Furthermore, the second indicator got 0 negative perception and 7 positive perception with total 50,52 percentages. The result shows that the majority of students' perception was in positive category toward english zone. In conclusion students' perception toward english zone is positive perception to increase their ability in english. However, there are students' problem using english cause by several factors. There are inhibition, nothing to say, low or uneven partiception, and mother tongue use. From the above explanation, it can be concluded that english zone or english area can improve students' speaking skill.

And the second previous taken by Choirul Fuadi " The Students' Perception Toward Implementation English Speaking Area at Maha'd Aly Al-Jam'ah of STAIN Palangka Raya", 2014. The population of study was the students who ever live in english speaking area at Mahad Al-Jamiah of STAIN Palangka Raya academic year 2013/2014, with amount 207 students. The writer took 100 students as the sampel for questionnaire to answer first problem of the study and the writer took 20 students as the respondents to answer second problem of the study. The main research findings showed that : (1) More than 50% students agre to rules of Mahad Al-Jamiah STAIN Palangka Raya, it was because the rules made them always speak english without blended another language. (2) there were 59 students (59%) felt agree that english speaking area improve english skill. It was because they practice it every day. (3) there were (54%) students agreed to the language court, it was because made them having motivation to always speak english and support to mastery english. (4) there were

53% students agree to join all the activity in english speaking area it was because they need improve english skill and knowledge. (5) Most of students give positive response to english speaking area. They thought that english speaking area was suitable place for learn english (6) They prefer live share room to student by different program study than same program study to support their english ability. (7) The student prefer speak local language than english 63% student agreed that local language affect in their speaking at english area. It was because local language used since child, more easily, and using in daily. The conclusion is that the author focuses on the english area or english zone to improve the speaking skills of students in the dormitory or in the classroom and practice in partners who practice english in the area.

And than previous taken by Pipit Nenda Ertika “ An analysis on the textbook English zone used by first year student of senior high school “,2013. This research paper reports the evaluation of the materials of listening, speaking, reading and writing skills presented in the textbook entitled “English Zone” used for the first year student of senior high school. It develops the skills suggested by the School Level-Based Curriculum (KTSP 2006). Besides, this thesis also presents the supplementary analysis like evaluating whether the exercises on the the textbook develops the communicative exercises on the textbook develops the communicative exercise proposed by the experts. The method used in this research is a descriptive method which refers to the documentary analysis. The research was conducted from July 2012 to January 2013. The population of this research is all units in the textbook used by the first year students of Senior High School, that is “English Zone” written by Eka Mulya Astuti and published by

Erlangga. The research data were collected by using documentation as the instrument of the collecting data. The writer takes all units and analyze them globally. The technique of analyzing the data on the textbook involves data collection, data reduction, data display, and drawing conclusion as suggested by Miles and Hubberman. The result of the study shows that the percentage of the appropriateness of the skills developed in the textbook is 80.43% and the communicative exercise is 75%. It means that the textbook has provided the materials of the listening, speaking, Reading and writing skills as suggested by School Level-Based Curriculum demands. It also supplies them with giving communicative exercises. The result of the study implies that teacher should modify the content, Add or delete the content, modify the task or extend the tasks on the book. They should also supply the textbook with other sources materials in order to achieve the goal of teaching English. It will be better if the author of the textbook can write the new book as the revision of the former book by adding the skills suggested by School Level-Based Curriculum.

CHAPTER III RESEARCH METHOD

This chapter discusses about research design, subject of the research, research population and sampel, instrument of the research, technique of collecting data, technique of collecting data.

A. Research Design

This research is correlation study. Correlation research is a study aims to determine the level of relationship between two variables, without making any changes to the data has been obtained (Arikunto. 2010: 4). This research uses quantitative approach. Research with quantitative approach is research in the form of numbers and processed using statistical analysis (Sugiyono, 2013: 7).

This study aims to find the effect of the variables to be studied, namely The Effect of English Area Strategy to Study Speaking Ability to The Basic Student of ESADA Course Darussalam Blok Agung in Academic Year 2020-2021 as dependent variable. The type of quantitative research in this study is a suvey in order to find out the opinion of the population by examining a sample of the target population, the data obtained through the distribution of questioners,.

B. Subject of The Research

According to Nasution (2003:43) research location is a place where obtains information about required data. Location research refers to the notion of social location which is characterized by three elements, namely : actors, palces and activities that can be observed. The location of this research is located in English Student's Association of Darusslam (ESADA) Course, Banyuwangi

Regency, more precisely in Blok Agung, Tegal Sari, Banyuwangi, East Java. This location is based on the place closest to the location of residence.

C. Research Population and Sampel

1. Population

The population is the entire reserch subject (Suharsimi, 2006:130).

Population is a collection of elements that are similar but can be distinguished according to heir characteristics (J Suparto, 2009:22). The population in this research are students English Students Association of Darussalam (ESADA) course in Blok Agung, Tegalsari, Banyuwangi, East Java.

2. Sample

According to Sugiyono (2007:62) the sample is part of the number and characteristics possessed by the population. If in determining the number of samples studied the subject is less than 100 (one hundred), then it is better to take all of the samples. So that the resarch is a population study (Suharsimi, 2006:131).

The existence of sampling aims to obtain information through the object of research by observing the populaion. In this research, the minimm number of samples was 30 people.

D. Instrument of the Research

In this research instrument using test and questionnaires. Because the test that will be given has a relationship between that variable X and the variable Y.

E. Technique of Collecting Data

The methods used to collect data in this research are :

1. Questionnaires Method

Questionnaires are number of written questions that are used to obtain information from respondents in terms of responses about themselves, or things they know (Suharsimi, 2006:151).

2. Test Method

Test method is a method of collection data that is systematically and objectively to measure skills, pronunciation, fluency, grammar by individuals. This technique is used to measure speaking learning outcomes. Test used in this study from scoring rubric.

F. Data Analysis Technique

Data analysis technique is the process chosen in order to be able to answer the formulation of the problem in research and test the specified hypothesis. The following research methods are used :

1. Classical Assumption Test

Syani and Masyhuri (2010:252) if a model meets the classical assumption, it can be said that the model is an ideal model or produces the best unbiased linear estimator or Best Linear Unbiased Estimator (BLUE). The regression model needs to be tested with classical assumptions

because of the BLUE criteria above, which is carried out with normality test.

a. Normality Test

To test the normality of the data in a study, one of the tools used is the Kolmogorov Smirnov test. According to Imam Ghozali (2005), that the distribution of data can be seen by comparing Z count with Z table with the following criteria :

- 1) If the significance value (Sig) is greater than 0.05, the research data has a normal distributor.
- 2) If the significance value (Sig) is less than 0.05 the research data does not have a normal distributor.

b. Linearity Test

The linearity test aims to determine whether the two variables have a linear relationship or not significantly. This test usually used as a prerequisite in correlation analysis or linear regression. Testing on SPSS by using test for linearity with a significance level 0.05. Two variables are said have a linear relationship if the significance (Linearity) is less from 0.05.

c. Homogeneity Test

Homogeneity test is used to determine whether some people some population variance is the same or not. This test is carried

out as prerequisite in the analysis of independent sample t test ana ANOVA.

2. Simple Regression Analysis

Simple regression based on functional relationship or causal one independent variable with one variable dependent. This analysis is intended to test data about the influence of the independent variable (X) namely The effect of English Area Strategy, with the dependent variable (Y) namely Study Speaking Ability to Basic Student. In this case, using the formula (Sugiyono, 2012:261). :

$$Y = a + bX$$

Information :

Y : Effect of English Area Strategy

a : Intercept (the point where the curve intersect the Y axis)

b : Slope of linear curve

X : Study Speaking Ability

To determine whether the independent variable effect on the dependent variable, the researchers tested by using F test.

3. Hypothesis Testing

a. Simultaneous Test (f-test)

This simultaneous test (f-test) is used to see the whether the independent variables, namely study English area (X), and significant influence on the dependent variable, namely effect of Speaking ability (Y).

b. Coefficient of Determination Test (r^2)

Coefficient of Determination Test is measure that can be used to determine the magnitude of the influence of the independent variable. If the coefficient of determination $r^2 = 0$, it means that the independent variable has no influence at all (=0%) on the dependent variable. On the other hand, if the coefficient of determination $r^2 = 1$, it means that the dependent variable is 100% influence by the independent variable.

CHAPTER IV RESEARCH FINDING

This chapter discusses about overview of research objects, descriptive research data and respondent, analysis of data, discussion.

A. Descriptive Research Data and Respondent

1. Descriptive Research Data

This research was conducted at the ESADA course which is located at Jl. Blok Agung, Tegalsari, Bayuwangi, East Java. The type of this field research, researchers conducting interviews and distributing questionnaires to respondents directly. However, before researchers deploy questionnaire directly to the respondent, first pre-research on Thursday 24 June 2021 to the course related to obtain information related to this research and to obtain permission from the research institution through.

Research data were collected by means of distribute the questionnaires directly to the respondents. Questionnaire obtained by the researcher giving a questionnaire to be failed by respondents who are employess of ESADA course. Collecting data directly by meeting respondents, the aims to be more effective in increasing response rate of respondents in this study. Survey with questionnaire conducated From 16 July 2021, to 17 July 2021 in ESADA course by taking 30 responses.

2. Description of Respondent Data

The respondent data referred to in this research are data based on criteria of gender, age and education. The criteria can be described as follows :

B. Characteristics of Respondents by Gender

Based on primary data that has been processed, the results distribution of respondents by gender in this research can be seen in table 4.1 below :

Table E.8 Profile of Respondents by Gender

Type Group of Gender	Number of Respondents	%
Male	30	100%
Female	0	0%
Amount	30	100%

Source : Pocesed primary data, 2021

Based on Table 4.1 above, it can be seen that of 30 respondents. Male with a total of 30 people or 100 %.

C. Characteristics of Respondents by Education

Based on primary data that has been processed, the results distribution of respondents based on education in this researcher can be seen in table 4.2 :

Table E.9 Profile of Respondents by Education

Type Group of Gender	Number of Respondents	%
Junior High School	0	0%
Senior High School	20	66,6%

College	10	33,3%
Amount	30	100%

Source : Pocesed primary data, 2021

Based on table 4.2 above, it can be seen that of 30 respondents most of them are education is senior high school, which is as many as 20 people or 66,6%, for college as many as 10 people or 33,3%. With amount 99,9% then rounded to 100 %.

D. Characteristics of Respondents by Age

Based on primary data that has been processed, the results distribution of respondents based on age in this researcher can be seen in table 4.3

Table G.10 Profile of Respondents by Age

Type Group of Age	Number of Respondents	%
15-19	20	66,6%
20-25	10	33,3%
>26	0	0%
Amount	30	100%

Age Criteria	Information
1	15-19
2	20-25
3	>26

Source : Pocesed primary data, 2021

Based on table 4.3 above, it can be seen that of 30 respondents, most of the respondents age 15-19 with a total of 20 people or 66,6%. Then age 20-25 totaling 10 people or 33,3%, and age >26 totaling 0 people or 0%.

E. Analysis of Data

1. Validity Test

In the validity test, the test is significant by comparing the calculated r value with r table. In this case, degree of freedom (df) = nk , where n is the number of samples and k is the number of constructs. With a value of $n = 30$ and an alpha value = 0.05 or 5%, the r table is 0.361.

To test whether each indicator is valid or not, you can see if it is greater than r table then the question item is declared valid.

Table H.11 Validity Test Result

Variable	Question items	r count	r table	Description
English Area (X)	Question 1	0,687	0,361	Valid
	Question 2	0,591		Valid
	Question 3	0,574		Valid
	Question 4	0,452		Valid
	Question 5	0,477		Valid
	Question 6	0,509		Valid
	Question 7	0,600		Valid

	Question 8	0,530		Valid
	Question 9	0,650		Valid
	Question 10	0,713		Valid
Speaking Ability (Y)	Question 1	0,906	0,361	Valid
	Question 2	0,877		Valid
	Question 3	0,739		Valid
	Question 4	0,866		Valid
	Question 5	0,819		Valid
	Question 6	0,831		Valid
	Question 7	0,817		Valid
	Question 8	0,812		Valid

Source : Pocsessed primary data, 2021

2. Reliability Test

According to Bawono (2006:68) the reliabilty test is used to measure the questionnaire which is an indicator of the variable. Reliabilty testing is done using Cronbach's Alpha technique. An instrument is said to be reliable (reliable) if the Alpa value is greater than 0.06.

Table H.12 Validity Test Reliability

Variable	Score	of	Reliabilty	Descreption
----------	-------	----	------------	-------------

	Cronbach Alpa	Standard	
English Area (X)	0,782	0,60	Reliable
Speaking Abilty (Y)	0,942		Reliable

Source : Pocesed primary data, 2021

Based on the data above, the overall value of Cronbach's Alpha is greater than 0.60 so it can be concluded that all the variable measuring instrument.

F. Classical Assumption Test

1. Normality Test

This test is to test whether in the data regression model the dependent and independent variables have a normal distribution. In this study, researchers used an analytical tool with the Kolmogorov-Smirnov (K-S) test. Residuals are normally distributed if the significance value is $>$ from 0.05

Table I.13 Kolmogorov-Smirnov Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	4,07980363
Most Extreme Differences	Absolute	,120

	Positive	,120
	Negative	-,074
Test Statistic		,120
Asymp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source : Pocesed primary data, 2021

Based on table 4.5 above, Kolmogorov Smirnov's test results show that the significance value (Asymp. Sig.2 tailed) is 0.200 which is greater than 0.05. It can be residul value is normally distributed.

2. Linearty Test

Linearty test used to determine whether two these variables have a linear relationship significance or not. Good data should have a relationship which is linear between the influence of which is linear between the influence of English area (X) to Speaking Ability (Y). The results of this analysis are assisted by using SPSS 25 as a following :

Table I.14 Linearity Test Results

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
speaking abilty * english area	Between Groups (Combined)	772,450	12	64,371	4,000	,005
	Linearity	563,301	1	563,301	35,007	,000

	Deviation from Linearity	209,149	11	19,014	1,182	,367
	Within Groups	273,550	17	16,091		
	Total	1046,000	29			

Source : Pocsessed primary data, 2021

The results of the linearty test above show that the values of significane of the lineiarty line is obtained $F = 35.007$ and $p = 0.000$ ($p < 0.05$) because the significance value is less than 0.05. While on line deviation from linearty obtained $F = 1.182$ and $p = 0.367$ ($p > 0.05$) at a significance level of 5 %. Then it can be concluded that between English area (X) and Speaking abilty (Y).

3. Homogeneity Test

Homogeneity test is a test of whether or not variances of two or more distributors. Homogeneity test conducted to determine whether the data in the variables X and Y homogeneous or not. The results of this analysis are assisted by usng SPSS 25 as a following

Table I.15 Homogeneity of Variances Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
speaking abilty	Based on Mean	1,958	5	17	,137
	Based on Median	,981	5	17	,457
	Based on Median and with adjusted df	,981	5	12,248	,467
	Based on trimmed mean	1,922	5	17	,143

Source : Pocesed primary data, 2021

Based on the results of the homogeneity test above, it is know that significance value greater than 0.05 or significance value $0,143 > 0.05$ then the data distribution is homogeneous, it can be concluded that the data variables that the data variables X and Y are declared homogeneous.

G. Research Test Results

1. Simple Linear Regression Analysis

Simple linear regression anlysis is a linear relationship between one independent variable (X) with the dependent variable (Y) . Method data analysis used by researchers to determine the effect of variable (X) English Area to the variable (Y) Speaking Ability to students basic class of ESADA course Blok Agung, Banyuwangi. In this research used SPSS 25 with the following calculations :

Table I.16 Simple Linear Regression Analysis Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	-7,049	7,221		-,976	,337
	english area	,999	,175	,734	5,716	,000

a. Dependent Variable: speaking ability

Source : Pcessed primary data, 2021

In general, the linear regression equation formula can be explained simple or regression line equation is $Y = a + b X_1$. Tempory to know the value of the regression coefficient can be guided by the output table coefficient $a =$ constant number of unstandardized coefficients. In this value is -7,049. This number is a constan number which means that if there is English area (X) then the value of speaking abilty (Y) is -7,049. $b =$ number of regression coefficients. The value is 0,999. This figure means that every the addition of 1% of the influence of English area (X) , then speaking ability (Y) will increase by 0,009.

2. Hypothesis Test Results

The results of data analysis in this study used linear regression with regression analysis technique contained in the SPSS (*statistics products an service solution*) version 25 and the results of the anlysis are as following :

Table I.17 Hypothesis Test Results

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	563,301	1	563,301	32,675	,000 ^b
	Residual	482,699	28	17,239		
	Total	1046,000	29			

a. Dependent Variable: speaking abilty

b. Predictors: (Constant), english area

Source : Pocsessed primary data, 2021

The table above shows that the value of F count is 32,657 while from the significance value (probability number) 0.000 means more 0,05, thus Ha is accepted, Ho is rejected. So, there is an effect English strategy to study speaking ability to the basic class in ESADA course.

After knowing the results of the results of the research hypothesis, the next step is to find the contribution of Speaking ability by calculating large R determine. With the results obtained as follows :

Table I.18 Hypothesis Test Results

Model Summary^b

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,734 ^a	,539	,522		4,152

a. Predictors: (Constant), english area

b. Dependent Variable: speaking abilty

Source : Pocsessed primary data, 2021

Based on the output results in the table above, the R value 0,734 means that there is a correlation. Then the value of the coefficient of determination R square 0.539. it is hereby stated that there is an influence between the variable (X) English area on variable (Y) speaking ability 53%. Whereas the remaining 47% is influenced by other factors such as intelligent, health factors, attention factors, and so on.

So, the results from table above state the alternative hypothesis (Ha) “accepted” there is significant influence between the English area to study speaking ability to the basic class in ESADA course. While the null hypothesis (Ho) is “rejected” there is no effect the significance of the English area to study speaking ability to the basic class in ESADA course .

4. Discussion

After the researchers conducted research at the ESADA course Blok Agung, Banyuwangi. The results of the data from this research indicate that there is the effect English area to study speaking ability to the basic class in ESADA course. The results of simple linear regression calculations with F test, it is know that the calculated F results is 32,657 while the value of significant (probability number) 0,000 means less than 0,005 with Ha accepted Ho rejected. So, there is effect between English area to study speaking ability to the basic class in ESADA course.

The results of the above research indicate English strategy on speaking ability has an influence of 53% which has been evidenced by ($R^2 = 0.539$), while the rest 47% that effect the English area. Since there are still other factors of 53% that effect English area on speaking ability. Since there are still other factors of 53% that effect English area on speaking ability, of course this recommendations for researchers who are intersted in further research with themes related English area.

Thus Ha, “there is the effect of English area to study speaking ability to the basic class in ESADA course”, accept. While Ho “there is no effect of the

English area to study speaking ability to the basic class in ESADA course was rejected.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter discusses about conclusion, suggestion.

A. Conclusion

Based on the results of data analysis and discussions that have been carried out by the researcher this study shows a significant effect between English strategy on speaking ability has an influence of 53% which has been evidenced by ($R^2 = 0.539$), while the rest 47% that effect the English area. Since there are still other factors of 53% that effect English area on speaking ability. Since there are still other factors of 53% that effect English area on speaking ability, of course this recommendations for researchers who are interested in further research with themes related English area.

Thus, it can be conclude that there is an effect English strategy on speaking skill and positively correlated, it means both variables X and Y are related and have significant effect.

B. Suggestion

By paying attention to the conclusion and results of this research, it is suggestion that can be given and if they are expected to be good input beneficial.

1. The course

- a. As a superior-based course in Pondok pesantren Darussalam Blok Agung Banyuwangi, it is better to have more course pay attention to students learning outcomes. Can be seen from the study speaking ability in class. Likewise, students who living in a

dormitory, the chief of ESADA course should more pay attention in guiding their students learning .

- b. Course should improve student learning facilities again so that students more enthusiastic in learning.
- c. Implement policies on teachers to use methods, models as well as learning that can stimulate Speaking ability and interest in learning so that an effective teaching and process can be well achieved.
- d. Multiply reading books about English.

2. The students

- a. Students are expected to speak English not only in the English area but outside of that they also speak English.
- b. Students must be able to independently carry out tasks given by the teacher and repeating the subject matter given to course, so that students will study seriously and make it a habit that is carried out continuously.
- c. Students are expected to always be active in teaching and learning activie in teaching and learning activities at course and always pay attention and listen to the teacher when lessons so that they understand what is taught by teacher.

3. The next researcher

- a. To further researchers who are interested in researching the same thing, so that it can be expanded further in terms of the object of research.
- b. Further researchers who want to examine this same variable should first analyze and develop variables, research instrument, and includes indicators that the results of the study environment research on learning achievement is getting more accurate

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APPENDIX 1

RESEARCH QUESTIONNAIRE

Instructions for filling out the questionnaire :

Put a check mark (√) or cross (x) on one of the most appropriate answer alternatives according to your situation for each of the following statements!

Information :

- Sangat sering dilakukan (SS) : sangat sering dilakukan
 Selalu (SL) : selalu dilakukan
 Sering (SR) : lebih banyak dilakukan dari pada tidak
 Kadang-kadang (KD) : banyak tidak dilakukan daripada dilakukan
 Tidak pernah(TP) : sama sekali tidak pernah dilakukan

No	Pernyataan	SS	SL	SR	KD	TP
1	Saya bergaul dengan teman-teman yang baik dan rajin	√				

Nama :

Usia :

Tingkat pendidikan :

No	Pernyataan	SS	SL	SR	KD	TP
1	Saya bergaul dengan teman-teman yang baik dan rajin					
2	Dengan saya bergaul bersama teman yang baik dan rajin dapat meningkatkan prestasi belajar saya					
3	Dalam pembelajaran guru tidak bisa menghidupkan suasana kelas					
4	Saya mampu berkomunikasi dengan teman-teman saya					
5	Saya tidak senang berdiskusi dengan teman yang berkaitan dengan pelajaran					
6	Ruang kelas cukup untuk menampung jumlah siswa yang sedang belajar					
7	Sarana dan prasarana di kursusan saya lengkap dan mendukung proses pembelajaran					
8	Dengan adanya sarana dan prasaran yang ada di lingkungan belajar saya, dapat meningkatkan prestasi belajar saya					
9	Saya senang setiap mendapat tugas dari guru tentang pelajaran bahasa inggris					
10	Saya menerapkan hasil belajar setelah jam belajar selesai					

APPENDIX 2**RESEARCH****SPEAKING TEST**

Taken from Charles Stewart and W.B Cash (2021)

Speaking test is an interaction process for exchanging information and involving question and answer activities, with certain aims and objectives.

Nama :

Usia :

Tingkat pendidikan :

QUESTION

1. Please introduce yourself ?
2. Please describe ESADA course ?
3. Mention your activities from morning to evening ?
4. What are your goals in life ?
5. After graduating at ESADA course do you still speak English! Why ?
6. Where do you come from ?
7. What do you like to do ?
8. What did you do yesterday ?

Table 5.1 The Scale of The Speaking Test Score

Speaking Aspect	Very Poor 1-3	Poor 4-5	Quite Good 6-7	Good 8-9	Very Good 10	Score
Pronunciation	No Correct pronunciation	Makes a lot of mistakes in pronunciation	Makes several mistakes in conversation	Makes a few mistakes in conversation	No mistakes in conversation	
Grammar	No Correct grammar	Makes a lot of mistakes in grammar	Makes several mistakes in grammar	Makes a few mistakes in grammar	No mistakes in grammar	
Word Order	No correct order	Poor order	Quite good order	Good order	Very good order	
Fluency	No	Doesn't	Speaks rather	Quite	Speaks very	

	speaking produces correctly	speak fluently, thinks too long	fluently, somewhat jumpy speaks	fluently, sometimes stops a moment	fluently	
Vocabulary	Knows no vocabularies needed	Knows few vocabularies needed	Knows several vocabularies needed	Knows many vocabularies needed	Knows all vocabularies needed	
Total Score						

Then to make it easier in this study, I as a researcher rounded the number to make it easier to input or calculate in Microsoft excel. And rounding like this Very poor 1-3 = 1, Poor 4-5 = 2, Quite good 6-7 = 3, Good 8-9 = 4, Very good 10 = 5.

APPENDIX 3
VARIABLE (X)

1	5	4	5	4	3	4	5	5	5	5	4 5
2	5	5	5	4	5	4	5	4	5	5	4 7
3	4	4	4	3	4	3	4	3	4	2	3 5
4	4	3	4	5	4	3	4	5	4	5	4 1
5	5	5	5	3	3	4	4	3	5	5	4 2
6	5	5	5	5	5	4	5	4	5	4	4 7
7	5	4	5	4	3	4	5	5	5	5	4 5
8	4	5	5	5	4	5	5	5	5	5	4 8
9	4	5	4	4	3	4	3	2	4	5	3 8
10	5	5	4	4	4	4	3	3	4	3	3 9
11	3	4	4	5	4	4	4	5	4	3	4 0
12	5	4	3	4	5	4	5	5	5	5	4 5
13	3	3	4	4	3	4	4	3	2	3	3 3
14	5	4	3	4	4	4	5	5	5	5	4 4
15	5	4	5	5	4	4	4	4	5	5	4 5
16	3	4	4	3	3	4	5	5	4	5	4 0
17	5	5	5	4	4	5	5	5	4	4	4 6
18	5	4	4	5	4	4	5	4	3	4	4 2
19	5	5	4	5	5	4	5	5	4	5	4 7
20	5	5	4	5	4	4	4	4	3	4	4 2
21	5	5	5	5	5	4	4	4	4	4	4 5
22	5	4	4	5	4	4	3	4	3	4	4 0
23	4	4	3	4	3	3	3	4	4	3	3 5
24	3	4	4	4	4	4	3	3	3	3	3

											5
25	4	4	5	4	5	4	4	4	4	4	4 2
26	3	3	3	3	3	4	5	4	4	3	3 5
27	4	4	3	4	4	3	4	4	3	3	3 6
28	2	2	4	4	4	4	4	4	3	4	3 5
29	4	4	4	4	4	4	4	4	4	4	4 0
30	5	4	3	4	4	3	3	5	5	3	3 9
RXY	0,687 057	0,591 329	0,573 532	0,451 666	0,476 889	0,50 886	0,599 583	0,530 298	0,649 557	0,713 223	
R HIT UNG	0,687 057	0,591 329	0,573 532	0,451 666	0,476 889	0,50 886	0,599 583	0,530 298	0,649 557	0,713 223	
R TAB EL	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	0,36 1	
V/T V	V	V	V	V	V	V	V	V	V	V	

**APPENDIX 4
VARIABLE (X)**

x10	Pearson	,364*	,238	,403*	,206	,062	,411*	,479**	,359	,499**	1	,713**
	Correlation											
	Sig. (2-tailed)	,048	,206	,027	,275	,744	,024	,007	,052	,005		,000
	N	30	30	30	30	30	30	30	30	30	30	30
total	Pearson	,687**	,591**	,574**	,452*	,477**	,509**	,600**	,530**	,650**	,713**	1
	Correlation											
	Sig. (2-tailed)	,000	,001	,001	,012	,008	,004	,000	,003	,000	,000	
	N	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 5

VARIABLE (Y)

		Correlations								
		X1	X2	X3	X4	X5	X6	X7	X8	TOTAL
X1	Pearson Correlation	1	,815**	,626**	,697**	,743**	,832**	,647**	,753**	,908**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000
	N	30	30	30	30	30	30	30	30	30
X2	Pearson Correlation	,815**	1	,636**	,752**	,748**	,692**	,696**	,686**	,897**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000	,000
	N	30	30	30	30	30	30	30	30	30
X3	Pearson Correlation	,626**	,636**	1	,717**	,500**	,477**	,435*	,471**	,723**
	Sig. (2-tailed)	,000	,000		,000	,005	,008	,016	,009	,000
	N	30	30	30	30	30	30	30	30	30
X4	Pearson Correlation	,697**	,752**	,717**	1	,797**	,727**	,687**	,608**	,886**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000	,000
	N	30	30	30	30	30	30	30	30	30
X5	Pearson Correlation	,743**	,748**	,500**	,797**	1	,729**	,598**	,587**	,844**
	Sig. (2-tailed)	,000	,000	,005	,000		,000	,000	,001	,000
	N	30	30	30	30	30	30	30	30	30
X6	Pearson Correlation	,832**	,692**	,477**	,727**	,729**	1	,675**	,695**	,863**
	Sig. (2-tailed)	,000	,000	,008	,000	,000		,000	,000	,000
	N	30	30	30	30	30	30	30	30	30
X7	Pearson Correlation	,647**	,696**	,435*	,687**	,598**	,675**	1	,714**	,806**
	Sig. (2-tailed)	,000	,000	,016	,000	,000	,000		,000	,000
	N	30	30	30	30	30	30	30	30	30
X8	Pearson Correlation	,753**	,686**	,471**	,608**	,587**	,695**	,714**	1	,816**
	Sig. (2-tailed)	,000	,000	,009	,000	,001	,000	,000		,000
	N	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	,908**	,897**	,723**	,886**	,844**	,863**	,806**	,816**	1

Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	
N	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

APPENDIX 6

BIOGRAPHY

HANDIKA KESUMA PUTRA was born in Nanga Pinoh at 17th of February 1999. He is last son of two son from Mr. Sundarianto and Mrs. Al Hidayah.

He completed his elementary education in SDN 40 Tanjung Sari and graduated in 2011. Then he continued his study in MTsN Nanga Pinoh, Melawi, West Borneo graduated in 2014. So, continued in Islamic Institute of Darussalam (IAIDA) at faculty of education and teacher training at English department. When his thesis is arranged he was still a student of English department in Islamic Institute of Darussalam Blok Agung, Banyuwangi, East Java.

He was staying in Darul Adzkiya' Islamic Boarding School of Darussalam 2 in Genteng, Banyuwangi, East Java.

APPENDIX 7**DECLARATION OF AUTHORSHIP**

Bismillahirrohmanirrohim

Herewith, I :

Name : **HANDIKA KESUMA PUTRA**
NIM : 1711221117
Study Program : English Education Departement
Address : Nanga Pinoh, Melawi, West Borneo

Declare that :

1. This thesis has never submitted to any other tertiary education for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does include, without due acknowledgment, the work of any person.
3. If a later time is found that the thesis is a product of plagiarism, I am accept any legal consquences that may be imposed to me.

Blok Agung, 28th July 2021

Declator,

Handika

Kesuama Putra

APPENDIX 8

THE NAME OF RESEARCH SUBJECT

NO	NAME	CLASS
1	Alyang Gumilang	Basic
2	Ahmad Maulana Haqiqi	Basic
3	Yoga Wisnu Abdilah	Basic
4	Ahmad Yusri Bahktiar	Basic
5	Ilham Andi	Basic
6	Imam Subkhi	Basic
7	Junaidi Abu Yami	Basic
8	M. Daulat Yusuf Noor	Basic
9	M. Lutfan Yazid	Basic
10	Rifqi Febrianto	Basic
11	Latif	Basic
12	Tegar Miftahul Huda	Basic
13	Ahmad Akmal F.R	Basic
14	Ahmad Faiz Haris M	Basic
15	Ahmad Hamim Bastomi	Basic
16	Ahmad I am Brilliant	Basic
17	Ahmad Fahmi Hilmy A	Basic
18	Ahmad Khotib	Basic
19	Ali Mubarak	Basic
20	Gusmanto	Basic
21	Haapidz Ahmad M	Basic
22	Hamdi Ramadhan	Basic
23	M. Arthur Haikal	Basic
24	M. Irkham	Basic
25	M. Rizky Harto	Basic
26	M. Fauzi	Basic
27	M. Rizky Harto	Basic
28	Rachmat Nur H	Basic
29	Risqi Huda Al-Ikhsan	Basic
30	Setio Utomo	Basic

APPENDIX 9

DOCUMENTATION



Research permit with the head of ESADA course



Filling out the questionnaire submitted by tutor ESADA course



Interview briefing delivered by tutor ESADA course