

**The Influence of English Language Exposure Media toward Students'
Speaking Activity**

*(A Pre-Experimental Study on Grade XII IPS of SMA Santo Fransiskus Asisi
Pontianak)*

A THESIS

By:

ETNA GRES

F1021201020



LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

TANJUNGPURA UNIVERSITY

2024

**THE INFLUENCE OF ENGLISH LANGUAGE EXPOSURE MEDIA
TOWARD STUDENTS' SPEAKING ACTIVITY**
(A Pre-Experimental Study on Grade XII IPS of SMA Santo Fransiskus Asisi
Pontianak)

A THESIS

Jurisdiction Responsibility by:
ETNA GRES
F1021201020

Approved by:

Supervisor I



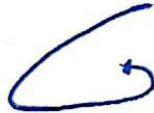
Eusabinus Bunau, S. Pd., M. Si., Ph.D
NIP. 196812301998031001

Supervisor II



Dr. Regina, M. Pd.
NIP. 196008231987032002

Examiner I



Dr. Y. Gatot Sutapa Yuliana, M. Pd.
196507171992031003

Examiner II



Surmiyati, M.Ed., Ph.D NIP.
NIP. 197310242003122001

Legalized by:

The Head of English Education Study Program



Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass:

**THE INFLUENCE OF ENGLISH LANGUAGE EXPOSURE MEDIA
TOWARD STUDENTS' SPEAKING ACTIVITY**
(A Pre-Experimental Study on Grade XII IPS of SMA Santo Fransiskus Asisi Pontianak)

A THESIS

Jurisdiction Responsibility by:

ETNA GRES
F1021201020

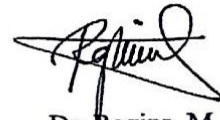
Approved by:

Supervisor I



Eusabinus Bunau, S. Pd., M. Si., Ph.D
NIP. 196812301998031001

Supervisor II



Dr. Regina, M. Pd.
NIP. 196008231987032002

Legalized by:

The Head of Language and Arts Education Department



Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

Date of Pass:

The Influence of English Language Exposure Media toward Students' Speaking Activity
(A Pre-Experimental Study on Grade XII IPS 3 of SMA Santo Fransiskus Asisi Pontianak)

A THESIS

Submitted to fulfill one of the requirements for the thesis examination in the English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak

Jurisdiction Responsibility by:


ETNA GRES
F1021201020

Approved by:

Supervisor I

Supervisor II


Eusabinus Bunau, S. Pd., M. Si., Ph.D
NIP. 196812301998031001


Dr. Regina, M. Pd
NIP. 196008231987032002

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura



Date of approval:

DECLARATION OF AUTHENTICITY

I am a student with the following identity:

Name : Etna Gres
Student's Number : F1021201020
Faculty : Teacher Training and Education
Department : Language and Arts Education Department
Study Program : English Language Education Study Program

I hereby declare that this thesis entitled "The Influence of Language Exposure Media toward Students' Speaking Activity (A Pre-Experimental Study on Grade XII IPS 3 SMA Santo Fransiskus Asisi Pontianak)" is my work. I am responsible for the content presented in this paper, and any references to other writers' opinions or findings are appropriately cited according to ethical writing guidelines.

Pontianak, 18 January 2024



Etna Gres

F1021201020

ACKNOWLEDGEMENT

First and foremost, the writer's deepest gratitude goes to Almighty Jesus Christ Who has given the countless blessing upon me to accomplish her thesis writing entitled "The Influence of English Language Exposure Media toward Students' Speaking Activity" (A Pre-Experimental Study on Grade XII IPS 3 of SMA Santo Fransiskus Asisi Pontianak).

The writer would like to deliver her sincere gratitude to Eusabinus Bunau, S. Pd., M. Si., Ph.D., as the main supervisor and Dr. Regina, M.Pd., as the second supervisor for their valuable guidances, suggestions, corrections, feedbacks, and the time during the completion process of this thesis. The writer would also like to present her greatest honor to Dr. Y. Gatot Sutapa Y., M.Pd., as the main examiner and Surmiyati, M.Ed., Ph.D., as the second examiner for their corrections and suggestions especially during the writer's Research Design Seminar.

Furthermore, the writer would like to express her deepest honor and appreciation to:

1. Dr. Ahmad Yani T., M.Pd., M.Pdi, the Dean of Teaching Training and Education Faculty of Tanjungpura University.
2. Dr. Patriantoro, M.Hum, the Head of the Language and Art Education Department.
3. Dr. Yanti Sri Rezeki, S.Pd., M.Ed. WALIS, the Chairman of English Education Study Program.
4. All lecturers of the English Education Study Program and all administrative staff.

5. Goretti Marsiani, S.H, the Headmaster of SMA Santo Fransiskus Asisi Pontianak.
6. Vandrektus Derek, S.Pd, the English teacher of SMA Santo Fransiskus Asisi Pontianak.
7. The students of Class XII IPS 3, the participants of this research.
8. The writer's family, parents and siblings who have supported both materially and non-materially, especially for their prayings to accomplish this thesis.
9. A special friend of the writer, who has always been there from my very first start line of the process until the completion of this research.
10. All of friends and seniors of the writer, that cannot be written here one by one for their guidances, supports and motivations.

Finally, this thesis is still far from perfect. Therefore, any constructive suggestions and comments are welcome for its improvement.

Pontianak, 2024

The Writer

TABLE OF CONTENT

ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vii
LIST OF TABLES	xi
CHAPTER 1.....	2
INTRODUCTION	2
1.1	2
1.2	7
1.3	7
1.4	8
1.5	9
1.6	9
CHAPTER 2.....	12
LITERATURE REVIEW	12
2.1	11
2.2	12
2.2.1	12
2.2.2	13
2.2.3	15
2.3	17
2.3.1	18
2.3.2	18
2.3.3	20
CHAPTER 3.....	23
METHODOLOGY	23
3.1	22
3.2	23
3.2.1	24
3.2.2	24
3.2.3	25
3.3	Error! Bookmark not defined.
3.3.1	Error! Bookmark not defined.
3.3.2	Error! Bookmark not defined.
3.3.3	Error! Bookmark not defined.
3.4	Error! Bookmark not defined.
3.5	Error! Bookmark not defined.

CHAPTER 4.....	37
RESEARCH FINDING AND DISCUSSION.....	37
4.1 Error! Bookmark not defined.	
4.2 Error! Bookmark not defined.	
CHAPTER 5.....	47
CONCLUSION AND SUGGESTION.....	47
5.1 Error! Bookmark not defined.	
5.2 Error! Bookmark not defined.	
REFERENCES	49
APPENDICES	53

LIST OF APPENDICES

APPENDICE 1 Test Item for Pre-test and Post-test	55
APPENDICE 2 Lesson Plan for Treatment 1	57
APPENDICE 3 Lesson Plan for Treatment 2	72
APPENDICE 4 T-Table	81
APPENDICE 5 Students' Note for Treatment 1	82
APPENDICE 6 Documentations	83

LIST OF TABLES

Table 3. 1 Schedule of the Research	25
Table 3. 2 Table of Specification	28
Table 3. 3 Scoring Rubric	28
Table 3. 4 Classification of Effect Size	33
Table 4. 1 Correlation Table of Pre-test and Post-test.....	37
Table 4. 2 Correlation Coefficient Score	40

ABSTRACT

Gres, Etna (2023). The Influence of English Language Exposure Media toward Students' Speaking Activity (A Pre-Experimental Study on Grade XII IPS 3 of SMA Santo Fransiskus Asisi Pontianak).

Supervisor I : Eusabinus Bunau, S. Pd, M. Si, Ph. D

Supervisor II : Dr. Regina, M. Pd

The aim of this research is to find out whether English Language Exposure Media influence students' speaking activity or not. This research also focused to find out whether the various kind of English language exposure could be suits the curriculum or not. At the same time, it was also aim to find the effectiveness of the media exposure. This research used pre-experimental research with pre-test, post-test, and two times of treatments. The participants of this research were the students from grade XII of SMA Santo Fransiskus Pontianak with the population was 80 students from grade XII IPS and the sample was 30 students from grade XII IPS 3. The sample was chosen used simple random sampling. The data were collected using the measurement technique by using speaking test. The research finding showed that the mean score of the students' pre-test was 54.60 while the post-test was 78.33. The interval score of the students' mean score of pre-test and post-test was 25.73. It showed that the score of the students' speaking activity increased after the treatment was conducted. The result of effect size (ES) was 2.38 which categorized as strong effect ($ES > 1.00$). Therefore, it can be concluded that English language exposure media does influence students' speaking activity and it does effective to be implemented to the class curriculum.

Keywords: *English Language Exposure; Speaking Activity; Pre-Experimental Research*

CHAPTER 1

INTRODUCTION

This chapter is the introduction of the research proposal. The researcher serves various key elements related to the topic. These components include the background, research questions, research purposes, hypotheses, research significance, research scope, and terminology.

1.1 Background

In an era where sophistication has spread to almost all parts of the world, it is very easy to get access to learn English. Students are no longer dependent on the teacher or school curriculum to learn English language because they can access million sources that provide information about English language by themselves, and of course, they can learn through it. Students have the chance and resources through the independent learning process to develop their own knowledge in order to get a thorough grasp and ultimately raise their academic standards (Susanti, 2017). The chance and resources through the independent learning English process can be mentioned as “English language exposure”. Exposure to language can be defined as the contact that the learners have with the target language that they are attempting to learn (Al-Zoubi, 2018, p.152).

Students can learn English language from inside and outside the school. One of the examples was students can mingle themselves in an English-speaking activity during teaching and learning in the class by interactions and conversations with teacher or classmates. This activity can provide constant knowledge of the English language for the students. Another example is

students can regularly listen to English podcasts, watching English movies and watch TV shows that used English language. All of them can help students to develop familiarity with the language's pronunciation, vocabulary, and sentence structures of English language. For a common example, students can also access any websites to gain more vocabulary in English. They can also translate the words that they want to know using Google Translate. Those actions of learning English was called exposure and it was the parts of language acquisition.

Language acquisition is part of process in getting an understanding of the language. According to Marzuki (2018), language acquisition is the technique where people learn about a language and mainly focus on the use for communication rather than focus on the grammar of the language. In the stage of language acquisition there where two (2) stages of language acquisition named first language acquisition (L1) and second language acquisition (L2) (Marzuki, 2018). As the explanation, first language acquisition mostly naturally happened as an individual grows up. While second language acquisition is the process of learning the other languages beside our first language (mother tongue).

The activity of learning English language that students meet in the school is one of the parts of second language acquisition. Second Language Acquisition (SLA) refers to the study of individuals and groups who are learning any language after they learned their first one as a young child (Brier & Jayanti, 2020). There are many aspects of second language acquisition and one of the aspects is learning through exposure. As students learn English to

develop their skill in English, exposure to the English language might help them to be more active in speaking activity.

To get an effective exposure, teachers need to consider the curriculum that is applied in the school. In this research, the school of SMA Santo Fransiskus Asisi Pontianak is using curriculum 2013 to teach their students. During teaching and learning activity in the class, the aspects of the syllabus in curriculum 2013 should make the students more active than the teacher (Ulya A., 2016). Based on the researcher's pre-observation on the twelfth-grade students of SMA Santo Fransiskus Asisi Pontianak, the researcher noticed that the students were lack during speaking activity especially when the teacher wanted to interact with the students by giving several questions related to learning material. The lack of answering happened when the questions were arrived to them after the teacher explained about the material using PPT and book. The fact was only few students who really understand what the teacher said in English language and can give proper response to the teacher by using English language as well, while the rest were not even paying attention to the questions nor the speaking activity in the class.

They were also in trouble to do the speaking activity task where the answer already existed in book and PPT. Moreover, they will definitely fail in speaking test if the teacher did not give some clues about the answers or give some directions about what they had to speak during the test. Experienced that case, the researcher intends to use media which allow the students to participate in the speaking activity especially when they have to do speaking task and

speaking test after teaching and learning English in the class. The researcher believed by participating and interacting actively with the teacher during teaching and learning activity, the students can get better understanding rather than just listening to the explanation for the whole the time. On the other hand, the researcher believe that the students will have more ideas to do the speaking activity in the class if the teachers can afford a suitable exposure media to support the teaching.

In this research, the researcher decided to used exposure media during teaching and learning English language to encourage students in the class for the better speaking activity. As the methodology, the researcher used pre-experimental study because it was most effective actions to conduct the research as the researcher would like to test whether implementing exposure media in the curriculum will affect students' score in speaking activity or not. Lastly, the data for this research were collected by using one group pre-test and post-test.

Adnyani & Agustiana (2021), state that students will be more engaged and interested during learning English in the class if there are fun media to support the teaching. The English language exposure media here may become the fun tool for the students. We can find those exposure on internet and it can be appropriate material for the students. The researcher provided three (3) language exposure media to be experimented in the class XII IPS of SMA Santo Fransiskus Asisi Pontianak, they were song, video animation, and podcast. All of the media were found according to the topic material that was explained in the class based on the book from the school for English class.

Focusing on “language exposure” as a media to teach “speaking”, some researchers have already conducted research with the same topic. (Primandita, 2016) conducted the research titled “Using English Song to Improve Speaking Skill”, she used pre-experimental as the design of her research and found that the use of songs likely improves students’ motivation in learning English especially for their speaking skill. (Junita, 2019) conducted the research titled “The Impact of Using Animation Video on Students’ Speaking Ability”, she used quasi-experimental for the design and concluded that using the video animation is effective to develop students’ speaking ability. Daniati et al., (2018) conducted the research titled “The Use of Podcast to Improve the Speaking Competency of the Tenth Grade Students of SMA Negeri 1 Amlapura in Academi Year 2015/2016”, they used pre-experimental as the design and found that the students’ English speaking competency could be improved by using podcast in English teaching and learning. All of those researchers used the language exposure media to improve speaking that the researcher was also include in the study.

Compared to this research, the researcher conducted this research with two gaps. First gap, those language exposure media in the previous study were not implemented based on the students’ material in book that is provided by the school, in this case it was not accordance to the curriculum but only choose random topic of English material to be taught to the students. The second gap was the researcher used all of those exposure in one time with a particular technique of teaching that has been arranged in the researcher’s lesson plan.

As mentioned before, the researcher used pre-experimental study to test the influence of those language exposure media in the class toward students' speaking activity. In conclusion, by the research entitled "The Influence of English Language Exposure Media toward Students' Speaking Activity", the researcher conducted a study to find out if there is any significant influence of language exposure media to encourage students' speaking activity during teaching and learning English class but still refer to the curriculum of the book that is provided by the school to teach the students.

1.2 Research Questions

Research question is the problem that can be center of the research where the researcher aims to answer. There are two research questions in this research to be found out, they are:

1. Does English language exposure media significantly influence students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak?
2. Is the use of English language exposure media effective toward students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak?
3. How effective is the use of English language exposure media toward students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak?

1.3 Research Purposes

Research purpose is the goal that the researcher would like to reach

based on the aim that written in the research questions. There are two research purposes for this research, they are:

1. To find out whether English language exposure media significantly influence students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak.
2. To find out whether English language exposure media effective toward students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak.
3. To find out how well is the effect of English language exposure media toward students' speaking activity on XII IPS class of SMA Santo Fransiskus Asisi Pontianak.

1.4 Research Hypotheses

A hypothesis is a declaration of the researcher's expectation or prediction regarding the relationship between the variables under examination (K Dayanand, 2020). Hypotheses consist of null hypothesis and alternative hypothesis. Null hypothesis means the hypothesis that will be rejected and alternative hypothesis means the hypothesis that will accepted (K Dayanand, 2020). The hypotheses of this research are:

1. Null Hypothesis (H₀)

The use of English language exposure media does not significantly influence toward students' speaking activity.

2. Alternative Hypothesis (H_A)

The use of English language exposure media does significantly influence students' speaking activity.

1.5 Research Significance

Research significant is the contribution that the study can give to the research field (Hiebert et al., 2023). Hopefully, this research can be useful to students, teachers, and other researchers.

1. For the students, the result of this research can be used to understand that English language exposure media can be a fun tool to help them in speaking activity.
2. For the teacher, the result of this research can be used to assist themselves to provide various English language exposure media in teaching and learning class to engage students' speaking activity.
3. For the other researchers, the result of this research can be used for their reference when they are researching the same topic area about the influence of English language exposure media toward students' speaking activity.

1.6 Research Scope

The term of research scope refers to the parameter and limitation that will be used in the study as well as the depth to which the research area will be studied (Trinity Washington University, 2014). Here is explained the research scope of this study:

1. Research Variables

Every research consists of clear variables that the researcher wants to measure to be conducted in the research because the variable is the key

term of research (Shell, 2016). In the research, there are two kinds of research variables, they are the independent variable and the dependent variable. Benhnia (2016), stated that independent variable is the variable that other variables in the research are not able to affect this independent variable. On the other hand, a dependent variable is a variable that depends on and can change or be affected by the independent variables.

The independent variable of this research is English language exposure media while the dependent variable of this research is students' speaking activity.

2. Terminology

Terminology is the detailed explanation about the concept of the research (Chase, 2014). To avoid the ambiguity of the terms that exist in this research, here are the explanations of the terminologies:

- a. English language exposure media here means the tools that the researcher used to conduct the research. The media are song, video animation, and podcast.
- b. Speaking activity is the interaction between teacher and students in the class and the response that the student able to give to teachers' questions.
- c. SMA Santo Fransiskus Asisi Pontianak is a Catholic school located in Jalan Selat Sumba 3, Siantan, Pontianak.

CHAPTER 2

LITERATURE REVIEW

This chapter is the literature review section of the research, offering a comprehensive and in-depth exploration of the topic. In this literature review, there are more specific understanding regarding language learning and speaking activity elaborated by the researcher.

2.1 Language Learning

Learning is the process of interaction of students with educators and learning resources in a learning environment (Zhang, 2014). In the context of education, learning refers to the acquisition and development of knowledge, activities, and understanding through systematic instruction and practice. When it comes to learning the English language, it involves the process of acquiring proficiency in English vocabulary, grammar, pronunciation, reading, writing, listening, and speaking skill. This typically occurs through structured lessons, interactive activities, and exposure to authentic English materials, with the goal of enabling effective communication in English.

Learning the language is the nature of every human being to understand the term or context of the word that they are speaking. Beginning in infancy and continuing throughout life, language learning is a process that requires active participation (Minor & Marckwardt, 2013). This statement means that language learning occurs as students engage in communication to express their thoughts, emotions, and personal encounters, forming connections with loved ones and acquaintances while attempting to comprehend and structure their