

REFERENCES

Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. *International journal of instruction*, 8(1), 105-116.

Amaniarsih, D. S., Juliana, J., & Darmayanti, E. (2022). Improving Students' Speaking Skill At Grade X At Sma Nurul Hasanah Tembung Through Community Language Learning Method. *Warta Dharmawangsa*, 16(3), 299-312.

Ampa, A. T. The Training of Speaking Skills

Arianti, A. (2021). A study of students' efforts to improve the ability in English. *Surakarta English and Literature Journal*, 4(1), 1-10.

Arung, F., & Jumardin, J. (2016). Improving The Students' speaking Skill Through Debate Technique. *Journal of English Education*, 1(1), 70-76.

Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ, 1986*(23-28), 2.

Bekteshi, E. (2017). English Language As A Foreign Language And The Impact Of Novel Reading And Movie Watching In English Among High School Students. *European Journal of English Language Teaching*.

Brown, D. H. (2007). Principles of language learning and teaching . NY: Pearson Educations.

Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.

Connelly, F. M., & Clandinin, D. J. (2012). Narrative inquiry. In *Handbook of complementary methods in education research* (pp. 477-487). Routledge

Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Cresswell, J. (2013). Qualitative inquiry & research design: Choosing among five

Crisianita, S., & Mandasari, B. (2022). THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS' SPEAKING SKILL. *Journal of English Language Teaching and Learning*, 3(1), 61-66.

Cummins, J. (1979). Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. Working Papers on Bilingualism, No. 19.

Dionar, W. S., & Adnan, A. (2018). Improving speaking ability of senior high school students by using truth or dare game. *Journal of English Language Teaching*, 7(2), 369-374.

Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random house.

Ellis, R. (1997). Second language acquisition. *The United States: Oxford*, 98.

Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at Mts Ja-alhaq, Sentot Ali Basa Islamic boarding school of Bengkulu, Indonesia. *International Journal of Humanities and social science*, 2(20), 127-134.

Garini, W. G., & Suryaman, M. (2022). Efl students' strategy in learning speaking english with pecha kucha presentation activity. *Project (Professional Journal of English Education)*, 5(5), 967-975.

Gunawan, Y. I., Haikal, M. D., Riansyah, R. R., Rizky, D. A., & Afrizal, M. N. (2024). Improving Students' English Public Speaking Skill toward Campus Visit Program. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 13(1), 106-114.

Kasmaini, K., Danim, S., Kristiawan, M., Zahrida, Z., Sufiyandi, S., & Maharrani, D. (2023). Improving English Students' speaking Skills Through An Action Learning Strategy. *English Review: Journal of English Education*, 11(1), 143-152.

Khan, N., & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Procedia-Social and Behavioral Sciences*, 2(2), 3575-3579.

Kolb, D. A. (1984). *Experiential Learning: Strategy as the Source of Learning and Development*.

Lawson, M. J., & Hogben, D. (1996). The vocabulary-learning strategies of foreign-language students. *Language learning*, 46(1), 101-135.

Lightbown, P. M. (2014). Making the minutes count in L2 teaching. *Language Awareness*, 23(1-2), 3-23.

Mahdi, D. A. (2022). Improving speaking and presentation skills through interactive multimedia environment for non-native speakers of English. *SAGE Open*, 12(1), 21582440221079811.

Meiranti, A., Yelliza, Y., & Asty, H. (2022). Students' Effort to Improve Speaking Skill. *Journal of Asian Studies: Culture, Language, Art and Communications*, 3(1), 16-23.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass, 350 Sansome Street, San Francisco, CA 94104-1310.

Nation, I. S., & Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10, pp. 126-132). Cambridge: Cambridge university press.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language learning*, 35(1), 21-46.

Piaget, J., & Cook, M. (1952). *The origins of intelligence in children* (Vol. 8, No. 5, pp. 18-1952). New York: International Universities Press.

Rao, P. S. (2019). "The importance of speaking skills in English classrooms". *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge university press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Riger, S. T. E. P. H. A. N. I. E., & Sigurvinssdottir, R. A. N. N. V. E. I. G. (2016). "Thematic analysis. *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*," 33-41.

Rosalina, I. (2019). *The Effect Of Information Gap Technique Toward Student's Speaking Ability At The Eighth Grade Of Mts Wasilatul Huda Ngasem* (Doctoral dissertation, IKIP PGRI BOJONEGORO).

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in second language acquisition*, 15, 165-179.

Utami, N. D. (2018). *An Analysis On Students'effort To Improve Speaking Skill*. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, 4(3).

Vygotsky, L. S., & Cole, M. (1978). *Mind in society: Development of higher psychological processes*. Harvard university press.

Wenden, A., & Rubin, J. (1987). Learner strategies in language learning.

Weinstein, C. E., & Mayer, R. E. (1983, November). The teaching of learning strategies. In *Innovation abstracts* (Vol. 5, No. 32, p. n32).

Willis, J. (2008). *Teaching the brain to read: Strategies for improving fluency, vocabulary, and comprehension*. ASCD.



APPENDICES

1. Tell us about the beginning of your journey in learning to speak English?

• **Respondent:** *"The beginning of my journey in learning English began by imitating the vocabulary spoken by the teacher at school. My parents then put me in English lessons to study more intensively. At home, they also often invited me to speak English to improve my skills."*

2. Tell us about your first journey from elementary school to high school! •

The Respondent:

"When I was in elementary school, learning English was something new and challenging for me. At first, I was interested in learning it when I heard my parents speak English. From there, I imitated some of the vocabulary they used. Then, I took English lessons and every day my parents communicated with me using basic English. This helped me to expand my vocabulary and improve my basic pronunciation."

• *"When I entered junior high school, I already had basic knowledge of English. In my first year, I took a language program for one month. However, I only lasted one month in the LIPS program because I felt overwhelmed. After that, I studied independently. I practiced speaking with more proficient seniors to improve my pronunciation, read books in English, and watched movies and listened to music in English. I also practiced writing in English to strengthen my grammar and vocabulary. In addition, I also actively participated in several competitions both*

inside and outside of school, which helped improve my fluency and comprehension."

• "In high school, my English skills improved rapidly thanks to the encouragement of my teachers to speak actively. I was involved in English debates and presentations, and practiced with friends and teachers at school and in the dormitory. These activities greatly helped improve my accuracy and fluency. I was also invited to give a speech in English at the Kraksaan education office, which tested and strengthened my understanding in a real situation."

3. What is the biggest challenge you face in the process of improving your speaking skills?

Respondent: *"The biggest challenge for me is being nervous when I have to speak in front of many people. Sometimes, I also have difficulty finding the right words to express my ideas clearly and in a structured way."*

4.. What class activities can help you develop your speaking skills on your journey to improve them?

Respondent: *"In class, the activities that really help me in speaking are presentations, storytelling, and group activities such as discussions, and other group activities."*

5. How does the boarding school environment support you in practicing speaking every day?*

Respondent: "The boarding school environment is very supportive because I can always invite friends who have the ability to communicate in English in various activities, such as discussions, lectures, and other activities. The conducive atmosphere and encouragement from friends and teachers make me more motivated to practice."

6. What strategies do you use to improve your speaking skills?

• **Respondent:** "To improve my speaking skills, I use techniques such as repetition and association to remember new vocabulary. I watch English movies and note down new words or phrases that I encounter, then repeat them while imagining scenes from the movie. In addition, I read English books such as "Harry Potter" and take notes on important vocabulary and expressions, which helps expand my vocabulary and provide context for using words in sentences. With the new vocabulary that I have learned, I apply it in my daily life. I also interact with friends and teachers in English during various activities, which helps me improve my vocabulary and pronunciation."

7. Are there any inspiring figures or characters that motivate you to improve your speaking skills?

Respondent: "Yes, namely Maudi Ayunda. I like to watch her speak, especially since she is very inspiring for the current young generation. And there is one more, my parents, since elementary school my parents have always supported the things I am interested in, they always support me in various fields."

1. Photos during interview



2. Photos during presentation



3. Photo when winning 1st place in the debate



NOTA PEMBIMBING

Hal: Persetujuan Ujian Skripsi

Kepada:

Yth. Bapak Dekan Fakultas Sosial dan Humaniora

Universitas Nurul Jadid Paiton Probolinggo

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa Propoal Skripsi mahasiswa:

Nama : Nur Aisyatul Hidayah

NIM : 2042300036

Prodi : Pendidikan Bahasa Inggris

Judul skripsi : The Students Journey In Improving Speaking Skill

Telah memenuhi syarat untuk diajukan dalam Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Paiton,
Pembimbing,

Moh. Sofyan Adi Pranata, M.Li



YAYASAN NURUL JADID
SEKOLAH MENENGAH ATAS NURUL JADID
TERAKREDITASI A
PAITON PROBOLINGGO JAWA TIMUR

Jalan K.H. Zaini Mun'im Karanganyar Paiton Probolinggo 67291 Jawa Timur
Telepon: 08883077077, E-mail: smasnuruljadid@gmail.com Website: www.smanj.sch.id

SURAT KETERANGAN

Nomor : NJ-H/17/563/A.VIII/06.2024

Yang bertanda tangan di bawah ini :

Nama : **Drs. RAHARDJO**
Jabatan : Kepala Sekolah
Satdik : SMA NURUL JADID Paiton Probolinggo
Alamat : Jl. KH. Zaini Mun'im Karanganyar Paiton Probolinggo

Menerangkan bahwa :

Nama : **NUR AISYATUL HIDAYAH**
NIM : 2042300036
Fakultas : Fakultas Sosial Dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **THE STUDENTS JOURNEY IN IMPROVING SPEAKING SKILL**
Waktu Penelitian : Kamis, 13 Juni 2024.

Yang bersangkutan telah melakukan penelitian lapangan/observasi dalam rangka penyusunan Tugas Akhir (Skripsi) di lembaga ini.

Surat keterangan ini kami buat dengan sebenarnya untuk digunakan sebagaimana mestinya.

Paiton, 15 Juni 2024
Kepala,

Drs. RAHARDJO
NIUP-59319308945



PANITIA PELAKSANA PROGRAM
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
08883077077
soshum@unuja.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Nur Aisyatul Hidayah
2. NIM : 2042300036
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Students Journey In Improving Speaking Skill

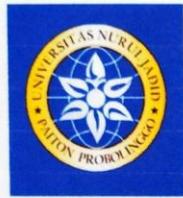
5. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
19 - 5 - 24	Chapter I	Revise	
24 - 5 - 24	Chapter I	Acc	
18 - 6 - 24	Chapter II	Revise	
22 - 6 - 24	Chapter III	Acc	
30 - 6 - 24	Chapter IV	Revise	
7 - 6 - 24	Chapter V	Revise	
10 - 7 - 24	Chapter III & IV	Acc	
15 - 7 - 24	Chapter V	Acc	
27 - July - 24	All done	Acc)	

6. Bimbingan telah selesai pada tanggal ...27 July 2024.....

Dosen Pembimbing,

Moh. Sofyan Adj Pranata, M.Li.
NIDN 0704129001



YAYASAN NURUL JADID PAITON
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
08883077077
soshum@unuja.ac.id

KETERANGAN HASIL CHECK PLAGIASI

Yang bertanda tangan di bawah ini, tim check plagiasi Fakultas Sosial dan Humaniora menerangkan dengan sebenarnya, bahwa telah dilakukan check plagiasi dengan persentase 20 % (Exclude Quotes dan Exclude Bibliography) pada tugas akhir/skripsi mahasiswa berikut:

Nama : **NUR AISYATUL HIDAYAH**

NIM : 2042300036

Judul Skripsi : The Students Journey In Improving Speaking skill

Demikian keterangan ini dibuat dengan sebenarnya dan untuk dijadikan persyaratan kelayakan mengikuti sidang tugas akhir/skripsi.

Paiton, 20 Agustus 2024

Ketua Tim,

RM. FARUQ, S.H.I