

In this chapter, researchers will present result and discussion. The results obtained from tests carried out by researchers to answer the problem formulation in chapter 1. Researcher used speaking test to students and the test that researcher used is the activity from English Performance program that held in Babussalam. The test is, Dialog, short story, sing a song, and speech, so the following parts would discuss about the results of analysis to answer the formulation of the problem

1. Differences in students' speaking ability scores, between students who actively participate in English performance activities and students who do not actively participate

In this study, the total number of eighth grade of SMP Babussalam was 96, and the research sample consisted of 12 students, and researcher took 6 students that have been active in English Program and the others 6 students is students that rarely join the English day program

In determining this research, researchers used tests to collect data. In this study, the researcher tested several students who had been selected, between students who actively participated in English Performance activities and students who were inactive or rarely participated. This test aims to find out more information about how much impact this English



Performance program has on students' speaking abilities.

So some of the tables presented below are student speaking assessments using tests that have been prepared by writer

1) Dialogue

Table IV. 1
Student's dialogue scores

No	Assessment aspect	Maximum value	Active Students on (EP)	Non – active students on (EP)
1	Comprehension	5	3.5	3
2	Fluency	5	2.5	2
3	pronunciation	5	2	2
4	Grammar	5	3.5	3
5	Vocabulary	5	4	4
			3.1	2.8

Based on the table IV above, it shows the result of students dialogue score especially on speaking ability. The table above shows that the speaking ability of students who actively participate in the English Performance program are higher than students who are not active, where the highest score was on Vocabulary that is 4 and the lowest is on fluency and pronunciation that is 2.

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2) Short Story

Table IV. 2
Student's Short Story Scores

Assessment aspect	Maximum value	Active Students on (EP)	Non – active students on (EP)
Comprehension	5	3	3
Fluency	5	1.5	2
pronunciation	5	4	2
Grammar	5	3	3
Vocabulary	5	3	4
		2.9	2.2

Based on the table IV.2 above, it shows the result of students Short Story score especially on speaking ability. The table above shows that the speaking ability of students who actively participate in the English Performance program are higher than students who are not active, where the highest score was on Vocabulary that is 4 and the lowest is on fluency is 2.

3) Speech

Table IV. 3
Student's Speech Scores

Assessment aspect	Maximum value	Active Students on (EP)	Non – active students on (EP)
Comprehension	5	4	2
Fluency	5	3	3
pronunciation	5	3	3
Grammar	5	4	2
Vocabulary	5	4	4
		3.6	2.8

Based on the table IV.3 above, it shows the result of students Speech score especially on speaking ability. The table above shows that the speaking ability of students who actively participate in the English Performance program are higher than students who are not active, where the highest score was on Comprehension and Vocabulary that is 4 and the lowest is on comprehension and grammar is 2.

4) Sing a song

Table IV. 4
Student's Sing a song Scores

Assessment aspect	Maximum value	Active Students on (EP)	Non – active students on (EP)
Comprehension	5	3	2.5
Fluency	5	2	1.5
pronunciation	5	4	1
Grammar	5	3	3
Vocabulary	5	3	3
		3	2.2

Based on the table IV.4 above, it shows the result of students Sing a Song score especially on speaking ability. The table above shows that the speaking ability of students who actively participate in the English Performance program are higher than students who are not active, where the highest score was on pronunciation that is 4 and the lowest is still same on pronunciation that is 1.

2. The Significant Effect in Students Speaking Ability and English Performance Program

To find out whether there is an effect on students speaking ability, researcher used paired Sample t-Test is known as Non-independent sample t-test. Cohen (1988), proposed the following interpretation of the d values. A d near 0.2 is a small effect, a d near 0.5 is a medium effect, and a d near

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0.8 is a large effect. These values for small, medium, and large effects are popular in the social sciences. However, this convention is not as popular among the medical sciences since the scale of the effect is left unstated which makes interpretation difficult.

Researcher used SPSS version 29.0 to obtain valid data. And the data analysis technique used by researchers is the Paired Sample Test technique. Paired sample t-test was used for comparing the mean score for the same group of people on two different occasions, or for matching pairs

Basic Decision Making :

Effect Size	Interpretation
0,2	Small effect
0,5	Medium effect
0,8	Large effect

In this time, the writer used to find out whether there was significant effect between English Performance on students' speaking and Speaking Ability. They are as follow:

Table IV. 5

The Effect Result of English Performance on Student's Speaking Ability

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	English Performace - Speaking Ability	10,000	11,113	4,970	-3,799	23,799	2,012	4	,115

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According to the data in the table, the Paired sample T-test indicated the lower score is -3,799 and the upper score is 23,799. Referring criteria for interpreting significant effect on students speaking Ability, so this value falls within the interval of 0,899847026, based on Cohen's d formulate the researcher conclude that there are "Large Effect" of students speaking ability on English Performance program at Babussalam Junior High School Pekanbaru. As a result the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) could be accepted

B. Discussion

In the concluding section of the chapter, the research results were discussed, specifically addressing there was one research question posed in this study, and the discussion primarily revolved around the outcomes obtained for research question. The focuses are to identify the influence of English performance towards student's speaking ability at the second grade of Babussalam Junior High School Pekanbaru and also to identify the correlation between English Performance and student's Speaking Ability at the Eighth grade of Babussalam Junior High School Pekanbaru.

First, the result of this research showed that student's speaking ability in Babussalam was middle to upper according the result of data that obtained by ratio, there was the speaking ability of student's in Babussalam achieved the highest score of 4 out of 5, although some students still not achieve the good score, because refer to the background of the students in Babussalam are not used



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to study or practice their speaking ability more often according to interview with English teacher in Babussalam.

Second, in the students speaking ability scores, researcher took the activity that held in English Performance in Babussalam Junior High School, the several program is, Dialog, Short Story, Speech, and sing a song. From dialog the data show that the score of student who actively join the English Day Program are highest than student who are not active, where the highest score was on Vocabulary that is 4 and the lowest is on fluency and pronunciation that is 2.

And the other program is short story. The data show that speaking ability students who actively participate in the English Performance program are highest than student that not active, and the highest score was on vocabulary that is 4 and the lowest is on fluency that is 2.

The third program on English Performance was Speech and the data show that student that have participate in English Performance was more higher than student that not active, where the highest there was on comprehension and Vocabulary that is 4 and the lowest is on grammar that is 2 .

And the last program that held in English Performance was Sing a song. The data show that is students who actively participate in English performance have a higher score than student that not active, where the highest is on pronunciation and the lowest is still on pronunciation that is one so based on the data that researcher explain above is show that enough evidence to support the hypothesis so the result indicated a significant Effect between English Performance and Student's Speaking Ability.



To find out whether there is a Effect on students speaking ability, researcher used paired Sample t-Test is known as Non-independent sample t-test. Cohen (1988), proposed the following interpretation of the d values. A d near 0.2 is a small effect, a d near 0.5 is a medium effect, and a d near 0.8 is a large effect.

These values for small, medium, and large effects

Researcher used SPSS version 29.0 to obtain valid data. And the data analysis technique used by researchers is the Paired Sample Test technique.

Referring criteria for interpreting significant effect on students speaking Ability, so this value falls within the interval of 0,899847026 indicating a so from the discussion presented earlier, the researcher conclude that there are “Large Effect” between English Performance program on student’s Speaking Ability at Babussalam Junior High School Pekanbaru.

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