

**THE EFFECTIVENESS OF ENGLISH-ONLY POLICY
STRATEGY ON STUDENTS' SPEAKING ACHIEVEMENT OF
8TH GRADE STUDENTS AT MTsN 5 TULUNGAGUNG**

BACHELOR'S THESIS



By:

ATSNA NURIL KHOFIFAH

Student ID Number. 126203211013

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SAYYID ALI RAHMATULLAH STATE ISLAMIC UNIVERSITY OF
TULUNGAGUNG**

2025

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Presented to
Sayyid Ali Rahmatullah State Islamic University of Tulungagung in
partial fulfillment of the requirements for the bachelor's degree in
English Education Department



By:
ATSNA NURIL KHOFIFAH
Student ID Number. 126203211013

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TARBIYAH AND TEACHER TRAINING FACULTY
SAYYID ALI RAHMATULLAH STATE ISLAMIC UNIVERSITY OF
TULUNGAGUNG**

2025

APPROVAL SHEET

Bachelor's Thesis entitled "The Effectiveness of English-Only Policy Strategy on Students' Speaking Achievement of 8th Grade Students at MTsN 5 Tulungagung" written by Atsna Nuril Khofifah with student registered number 126203211013 has been approved by the thesis advisor and for further approval by the Board of Examiners.

ADVISOR	DATE	SIGNATURE
Dr. H. Nanik Sri Rahayu, M.Pd NIP. 197507072003122002	June 16 th , 2025	

Acknowledged by

The Coordinator of English Education Department



Dr. H. Nursamsu, M.Pd
NIP. 197802042009011003

BOARD OF EXAMINER'S APPROVAL SHEET

THE EFFECTIVENESS OF ENGLISH-ONLY POLICY STRATEGY ON STUDENTS' SPEAKING ACHIEVEMENT OF 8TH GRADE STUDENTS AT MTsN 5 TULUNGAGUNG

BACHELOR'S THESIS

By:

ATSNA NURIL KHOFIFAH

Student ID Number. 126203211013

Has been defended before the Bachelor's Thesis Examiners Board of UIN Sayyid Ali Rahmatullah Tulungagung on July 9th, 2025 and declared acceptable for the Bachelor's degree.

Board of Examiner

Signatures

Chief Examiner:

Dr. Susanto, S.S., M.Pd.

NIP. 197308311999031002



Main Examiner:

Dr. H. Muh. Basuni, M.Pd.

NIP. 197803122003211001



Secretary of Examiner

Dr. Hj. Nanik Sri Rahayu, M.Pd.

NIP. 197507072003122002



Acknowledged by:

Dean Faculty of Tarbiyah and Teacher Training,



Dr. Satopo, M.Pd

NIP. 19780509200801012

DECLARATION OF AUTHENTICITY

I, the undersigned:

Name : Atsna Nuril Khofifah

Student ID Number : 126203211013

Department : English Education Department

Faculty : *Tarbiyah* and Teacher Training

I hereby declare that this Bachelor's Thesis is solely my own work and is not plagiarized in part or in whole.

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Atsna Nuril Khofifah

Student ID Number. 126203211013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SAYYID ALI RAHMATULLAH TULUNGAGUNG
UPT PERPUSTAKAAN
Jalan Mayor Sujadi Timur Nomor 46 Tulungagung - Jawa Timur 66221
Telepon (0355) 321513, Website : <http://perpustakaan.uinsatu.ac.id>

SURAT PERNYATAAN KESEDIAAN PUBLIKASI KARYA ILMIAH

Saya yang bertanda tangan di bawah ini:

Nama : ATSNA NURIL KHOIFAH
NIM : 126203211013
Jurusan : TADRIS BAHASA INGGRIS
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jenis Karya Ilmiah : SKRIPSI

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MOTTO

“Life is ours, we live it our way”

Metallica

DEDICATION

In the long run, I thank Allah for always giving me strength to work on my bachelor's thesis until the end. With all of my love, I dedicated this bachelor's thesis to:

1. My amazing parents, ibuk and ayah, Mrs. Kumairoh and Mr. Faizin who brought me into this world with great struggles, care, and raised me since I was a child until I became an educated person that I am today.
2. My beloved siblings, Lana, Devina, Habibina and Azrina who are always become the reason for me to survive and to laugh.
3. My dear friends, who always been with me, Lala, Juliana, Ajis, Fahimah, and Ema, who are never stopped encouraging me.
4. The one that I can't mention his name, thank you so much for giving me this pain so that I can work on my thesis this hard.
5. For all people who have helped me in the journey of writing this thesis, which I cannot mention one by one, I would like to say thank you very much.
6. Last but not least, I want to thank myself. I want to thank me for always believing in me, for doing all this hard work, for having no days off, for never giving up. I want to thank me for just being myself at all this times.

ACKNOWLEDGEMENT

In the name of Allah STW, The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

Recognizing the imperfections within this thesis, the writer humbly acknowledges the invaluable assistance of many people who contributed motivation, advice, support, and constructive feedback. The writer would like to express the genuine gratitude to:

1. Prof. Dr. H. Abd Aziz, M.Pd.I., as the rector of Sayyid Ali Rahmatullah State Islamic University of Tulungagung.
2. Dr. Sutopo, M.Pd., as the Dean Faculty of *Tarbiyah* and Teacher Training.
3. Dr. H. Nursamsu, M.Pd., as the Coordinator of English Education department.
4. Dr. Hj. Nanik Sri Rahayu, M.Pd., as the writer's thesis advisor, for her invaluable guidance, suggestions, and feedback during the completion of this thesis.
5. All the lecturers of the English Education Department of Sayyid Ali Rahmatullah State Islamic University of Tullungagung, who has givem their thought and shared their experience to the writer.
6. H. Ahmad Muthohar, M.HI., as the Headmaster of MTsN 5 Tulungagung, who give permission to conduct the research of this thesis at MTsN 5 Tulungagung.
7. Nocky Sisca Devantie, S.Pd., as the English teacher in 8D and 8E, who give permission and cooperation for this research.
8. The eight-grade students, especially 8D and 8E in academic year 2025/2025 for the cooperation for this research.

May Allah SWT, the Almighty God, give blessings upon all who have shown kindness. The writer realized that this research is far from being perfect. Therefore, any constructive criticism and suggestion will gladly accept.

Tulungagung, June 2025

The Writer

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ABSTRACT

Khofifah, Atsna Nuril. Student ID Number. 126203211013. 2025. *The Effectiveness of English-Only Policy Strategy on Students' Speaking Achievement of 8th Grade Students at MTsN 5 Tulungagung*. Bachelor's Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. Sayyid Ali Rahmatullah State Islamic University of Tulungagung. Advisor: Dr. Hj. Nanik Sri Rahayu, M.Pd.

Keywords: *Effectiveness, English-Only Policy, Speaking Skill*

Speaking is one of the essential language skills that allows learners to express their thoughts and communicate meaningfully in various contexts. To support the development of speaking skills, teachers need strategies that encourage students to use English actively during the learning process. English-Only Policy (EOP) is a classroom strategy that requires the exclusive use of English in teaching and learning activities. It is believed to help increase students' exposure to the target language and promote more active use of English, particularly in speaking. However, its application in junior high school settings remains limited and under-researched, especially in Indonesia. This research was conducted to examine the effectiveness of EOP in improving students' speaking skills. The study aimed to determine whether students who were taught under EOP would show better speaking performance than those who were not.

This research used a quasi-experimental design with two groups: an experimental group and a control group. The participants were 8th grade students from MTsN 5 Tulungagung. The experimental group received treatment using the English-Only Policy during speaking activities, while the control group was taught using conventional strategy. The learning material focused on recount text, and the treatment was carried out in three meetings. Data were collected through a speaking test given before and after the treatment. The speaking performance was assessed based on five components: pronunciation, grammar, vocabulary, fluency, and comprehension. The scores were then analyzed using an independent sample t-test to determine the significance of the difference between the two groups.

The result showed that the experimental group had a higher increase in speaking scores compared to the control group. The mean score of the experimental group improved from 11.31 in the pre-test to 13.81 in the post-test, while the control group showed only a slight improvement from 11.28 to 11.48. The statistical analysis revealed a significant difference between the two groups, with a p-value of 0.001 ($p < 0.05$). This indicates that the implementation of EOP had a positive effect on students' speaking skills. Based on these findings, it can be concluded that the English-Only Policy is an effective strategy to enhance students' speaking performance.

ABSTRAK

Khofifah, Atsna Nuril. NIM. 126203211013. 2025. *The Effectiveness of English-Only Policy Strategy on Students' Speaking Achievement of 8th Grade Students at MTsN 5 Tulungagung*. Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah and Ilmu Keguruan. Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Dosen Pembimbing: Dr. Hj. Nanik Sri Rahayu, M.Pd.

Keywords: *Evektivitas, English-Only Policy, Kemampuan Berbicara*

Berbicara (speaking) merupakan salah satu keterampilan berbahasa yang penting karena memungkinkan peserta didik untuk mengungkapkan pikiran dan berkomunikasi secara bermakna dalam berbagai konteks. Untuk mendukung perkembangan keterampilan berbicara, guru perlu menggunakan strategi yang mendorong siswa untuk menggunakan bahasa Inggris secara aktif selama proses pembelajaran. Salah satu strategi tersebut adalah English-Only Policy (EOP), yaitu kebijakan penggunaan bahasa Inggris secara eksklusif dalam interaksi kelas. EOP diyakini dapat meningkatkan paparan siswa terhadap bahasa target dan mendorong penggunaan bahasa Inggris yang lebih aktif, terutama dalam keterampilan berbicara. Namun, penerapan EOP di jenjang sekolah menengah pertama masih terbatas dan jarang diteliti, khususnya di Indonesia. Penelitian ini dilakukan untuk mengetahui efektivitas EOP dalam meningkatkan keterampilan berbicara siswa, khususnya dalam pembelajaran teks recount. Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa yang diajar dengan EOP menunjukkan peningkatan kemampuan berbicara yang lebih baik dibandingkan dengan siswa yang tidak diajar dengan kebijakan tersebut.

Penelitian ini menggunakan desain quasi-experimental dengan dua kelompok, yaitu kelompok eksperimen dan kontrol. Partisipan penelitian adalah siswa kelas 8 dari MTsN 5 Tulungagung. Kelompok eksperimen mendapatkan perlakuan menggunakan English-Only Policy dalam aktivitas berbicara, sedangkan kelompok kontrol diajar menggunakan strategi konvensional. Materi pembelajaran difokuskan pada recount text dan perlakuan dilakukan selama tiga kali pertemuan. Data dikumpulkan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Kinerja berbicara siswa dinilai berdasarkan lima komponen: pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Skor yang diperoleh kemudian dianalisis menggunakan uji independent sample t-test untuk mengetahui signifikansi perbedaan antara kedua kelompok.

Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan skor berbicara yang lebih tinggi dibandingkan kelompok kontrol. Rata-rata skor kelompok eksperimen meningkat dari 11,31 pada pre-test menjadi 13,81 pada post-test, sedangkan kelompok kontrol hanya mengalami sedikit peningkatan dari 11,28 menjadi 11,48. Hasil analisis statistik menunjukkan perbedaan yang signifikan antara kedua kelompok dengan nilai $p = 0,001$ ($p < 0,05$). Hal ini

menunjukkan bahwa penerapan EOP memberikan pengaruh positif terhadap keterampilan berbicara siswa. Berdasarkan temuan tersebut, dapat disimpulkan bahwa English-Only Policy adalah strategi yang efektif untuk meningkatkan kemampuan berbicara siswa.