

**THE INFLUENCE OF ENGLISH LANGUAGE EXPOSURE
MEDIA ON THE STUDENTS' SPEAKING ABILITY: A PRE-
EXPERIMENTAL STUDY ON GRADE XII IPS OF SMA
SANTO FRANSISKUS ASISI PONTIANAK**

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ABSTRACT

This research was conducted to find out whether English Language Exposure Media influence students' speaking ability or not. This research also concentrated on utilizing different types of English language exposure media within the curriculum, including music videos, podcasts, and songs. All of the media were presented in English language to give them the exposure of the language. A pre-experimental design was utilized, incorporating a pre-test, post-test, and two treatment phases. Data were gathered using a measurement technique that involved a speaking test. The research findings revealed that the pre-test score averaged 54.60, while the post-test score averaged 78.33. The mean score difference between the pre-test and post-test was 25.73, indicating an improvement in students' speaking abilities following the treatments. The effect size (ES) was calculated to be 2.38, which is classified as a strong effect ($ES > 1.00$). The research demonstrated a substantial improvement in students' speaking ability, with a mean score increase from 54.60 to 78.33, indicating the effectiveness of English language exposure media. Future research could explore the long-term impact of English language exposure media on students' speaking skills. Additionally, examining the effectiveness of different types of media and their influence on various language skills would provide a more comprehensive understanding.

Keywords: *Language Exposure; Media; Speaking Ability*

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INTRODUCTION

In an era where technological sophistication has permeated almost all parts of the world, students no longer rely solely on teachers or school curricula; instead, they can access myriad sources to learn English independently. This phenomenon, known as "English language exposure," refers to the myriad ways students can immerse themselves in the target language through various media Al-Zoubi (2018). Such exposure can significantly enhance language acquisition, a process that prioritizes communication over grammatical accuracy Marzuki (2018).

The importance of English language exposure is evident both academically and practically. Academically, it allows students to develop a thorough grasp of the language, raising their overall academic standards Susanti (2017). In practice, it provides students with various opportunities to engage with English, ranging from classroom interactions to consuming English-language media like podcasts, movies, and TV shows. These activities assist students in becoming accustomed to English pronunciation, vocabulary, and sentence structures, contributing to their language acquisition.

Previous studies have explored various aspects of language exposure. Primandita (2016) found that using English songs can significantly improve students' motivation and speaking skills. Similarly, Junita (2019) demonstrated that animation videos effectively enhance students' speaking abilities. Daniati et al., (2018) showed that podcasts could improve speaking competency. However, these studies often did not align with the specific curriculum materials used in schools, focusing instead on randomly selected English topics.

This study aims to address two critical gaps in the literature. First, it examines the influence of English language exposure media aligned with the school curriculum. Second, it investigates the combined effect of different types of media songs, video animations, and podcasts on students' speaking activities. The study centers on the twelfth-grade students at SMA Santo Fransiskus Asisi Pontianak, where the curriculum encourages active student participation.

Preliminary observations indicated a lack of student engagement during speaking activities, with most students struggling to respond in English. This research seeks to determine whether integrating English language exposure media can significantly influence and enhance students' speaking activities.

The research questions guiding this study, which collectively focus on evaluating the effectiveness of English language exposure media in improving students' speaking abilities, are: Does English language exposure media significantly influence students' speaking ability? Is the use of English language exposure media effective? How effective is the use of English language exposure media?

Hypotheses

1. Null Hypothesis (H₀): The use of English language exposure media does not significantly influence students' speaking ability.
2. Alternative Hypothesis (H_A): The use of English language exposure media does significantly influence students' speaking ability.

LITERATURE REVIEW

Language Learning

Language learning entails the interaction of students, educators, and learning materials within an educational environment, Zhang (2014). It involves acquiring proficiency in vocabulary, grammar, pronunciation, reading, writing, listening, and speaking. The goal is to enable effective communication in English through structured lessons, interactive activities, and exposure to authentic materials. Language learning begins in infancy and continues throughout life, requiring active participation Minor & Marckwardt (2013). It involves engaging in communication to express thoughts, emotions, and experiences, forming connections with others while comprehending and structuring one's environment.

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Proficiency in one language can positively influence the acquisition of another language, making it crucial to value and acknowledge each student's primary language.

In the context of formal education, language learning typically occurs through structured lessons that focus on the systematic instruction and practice of language skills. This includes the development of vocabulary, grammar, pronunciation, reading, writing, listening, and speaking abilities. Through these structured lessons, students are provided with opportunities to engage in interactive activities that promote the practical application of language skills. Additionally, exposure to authentic materials, such as literature, media, and real-life conversations, enhances the learning experience by providing real-world contexts for language use.

Language Acquisition

Language acquisition is the natural process through which humans learn their native language. It encompasses developing the capacity to understand, learn, and utilize the language for communication, Perkins et al., (2018). Language acquisition happens automatically through diverse interactions encountered over time. This section examines the general process of language acquisition, its significance for English education, the role of English as a foreign language in Indonesia, and the connection between language acquisition and exposure.

Language acquisition is an unconscious process that happens as individuals are exposed to and engage with their surroundings. It begins in infancy when children naturally acquire their first language (L1) through interactions with caregivers and their surroundings. This process is motivated by the necessity to interact with and comprehend the surrounding world. Unlike formal language learning, which involves deliberate study and practice, language acquisition is an inherent and intuitive process.

English as a Second and Foreign Language

Second Language Acquisition (SLA) describes the process of acquiring a language other than one's first language (L1), Brier & Jayanti (2020). In Indonesia, English is instructed as a second language because of its international importance and the growing requirement for proficiency in multiple fields. In contrast, in other countries, English is also taught as a second language. English facilitates global communication, promotes cultural exchange, and enhances opportunities for higher education and employment.

Learning English as a foreign language involves studying it in a country where it is not the primary means of communication. In Indonesia, English is a mandatory subject in schools, and students are encouraged to gain proficiency to be competitive in the global job market. The Indonesian education system emphasizes the importance of English proficiency, and various programs and initiatives have been implemented to improve English language teaching and learning outcomes.

Actions to Acquire English Language

Acquiring English can happen naturally due to its prevalence in various aspects of life. Language acquisition can occur through formal and informal learning Larsen-Freeman & Long (2014). For instance, interacting with native

speakers, engaging in language exchanges, and participating in English courses can enhance language acquisition.

- a. **Non-formal Learning:** Language acquisition involves minimal formal learning, focusing instead on informal exposure Larsen-Freeman & Long (2014). Non-formal learning is a significant aspect of language acquisition. Children and adults alike encounter English through various media, such as music, films, television shows, and the internet. These forms of exposure provide authentic language input that enhances vocabulary acquisition, listening skills, and overall language comprehension. For example, children who watch English cartoons or listen to English songs are likely to pick up new words and phrases, even before they formally study the language in school.
- b. **Interaction:** Engaging in conversations using English helps learners acquire new knowledge and improve their language skills Rohmah (2017). Interaction is vital for language acquisition because it enables learners to practice the language in real-life situations. Engaging in conversations with native speakers or other learners enhances this process provide valuable opportunities to apply language skills, receive feedback, and make adjustments to improve accuracy and fluency. Language exchange programs, where individuals take turns teaching each other their native languages, are particularly effective in enhancing language proficiency through interactive practice.
- c. **Media Exposure:** Exposure to English through various media, such as films, TV shows, music, podcasts, and books, enhances language acquisition Bing et al., (2022). Exposure to media is an extremely effective approach to language learning. Immersing oneself in the language includes watching movies and TV shows in English, listening to English music and podcasts, and reading English books and articles. This type of exposure not only improves listening and reading skills but also familiarizes learners with different accents, dialects, and cultural contexts. Additionally, media exposure helps learners develop a better understanding of idiomatic expressions, slang, and colloquial language.

English Language Acquisition and English Language Exposure

Language exposure, a critical component of language acquisition, involves interacting with the target language in various contexts, both formal and informal Bing et al., (2022). Teachers are vital in delivering knowledge and demonstrating correct speech, while students' motivation to learn the language is influenced by their own efforts to seek exposure. Continuous exposure helps learners internalize vocabulary, grammar, and linguistic nuances, leading to improved fluency, accuracy, and comprehension.

Language acquisition and exposure are closely interconnected. The more individuals are exposed to a language, the more opportunities they have to observe, practice, and internalize its structures and patterns. For example, students who are frequently exposed to Learning English through classroom lessons, extracurricular activities, and media is more likely to build a solid foundation in the language. Moreover, exposure to diverse linguistic contexts enhances learners' ability to adapt to different communication situations, making them more versatile and confident language users.

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Speaking

Effective communication is essential in a globalized world, and speaking is a primary mode of communication. Speaking involves delivering, asking, requesting, and conveying information using proper vocabulary and grammar Rao (2019). It is crucial for demonstrating mastery of English and is essential for various practical interactions.

Speaking is a complex skill that includes various elements such as pronunciation, grammar, and vocabulary. It demands both linguistic knowledge and the capability to use language effectively across diverse social and cultural settings. Engaging in speaking activities is essential for language learning, as they offer learners chances to practice and enhance their language abilities in practical and significant ways.

Nature of Speaking

Speaking is a fundamental human ability, involving the use of proper vocabulary, grammar, and pronunciation Fortinasari (2017). It is essential for forming connections, exchanging information, and collaborating. Speaking activities in language learning encompass various exercises and tasks aimed at improving learners' speaking skills. These activities help learners build fluency, accuracy, and confidence in using the language for communication.

- a. **Pronunciation:** Refers to the accurate articulation of sounds, stress patterns, intonation, and rhythms in spoken language. Effective pronunciation is essential for clear communication Moos (2014). Pronunciation is a critical aspect of speaking. It involves not only the correct production of individual sounds but also the appropriate use of stress, intonation, and rhythm. Poor pronunciation can lead to misunderstandings and hinder effective communication. Therefore, language learners need to practice pronunciation regularly to develop clear and intelligible speech.
- b. **Grammar:** Involves using sentence structures correctly during conversations. Grammar is learned unconsciously by observing other speakers and is crucial for effective communication Handayani (2013). Grammar is the structural framework of a language. It includes rules for forming sentences, using tenses, and organizing words into coherent expressions. Mastery of grammar enables speakers to construct sentences accurately and convey their intended meaning clearly. In speaking activities, learners must pay attention to grammatical accuracy to ensure effective communication.
- c. **Vocabulary:** Refers to the range of words and phrases a speaker knows and can use effectively. Vocabulary knowledge is crucial for clearly conveying ideas and comprehending others, Kiliç (2019). A strong vocabulary is vital for effective communication, as it enables speakers to convey their thoughts, ideas, and feelings accurately. It also improves comprehension, helping learners to better understand and interact with others. Expanding one's vocabulary through reading, listening, and engaging in interactive activities is essential for language development.

Speaking Ability

Speaking activities in English learning involve tasks and interactions that require the use of spoken language. These activities help learners improve

pronunciation, vocabulary usage, grammar, fluency, and pragmatic abilities. They provide practical and collaborative situations for applying learned skills, building confidence, and preparing for real-world language use Chaudhari et al., (2016).

Speaking activities can take various forms, such as discussions, debates, presentations, role-plays, and conversational interactions. These tasks mimic real-life communication situations, providing learners with a supportive environment to practice their language skills. Effective speaking exercises also encourage active listening, critical thinking, and adaptability, which are essential for successful language use.

RESEARCH METHOD

This research conducts to investigate whether English language exposure can influence students' speaking ability during teaching and learning in the class. To achieve this objective, the researcher employed a pre-experimental methodology. A pre-experimental study involves observing a group of participants after they have undergone a treatment that is expected to induce a change, Bin-Hady et al., (2020).

Table 1. Formula of Pre-Experimental

Pre-test	Treatment	Post-test
O1	X	O2

- a. Pre-test (O1)
The pre-test (O1) was administered to the students prior to the researcher providing the treatment..
- b. Treatment (X)
Treatment (X) was implemented after pre-test.
- c. Post-test (O2)
The post-test (O2) was administered to the students following the treatment provided by the researcher.

Research Participants

The study population comprises twelfth-grade (XII) IPS students at SMA Santo Fransiskus Asisi Pontianak, including three classes: XII IPS 1 with 24 students, XII IPS 2 with 26 students, and XII IPS 3 with 30 students. Thus, the total population for this research is 80 students from the XII IPS grade. The sample will be drawn from class XII IPS 3, which has 30 students, using simple random sampling.

Technique and Tools of Data Collection

The researcher employed a measurement technique for collecting data. Measurement involves identifying and organizing research data items for analysis, Omisile (2020). This study's assessment includes speaking ability tests given to students both before (pre-test) and after (post-test) their exposure to English language media. The procedures for data collection are detailed as follows:

- a. The researcher needed to fulfill the necessary requirements for conducting research at the school, particularly by discussing the study with the XII IPS 3 class teacher. The researcher started by giving a pre-test to evaluate the students' initial understanding of the material.
- b. A week later, the researcher began administering treatments to the

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students using English language exposure media, including music videos, English podcasts, and songs.

- c. The final step was administering the post-test to determine whether there was any impact on the students' speaking ability by applying English language exposure media in XII IPS 3 class.

The data collection tool used in this research was a paper-based test, consisting of both a pre-test and a post-test. Students were instructed to complete the speaking ability test according to the provided guidelines.

Instrument Analysis (Validity)

Validity is established through the precise and proper interpretation of the data gathered from the measurement tool after analysis, Surucu & Maslakci (2020). The English language curriculum materials for Grade XII IPS at SMA Santo Fransiskus Asisi Pontianak, specifically the book titled "Buku Bahasa dan Sastra Inggris untuk Siswa SMA/MA Kelas XII Peminatan Kurikulum 2013 Revisi," were used as the basis for the questions and scoring criteria developed by the researcher for this study. The relevant chapter focuses on English Transactional. These materials, designed by experienced language educators, were created with the curriculum's targeted learning outcomes in mind. Using curriculum-based resources ensures content validity, as these materials were designed to assess the specific skills and knowledge outlined in the curriculum.

The researcher used items specification of the test as the content validity in this research. Content validity refers to how successfully a particular study tool measures what it is intended to measure Roebianto et al., (2023). The test item specifications focus on the content used to gather data about the effect of English language exposure media on speaking skills of Class XII IPS 3 students, who are the sample for this research. This includes detailing the test topics created by the researcher and providing instructions that students need to understand before speaking. The test will be in pair as the speaking practice need interlocutor to do a dialog or conversation based on the topic. Here, the researcher provides the table of item specification.

Table 2. Item Specification

Type	Assessment	Total Number
Speaking Ability	Make dialog in pair about English transactional with freetopics.	1

The researcher used the t-test formula to analyze the data related to the students' speaking abilities, which were assessed using the following scoring rubric:

Table 3. Scoring Rubric

No.	Criteria		Score
1.	Pronunciation	40	Highly accurate sound production.
		32	Generally accurate with minor errors.
		24	Several sound errors but not severely.
		16	Frequent sound errors affecting communication.
		8	Pronunciation significantly impact misunderstanding in communication
		10	Maintains excellent eye contact and confident posture.

No.	Criteria		Score
2.	Confidence	8	Maintains good eye contact and overall confident posture.
		6	Maintains moderate eye contact and reasonably confident posture.
		4	Eye contact and posture show some nervousness.
		2	Avoids eye contact and noticeable nervous posture.
3.	Voice Volume	10	Speaks with strong volume.
		8	Speaks audibly and good volume.
		6	Speaks at moderate volume.
		4	Voice volume occasionally falter and inaudible.
		2	Speaks very softly and inaudible.
4.	Facial Expression	20	Uses gestures and facial expressions confidently.
		16	Uses gestures and facial expressions effectively.
		12	Moderate gestures and facial expressions.
		8	Gestures and facial expressions are somewhat hesitant.
		4	Limited and awkward gestures and facial expressions.
5.	Delivery	20	Accurately conveys all the key points during speaking ability.
		16	Mostly effective and conveys key points.
		12	Conveys most of key points with some inaccuracies.
		8	Conveys limited key points and missing significant details.
		4	Struggle to convey the relevant key point or content in the conversation.

The researcher gathered scores from both the pre-test and post-test. Following this, the mean score, variance, and standard deviation were calculated, and the correlation between the pre-test and post-test scores was assessed using the correlation formula. Finally, the effect size was calculated to address the second and third research questions. The formulas used are as follows:

Mean Score:

$$\bar{X} = \frac{\sum X_i}{n}$$

$$\bar{Y} = \frac{\sum Y_i}{n}$$

Where:

\bar{X} : Mean score of pre-test

\bar{Y} : Mean score of post-test

$\sum X_i$: Sum of individual score of pre-test

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$\sum Y_i$: Sum of individual score of post-test
 n : Total respondents

Variance Score:

$$S_x^2 = \sum \frac{(X_i - \bar{X})^2}{(n - 1)}$$

$$S_y^2 = \sum \frac{(Y_i - \bar{Y})^2}{(n - 1)}$$

S_x^2 : Variance Score of pre-test
 S_y^2 : Variance Score of post-test
 n : Number of students or respondents
 X_i : Students' score of pre-test
 Y_i : Students, score of post-test
 \bar{X} : Students' mean score of pre-test
 \bar{Y} : Students' mean score of post-test

Standard Deviation:

$$S_x = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n - 1}}$$

$$S_y = \sqrt{\frac{\sum(Y_i - \bar{Y})^2}{n - 1}}$$

Where:

S_x : Standard deviation of pre-test score
 S_y : Standard deviation of post-test score
 n : Number of students or respondents
 X_i : Students' score of pre-test
 Y_i : Students' score of post-test
 \bar{X} : Students' mean score of pre-test
 \bar{Y} : Students' mean score of post-test

Coefficient Correlation:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Where:

r : Coefficient correlation score
 n : Number of students or respondents
 X : Students' score of pre-test
 Y : Students' score of post-test

T-test:

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2} - 2r\left(\frac{S_x}{\sqrt{n_1}}\right)\left(\frac{S_y}{\sqrt{n_2}}\right)}}$$

Where:

- t : T-test score
- S_x^2 : Variance score of pre-test
- S_y^2 : Variance score of post-test
- n : Number of or respondents
- r : Coefficient correlation score
- S_x : Standard deviation score of pre-test
- S_y : Standard deviation score of post-test
- \bar{X} : Mean score of pre-test
- \bar{Y} : Mean score of post-test

The researcher sought to calculate the effect size to address the research question. In statistics, effect size is a measure derived from a sample, (Vol, 2014). Effect size, also known as the estimated strength of a relationship, provides a measure of the association without asserting that the observed connection in the data necessarily represents a relationship present in the entire population.

Effect Size

$$ES = t \sqrt{\frac{1}{N}}$$

Where:

- ES : Effect Size
- t : Result of t-test
- N : Number of students

Table 4. Classification of Effect Size

Value	Categories
>1.00	Strong
0.51 – 1.00	Moderate
0.21 – 0.50	Modest
0.00 – 0.20	Weak

FINDING AND DISCUSSION

Finding

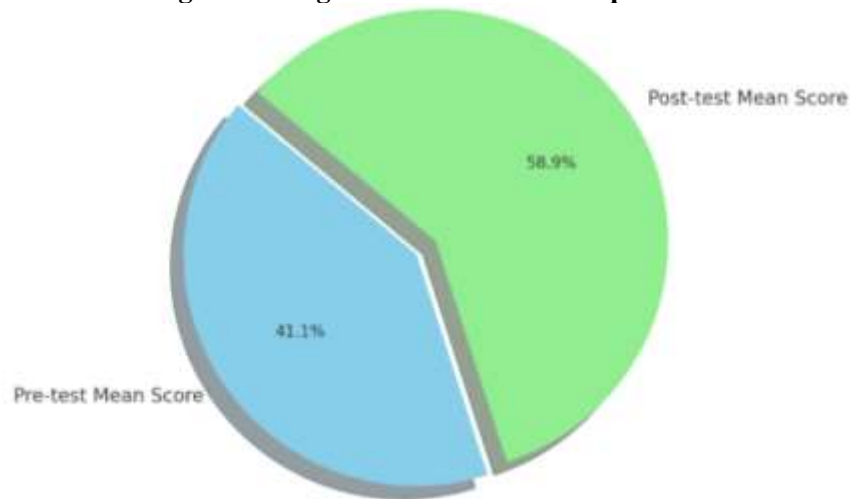
To answer the first research question—whether English language exposure media has a significant impact on the speaking ability of students in the XII IPS class at SMA Santo Fransiskus Asisi Pontianak—the researcher performed a t-test and divided the process into multiple stages. The researcher also created a table to facilitate the analysis.

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Table 5. Correlation Table of Pre-test and Post-test

No.	Students' Code	X ₁	Y ₁	(X ₁ - X) ²	(Y ₁ - Y) ²
1.	AZD	96	98	1713.96	386.90
2.	A	42	64	158.76	205.34
3.	CTW	62	90	54.76	136.18
4.	CSH	70	96	237.16	312.22
5.	DRTA	30	52	605.16	693.26
6.	EC	58	82	11.56	13.46
7.	EA	40	58	213.16	413.30
8.	EN	62	92	54.76	186.86
9.	E	52	84	6.76	32.14
10.	FGK	78	96	547.56	312.22
11.	HS	34	54	424.36	591.94
12.	ICR	84	98	864.36	386.90
13.	J	44	60	112.36	335.98
14.	LN	26	44	817.96	1178.54
15.	M	52	88	6.76	93.50
16.	MH	52	90	6.76	136.18
17.	NS	32	52	510.76	693.26
18.	OI	52	86	6.76	58.82
19.	ON	58	90	11.56	136.18
20.	OA	72	96	302.76	312.22
21.	PA	78	98	547.56	386.90
22.	SM	74	98	376.36	386.90
23.	SK	42	54	158.76	591.94
24.	VH	30	48	605.16	919.90
25.	V	58	84	11.56	32.14
26.	WC	44	62	112.36	266.66
27.	WY	66	90	129.96	136.18
28.	YA	58	88	11.56	93.50
29.	YI	42	60	158.76	335.98
30.	YAP	50	98	21.16	386.90
		$\sum X_1 = 1638$	$\sum Y_1 = 2350$	$\sum = 8801.2$	$\sum = 10152.4$

Figure 1. Diagram of the Test's Comparison



The pie chart above contrasts the average pre-test score of 54.60 with the average post-test score of 78.33. It visually demonstrates the notable increase in scores from the pre-test to the post-test.

To support the table above, the author elaborates on the following sections: data normality, the average pre-test score of the students, the average post-test score, the interval between the pre-test and post-test scores, the variance, calculation of standard deviation, calculation of the correlation coefficient, calculation of t-test, hypothesis testing and calculation of effect size. They are explained in the following section.

a. Normality of the Data

Normality tests help researchers and statisticians assess whether their data meets the assumptions required for certain statistical analyses (Ghasemi & Zahediasl, 2012). The researcher utilized SPSS23 to assess the data's normality, and the results are as follows:

Table 6. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	8.85945699
Most Extreme Differences	Absolute	.108
	Positive	.107
	Negative	-.108
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Where:

- N (Sample Size) : The number of observations or cases in the sample is 30.
- Mean : The mean of the distribution is 0.0000000.
- Std. Deviation : The standard deviation of the distribution is 8.85945699.
- Absolute : The largest absolute difference between the empirical distribution function of the sample and the theoretical normal distribution is 0.108.

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- Positive : The largest positive difference is 0.107.
 Negative : The largest negative difference is -0.108.
 Test Statistic : The test statistic for the Kolmogorov-Smirnov test is 0.108.
 Asymp. Sig. (2-tailed): The asymptotic significance (p-value) for the two-tailed test is 0.200.

Based on the results, we can conclude that:

- The test distribution follows a normal pattern.
- It is derived from the data.
- Lilliefors Significance Correction was applied.
- This represents a lower limit of the true significance.

b. Students' Mean Score of Pre-test

The mean score of pre-test (\bar{X}) was calculated as follow:

$$\bar{X} = \frac{\sum X1}{N} = \frac{1638}{30} = 54.60$$

The pre-test was conducted before the treatment was applied. The highest score obtained by students on the pre-test was 96, whereas the lowest was 26. The cumulative score for all students on the pre-test was $\sum X1= 1638$ and the mean score of students' pre-test was $\bar{X} = 54.60$.

c. Students' Mean Score of Post-test

The mean score of post-test (\bar{Y}) was calculated as follow:

$$\bar{Y} = \frac{\sum Y1}{N} = \frac{2350}{30} = 78.33$$

The post-test was administered following the treatment. The highest score achieved by the students was 98, while the lowest was 40. The aggregate score for the students' post-test was $\sum Y1= 2350$ and the mean score of students' post-test was $\bar{Y} = 78.33$.

d. Students' Interval Score of Pre-test and Post-test

The interval score of pre-test and post-test was calculated as follows:

$$\bar{D} = \bar{Y} - \bar{X} = 78.33 - 54.60 = 23.73$$

The calculation shows an improvement in the average score from the pre-test to the post-test, with the mean score of the post-test exceeding that of the pre-test.

e. Calculation of the Variance

The calculation of the variance of pre-test and post-test was calculated as follows:

$$s_x^2 = \sum \frac{(X1 - \bar{X})^2}{N - 1} = \frac{8801.2}{30 - 1} = 303.48$$

$$s_y^2 = \sum \frac{(Y1 - Y)^2}{N - 1} = \frac{10152.4}{30 - 1} = 350.08$$

The highest student score was 350.08, while the lowest was 303.48. The highest score was achieved on the post-test, as the students had received the treatment.

f. Calculation of Standard Deviation

The standard deviation for the pre-test and post-test was calculated as follows:

$$s_x = \sqrt{\frac{\sum(X1 - X)^2}{N - 1}} = \sqrt{\frac{8801.2}{30 - 1}} = 17.42$$

$$s_y = \sqrt{\frac{\sum(Y1 - Y)^2}{N - 1}} = \sqrt{\frac{10152.4}{30 - 1}} = 18.71$$

After calculating the variance, the standard deviation was determined. The highest standard deviation score was 18.71, and the lowest was 17.42. The highest standard deviation in this calculation is 18.71.

g. Calculation of the Correlation Coefficient

The result of correlation score in pre-test and post-test were firstly analyzed with the table as follows:

Table 7. Correlation Coefficient Score

No.	Students' Code	X	Y	XY	X ²	Y ²
1.	AZD	96	98	9408	9216	9604
2.	A	42	64	2688	1764	4096
3.	CTW	62	90	5580	3844	8100
4.	CSH	70	96	6720	4.900	9216
5.	DRTA	30	52	1560	900	2704
6.	EC	58	82	4756	3364	6724
7.	EA	40	58	2320	1600	3364
8.	EN	62	92	5704	3844	8464
9.	E	52	84	4368	2704	7056
10.	FGK	78	96	7488	6084	9216
11.	HS	34	54	1836	1156	2916
12.	ICR	84	98	8232	7056	9604
13.	J	44	60	2640	1936	3600
14.	LN	26	44	1144	676	1936
15.	M	52	88	4576	2704	7744
16.	MH	52	90	4680	2704	8100
17.	NS	32	52	1664	1024	2704

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No.	Students' Code	X	Y	XY	X ²	Y ²
18.	OI	52	86	4472	2704	7396
19.	ON	58	90	5220	3364	8100
20.	OA	72	96	6912	5184	9216
21.	PA	78	98	7644	6084	9604
22.	SM	74	98	7252	5467	9604
23.	SK	42	54	2268	1764	2916
24.	VH	30	48	1440	900	2304
25.	V	58	84	4872	3364	7056
26.	WC	44	62	2728	1936	3844
27.	WY	66	90	5940	4356	8100
28.	YA	58	88	5104	3364	7744
29.	YI	42	60	2520	1764	3600
30.	YAP	50	98	4900	2500	9604
		ΣX=	ΣY=	ΣXY=	ΣX ² =	ΣY ² =
		1638	2350	136636	98227	194236

Calculation coefficient correlation (r) was calculated by this following formula:

$$\begin{aligned}
 r &= \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}} \\
 &= \frac{30(136636) - (1638)(2350)}{\sqrt{[30(98227) - (1638)^2][30(194236) - (2350)^2]}} \\
 &= \frac{4099080 - 3849300}{\sqrt{[2946810 - 2676496][5827080 - 5522500]}} \\
 &= \frac{249780}{\sqrt{[270314][304580]}} = \frac{249780}{\sqrt{82332238120}} \\
 &= \frac{249780}{286935.94} = 0.87
 \end{aligned}$$

The correlation coefficient between the students' pre-test and post-test results is 0.87.

h. Calculation of t-test

The t-test was calculated as follows:

$$\begin{aligned}
 t &= \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{S_x^2}{n_1} + \frac{S_y^2}{n_2} - 2r\left(\frac{S_x}{\sqrt{n_1}}\right)\left(\frac{S_y}{\sqrt{n_2}}\right)}} \\
 &= \frac{78.33 - 54.60}{\sqrt{\frac{303.48}{30} + \frac{350.08}{30} - 2(0.87)\left(\frac{17.42}{\sqrt{30}}\right)\left(\frac{18.71}{\sqrt{30}}\right)}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{23.73}{\sqrt{10.11+11.66-(1.74)\left(\frac{17.42}{5.47}\right)\left(\frac{18.71}{5.47}\right)}} \\
 &= \frac{23.73}{\sqrt{(21.77)-(1.74)(10.87)}} = \frac{23.73}{\sqrt{(21.77)-(18.91)}} \\
 &= \frac{23.73}{\sqrt{2.86}} = \frac{23.73}{1.69} \\
 &= 14.04
 \end{aligned}$$

After examining the results of the given calculation, the t-test was calculated. The t-test's or t_{ratio} 's score is **14.04**. The final effect size calculation is then performed using the results to assess the effectiveness of English language exposure media toward students' speaking ability in class.

i. Hypothesis Testing

The t-test analysis resulted in a t-ratio of 14.04. The researcher calculated the t-critical value using a significance level (α) of 0.10, which leads to $\alpha/2 = 0.10/2 = 0.05$, and the degrees of freedom (df) as n-1, resulting in $30-1 = 29$. Consequently, the t-critical value is $t(\alpha, df) = t(0.05, 29) = 1.699$. The calculation indicates that the t-ratio exceeds the t-critical value ($14.04 > 1.699$), demonstrating that English language exposure media had an impact on the speaking abilities of twelfth-grade IPS 3 students at SMA Santo Fransiskus Asisi Pontianak. Therefore, the Null Hypothesis (H_0), which states that "The use of English language exposure media does not significantly affect students' speaking abilities," is rejected, and the Alternative Hypothesis (H_A), which asserts that "The use of English language exposure media does significantly impact students' speaking abilities," is accepted.

j. Calculation of the Effect Size

The researcher subsequently calculated the effect size to evaluate the effectiveness and extent of impact of English language exposure media on students' speaking abilities, addressing the second and third research questions. The effect size was determined as follows:

$$\begin{aligned}
 ES &= t \sqrt{\frac{1}{N}} \\
 &= 14.04 \sqrt{\frac{1}{30}} \\
 &= 14.04 \sqrt{0.03} \\
 &= 14.04 \times 0.17 \\
 &= 2.38
 \end{aligned}$$

From the calculations above, the researcher determined that the effect size of the treatment (ES) is 2.38. According to the effect size criteria in Table 3.4, a value of 2.38 is classified as a strong effect ($ES > 1.00$). Consequently, an effect size of 2.38 indicates that English language exposure media are highly effective in enhancing students' speaking abilities.

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Discussion

The primary goal and purpose of this research was to examine how English language exposure media impacts the speaking activities of Grade XII IPS 3 students at SMA Santo Fransiskus Asisi Pontianak. The study aimed to enhance students' English-speaking abilities through the integration of various multimedia tools, including podcasts, music videos, and animated short films, into the classroom setting. This intervention was created to offer students real and engaging scenarios for practicing their speaking skills, with the goal of enhancing their overall language proficiency.

The study's findings demonstrate a significant improvement in students' speaking skills, evidenced by the increase in average scores from the pre-test to the post-test. The mean score for the pre-test was 54.60, whereas the mean score for the post-test was 78.33, indicating significant improvement in students' performance. This increase suggests that utilizing English language exposure media effectively improved students' speaking skills.

The t-test results reinforce the beneficial effect of the intervention. The computed t-ratio of 14.04 surpassed the critical value of 1.699, This led to the acceptance of the alternative hypothesis, indicating a statistically significant enhancement in students' speaking abilities from before to after the treatment. Additionally, the effect size of 2.38, which denotes a strong impact, supports the conclusion that English language exposure media are very effective in improving students' speaking skills.

This research contributes significantly to the field of language education by highlighting the potential of multimedia tools to enhance students' learning outcomes. By demonstrating the effectiveness of English language exposure media in improving speaking skills, the study provides valuable insights for educators seeking innovative and engaging methods to enhance language learning in the classroom.

The results of this study align with current literature, which emphasizes the benefits of incorporating multimedia tools into language learning. Numerous recent studies have demonstrated that multimedia resources, such as videos and audio materials, can significantly enhance language acquisition by providing authentic and engaging contexts for learners. For instance, Pinzon (2013) and Incedayi (2018) have shown that multimedia tools can facilitate deeper understanding and retention of language concepts by presenting information in a multi-sensory format.

Integrating multimedia into the classroom can address different learning styles and preferences, making the educational experience more inclusive and effective. Contemporary research, such as the study by Ali (2022), highlights the importance of addressing diverse learning styles in educational settings, indicating that multimedia tools offer diverse and adaptable learning experiences that cater to different student needs. The findings of this study reinforce this concept that using English language exposure media engaged and motivated students, leading to improved speaking abilities.

Moreover, the increase in students' speaking ability observed in this study supports previous research findings that emphasize the role of multimedia in promoting active learning and student participation. Lestari & Ghozali (2017)

found that interactive multimedia resources could stimulate students' interest and motivation, leading to improved language skills and greater classroom engagement. Similarly, Kafryawan (2023) emphasized the importance of authentic and interactive language experiences in developing speaking proficiency, suggesting that multimedia tools can provide such experiences effectively.

The notable enhancement in students' speaking skills can be attributed to multiple factors. Firstly, the use of multimedia tools provided students with authentic and relatable contexts for practicing their speaking skills. By exposing students to real-life scenarios and conversational contexts, these tools helped bridge the gap between theoretical knowledge and practical application, thereby enhancing their speaking proficiency.

Secondly, the engaging nature of multimedia resources likely played a crucial role in increasing students' motivation and interest. The excitement and enthusiasm observed among students during the sessions suggest that multimedia tools can make learning more enjoyable and less daunting, encouraging students to actively participate and express themselves more openly. The variety and novelty of the multimedia content may have also contributed to sustaining students' attention and interest throughout the learning process.

Furthermore, the role of the researcher as an educator and mentor during the sessions might have contributed to the positive outcomes. The guidance and support provided by the researcher could have helped students navigate the challenges of using new media, thereby maximizing the benefits of the intervention. The interactive and supportive classroom environment may have also fostered a sense of confidence and willingness to experiment with speaking in English.

Comparing these findings with other research reveals both similarities and differences. For instance, (Yen, 2017) found that multimedia tools significantly improved students' language skills by providing diverse and engaging learning materials. Their study, like the present research, highlights the potential of multimedia tools to enhance language learning outcomes by offering interactive and immersive experiences. Similarly, (Davood et al., 2017) reported that multimedia resources enhanced students' speaking abilities by offering engaging and authentic contexts for language practice.

However, some studies have noted challenges and limitations in the use of multimedia in education. (Habibu et al., 2012) pointed out that technical issues, lack of teacher training, and limited access to resources could hinder the effective implementation of multimedia tools. These factors were not significant obstacles in the present study, possibly due to the specific context and resources available at SMA Santo Fransiskus Asisi Pontianak. However, they underscore the importance of addressing logistical and infrastructural challenges to ensure the successful integration of multimedia in the classroom.

Additionally, although this study concentrated on the positive effects of multimedia tools on speaking ability, it is crucial to consider other language learning aspects like listening, reading, and writing skills. Future research could examine the overall impact of multimedia tools on different language skills to offer a more complete understanding of their advantages and limitations.

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The findings of this research demonstrate the significant positive impact of English language exposure media on students' speaking ability. By providing engaging and authentic contexts for language practice, multimedia tools can effectively enhance students' speaking skills and overall language proficiency. These results are consistent with current literature and underscore the significance of integrating innovative teaching techniques in language education. Nonetheless, additional research is required to examine the wider applicability and possible challenges associated with using multimedia tools across various educational settings. This study provides important insights for educators and researchers, highlighting how multimedia tools have the potential to revolutionize language learning and enhance student outcomes.

CONCLUSION AND SUGGESTION

The results show a significant difference between the pre-test and post-test scores. This demonstrates that English language exposure media significantly influenced the speaking skills of Grade XII IPS 3 students at SMA Santo Fransiskus Asisi Pontianak. The substantial impact is reflected by the t-ratio of 14.04, which surpasses the t-critical value of 1.699 with 29 degrees of freedom. Additionally, the effectiveness is supported by an effect size of 2.38 which is strong according to the table of effect size ($ES > 1.00$). Furthermore, English language exposure media make classroom learning and the development of speaking abilities more enjoyable, interesting, and engaging. It is because the English language exposure media can give more insight of the English material, rather than just learning using a book.

The researcher proposes the following suggestions: Teachers should consider including exposure media in the English language curriculum more frequently to build on the initial achievements. This may involve having students regularly watch music videos, animated videos, and podcasts as part of their learning, which could be a valuable addition to conventional teaching techniques. Additionally, teachers should encourage students to explore English-language content outside the classroom, such as movies, podcasts, and YouTube channels, to further enhance their language skills. Students should stay updated on the latest trends in language education and multimedia resources, as new technologies and content are constantly emerging, and staying informed will enable them to gain knowledge through language exposure media. After watching or listening to content, students should engage in discussions, debates, or creative projects related to the material independently, as interactive activities can improve comprehension and speaking ability. For other researchers who wish to conduct studies using English language exposure media, it is recommended to seek more feedback from students regarding their experiences with exposure media. Gathering their suggestions and preferences can help tailor content to their interests and needs, and the approach can also be applied to other English skills, not just speaking.

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