

**THE EFFECTIVENESS OF USING THE EFFORTLESS  
ENGLISH SYSTEM ON THAI STUDENTS' SPEAKING SKILL  
IN THE ENGLISH EDUCATION STUDY PROGRAM  
AT UNU PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)  
Degree**

by

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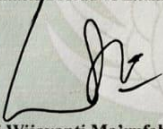
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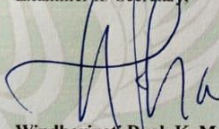
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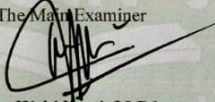
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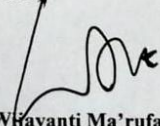
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**THE EFFECTIVENESS OF USING THE EFFORTLESS ENGLISH  
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**Abstract:** Speaking is essential to the English language because it can determine someone's proficiency. Many English learners have learned English all their life but have yet to speak English because students do not live in a country that speaks English, and they learn English in the wrong method. Thai students also faced this problem learned in UNU Purwokerto. The researcher found a theory named the Effortless English system. The researcher tried to identify the effect of the Effortless English system on Thai students' speaking skill to overcome this problem. This research is a pre-experimental one-group pre-test post-test design. The sample of this research was Thai students of eighth semester of English Education Study Program at UNU Purwokerto, which consisted of 7 students. The researcher used a speaking test (pre-test and post-test) to collect data, then gave treatment, and used the documentation (video recording) to evaluate the data. The data was processed using the IBM SPSS statistic application to find the descriptive statistics, the score of the normality test, and paired sample t-test (hypothesis test). Based on the finding of this research, the Effortless English system was an effective medium for improving speaking skill; the mean pre-test score was 10.43, and the mean post-test was 15.7. It shows that the significant improvement of Thai students' scores after treatment using the Effortless English system. The result of the output of the paired sample t-test, the value of sig = 0.001, is obtained, meaning it is smaller than  $\alpha$  0.05. Thus,  $H_0$  is rejected, and  $H_a$  is accepted. It means that using the Effortless English system significantly affected Thai students' speaking skill at UNU Purwokerto.

**Keywords:** Speaking skill, Effortless English system, Learning media.

## **MOTTO**

“All is well”

- Rancho, ‘3 Idiots’ -

## **DEDICATION**

*This thesis is dedicated to my beloved parents (Ayub & Salilah) for their endless love, support, and encouragement that I could not repay until the end of my life.*



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*Bismillaahirrahmaanirrahiim*

*In the name of Allah, the beneficent and the merciful*

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This thesis script has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri as the partial fulfilment of the Requirement for Obtaining the Scholar degree of Education (S. Pd.). (S-1) in English Education.


During the arrangement of this thesis and as long the author learns in this Institution, the author has got many directions, motivations, and guidance from some side. Thus, in this chance the author will convey the gratefulness and award as high as possible to the honourable:

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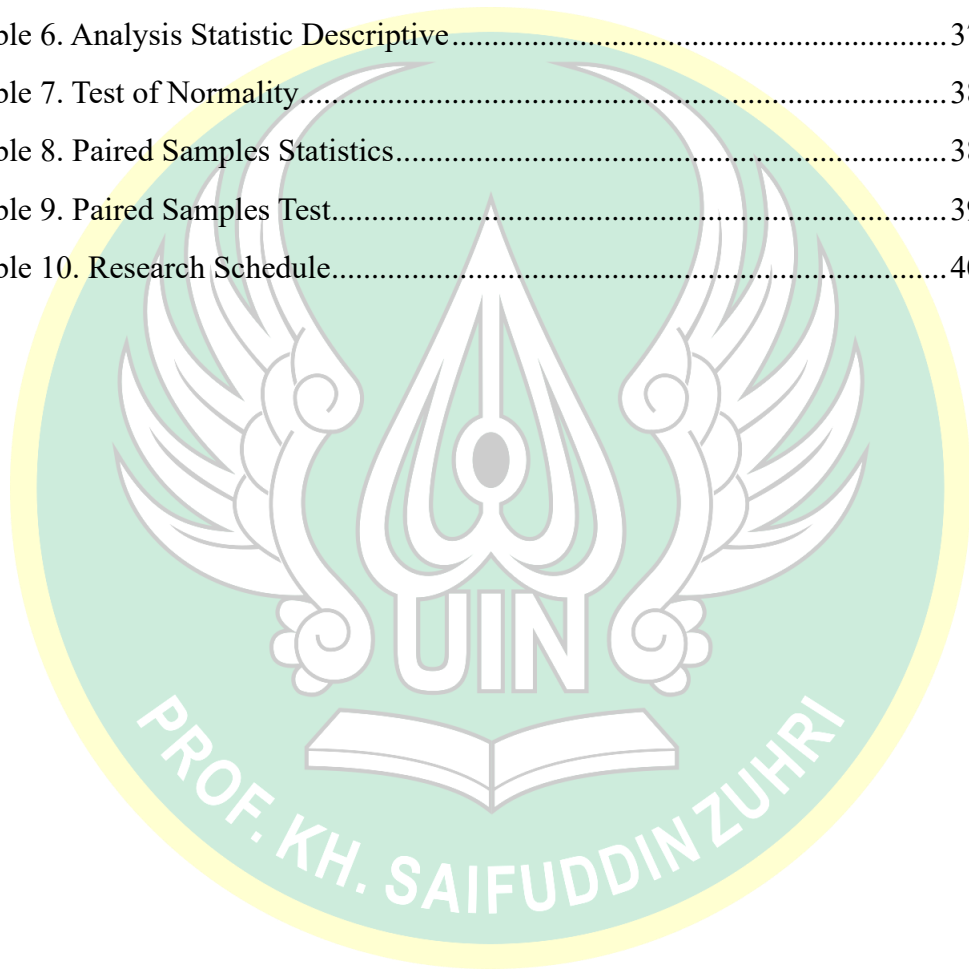
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## CHAPTER I

### INTRODUCTION

This chapter explains the overview of the thesis. It delivers a brief introduction to the study conducted. The topics tackled in this chapter are the Background of the Problem, Clarification of Key Terms, Research Questions, Aims and Significance of the Study, and Organization of the Paper.

#### A. Background of Problem

English is a subject that every student must learn in school, not just for a few weeks or months but it is for several years. Most countries started to begin teaching the English language to students from elementary school until they entered university. Unfortunately, they still cannot speak English fluently in their daily life.

Thai English Department Study Program students at UNU Purwokerto still feel nervous, unnaturally, and unconfident in speaking. Hoge (2014) said in his book, "The majority of adult English learners feel nervous and disappointed with their speaking abilities. Some people believe they will never be able to speak English fluently and with authority. They have been taught incorrectly, just like you. Therefore, it is not that they are disastrous at languages". Verghese, cited in Selvi (2011), states that "Learning a second language is influenced by various variables, including attitude, confidence level, motivation, time immersed in the language, classroom atmosphere, family background, and access to qualified teachers."

Based on the curriculum of the English Study Program of UNU Purwokerto, S1 students are given five subjects of speaking classes, namely: Survival Speaking, Transactional Speaking, Interpersonal Speaking, Extended Speaking, and Public Speaking. Survival Speaking is provided in the first semester, Transactional Speaking in the second semester, Interpersonal Speaking in the third, Extended Speaking in the fourth, and

Public Speaking in the fifth semester. Unfortunately, Some Thai students claimed they could not speak English Effortlessly yet.

Several factors caused their problems. First, the factors came from the Thai students themselves. The second is the social atmosphere around campus and in the classroom. The last is came from the lecturers' factors.

The factors came from Thai students themselves. For example, some of them said they did not listen to a native English speaker a lot. Hoge (2014) said, "According to academic studies on language acquisition, listening regularly ranks as the most important aspect of overall language proficiency, especially in the beginning." Moreover, every level of the educational system did not teach a student a lot of listening. The next factor was related to the social atmosphere around campus and in the classroom. A good atmosphere can make the students feel free to speak. With the Covid-19 outbreak, the learning process has become online. They study online from semester two to semester five. So, the atmosphere for learning to speak is not optimal. The factor that came from the lecturer concerned with their teaching techniques. For example, their English accent was hard to understand, and the learning process lacked various methods.

Nowadays, technology makes life easier, especially in education. The space to find information or knowledge had opened. So, the researcher found a theory name the Effortless English system. This system is very interesting in improving speaking skill. Basari (2011) said, " The new approach introduced in 2008 allows English language learners to boost their speaking abilities more quickly, easily, and confidently. "

The number of studies published regarding the theory of effortless English as a reference material is extremely limited. Researchers only found fourth works: Galla (2021), Basari (2011), Nurhaedin (2019), and Apriani (2020). Previous studies focused on explaining the theory rather than putting the theory into practice.

From the explanation above, the researcher is interested in arranging research titled "The Effectiveness of Using the Effortless English System

on Thai Students' Speaking Skill in the English Education Study Program at UNU Purwokerto." This research aims to determine whether the Effortless English system affects Thai students' speaking skill. When the results of this study demonstrate the improvement in students' speaking, it is beneficial for Thai students to enhance their speaking skill, particularly at UNU Purwokerto.

## **B. Clarification of Key Terms**

Here are some terms that will be clarified to evade misunderstanding according to the relevant theory, they are as follows:

### **1. Effortless English System**

The Effortless English system is the method of learning any language. This system makes the learner more active. This system there are two parts. The first is psychology, and the second is method.

These are the psychology parts:

- a. Psychology is more important than grammar and vocabulary.
- b. Beliefs determine English success.
- c. English is a physical sport.
- d. Use big real-world goals to motivate for success.
- e. Programming the brain for English success.

The method has seven rules for increasing the learners' speaking those are:

- a. Learn English phrases, not individual words.
- b. Do not study grammar rules.
- c. Learn with ears, not with eyes.
- d. Learn deeply with repetition.
- e. Use point of view mini-story.
- f. Use real English materials.
- g. Listen and answer mini-story.

According to Hoge (2014) states that "The seven rules are linked together and complement one another. The term "synergistic" refers to the rules' combined strength above their separate potency. Each rule strengthens the others. Together, they create a potent strategy for developing English proficiency and fluency".

## 2. Speaking Skill

Sari (2019) state that the most crucial ability to acquire while learning English is speaking since this involves practically all of the language's components and is a process of creating meaning. One may convey their thoughts, ideas, and feelings freely and spontaneously by speaking.

### **C. Research Questions**

Based on the research problem, the researcher decided on the research question as follows:

“Is there any significant effect of using Effortless English system on Thai students’ Speaking Skill in the English Education Study Program at UNU Purwokerto?”.

### **D. Aims and Significances of the Study**

The research aims are as follows, and the researcher hopes this research can contribute to English teaching and learning. It has two major significances, i.e., theoretical and practical significances:

#### 1. The Aims of The Research

Referring to the research question above, the aims of the research are mentioned below:

“To know whether the Effortless English system effectively improves Thai students’ speaking skill”.

#### 2. Significances of This Research are:

This research is expected to provide a significant contribution both theoretically and practically.



a. Theoretical Benefits

- 1) This research can be used as a reference in teaching and learning speaking skill.
- 2) This study can give knowledge and information about using the Effortless English system in teaching and learning speaking skill.

b. Practical Framework

The practical framework of the research could be useful for the students, reader, teacher, researcher, and university, as follows.

- 1) It is to be considered for the teacher who will teach speaking skill.
- 2) For the reader, it will know how the Effortless English system look like in learning speaking skill.
- 3) For the researcher, it will give the result of using the Effortless English system in learning speaking skill.
- 4) For the University, this research could help the school solve problem of teaching speaking skill.

**E. Organization of the Paper**

The structure of this research consists of five chapters. Each chapter will be explained as follows:

Chapter I contains an introduction, which consists of the background of the study, clarification of key terms, research question, aims and significances of the research, and organization of the paper.

Chapter II contains the theories of this research, which consists of the Effortless English system, the concept of speaking skill, previous of speaking, conceptual framework, and hypothesis.

Chapter III contains the research method. This chapter consists of the research design, research site and time, population and sample, variables and indicators of the research, data collection techniques, data analysis, and validity and reliability.

Chapter IV contains the data presentation, findings, and discussion. This chapter explains and answers the question from the research question.

Chapter V contains the conclusion, limitations, and suggestions for the research. In this chapter, the researcher concludes and gives suggestions related to the research.



## CHAPTER II

### LITERATURE REVIEW

The theories discussed in this chapter are those which support the understanding of the problem formulated in Chapter I. The review is presented in five subheadings. The first part discusses the Effortless English system. The second part discusses the concept speaking skill. The third part explains the previous study. The fourth part discusses the conceptual framework. The last part describes the hypothesis.

#### **A. Effortless English System**

##### **1. Definition**

The word “Effortless” it is not mean laziness but it will be a final result of putting a lot of effort into following this system to become effortless when speaking. According to Hoge (2014), Effortless English is “you speak English fluently. You do not struggle as you speak. You do not feel nervous or stressed. You do not think about grammar rules or translations”. This system is well-known for using listening activities to introduce students to real-world spoken English. The Natural Approach, the TPR, and the Direct Method all have guiding concepts that inspired the Effortless English approach (Basari, 2011).

Hoge developed the Effortless English system in 2008. This system is new to learning and teaching English. This system is far from the traditional learning method, like using textbooks, memorizing vocabulary lists, or studying grammar rules. In most schools, Hoge seems students still feel nervous; they need help to converse with real English needs to be fixed with teaching and learning English methods. Hoge had a lot of experience with Gladys (students from Venezuela), and experience teaching English in Japan. Hoge started researching, reading books on English teaching, using the new technique in his class, traveling, and working as an English teacher abroad. He continued his studies till he received his master's degree in (TESOL) teaching English to Speakers of Other Languages. He interviewing outstanding English

speakers, it was discovered that the majority did not adopt the conventional approach prevalent in most institutions. Finally, he found a technique for teaching and learning English.

## 2. The parts of the Effortless English system

There are two main parts of the effortless English system: the first is psychology, and the second is the method.

### a. Psychology

#### 1) Psychology is more important than grammar and vocabulary

In a real class, teachers do not give some psychology to their students about why students should learn English. In other words, teachers are solely focused on the method. So, psychology is the first thing to build for successful English. A car needs good fuel to reach its destination. This fuel means motivation, confidence, goals, energy, dream, future, and enthusiasm.

#### 2) Beliefs determine English success

Beliefs are powerful to success in English. Hoge divides beliefs into two categories. The first is limiting beliefs and empowering beliefs.

Limiting beliefs is considered be negative to English, such as English is stressful, difficult, and boring. Grammar is the only one the students must acquire first, and ext. Eventually, it makes negative thinking about English grows stronger, and, finally, it is hard to learn English.

The second is empowering beliefs. Empowering beliefs will give power, such as English is fun, making mistakes is normal, anyone can speak English, and etc. Find some people who speak English and learn psychology and the method from them.

3) English is a physical sport

Every person's talent in a sport they were not just learning a theory only, but they do. They play with it, and learning English is like a sport. The students have to do with it, not just analyze or think.

4) Use big real-world goals to motivate for success

Start with “Why” is the important one. The students have to know why they are learning English. What is the big goal for them? Find it. Go deeper to make the students feel inspired.

5) Programing the brain for English success

In this step, Hoge suggests reprogramming beliefs, goals, and peak emotions using the mental movie programming method. With this method will learn how to control the internal movie. Hoge (2014) says,

Your internal movies are the programs you use to create feelings, beliefs and goals. You create these movies with your five senses: sight, hearing, touch, taste and smell. Your memories and your dreams are recorded in your mind as a combination of these senses. These are the ingredients you use to write and direct your own internal movies. These movies then create your emotions, thoughts and actions.

b. Methods

Hoge broke The Effortless English method into seven-step, called the “seven rules method.” All of these rules have to be used together with psychology, and each rule has to be used together. It is not powerful when used individually. These are the seven rules method to achieve spoken English mastery.

1) Learn English phrases, not individual words

In the old ways, the students always write down the word they want to learn in the vocabulary list and try to memorize

it. This is why students have a problem when they try to speak. Hoge (2014) said, "Trying to memorize a bunch of random individual words is not an effective way to learn." He suggests that it is much better if the students learn a phrase than the individual word.

The phrase is the combination of a group of words. The bonus is the students automatically learn grammar and other vocabulary simultaneously. This is the way natives learn grammar. Krashen (1982) said, "Vocabulary should be learned in context."

Avoid studying English words since native speakers acquire the language through learning phrases rather than single words. Words that naturally go together form phrases. The grammar of students who study phrases is substantially better. Always note the phrase appears when you discover it. Always study the complete sentence rather than just one word while reviewing (Basari, 2011).

For practice:

- a) Students must have a "Phrase notebook" to keep their new phrases.
  - b) Every time they see or hear a new word, keep them down in a phrase notebook with the entire phrase, not just an individual word.
  - c) Write where they came from; this will give the word's context.
  - d) Review those phrases, again and again each day.
- 2) Do not study grammar rules

Krashen (1982) said, "Grammar should be learned implicitly, not explicitly". The researcher was shocked when hearing do not study grammar rules. Because in school, university, English courses, and everywhere it is study

grammar rules, but with this method, it is different. Hoge (2014) states that;

The problem with studying grammar is that instead of speaking English you focus on analyzing it. You become like the soccer player who is studying physics in order to improve. You learn a lot of information but your skill never seems to get much better.

Avoid studying grammar since it affects communication. Hoge focuses on teaching language naturally through stories rather than explicitly teaching it. He asks several questions throughout the stories, some of which come up absurd, and demands answers from the students. Students will quickly and stress-free master the grammar by regularly listening to the stories and responding to the questions. It leads to an improvement in speaking speed (Basari, 2011).

For practice:

- a) Forget about the grammar rule.
  - b) Avoiding grammar books.
  - c) Say goodbye to them.
- 3) Learn with ears, not with eyes

This method will remember how learned a language as children. Children were born without understanding the language. Children do not read, speak, or study grammar rules but listen first. They hear a lot to keep more information and begin to try saying without worrying about making mistakes. They do not care about pronunciation. They only focus on what they need. What the students learn English in a traditional class. Hoge (2014) said,

Most traditional language classes do not emphasize listening. So, if you studied English in school, you probably learned mostly with your eyes. I have observed

many English classes in many different countries, and they are all the same. Most English teachers – whether in middle school, high school, university or private school – focus on textbooks in the classroom.

The way to learn to speak is by listening. Krashen (1982) said, “Listening and reading should be the primary focus of language learning.” Look at the babies. They hear a lot before they begin to talk. This time Hoge states that the "silent period" is vitally important to natural language learning”. The children listening ability is higher than their speaking ability. That is how the Effortless English system works.

Every day, listen to easily understood English. Avoid reading textbooks. Learn by listening, not by watching. Most students in schools learn English by reading textbooks and studying grammar rules. A listening system is Effortless English. Their speech swiftly improves when they listen to 1 to 3 hours of simple and understandable English daily. The secret to effective speaking is to listen more often (Basari, 2011).

For practice:

- a) Effortless English is a listening system, so pick up one easy English video to listen to.
  - b) Do not pick the hard thing to look good, for example, CNN or BBC News. The children's program is fine.
  - c) Easy listening is the key to improving speaking skill.
  - d) Listening to something can understand 95% of it, without using google translate.
  - e) Listen to easy English every free moment.
- 4) Learn deeply with repetition

Learn English deeply. Krashen (1982) said, “Learners should engage in regular and consistent practice.” In the



traditional class, the teacher moved faster for each lesson because they would finish the materials on schedule. They move very fast and never learn it deeply. Students have to go deeper into every single word and phrase.

Deep learning means repeating what students learn many times to make understanding. For this rule, Hoge (2014) said, “knowledge is something you analyze and think about. Skill is something you do. Knowing the past tense is useless. You must be able to use the past tense instantly and automatically in real conversations. You need English skill, not English knowledge”.

The key to speaking fluently is studying your vocabulary and phrase thoroughly. Put the words and phrases deeply in your head. One must repeat each lesson several times to speak English easily. Although the number of times a lesson must be repeated varies from person to person, intensive acquisition of English words and phrases for at least two hours every day for a week is necessary (Basari, 2011).

For practice:

- a) Pick one audio for 10 minutes long. It can be a story in the past tense or something else. This audio is the main audio for the week.
- b) Repeat that audio every day for seven days. It can be one or two times a day, but more is fine.
- c) After mastering that audio, pick another one for 10-20 minutes, then do it the same as at the first one.
- d) If feel bored with that audio, try to change focus, such as focusing on vocabulary, and grammar, without subtitles, copying the speaker’s rhythm, tone, or emotion, repeating sentences loudly or etc.

5) Use point of view mini story

Krashen (1982) said “Learners should focus on content that is interesting and relevant to them”. Point of view mini stories is the way to learn grammar automatically by listening to the easy story and stories in different versions; present, past, and future. This involves using stories from various points of view to help learners develop knowledge of grammar and vocabulary in context. This strategy is backed by research on language acquisition, which contends that language abilities are more likely to develop in learners exposed to diverse linguistic situations, and structures (Lightbown, 2013). Hoge (2014) said,

Learning Grammar with audio point of view stories develops your “feeling for correctness” the same skill used by native speakers. Each repetition and each variation develop this feeling. Eventually, you will instantly know correct grammar because it will sound right to you. No need to think about linguistic terms. That is when you know the point of view story are working. Remember that true grammar skill must happen instantly.

The point of view the most effective method for instantly learning and using English grammar is through short stories. Grammar instruction requires that students listen to authentic English. The ideal method is to listen to stories discussed in the Past, Perfect, Present, and Future. Then students will not have to learn grammar rules and may listen to stories with a wide variety of grammar instead of limiting themselves to point-of-view stories. They will immediately and naturally employ proper language this way (Basari, 2011).

For practice:

- a) Just listen, understand and enjoy each version of the story every day.

- b) Thinking about how it changes in each time story.
- 6) Use real English materials

This rule is so powerful. This rule uses authentic English materials such as books, audio, podcasts, and videos from native people. Do not learn from an English textbook. Read a lot of easy stories.

For practice:

- a) Get a real material interesting topic.
  - b) Focus on the idea and emotion of that real English material.
- 7) Listen and answer mini story

In this rule, the students train to be more active and think about what they want to say. It is not the same as the traditional way the teacher says “Hello, how are you,” and students say “Hello, how are you too?”

This rule is the same in real life. Students do not know how to answer that question. Students have to think. And with this rule, the student’s speaking will be more automatic and natural. The point is speed. No, listen and repeat but listen and answer. This rule will make the student think in English and speak quickly without translating in their head.

For practice:

- a) Find some short story videos that have questions at the end of the video, listen, and try to answer quickly.

## **B. The Concept of Speaking**

In this part, the researcher discussed the definition of speaking, the basic type of speaking, the problem of speaking, and indicators of speaking; the explanation is as follows:

### **1. Definition of speaking**

Speaking skill is an important skill for students. The function of speaking skill is to express ideas, opinions, thoughts, and

communication with others. This skill is not enough to learn in the classroom, but it has a lot of practice outside the classroom to influence in this skill. According to Cameron in Tuyen (2021) said:

There are three important points of speaking skill. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech. Second, to express meaning means that the purpose of producing language in verbal communication to deliver ideas so that the speaker can convey meaning to the listener. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen in the speaking process by looking at the correctness and effectiveness of the speaker.

## 2. Basic Type of Speaking

Brown (2004) said that there are certain basic types of speaking, as illustrated by the taxonomy below:

### a. Imitative

The ability to just repeat back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. In addition to this simply phonetic level of oral output, the performance criteria may also take into account prosodic, lexical, and grammatical aspects of language.

### b. Intensive

The production of brief vocal expressions intended to show mastery of a certain range of grammatical, phrasal, lexical, or phonological links (such as prosodic elements—intonation, stress, rhythm, junction).

### c. Responsive

Response involves engagement and understanding testing, but only to a limited extent that only involves brief exchanges of greetings and light talk, as well as simple inquiries and comments.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

e. Extensive

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

3. The Problem of Speaking

Speaking is a complex skill, showing the speaker's proficiency in the language. Brown (2001) offered the following reasons why speaking might be challenging:

a. Clustering

Phrasal speech is more fluid than word-by-word communication. Through such clustering, learners may arrange their output intellectually and physically (in breath groups).

b. Redundancy

By using redundant language, the speaker has the chance to clarify meaning. Learners can benefit from this aspect of spoken language.

c. Reduced Forms

Speaking English to students who use contractions, elisions, shortened vowels, etc., poses unique challenges. Without instruction in colloquial contractions, students may occasionally talk in a stiff, academic manner that stigmatizes them.

d. Performance Variables

Another advantage of spoken language is that you may show some performance hesitation, pauses, backtracking, and adjustments since you think as you speak. It is possible to teach learners how to pause and think before speaking. For instance, we don't leave out "thinking time" in English; instead, we add "fillers" like uh, um, well, you know, I mean, like, etc. The phenomenon of hesitation is one of the most apparent contrasts between native and non-native speakers.

e. Colloquial Language

Make sure that your students have a basic understanding of colloquial vocabulary, idioms, and phrases and that they practice using these forms.

f. Rate of Delivery

The tempo of delivery is another crucial aspect of fluency. One of your responsibilities while instructing spoken English is to assist students in achieving a suitable pace and other fluency-related qualities.

g. Stress, Rhythm, and Intonation

The most crucial aspect of English pronunciation is this. Essential signals are conveyed through spoken English's stress-timed rhythm and intonation patterns.

h. Interaction

Without conversation partners, learning to make language waves in a vacuum would strip speaking skills of their most valuable quality: conversational bargaining creativity.

4. Indicators of Speaking

According to Brown (2004), there are six indicators of speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

a. Grammar

Grammar is useful for learning the right approach to becoming proficient in a language both orally and in writing. Grammar describes how words are grouped, organized, and utilized to create coherent spoken or written communication (Herring, 2016)

b. Vocabulary

Using vocabulary effectively is a crucial part of language competency and is the foundation for how well learners talk, listen, read, and write (Renandya, 2002).

c. Comprehension

Comprehension is the ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption.

e. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

f. Task

Accomplishing the objective of the elicited task.

### C. Previous Study

Some previous research related from this research. Those are;

The first is Journal by Salmi Tri Apriani and Dian Purnama Sari from Sekolah Tinggi Bahasa Asing Prayoga, Padang, under the title "Improving English University Students' Speaking Skill Through Effortless English

Movie Technique" This research used library research. This research takes two random students of Prayoga School. This research focuses on implementing the Effortless English movie technique to improve students' speaking skills. The researcher Sari (2020) said, "Effortless English Movie Technique is an optional easy, enjoyable technique that helps students learn to communicate fluently and accurately."

The second is Achmad Basari from Dian Nuswantoro University wrote an article entitled "Learning to Speak with Effortless English System." This article introduces the Effortless English system, explaining the material and breaking down all Effortless English systems. According to Achmad (2011), "This system is well-known as a listening system in teaching real spoken English where students are exposed totally to listening activities. The new system created in 2008 offers English students the to improve their speaking faster, effortlessly, and confidently."

The third thesis, titled "Speaking Skill Use Seven Rules by A.J. Hoge Youtube Channel (Study of Phenomenology)," was written by Nur Pradini Galla from the English Education Program at State Islamic Institute (IAIN) PARE PARE. This research used a qualitative approach and random sampling to pick someone as a subscriber of the Hoge YouTube Channel for documentation and an in-depth protocol interview. This thesis focuses on the opinion of subscribers interested in 7 rules created by Hoge. According to Galla (2021) said, "The results showed that the seven rules by Hoge have advantages in terms of language use such as intonation, stressing, use of vocabulary, mimic, body language, and subscribers are very interested and get benefits, one of which is self-confidence and increased speaking skill. Therefore, the seven rules by Hoge are usually used as alternatives to improve speaking skill."

The fourth is Enjang Nurhaedin and friends from Siliwangi University wrote an article entitled "Effortless English: Promoting A.J Hoge's Seven-Rules Concept in Speaking Fluency." This article explores the Effortless English system, explaining the seven rules method. Nurhaedin



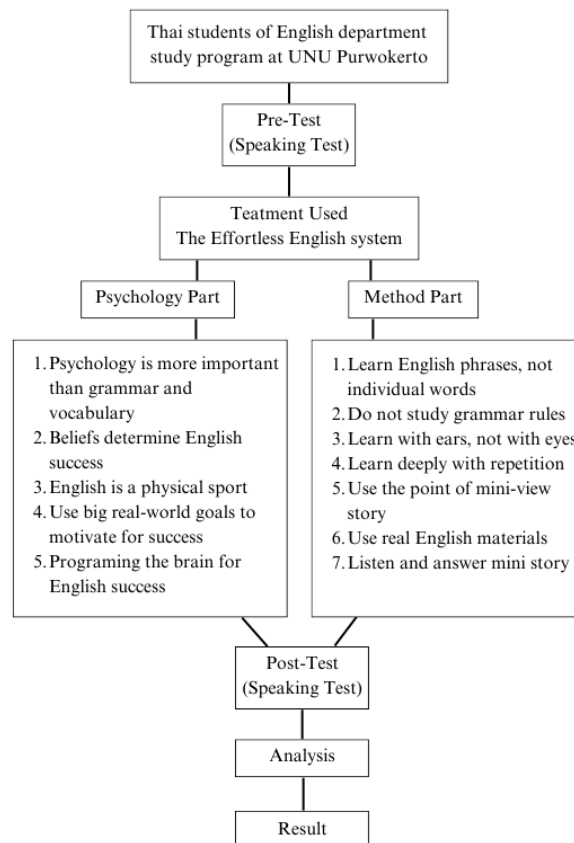
(2019) states, "The concept, for long, has been used for effective, efficient, effortless English learning model for EFL/ESL students. Besides, it as well provides dynamic and fascinating learning model for anyone willing to learn English speaking."

Based on the results of previous studies above, there are similarities to this research, including discussing students' speaking skill. Meanwhile, the differentiation of researchers above is all researchers focus on explaining the Effortless English system, but no one takes this theory into a real case. With this opportunity, the researcher will bring this theory to practice with Thai UNU Students and check the effectiveness of this theory named "The Effortless English System."

#### D. Conceptual Framework

The conceptual framework in this research is shown in the diagram as follow:

Tabel 1. Conceptual Framework



Based on the framework above, the researcher took five meetings to collect the data.

First, the seven Thai students were given a test (pre-test) by interview to know their speaking ability before providing treatment. The pre-test was 27 questions about themselves, their home, family, studies, interests, opinions, experiences, and a range of familiar topics. While being interviewed, the researcher recorded a video to assess their speaking ability.

Second, the treatment took three meetings. The researcher explained the whole concept of the effortless English system to Thai UNU students. Then, the researcher demonstrated how to use this system in their 14 days experiments and allowed students to ask questions about the Effortless English system. The researcher gave them 14 days to follow this system.

The last meeting was Post-test. The researcher does the same as a pre-test. The researcher used the SPSS Statistics application 29 version for Windows to analyze the data.

#### **E. Hypothesis**

The research hypothesis can be formulated as: The Effortless English system has an influence effect on Thai students' speaking skill.

(Ho): The Effortless English system does not significantly influence on Thai students' speaking skill at UNU Purwokerto.

(Ha): The Effortless English system significantly influences on Thai students' speaking skill at UNU Purwokerto.

## CHAPTER III

### METHODOLOGY

This part describes the research method, which focuses on the method used in this research; it covers the Research Design, Research Site and Time, Population and sample, Variables and Indicators of the Research, Data Collection Techniques, Data Analysis, and Validity and Reliability.

#### **A. Research Design**

Creswell (2009) stated, "Plans and processes for doing research are known as research designs, and they cover everything from general hypotheses to specific techniques for gathering and analyzing data." Research design is classified into three types: qualitative research design, quantitative research design, and mixed methods research design. So, the researcher uses quantitative research because the data is in numbers.

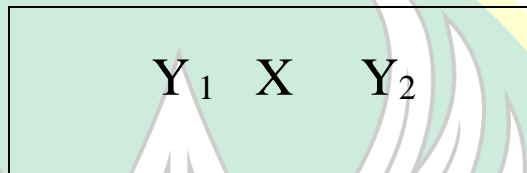
Leavy (2017) states, "Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories." Creswell (2009) said, "Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures".

The primary quantitative research design can be classified into experimental research and survey research. This research is experimental. An experimental design's primary goal is to examine the influence of treatment (or intervention) on an outcome while controlling for any additional factors that could affect that result (Creswell, 2009). There are three categories of experimental research: pre-experiments, true experiments, and quasi-experiments. The researcher applied a pre-experimental design (one group pre-test and post-test) to get the data. According to Leavy (2017), one group pre-test and post-test design are "a single group is given a pre-test (to determine the subject's baseline), then given the experimental intervention, and then given a post-test. Pre-test and

post-test scores are compared and any differences are attributed to the experimental intervention". Based on the explanation, the researcher used this design because this research involved two measurements, namely before the treatment and after being given the treatment. This research did not have a control or comparison group, so it was appropriate to use this design.

Below is a research design table of one group pre-test and post-test design.

Table 2. One Group Pre-Test and Post-Test Design



(Sugiyono, 2012)

Explanation:

- $Y_1$  : Pre-test score before giving a treatment
- $X$  : Treatment (Effortless English system)
- $Y_2$  : Post-test score after giving a treatment

## B. Research Site and Time

The research was done at the English Education Study Program of UNU Purwokerto. This University is located at Jl. Sultan Agung No.42, Windusara, Karanglesem Kec. Purwokerto Selatan, Kabupaten Banyumas Jawa Tengah 53145 Indonesia. Participants of this research were the eight-semester students in class A who were from Thailand. The number of students was 7. These were the step or the research:

1. Making Instrument

The researcher made an instrument on 1-2 Mei 2023.

2. Validation the instrument

To make sure the instrument was valid, the researcher gave the instrument to the lecture from 3 Mei 2023 to 8 Mei 2023.

3. Collecting the data

The researcher collected the data from Friday, 12 May 2023 until Saturday, 3 June 2023.

4. Analysis the data

After had done took the data, analyzed was started on Monday, 5 June 2023 until 7 June 2023.

5. Making report

The last step began on 8 June 2023 until finish.

This research was started on 30 January 2023 to 03 June 2023. This research took 5 meeting for data briefly. First meeting for pre-test, four meeting for gave treatment, and the last meeting for post-test.

### C. Population and Sample

Leavy (2017) said, “Research subjects or respondents should be identified and recruited in accord with your research purpose and hypothesis or research questions.”

1. Population

The research aims, hypothesis, and questions should guide identifying and recruiting research participants or responders. Probability sampling, which, as noted in Chapter 3, is based on probability theory and involves the use of any strategy in which samples are chosen in a way that ensures every person (element) in the population has a known and nonzero chance of being selected, is frequently used in quantitative research. The probability of any element in the population being included in the sample can be calculated statistically, and for every element, the probability of inclusion, no matter how little, will be greater than zero (Leavy, 2017).

The population in this research is eight-semester Thai students of the English department study program at UNU Purwokerto; there are seven Thai students.

Tabel 3. Research Population

No.	Name	Student Number
1.	SP	20190213017
2.	FD	20190213018
3.	YL	20190213019
4.	SI	20190213020
5.	HB	20190213022
6.	WO	20190213023
7.	FS	20190213024

## 2. Sample

Based on Sugiyono (2017), “Sample is part of the number and characteristics possessed by the population.” The sample research used Saturated samples. Sugiyono (2009) states, “The saturated sample is a census where all population members are sampled.” The researcher chose all seven students as the sample from all Thai students of the English department study program.

## D. Variables and Indicators of the Research

The following is an explanation of the research variables and the indicators.

### 1. Variables

This research has two variables: the dependent variable and the independent variable. The dependent variable is the response or criterion factor that is thought to be caused by or impacted by the independent treatment conditions. Any other independent factor is the dependent variable (Crashwell, 2009).

- a. The independent variable is the one that influences how the dependent variable changes or emerges. The Independent variable of this research is the “Effortless English system.” It is usually called an X.

b. The Dependent. The presence of an independent variable affects or causes a dependent variable to occur. Dependent of this research is “Thai students speaking skill.” It is usually called a Y.

## 2. Indicators

According to Brown (2004), there are six indicators of speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

### a. Grammar

Grammar is useful for learning the right approach to becoming proficient in a language both orally and in writing. Grammar describes how words are grouped, organized, and utilized to create coherent spoken or written communication (Herring, 2016).

### b. Vocabulary

Using vocabulary effectively is a crucial part of language competency and is the foundation for how well learners talk, listen, read, and write (Renandya, 2002).

### c. Comprehension

Comprehension is the ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences.

### d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption.

### e. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar.

### f. Task

Accomplishing the objective of the elicited task.

## E. Data Collection Techniques

In collecting the data, the researcher used the speaking test and video recording as the instrument. Consequently, the following are the data collection methods:

### 1. Test

In this research, there are two kinds of tests, the first is a pre-test, and the second is a post-test. The pre-test was conducted by giving 27 questions about themselves, their home, family, studies, interests, opinions, experiences, and a range of familiar topics. The students took a test from the researcher before the treatment. The test consists of 15 minutes of English speaking in front of the camera. Each student uses the English language to respond to the researcher's questions. The test's goal is to evaluate student speaking skill. Then, after the pre-test, the students will be treated using the Effortless English system. The procedures treatment were:

- a. The researcher explained the whole concept of the effortless English system to Thai UNU students.
- b. The researcher demonstrated how to use this system in their 14 days experiments.
- c. The researcher allowed students to ask questions about the Effortless English system.

And the last step is the post-test. The post-test was carried out the same way as the pre-test by giving 27 questions about themselves, their home, family, studies, interests, opinions, experiences, and a range of familiar topics. The test aimed to know the speaking ability of Thai students after treatment.

### 2. Recording

In this research, the researcher is looking at the video recording as a study tool to see whether or not there has been an improvement before and after giving the treatment and doing an evaluation. Recordings can help researchers improve their test-taking and evaluation procedures.



The researcher arranged the ability of students. The researcher scored the result of the speaking test by scoring elements of speaking abilities, adapted from Brown (2004).

Table 4. Assessment of Speaking

Aspect	Score	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood' by a native speaker' used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare.
	5	The student is equivalent to that of an educated native speaker.
Aspect	Score	Description
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.

	2	The student has speaking vocabulary sufficient to express himself simply with some circumlocutions
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Comprehension	1	Within the scope of his very limited language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	The student can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).

	3	Comprehension is quite complete at a normal rate of speech.
	4	The student can understand any conversation within the range of his experience.
	5	The student is equivalent to that of an educated native speaker.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency)
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words
	4	The student is able to use the language fluently on all levels normal pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	The student has complete fluency in the language, so his speech is fully accepted by educated native speakers.

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	The student is equivalent to and fully accepted by educated native speakers.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Task	1	The student can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (The student should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
	2	The student is able to satisfy routine social demands and work requirements needs help in handling any complication or difficulties.
	3	The student can participate effectively in most formal and informal conversations

		on practical social, and professional topics.
	4	The student would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
	5	Speaking proficiency is equivalent to that of an educated native speaker.

## F. Data Analysis

Data analysis is a step in quantitative research that occurs after all data from all respondents has been collected. Data analysis examines, categorizes, and groups data to develop working hypotheses and transform them into conclusions or theories as researchers' findings.

### 1. Descriptive Statistic

According to Jonker (2010) said, "Statistics summarize collected numerical data that readers can understand, allowing the study findings to be used for evidence-based practice and closing the theory-practice gap. Descriptive statistics is ideal for gathering and summarizing quantitative data."

Descriptive statistics' objective is to display data in a form that allows for particular interpretations or inferences to be made from it.

### 2. Statistics Required for Testing Hypothesis

#### a. Normality Test

The normal distribution test is a test that is carried out to assess the distribution of data in a group or variable, whether the data distribution is normally distributed or not. The Shapiro-Wilk Test was used in this study to determine the normality of data distribution using the SPSS application 29 version for Windows. When the value of Asymp. Sig. a variable is larger than the significant level of 5%

(> 0.050); the variable is normally distributed when the value of Asymp. Sig. a variable is less than the significant level of 5% (0.050), the variable is not normally distributed.

#### b. Hypothesis Test

Testing hypothesis aims to answer the hypothesis of the research which was already secretly on chapter II. Based on the purpose above so testing hypothesis done by mean test. If the requirement was already complete, the data which taken from the distribution normal so testing hypothesis can be done.

The researcher used paired sample t-test. A paired sample t-test assesses whether the two paired samples' averages differ. The paired sample t-test requirement is that the data be normally distributed. The paired sample t-test in this study was used to answer whether The Effortless English system affected Thai students' speaking skill. The paired sample t-test was carried out on the experimental pre-test data with post-test data to answer this problem. Furthermore, this test may be used to collect data on the same sample before and after a treatment. To calculate the paired sample t-test, the researcher uses the IBM SPSS Statistics application 29 version for Windows. in which the formula of the paired sample t-test presents as follows: Reject  $H_0$  if Sig.  $\leq \alpha$  0.05. of course, if  $H_0$  is rejected it means  $H_a$  is accepted.

### G. Validity and Reliability

#### 1. Validity

This research uses content validity to know whether the instruments used by researcher are valid or not by expert judgment. The instrument of this study will be valid after the expert checks the instruments of this research. The expert judgment of this research is one of the English language lectures of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, Mrs. Windhariyati Dyah K, M.A., M.Pd.

## 2. Reliability

The instrument can be clarified to be reliable if the instrument has a similarity of the data at different times. Reliability is the consistency of the test. This research uses expert judgment.



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher will give the research finding and discuss Thai students' speaking skill before and after giving the treatment using the Effortless English system. The researcher collected data by offering a test, by conducting pre-test and post-test. Then gave a treatment after the pre-test and also recorded the video. The following are the results of the pre-test and post-test groups:

#### A. Research Findings

##### 1. Descriptive Analysis

The sample for this study consisted of seven Thai students from the English Department at UNU Purwokerto. Before the researcher began the treatment, the students were tested to determine their speaking skill (pre-test). After the treatment, the researcher gave a post-test to determine the student's achievement using the Effortless English system. The table below shows the students' pre-test and post-test scores.

Table 5. Students' Pre-Test and Post-Test Scores

No	Student's Name	Pre-test Score	Post-test Score	Gained Score
1	SP	6	13	7
2	FD	11	15	4
3	YL	7	14	7
4	SI	9	15	6
5	HB	18	23	5
6	WO	14	18	4
7	FS	8	12	4



Table 6. Analysis Statistic Descriptive

<b>Descriptive Statistics</b>						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	7	12	6	18	10.43	4.276
Post-Test Experiment	7	11	12	23	15.71	3.729
Valid (listwise)	7					

Based on the data above, data show that the mean score of the pre-test was 10.43, the mean score of the post-test was 15.7, the minimum score of the pre-test was 6, the post-test was 12, and the maximum score of the pre-test was 18, and post-test was 23.

Based on the table above, the students' mean scores significantly increased. It can be seen from the mean score of the pre-test and post-test that the mean score of the pre-test was 10.43, and the mean score of the post-test was 15.71.

## 2. Normality Test

Normality testing used the Shapiro-Wilk test on SPSS. The researcher chose the Shapiro-Wilk technique because the sample was less than 100. The results of the normality test for the post-test score are presented in the following table.

Table 7. Test of Normality

<b>Tests of Normality</b>						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experimental (Effortless English System)	.202	7	.200	.915	7	.435
Post-Test Experimental (Effortless English System)	.290	7	.076	.868	7	.179

Based on the result above, it is known that the significance value (Sig.) for all data in the Shapirop-Wilk test is  $> 0.05$ . It can be concluded that the research data is normally distributed. Thus, the data is normally distributed, and the researcher can use parametric statistics, which concludes Paired Sample t-Test to conduct a research analysis.

### 3. Paired Sample t-Test

Tabel 8. Paired Samples Statistics

<b>Paired Samples Statistics</b>					
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	Pre-Test Experiment	10.43	7	4.276	1.616
	Post-Test Experiment	15.71	7	3.729	1.409

Tabel 9. Paired Samples Test

Paired Samples Test										
				Paired Differences					Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test Experiment-Post-Test Experiment	-5.286	1.380	.522	-6.562	-4.009	-10.133	6	<.001	<.001

Based on the output table of the t-test results, the value of sig = 0.001 is obtained, meaning it is smaller than  $\alpha$  0.05. Thus, Ho is rejected, and Ha is accepted.

- a. Ho = The effortless English system does not significantly influence Thai students' speaking skill at UNU Purwokerto, declared rejected.
- b. Ha = The effortless English system significantly influences Thai students' speaking skills at UNU Purwokerto, declared accepted.

Based on the results of the descriptive analysis, the average value of the students' pretest = 10.43 and at the posttest = 15.71 was obtained. This means an increase in students' speaking scores after getting the use of the Effortless English system. Thus, it can be concluded that the use of the Effortless English system has a significant effect on increasing the English speaking scores of Thai students at UNU Purwokerto.

#### 4. Research schedule

The research was conducted on Thai students in the 8th semester of the English Education Study Program using the Effortless English system. The scheduled research is as follows.

Table 10. Research Schedule

No.	Date, and time	Activities
1	Monday, 30 January 2023	Request permission to conduct research to UNU Purwokerto.
2	Friday, 12 May 2023	The first research students were given a pre-test before using the Effortless English system.
3	Saturday, 13 May 2023	The second study, explain the Effortless English system.
4	Monday, 15 May 2023	The third study was practiced together, improving speaking skills using the Effortless English system.
5	Monday, 16 May 2023	The fourth study was practiced together, improving speaking skills using the Effortless English system.
6	Saturday, 3 June 2023	In the fifth study, students were given post-test questions through interview tests.
7	Monday, 12 June 2023	Asking for a letter that already did the research.

## B. Discussion

The researcher has given a pre-test to the Thai students of UNU Purwokerto in the 27 questions about themselves, their home, family, studies, interests, opinion, experiences, and range of familiar topics. Then, the researcher gave treatment to them by using the Effortless English system as a medium for learning speaking English. After the treatment was carried out, the researcher gave a post-test with the same questions as the pre-test and in accordance with the treatment that had been given. The results can be seen from the pre-test and post-test score.

The treatment was offered in eighth semester of Thai students, and the methods used by the researcher will be described as follows:

### 1. Introduce the Effortless English system

The researcher explained the Effortless English system to Thai students. It will be divided into two times to tell the operation of the Effortless English system. The researcher described the psychology part to the students in the first encounter as follows:

- a. Psychology is more important than grammar and vocabulary.
- b. Beliefs determine English success.
- c. English is a physical sport.
- d. Use big real-world goals to motivate for success.
- e. Programing the brain for English success.

After explaining and providing guidelines for completing the practice, the researcher allowed the students to ask questions about what they did not yet understand, completing the first encounter. In the second encounter, the researcher describes seven practice methods and guides how to do them. The seven rules methods are as follows:

- a. Learn English phrases, not individual words.
- b. Do not study grammar rules.
- c. Learn with ears, not with eyes.
- d. Learn deeply with repetition.
- e. Use point of view mini story.

- f. Use real English materials.
- g. Listen and answer mini story.

Afterwards, the researcher asked the students questions about what they did not understand.

## 2. Fourteen Days of practice

The researcher asked Thai students to use the Effortless English system for 14 days to improve their English speaking skill. Students are asked to set goals for learning English. Students are asked to listen to the video sent by the researcher. The videos have three categories; the first is the main video. Second, videos about stories of the past, present, and future. Third, a video about stories with questions at the end of the video so that students practice speaking quickly and boldly.

The Effortless English system has some advantages that make it a preferred choice for language learners as follow:

### a. The system focuses on natural methods

The system copies how native speakers learn the language. Hoge suggests learning a language like a baby. They listen first and a lot, and then they begin to try to speak. This process develops children to a natural understanding of the language, contrasting with traditional methods focusing on reading and writing.

### b. Increase Motivation

Psychology is crucial to learning a language because it is like fuel to boost a car to run. This system is designed learners to stay active not passive learners and to be engaging and enjoyable.

### c. Personalized Learning

In the traditional method, the English teacher only taught to their students in a class. But the Effortless English system is designed to be adaptable and flexible for students' needs by following the system that Hoge built.

Ultimately, the Effortless English system has some benefits for students looking to advance their English language proficiency. Learners'

fluency, understanding, motivation, and personalized learning experiences may all be enhanced by employing this method.

The results from experts that supported this research arranged by Galla (2021) argued that using Hoge channel seven rules in learning English, especially in improving English, is very effective in the classroom. Hoge subscribers highly recommend this channel for students who want to master speaking English. Basari (2011) said there is one particular language teaching method or system that is worth trying. It is known as Effortless English System. This system is well-known as a listening system in teaching real spoken English, where students are exposed to listening activities. The new system created in 2008 offers English students to improve their speaking faster, effortlessly, and confidently.

The finding of the research shows that using the effortless English system was effective in improving speaking skill. It was clear from the comparison between the pre-test and post-test after giving treatment using the effortless English system that the mean score of the pre-test was 10.43, and the mean score of the post-test was 15.71.

Moreover, based on the paired sample, it shows a significant improvement. The score sig. was 0.001. It was lower than 0.005. Make the  $H_0$  was rejected, and  $H_a$  was accepted. It means that using the Effortless English system significantly affected Thai students' speaking skill at UNU Purwokerto.

The Effortless English system is an alternative for teachers who find some method to teach their students to speak. For everyone who will learn English by themselves, Effortless English is the answer because this system focuses on listening a lot rather than on grammar and memorizing a bunch of vocabulary. It is easier to practice everyday life.

## CHAPTER V

### CONCLUSION, LIMITATION, AND SUGGESTION

The following chapter concludes this report. A summary of the research is presented, and the findings and limitations of the research are discussed. Suggestions for further research end the chapter.

#### **A. Conclusion**

The using of the Effortless English system is effective in improving Thai students' speaking skill. It is proven with the different significance before and after giving the treatment. The treatment used two parts of the Effortless English system: psychology and the seven rules method. Thai students' speaking skill have significantly increased. The mean score in the pre-test was 10.43; meanwhile, the post-test after giving the treatment was 15.71.

The Thai students' highest pre-test score was 18, and their lowest was 6. The highest post-test score was 23, while the lowest was 12. According to the paired sample t-test results, pair 1's output achieved the value of Sig. was  $0.001 < 0.005$ ,  $H_0$  is rejected, and  $H_a$  is approved. As a result, the research's hypothesis that using the Effortless English system affects Thai students' speaking skill at UNU Purwokerto, is accepted.

#### **B. Limitation of Study**

The limitation of the research can be detected in three issues, those are:

1. Sample

The Sample was limited. The Sample of this research was seven Thai students in the English Education study program studying at UNU Purwokerto.

2. Location

In this research, Researcher do not research students in the classroom. But have to find another place to meet and collect data because the Effortless English system focuses on Personalized



Learning. The UNU university is quite far away. So, it is challenging to request documents.

3. In the process of collecting the data by pre-test and post-test. Thai students have their schedules, so the researcher cannot finish the interview in one day; the process takes time.

### **C. Suggestion**

Based on the research outcomes and a little bit experienced, the researcher has a few suggestions for the school, the English teacher, and the researcher. Those are as follows:

1. For school

The researcher could help the school resolve the English speaking problem by using the Effortless English system as a medium for learning English speaking skill. Using the Effortless English system can improve students' speaking skill and be an alternative education medium to solve the problem of teaching and learning English speaking.

2. For the English teacher

- a. Using the Effortless English system as a new method to teach students speaking skill is suggested.
- b. The outcomes of using the Effortless English system can be guided, adaptable, and innovative in the learning process.

3. For the researcher

This topic can be re-examined for future researchers because this research only used one group without a control group. Future researchers may use a quasi or true experimental design. This result can be developed for the researcher who finds a way to solve the problems of English education.

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## APPENDICES 1

### Research Instrument

#### THE EFFECTIVENESS OF USING THE EFFORTLESS ENGLISH™ SYSTEM ON THAI STUDENTS' SPEAKING SKILLS OF ENGLISH EDUCATION STUDY PROGRAM AT UNU PURWOKERTO

##### A. Pre-Test and Post-Test

###### Students' Identity

Researcher	:	Sulkiflee Sahoh
Students' Name	:	
Date/Time	:	

###### Rubric of Assessment for Speaking

Aspect	Score	Description
Grammar	1	Errors in grammar are frequent, but speaker can be understood' by a native speaker' used to dealing with foreigners attempting to speak his language.
	2	The student can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	The student can use the language accurately on all levels normally pertinent to professional needs. Grammar errors are quite rare.
	5	The student is equivalent to that of an educated native speaker.

<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Vocabulary	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
	2	The student has speaking vocabulary sufficient to express himself simply with some circumlocutions
	3	The student can speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	The student can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Comprehension	1	Within the scope of his very limited language experience, the student can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	The student can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	The student can understand any conversation within the range of his experience.
	5	The student is equivalent to that of an educated native speaker.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency)

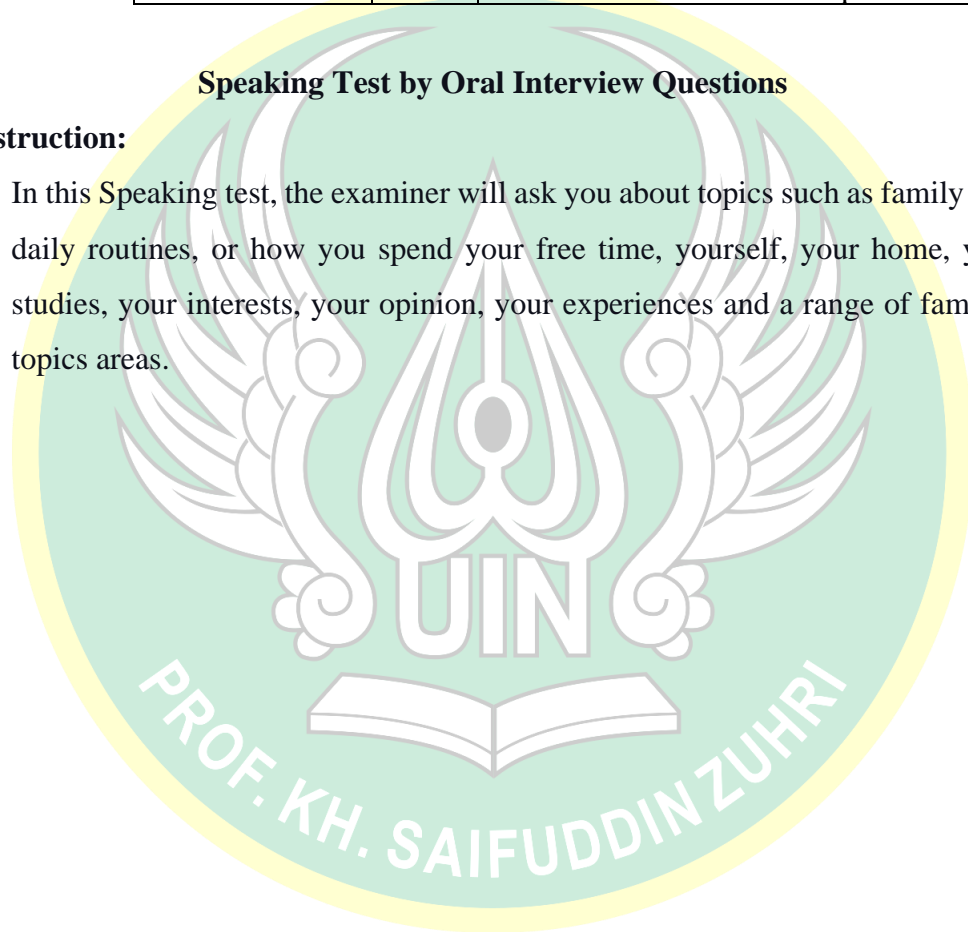
	2	The student can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	The student can discuss particular interests Can participate effectively in competence with reasonable ease. Rarely has to grope for words
	4	The student is able to use the language fluently on all levels normal pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
	5	The student has complete fluency in the language, so his speech is fully accepted by educated native speakers.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	The student is equivalent to and fully accepted by educated native speakers.
<b>Aspect</b>	<b>Score</b>	<b>Description</b>
Task	1	The student can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (The student should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.)
	2	The student is able to satisfy routine social demands and work requirements needs help in handling any complication or difficulties.

	3	The student can participate effectively in most formal and informal conversations on practical social, and professional topics.
	4	The student would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.
	5	Speaking proficiency is equivalent to that of an educated native speaker.

### Speaking Test by Oral Interview Questions

**Instruction:**

In this Speaking test, the examiner will ask you about topics such as family life, daily routines, or how you spend your free time, yourself, your home, your studies, your interests, your opinion, your experiences and a range of familiar topics areas.



1. Warm-up:  
Hello,  
How are you?  
What's your name?  
What country are you from?
2. Level check  
How long have you been in this country?  
What is your academic major?  
Tell me about your family.  
Describe your town to me.  
What are your hobbies or interests?  
Why do you like your hobby?  
Have you traveled to another country beside this one and your home country?  
Tell me about that country.  
What is your favorite food?  
Tell me how to make something you know well.  
I'd like you ask me some questions.  
Tell me about an exciting or interesting experience you've had.  
Pretend that you're a tourist asking me for directions.  
Pretend that you're buying a shirt from me in a market, and you want to get a lower price.  
Pretend you're in a job interview. Please tell me about yourself.
3. Probe:  
What are your goals for learning English in this program?  
Describe your academic field to me. What do you like and dislike, about it?  
If you could redo your education all over again, what would you do differently?  
If you were president of your country, what would you like to change about your country?  
You are in a shop that sells expensive glassware. Accidentally you knock over an expensive vase, and it breaks. What will you say to the store owner?
4. Wind-down  
Did you feel okay about this interview?  
What are you plans for the weekend?  
You'll get your result from this interview next week.  
Do you have any questions you want to ask me?  
It was interesting to talk with you. Best wishes.

Adapted from Brown (2004).



### Pre-Test and Post-Test Score

No.	Aspect	Score
1.	Grammar	
2.	Vocabulary	
3.	Comprehension	
4.	Fluency	
5.	Pronunciation	
6.	Task	
TOTAL SCORE		

### B. Treatment

In this session, the researcher used the Effortless English system as a learning tool for Thai students to learn speaking skill by themselves for 14 days of practice. The Effortless English system, including the psychology part and the method part (Seven Rules).

The psychology part includes:

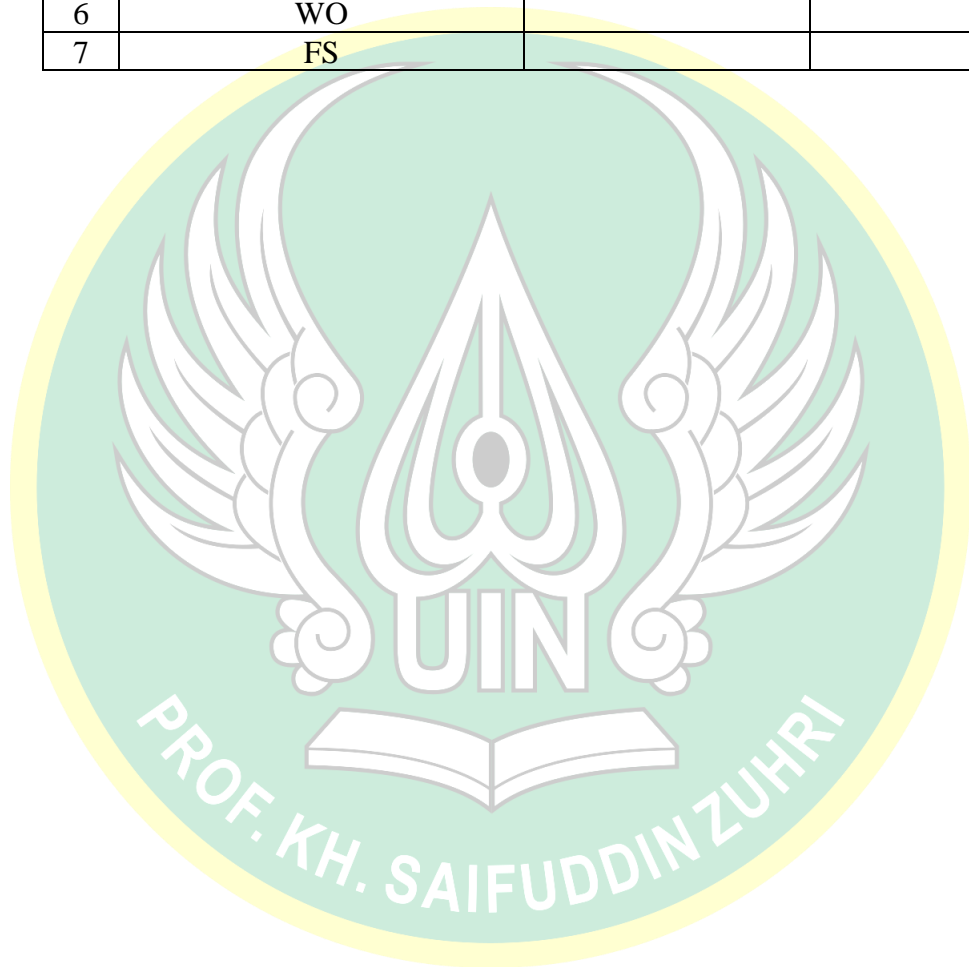
1. Psychology is more important than grammar and vocabulary.
2. Beliefs determine English success.
3. English is a physical sport.
4. Use big real-world goals to motivate to success.
5. Programming the brain for English success.

The method part (Seven Rules) includes:

1. Learn English phrases, not individual words.
2. Do not study grammar rules.
3. Learn with ears, not with eyes.
4. Learn deeply with repetition.
5. Use the point of mini-view story.
6. Use real English materials.
7. Listen and answer mini story.

**C. Students' Score of Pre-Test and Post-Test**

No.	Subject of the research	Pre-test score	Post-test score
1	SP		
2	FD		
3	YL		
4	SI		
5	HB		
6	WO		
7	FS		



## APPENDICES 2

### Validation Sheet

#### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A.

Instansi : UIN SAIZU PURWOKERTO

Jabatan : Dosen

Telah membaca instrument penelitian, berupa tes wawancara (pre-test dan post-test) yang akan digunakan dalam penelitian skripsi dengan judul "The Effectiveness of Using The Effortless English™ System In Learning Speaking Skill For Thai Students of English Education Study Program At Unu Purwokerto" oleh peneliti:

Nama : Sulkiflee Sahoh

NIM : 1817404093

Peodi : Tadris Bahasa Inggris

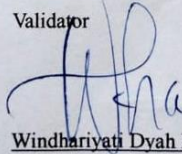
Setelah memperhatikan instrument yang dibuat, maka masukan instrument tersebut adalah:

- Menambahkan instruksi lebih detail.
- Menambahkan pertanyaan yang represent formal situation sehingga berkorelasi dengan rubric.
- Memperbaiki grammar dan punctuation.
- Mensinkronkan antara rubric bagian task dengan pre-test dan post-test.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Purwokerto, 8 Mei 2023

Validator



Windharyati Dyah K. M.A., M.Pd.

NIDN. 2001049001

## APPENDICES 3

### Research Documentation

#### Pre-Test Activities

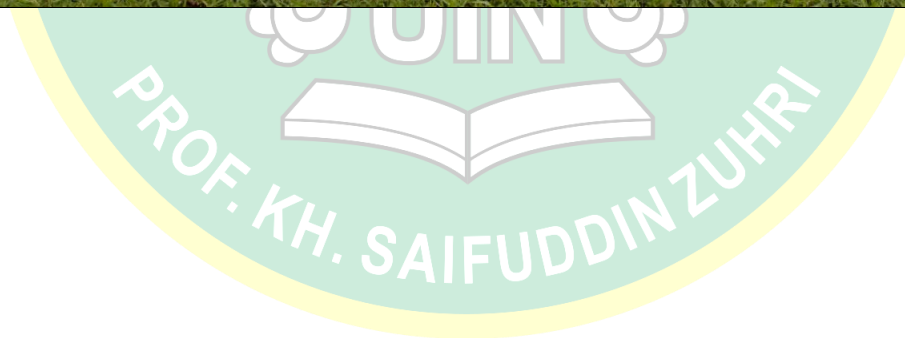
1. Pay attention to the following questions.
2. The speaking test lasts 10 to 15 minutes.
3. The examiner will make a video recording of your interview.
4. You answer general questions about yourself, your home, family, studies, interests, opinion, experiences, and various familiar topics.
5. Speak in a clear, and loud voice.
6. Feels enjoy, and do not be nervous.
7. Good luck!



### **Treatment Activities**

In this activity, the researcher explains the Effortless English system, then makes sure they can understand all about it because they have to practice for 14 days.

Thai students of English Department at UNU Purwokerto



### Post-Test Activities

1. Pay attention to the following questions.
2. The speaking test lasts 10 to 15 minutes.
3. The examiner will make a video recording of your interview.
4. You answer general questions about yourself, your home, family, studies, interests, opinion, experiences, and various familiar topics.
5. Speak in a clear, and loud voice.
6. Feels enjoy, and do not be nervous.
7. Good luck!



## APPENDICES 4

### University Recommendation



**UNIVERSITAS NAHDLATUL ULAMA PURWOKERTO**  
**FAKULTAS SOSIAL, EKONOMI DAN HUMANIORA**

Jln. Sultan Agung No 42, Karanglessem, Purwokerto Selatan, Purwokerto, Jawa Tengah, 53144  
Telp/Faks. (0281) 6841836; e-mail: unupurwokerto@gmail.com; website: <http://www.unupurwokerto.ac.id>

**SURAT KETERANGAN**  
**Nomor: 312/UNU-PWT.6/PD/2023**

Saya yang bertanda tangan dibawah ini:

Nama : Sugeng Riyadi, S.H., M.H.  
NPP/NIDN : 19751120 201707 1 002/ 0620117501  
Jabatan : Dekan Fakultas Sosial, Ekonomi dan Humaniora  
Universitas Nahdlatul Ulama Purwokerto

Dengan ini menyatakan bahwa:

Nama : Sulkiflee Sahoh  
NIP : 1817404093  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Universitas Islan Negeri Prof Kiai Haji Saifuddin Zuhri  
Purwokerto

Telah melaksanakan penelitian dari tanggal 30 Januari 2023 – 30 Maret 2023 untuk memperoleh data guna Menyusun tugas akhir dengan judul "*The Effectiveness of Using the Effortless English System on Thai Student's Speak Skills in the English Education Study Program at UNU Purwokerto*"

Demikian surat rekomendasi ini saya sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Purwokerto, 14 Juni 2023

Dekan,

**Sugeng Riyadi, S.H., M.H.**  
NPP. 19751120 201707 1 002

## APPENDICES 5

### BIOGRAPHY

#### PERSONAL INFORMATION

<b>Name</b>	Sulkiflee Sahoh
<b>Student Number</b>	1817404093
<b>Date of Birth</b>	April 27 <sup>th</sup> , 1999
<b>Address</b>	Ban Prang, 61. M.2 T. Thakamcham Sub-district, Nongchik District, Pattani Province. 94170
<b>Marital Status</b>	Single
<b>Sex</b>	Male
<b>Nationality</b>	Thai
<b>Religion</b>	Islam
<b>Father Name</b>	Ayub Sahoh
<b>Mother Name</b>	Saleelah Jehlong

#### EDUCATIONAL BACKGROUND

<b>2018-2023</b>	State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, English Education Study Program. Education Department, Faculty of Tarbiya and Teacher Training.
<b>2012-2018</b>	Bakong Pittaya School

#### ORGANIZATION

<b>2018-2023</b>	Ikatan Mahasiswa Patani (Selatan Thailand) di Indonesia.
<b>2019-2021</b>	PSHT
<b>2019</b>	PMII