

Subsistence of English Area Program in Enhancing Teenagers' English Skill in Majene Regency

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ABSTRACT

This study aspired to represent the concessions of executing English Area for teenagers on their English language skills. In this case, four skills are incorporated into the enactment process. The implementation of this study was conducted at SMA 3 Majene which is a boarding school student. This study used a quantitative descriptive method where there were 28 samples from 58 populations who participated in the data collection process. The instrument used is a test consisting of a pre-test and post-test, and an observation guide. From the results of observation, the prominent skill was speaking skill which was seen from several activities, namely providing material, morning talk, talk show, talent night, and treasure hunt consisting of five activities, namely Spelling bee, Word Guessing, Constructing Sentences, Once Upon A Time, Arrange the picture. This was in line with the test results which showed that this program could improve students' speaking skills with an average score of 0.767. The researchers concluded that this program can improve speaking, but it did not have much effect on other skills. Therefore, researchers recommended that further research can construct more active activities furthermore all skills can be covered. This research can provide benefits for pre-service teachers who can use this research as a reference for carrying out activities in the classroom. It was also useful for future researchers who wanted to develop English area programs in other places or by using different indicators.

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1. Introduction

Language is an essential aspect of human life, serving as a tool for communicating thoughts, ideas, and concepts. It enables people to interact and exchange information, and without it, communication will have been impossible. Language also plays a critical role in societal systems, as it is the key to effective communication within a community. Effective communication goes beyond just interacting within a local society; it also involves global communication on an international scale, namely English (Sahib et al., 2021; Anggawirya et al., 2021; Youngsun et al., 2024).

English evolves the global lingua franca, which was why it was taught in nearly every country in the world. It evolves an investment for everyone in this world (Asdar et al., 2023; Mokoginta et al., 2021). As the era of globalization advanced, the ability to express internationally became increasingly important because English was widely recognized as the global lingua franca. English is a universal language in the international scope that is known by many people throughout the world and has an important role in various aspects of human life such as in education, business, sports, technology, advertising diplomacy, etc (Hustiana et al., 2023). Besides, as the world became more interconnected, students needed strong English skills to participate effectively in international exchanges, whether for business, travel, or international collaboration.

English teaching permitted students to gain the proficiency required to engage with diverse cultures, access global resources, and navigate international opportunities because all sectors like community, culture, politics, and even economics have made this language a paramount aspect (Hustiana et al., 2024; Prihandoko et al., 2022; Junaid et al., 2024). By focusing on improving English Language skill whether in listening, reading, speaking and writing, educators equipped students to excel in a globalized world, where effective language skills were vital for personal and professional success.

"English Area" refers to a designated space where various English language learning activities, resources, and agreed-upon rules are applied. According to Kayi (2006), a range of activities, such as discussions, role-plays, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, card games, image descriptions, and finding differences, to encourage students to practice speaking, reading, writing and listening skill. At SMA Negeri 3 Majene, anyone entering the English Area, whether students, teachers, or lecturers were required to speak English. Those who violated this rule faced some penalties. This approach encouraged students to practice speaking English, even if it was with simple words or phrases. The aim was for graduates of SMA Negeri 3 Majene to be competitive with graduates from other institutions across Indonesia in various career fields.

Prayatni (2019) stated that teaching English to young learners requires strong teaching skills, creativity, thorough preparation, and patience. Teachers need these qualities to motivate young learners to encounter the learning process. Regular practice in using English in daily communication helped to master the language more easily (Junaidi et al., 2020; Said et al., 2021; Junaid et al., 2024). The English Area also introduced basic English elements like vocabulary, spelling, and sentence pronunciation through active and enjoyable learning methods.

By incorporating English Language Areas into the curriculum, students were encouraged to engage in real-life situations where they had to use English effectively. Whether in conversations with friends, group discussions, or casual interactions in the English Area, students were motivated to put classroom lessons into practice (Sahib et al., 2021; Rahman & Weda, 2018). Additionally, the English Area helped overcome psychological barriers that might have hindered language development. It provided a safe and supportive environment where students could experiment with the language, make mistakes, and learn from them without fear of being judged.

Taking the above context into account, researchers intended to carry out a thorough study centered on applying the English Area method at SMAN 3 Majene to enhance speaking, listening, reading and writing abilities. The study's goal was to evaluate how effective the English Area approach was within the school setting. Furthermore, this research aimed to identify the challenges and opportunities that arose during the implementation of the English Area at SMAN 3 Majene.

2. Methodology

The design of this research was a quantitative descriptive study. This research delved into how the English Area program at SMAN 3 Majene has been executed and examined its effects on enhancing students' language skills across four key areas: speaking, listening, reading, and writing. It explored the strategies used within the program, how they contribute to improving these skills, and the overall effectiveness of the English Area in fostering a comprehensive language learning environment for the students.

This research was conducted through purposive sampling within a population of 58 students from SMAN 3 Majene. The sample was taken among 28 students to be analyzed. The students selected were students who had good learning experiences compared to their other friends and had high English scores among their other friends. To conduct this English Area Program, the researchers first appointed a trustworthy space where only English language can be used, supplying it with resources such as books, audio materials, and language learning tools. The researchers selected a diverse group of students with varying levels of English proficiency and administered pre-tests to assess their initial skills in speaking, listening, reading, and writing. After introducing them to the English area, the researchers employed the students in targeted activities designed to enhance each of these language skills.

Throughout the study, the researchers closely observed their participation, noted their progress and interactions, and collected qualitative data through observations and occasional informal interviews. Students' participated in the targeted activities such as group discussion, practicing speaking, fill out the worksheet, listening exercise, reading a text in the modul, singing competition, brand ambassador, and treasure hunts. All activities were designed to enhance students' speaking, listening, reading and writing skills. After a predetermined period, the researchers administered post-test to the students to measure any improvements in their language abilities. The researchers then analyzed the data, comparing the pre-test and post-test results alongside the qualitative observations to evaluate the overall effectiveness of the English area. Finally, the researchers compiled the findings into a report, highlighting key outcomes and offering recommendations for future educational practices and research in similar settings.

3. Result and Discussions

To collect data for this research, the researchers conducted tests and observations. The objective of this study is to figure out the process of English Area using an observation guide and to describe the result of the student's English ability before and after the English Area program using the test. The following description includes a rundown of each instrument's result:

3.1 The process of implementing English Area in improving students' English skills

At this stage, the researchers described the implementation process of the English Area from the first day to the last day.

a. Pre-test

The first step in implementing the English area program was to provide a pre-test to measure students' initial score in four skills namely speaking, listening, reading and writing. The results of the pre-test were as follows in table 1:

Table 1. Result of Pre-Test

No.	Name	Speaking	Listening	Reading	Writing
1.	NK	5	6	8	7
2.	GVR	4	3	7	7
3.	AAP	6	8	10	7
4.	YOW	6	6	8	8
5.	JA	6	8	9	6
6.	SM	6	8	9	8
7.	CND	6	8	9	8
8.	NTL	4	5	7	7
9.	AK	5	7	9	7
10.	KIP	7	2	8	8
11.	NAR	6	2	8	8
12.	IM	7	10	9	8
13.	NZP	7	10	9	7
14.	SN	8	3	8	8
15.	SNQ	4	8	10	7
16.	NRR	8	7	9	7
17.	HY	7	3	7	6
18.	AFY	4	5	8	6
19.	YC	4	10	10	6
20.	ARH	8	9	10	9
21.	AM	6	7	8	6
22.	SI	0	5	7	6
23.	KHA	0	5	5	6
24.	MAM	8	8	8	6

25.	LH	5	3	7	7
26.	RP	8	5	8	6
27.	ANM	7	10	8	7
28.	FD	5	4	7	6
29.	MRC	8	6	8	6
30.	CSB	5	5	4	5

b. English Area Program Process

After getting the students' scores in the pre-test, the next stage was the implementation of the English area program. This program was conducted for three days, starting at 06.00 am to 10.00 pm. The learning process integrated four skills, namely speaking, listening, reading, and writing which are described as follows:

1. The first day observation results

On the first day of the English Area enactment, there were two primary activities, namely delivering materials and reviewing materials. The outcomes of the observations can be elaborated as follows:

Table 2. First Day observation result

Activities	Observation Result
Topic 1 (simple present tense)	This topic introduced how to convey daily activities to students. They were given English vocabulary such as get up, wake up, have breakfast, have a shower, do shopping, have dinner, etc. In this topic, some students already have initial knowledge about vocabulary that can be used to depict daily activities. Some of them also dare to express ideas even by combining the use of English and Indonesian Language. In addition, students were also taught about simple patterns of using simple present tense weather in nominal or verbal sentences. Students seem enthusiastic about asking questions and describing their daily activities.
Topic 2 (past tense)	This topic was given to students as a provision so that they could talk about past experiences. In this material, only one student always asked questions and answered the instructor's questions. While the other students were busy listening and taking notes. They are still unable to tell past experiences. They can only make past-tense sentences. Only a few students can talk about their experiences in front of the class because they still lack vocabulary, especially the second verb form that must be used in the past tense.
Topic 3 (present continuous)	This material was quite easy than the other materials. In the first step, the students learnt about the pattern. After that, they made simple sentences using the pattern. Then, students are asked to come forward and practice an activity. Other friends made sentences based on what they see. Students worked together to find answers to questions asked by the instructor. Some students were able to summarize the present continuous material that has been learned using their own words.
Review of material	Students were asked to sit in a circle and prepare a piece of paper. After that, they have to write the answer to the instructor's question. Then, they fold the paper and hand the paper to the friend next to them. The instructor's first question was "Please, Write down a person's name in this class!". The second question was "What will you do after this class?". The third question was "Please, mention a possessive adjective!", and the last question was "Please write down one part of

	body!". After all are answered, students will be appointed to read the answers to the questions.
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2. The Second day observation results

On the second day, researchers continued to observe the learning process. The observation results were elaborated below:

Table 3. The second day observation result

Activities	Observation Result
Morning talk	In this session, students were asked to talk each other. They shared about the activities they usually do in the morning. They collaborated to practice speaking by communicating with each other. When responding to their friends' answers, they created a creative soul and thought critically to find the appropriate response. In this case, an attitude of mutual respect was needed. In this way, information from friends could be collected.
Topic 4 (Present perfect tense)	The purpose of this topic was to make the students able to differentiate between simple past and present perfect tense. However, in providing this topic, there was only one person involved in the learning process. Other students only paid attention to the instructor's explanation, without asking anything. Only a few students can express their opinions because they are still confused about the use of the present perfect tense. If they were asked to write or mention sentences according to conditions, they preferred to make simple past.
Topic 5 (future tense)	This material was quite easy for students. Almost 90 per cent of students actively participated in this class. Students worked independently to write dreams for the future and retold them in front of their friends. They only asked ordinary things that people already know, for example, what is the difference between will and going to.
Review of material	After all the materials were finished, the students gathered back in the Hall and reviewed the topic. The students were asked to stand in a circle. One person was given a bottle of drink. Then the instructor played a song. The student holding the bottle passed the bottle to his or her friend. If the song stopped, the student holding the bottle must answer the instructor's questions like What is your dream? What have you learned in this program? What tenses are used to tell the future? What is the pattern of the tenses?
Talk Show (What Do You Want To Be?)	In this session, students were given a motivation. There are two speakers in this session, namely Speaker A who was an alumni of Melbourne University and Speaker B who was an alumni of Khon Kaen University. In this session, they were given reinforcement about the importance of English.
Talent Night	Talent night was not only maintained as enjoyment but can also enhance students' non-academic accomplishments. Talent night consisted of five items, namely, singing, cheerleading competition, advertisement, miming, and brand ambassador. Each team must retain its members in all competition items. The singing competition was held alone or in duets. The songs performed were English songs. This competition was held to improve students' English pronunciation and to increase their vocabulary. The cheerleading competition was also carried out to increase students' creativity in making certain catchphrases which certainly increased their vocabulary. Advertisement and miming competitions were applied to train students to enhance their ability to use the tenses they have learned. The brand ambassador competition was held to train students to speak in public, in addition to practising speaking,

	pronunciation, enriching vocabulary and grammar, students could also broaden their horizons.
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3. The Third day observation results

On the third day, students were given a challenge to complete a mission or commonly called "Treasure Hunt". The results of the observations could be elaborated as follows:

Table 4. The third day observation result

Activities	Observation Result
Treasure hunt: Spelling bee, Word Guessing, Constructing Sentences, Once Upon A Time, Arrange the picture.	<p>In this session, the school location was divided into five posts. Thus, each team walked together to find the post based on the clue given by the instructor.</p> <p>The first post was a spelling bee. They were asked to spell twenty words in English. All teams were allowed to complete this post in no more than 10 minutes. In this session, among the five teams, two of them failed to complete the mission. So, the team had to wait for an empty post.</p> <p>The second post was word guessing. In this post, they were asked to guess words in English using clues in English. All teams could complete this post in no more than 15 minutes.</p> <p>The third post was constructing sequence. In this case, they were given pieces of words, and then they arranged them based on the tenses that had been learned. In this post, two teams were late in completing the mission and had to spend 20 minutes.</p> <p>The fourth post was Once Upon a Time. In this post, they were asked to connect sentences using the appropriate tenses. However, some of them still used the simple present tense, whereas they should use the past tense.</p> <p>The last post was they had to solve the puzzle, which is combining the pictures and answering the questions in the picture pieces.</p>

c. Post Test

Based on the post-test results, the following data was found in the table 5 below:

Table 5. Post test result

No.	Name	Speaking	Listening	Reading	Writing
1.	NK	8	6	9	9
2.	GVR	5	2	7	8
3.	AAP	7	7	9	9
4.	YOW	6	5	8	9
5.	JA	6	6	7	7
6.	SM	6	6	9	9
7.	CND	9	9	9	9
8.	NTL	5	4	8	9
9.	AK	6	7	8	9
10.	KIP	9	8	9	9

11.	NAR	6	5	10	9
12.	IM	9	10	10	9
13.	NZP	7	7	9	8
14.	SN	9	10	9	9
15.	SNQ	5	6	9	8
16.	NRR	7	8	7	7
17.	HY	9	10	10	9
18.	AFY	4	3	10	9
19.	YC	4	5	8	7
20.	ARH	9	10	10	9
21.	AM	7	7	7	7
22.	SI	0	0	9	7
23.	KHA	0	6	5	7
24.	MAM	9	10	10	9
25.	LH	5	2	9	9
26.	RP	9	9	10	9
27.	ANM	8	6	7	8
28.	FD	5	2	7	6
29.	MRC	9	10	9	9
30.	CSB	5	3	2	5

From the results obtained in the table above, the results of the data analysis can be described as follows:

1. Speaking

Based on the results of the pre test and post-test speaking skills above, the following descriptive statistics were obtained:

Table 6. Descriptive statistic of speaking skill

Aspect	Pre test	Post Test
Mean	5.67	6.43
Median	6	6.5
Mode	8	9
Minimum	0	0
Maksimum	8	9
Variance	4.23	5.97
Standard Deviation	2.05	2.44
Range	8	9
Sum	170	193

The following are the results of the analysis:

Mean	Df	<i>P</i> _{value}
-0.767	29	0.00

Based on the results of the analysis above, it is obtained $P_{value} = 0.00, < \alpha$ so that H_0 is accepted or it can be concluded that there is a significant difference between the pre-test and post-test in the speaking aspect. The mean score of -0.767 shows the difference between the average pre-test and post-test.

2. Listening

Based on the results of the post-test listening skills above, the following descriptive statistics were obtained:

Table 7. Descriptive statistic of Listening skill

Aspect	Pre test	Post Test
Mean	6.2	6.3
Median	6	6
Mode	5	6
Minimum	2	0
Maksimum	10	10
Variannce	6.09	8.01
Standar Deviation	2.4	2.8
Range	8	10
Sum	186	189

The following are the results of the analysis

Mean	Df	<i>P</i> _{value}
-0.1	29	0.863

Based on the results of the analysis above, it is obtained $P_{value} = 0.863, > \alpha$ so that H_1 is accepted or it can be concluded that there is a difference but not significant between the pre-test and post-test in the listening aspect. The mean score of -0.1 shows the difference between the average pre-test and post-test.

3. Reading

Based on the results of the post-test reading skills above, the following descriptive statistics were obtained:

Table 8. Descriptive statistic of reading skill

Aspect	Pre test	Post Test
Mean	8.07	8.33
Median	8	9
Mode	8	9
Minimum	4	2
Maksimum	10	10
Variance	1.8	2.9
Standar Deviation	1.3	1.7
Range	6	8

Sum	242	250
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The following are the results of the analysis

Mean	Df	<i>P</i> _{valu}
-0.2	29	0.31

Based on the results of the analysis above, it is obtained $P_{value} = 0.31, > \alpha$ so that H_1 is accepted or it can be concluded that there is a difference but not significant between the pre-test and post-test in the reading aspect. The mean score of -0.2 shows the difference between the average pre-test and post-test.

4. Writing

Based on the results of the post-test writing skills above, the following descriptive statistics were obtained:

Table 9. Descriptive statistic of writing skill

Aspect	Pre test	Post Test
Mean	6.8	6.2
Median	7	9
Mode	6	9
Minimum	5	5
Maksimum	9	9
Variannce	0.8	1.2
Standar Deviation	0.9	1.1
Range	4	4
Sum	206	247

The following are the results of the analysis

Mean	Df	<i>P</i> _{value}
-1.3	29	0.00

Based on the results of the analysis above, it is obtained $P_{value} = 0.00, > \alpha$ so that H_0 is accepted or it can be concluded that there is a significant difference between the pre-test and post-test in the writing aspect. The mean score of -1.3 shows the difference between the average pre-test and post-test.

3.2 The process of implementing English Area in improving students' English skills

English Area was a program held to enhance teenagers' English language skills, where the participants were asked to use English in any condition during the program. In this case, four English skills were integrated into the implementation process.

1. Speaking

A communication process of interchange which is the basis of all associations between humans is called speaking (Abugohar et al., 2019). In the English area program, it was discovered that the highest and the most significant students' scores between the pre-test and post-test were found in speaking skill. In the learning process, it is obvious that speaking is the skill that is easiest for students to enhance. Speaking can be formed through collaboration between students. It is known, that collaboration is group work that normally concerns a small number of students working together to accomplish a task (Agustina & Setiawan, 2020). In support of speaking skills, students work together when talking to each other to translate English vocabulary. This happens because students are required to use English when saying any word but they still lack vocabulary. Therefore, students who comprehend the meaning of words in English assist their friends in responding to the questions delivered. Thus, the process of improving speaking cannot be separated from the collaboration process that can enhance social interchange. This is in line with the opinion expressed

by Van Boxtel et al in Scoular, C., Duckworth, D., Heard, J., & Ramalingam, 2020) that Social exchanges construct students' acquaintance explicitly and students can enhance their comprehension through discussions with others, exaggerating, and bargaining with others to acquire shared understanding.

In addition, activities that support students' speaking skills in this program by asking some questions to the students using English. This is in line with what was expressed by King et al. In Scoular, C., Duckworth, D., Heard, J., & Ramalingam (2020) asking questions, supplying equivalent guidance, and providing feedback can enable students to solve problems that they might not otherwise be able to solve and thereby enable them to move towards higher levels of proficiency, in other words, participation in groups is related to the capacity to which students are engaged during collaborative activities.

In addition, feedback provided by the instructor can improve students' speaking skills. In other words, this feedback can boost students' vocabulary, because speaking is developed after listening. This is in line with what was explained by (Pane, 2020) that in the world of communication, listening is determined as a problematic and unique verbal communication skill compared to other verbal communication such as speaking, writing and reading because very few people can do it well. However, listening must be learned and practised because it is an essential part of the communication approach, especially in developing communication skills.

From the activities above, it can be concluded that students' speaking skills can be composed in social life. The more often students interact with others, the more their vocabulary will advance. In addition, the more often students work with others, the easier it will be for them to communicate with others. As stated by Hasanah & Himami (2021), cooperative learning is conceived based on the presumption that the learning process will be more consequential if students can instruct each other.

Speaking skills can be formulated through the process of reviewing materials, morning talks, talents, and treasure hunts. On this occasion, students practice exchanging opinions. In addition, the Treasure hunt activity which consists of several activities including Spelling bee, Word Guessing, Constructing Sentences, Once Upon A Time, and Arrange the picture also enhances collaboration skills because as stated by Afandi, Chamalah, & Wardani in Hasanah & Himami (2021) that collaboration is a learning approach that concerns students working collaboratively to attain standard goals and facilitating students with leadership attitudes and decision-making experiences in groups and providing opportunities for students to interact and learn together with different backgrounds which increases students' speaking skills. After the collaboration is established, they must merge their voices through the process of communicating using English to get through the initial to final posts. They must also be creative and think critically to solve things related to Spelling bee, Word Guessing, Constructing Sentences, Once Upon A Time, Arrange the picture to become champions.

Another activity that supports students' speaking is talent night activities carried out not only as entertainment but can also improve students' non-academic achievements. Talent night consists of 5 items, namely singing, making English cheers, advertisements, miming, and brand ambassadors. The singing competition is carried out alone or in duets. The songs performed are in English. This contest is held to improve students' English pronunciation and increase their vocabulary. This is in line with what Etty Pratiwi stated in (Pandey et al., 2022) that vocabulary can be familiarised to students through song and they can participate in a wide scope of articulations. Cheerleading competitions are also held to increase students' creativity in making certain slogans which of course increase their vocabulary. Advertisement and miming competitions are implemented to train students to improve their ability to use the tenses they have learned. The brand ambassador competition is held to train students to speak in public, in addition to practising speaking, pronunciation, vocabulary enrichment and grammar, students can also broaden their horizons of thinking.

2. Listening

Listening skill is the capacity to diagnose information from the hearing sense which has a principal function in heightening language mastery (Hustiana et al., 2022). Based on the results of the pre-test and post-test listening, it was found that there was a difference but not significant between the pre-test and post-test in the listening aspect. In the implementation of the English area, students were played audio listening once. In addition, talent night activities can also sustain students' listening skills, namely listening to songs sung by their friends. This is in line with the opinion of Afriyuninda & Oktaviani (2021) that Songs are a medium that can enhance listening mastery because we can encounter songs everywhere and qualify our ears to listen. This is in line with what Etty Pratiwi stated in (Pandey et al., 2022) that vocabulary can be familiarised to students through songs and they can participate a wide scope of inflexions. Many research results employ media to enhance listening, for example, Podcasts and Vodcasts (Gönülal, 2020) or YouTube (Handi Pratama et al., 2020).

3. Reading

Reading mastery is one of the four language competencies in English, alongside listening, speaking, and writing which is paramount for students to successfully attack both nationwide and regional English reflections, which are distributed in documented form (Kondo et al., 2023). Although reading skills are necessary to be learned, not all of the students can do this skill easily. Sometimes, the researcher found the student's lack of motivation in practising reading (Sasalia & Sari, 2020). This was also found in the field in the process of executing the English Area. Based on the results of the pre-test and post-test, it was found that there was a distinction but not consequential between the pre-test and post-test in the reading aspect. Although in the process, students are requested to read the text in the module, the student's abilities still cannot expand significantly. This is because they still lack vocabulary so it is difficult to understand the contents of the reading because Reading is an energised and interactive process of assembling intention that concerns the reader and the reading material (Par, 2020).

4. Writing

Writing skill encourages consideration, drive students to focus and manage their ideas and cultivate their capacity to recapitulate, analyze, and criticize (Salaxiddinovna, 2022). In the writing process, students are anticipated to be more creative in creating ideas. As expressed by Astuti & Aziz (2019) creativity is the capability to consider something in a new and distinctive way and assemble unique resolutions to the situations faced. In the implementation of English Area, students are requested to write uncomplicated paragraphs about experiences, but they still cannot compose paragraphs. They only tend to write sentences. This is in line with what was expressed by Salaxiddinovna (2022) that writing needs a long procedure because students have significant writing tribulations in grammatical, cohesion and coherence terms.

4. Conclusion

Based on the determinations and arguments above, it can be extrapolated that the English Area Program has merged four skills in English, namely speaking, listening, reading and writing. There are several activities maintained during the implementation of the English Area, namely the provision of five materials, namely simple present, past tense, present continuous, present perfect tense, future tense, review materials, morning talk, talk show, talent night, treasure hunt consisting of five activities, namely Spelling bee, Word Guessing, Constructing Sentences, Once Upon A Time, Arrange the picture. Based on the results of the analysis of pre-test and post-test data, it was discovered that the English Area Program can enhance students' speaking skills with an average score of -0.767. However, it did not provide significant results on listening skills with a mean score of -0.1, writing with a mean score of -1.3 and reading with a mean score of -0.2.

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