

**ENGLISH-ONLY POLICY AND ITS INFLUENCE ON SPEAKING SKILLS IN BAN
E-LERT SCHOOL**

SCIENTIFIC PUBLICATION

Presented to in partial fulfillment of the requirements for Bachelor Degree of English Language
Education



By:

Putriana Devi

22332060

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PONOROGO**

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AGREEMENT PAGE

Thesis by : Putriana Devi

NIM : 22332060

Title : English-Only Policy and Its Influence on Speaking Skills in Thai Junior High Schools

Be examined in Ponorogo, 20 Januari 2026

1st Advisor



Dr. Ana Maghfiroh, M.Pd., B.I.

19821127 202109 12

2nd Advisor



Dr. Bambang Harmanto, S.Pd., M.Pd.

19710823 200501 1 001

APPROVAL PAGE

Thesis by: Putriana Devi

NIM: 22332060

Title: **English-Only Policy and Its Influence on Speaking Skills in Ban E-Lert School Thailand.** This thesis has been examined and approved by examiners at Ponorogo, 2 February, 2026

Examiner Boards

Examiner 1

Dr. Ana Maghfiroh, S.Pd., M.Pd., B.I
NIK. 19821127 202109 12



Examiner 2

Dr. Bambang Harmanto, S.Pd., M.Pd.
NIK. 19710823 200501 1 001

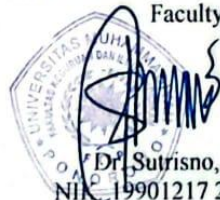


Examiner 3

Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum.
NIK. 19790325 202109 12



Acknowledged by,
Dean of Teacher Training and Education
Faculty



Dr. Sutrisno, M.Pd
NIK. 19901217 202109 12

Approved by,
Head of English Education Department



Dr. Elok Putri Nimasari, M.Pd
NIK. 19910505 202109 12

ABSTRACT

Putriana Devi. English-Only Policy and Its Influence on Speaking Skills in Ban E-Lert School Thailand. Scientific Publication. English Education Department, Universitas Muhammadiyah Ponorogo. Advisor 1 Dr. Ana Maghfiroh, M.Pd., B.I., Advisor 2 Dr. Bambang Harmanto, S.Pd., M.Pd.

This study examines the implementation of an English-Only Policy (EOP) in a bilingual junior high school program in Thailand and investigates its impact on students' English speaking skills as well as the challenges encountered during its implementation. Adopting a mixed-method research design, the study involved 30 Grade 1 students from a bilingual class at Ban E-Lert School, Loei Province. Quantitative data were collected using a one-group pre-test and posttest design, with students' speaking performance assessed through an analytical rubric measuring fluency, pronunciation, grammatical accuracy, vocabulary mastery, and communication ability. Qualitative data were obtained from structured classroom observations conducted over a 12-week intervention period to capture students' language use, participation, and difficulties during the implementation of the policy. The quantitative findings revealed a statistically significant improvement in students' overall speaking performance after the implementation of the English-Only Policy ($t(29) = -10.081, p < .001$), with notable gains in fluency, vocabulary use, grammatical accuracy, and speaking confidence. Qualitative findings indicated increased willingness to communicate in English and reduced reliance on the first language during classroom interaction. However, persistent challenges were identified, particularly in pronunciation accuracy due to first-language phonological interference. Students frequently mispronounced English words, especially final sounds and consonants, such as sugar being pronounced as cuka, which affected intelligibility. Additional challenges included limited exposure to accurate pronunciation models and speaking anxiety during spontaneous communication. Overall, the findings suggest that while the English-Only Policy effectively enhances students' speaking skills in a Thai EFL context, its successful implementation requires explicit pronunciation instruction, sufficient linguistic input, and supportive pedagogical scaffolding.

Keywords: English-Only Policy, Speaking skills, Thai EFL Context.

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May Allah bless them at all. The writer felt that this thesis is not perfect yet, moreover the writer still needs critic and suggestion to the next research.

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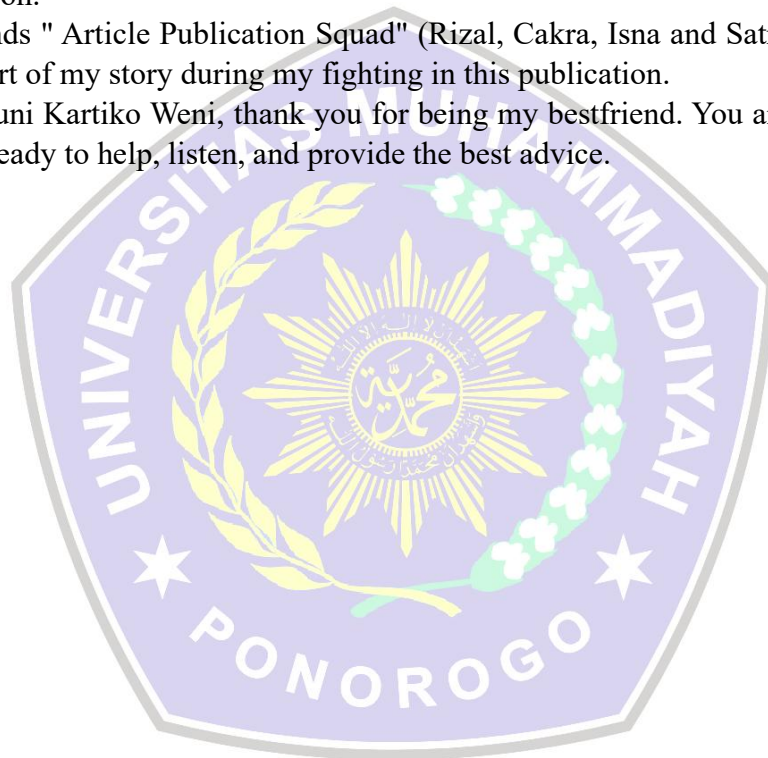


Putriana Devi

DEDICATION

This scientific publication is special dedicated to:

1. My beloved parents, who have raised me with love and sincerity, educated me with kindness, patience, accompanied me in everything, always prayed for my success, and are the biggest support and motivation for me so that I can achieve this scientific publication.
2. My beloved sister and brother. Thank you for the love, support, motivation, and all that you have given me.
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THESIS STATEMENT

I'am the student with following identity:

Name : Putriana Devi
Student Number : 22332060
Department : English Education Department

Certify that this thesis is definitely my own work. Iam completley responsible for the content of my thesis. Other researcher' opinion or findings included in the final projects are cited or quoted in accordance in ethnical standart.

Ponorogo, 19 Januari 2026



Putriana Devi

22332060

MOTTO

“Education is the most powerful weapon which you can use to change the world.”

-Nelson Mandela-

“Research is creating new knowledge.”

-Neil Amstrong-



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