ABSTRACT

This study investigates the effectiveness of Daily Speaking Logs in improving students' speaking fluency at the eighth grade of SMPN 2 Cileunyi. Many students struggle with fluency aspects such as hesitation, long pauses, and difficulty organizing ideas when speaking English. To address these issues, Daily Speaking Logs were applied as a structured method that provides consistent speaking practice and encourages learners to reflect on their performance. This study aims to determine students' speaking fluency before and after using Daily Speaking Logs, as well as to examine whether the method significantly enhances their fluency.

This research employed a quantitative approach using a pre-experimental one-group pre-test and post-test design. The sample consisted of 30 students selected through purposive sampling. Data were collected through speaking tests administered before and after the three treatment sessions. Students' fluency was assessed using an analytic rubric, and the results were analyzed through descriptive statistics, N-Gain, a normality test, and a paired sample t-test.

The findings showed a notable improvement in students' speaking fluency after the implementation of Daily Speaking Logs. The mean pre-test score increased from 58.72 to 73.28 in the post-test, with an N-Gain score of 0.353 falling into the *moderate* category. The paired sample t-test indicated a significance value of $p < 0.001$, confirming that the improvement was statistically significant. These results demonstrate that Daily Speaking Logs are an effective strategy for enhancing students' speaking fluency, as they encourage regular oral practice, increase confidence, and promote reflective learning.

Keywords: *Daily Speaking Logs, speaking fluency, pre-experimental study, pre-test and post-test, English speaking skills, junior high school students, quantitative research.*