

**COMPARATIVE STUDY OF SPEAKING ACHIEVEMENT BETWEEN ENGLISH
COURSE TAKER AND NON-ENGLISH COURSE TAKER BY ELEVENTH
GRADER AT SMAN 2 PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/1439 H**

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THESIS

Presented to
State Islamic Institute Palangka Raya
in partial fulfillment of requirements
for the degree of *Sarjanain* English Language Education



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PALANGKARAYA

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2018 M / 1439 H**

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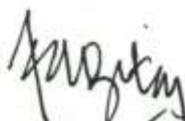
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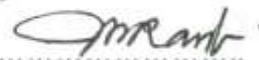
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MOTTO AND DEDICATION

أن رسول الله صلى الله عليه وسلم قال : من كان يؤمن بالله واليوم الآخر
فليقل خيراً أو ليصمت.

Prophet Rasulullah Shalallahu ‘alaihi wasallam said, “Whoever believes in Allah and the
Last Day then he must say a good thing or better he does not speak”.

(*Muttafaq ‘alaih*: Al-Bukhari, no. 6018; Muslim, no.47)

I dedicate this thesis to my family.

A special feeling of gratitude to my loving parents, Mr. H. Suratman and Mrs. Hj.
Hatimah for their valuable endless prayer, sacrifice, support that always make me
standing with confidence and getting more high spirit.

My sisters Sumanti and Supiah, S.Pd.I and my brother Herman for their advice,
affection, motivation and have never left my side and are very special.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 2018

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Yours Faithfully

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ABSTRACT

Falah, Nor. 2018. *Comparative Study of Speaking Achievement between English Course Taker and Non-English Course Taker by Eleventh Grader at SMAN 2 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya, Advisors: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Keywords: comparison, speaking achievement, affecting factors, problems of speaking.

This study was aimed at an investigation of differences in the speaking ability by students of SMAN 2 Palangka Raya who take an English course and who do not take an English course. That's because they have some problems and factors that affect it.

This study used an approach with mixed-method research design (quantitative and qualitative research) in finding answers to the problems in this study. The study has a population of 12 classes in 11th grader students at SMAN 2 Palangka Raya. The number of students is 456 students. Researcher used closed questionnaires, selected students who take English course as many as 23 students, and who did not take the course as much as 23 students as a sample. It found the result value of T is 2.168 and the T_{table} is 2.015 at the 5% significance level with the level of freedom (df) of 44. It shows that T is bigger than T_{table} , and the probability/significance result shows that $P_{value} 0.36 < 0.05$, it means that H_0 is rejected and H_a is accepted. In addition, the results of the Independent T_{test} sample calculations and other calculations (normality and homogeneity) using the SPSS 24 program also supports the interpretation of T_{test} results.

The result of hypothesis testing is determined that alternative hypothesis (H_a) states that there is a significant difference in the ability of speaking English between ECT English Course Taker (ECT) and Non-English Course Taker (NECT) by eleventh (XI) grader SMAN 2 Palangka Raya is accepted, while the null hypothesis (H_0) states that there is no significant difference in the English speaking ability between ECT and NECT by eleventh (XI) grader SMAN 2 Palangka Raya is rejected that proved by the final calculated score the T of $2.168 > 2.015$, and $P_{value} 0.036 < 0.05$.

The results of the study mentioned there are 8 factors that affect students' ability to speak and 6 problems that are often encountered by students when performing in a speaking task. Based on the results of research several recommendations are made. This research is expected to help students improve their ability to speak in the classroom.

ABSTRAK

Falah, Nor. 2018. *Perbandingan Kemampuan Berbicara antara Siswa yang Mengambil Kursus Bahasa Inggris dan yang Tidak Mengambil Kursus Bahasa Inggris pada Siswa Kelas XI di SMAN 2 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya, Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: perbandingan, kemampuan berbicara, faktor dan masalah speaking.

Studi dimaksudkan kepada sebuah investigasi perbedaan pada kemampuan berbicara oleh siswa SMAN 2 Palangka Raya yang mengambil kursus bahasa inggris dan yang tidak mengambil kursus bahasa inggris. Hal itu dikarenakan mereka memiliki beberapa masalah dan faktor-faktor yang mempengaruhinya.

Studi ini menggunakan pendekatan dengan rancangan metode campuran (kuantitatif dan kualitatif) dalam menemukan jawaban dari permasalahan di studi ini. Studi ini memiliki populasi yang terdiri dari 12 kelas pada siswa-siswa kelas 11 di SMAN 2 Palangka Raya. Jumlah populasi 456 siswa. Peneliti dengan menggunakan angket tertutup, memilih siswa yang mengambil kursus bahasa inggris 23 orang siswa, dan yang tidak mengambil kursus 23 orang siswa sebagai sampel. Setelah mendapatkan data nilai siswa, penulis menganalisa data tersebut menggunakan formula independent sampel t_{test} untuk menguji hipotesis. Hal itu ditemukan nilai hasil dari T_{hitung} adalah 2.168 dan t_{table} adalah 2.015 pada level signifikan 5% dengan tingkat kebebasan (df) sebanyak 44. Hal itu menunjukkan bahwa T_{hitung} lebih besar daripada t_{table} , dan hasil probabilitas/signifikansi menunjukkan bahwa $P_{value} 0.36 < 0.05$, maka semakin jelaslah bahwa H_0 ditolak dan H_a diterima. Sebagai tambahan, hasil kalkulasi Independent sampel Ttest dan penghitungan lainnya (normalitas dan homogenitas) yang menggunakan program SPSS 24 juga mendukung interpretasi dari nilai hasil Ttest.

Hasil dari pengujian hipotesis ditetapkan bahwa hipotesis alternatif (H_a) menyatakan bahwa terdapat perbedaan yang signifikan pada kemampuan berbicara bahasa inggris antara siswa yang mengambil kursus bahasa inggris dan siswa yang tidak mengambil kursus bahasa inggris di kelas sebelas (XI) SMAN 2 Palangka Raya diterima, sedangkan hipotesis null (H_0) yang menyatakan bahwa tidak ada perbedaan yang signifikan pada kemampuan berbicara bahasa inggris antara siswa yang mengambil kursus bahasa inggris dan siswa yang tidak mengambil kursus bahasa inggris di kelas sebelas (XI) SMAN 2 Palangka Raya ditolak dengan hasil uji hipotesis dari nilai $T_{hitung} 2.168 > 2.015$, dan $P_{nilai} 0.036 < 0.05$.

Hasil dari penelitian menyebutkan ada 8 faktor yang mempengaruhi kemampuan berbicara siswa dan 6 masalah yang sering dihadapi oleh siswa saat tampil dalam sebuah tugas speaking. Berdasarkan hasil penelitian beberapa rekomendasi dibuat. Penelitian ini diharapkan dapat membantu siswa meningkatkan kemampuan mereka berbicara di kelas.

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In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

Since I come in this college to learn and study until I can finish my study, it can't apart from many people around me that give me supports. Without their support and prayer, I will not complete my study and this thesis. That is why the writer would like to express her genuine gratitude to :

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Palangka Raya, May 2018.

Nor Falah

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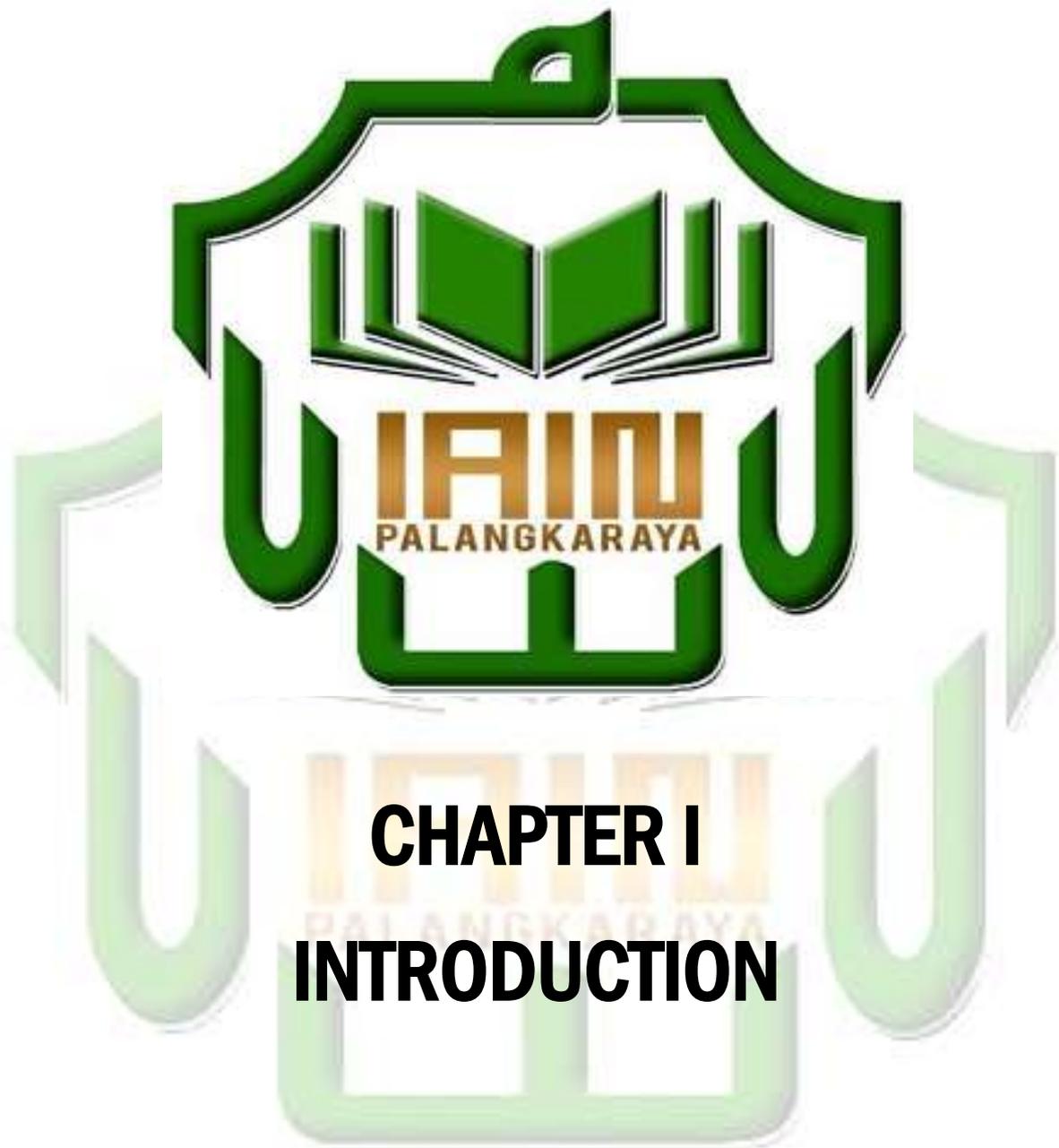
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LIST OF ABBREVIATION

ECT	: English Course Taker
NECT	: Non-English Course Taker
Df	: Degree of Freedom
SD	: Standard Deviation
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
SPSS	: Statistical Package for the Social Sciences
SMAN	: Sekolah Menengah Atas Negeri (Senior High School)
KKM	: Kriteria Ketuntasan Minimal (Minimum Exhaustiveness Criteria)





CHAPTER I
INTRODUCTION

CHAPTER I INTRODUCTION

In this chapter the researcher explained about background of the study, problems of the study, objectives of the study, hypothesis of the study, limitation of the study, assumption of the study, significance of the study, definition of key terms.

A. Background of the Study

English, as an international language has become the global connection of worldwide communication. It is now widely spoken by many people in six continents and as a language daily life. So, its role as an international language becomes established and permanent. Computer based technology, for example, has led to a massive extension in the use of English, especially through mediums such as the Internet. Someone can contact someone else anywhere in the world, but in practice he/she can only do this if he/she is sufficiently proficient in English.

The English subject consists of four skills including speaking, writing, listening and reading. Speaking skill has become the first priority to be taught over other skills since communicative approach implementation has been influential in foreign language learning. English teachers should create active learning condition and develop their technique to help learners communicate more effectively by considering suitable activities for each group of learners. Brown and Yule say that one of the main aims of most English teachers are to make their students able to communicate and most of English teachers have the same aims when they taught English. One of the main aims is to make their students able to communicate and convey information effectively in spoken English.

In recent years, tutorial schools have become popular among secondary school students. More and more students have been attending tutorial classes; even some of them have already gotten satisfactory results in their schools. One can easily find his/her friends and classmates joining tutorial class.

Attending tutorial schools are not only teaching skills for students to tackle the examinations. Other than that, it can also provide quite a lot of benefits to students, such as getting the knowledge and having more confidence, as well as providing benefits to school, because students are able to understand the lessons better. It can be viewed as a useful assisting tool for teaching students besides the normal school.

Beside of learning English in their class, students also join on tutorial lesson to increase their ability in English. Meanwhile, the students who do not take an English course also possible to get the good score, and the students who take an English course also possible to get the lack score. And also the speaking problem and supporting factors which affect the students' speaking achievement that the researcher wanted to know. So, it is inspired the researcher to research this problem that happen in SMAN 2 Palangka Raya. In this case, the researcher wanted to present this study based on that problem that is: "Comparative study of speaking achievement between English course taker and non-English course taker by eleventh grader at SMAN 2 Palangka Raya."

B. Research Problem

Based on the background above, the researcher summarized the statement of the problems as follows:

1. Is there any difference on speaking achievement of English course taker and non-English course taker?
2. What is factor which affects the students' speaking achievement?

C. Objective of the Study

Based on the problem of the study, the purposes of this study are as follows:

1. To know if there is any difference on speaking achievement of English course taker and non-English course taker.
2. To know the factor that affects the students' achievement in speaking.

D. Hypothesis of the Study

There are two hypothesis of this study. Alternative Hypothesis (Ha) and Null Hypothesis (Ho). The alternative (Ha) in this study is that there is the difference on speaking achievement of the English course taker and non-English course taker by eleventh grader of SMAN 2 Palangka Raya. Meanwhile the Null hypothesis (Ho) in this study is there no difference on speaking achievement of the English course taker and non-English course taker by eleventh grader of SMAN 2 Palangka Raya.

E. Assumption

The researcher assumed that the English course taker of eleventh grader at SMAN 2 Palangka Raya will achieve better than those non-English course taker.

F. Scope and Limitation

The researcher took at least 20 students of each group (who take English course and who do not take English course) at eleventh grader of SMAN 2 Palangka Raya. The researcher divided them into two groups, the first group is the English course taker, and the second group is the non-English course taker.

In this study, the researcher took the participants under several terms and conditions:

1. English course taker
 - a. The student joins on the English course at least 6 months
 - b. The student attends English class in course institution at least 2 times a week.
2. Non English Course Taker
 - a. Do not join any English course.

There are two kinds of factors that the researcher wanted to analyze in this research, they are:

1. Individual factors
Listening ability, motivation, anxiety, self-esteem, etc.
2. Relational factors
Learning environment, interaction, etc.

G. Significance of the Study

In this study, there are two significances, the first is theoretical significance and the second is practical significance. Theoretically, the study is intended to find out the difference of English achievement of the English course taker and non-English course taker by the eleventh grader of SMAN 2 Palangka Raya. The result of the study can give contribution to the teacher about to improve the students' English ability especially in speaking.

Practically, the result of this study is useful for students, teachers, and all readers. The result will be used for the following:

Teachers : To gives the information about the students' speaking achievement and the factors which affect students speaking achievement so, the teachers can improve their teaching strategies in helping their students.

Students : To helps the students to solve their problems in speaking.

Society : As a contribution to support them and especially their children that English is easy to understand, and it is exciting material to learn.

Researcher : As input for the researcher to add her knowledge and experience in scientific research.

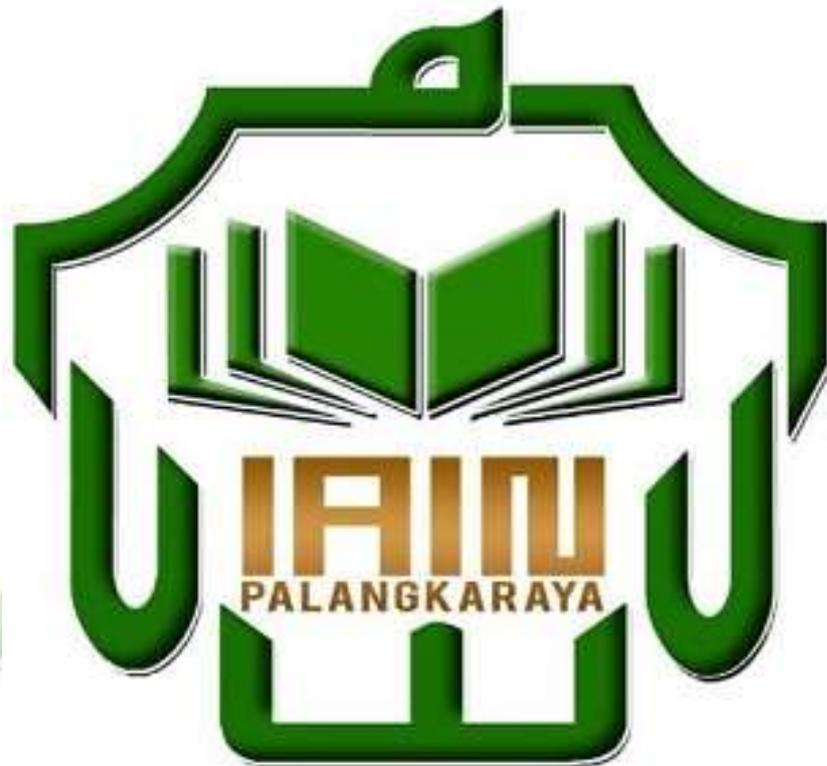
H. Definition of Key Terms

In this section, the researcher gave some definition of terms, to avoid misunderstanding and misinterpretation. The terms are as follows:

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown (1994); Burns and Joyce (1997) as stated in Florez (1999)).
2. Speaking achievement is the students' ability in expressing their ideas orally which is represented by the scores of speaking.
3. English course is an activity that is followed by the students to increased their ability or knowledge about English well.
4. Affective factors in foreign language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety, self-esteem, etc.; the other is the relational factors among learners and between the learner and the teacher, including

teaching method, learning environment, interaction, etc. (Guo and Wang, 2013:57)





CHAPTER II
REVIEW OF RELATED
LITERATURE

CHAPTER II REVIEW OF RELATED LITERATURE

In accordance with the problem and the purpose of the study, this chapter is provided to review some relevant theories and study concerning theoretical review of previous studies. In addition, this chapter includes theories about speaking.

A. Related Studies

There are some study researches concerned with this study. The researcher wrote some of them as previous of this study.

The first study entitled “A Comparative Study Between The Students Who Join English Course and Those Who Do Not Join English Course in Mastering Vocabulary at Tenth Grade of SMA 1 Pangkalan Bun” written by M. Budi Tama (0901120504) alumnus from Islamic State Institute of Palangkaraya (IAIN), the Department of Tarbiyah, the Study Program of English Education 2010. In his study, he concluded that there is no significant difference score between the students who join English course and who do not join it in mastering vocabulary at tenth grader of SMAN 1 Pangkalan Bun. From this research discovered that there is no difference of mastering vocabulary between students who join English course and do not join English course.

The second research is done by Siti Nur Halimah, with title “Male and Female Students’ Speaking Ability (a Comparative Study at The Fourth Semester of English Department of IAIN Walisongo in The Academic Year of 2009/2010”. The study showed that from five components of speaking (vocabulary, grammar, pronunciation, comprehension, and fluency) females score is higher than males score. But in grammar, between males and females get same score. It means that

the speaking ability of female students is higher than male students. But, the level of significant is 40 %. It means that the differences of males and females are not so high. That difference result was caused by some factors, for example age and maturity constraints. Socio cultural factors also influence such as the family, peers, and school also plays a major role in sex typing.

The third research is done by Khalid Sayed Shalaby Ali, with title “Promoting the speaking skill: a comparative study between group work classes in Fujairah English and Non-English speaking schools”. The study showed that the Arab students` speaking behavior within group dyads in English Speaking School (ESS) included more language fluency, accuracy and critical thinking abilities than others in Non-English Speaking School (NESS). Although most Arab teachers are experienced and enthusiastic in teaching, they do not have the genuine background about group work implementation. The students` speaking problems could be classified into different types involving psychological as in shyness, fear of speaking publicly, instructional as in the teacher centered approach and contextual as in the fixed seating arrangement, the teaching span and classroom interrelations.

Table 2.1
Table of Similarity and Difference of Previous Study and the recent study

Author/Title	Similarity	Difference
M. Budi Tama/ A Comparative Study Between The Students Who Join English Course and Those Who Do Not	<ul style="list-style-type: none"> • Comparing of students who join English course and do not join English course • Using test as the 	<ul style="list-style-type: none"> • In form of the data analysis Mr. Budi Tama used quantitative approach while the researcher combined

Join English Course in Mastering Vocabulary at Tenth Grade of SMA 1 Pangkalan Bun.

instrument of collecting data

quantitative and qualitative approach.

- The object of the study and also Mr. Budi Tama did not interview the students in order to know the factors that affect their achievements in speaking.

- The researcher conducted some criteria to limit or make the sample more specific.

Siti Nur Halimah/ Male and Female Students' Speaking Ability (a Comparative Study at The Fourth Semester of English Department of IAIN Walisongo in The Academic Year of 2009/2010.

- Comparing students' speaking ability.
- Using mix method research as the form of data analysis.

- Using test and the questionnaire as the instruments of collecting data while the researcher added the interview for the students in order to collecting the data beside of test and questionnaire.

Khalid Sayed Shalaby Ali/ Promoting the speaking skill: a comparative study between group work classes in Fujeirah English and Non-English speaking schools.

- Using mix method research as the form of data analysis.
- Comparing speaking ability of two different groups.

- Using class observation, questionnaire, and interview as the instruments in collecting data while the researcher used speaking test, questionnaire, and interview as the

instruments.

Nguyen Hoang Tuan/
Factors Affecting
Students' Speaking
Performance At Le Thanh
Hien High School.

- Using questionnaire as an instrument to find out the factors that affect the speaking ability of high school students. While for the problem faced by students in previous studies and current research there is difference, ie in the previous research problems faced by students is that they speak too little or even none, whereas in the current research the less self-esteem is the main problem that students have .

- Nguyen does not use tests and interviews as his research instrument, so there is no data triangulation. While the researcher made the interview for more valid questionnaire results. In the factors that affect students' speaking ability in previous research and current research there is similarity that students need to have topical knowledge to support their speaking skills.

Based on the previous study above, the researcher had different object of the study. In this case, the researcher purposed the study entitled comparative study of speaking achievement between English course taker and non-English course taker by eleventh grader at SMAN 2 Palangka Raya.

B. Language and Its Development

Historically, a language in the beginning was restricted to explain the object only, but according to a linguist, Herder (1984: 56) cited that language was in fact no limited to say the object, in addition it can explain about its matter and its

sound. According to another linguist, Jes Persen, (1987: 57) language is important to clarify the feeling such as repulsive, digested, sorrow, pain and surprise. It means that language is important to express the five senses.

Huda (2000: 219) states that every psychologically and mentally normal person has learned the main structure and basic vocabulary of his mother tongue by the end of childhood. It has been pointed out that the process of first language acquisition as a spoken medium of communication is largely achieved from random exposure. In the subsequent development, language is not merely an instrument to explain an object, a sound, feeling and sensation; it is also not to change the meaning only towards sounds, yet language becomes or it is used an extending usage. It also can be used extensively in every aspect of life. In the following, because of the differences among one separated too far from another, then as a logical consequence is the speech and language itself are different automatically and each language becomes strange among the nations.

C. Speaking

1. The Nature of Speaking

Speaking is a productive skill which requires a lot of back-up factors like knowledge, confidence, self and enthusiasm. When people hear someone speak, they pay attention to what the speaker sounds like automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/nonnative speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed pausing, and variations in pitch, volume and intonation, they also create

a texture for their talk that supports and enhances what they are saying (Louma, 2004: 89).

2. Speaking Achievement

Speaking achievement is the ability to communicate orally (Fulcher, 2003: 76). It is not only to apply the grammatically correct sentences, but also to know when and where to use these sentences and to whom. The ability of communication is related to the rules of language use and rule of grammar. Spoken language is an oral phenomenon in communicative competence. Communicative competence depends on the negotiation or meaning between two or more persons who share some knowledge of language. In this sense communicative competence can be said to be an interpersonal rather than an intra personal trait. As the researcher mentioned in the previously, in foreign target language teaching, the ability to speak is the primary goal of learning a language. The learners must do simultaneously the point below to reach the aim; to decide what they want to say, to choose the pattern they are going to use, to select appropriate words, to use the correct accent, and to say it appropriate situation (Richards and Schmidt, 1993: 201).

3. Components of speaking

Actually there are five components of speech that should be noted they are accent or pronunciation, vocabulary, grammar, fluency, and comprehension.

a. Accent/pronunciation

Pronunciation is way in which a language or particular word or sound is spoken (Wehmeier, 2000: 173). Pronunciation includes vowels,

consonants, stresses, and intonation patterns. In speaking perfect pronunciation of all sounds is not necessary in order to communicate, but lack of the ability may influence sounds of the words that utterance. If the students are having difficulty with any given sound, the teacher should assist them by describing tongue and lip movements.

At the level of problems distinguishing between sounds in the new language that do not exist in languages they already know when we design speaking test we must decide whether assessing their pronunciation became native or foreign language. Based on FSI component scales there are some criteria to know students' pronunciation:

- 1) Pronunciation frequently unintelligible.
- 2) Frequent gross errors and a very heavy accent make understanding difficult, requires frequency repetition.
- 3) 'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- 4) Marked 'foreign accent' and occasional mispronunciation which do not interfere with understanding.
- 5) No conspicuous mispronunciations, but would not be taken for a native speaker.
- 6) Native pronunciation with no trace of 'foreign accent'.

b. Grammar

Grammar is the rules for forming words and making sentences (Wehmeier: 2000). The grammar of language is the description of the

ways in which words can change their forms and can be combined into sentences in that language. Communication in speaking will run smoothly if its grammar can be understood. In order to understand, the students should organize the words in the sentences compactly and efficiently. They should build grammatical sentences in order the listener can easily catch the meaning carried in their utterances (Harmer, 2002: 108).

There are some component aspects in grammar assessing:

- 1) Grammar almost entirely in accurate except in stock phrase.
- 2) Constant errors showing control of very few major patterns and frequently preventing conversation.
- 3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- 5) Few errors with no patterns of failure.
- 6) No more than two errors during the interview

c. Vocabulary

Vocabulary items or word choices also become one of important components in speaking because as many as people mastering the vocabulary so make their communication understandable. Vocabulary items are needed to talk. Vocabulary is normally studied in dialogue or conversation. This way will help the students to be more active in communication. When we want to assessing vocabulary, we can get their

mark with assess whether their vocabulary is adequate or inadequate. The component scales of vocabulary are:

- 1) Vocabulary inadequate for even the simplest conversation.
- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
- 3) Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.
- 4) Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of non-technical subject with some circumlocutions.
- 5) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
- 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

In second language learning, fluency is most often described in metaphorical language. Lack fluency is therefore said to be slow and uneven speech (Fulcher, 2003: 228).

According to Fulcher we could point to the following as phenomena that we may wish to consider as helping to define what we mean by fluency:

- 1) Hesitations consisting of pauses, which can be unfilled (silence) or filled (with noises like 'erm').

- 2) Repeating syllabus or word
- 3) Changing words
- 4) Correcting the use of cohesive devices, particularly pronouns
- 5) Beginning in such a way that the grammar predicts what comes next, but the speaker changes the structure of the utterance part way through.

e. Comprehension

There are two aspects in comprehension (Scovel, 2005: 82). First is skill getting include the cognition or knowledge of the language and its production, and the second is skill using include comprehension of a message or reception and the conveying personal meaning, expression in real communication. The component aspects of comprehension are:

- 1) Understands too little for the simplest type of conversations.
- 2) Understands only slow very simple speech on common social and touristic topics requires constant repetition and rephrasing.
- 3) Understands careful, somewhat simplified directed to him, with considerable repetition and rephrasing.
- 4) Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
- 5) Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- 6) Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

D. English Course

1. Definition

Based on Oxford Advanced Learner's dictionary, tutorial Course has some definition such as: (Hornby, 1995; 57)

- a. Course is an activity concerning a tutor.
- b. Lesson is something which is learned or thought.
- c. English course is an activity which is learned or thought by someone concerning to a tutor.

2. English Course Essentials

Productive English course consists of a complex set of behaviors that can best be taught by demonstrating effective techniques, allowing practice in real tutoring situations, and giving opportunities for reflection and discussion. Over time, this guided training approach steadily closes the gap between actual and optimal tutoring performances.

E. The Nature Comparative Study

1. Definition

Comparative research is a research methodology in the social sciences that aims to make comparisons across different countries or cultures. A major problem in comparative research is that the data sets in different countries may not use the same categories, or define categories differently (for example by using different definitions of poverty). Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison of social entities (Melinda, 2003: 109).

Melinda also stated the underlying goal of comparative analysis is to search for similarity and variance. Those searching for similarity (i.e. the regression equation) often apply a more general theory and search for universals or underlying general processes across different contexts. The ontology of social patterns is often assumed as universal and independent from time and space. However, it remains difficult to determine these universal patterns in social research. For this reason, comparative research is used to separate patterns that are more general and isolate regularities from the context laden environment. Following Weber's comparative sociology, the search for variance places more emphasis on context and difference in order to understand specificities. Comparisons not only uncover differences between social entities, but reveal unique aspects of a particular entity that would be virtually impossible to detect otherwise.

2. The Development of Comparative Study

Karl Deutsch has suggested we have been using this form of investigation for over 2.000 years. Comparing things is essential to basic scientific and philosophic inquiry, which has been done for a long time (Karl, 1987: 75).

Most authors are more conservative in their estimate of how long comparative research has been with us. It is largely an empty debate over the definition of the tradition with those questioning whether comparing things counts as comparative research (Tama, 2014: 29)

Textbooks on this form of study were beginning to appear by the 1880s, but its rise to extreme popularity began after World War II (Jochen, 2004: 84). There are numerous reasons that comparative research has come to

take a place of honor in the toolbox of the social scientist. Globalization has been a major factor, increasing the desire and possibility for educational exchanges and intellectual curiosity about other cultures. Information technology has enabled greater production of quantitative data for comparison, and international communications technology has facilitated this information to be easily spread (Arnold, 1987: 141).

3. The Defined of Comparative Study

Comparative research, simply put, is the act of comparing two or more things with a view to discovering something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study. When it comes to method, the majority agreement is that there is no methodology peculiar to comparative research (Arnold, 1987: 143).

The multidisciplinary approach is good for the flexibility it offers, yet comparative programs do have a case to answer against the call that their research lacks a "seamless whole" (Catherine, 1985: 108).

The historical comparative research involves comparing different time-frames. The two main choices within this model are comparing two stages in time (either snapshots or time-series), or just comparing the same thing over time, to see if a policy's effects differ over a stretch of time (Bob, 1989: 188).

F. Factors Affecting Students' Speaking Achievement

Based on Nguyen and Tran (2015: 9-10) on Asian Journal of Educational Research, there are some factors that affects student speaking achievement and some problems of speaking.

1. Factors affecting speaking achievement

a. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

b. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

c. Motivation to speak English

Motivation is a part of important things in learning teaching process. The term motivation derived from the Latin verb *movere* (to move). It means that motivation is something that gets someone moving and keeps someone working. Maehr and Meyer (1997) argued “Motivation is at the heart of teaching and learning”. Moreover, Williams and Burden (1997) define that “Motivation is a state of cognitive arousal which provokes a decision to act; as a result of which there is ‘sustained intellectual and/ or physical effort’ so that the person can achieve some ‘previous set goal’”. They go on to point out that the strength of

that motivation will depend on how much value the individual places on the outcome he/ she wishes to achieve.

Nurjannah, et al (tudent with very high motivation achieved fluency and comprehensibility aspect better than pronunciation aspect. Meanwhile, the students with low motivation only got better achievement in comprehensibility aspect. It also supported by Cook (1991) who states that some L2 learners do better than others because they are better motivated. So, high motivation can cause high achievement in learning English, especially speaking.

d. Listening ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

e. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer: 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with

reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

f. Self-Confidence

Self confidence is a personal trait that influences learning. Wenas (2002) conclude self confidence as a judgment toward self worthiness shown in behavior. It reflects students' controls toward increase responsibility.

g. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

2. Problems on Speaking

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015).

a. Inhibition

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

b. Blank and have no motivation

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

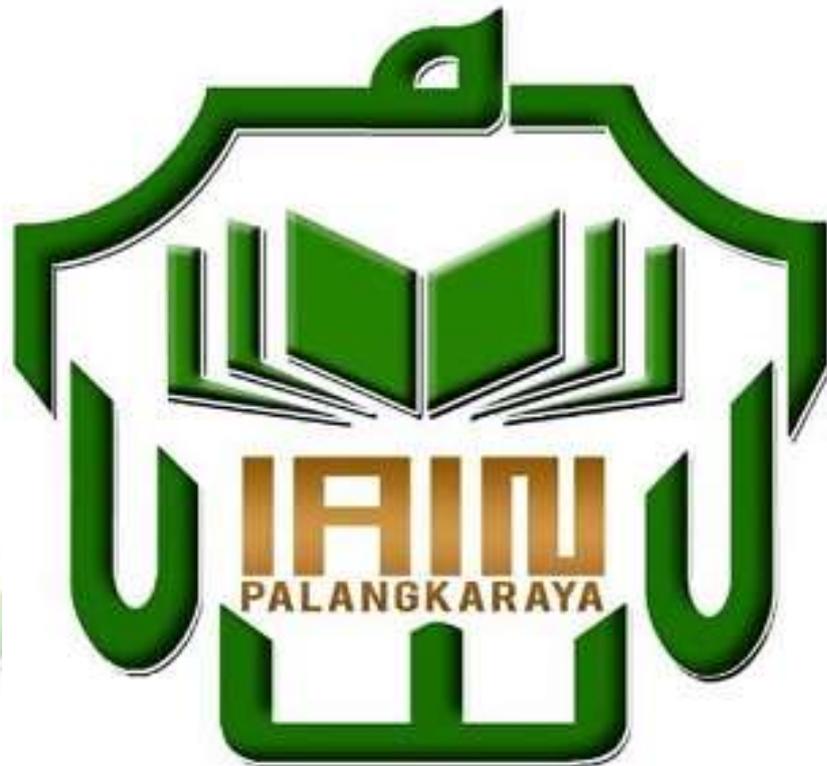
c. Low of Participation

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very

little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

d. Using of mother tongue

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.



CHAPTER III
RESEARCH METHODOLOGY

PALANGKARAYA

CHAPTER III RESEARCH METHOD

This chapter discusses the research method that includes research design, population and sample, instrument of the study, validity, reliability, data collection procedure, and data analysis procedure.

A. Research Design

In this study, the researcher used mixed method research. Mixed method research is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2012: 401).

According to Ary et. al (2010: 202), there are six designs of mixed method research: concurrent designs, parallel designs, sequential designs, fully mixed design, conversion designs, and embedded designs. In this study, the writer used fully mixed design. Ary et. al stated:

Fully mixed designs or fully integrated designs involve mixing of the qualitative and quantitative approaches in an interactive way throughout the study. At each stage, one approach may influence the implementation of the other. There are multiple points of integration throughout the study, from data collection to data analysis and interpretation and inferences.

Researcher used this design because data analysis begins before all data are collected and the analysis influenced choices made in conducting the next phase of the study which called as sequential design but in the other side data collected in one form (in this study the factors that affect students speaking ability collected as qualitative data) are converted to a different form (in this study the difference of speaking achievement between English course taker and non-English course

taker converted to quantitative data) then analyzed, this design called as conversion design.

To find out the students' score in speaking achievement, the researcher used quantitative approach. While, to know and describe the factors affecting students' speaking achievement, the researcher used qualitative approach. This research is about the comparative study on speaking achievement between English course taker and non-English course taker.

B. Population and Sample

1. Population

The population is the group of people who want to generalize to.

According to Ary et. al., population is all members of any well-defined class of people, events, or objects (Ary, Soronce, and Razavich, 2010: 405).

The population of this research is the eleventh graders of SMAN 2 Palangka Raya in their academic year 2017/2018.

Table 3.1 Population

Name of Class	Number of Students
XI IPA 1	40
XI IPA 2	40
XI IPA 3	40
XI IPA 4	42
XI IPA 5	39

XI IPA 6	40
XI IPA 7	41
XI IPA 8	40
XI IPS 1	38
XI IPS 2	38
XI IPS 3	38
XI BAHASA	20
Total	456

2. Sample

According to Ary, et al., sample is a small group that is observed which is a portion of a population (Ary, 1972: 407). The researcher used the purposive sampling because it is a technique to take sample based on the sample's characteristics.

Purposive sampling is based in selecting the individuals as sample according to the purposes of the researcher as his controls. An individual is selected as part of the total population (Calmorin, 2008: 160).

To get the sample of the population, the researcher used purposive sampling so that the researcher can know how many the students who join English course. Then, the researcher took the total of non-English course taker similar with English course taker, and it is 23 students for each group. In

purposive sample, the samples are taken based on the certain criteria that researcher mention in page 4 (see Scope and Limitation).

D. Research Instrument

1. Research Instrument Development

According to Ary, et al., instrument is a device for operationally defining a variable (Ary, Cheser, Sorence, and Razavieh, 2010: 410). Selecting appropriate and useful measuring instruments in critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept (Ary, Cheser, Sorence, and Razavieh, 2010: 410).

The researcher used some techniques to collect the data needed in this research, they are:

a. Test

Based on Arikunto (2006: 120) “*Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan intelegensi. Kemampuan atau bakat yang dimiliki oleh individu atau kelompok.*”

In this research, the test was used to collect the data. The researcher tested the respondents to know the extent of their speaking achievement. After the data collected, the research compared the speaking ability of English course taker and non-English course taker.

To get the test score of each student, the researcher used scoring rubric to analyze student's ability in English speaking, it was classified into five proficiencies category (Fulcher, 2003: 60).

Table 3.2 Scoring Rubric of students' Speaking Tests Performance

No.	Proficiency Description	1	2	3	4	5	6
1.	Accent / Pronunciation						
2.	Grammar						
3.	Vocabulary						
4.	Comprehension						
5.	Fluency						
	Total						

ACCENT

1. Pronunciation frequently unintelligible.
2. Frequent errors and a very heavy accent make understanding difficult, requires frequent repetition.
3. 'Foreign accent' requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked 'foreign accent' and occasional mispronunciation which do not interfere with understanding.

5. No conspicuous mispronunciations, but would not be taken for a native speaker.
6. Native pronunciation with no trace of 'foreign accent'.

GRAMMAR

1. Grammar almost entirely in accurate except in stock phrase.
2. Constant errors showing control of very few major patterns and frequently preventing conversation.
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors with no patterns of failure.
6. No more than two errors during the interview.

VOCABULARY

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
3. Choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.
4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of non-technical subject with some circumlocutions.

5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

FLUENCY

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short or routine sentences.
3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.
4. Speech is occasionally hesitant, with some evenness caused by rephrasing and groping for words.
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all professional and general topics is as effortless and smooth as native speakers.

COMPREHENSION

1. Understands too little for the simplest type of conversations.
2. Understands only slow very simple speech on common social and touristic topics requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified directed to him, with considerable repetition and rephrasing.

4. Understands quite well normal educated speech directed to him, but requires occasional repetition and rephrasing.
5. Understands everything in normal educated conversation except for very colloquial or low-frequently items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

b. Questionnaire

Sugiyono (2012: 241) stated: *“Angket atau kuesioner merupakan teknik pengumpulan data yang dilakukan dengan cara memberikan seperangkat pertanyaan atau pernyataan tertulis kepada responden untuk dijawabnya.”*

They are included:

- 1) Student’s demographic information
- 2) Factors affecting student’s speaking achievement
- 3) Student’s speaking problems

The source of questionnaire of this research adopted from Nguyen Hoang Tuan and Tran Ngoc Mai on the Asian Journal of Educational Research (2015).

This technique applied to accomplish the data about the factors affecting the speaking achievement between English course taker and non-English course taker at eleventh grader of SMAN 2 Palangka Raya. The questionnaire consists of 13 items.

Table 3. Questionnaire Specification

Description	Items	Percentage
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Student's demographic information	1, 2, 3, 4	$\frac{4}{13} \times 100 = 30,692\%$
Factors affecting student's speaking achievement	5, 6, 7, 9, 10, 11, 12	$\frac{7}{13} \times 100 = 53,847\%$
Student's speaking problems	8, 10, 13	$\frac{3}{13} \times 100 = 23,077\%$
		Total = 100%

From the table above, it can be seen that the percentage of test items specification questionnaire are student's demographic information 30,692%, factors affecting student's speaking achievement 53,847%, and student's speaking problems 23,077%.

c. Interview

The interviewed conducted to get data about the factors affecting the students' speaking achievement.

The researcher interview and ask the students some questions. As Kvale states: Interview is an interchange of views between two or more people on a topic of mutual interest, sees in the centrality of human interaction for knowledge production, and emphasizes the social situations of research data. (Cohen, 2000: 165)

Researcher chose personal interview. In a personal interview, the interviewer reads the questions to the respondent in a face-to-face setting and records the answers (Donald, 2006: 120).

The data is gotten by using interview is qualitative data. Interview is used to get information of the main study. The researcher asked the factors affecting the students' speaking achievement. Related to interview, the

researcher conducted the guideline of interview structurally to focus on the problem of the study.

2. Instrument Validity

Based on Sugiyono, the result of study is called valid if there was similarities between the data have collected by the testes and the true data that happened on the object of the study.

Sugiyono (2004: 139) states “*Instrumen yang valid berarti alat ukur yang digunakan untuk mendapatkan data (mengukur) itu valid. Valid berarti instrument tersebut dapat digunakan untuk mengukur apa yang hendak diukur*”.

The type of face validity, if the test looks right to other testers, teacher, indicators and test. The type of the test which used in this study can be suitable to the others at the same level in Senior High school. The validity of the test items below:

- a. The test used oral test. In this case, the students were assigned to speak.
- b. The evaluation was based on scoring system.
- c. The Language of items used English.
- d. The test was suitable to eleventh grader students at SMAN 2 Palangka Raya.

In this case, the test was designed for students to retell a topic which they choose from the general topic given by the researcher. The students had 3-5 minutes to retell the chosen topic orally.

E. Data Collection Procedure

The study was conducted at eleventh grader of SMAN 2 Palangka Raya. Each student is given questionnaire. The students and the researcher are facing each other and taking the following steps:

1. Questionnaire

The questionnaire is given by the researcher to the students on Thursday (7th December 2017) – Friday (8th December 2017).

First day, provide the procedure in collecting the data, the researcher did:

- a. Met the headmaster SMAN 2 Palangka Raya to get the permission of doing the research in SMAN 2 Palangka Raya.
- b. Be directed by the headmaster to face the English teacher.
- c. Asked to the English teacher of taking his students' as the population that researcher needed.
- d. Prepared the questionnaire.
- e. Gave the questionnaire to the respondents.
- f. Collected the responses.
- g. Calculated the result of responses.
- h. Classified the population into two groups as the sample.

2. Speaking Test

In next meeting, the researcher tested the students' speaking ability on Monday (11th December 2017) – Wednesday (13th December 2017) at Library and XI IPA 3, XI IPA 5, and XI Bahasa class rooms of SMAN 2 Palangka Raya. The procedures of speaking test are:

- a. The researcher prepared theme for the students speaking performance.

- b. The researcher prepared the scoring rubric.
- c. The researcher asked the student to perform in the front of audience randomly.
- d. During the student performs, the student performance was scored with the scoring rubric by the researcher.
- e. The researcher got the data (student speaking score).
- f. The researcher analyzed the data.

3. Interview

After that, on Thursday (14th December 2017) – Tuesday (19th December 2017) to identify students speaking problems and supporting factors which affect their speaking ability, the researcher interviewed the each student of sample with following step:

- a. The researcher prepared the questions of interview.
- b. The researcher interviewed the students privately in/out of the classroom.
- c. The researcher asked each students with the structurally questions of interview.
- d. The researcher got the data and analyzed it after all of sample are interviewed.

F. Data Analysis Procedure

Procedures in analyzing the collected data:

1. Questionnaire

- a. After getting the questionnaire result, the researcher counted the questionnaire individually.

- b. The researcher divided them into two groups; they are English course taker and non-English course taker.

2. Speaking Test

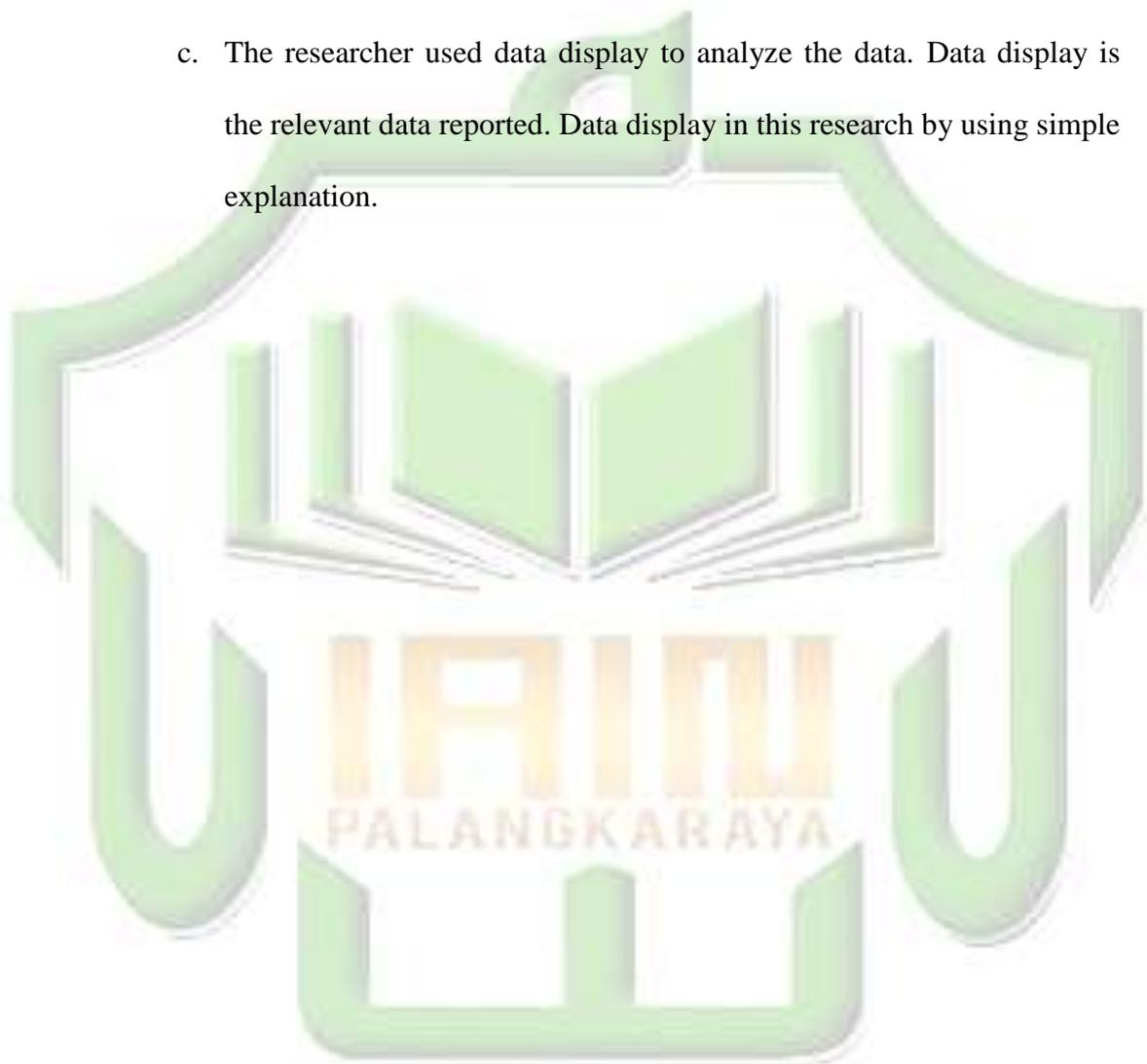
The researcher did some ways in the data analysis procedure, they were as follows:

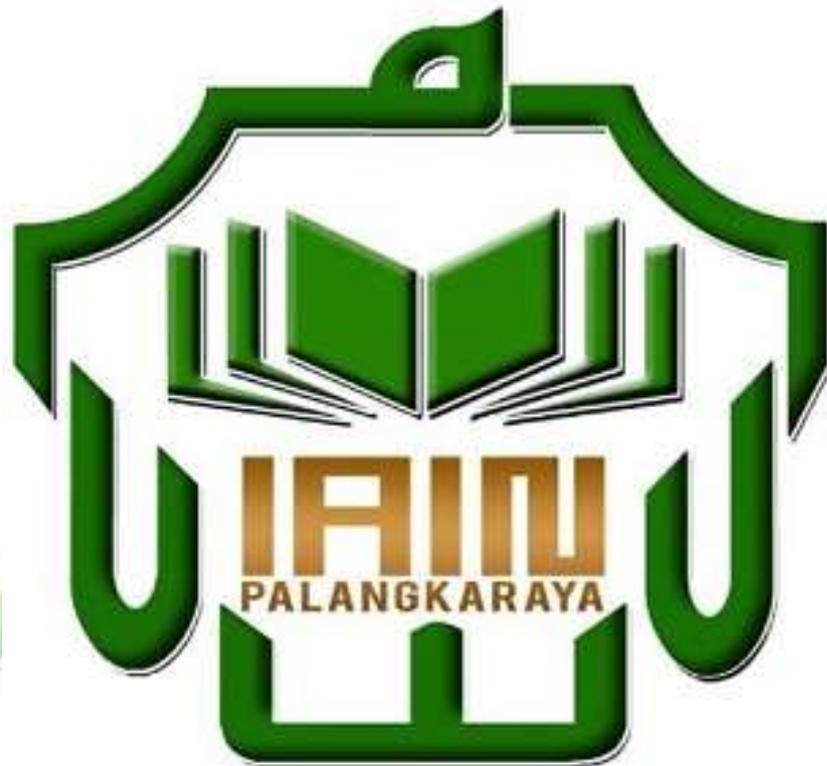
- a. Collected students' speaking scores of test.
- b. Arranged the obtained score into the distribution of score table.
- c. Measured the normality, homogeneity.
- d. Analyzed the data by using Independent Sample T test to answer the problem of the study.
- e. In addition, the SPSS program was applied.
- f. Interpreted the result of analyzing data.
- g. Made discussion to clarify the research finding.
- h. Gave conclusion.
- i. Summarized.

To sum up, the steps in collecting, analyzing, and hypothesis testing of speaking test are described below. In the first step, the researcher determined the subject of the study. Second step, the students were given the speaking ability test. To analyze the data, the researcher used the Independent sample t test. Before testing the hypothesis, normality, and homogeneity were measured to fulfill the requirement of testing hypothesis. Next step, testing hypothesis was done to answer the research problem. Lastly, discussion on the results was made to clarify the finding.

3. Interview

- a. Asked the student privately about their supporting factors and problems they face to achieve their speaking ability.
- b. Concluded the factors which affect the students' speaking achievement.
- c. The researcher used data display to analyze the data. Data display is the relevant data reported. Data display in this research by using simple explanation.





CHAPTER IV

RESULT OF STUDY

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the research finding and discussion that includes data presentation, research findings and discussion.

The researcher was presented the research finding and discussion into two sections. First, research findings quantitative data answer the first problem consist to comparison of speaking ability between ECT (English Course Taker) and NECT (Non English Course Taker) at eleventh grader of SMAN 2 Palangka Raya. The data were showed on the tables. Second, research finding qualitative data answer the second problem consists to factors which affect students speaking ability at eleventh grader of SMAN 2 Palangka Raya, the data was transcription the result of interview and researcher was showed the data using text transcript.

A. Description of Quantitative Data

The result of the comparison score between ECT and NECT research of speaking ability at eleventh grader of SMAN 2 Palangka Raya was used speaking test performance as the instrument for collecting the data. The presentation of the data consists mean, standard deviation and t_{test} of students' score. This data was presented to compare the speaking achievement between ECT and NECT research of speaking ability at eleventh grader of SMAN 2 Palangka Raya.

1. Data Presentation

The size of population, there were 456 students of of XI MIPA 1, XI MIPA 2, XI MIPA 3, XI MIPA 4, XI MIPA 5, XI MIPA 6, XI MIPA 7, XI MIPA 8, XI IPS 1, XI IPS 2, XI IP 3, and XI BAHASA. But, the researcher must get proportional sample and impossible if using all of the population. So in that case,

the researcher used questionnaire to get the sample. The questionnaire was conducted in which to find out the student's demographic information, problems on speaking, and supporting factors of students speaking ability. So, the researcher got 46 of 456 students that consist of 23 English Course Taker (ECT) consist of 12 females and 11 males, and 23 Non-English Course Taker (NECT) consist of 10 females and 13 males who appropriate with the researcher qualification of the questionnaire.

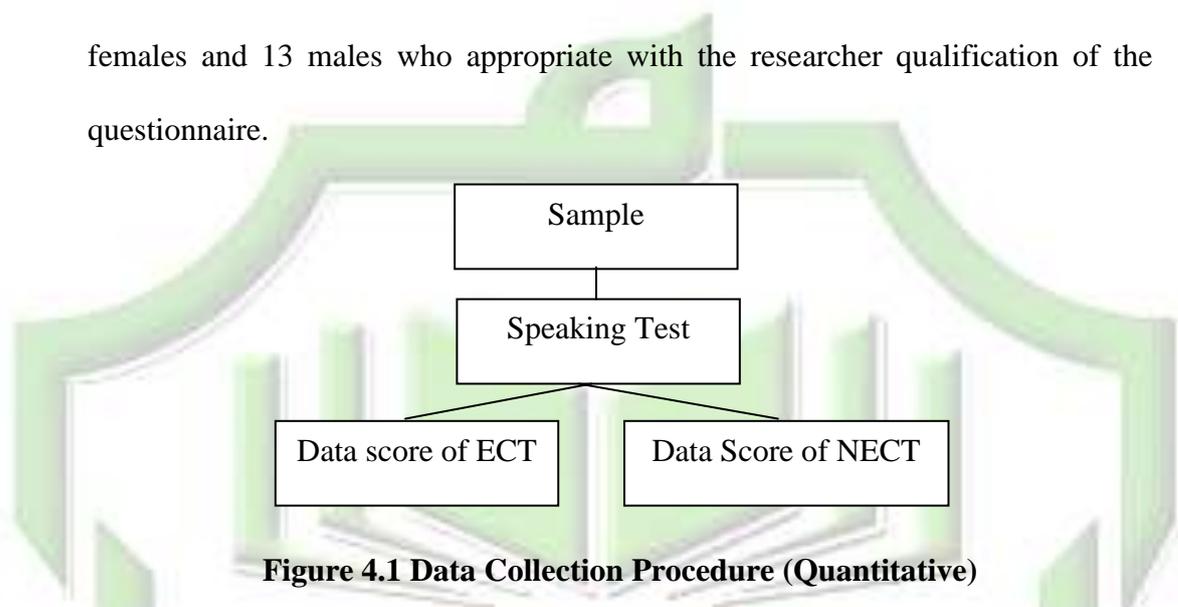


Figure 4.1 Data Collection Procedure (Quantitative)

After got the sample the researcher continues conducted the test. After having conducted the test, the researcher continued to analyze the data. In this chapter, the researcher discussed the data analysis by determining the table of criterion of the students' ability, especially in speaking ability. The result was viewed from the mean score of the students. These scores were to know the differences between ECT and NECT speaking ability. Actually there are five proficiencies that are assessed from speaking. They are pronunciation, vocabulary, grammar, fluency and comprehension. Based on the test that was given to the students, the researcher got the data of the students' ability in speaking and the score of the students. It can be seen in the following table:

Table 4.1
The Score of ECT and NECT Speaking Test Performance

No.	Name	Score of ECT	Name	Score of NECT
1.	SBW	63	OA	54
2.	KAP	61	DMS	62
3.	SFSA	72	RMM	60
4.	GA	67	MR	51
5.	SAN	65	ROP	60
6.	NS	66	AF	55
7.	ARFE	70	ACP	57
8.	AV	69	DA	58
9.	A	63	ERPK	58
10.	BE	53	KA	49
11.	CE	78	PS	62
12.	DN	65	RSMA	62
13.	RA	71	SSA	58
14.	YKP	50	BW	70

15.	CK	58	AGP	47
16.	DTS	57	AW	43
17.	EY	57	FA	70
18.	GGL	50	FDCG	63
19.	L	63	VKS	58
20.	DS	57	R	47
21.	JN	58	SIB	55
22.	NTC	50	SRA	68
23.	KAN	63	GY	51
	Total		Total	
		1426		1318

can be seen the score of speaking test performance of English Course Taker (ECT) and Non-English Course Taker (NECT), which is the total of ECT score is 1426 and the total score of NECT is 1318.

2. Research Findings

The researcher has done and gotten the completed the data from the speaking test performance. To find the objectives the research, the researcher has analyzed the data systematically and accurately. The data was then analyzed in order to give meaningful interpretation and draw inferences about the problem. In reporting the findings of the research, the researcher reported the result based on

the topic in research problem: Is there any significant difference on speaking achievement of English course taker and non-English course taker?

The purpose of this study was to compare which group is dominant of students' speaking achievement between ECT and NECT at eleventh grader of SMAN 2 Palangka Raya. Based on the data obtained from students' speaking test, it is indicated that students speaking skill between ECT and NECT is different. The researcher reviewed the differences of both groups' through five proficiency descriptions; they are vocabulary, grammar, comprehension, fluency, and accent/pronunciation.

Based on the table 4.1 and table 4.2, the researcher drawn the explanation below:

a. Vocabulary

Table 4.2

The Review of the Differences between ECT and NECT in Vocabulary

	English Course Taker (ECT)	Non English Course Taker (NECT)
	16	16
	16	12
	16	16
	20	12
Score of Vocabulary	16	16

16	12
20	12
16	12
16	12
12	12
16	12
16	12
20	16
12	20
12	8
16	8
16	16
12	16
16	16
16	12
12	16
12	16

	20	12
Mean score	15,65	13,65

The researcher concluded that ECT is higher in their vocabulary or words choices. The mean of ECT is higher than NECT. It can be seen that most of ECT get score 16 of vocabulary item and NECT get score 12. It means that ECT have some professional vocabularies adequate to discuss special interest, general vocabulary permits discussion of non-technical subject with some circumlocutions. NECT choices of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topic.

b. Grammar

Table 4.3

The Review of the Differences between ECT and NECT in Grammar

	English Course Taker (ECT)	Non English Course Taker (NECT)
Score of	24	18
Grammar	18	24
	24	18
	18	18
	24	18

24	18
24	24
30	24
24	24
18	18
30	24
18	24
24	18
18	24
24	18
18	18
18	24
24	24
24	18
18	18
24	18
18	24
45	

	18	18
Mean score	20,91	19,74

It also occurs in the use of grammar; the researcher found that grammar of ECT is better than NECT. The mean score shows that grammar of ECT is 20.91 and grammar of NECT is 19.74. From the individual score we can see that most ECT get 24 and some of them get 18 and 30 score. Meanwhile, most of NECT get score 18 and some of them get 24. It means that grammar of ECT is occasionally having errors showing imperfect control of some patterns but no weakness that causes misunderstanding. Grammar of NECT is frequently having errors some major patterns uncontrolled and causing occasional irritation and misunderstanding.

c. Comprehension

Table 4.4
The Review of the Differences between ECT and NECT in
Comprehension

	English Course Taker (ECT)	Non English Course Taker (NECT)
	15	15
Score of	15	15
Comprehension	19	15

19	12
15	15
15	15
15	12
15	15
15	15
15	12
19	15
19	15
15	15
12	15
12	12
15	8
15	19
8	12
15	15
15	8

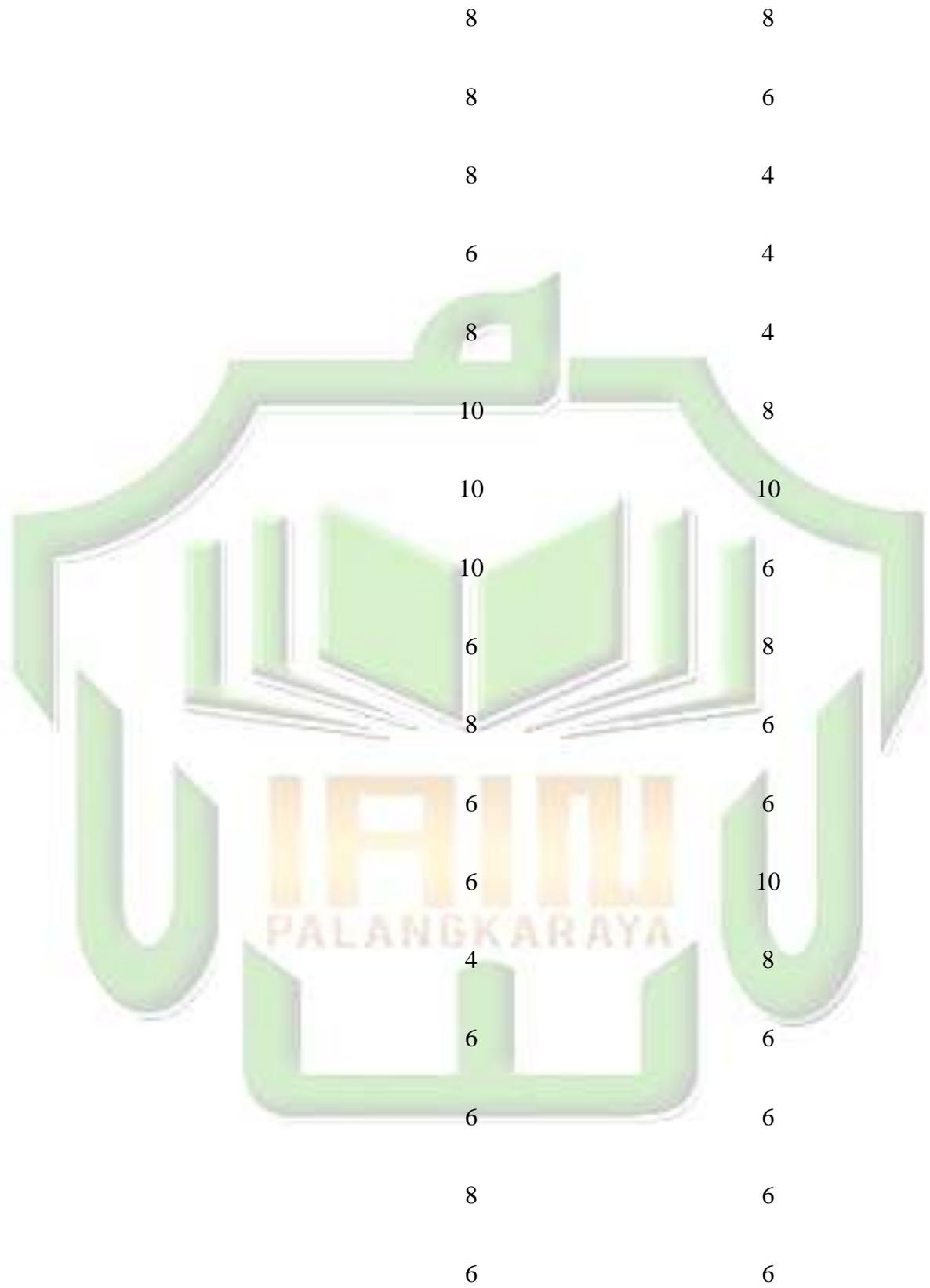
	12	12
	12	19
	15	12
Mean score	14,87	13,83

In the aspect of comprehension ECT are still higher than NECT. Based on the table, it shows ECT get 14,87 in mean score and NECT get 13,83 in mean score. But we can see in the table 4.2 that the most of ECT and NECT individual score in comprehension is 15. It shows that both of groups understand quite well normal educated speech directed to them, but requires occasional repetition and rephrasing.

d. Fluency

Table 4.5
The Review of the Differences between ECT and NECT in Fluency
 English Course Taker Non English Course Taker

	(ECT)	(NECT)
	6	6
	10	8
	10	8
	8	6
Score of Fluency	8	10



	8	6
Mean score	7,57	6,78

In fluency, the average score of ECT is 7,57, and the average score of NECT is 6,78. It supported by the individual score showed that most of ECT can reach in individual score 8 and most of NECT get score 6. It means that speech of ECT is occasionally hesitant, with some evenness cause by rephrasing and groping for word. Different with NECT, their speech is frequently hesitant and jerky, sentences may be left uncompleted.

e. Accent/Pronunciation

Table 4.5
The Review of the Differences between ECT and NECT in
Accent/Pronunciation

	English Course Taker (ECT)	Non English Course Taker (NECT)
Score of	2	2
Accent/Pronunciation	2	3
	3	2
	2	2
	2	2
	3	2

Mean score	2,22	2,13
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From five components of speaking above ECT score is higher than NECT score. But in accent/pronunciation, between NECT and ECT get same score. The mean score of ECT and NECT in the table 4,7 showed that the differences of the accent/pronunciation is so little, it is only 0,09. Also, in individual score, most of them (ECT and NECT) get score 2. It means that both ECT and NECT usually using foreign accent so, requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent in error and vocabulary.

By the explanation above, it could be seen that the final score of each group was different. However, it should be measured using statistical procedures. Thus, the researcher analyzed the test the hypothesis have been stated. The details of the score are appended.

3. Result of Analysis Data

a. Normality Test

The researcher calculated the result of speaking test performance of the samples by using SPSS 24 program.

First step was testing the normality. It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not.

Table 4.6 Normality Test Shapiro-Wilk

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

ECT	.118	23	.200*	.968	23	.630
NECT	.104	23	.200*	.971	23	.710

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation using SPSS 24 program, the asymptotic significant normality of the data of the students' speaking scores were 0.630 and 0.710. Then the normality both of the data were consulted with the table of Shapiro-Wilk with the level of significance 5% ($\alpha=0.05$). Since asymptotic significant of ECT = 0.630 and asymptotic significant of NECT = 0.710 ≥ 0.05 , it could be concluded that the data were in normal distribution.

b. Homogeneity Test

The next step was testing the homogeneity. It was used to know whether the sample class, that is decided, came from population that had relatively same variant or not.

Table 4.7 Homogeneity Test Levene's Test of Equality of Error Variances

Score of Speaking Test			
Levene Statistic	df1	df2	Sig.
.113	1	44	.738

Based on the result of homogeneity test, the Fvalue was 0,133 and the significant value was 0.738. The data were homogeneous if the significant value was higher than significant level $\alpha= 0.05$. Since the significant value (0.738) was higher than significant level $\alpha= 0.05$, it

could be concluded that the data were homogeneous. It meant that both of groups were in same variants.

c. Hypothesis Test

To test the hypothesis stated above and to know the differences of speaking skill between those groups, the researcher used independent T_{test} formula using SPSS 24 program was employed. The procedures below:

Hypothesis of research:

H_a : There is significant difference on speaking achievement of the English course taker and non-English course taker by eleventh grader of SMAN 2 Palangka Raya.

H_o : There is no significant difference on speaking achievement of the English course taker and non-English course taker by eleventh grader of SMAN 2 Palangka Raya.

Basic decision making:

- H_o is accepted if $-t_{\text{table}} < T < t_{\text{table}}$
- H_o is rejected if $-T < -t_{\text{table}}$ or $T > t_{\text{table}}$

Based on probability:

- H_o is accepted if $P_{\text{value}} > 0.05$
- H_o is rejected if $P_{\text{value}} < 0.05$

Table 4.9 Hypothesis Test using Independent Sample Test

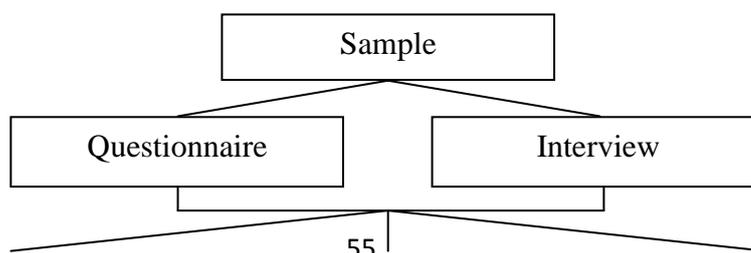
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	Lower	Upper
Score of Speaking Test	Equal variances assumed	.113	.738	2.168	44	.036	4.69565	2.16552	.33134	9.05997
	Equal variances not assumed			2.168	43.929	.036	4.69565	2.16552	.33114	9.06016

Based on the table 4.9, the researcher got the T of $2.168 > 2.015$, and $P_{\text{value}} 0.036 < 0.05$, then according to decision-making in the T_{test} of Independent Sample T_{test} , it can be concluded H_0 is rejected and H_a is accepted, which means that there is different speaking skills between ECT group and NECT group.

B. Description of Qualitative Data

In collecting data, test, questionnaire, and interview were used. In this research was used a questionnaire in order to know the factors affect students' speaking ability and to classify the students into English Course Taker or Non-English Course Taker group. After classified the students into the English Course Taker or Non-English Course Taker group, the researcher gave the students speaking test to the English Course Taker or Non-English Course Taker to know their differences in speaking skill.



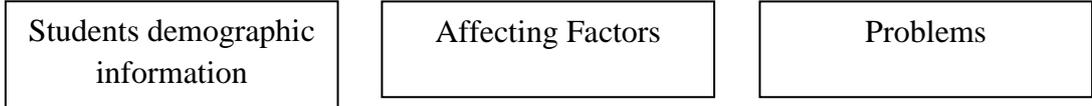


Figure 4.2
Data Collection Procedure (Qualitative)

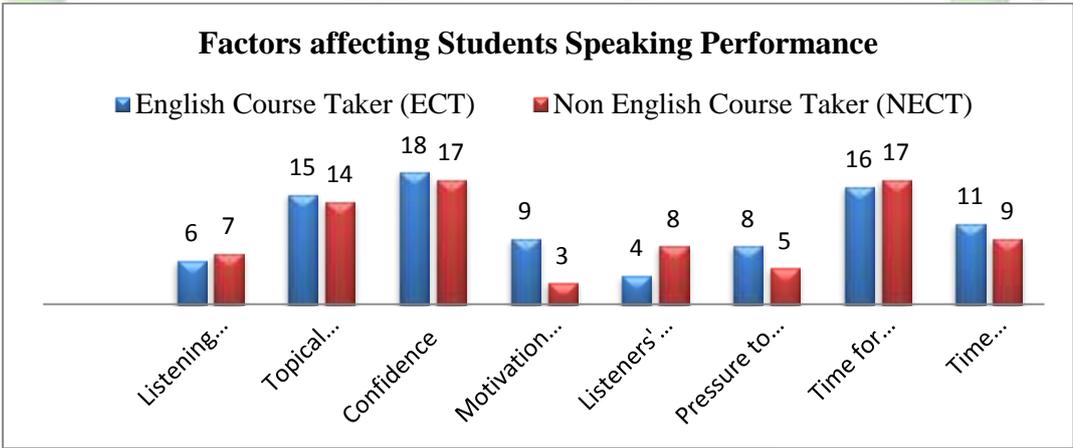
The researcher presented and discussed the data descriptively based on the data, the first is data from questionnaire and the second is data from interview.

1. Research findings of Questionnaire

Based on the questionnaire, the researcher would expose data finding from the result of questionnaire was presented by the following:

a. The result of questionnaire of factors affecting students speaking achievement by English Course Taker and Non English Course Taker of eleventh graders of SMAN 2 Palangkaraya

Chart 4.1
Factors affecting Students Speaking Performance



Based on the data that has been collected, factors that influence the achievement of students' success in learning speaking can be categorized into several categories, namely, listening ability, topical knowledge, anxiety, confidence, motivation to speak, listeners' support, pressure to

perform well, time for preparation, and time allowed to perform a speaking task.

1) Listening Ability

One of these categories, as many (26.07%) students of ECT, with a total of 6 of 23 students, and as many (30.43%) students of NECT, with a total of 7 of 23 students, it means that every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

2) Topical Knowledge

Furthermore, the choice of students dominates more in the category of "topical knowledge". From 23 students of ECT there are 15 students (65,22%) and from 23 students of NECT there are 14 (60,87%) who choose mastery of topic as a supporting factor in the task of speaking. It is in line with the previous, that to get the right "mastery" it takes "time" for its preparation. It can be said that the information that topical knowledge provides enables learners to use language with reference to the world in which they live.

3) Confidence

There are (78,26%), 18 of 23 students of ECT and there are, 17 of 23 students of NECT (73,91%) who choose "self-confidence" is one of the important points in the process of achieving speaking skills. To perform an important speaking task to feel confident. It is considered

students to be factors that support the appearance in the task of speaking to be good.

4) Motivation to Speak

On the other hand, the “motivation to speak” is chosen by (39,13%), ie 9 out of 23 students of ECT and also chosen by (13,04%) from 3 of 23 students of NECT as factors that also affect the ability of speaking. One of the most important influences on language learning success or failure is probably the affective side of the learner.

5) Listeners support

There are (17,39%) 4 of 23 students of ECT and (39,13%) 9 of 23 students of NECT consider "support" as the factor that most influences their speaking attainment. "Support" in this case is what the student can get from the audience. It means that "supports from listeners" factor makes students feel getting feedback and attention from the audience.

6) Pressure to Perform

Other things with category of "pressure" is each chosen by 8 students out of 23 (34,78%) of ECT, and from (21,74%) 5 of 23 students of NECT assess "pressure" to perform well in front of the audience or subject teachers is one factor that also influences. This "pressure" is felt differently by each student. Some feel that the "pressure" comes from a strong desire to be able to get good grades and this "pressure" can also come because they do not want to be the

subject of bullying the audience because it always tries to appear maximal and perfect.

7) Time for Preparation

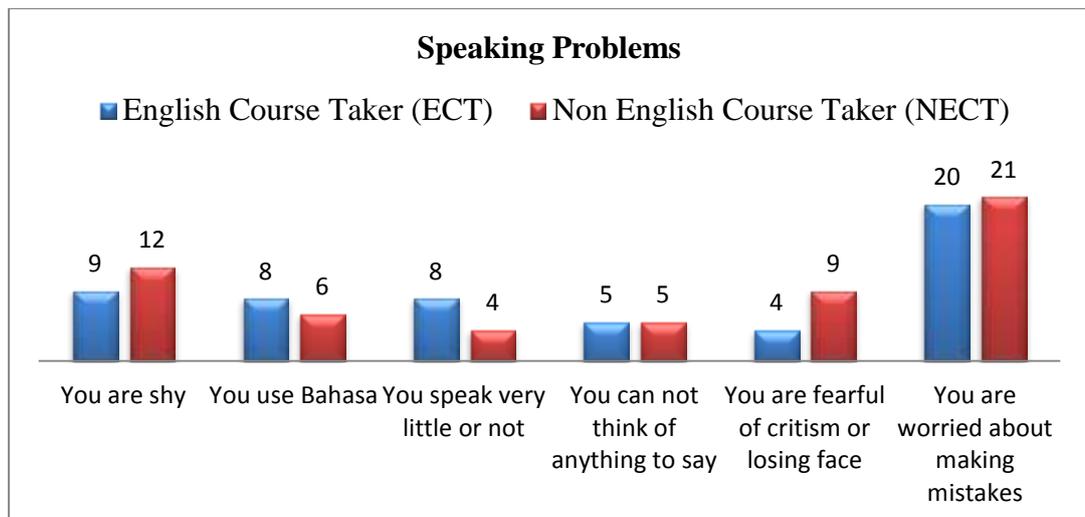
The numbers of students of ECT (69,56%) 16 of 23 students and (78,26%) 18 of 23 students of NECT choose time as a contributing factor that affects their speaking ability. The "time" factor in terms of preparing is perceived by students as the most influencing factor of appearance in speaking tasks. Performance conditions can affect speaking performance.

8) Time allowed to a speaking task

On the side of the "time" factor in displaying the process of speaking itself is also considered the student as important. Proven with (47,83%) students, 11 of 23 students of ECT and (39,13%) students, 9 of 23 students from NECT, consider the "time" factor given to perform is one of the supporting factors for successful attainment of a good speaking.

b. The result of questionnaire of factors affecting students speaking achievement by English Course Taker and Non English Course Taker of eleventh graders of SMAN 2 Palangkaraya

Chart 4.2 Speaking Problems



In terms of inhibiting factors of speaking achievement, there are several factors that have been categorized in the questionnaire. "Worried about making mistakes", this factor is dominated by almost 41 of 46 students. With a percentage of (89,13%) students, they chose this "fear factor" factor as a major problem in the process of developing the ability to speak English. In the interview review the students also explained that the feeling of "fearing wrong" seemed to take on the role of a big stone that making them difficult to develop abilities. They assumed that the fear of making mistakes leads to misunderstanding of the audience.

1) Students are shy

In terms of inhibiting factors of speaking achievement, there are several factors that have been categorized in the questionnaire. The first factor is "shy". This option, with 9 out of 23 students (39,13%) of ECT and 12 out of 23 students (52,17%) of NECT choosing this factor as a factor that makes it difficult for them to develop their English speaking skills.

2) Students use their native language (Bahasa Indonesia)

The "native language" factor is also one of the factors that chosen by the student's. There are (34,78%) with a total of 8 out of 23 students of ECT and there are (20,09%) with a total of 6 out of 23 students of NECT who choose this factor as a factor that impedes the development of their speaking skills. Various opinions related to these factors such as, the Indonesian language has become a habit, Indonesian language has a different language structure with English, and Indonesian language makes it easier to convey something.

3) The students speak very little or not

With the percentage (34,78%) from 8 of 23 students of ECT and 4 of 23 students of NECT with percentage (17,39%) realize that the problem that affect them come from within themselves. They feel that the willingness to develop skills is minimal.

4) Students have no words to say

To another side, with the same percentage value for the factor of "fear of shame" and "stutter" when speaking English. There are 5 of ECT AND NECT students out of 23 students with percentages (21,74%) who perceive that "fear of shame" and "stutter" is also a barrier factor for speaking in English. In the interview session, there are some students who explain that feel very bad when laughed at because of stutter when delivering speech material.

5) Students fearful of losing face and criticism

High percentages are also shown in the "worried" option, with 4 out of 23 students of ECT with percentages (17,39%) and 8 out of 23 students of NECT with percentages (34,78%) choosing this factor as a factor that makes it difficult for them to develop their English speaking skills. Fear of making mistakes and ending shame makes them not feel the need to appear speaking in English.

6) Students Worried about Making Mistakes

This factor is dominated by almost 21 of 23 students of ECT with a percentage of (86,95%) students and 20 out of 23 students of NECT with (91,30%) percentages, they chose this "fear factor" factor as a major problem in the process of developing the ability to speak English. In the interview review the students also explained that the feeling of "fearing wrong" seemed to take on the role of a big stone that making them difficult to develop abilities. They assumed that the fear of making mistakes leads to misunderstanding of the audience.

2. The Research Findings of interview

Beside of questionnaire, the researcher used interview to know the affecting factors and problems that faced by the English Course Taker (ECT) and Non-English Course Taker (NECT), the researcher found out the data through the result of interview with two groups (ECT and NECT).

a. The result of interview of the factors affecting students speaking achievement by English Course Taker (ECT) of eleventh graders of SMAN 2 Palangkaraya

Based on the interview to ECT group, it has obtained the results of factors that affect students' speaking skills, these factors are divided into two parts, the first is the factor that supports students' speaking skills and the second is the problem faced by students in speaking.

1) Factors affecting students' speaking achievement

a) Listening Ability

The researcher asked the students of ECT group to measure their listening skill. While listening to the other person who is speaking or listening to the English conversation through the speaker which played in the class, more than half of students of ECT group confidently say that they are good on listening skill, they measure their listening skills are good because they get the high score on listening test or when can understand English speaking through a media (ex: Youtube, song, or movie).

ARFE said, "*Kalo menurut saya sudah lumayan bagus, kira-kira 80. Karena pas tes di tempat les, segitu nilainya*". (I think it's pretty good, about 80. Because when I was in the test in tutoring, that's the score).

A said, "*Menurut saya cukup baik, buat saya agak lumayan bagus karena saya ikut les*". (I think it's pretty good, for me it's pretty good because I'm following the English tutoring).

DN said, "*Menurut aku itu baik, karena kalo secara pendengaran, kalo ada beberapa tes, kami sering tes kalo pelajaran bahasa Inggris wajib, itu nilai atau score listening saya*".

tidak di bawah KKM". (I think it's good, if there are some listening tests, we often get tests in English lessons, and my listening score is not under KKM).

AV said, "*Sedang, mungkin. Ya, cukup baik, kira-kira 60. Karena saya suka nonton youtube tanpa subtitle (bahasa Indonesia), tapi saya ngerti sedikit-sedikit*". (Medium, maybe. Yes, good enough, about 60. Because I like to watch youtube without subtitle (Indonesian), and I understand a little).

KAP said, "*Biasa aja, karena sekarang kan sering dengerin musik yang bahasa Inggris*". (Standard, because now I often hear English music).

RAA said, "*Kayaknya baik deh, kak. Jadi, kan saya ini orangnya suka nonton film bahasa Inggris, kadang-kadang saya ngikutin dia ngomong*". (I think it's good, sister. So, I'm a person who likes to watch English movies, sometimes I follow the way they speak).

But about 10 students admitted that they are lack in listening skill and they have some problems that they are difficult to listen on what is the other person saying clearly, it is caused by the unconducive environment, unclearly pronunciation or accent from speaker, or their lack of vocabulary mastery.

SFSA said, "*Standar. Sebenarnya karena gugup, atau lingkungan yang kurang mendukung jadinya minder dan*

gengsi".(Standard. Actually it's because of nervous, or less supportive environment, makes me feel inferior and prestige).

JN said, "*Sedang-sedang aja. Karena sebenarnya saya enggak terlalu pintar di bahasa Inggris, terkadang itu masalahnya enggak jelas dan terlalu cepat (pronunciation-nya)*".(Standard. Because actually I'm not too smart in English, sometimes the problem is unclear and too fast a pronunciation)

NS said, "*Cukup, sih, kalo menurut aku. Soalnya selain karena ada bagian yang enggak jelas pronunciation-nya atau masalah teknis kayak audionya kurang bagus*". (Enough, I think. Because there are parts that are not clear pronunciation or technical problems such as audio less good).

BE said, "*Kalau menurut saya sendiri kemampuan listening saya itu kurang bagus, karena ada beberapa kata yang tidak familiar yang pernah saya dengar*". (I think my listening skills are not good enough, because there are some unfamiliar words that I heard).

NTC said, "*Enggak terlalu lancar. Karena kata-kata bahasa Inggris itu masih banyak yang belum tahu*". (Can't speaking too fluently. Because there are still many English vocabularies that I do not know yet).

YPP said, "*Kurang, karena saya belum bisa menerapkannya, karena susah untuk mengartikan kosakatanya*".(Lack of good,

because I have not been able to apply it, and also because it is difficult to translate the vocabularies).

b) Topical knowledge

Topical knowledge is needed for students when they are given a speaking task by the teacher. Although they had background knowledge of what to discuss before, they still needed time to learn more or memorize the material again. Students admitted that by mastering and understanding the topical knowledge, they are able to perform in the front of class maximally and fluently.

Below are the students' answers to the question "Why do you need to master the topic / subject before you start speaking?"

CK said, "*Agar bisa berbicara mengenai topic tersebut dengan lancar, tidak teragugu-guga*". (To be able to talk about the topic fluently, and not stammering)

DS said, "*Biar kalo ngomong di depan tu nanti kayak lancar aja gitu*".(So that when I speak in front of the class will be fine then).

DT, "*Saya memang perlu menghafal dan menguasai topic bahasan saya terlebih dahulu supaya nanti saat speaking bisa berjalan lancar tanpa ada yang kurang, tanpa ada kesalahan, dan semua apa yang ingin saya sampaikan dapat tersampaikan dengan jelas*".(I really need to memorize and master the topic of my discussion first so that later when I speak, my speaking can run

smoothly without any errors, mistakes, and all what I want to convey can be conveyed clearly).

EYP said, “*Karena kalau ngomong doang tanpa tau topik ya percuma aja, jadi harus menguasai topiknya juga supaya lancar speaking-nya*”. (Because if I just talk without knowing the topic will be useless, so I have to master the topic as well and to be able to speak it fluently).

GGL said, “*Biar mudah dimengerti, biar lancar (penampilannya)*”. (to make it easier to understand, so I can speak fluently)

NS said, “*Supaya tidak gugup dan kedepannya bisa ngomong dengan lancar apa yang mau dibahas, jadi antara pembicara dan pendengar bisa nyatu*”. (In order not to be nervous and in the future I can speak fluently what I want to discuss about, so between speaker and listeners can be more connected)

SA said, “*Biar enggak kaku, kalo enggak menguasai, enggak bisa ngomong*”. (I will not stiff, if I do not master it, I will not be able to speak).

c) Confidence

For students, self-confidence is a factor that affects to overcome fear when they are performing speaking in front of the class, the fear that can be a feeling of nervousness or fear if later they make mistakes. If they do not have confidence then they will feel nervous and afraid to make mistakes, but when they feel

confident, they will be able to perform speaking in front of the class maximally and enjoy it.

Below are the answers from ECT group students to the question "Why does self-confidence greatly affect your speaking skills?"

ARFE said, "*Kalau misalkan kita percaya diri, ngomongnya ada kemungkinan tidak salah, habis itu kita jadi lebih enjoy untuk bicaranya*". (If we are confident, there is a possibility there will be no error in our speaking, after that we become more enjoy to speak).

AV said, "*Kalau misalnya enggak ada rasa percaya diri nanti di depan, kan, malah gugup atau nge-blank sendiri*". (If there is no confidence, later when we speak in front of the class, we will feel nervous or even blank).

CK said, "*Karena takut salah penyebutan, jadi percaya dirinya bisa berkurang*". (Because I am afraid of mispronunciation, so my self-confidence became less).

CES said, "*Apabila kita percaya diri maka ngomong kita akan lancar, sedangkan apabila kita gugup mungkin omongan kita tidak terdengar jadi lawan bicara kita tidak paham*". (If we are confident then our speech will be fluent, whereas if we are nervous maybe our speech will be not heard, so our interlocutors do not understand).

DS said, "*Soalnya nanti kalo misalkan kita kurang percaya diri kayak gugup gitu nanti apa yang dibilang itu aneh, atau ya jelek lah kurang lebih, enggak tersampaikan*". (Because if we are less confidence, like nervous, then what we say will sounds odd, not conveyed).

DT said, "*Supaya tidak lupa dengan apa yang telah kita kuasai, apa yang telah kita hafalkan di speaking itu sendiri. Kalo saya sendiri saya tipe orang yang gugup, jadi kalo gugup itu saya suka lupa*". (In order not to forget what we have mastered, what we have memorized in speaking itself. If me, I'm the kind of person who always feels nervous, so if I'm nervous, I'll forget).

GGL said, "*Karena biar enggak kacau (speaking-nya)*". (in order to my speech is not disorganized).

KAN said, "*Karena kalau kita enggak punya rasa percaya diri, kemampuan speaking kita jadi terbatas, dan kita jadi tidak bisa ngungkapinnya secara bebas dan mudah*". (Because if we do not have self-confidence, our speaking ability will be limited and we can not afford to reveal it freely and easily).

NTC said, "*Kalau enggak percaya diri nanti misalnya maju ke depan, terus gugup*". (If I'm not confident, when speaking in front of the class, I will be nervous)

RAA said, "*Kalau enggak PD kita bisa salah, salah pengucapan misalnya*". (If are not confident, we will make mistakes, wrong in pronunciation for example).

SA said, "*Kalo enggak PD itu biasanya gugup, bisa salah ngomong*". (If I do not believe in myself, I usually get nervous, I can not speak)

d) Motivation to Speak

Motivation and confidence have a close relationship, based on the answers given by students at the time of the interview, the results obtained that motivation can greatly affect students' self-confidence, and motivation can also make students' speaking performance better.

Here are the answers to the question "Why is motivation for speaking to be important for the development of your speaking skills?"

BE said, "*Karena dalam motivasi itu sendiri membuat saya lebih percaya diri dan santai dalam speaking*". (Because the motivation itself makes me more confident and relaxed in speaking).

CK said, "*Supaya tidak merasa gugup dan lebih percaya diri*". (So I do not feel nervous and more confident).

DS said, "*Supaya bisa percaya diri*". (It makes me confident with my self).

SA said, "*Biar enggak malu gitu, Kak*". (So I'm not ashamed, Sister).

GGL said, "*Biar kita terdorong untuk speaking lebih baik*". (Encourage us to speak better).

KAP said, “*Motivasi itu bisa bikin kita jadi bisa, terus juga lihat teman bisa speaking kita juga harus bisa*”. Motivation can make us able, after seeing friends can speak, we must be able to speak as well, too)

SBW said, “*Iya, bu, penting. Karena motivasi itu bisa membuat kita enggak tertekan lagi, bisa mendorong kita supaya enggak gugup lagi*”. (Yes, ma'am, it's important. Because motivation can make us not depressed anymore, can encourage us to not nervous anymore).

YPP said, “*Sangat bagus, karena itu seperti mendorong saya lebih baik lagi*”. (Very good, because it's like encouraging me to be better).

e) Listeners' Response

Again, one of the factors affecting students' speaking skills, ie listeners' support is one of the things that can greatly affect students' self-confidence, thus affecting the quality of their appearance. Various responses are given by the listeners, in fact affecting the student's performance in front of the class, such as giving support, laughing, making fun of, or not paying any attention to the speaker.

Here are the students' answers to the question "Is the response of the listeners/classmates can influence your speaking performance in front of the class? Why?"

DS said, "*Karena kalo yang dengar itu menghayati dan mendukung jadi lebih percaya diri*". (Because when the listeners listen carefully and support me, I become more confident)

ARFE said, "*Lumayan mempengaruhi, apalagi kalau misalkan mereka tertawa atau mereka tidak menanggapi kadang saya merasa sedikit gugup*". (Fairly affect, especially when they laugh or they do not respond to me sometimes I feel a little nervous).

EYP said, "*Oh jelas, karena kalau misalkan lagi speaking di depan kelas ada yang ketawa kan bisa mempengaruhi juga jadi ikut ketawa*". (Oh, of course, because when I'm speaking in front of a class and someone laughs at me, it can also affect me to laugh, too).

BE said, "*Karena jika mereka tidak mendengarkan, saya tidak percaya diri*". (Because if they do not listen to me, I'm not confident).

NS said, "*Soalnya mereka menanggapi itu sambil ketawa, sambil diejek-ejek, jadinya kita itu down, kurang PD*". (Because they respond to me with a laugh, and mock me, so I feel down and lack of confidence).

RAA said, "*Sangat tinggi (pengaruhnya), soalnya saya kalau misalnya salah atau apa dan audience ngeliatin saya atau kayak gimana gitu langsung down, langsung bisa lupa*". (The effect is

very big, because if I am wrong and audiences look at me, I will feel down, I become forget with what I want to say).

In addition, according to the students, listeners usually respond to speaker performance by helping to improve or assess the quality of speaker performance when speaking in front of the class.

CK said, "*Karena respon dari teman itu bisa memperbaiki apa yang kita jelaskan kepada mereka dalam bahasa Inggris, mereka bisa menilai apa yang salah dari kita*". (Because the response of classmates is able to improve what we explain to them in English, they can judge us what is wrong with us).

CES said, "*Apabila speaking saya kurang bagus, mereka akan bilang 'Ini kurang bagus, tolong diulangi lagi'*". (If my speaking is not good, they will say "This is not good enough, please repeat it again")

DT said, "*Karena dapat memotivasi saya, saya menjadi lebih tau apa yang kurang dalam speaking saya*". (It can motivate me to know more about what is lacking in my speech).

GGL said, "*Soalnya respon mereka itu kayak penilaian ke kita*". (Because their response was like an assessment to us).

KAP said, "*Karena kalo misalnya speaking kita bagus mereka pasti senang juga kan dengarnya kalo misalkan enggak bagus mereka enggak suka*". (Because if we speak well they will feel good to hear it, if it's not good they do not like it).

KAN said, “*Karena menurut saya mereka itu sebagai penilai kita apakah pengucapan kita sudah bagus, karena kalau kita sendiri menyebutnya tidak benar, mereka mungkin akan sulit untuk mengerti*”. (Because I think they are an appraiser to us, whether our pronunciation is good, because if we pronounce it incorrectly, they will be difficult to understand).

SBW said, “*Iya, ngaruh, bu. Soalnya teman-teman kalo kita salah sedikit saja langsung di judge oleh mereka*”. (Yeah, it affects me, Ma’am. Because if I make even a little mistake, it will be directly judged by them).

f) Pressure to Perform

For the question "Do you feel depressed when appearing in front of the class? What is the reason? ", Few students say they do not feel pressured by reason because they are used to classmates. On the other hand, there are various answers and reasons given by students who claim that they have a distressed or burdened feelings when asked to performance in front of a class in an English assignment.

The impact of feelings of distress felt by students is affecting the students' self-confidence, such as nervousness or fear of being wrong when speaking.

DT said, “*Karena saya orang yang gugupan, saat semua teman melihat ke saya, saya jadi gugup dan lupa pada materi yang akan saya sampaikan untuk materi speaking*”.(Because I'm a

nervous person, when all of my friends look at me, I get nervous and forget the material I'm about to speak).

CES said, "*Terkadang saja, karena saya gugup sekali dan saya sendiri masih belum terlalu paham caranya ngomong bahasa Inggris yang benardan saya takut salah ucap*". (Sometimes, because I'm so nervous and I still do not really understand how to speak English well and I'm afraid to say something wrong)

AV said, "*Kadang sangat tertekan soalnya takut ada kesalahan, sebenarnya itu enggak apa-apa sih, tapi dari diri sendiri (rasa) takutnya*". (Sometimes I'm very depressed because I'm afraid if there is a mistake, in fact it is okay, but within myself the fear comes from).

A said, "*Karena takut salah*".(Because I'm afraid to make mistake).

KAP said, "*Karena takut salah, yang kita bicarakan justru tidak mudah dimengerti oleh pendengar atau kita kekurangan kosakata, atau tiba-tiba lupa*". (Because I am afraid of being wrong, what we are talking about is not easy to understand by the listener or we lack vocabulary, or suddenly forget).

In addition to the reasons above, students also argue that the lack of mastery of the material is also a very stressful thing.

ARFE said, "*Tergantung, kalo misalnya saya saya tidak menguasai materinya dan audiencenya seperti itu mungkin akan tertekan, tapi lebih sering tidak*". (Depending on, if I do not master

the material and the audiences are not paying attention, maybe I will feel depressed, but I often do not)

KAP said, "*Nggak tahu vocabulary-nya dan terjemahannya*". (I do not know what the vocabularies are and the translations, too)

SBW said, "*Kalo misalnya saya sudah tahu pokok bahasannya biasanya enggak, bu. Tapi kalau mendadak, itu tertekan, Bu*". (If I already know the subject, usually I'm not depressed, Ma'am. But if suddenly, I'm depressed, Ma'am)

Y said, "*Karena saya belum begitu menguasai semua kosakata bahasa Inggris*". (Because I have not mastered all the vocabularies of English).

g) Time for Preparation

There are two tips that the ECT group students have when they are given time to prepare before performing in a speaking assignment that the researcher summarizes based on the students' answers to the interview question "What do you do when you are given time to prepare before you speak in front of the class?"

Some students say that they really need to master or memorize the material to be conveyed first.

ARFE said, "*Untuk speaking biasanya saya gunakan untuk baca ulang materi saya*". (For speaking I usually use to re-read my material).

DS said, “*Mempersiapkan diri dengan belajar speaking sama ngehalnya*”. (Prepare myself by learning to speak and memorize it).

A said, “*Mempelajari kata-kata buat speaking itu sendiri*”. (Learn the words for speaking itself)

BE said, “*Misalnya seperti menghafal dan menguasai topik*”. (Such as memorizing and mastering the topic).

CES said, “*Saya akan menghafal*”. (I will memorize the material).

DN said, “*Membuat catan-catatan kecil seperti poin-poin penting*”. (Make notes of some important points).

KAN said, “*Mencari tahu bagaimana cara pembacaan yang benar*”. (Find out the way how to read correctly).

NS said, “*Saya bakalan fokus ke topik yang saya punya dan saya bakal mendalaminya, jadi pas saya tampil enak jadinya antara saya dan pendengar bisa nyambung*”. (I'm going to focus on the topic I have and I will study it more deeply, so when I perform it will be nice between me and the listener to connect).

SFSA said, “*Menguasai topik, kita enggak perlu menghafal*”. (Master the topic, and we do not need to memorize it).

Aside from mastering the material, a number of other students prefer to exercise with them.

AV said, “*Saya menyusun apa saja yang ingin saya tampilkan, terus latihan cara ngomong dengan baik di depan*”.

kelas". (I compiled whatever I wanted to show, continued to practice how to talk well in front of the class).

CK said, "*Mengulang-ulang apa yang ingin dibicarakan agar tidak terjadi kesalahan dan gugup*". (Repeating what I want to talk about to avoid mistakes and nervousness).

DT said, "*Yang saya lakukan berdoa dalam hati, berlatih, lalu juga terkadang saya meyakini dalam diri saya sendiri bahwa saya bisa*". (What I do are pray, practice, and sometimes I believe in myself that I can do it).

GGL said, "*Berlatih lagi pronounce-ya*". (Practice about the pronunciation over and over).

JN said, "*Latihan*".(Practice).

KAN said, "*Belajar, terus mengulang yang dipelajari, dan latihan speaking*". (Learn, and then repeat what I've learned and practice speaking).

SA said, "*Untuk belajar biar fasih, juga latihan*".(To learn to speak fluently, and also practice).

SBW said, "*Pertama, baca ulang pokok bahasannya, habis itu kita coba ngomong sendiri*". (First, re-read the subject, after that we try to talk to ourselves).

h) Time Allowed to a Speaking Task

There are three types of opinions given by students from the ECT group on the question "Is the time duration given by your

teacher to speak in front of the class is enough for you or not? Why?"

The first answer is "enough". Although the reasons given by the students are quite diverse, it can be deduced that the students feel that the time allowed to speak is sufficient because what they want to say when they speak is well conveyed at the appropriate time as determined by the teacher.

ARFE said, "*Kalo menurut saya cukup aja. Karena setiap saya berbicara di depan yang saya bicarakan menurut saya itu sudah ringkasan yang sangat jelas*". (I think that's enough for me. Because every time I speak in front of the class, what I'm talking about is a very clear summary to me).

CK said, "*Cukup, soalnya apa yang mau saya sampaikan dan waktu yang dikasih udah pas aja, sesuai*". (Enough, because the material that I want to convey and the time given are already appropriate).

DT said "*Sangat cukup. Biasanya waktu yang diberikan oleh guru bahasa Inggris cukup lama, jadi cukup untuk satu orang menampilkan speaking di depan*". (Very enough, usually the time given by English teachers is long enough, so that's enough for one person to appear speaking in front of the class).

EYP said, "*Cukup, soalnya enggak pernah dikomen karena terlalu panjang, misalnya*". (Enough, because I never get the bad comment because speaking too long).

GGL said, "*Cukup, ya pas aja lama speaking saya di depan*".(Enough, just appropriate with the length of my speaking in front of the class).

JN said, "*Cukup-cukup aja, sih. Sesuai dengan waktunya aja*".(Just enough, anyway. That is in line with the duration itself).

NTC said, "*Kadang-kadang cukup*". (Sometimes it's enough).

NS said, "*Cukup aja, soalnya yang saya sampaikan udah cukup banyak menurut saya*". (It's enough, because what I say already quite a lot, I think).

SA said, "*Pas materiku habis, sesuai aja waktunya sama yang dikasih (guru)*". (When my material is finished, it is in accordance with the time given by the teacher).

The second answer given by some other students is "too long". Students state that they sometimes feel the time is too long because of what they say are very little.

AV said, "*Saya merasa terlalu lama, soalnya biasanya materi yang disampaikan itu sedikit saja*". (I feel that it is too long, because usually the material that I convey is a little).

KAP said, "*Lama, karena terlalu sedikit ngomong*".It was a long duration, because I was too little to speak).

SBW said, "*Tergantung gurunya, bu. Kadang terlalu sebentar, kadang juga terlalu lama. Biasanya berlebihan, lama.Karena saya ngomongnya terlalu sedikit dan susah nyari*

kata-kata".(Depending on the teacher, ma'am. Sometimes it's too short, and sometimes it's too long. But usually it is excessive, long. Because I talk too little and hard to find the vocabularies).

And others say that the duration to speak in front of the class is too little or less for the students. The reason is because there are still many speeches they want to convey.

A said, "*Belum, masih banyak yang mau disampaikan*". (Not enough, what I want to say is a lot).

BE said, "*Terlalu sebentar, karena banyak yang mau saya sampaikan*".(Too short, because I have a lot to say).

KAN said, "*Kurang cukup, karena aku agak lama speaking-nya*". (Not enough, because I'm a bit long for speaking)

RAA said, "*Kalo menurut saya kurang, ya. Karena kepepet waktu juga, kan kami orangnya banyak*". (I do not think so. Because of time too, we're a lot of people in one class).

SFSA said, "*Mungkin sedikit karena semakin banyak topik yang mau dibahas semakin mengasah kemampuan speaking, kalo sebentar kan kurang mengasah*". (Probably too short, as more and more topics will be discussed it will further hone my speaking skills, if for a moment it's less sharpening).

YPP said, "*Kurang, karena saya lupa kosa kata yang akan saya ucapkan*". (Less time, because I forget the vocabulary I want to say).

2) Problems on speaking

Obstacles on speaking that faced by the students of the group ECT in general there are six problems that have possibility to affect students speaking achievement.

Most of the problems that arise are derived from within the students themselves. And in the end all those problems refer to the confidence that the student has.

a) Shyness

Shyness is commonplace for humans, not to mention students in ECT groups who sometimes feel shy when speaking in English. The underlying reason why students feel embarrassed is because students feel too unconfident, so students become shy when making mistakes or when getting a different response than what the speaker would expect from the listeners.

The statement is based on the answers to the question "Are you shy when speaking in front of the class? What is the reason?"

ARFE said, "*Cukup malu, terutama kalau misalkan salah. Ada kata yang salah dalam pronounciation atau grammarnya*".(Quite embarrassed, especially when I made a mistake. There is a wrong word in pronounciation or grammar).

DT said, "*Terkadang saya berbicara tidak jelas, tidak sesuai dengan yang ingin saya ucapkan*". (Sometimes I speak unclear, and not appropriate with I want to say).

A said, "*Malu kalo misalnya saya salah sebut*". (I'm embarrassed if I mispronounce).

JN said, “*Ya, kalo misalkan salah ngomong*”. (Yes, if I mispronounce).

NTC said, “*Kalo malu, iya. Soalnya enggak PD*”. (I feel ashamed, yes. Because I'm not confident).

SA said, “*Lumayan sih, soalnya enggak terlalu bisa*”. (Pretty embarrassed, anyway, because I'm not very good).

SBW said, “*Kalau ada sesuatu yang salah saya sebutin, saya malu*”. (If there is something wrong I say, I am ashamed).

KAN said, “*Karena takut salah terus kalo misalkan kita ngomong, pendengar malah bingung kalau yang kita bicarakan kurang jelas*”. (Because I'm afraid of going wrong when I'm talking, and listeners even confused that we are talking about is not clear)

AV said, “*Takut respon orang beda*”. (I am afraid of different people's response).

CK said, “*Karena enggak enak dilihat orang*”. (Because I do not feel comfortable when noticed by others).

KAP said, “*Karena malu didengar teman sekelas*”. (Because I am embarrassed when heard by my classmates).

b) Using Bahasa

The use of Indonesian language when students do not know the translation of a vocabulary into English, it becomes a shortcut for students to deliver the material they want to convey as they speak in front of the class.

Researchers have obtained students' answers based on the question "When speaking, how often you use Bahasa Indonesia? Why?"

CK said, "*Sering, karena saya enggak menvari tahu*". (Often, because I did not find out).

DT said, "*Sangat sering, karena saya kalo speaking di depan suka memakai kata-kata yang sebenarnya saya sendiri belum tau bahasa Inggrisnya, penggunaan kata-katanya*". (Very often, because when I speak in front of the class I like to use words that I actually do not know the language itself, also the use of those words).

EYP said, "*Sering sekali*". (Very often).

KAP said, "*Karena kurang tau artinya*". (Because I do not know the translation of the vocabularies).

KAN said, "*Cukup sering, karena kurang kosakata*". (Often enough, because I'm lack of vocabulary).

NTC said, "*Lumayan sering, Soalnya aku enggak terlalu menguasai kosakata bahasa Inggris*". (Quite often, because I do not really master English vocabulary).

YPP said, "*Sering, banyak makai bahasa Indonesia karena bisa lupa gitu kosakata bahasa Inggris*". (Often, I use more Indonesian because I can forget the English vocabulary).

ARFE said, "*Persentasenya sekitar 10%-20%. Biasanya kalau ada kata yang lupa biasanya saya keceplosan pakai bahasa*

Indonesia". (Percentage is about 10% -20%. Usually if there is a forgotten word, I accidentally say it using the Indonesian language).

A said, "*Kira-kira 60% bahasa Indonesiannya, karena untuk speaking sendiri saya takut salah*".

DNN said, "*Lumayan sering, lah. Dalam sekali speaking pasti ada lah kata-kata yang keluar*". (Quite often. In a speech there must be Indonesian words that come out).

JN said, "*Iya sering, sekitar 60% (dalam satu penampilan)*". (Yeah often, about 60% (in one performance)).

SBW said, "*Cukup sering kalo enggak tau*". (Quite often if I do not know).

c) Speaking very little or not

Expectations sometimes do not fit reality, just like the ETC group students when asked by an English teacher to appear on a speaking assignment, what they have prepared for speaking well sometimes just a little that they can say when standing in front of the classroom. This is because students lack the mastery of speaking or English itself, so students feel not confident or even become forgetful and culminate in the quantity of speaking a little.

This is based on the students' answers to the question "Do you think that when you speak in front of your class speaking too little? What is the reason? "

A said, "*Karena untuk memahami untuk tampil di depan itu belum cukup*". (Because to understand when performing in front of the class is not enough).

AV said, "*Iya lumayan sering kalo enggak tau vocab-nya*". (Yeah pretty often if I do not know the vocabulary).

BE said, "*Karena saya memikirkan apa yang mau saya sampaikan*". (Because I think what I want to say).

DS said, "*Terlalu sedikit, iya. Biar terangkum, gitu*". (Too little, yes. To be further summarized).

KAP said, "*Terlalu sedikit, karena aku enggak terlalu menguasai speaking*". (Too little, because I'm not too good at speaking).

NTC said, "*Iya, soalnya susah nyusun kata-kata bahasa Inggrisnya*". (Yeah, because it's hard to compile the English words).

GBW said, "*Kalo menurut saya terlalu sedikit, tapi kalo misalkan dibanding dengan teman yang lain, saya agak lebih banyak*". (If I think too little, but if suppose compared with other friends, I rather talk more).

YPP said, "*Saya tidak terlalu pandai untuk berbicara bahasa Inggris, jadi sedikit. Cukup sih, sesuai*". (I'm not very good at speaking English, so I speak a little. Enough and appropriate).

d) Can not anything to say

Another problem in speaking is that students do not know what to say when standing up for speaking in front of the class, even though they have prepared the material or the previous exercise, they are sometimes confused or difficult to say what they want to say.

Below are the students' answers to the question "Are you confused or difficult to say what you want to say?"

About 91% of students in the ECT group, citing confidence problems, students admit that they are difficult to speak up front.

ARFE said, "*Pernah karena mungkin tidak menguasai atau tidak percaya diri*". (Yes, because maybe I do not master it or not confident).

A said, "*Karena takut salah yang diomonginn, kata-katanya sendiri*". (Because I was afraid of what I was talking about, those words).

AV said, "*Iya sering merasa bingung karena saking tertekannya saya nggak tau mau ngomong apa*". (Iya often feel confused because it was so depressed and I do not know what I want to say).

CES said, "*Apabila belum pasti dan saya belum mengerti, saya masih malu-malu, masih takut*". (If I am not sure and I do not understand, I am still shy, still afraid).

DS said, "*Kayaknya iya sih. kayak kurang percaya diri aja*". (I think I am. Such as lack of confidence).

DNN said, "*Karena blank, hilang fokus kadang*". (Because I am blank, lost of focus, sometimes).

GGL said, "*Iya, pas lupa kosakatanya apa*". (Yeah, when I forget what the vocabulary is).

NTC said, "*Iya, saya kalo gugup pasti lupa*". (Yes, when I'm nervous I must have forgotten).

NS said, "*Iya kadang masih mikir ini bahasa Inggrisnya apa, mungkin karena gugup jua*". (Yes sometimes I still think what the vocabulary in English, maybe because I am nervous).

SFSA said, "*Kesulitannya kadang nge-blank, tapi bisa mencari alternatif lain*". (The difficulty is sometimes I am blank, but I can find another alternative word).

e) Fearful of critics or losing face

There are two answers that researcher have grouped based on students' answers to the question "Are you embarrassed or afraid of getting a negative response from your listeners/classmates?" ie yes and no.

As for the various reasons, students who said they were afraid or worried about getting a negative response from listeners said they would be unconfident because they were laughed at or even made jokes when they were speaking in front of the class. Again, the disruption of self-confidence is the reason that is affected by problems in speaking.

BE said, “*Kadang sering merasa tidak percaya diri karena ditertawakan*”. (Sometimes I often feel insecure because I am laughed at).

KAP said, “*Takut, deg-degan. Takut ada yang ngetawain*”. (Scared, excited. Afraid if anyone laughs at me).

KAN said, “*Iya, takut. Karena kalo udah diketawain aku jadi enggak PD*”. (Yes, scared. Because if I laugh I feel not confident).

NTC said, “*Iya. Kalo misalkan salah nyebutin kata-katanya takut diketawain, takut diledekin*”. (Yes. If suppose I am wrong to say the words, I am afraid of being laughed at, afraid of being joked).

A said, “*Karena saya takut teman-teman saya mengomentari cara saya speaking ataupun cara saya menyampaikan sesuatu itu takut salah*”. (Because I am afraid my friends comment on how I speak or how I say something).

CK said, “*Karena takut dibilang tidak bisa speaking dengan benar*”. (Because I am afraid if they say that I can not speak well).

CES said, “*Ya, saya malu dan takut*”. (Yes, I am ashamed and afraid).

JN said, “*Karena pemikiran kita dengan orang kan enggak bisa kita tebak gitu*”. (Because our thoughts with others we can not guess).

RAA said, “*Iya, khawatir banget. Karena enggak enak juga ngeliat respon mereka kalo aku salah ngomong*”. (Yes, really

worried. Because I feel bad when I look at their response if my speech is wrong).

While those who say they are not afraid of getting a negative response from listeners have a reason that they consider all comments, criticisms or suggestions from the listeners can make their speaking quality even better so they receive all the criticism and suggestions with enjoy.

AV said, “*Enggak takut, karena kritikan, kan memang penting untuk kita*”. (I'm not afraid, because criticism is important for us)

ARFE said, “*Dulu takut banget, sekarang enggak*”. (It used to be really scared, but not now).

DS said, “*Kayaknya enggak, ya. Soalnya kalo jelek ya mending bilang aja langsung*”. (I do not think so. Because if not good better to just say it straight).

DT said, “*Kalo takut, enggak. Soalnya kita kalo mau nampil itu sebenarnya harus siap terhadap komentar-komentar negatif, ya terima aja*”. (If scared, I do not. Because if we want to perform, we should be ready for negative comments, so just take it).

DNN said, “*Ada rasa khawatir, Cuma aku mengantisipasinya dengan menerima apa yang mereka bilang*”. (There is a feeling of worry, but I anticipate it by accepting what they say).

EYP said, "*Banyaknya kayak kritik itu bisa membangun diri saya jadi lebih baik lagi*". (The number of critics can build myself to be better).

NS said, "*Respon negatif itu sudah biasa, jadi enjoy aja*". (Negative responses are normal, so just enjoy it).

SA said, "*Enggak, karena aku orangnya cuek*". (Nah, because I'm ignorant).

SFSA said, "*Enggak, karena semua orang tau kalo kita sedang tahap belajar, dari kesalahan itu kita bisa jadi lebih tau*". (Nah, because everyone knows if we are in the learning phase, and from that mistake we can be more know).

YPP said, "*Tidak, karena memang saya kurang untuk menguasainya, jadi seperti maklum*". (Nah, because everyone knows if we are in the learning phase, and from that mistake we can be more know).

f) Worried about making mistakes

The feelings of worry felt by the students before appearing or while being in front of the classroom become serious because they can not cope with their lack of self-confidence and influence their thinking, most students become negative thinking because they are worried about the reaction or response from the listener.

The final question for the ECT group in the interview by the researcher reads "Why / what is the reason so that you are worried about making mistakes when you speak in front of the class?"

ARFE said, *“Pernah, ketika kita salah, respon pendengar kita kemungkinan akan sedikit jelek dan kita kan malu dan takut”*.

AV said, *“Karena terlalu mikirin respon audience”*.

A said, *“Pada saat direspon atau dikomentari oleh teman-teman saya itu mulai tidak percaya diri”*.

CES said, *“Saya sering latihan namun waktu maju saya tetap gagal dan malah dibilang teman itu masih buruk dan rasanya itu saya malu banget”*.

DNN said, *“Karena saya takut yang saya sampaikan salah kemudian mereka langsung menerima blak-blakan salah juga jadi nanti akan terjadi kesalahan yang berkepanjangan tanpa ada yang memperbaiki”*.

KAP said, *“Takut teman-teman enggak konek samayang aku sampaikan”*.

NTC said, *“Kan respon pendengar bisa gugup, jadi takut aja”*.

NS said, *”Suka mikir kira-kira teman-teman ngerti apa enggak.”*

SA said, *”Takut enggak ada yang menyimak”*.

YPP said, *“Takut direspon kurang baik”*.

b. The result of interview of the factors affecting students speaking achievement by English Course Taker (ECT) of eleventh graders of SMAN 2 Palangkaraya

1) Factors affecting students' speaking achievement

a) Listening ability

More than half of the students from the NECT group measure their listening skills were not good enough. This is due to their lack of mastery of English vocabulary, so it can be a barrier for them to improve their speaking skills.

Below are the students' answers to the question "How do you measure your listening skills? Why?"

AW said, "*Menurut saya listening saya kurang bagus, soalnya saya sering salah dengar, terutama kosakata yang kurang tau, atau vocal speaker yang kurang jelas*".

ERP said, "*Lumayan lah, karena menurut saya listening saya kadang kalo ada pengucapan yang sama jadi kadang salah*".

AS said, "*Menurut saya kemampuan listening saya masih kurang, karena kosakata yang saya kuasai masih kurang*".

RSMA said, "*Kurang, kadang-kadang kalo ada soal listening masih ada beberapa kata yang kurang nangkap kayagitu*".

SSA said, "*Kurang bagus. Soalnya kalo mendengar kata-kata yang belum pernah saya dengar, saya susah menerjemahkannya*".

b) Topical Knowledge

The reason why students in the NECT group feel the need to master the subject matter before they perform to speak in front of the class because it is made their speaking qualities will be better, more fluent, and easier for the listener to understand.

Here are the students' answers to the question "Why do you need to master the topic / subject before you start speaking?"

BW said, *“Agar saat kita speaking itu enggak terjadi keagapan”*.

AGP said, *“Supaya kita bisa, speakingnya supaya lancar, dan persiapannya lebih matang”*.

AF said, *“Karena kalo kita langsung melangkah ke dalam speaking pasti berantakan, memang sih tujuan dari speaking itu untuk pesan dari kita, selama pesan kita tersampaikan ke orangnya itu sudah gak papa, yang penting orangnya ngerti, tapi alangkah baiknya kita harus menguasai dasar-dasar bahasa Inggris seperti grammarnya, biar speakingnya tidak berantakan”*.

PS said, *“Supaya lebih enak apa yang mau diomongin nanti”*.

RS said, *“Supaya kita bisa lancar (speakingnya)”*.

ROP said, *“Jadi kita kan harus tau materi apa yang akan kita sampaikan biar materi kita tersampaikan”*.

SRA said, *“Karena enggak harus spontan juga, jadi kita harus mendalami supaya kita tau apa yang mau kita omongin di depan”*.

SSA said, *“Supaya kalo sudah tau apa yang mau diomongkan, kita jadi lancar speakingnya”*.

c) Self-Confidence

Based on the answers to the question "Why does self-confidence really affect your speaking skills?" in an interview with

the NECT group, it can be seen that confidence can affect a person's nervousness so that it can go blank.

AGP said, *“Karena kalo kurang PD kita bisa gugup, bisa blank pikirannya”*.

AF said, *“Karena percaya diri itu berkaitan langsung dengan kemampuan berbicara seseorang, karena kalo seseorang minder itu karena merasa dirinya enggak bisa bahasa Inggris, takut grammarnya berantakan, itu bisa berpengaruh langsung ke kemampuan speaking saya, kadang jadi tersendat-sendat dan ujung-ujungnya jadi gagap”*.

BW said, *“Kalo misalkan kita enggak percaya diri, itu kita akan lupa dengan yang akan kita katakan di depan”*.

GY said, *“Dengan kita percaya diri, kita jadi enggak terbata-bata”*.

KA said, *“Karena saya suka ggugup juga kalo ngomong didepan, jadi ngomongnya agak error lah”*.

AS said, *“Karena kalo tidak percaya diri bakal gugup dan tidak bisa bertutur kata dengan benar”*.

PS said, *“Supaya kita bisa ngomong lebih lancar, lebih PD, nggak mikir takut salah”*.

RSMA said, *“Kalo nggak percaya diri juga pasti gugup, pasti ada kayak patah-patah ngomongnya (sendat-sendat)”*.

ROP said, *“Kalo kita gugup, kan apa yang kita sampaikan kurang jelas juga”*.

SIB said, *“Iya, kayak ceket-ceket kalo nggak PD”*.

SSA said, *“Kalo nggak percaya diri, mungkin bisa gugup dan apa yang diomongin jadi nggak jelas”*.

d) Motivation to Speak

Students of the NECT group provide various answers to the question "Why is motivation for speaking to be important for the development of your speaking skills?"

Approximately 40% of students said that motivation can greatly influence to build a sense of passion for students and make their goals to learn speaking more clearly.

AF said, *“Sangat penting karena itu memberi semangat dari dalam diri saya, karena tanpa adanya motivasi tujuan saya belajar bahasa Inggris ini untuk apa”*.

BW said, *“Karena dengan motivasi itu sendiri akan menjelaskan kepada kita apa tujuan kita sebenarnya untuk melakukan speaking”*.

DAP said, *“Karena kalau tidak ada motivasi justru tidak ada semangat untuk berlatih speaking yang baik”*.

DMS said, *“Karena motivasi itu dapat membangun, dapat membuat kita lebih percaya diri kedepannya”*.

FA said, *“Karena motivasi itu berasal dari diri sendiri. Jadi yang paling berpengaruh itu motivasi dari dalam diri sendiri karena itulah yang akan mendorong kita nantinya”*.

MR said, *“Kalo ada motivasi berarti punya tujuan, jadi kalo ada tujuan, terarah dan pastinya ada hal yang diusahakan lah ketika speaking”*.

AS said, *“Karena menurut saya motivasi itu bisa mempengaruhi percaya diri saya, membuat saya semangat untuk belajar speaking”*.

RSMA said, *“Supaya belajar speakingnya semangat dan lebih giat”*.

e) Listeners' Support

Support from the listener or classmates in fact greatly affects their level of confidence. The more support they can get, the greater their self-esteem.

Here are the answers to the question "Do the supports of listeners/classmates affect your speaking performance in front of the class? Why?"

AW said, *“Karena saya memang kurang percaya diri, dan kemampuan saya juga kurang, seringnya saya jadi blank dan salah tingkah tapi karena teman sekelas jadinya sering membantu saya di depan”*.

BW said, *“Kalo seandainya respon dari teman-teman kurang maka akan mempengaruhi rasa percaya diri kita di depan”*.

ERP said, *“Kadang ada teman yang di depan bikin kita jadi tidak percaya diri, bikin jadi canggung”*.

FA said, *“Terpengaruh, karena saya menerima komentar. Saya terganggu ketika saya sedang speaking dan teman-teman saya dibelakang menertawakan saya maka itu akan sangat mengganggu fokus saya dan menjatuhkan kepercayaan diri saya”*.

KA said, *“Terkadang gugup karena banyak orangnya, jadi agak susah”*.

MR said, *“Karena kita speaking itu adalah salah satu segi dari komunikasi kan, kak? Komunikasi itu ada dua arah, jadi kalo adalah salah satu reaksinya nggak sesuai yang diharapkan, pastinya akan mempengaruhi kesiapan mental si pembicara”*.

RSMA said, *“Ya soalnya kita kan kalo misalnya ngomong dan audience-nya nggak naggapin itu berasa down juga”*.

ROP said, *“Banyak biasanya yang ketawa, kita jadi gugup juga”*.

SSA said, *“Biasanya kan respon pendengar itu bermacam-macam, apalagi yang sampai mengejek. Itu sangat mempengaruhi speaking, dan bisa menurunkan rasa percaya diri”*.

f) Pressure to perform

The high or low sense of distress that students feel when standing and speaking in front of the class is caused by the influence of the environment.

BW said, *“Iya, karena atmosfir lingkungan”*.

DMS said, *“Mungkin kalo di kelas itu teman oleh sudah akrab juga jadi lebih enak”*.

ERP said, *“Lumayan, karena gugup, karena teman-teman yang mempengaruhi”*.

AS said, *“Terkadang iya, karena dilihat sama orang banyak, terus bisa bikin lupa karena tatapan mereka tu bikin saya buyar”*.

RSMA said, *“Kadang-kadang, karena takut dengan respon audience”*.

And some of the other students stated that their feelings of distress or not are coming from within themselves.

AGP said, *“Tergantung kondisi saya. Bisa bikin hilang konsentrasi”*.

DPA said, *“Karena jika saya tampil didepan dan tidak bisa melakukan dengan benar, itu bisa membuat saya gugup.”*.

FDC said, *“Ya, saya merasa tertekan. Karena mungkin dari dalam diri takut salah dan masih percaya diri”*.

KA said, *“Tertekan karena gugup”*.

PS said, *“Lumayan, soalnya suka enggak percaya diri”*.

SSA said, *“Iya biasanya, soalnya disamping belum terbiasa oleh karena belum percaya diri juga”*.

g) Time for preparation

Students of the NECT group when given the time to prepare before performing prefer to prepare the material or study it more deeply.

AGP said, *“Menyusun sebuah naskahnya, materinya disiapkan, saya mengerti, saya hapalkan, jadi apa yang ingin saya sampaikan bisa saya sampaikan dengan jelas”*.

AF said, *“Pastinya saya membaca materi berulang-ulang sampai saya paham topic atau inti bahasan yang akan dibahas, kemudian saya cari arti kosakata yang enggak saya pahami dalam bahasan materi syaa, kemudian saya belajar pronunciation kosakata yang sulit bagi saya”*.

AW said, *“Saya mencoba memahami dan mendalami materinya”*.

DAP said, *“Mempersiapkan yang akan saya sampaikan, dan mencoba memperbaiki ucapan/pelafalan yang baik”*.

FA said, *“Yang pertama berdoa dulu, kemudian yang kedua saya akan mencoba memahami materi itu dalam bahasa Indonesia terlebih dahulu kemudian saya translate-kan kedalam bahasa Inggris dan saya pelajari sedikit demi sedikit kata-katanya”*.

KA said, *“Mempersiapkan bahan untuk kita ngomong di depan”*.

MR said, *“Membaca materi, dan memahami apa yang akan saya bahas, dan pastinya setelah saya tau apa inti dari materi barulah mencari diksi-diksinya atau kata-kata yang bisa menarik perhatian para pendengar, dan reaksi para pendengar sesuai dengan yang kita harapkan”*.

PS said, *“Mungkin nyari bahan yang sesuai dengan topic yang ditentukan”*.

SSA said, *“Lebih mendalami topiknya dan meyakinkan diri bahwa aku bisa”*.

SRA said, *“Mungkin nyari bahan yang sesuai dengan topic yang ditentukan”*.

h) Time allowed to a speaking task

Similar to the ECT group, the majority of NECT group students also said that the time allowed for them to speak in front of the classroom is sufficient, this is because the material they are trying to convey has all been delivered. Around 16 students said "enough", and others said the time they used in front of the classroom was “long” because they ran out of material to be delivered, or their speaking material was too short.

AF said, *“Menurut saya sudah cukup, karena guru bahasa Inggris membagi waktu untuk kami maju, setelah dirasa kami cukup maka gantian gurunya yang akan menjelaskan”*.

AW said, *“Sudah cukup. Karena apa yang mau saya sampaikan sudah tersampaikan semuanya”*.

DAP said, *“Saya rasa cukup, karena guru memberikan kesempatannya menurut saya pas sih”*.

KA said, *“Cukup, karena pada saat kita ngomong di depan kita harus tahu waktunya”*.

2) Problems on speaking

Obstacles on speaking that faced by the students of the group NECT in general there are six problems that have possibility to affect students speaking achievement.

a) Shyness

The biggest cause of the embarrassment felt by students when speaking in front of the classroom is because of the factor of their self-confidence. When they feel confident, they do not feel embarrassed or clumsy in front of the class, whereas if they feel less of confident, then feelings of shame will descend on them.

AW said, *“Karena saya orangnya kurang PD jadi saya malu kalo di depan orang”*.

FDC said, *“Ya, saya kurang percaya diri”*.

KA said, *“Ya, minder dan takut”*.

AS said, *“Sedikit, karena kadang kalo misalkan orang berkomunikasi itu harus bertatapan mata, nah saya itu tipe orang yang susah berkomunikasi kalo harus menatap mata orang, malu”*.

PS said, *“Iya, lumayan. Karena enggak percaya diri”*.

RSMA said, *“Ya, mungkin walaupun udah saling kenal tapi masih malu karena takut salah”*.

SSA said, *“Iya. Soalnya enggak biasa bicara gitu, jadi pas sekali ngomong gitu takut aja kalo ada salah”*.

b) Using bahasa

More than half of the students in the NECT group admitted that they often use Bahasa when they perform to speak English in

front of the class. They reasoned that the main reason why they were forced to use the Bahasa was due to the lack of mastery of the vocabulary and the English lesson itself.

AF said, *“Sering, karena masih banyak kosakata yang belum saya ketahui dalam bahasa Inggris”*.

BW said, *“Sangat sering, karena banyak kosakata dalam bahasa Inggris yang memiliki makna yang banyak, jadi lebih praktis pakai bahasa Indonesia”*.

FDC said, *“Karena mungkin perasaan dari dalam tidak percaya diri dan tidak tau apa yang mau dikatakan”*.

FA said, *“Hampir di setiap penampilan, ketika ada sebuah kata yang benar-benar saya pahami, maka saya akan menggunakan bahasa Indonesia di dalamnya”*.

ROP said, *“Kadang sering juga kalo ada kata yang sulit”*.

DMS said, *“Sering banget, mungkin karena saya juga kurang menguasai bahasa Inggrisnya jadi lebih sering memakai bahasa Indonesia”*.

KA said, *“Sering, karena susah untuk dimengerti”*.

AS said, *“Sering, karena kosakatanya, anggapannya saya itu buta bahasa Inggrisnya, tahu dikit-dikit aja”*.

PS said, *“Lumayan sedih kalo ada beberapa kata yang enggak tahu, makanya pakai bahasa Indonesia”*.

R said, *“70% saya pakai bahasa Indonesia. Karena aku masih belum bisa bahasa Inggris sama sekali”*.

c) Speak very little or not

Lack of mastery of the subject matter or being unprepared when asked by the teacher to speak in front of the class is the reason why the speaking quantity of students is going down.

AGP said, *“Kalo saya siap, sepertinya banyak, tapi kalo belum siap, sedikit”*.

DAP said, *“Terkadang iya, karena saya kurang memiliki kemampuan bahasa Inggris, jadi saya kurang berani untuk menyampaikan kata dalam bahasa Inggris”*.

FA said, *“Tergantung, apabila persiapan saya banyak maka saya akan menyampaikan sebagian besar, namun apabila persiapan saya sedikit, maka yang akan saya sampaikan sedikit, tapi seringnya adalah sedikit”*.

KA said, *“Sangat sedikit karena bahasa Inggrisnya sangat kurang”*.

PS said, *“Tergantung sih, kalo misalnya menguasai ngomongnya banyak”*.

R said, *“Terlalu sedikit, karena saya belum bisa”*.

d) Can not think anything to say

Mastering the material or not is the thing that makes the students talk too little when in front of the class, it is recognized by the students because they do not master the material they have prepared before, and eventually cause them to not remember what they are about to say or even blank.

ERP said, *“Iya bingung, karena saya belum menguasai topik”*.

FA said, *“Pernah, saya itu punya banyak sekali cerita menarik dalam hidup saya, tapi karena terkendala bahasa atau vocabulary, maka saya bingung untuk menyampaikan yang mana, dan akhirnya saya hanya menyampaikan salah satu yang tidak terlalu menarik, tapi intinya bahasanya saya paham”*.

GY said, *“Karena bisa lupa gitu”*.

RSMA said, *“Ya, kadang-kadang kalo ada topic yang mau dibicarakan bisa lupa apa yang mau dibahas”*.

SIB said, *“Iya, blank jadinya”*.

SRA said, *“Bingung. Karena bahasa yang sulit dan harus mikirin grammarnya juga”*.

e) Fearful of criticism or losing face

Worries of criticism or losing face are avowed by students because they are not ready to take the bad comments or even criticism from listeners, thus affecting their confidence.

AW said, *“Saya takut dengan pandangan orang atau apa kata orang”*.

FDC said, *“Mungkin saya susah menerima, karena saya orangnya pesimis”*.

MR said, *“Sangat takut, karena saya ingin mengevaluasi diri sendiri, saat saya di satu presentase mendapatkan banyak applause, dan di penampilan lainnya saya mendapatkan respon”*.

yang kurang dari yang sebelumnya, maka saya akan langsung merasa down, saya jadi kayak membandingkan gitu”.

PS said, *“Iya, takut kayak salah ngomong, malu aja”.*

RSMA said, *“Iya, soalnya itu juga mempengaruhi rasa percaya diri juga”.*

R said, *“Iya takut, karena itukan bikin malu kalo di respon negative, enggak siap”.*

SIB said, *“Iya, takut kalo misalnya tersindir enggak bisa bahasa Inggris, jadinya malu”.*

SSA said, *“Sering kali takut, yang berlebihan bahkan, karena respon teman tu membuat kita enggak percaya diri”.*

C. Discussion

In speaking, the students have able to convey their ideas and opinion to other people orally. Actually they have to master some components of speaking including vocabulary, grammar, pronunciation, comprehension, and fluency. Here, the researcher can know the students ability when they speak English. The result of the students test state that the ECT group is higher than NECT group in speaking ability.

After the researcher calculated and analyzed the data, the researcher got the result. Then the researcher calculated the average of the students score. From the result of the average, the researcher can find out the extent of the students' ability in their speaking ability. The average of ECT group is 62.00 and NECT group is 57.30. It means that the speaking achievement of ECT group is higher than NECT group.

From the results of those calculations, it can be concluded that the average of qualities of ECT group members were better than those of the NECT group, although there were some students from the ECT group who got the high scores.

If it is related to the results of questionnaires and interviews, then we can know that there are some factors that most affect students' speaking ability. They are motivation to speak, anxiety, nervousness, and worried about making mistakes. But the factor that has big contribution to influence students speaking skill achievement is self-confidence.

Almost all the answers given by students in interviews about factors that affect their speaking skills always lead to self-confidence factors. This is because self-confidence is the key of the courage of students to speak in front of the class.

The ECT group members get the higher score in average than the NECT because they can control their self confidence. The self-confidence that they have can make them more confident to coped their nervousness and face every criticism that audiences gave.

Different from the ECT, NECT students suffer from anxiety mainly in relation to communication apprehension and fear of negative evaluation from the audiences. They share similar reasons for anxiety such as fear of being in public, shyness, and inaccuracy when speaking. They have common coping strategies as well such as keeping silent. So, it's make the score of most of NECT lower than ECT.

These findings are in part in line with the findings of Niki Maleki and Mohammadi (2009: 29). They found that the more successful learners regarding

the oral communication had higher self confidence than less successful ones in performing oral communication tasks.

Although some students in the ECT group have some problems with their confidence, they are still able to overcome the problems that arise from their lack of confidence, thus making their speaking appearance to stay good and maximum.

This is related to Oktavia (2016: 75) statement the most important one it back to someone self. They have to have good self-confidence. Whatever problems found in speaking will be easy to done if someone has a good confidence.

In this study there is a difference with previous research, in research of Budi Tama (2014) there is no significant difference in vocabulary mastery between students who take English course and who do not take English course. While in this study, there is a significant difference in speaking skills between students who take English course (ECT) with students who do not take English course (NECT).

While in the research Siti Nur Halimah (2010) there is similarity with the current research. The similarity is that there are differences in speaking skills between male and female students, but researcher in previous studies did not investigate further about what factors are causing differences in the ability to speak both types of sex.

And for the previous qualitative research on factors affecting students' speaking ability by Nguyen Hoang Tuan (2015) there is a difference with current research. These differences are the most influential problems and factors in the development of students' speaking skills. Nguyen mentioned in his research that

"Student speak very little or not" is a problem that most affect student ability, while in the current study, the researcher found that "Student were fearful of criticism or losing face" is the problem most often faced by students. The factors that most support students' ability in research Nguyen is "Topical knowledge" while in the latest research is "self confidence" owned by the students themselves.

So, in essence, researcher have found that there is a significant difference in speaking skills between ECT and NECT through a speaking performance test in which students who take English language courses have better speaking skills than students who do not take an English course. Then researcher also found several factors that affect students' speaking skills, they are self confidence, time for preparation, topical knowledge, time to perform a teaching task, listening ability, pressure to perform well, motivation to speak, and listeners' support. While the problems that become obstacles for students to develop their speaking ability are students are worried about making mistakes, students are shy, students use native language, students are fearful of criticism or losing face, students speak very little, and students can not think anything to say. Those all factors affecting and problems through questionnaire and interview on students in class XI MIPA 3, XI MIPA 4, XI MIPA 5, and XI Bahasa at SMAN 2 Palangka Raya.



CHAPTER V

CLOSING



CHAPTER V CLOSING

In this section, the researcher would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related to the teaching learning of English.

A. Conclusion

The researcher analyzed the data from the test result of students who take English course and those do not take English course using independent sample t test with SPSS 24 program to test the hypothesis. It was found that:

1. The case in both groups that there is a different in the speaking between ECT and NECT. However, the different between ECT and NECT is significant. It is convinced by the statistical result of the hypothesis test. The sig value. (2-tailed) of $0.036 < 0.05$ using independent sample t test. It means that the ECT students are different in speaking achievement than NECT students.
2. It happens because some factors and problems which affect students speaking ability. they are self confidence, time for preparation, topical knowledge, time to perform a teaching task, listening ability, pressure to perform well, motivation to speak, listeners' support, students are worried about making mistakes, students are shy, students use native language,

students are fearful of criticism or losing face, students speak very little, and students can not think anything to say.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some suggestions that hopefully would be useful and valuable for the eleventh grader of SMAN 2 Palangka Raya and all of the English course institutions, the teachers and the next researchers.

1. For the Students

The researcher recommended the students to learn more speaking, since the grammar and vocabulary mastery will help them gain the other language skills (listening, speaking, reading and writing). Because the result in this study there is significant difference in the English speaking skill between the students who take in English course and students do not take in English course, so many strategies to learn more about speaking

2. For the Teacher

The teacher should pay attention to the students' understanding level, problems in learning English, and students' strategy in learning English. Especially, teaching English speech, the teacher is hopefully able to select the appropriate teaching technique and teaching methods to teach the students who have difference ability in English especially in speaking English.

3. For the Next Researchers

This study investigated is there any significance different in the English speaking skill between the students who take English course and

students do not take English course of eleventh grader of SMAN 2 Palangka Raya. It was mix method study design. For the other researchers who would like to conduct the study related to the different in the English speaking skill, there are some domains can be used, such as the different in the English speaking skill between students who graduate from Islamic boarding school and students who graduate from conventional school, the effect of students self confidence in English speaking skill, the different in the English speaking skill based on the student's English vocabulary mastery, etc.

This study was focused on the eleventh grader of SMAN 2 Palangka Raya, 2017/2018 academic year. It is possible for other researchers to conduct the same study with different class, school, or others.



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