

**THE COMPETENCY OF SPEAKING OBTAINED BY STUDENTS WITH
DIFFERENT SENIOR HIGH SCHOOL'S PROGRAM AT ENGLISH
PROGRAM OF STAIN PALANGKA RAYA
ACADEMIC YEAR 2008/2009**

THESIS

Presented to the Department of Education of
the State Islamic College of Palangka Raya in Partial Fulfillment of
the Requirement for the Degree of Sarjana Pendidikan Islam



By:

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1430 H/2009 M**

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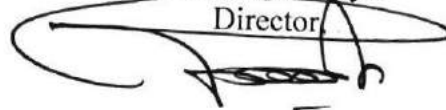
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ABSTRACT

Halimah, Nanik, 2009, *The Competency of Speaking Obtained by Students who have Different Senior High School's Program at English Program of STAIN Palangka Raya Academic Year 2008/2009*, Thesis. The Department of Education. The English Education Program. The State Islamic College of Palangka Raya, Advisor (I) Hj. Ristati, M.Hum. (II) Dra. Halimah, M.Pd.

The principle purpose of the study was finding out the answer about is there any significant difference in the competency of speaking obtained by students who have different senior high school's program at English program of *STAIN* Palangka Raya academic year 2008/2009.

In this research, the writer used quantitative approach with comparative design. Whereas, the population of the study was all of the second semester of English education program academic year 2008/2009 who took speaking II subject that was 65 students consisted of

All of population that consisted of 12 students from language program, 28 students from science program, 19 students from social program and 6 students from vocational program were given speaking test with different topic, but in the same form of test to gain students' score in the competency of speaking.

After getting the data then the writer analyzed the data using one way anova especially one way anova in different total of samples to test the hypothesis stated. After analyzing the data, it was found the result of $f_{\text{empiric}} = 0.531$ dan $f_{\text{teoritic}} = 2.76$ at 5% of level significance with the numerator degree of freedom = 3 and denominator degree of freedom = 61. It showed that $f_{\text{empiric}} = 0.531$ was lower than $f_{\text{teoritic}} = 2.76$. Hasil dari f_{empiric} indicated that there is not a significant difference in the competency of speaking obtained by students who have different senior high school's program at English program of *STAIN* of Palangka Raya academic year 2008/2009.

The result of testing hypothesis determined that the alternative hypothesis (H_a) stating that there is a significant difference in the competency of speaking obtained by students who have different senior high school's program at English program of *STAIN* Palangka Raya academic year 2008/2009 was rejected. Meanwhile, the null hypothesis stating that there is not a significant difference in the competency of speaking obtained by students who have different senior high school's program at English of *STAIN* Palangka Raya academic year 2008/2009 was accepted.

ABSTRAK

Halimah, Nanik, 2009, *Kompetensi Berbicara yang Diperoleh dari Mahasiswa yang Memiliki Perbedaan Program di Sekolah Menengah Atas pada Program Tadris Bahasa Inggris di STAIN Palangka Raya Tahun Akademik 2008/2009*, skripsi, Jurusan Tarbiyah, Program Studi Tadris Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Palangka Raya, Pembimbing (I) Hj. Ristati, M.Hum. (II) Dra. Halimah, M.Pd.

Tujuan penelitian ini adalah untuk mendapatkan jawaban tentang apakah ada perbedaan yang signifikan dalam kompetensi berbicara yang diperoleh dari mahasiswa yang memiliki perbedaan program di Sekolah Menengah Atas pada program Tadris Bahasa Inggris di *STAIN* Palangka Raya tahun akademik 2008/2009.

Dalam penelitian ini, penulis menggunakan metode kuantitatif dengan desain penelitian komparatif. Sedangkan populasi penelitian ini adalah seluruh mahasiswa semester dua Program Studi Tadris Bahasa Inggris tahun akademik 2008/2009 yang sedang mengambil mata kuliah Speaking II yaitu sebanyak 65 orang mahasiswa yang terdiri dari 46 mahasiswa perempuan dan 19 orang mahasiswa laki-laki.

Seluruh populasi yang terdiri dari 12 orang mahasiswa yang berasal dari Program Bahasa, 28 orang mahasiswa yang berasal dari Program Ilmu Pengetahuan Alam, 19 orang mahasiswa yang berasal dari Program Ilmu Pengetahuan Sosial dan 6 orang mahasiswa yang berasal dari Program Kejuruan diberi tes berbicara dengan topik yang berbeda namun dalam bentuk soal yang sama untuk memperoleh skor mahasiswa dalam kompetensi berbicara.

Setelah mendapatkan data, kemudian menganalisa data dengan menggunakan Anova Satu Arah khususnya Anova Satu Arah dengan jumlah sampel yang berbeda. Untuk menguji hipotesis yang telah ditetapkan, setelah melakukan analisa data, ditemukan bahwa hasil $f_{\text{empirik}} = 0.531$ dan $f_{\text{teoritik}} = 2.76$ pada tingkat keyakinan 5% dengan derajat kebebasan pembilang = 3 dan derajat kebebasan penyebut = 61. ini menunjukkan jika $f_{\text{empirik}} = 0.531$ lebih kecil dari pada $f_{\text{teoritik}} = 2.76$. Hasil dari f_{empirik} menunjukkan bahwa hipotesis alternatif (H_a) yang menyatakan bahwa ada perbedaan yang signifikan dalam kompetensi berbicara yang diperoleh dari mahasiswa yang memiliki perbedaan program di sekolah menengah atas pada Program Tadris Bahasa Inggris di *STAIN* Palangka Raya tahun akademik 2008/2009 ditolak. Sedangkan hipotesis nihil (H_0) yang menyatakan bahwa tidak ada perbedaan yang signifikan dalam kompetensi berbicara yang diperoleh dari mahasiswa yang memiliki perbedaan program di sekolah menengah atas pada Program Tadris Bahasa Inggris di *STAIN* Palangka Raya tahun akademik 2008/2009 diterima.

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2. Hj. Hamidah, M.A., as the chair of the Department of Education for her permission and also her cooperation so that the writer can complete the requirements for writing this thesis;
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4. Hj. Ristati, M.Hum., as the first advisor for her guidance and advices during writing this thesis.
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Last, the writer's very sincere thanks go to her parents and sister who always give their supports, praying, and affections sincerely to the writer's effort in doing the study. In addition, for the writer's lovely family, the writer says the deepest grateful for their support morally and spiritually.

The writer realizes that the study is still far from the perfect, therefore some constructive critical and suggestions are warmly welcomed. Hopefully, may Allah keep us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, 15 November 2009

Nanik Halimah
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DECLARATION OF AUTHENTICATION

In the name of God


I myself make declaration that this thesis entitles THE COMPETENCY OF SPEAKING OBTAINED BY STUDENTS WHO HAVE DIFFERENT SENIOR HIGH SCHOOL'S PROGRAM AT ENGLISH PROGRAM OF *STAIN* PALANGKA RAYA ACADEMIC YEAR 2008/2009 is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so. I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, November 17, 2009



My Own Declaration


NANIK HALIMAH
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DEDICATION

This thesis is dedicated to:

*My beloved parents (Mistar and Sugianti) with their deepest love,
affection, praying and motivation in finishing this study.*

I am great to be your daughter.

*My beloved sister and brother in law
(Rumiani and Abdul Muthalib) with their biggest love,
attention and support in finishing this study.*

I love you all.

*My lovely brothers and sisters of English program at academic year 2005
who makes my life is never flat by always giving me smiles, support
and their hands every time when I am stuck.*

I am great to be your friend.

MOTTO

*"In every rubble is saving
a beautiful statue"*

(Pablo Picasso)

TABLE OF CONTENTS

	Page
COVER PAGE.....	i
APPROVAL OF THE THESIS ADVISORY COMMITTEE.....	ii
OFFICIAL NOTE	iii
LIST OF LEGALIZATION.....	iv
ABSTRACT	v
ACKNOWLEDGEMENTS	vii
DECLARATION OF AUTHENTICATION.....	ix
DEDICATION	x
MOTTO	xi
TABLE OF CONTENTS.....	xii
LIST OF TABLES	xv
LIST OF FIGURES.....	xviii
LIST OF ABBREVIATIONS	xxi
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problems of the Study.....	5
C. Objective of the Study	5
D. Assumptions.....	5
E. Significance of the Study	6
F. Scope and Limitation.....	6
G. Variables of the Study.....	7
H. Hypothesis.....	7
I. Definition of Key Terms.....	8
J. Framework of Discussion	9
CHAPTER II REVIEW TO RELATED LITERATURE	
A. Previous of the Study.....	10
B. Nature of Speaking	11
C. Speaking Competencies.....	14
D. Students of English Program Graduated in Speaking Activity	18
E. Students of Non-English Program Graduated in Speaking Activity	20
F. Speaking Process.....	22
1. Pre-Speaking.....	23
2. Speaking.....	24
3. Post-Speaking.....	26
4. Supporting and Managing the Speaking Process	27
G. Efficiency in Speaking.....	27
H. Types of Speaking Classroom Performance	29
I. Teaching Speaking	32
J. Problems in Teaching Speaking.....	39
K. Speaking I	40

L. Speaking II	41
M. Implementation of Language Skills.....	42
N. Comparative Study	43
O. Concept and Measurement.....	44
1. The Competency of Speaking Faced by English Students Who Have Different Senior High School's Program.....	45
2. Speaking Practice Score.....	45
O. Frame of Thinking	46
CHAPTER III RESEARCH METHOD	
A. Time and Place of Research.....	48
B. Approach Subject, and Object of Research	48
C. Population and Sample	51
D. Technique of Collection Data	51
1. Observation	51
2. Test	51
a. Instrument Validity	52
1) Content Validity	53
2) Face Validity.....	53
b. Instrument Reliability.....	54
3. Questionnaire	60
4. Interview	61
5. Documentation	61
E. Processing of Collection Data.....	61
1. Editing.....	62
2. Coding.....	62
3. Tabulating	62
4. Analyzing.....	62
CHAPTER IV RESEARCH FINDINGS	
A. Speaking Competency Obtained by Students with Different Senior High School's Background.....	66
B. General Description of Speaking Lecture.....	66
C. Analysis of Variables.....	64
1. The Competency of Speaking Obtained by English Students who have Different Senior High School's Program.....	69
a. Language Program.....	69
b. Science Program.....	92
c. Social Program	116
d. Vocational Program.....	139
2. Competency of Speaking Obtained by Students who Have Different Senior High Schools Program at <i>STAIN</i> Of Palangka Raya Academic Year 2998/2009.....	166

D. Data Presentation.....	167
1. Language Program.....	167
2. Science Program.....	170
3. Social Program.....	171
4. Vocational Program.....	173
CHAPTER V CLOSING	
A. Conclusion.....	176
B. Suggestions.....	177
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

	Page
Table 4.1 The Students' Program in Senior High School	70
Table 4.2 The Students' Speaking Practice	71
Table 4.3 The Students' English Activity	72
Table 4.4 The Frequency of the Students' English Activity in a Month ...	74
Table 4.5 The Frequency of the Students' Attendance to the English Activity in a Month.....	75
Table 4.6 The Students' Chance to be Presenter	76
Table 4.7 The students' Frequency to be a Presenter	77
Table 4.8 The Reason Why the Students be a Presenter.....	78
Table 4.9 The students' Frequency in responding Questions.....	79
Table 4.10 The Students' Frequency in asking Questions to the Presenter .	81
Table 4.11 The Students' Intensity in Using English	82
Table 4.12 The Students' Intensity in Using Indonesian Language	83
Table 4.13 The Students' Reason in Using English	84
Table 4.14 The Students' Reason in Using Indonesian language.....	85
Table 4.15 Giving English Vocabularies	86
Table 4.16 The Students' Intensity in Recording the English Vocabularies	88
Table 4.17 The Students' English Vocabularies Acquisition.....	89
Table 4.18 The Intensity of Students' Activeness in English Activity	90
Table 4.19 The Scores of Students' Activeness in senior High School.....	91
Table 4.20 The Students' Program in Senior High School	92
Table 4.21 The Students' Speaking Practice	93
Table 4.22 The Students' English Activity	95
Table 4.23 The Frequency of the Students' English Activity in a Month ...	96
Table 4.24 The Frequency of the Students' Attendance to the English Activity in a Month.....	97
Table 4.25 The Students' Chance to be Presenter	99
Table 4.26 The students' Frequency to be a Presenter	100
Table 4.27 The Reason Why the Students be a Presenter.....	101
Table 4.28 The students' Frequency in responding Questions.....	102

Table 4.29	The Students' Frequency in asking Questions to the Presenter .	102
Table 4.30	The Students' Intensity in Using English	105
Table 4.31	The Students' Intensity in Using Indonesian Language	106
Table 4.32	The Students' Reason in Using English	107
Table 4.33	The Students' Reason in Using Indonesian language.....	1.08
Table 4.34	Giving English Vocabularies	110
Table 4.35	The Students' Intensity in Recording the English Vocabularies	111
Table 4.36	The Students' English Vocabularies Acquisition.....	112
Table 4.37	The Intensity of Students' Activeness in English Activity	113
Table 4.38	The Scores of Students' Activeness in senior High School.....	115
Table 4.39	The Students' Program in Senior High School	116
Table 4.40	The Students' Speaking Practice	117
Table 4.41	The Students' English Activity	119
Table 4.42	The Frequency of the Students' English Activity in a Month ...	120
Table 4.43	The Frequency of the Students' Attendance to the English Activity in a Month.....	121
Table 4.44	The Students' Chance to be Presenter	123
Table 4.45	The students' Frequency to be a Presenter	124
Table 4.46	The Reason Why the Students be a Presenter.....	125
Table 4.47	The students' Frequency in responding Questions.....	126
Table 4.48	The Students' Frequency in asking Questions to the Presenter .	128
Table 4.49	The Students' Intensity in Using English	129
Table 4.50	The Students' Intensity in Using Indonesian Language	130
Table 4.51	The Students' Reason in Using English	131
Table 4.52	The Students' Reason in Using Indonesian language.....	132
Table 4.53	Giving English Vocabularies	134
Table 4.54	The Students' Intensity in Recording the English Vocabularies	135
Table 4.55	The Students' English Vocabularies Acquisition.....	136
Table 4.56	The Intensity of Students' Activeness in English Activity	138
Table 4.57	The Scores of Students' Activeness in senior High School.....	139
Table 4.58	The Students' Program in Senior High School	140

Table 4.59	The Students' Speaking Practice	141
Table 4.60	The Students' English Activity	142
Table 4.61	The Frequency of the Students' English Activity in a Month ...	143
Table 4.62	The Frequency of the Students' Attendance to the English Activity in a Month.....	145
Table 4.63	The Students' Chance to be Presenter	146
Table 4.64	The students' Frequency to be a Presenter	147
Table 4.65	The Reason Why the Students be a Presenter.....	148
Table 4.66	The students' Frequency in responding Questions.....	150
Table 4.67	The Students' Frequency in asking Questions to the Presenter .	151
Table 4.68	The Students' Intensity in Using English	152
Table 4.69	The Students' Intensity in Using Indonesian Language	153
Table 4.70	The Students' Reason in Using English	155
Table 4.71	The Students' Reason in Using Indonesian language.....	156
Table 4.72	Giving English Vocabularies	157
Table 4.73	The Students' Intensity in Recording the English Vocabularies	158
Table 4.74	The Students' English Vocabularies Acquisition.....	159
Table 4.75	The Intensity of Students' Activeness in English Activity	160
Table 4.76	The Scores of Students' Activeness in senior High School.....	162
Table 4.77	The Students' Score of Speaking Test.....	162
Table 4.78	A Summary's Table of Data Calculating of One Way Anova in Different Total of Sample	165
Table 4.79	The Calculation of the Result One Way Anova Using SPSS 17	166

LIST OF FIGURES

	Page
Figure 4.1 The Students' Program in Senior High School.....	70
Figure 4.2 The Students' Speaking Practice	71
Figure 4.3 The Students' English Activity	73
Figure 4.4 The Frequency of the Students' English Activity in a Month ...	74
Figure 4.5 The Frequency of the Students' Attendance to the English Activity in a Month.....	75
Figure 4.6 The Students' Chance to be Presenter	76
Figure 4.7 The students' Frequency to be a Presenter	77
Figure 4.8 The Reason Why the Students be a Presenter	78
Figure 4.9 The students' Frequency in responding Questions.....	80
Figure 4.10 The Students' Frequency in asking Questions to the Presenter .	81
Figure 4.11 The Students' Intensity in Using English	82
Figure 4.12 The Students' Intensity in Using Indonesian Language	83
Figure 4.13 The Students' Reason in Using English	84
Figure 4.14 The Students' Reason in Using Indonesian language.....	85
Figure 4.15 Giving English Vocabularies	87
Figure 4.16 The Students' Intensity in Recording the English Vocabularies	88
Figure 4.17 The Students' English Vocabularies Acquisition.....	89
Figure 4.18 The Intensity of Students' Activeness in English Activity	90
Figure 4.19 The Students' Program in Senior High School	92
Figure 4.20 The Students' Speaking Practice	94
Figure 4.21 The Students' English Activity	95
Figure 4.22 The Frequency of the Students' English Activity in a Month ...	96
Figure 4.23 The Frequency of the Students' Attendance to the English Activity in a Month.....	98
Figure 4.24 The Students' Chance to be Presenter	99
Figure 4.25 The students' Frequency to be a Presenter	100
Figure 4.26 The Reason Why the Students be a Presenter	101
Figure 4.27 The students' Frequency in responding Questions.....	102

Figure 4.28	The Students' Frequency in asking Questions to the Presenter .	104
Figure 4.29	The Students' Intensity in Using English	105
Figure 4.30	The Students' Intensity in Using Indonesian Language	106
Figure 4.31	The Students' Reason in Using English	107
Figure 4.32	The Students' Reason in Using Indonesian language.....	109
Figure 4.33	Giving English Vocabularies	110
Figure 4.34	The Students' Intensity in Recording the English Vocabularies	111
Figure 4.35	The Students' English Vocabularies Acquisition.....	112
Figure 4.36	The Intensity of Students' Activeness in English Activity	114
Figure 4.37	The Students' Program in Senior High School	116
Figure 4.38	The Students' Speaking Practice	118
Figure 4.39	The Students' English Activity	119
Figure 4.40	The Frequency of the Students' English Activity in a Month ...	120
Figure 4.41	The Frequency of the Students' Attendance to the English Activity in a Month.....	122
Figure 4.42	The Students' Chance to be Presenter	123
Figure 4.43	The students' Frequency to be a Presenter	124
Figure 4.44	The Reason Why the Students be a Presenter.....	125
Figure 4.45	The students' Frequency in responding Questions.....	127
Figure 4.46	The Students' Frequency in asking Questions to the Presenter .	128
Figure 4.47	The Students' Intensity in Using English	129
Figure 4.48	The Students' Intensity in Using Indonesian Language	130
Figure 4.49	The Students' Reason in Using English	131
Figure 4.50	The Students' Reason in Using Indonesian language.....	133
Figure 4.51	Giving English Vocabularies	134
Figure 4.52	The Students' Intensity in Recording the English Vocabularies	135
Figure 4.53	The Students' English Vocabularies Acquisition.....	137
Figure 4.54	The Intensity of Students' Activeness in English Activity	138
Figure 4.55	The Students' Program in Senior High School	140
Figure 4.56	The Students' Speaking Practice	141
Figure 4.57	The Students' English Activity	142

Figure 4.58	The Frequency of the Students' English Activity in a Month ...	144
Figure 4.59	The Frequency of the Students' Attendance to the English Activity in a Month.....	145
Figure 4.60	The Students' Chance to be Presenter	146
Figure 4.61	The students' Frequency to be a Presenter	148
Figure 4.62	The Reason Why the Students be a Presenter.....	149
Figure 4.63	The students' Frequency in responding Questions.....	150
Figure 4.64	The Students' Frequency in asking Questions to the Presenter .	151
Figure 4.65	The Students' Intensity in Using English	152
Figure 4.66	The Students' Intensity in Using Indonesian Language	154
Figure 4.67	The Students' Reason in Using English	155
Figure 4.68	The Students' Reason in Using Indonesian language.....	156
Figure 4.69	Giving English Vocabularies	157
Figure 4.70	The Students' Intensity in Recording the English Vocabularies	158
Figure 4.71	The Students' English Vocabularies Acquisition.....	159
Figure 4.72	The Intensity of Students' Activeness in English Activity	161

LIST OF ABBREVIATIONS

1. etc : Etcetera
2. e.g : Example Gratia
3. UN : United Nation
4. A1 up to A12 : Language Program
5. B1 up to B28 : Science Program
6. C1 up to C 19 : Social Program
7. D1 up to D6 : Vocational Program
8. EFL : English as Foreign Language
9. STAIN : Sekolah Tinggi Agama Islam Negeri
10. SPSS : Statistical Package for Service Solution/ Statistical
Package for Social Science.
11. US : United State



CHAPTER I

CHAPTER I INTRODUCTION

A. Background of the Study

Education is important thing in our life. Education is like a valuable wealth. It is more valuable than other wealth like gold, silver, car etc. Allah creates an education because there are many benefits of education. Like He says in the first surat of Koran that is Al-Alaq sura in verse 1: "Proclaim ! (or read) in the name of Thy Lord and Cheisher, who created"¹, and also He says in the fifty eight sura of Koran that is Al-Mujadilah in verse 11:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْاۤ اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجٰلِسِ فَاَفْسَحُوْا يَفْسَحِ اللّٰهُ
لَكُمْۗ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ وَالَّذِيْنَ اٰتَوْا الْعِلْمَ
دَرَجٰتٍۭ ۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ﴿۱۱﴾

"O ye who believe! When ye are told to make room in the assemblies (spread out and) make room: (ample) room will God provide for you. And when ye are told to rise up, rise up God will rise up, to (suitable) ranks (and degrees), those of you (mystic) knowledge. And God is well acquainted with all ye do."²

Based on those sura of Koran above we know that from the first time Allah has ordered us to explore about education. He said that He will give a reward for the persons who are study about education that is Allah will be raise the level of the

¹Abdullah Yusuf Ali, *The Holy Qur'an Original Arabic Text*, Kuala Lumpur: Saba Islamic Media, 2000, p. 779.

²*Ibid.*, p. 679.

persons who are study about education. Human are able to use it for many aspects in their life because by education we know everything about life.

There are four skills that included in English such as reading, listening, writing, and speaking. Learn how to speak fluently especially in foreign language is one of learning process in education. We learn how to mention alphabet, say something, telling a topic until deliver a speech. Speaking become our activity because most of time we always talk about something. When an educator transferred their knowledge to the learners, they speak to the learners and it is called speaking teaching process in education.

According to *Kamus Besar Bahasa Indonesia* language is defined as:

Sistem lambang bunyi yang arbitrer, yang digunakan oleh anggota suatu masyarakat untuk bekerja sama, berinteraksi, dan mengidentifikasi diri; percakapan (perkataan) yang baik, tingkah laku yang baik, sopan santun".³ (An arbitrary system of sound symbol that used by a community of society to make a relationship, interaction, and to self identify; good conversation (word), good attitude, and politeness).

Language has significant function in communication. By using language we can deliver our idea, information, knowledge, suggestion and critics and also by using language we can make a good interaction with other people either man or woman and old or young. People use language to communicate each other.

According to the functions and purposes in communication, language is a vital part of human being in making a good relationship to each other. Speaking is like the other. Speaking is like the other skills of language has skills as support to reach our aims. By learning it, the learners will be able to know and understand what we are said and follow what we say. The ability to communicate in a foreign

³Pusat Bahasa Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia Edisi Ketiga*, Jakarta: Balai Pustaka, 2005, p. 88.

language clearly and efficiently contributes to the success of the students in the other language.

Learning how to speak English fluently and accurately is not easy for most of learners who were study about speaking. Learning how to speak English fluently and accurately is always a grand task for Asian students who study aboard. Due to the significance of interaction among the instructor and students, students and students at U.S. education institutions, speaking competence can hardly be overvalued.⁴

The students' acquisition in learning English determined by several factors namely students' strategy in learning English, intelligent, teachers' strategy in teaching English, students' experience in learning English, motivation, students' facilities, background of the study, etc.⁵

However, because of the limitation of speaking competence and the influence by Confucianism, some Asian students are not inclined to express opinions in class; some appear conservative and uncomfortable, and seldom ask questions that they do not understand.⁶ Lack of speaking competence gives motivation to the learners to study hard and opportunities to try to always practice their ability in speaking in the classroom.

STAIN Palangka Raya is an institution that provides English Education Program. English Education Program is a program that gives an education about English. English students should speak English fluently and accurately because they are candidate of English teacher in the future. Speak English fluently and

⁴in <http://www.iteslj/html> on 22.04.2008 (online on 10th May 2008)

⁵Robert, *English Proficiency in Speaking*, New York, 2000, p. 261.

⁶in <http://www.iteslj/html> on 22.04.2008 (online on 10th May 2008)

accurately is important being an English teacher, but it is not easy for them. Speaking becomes a grand task when they can not follow the class. We cannot deny that always there are some difficulties in doing something included speaking. The problems are they had not big motivation, feel of scare, bashful and not self confident in speaking English practice.

English students of English Education Program of *STAIN* Palangka Raya come form different background. There were some of them came from senior high school in language program and also there were some of them were came form senior high school in non-language program graduated.

There are three programs that can be learned by the students in senior high school like language program, science program and social science program. It is one of the problems above in speaking English practice. Not all of the English students of English education program at *STAIN* Palangka Raya that come from senior high school in language program graduated are able to speak English fluently and accurately because they had not big desire to practice their English in speaking practice. And the opposite, not all of the English students of the first semester English education program at *STAIN* Palangka Raya that come form senior high school in non language program graduated are not be able to speak English fluently and accurately because they always try to speak English appropriately in speaking class.

Based on the statements above, the writer is interested in finding out deeply how far the comparison between senior high school in language and non-language program graduated of the English student of English Education Program

at *STAIN* Palangka Raya in the fluency of speaking in speaking practice, on the title: **THE COMPETENCY OF SPEAKING OBTAINED BY STUDENTS WITH DIFFERENT SENIOR HIGH SCHOOL'S PROGRAM AT ENGLISH PROGRAM OF *STAIN* PALANGKA RAYA ACADEMIC YEAR 2008/2009.**

B. Problem of the Study

Sudah Fani

According to the background above, the writer formulates the problem of the study as follows:

Is there any significant difference in the competency of speaking obtained by students with different Senior High School's Program at English Program of *STAIN* Palangka Raya academic year 2008/2009?

C. Objective of the Study

The purpose of this study is to find out whether there is any significant difference in the competency of speaking obtained by students with different Senior High School's program at English Program of *STAIN* Palangka Raya academic year 2008/2009 or not.

D. Assumptions

The assumptions of this case are:

1. The difference of program education background cause to the existence of ability.

2. The difference of ability will be able to help the students in learning English or precisely it can be a barrier in their learning English especially in speaking skill.

E. Significances of the Study

The study has two significances. The first is theoretical significance and the second is practical significance.

✓ Theoretically, this study gives information about the students' fluency of second semester students of English Education at *STAIN* of Palangka Raya in the competency of speaking and to know the significant difference in the competency of speaking obtained by second semester English students at *STAIN* of Palangka Raya.

✓ Practically, this study has some significances: firstly, for the teachers, the result of this study gives information about the students' speaking competency skill so that they can improve their strategy in teaching speaking. Secondly, for the students, this study motivates the students to improve their skill in speaking. It also can be reference for students when they take research about comparative in the competency of speaking. Thirdly, for the next researcher, this study can be reference in their research. Furthermore, the result of this study gives support to the teacher, students and researcher in developing the fluency of speaking.

F. Scope and Limitation

According to the background and the problem of the study above, the writer would like to make the scope and limitation of this research. The scope and

limitation are made in order to the research more focus, effective and not go away from the topic.

The study is only conducted of the English students at *STAIN* of Palangka Raya academic year 2008/2009. The study is conducted limited only to know whether there is a significant difference in the competency of speaking obtained by English students with different Senior High School's program at *STAIN* of Palangka Raya academic year 2008/2009 or not.

G. Variables of the Study

Based on seeing the title of this thesis, from the variable side, it can be gotten that there are two main variables, they are:

1. Variable X that is independent variable included the speaking competency based on the Senior High School program.
2. Variable Y that is dependent variable included the result of speaking practice.

H. Hypothesis

The hypotheses of this research are:

1. H_a : There is a significant difference in the competency of speaking obtained by students with different Senior High School's program at English program at *STAIN* Palangka Raya academic year 2008/2009.
2. H_o : There is not a significant difference in the competency of speaking obtained by students with different Senior High

School's program at English program at *STAIN* Palangka Raya
academic year 2008/2009.

I. Definition of Key Terms

Definition of key terms gives us the real description about some key terms that found in the research. There are some definitions of key terms in this research; they are performance, speaking, and Senior High School.

1. According to oxford advanced learners dictionary, competence is defined as being able to do something well; The authority of a court judge etc to deal with a matter.⁷
2. Speaking is one of productive skills in oral mode. Speaking is an activity to litter a speech, discourse, or harangue; to address a public assembly formally. Speaking is also can be defined as an activity to utter words or articulate sound, as human beings; to express thoughts by words.⁸
3. According to Oxford Advanced Learners dictionary, Senior High School is defined as a school for young people between the ages 14 and 18.⁹
4. According to Nazir, comparative study is "*Sejenis penelitian deskriptif yang ingin mencari jawaban secara mendasar tentang sebab akibat dengan menganalisa faktor-faktor penyebab terjadinya atau munculnya suatu fenomena tersebut*".¹⁰ (Kind of descriptive study that want to find the answer basically about casual effect by analyzing the casual factors in happening of the phenomenon itself).

From the definition of key terms above, we can conclude that is in speaking process we need a language as a tool of speaking and in order to speak

⁷Hornby, *Oxford Advanced Learner Dictionary*, London: Oxford University Press, 2002, p. 451.

⁸Webster's Revised Unabridged Dictionary, Speaking, <http://www.dictionary.net/html.1013> (online on 12nd April 2008)

⁹Hornby, *Oxford Advanced*, p. 1121.

¹⁰Nazir, *Metode Penelitian*, Jakarta: Ghalia Indonesia, 1998, p. 68.

English fluently we have to practice. Try to tell something and get the meaning because in speaking we are not only speaks but also know the meaning of the speaking material. What are speaking material tell about.

J. Framework of the Study

The framework of the study as follows:

- Chapter I : Introduction that consisted of the background of the study, problems of the, objectives of the study, assumptions, significances of the study, Scope and Limitation, Variables of the Study, Hypothesis, Definition of Key Terms and framework of the study.
- Chapter II : Review To Related Literature that consisted of the Nature of Speaking, Students of English Program Graduated in Speaking Activity, Students of non-English Program Graduated in Speaking Activity, Efficiency in Speaking, Types of Speaking Classroom Performance, Teaching Speaking, The Problems in Teaching Speaking, Speaking I, Speaking II, Implementation of Language Skill, Comparative Study, and Concept and Measurement.
- Chapter III : Research Method that Consisted of The Time and Place of Research, Approach and Subject of Research, Population and Sample, Technique of Collecting Data, Instrument Validity, Instrument Reliability, Technique of Processing Data, Analysis of the Data.
- Chapter IV : Research Findings that consisted of Speaking Competency Obtained by Students with Different Senior High School's Background, General Description of Speaking Lecture, Analysis of Variables, and Data Presentation.
- Chapter V : Closing that consisted of Conclusion and Suggestions.



CHAPTER II

CHAPTER II

REVIEW TO RELATED LITERATURE

A. Previous of the Study

Related to this study, the writer took a thesis written by Muhammad Asnawi in titled "A Comparative Study on the Students' Achievement in Structure I (One) of the English Education Study Program of Palangka Raya University who were Graduated from Vocational and General High School in Academic Year 2002/2003" as the previous of the study.

The result of this study showed that the writer was confirmed that the students' score that is achieved by vocational high school was 2,05 and general high school was 1,76 with the degree of freedom 93 at significant level 5 %, the t_{table} was 2.000. It also confirmed that the Null hypothesis or H_0 which stated there was no significant difference between both groups was accepted and the alternative hypothesis or H_a which was stated there was the significant difference was rejected.¹¹

Related to the explanation above, the writer explores a different case of the study. The writer took Speaking skill as the material of research and the English Students of English Education Program at *STAIN* Palangka Raya academic year 2008/2009 as the object of this research. The research written by using Quantitative approach which looking for is there a significant difference in competency of speaking faced by students who have different Senior High School's Program or no based on the problem is there a significant difference in

¹¹*Ibid.*

the competency of speaking faced by students who have different Senior High School's Program of *STAIN*.

The writer also found a study about speaking entitled "The Correlation between English Speaking Activities in Dormitory and Speaking Achievement of the First Semester English Students at *STAIN* Palangka Raya in Academic Year 2005/2006". It was written by Akhmad Al-Ghifary of State Islamic College of Palangka Raya. The study showed that the total calculation of variable X and variable Y was not negative. By looking of $r_{xy} = 0.8704$, it showed that there was a positive correlation between variable X and variable Y. it was big positive correlation.¹²

B. Nature of Speaking

According to Oxford Advanced Learner Dictionary, speak is defined: as to say words; to talk or say something about something; to say or state something; to know and be able to use a language.¹³

The spoken language is primary and that this should be reflected in an oral-based on the methodology. Learners should be hear the language first, before seeing it in written form; words should be presented in sentences. Sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected.¹⁴

¹²Akhmad Al-Ghifary, *The Correlation between English Speaking Activities in Dormitory and Speaking Achievement of the First Semester English Students in STAIN Palangka Raya in Academic Year 2005/2006*, Palangka Raya: State Islamic College of Palangka Raya, 2006.

¹³Hornby, *Oxford Advanced Learner Dictionary*, London: Oxford University Press, 2002, p. 1140.

¹⁴Endang Fauziyati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p. 19.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. One of the big questions in any second language teachers' hands is "how do we develop our students' speaking skills?" this problem according to Stevick is due to the gap between linguistics expertise and our teacher methodology.¹⁵

Bygate states: Oral interaction can be signified by daily life that is the way of conventional in providing the information that can be focused on the information or interaction.¹⁶ This daily life consists of kinds of structural information that often turn up or appear either expository characteristic (like narration, description, and comparison) or evaluasi (like explanation, justification, prediction and decision).¹⁷

Nunan gives some examples of manipulative training focused the form that showing in communicative learning books, they are:

1. Learners listening, reading, then try to do dialogue that consist of two lines with their friend.
2. Listen and repeatedly
3. Listen to the model of dialogue then repeatedly with change the names in the dialogue with their own names.
4. Read the instructions of question and make the question
5. Read the framework of dialogue that consist of two lines then try with your friends.
6. Listen/read the model of question and ask to your friends.

¹⁵*Ibid.*, p. 126.

¹⁶Furqanul Azies, A. Chaedar Alwasiah, *Pengajaran Bahasa Komunikatif Teori dan Praktik*, Bandung: PT. Remaja Rosdakarya, 1996, p. 92.

¹⁷*Ibid.*, p. 93.

7. Read a model of dialogue then make a same conversation by following the instruction that has been given.
8. Seeing the contribution list then make some sentences.
9. Listen to the cassette then answer the question in written form.
10. Listen to numeral and date, then express it.¹⁸

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.¹⁹

Speaking ability gives useful communicative about the kind of language that is appropriate in different situations. Thus students need to know not only how to perform language functions, but the cultural rules that determine when these functions are appropriate. Even classes at advanced levels may not have a great awareness of the different rules for speaking. Second language learners, however, need information about sociolinguistic rules that may differ from those in their own culture.²⁰

English student objective of learning English is to be able to use the language as a means of communication and that the accuracy of their utterance, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions and even structures. In other words, their

¹⁸*Ibid.*, p. 94.

¹⁹Goal and Technique for Teaching Speaking, <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>. (Online on 21th May 2008)

²⁰Friederike Klipple, *Keep Talking (Communicative Fluency Activities for Language Teaching)*, Cambridge: Cambridge University Press, 1994, p. 6.

ability to speak English plays more substantial role in human progress.

it is believed that if the of human beings to speak will influence the ability to think.²¹

C. The Competency of Speaking

The student will become competent in planning and audience analysis, voice, style, listening and responding, evaluating effectiveness of non-verbal communication, using small group communication, assessing characteristics of mass communication, communicating outside one's primary culture, understanding interpersonal communication components, and analyzing and supporting positions on issues.

1. Voice Competencies

The student will use voice appropriately in areas of pronunciation, articulation, rate, projection, phrasing, emphasis, and appropriate nonverbal communication.

a. Acquisition Strategies

The student will: 1) Participate in role playing; 2) Use videotape or audiotape of speeches for feedback; 3) Practice eye contact by delivering a short speech to one person and then to small group; 4) Practice introducing oneself and others to a group, using a video camera to record eye contact; 5) Practice reading literature aloud, using videotape or audiotape for feedback; 6) Practice vocal exercises emphasizing common errors; 7) Provide a list of and practice pronouncing commonly mispronounced words; 8) Listen to speakers outside of class.

²¹Bambang Marsono, *The Newst International System*, Jakarta: Oxford Granted Indonesia, 2005, p. II.

b. Assessment Strategies

The instructor will direct written student self-evaluation; direct oral and written evaluation by peers; conduct oral and written evaluation; and evaluate student responses to outside speakers.

2. Style and Poise Competencies

The students will use appropriate oral style of language and demonstrate poise and confidence.

a. Acquisition Strategies

The student will: 1) Develop awareness of language usage and word choice through role-playing of ineffective usage and through analysis of student speeches, videotaped speeches, and guest speeches; 2) Videotape the reading of a written manuscript; 3) Identify situations for informal and formal presentations and identify the differences in language using videotaped speeches; 4) Apply anxiety control techniques; 5) Develop role-playing mistakes; 6) Keep a journal, recording feelings about speech and feelings during speech; 7) View and discuss video of student speeches; 8) Develop speaker notes and practice using them before the speech; 9) Develop audio or visual aids and practice using them before the speech.

b. Assessment Strategies

The instructor will direct written student self-evaluation; direct oral and written evaluation by peers; and evaluate proficiency of language usage. Conduct oral and written evaluation.

3. Mass Communication Competencies

The student will describe and assess the types and characteristics of mass communication and its influence on individuals society.

a. Acquisition strategies

The student will identify the characteristics of mass communication; discuss the extent to which mass media disseminate information and influence attitudes; describing the influence mass communication has on social learning, particularly in children, and discuss the issues of media violence and informed consumerism; discuss the implication of the new communication technologies and their potential effects on workplace and global communications.

b. Assessment Strategies

The instructor will direct written student self-evaluations; direct oral and written evaluation by peers; and evaluate proficiency of language usage. Conduct oral and written evaluation

4. Communicating Outside One's Own Culture Competencies

The student will demonstrate an understanding of the principles and skills needed to become effective in communications with the individuals and groups outside the student's primary culture, with an emphasis on the culturally diverse workplace.

a. Acquisition Strategies

The student will define intercultural communication and its importance in the workplace; discuss how cultural groups differ from other groups; state the communications for intercultural communications; identify and explain ways in which language can interfere with communication between cultures; recognize and explain how nonverbal messages vary from culture to culture and can create communication misunderstanding and conflict; and explain the concept of ethnocentrism and its effects on communication.

b. Assessment Strategies

The instructor will evaluate student projects; provide written dialogue with student through interactive journal writing; and provide evaluation of objective testing of materials.

5. Interpersonal Communication Competencies

The student will define and explain the psychological, social, and decision-making functions of interpersonal communication competence.

a. Acquisition Strategies

The student will identify the transactional nature of interpersonal communication; recognize the interrelationship among context, participants, rules, messages, channels, noise, and feedback; identify types of relationships; describe communication in relationship life cycles; describe interpersonal needs and exchange theories; recognize the characteristics of effective interpersonal conversation and self-disclosure; use role-playing, scenarios, and simulations to identify kinds of conflict, demonstrate guidelines for managing conflict, and identify the role of discussion communication in managing conflict.

b. Assessment Strategies

The instructor will provide written dialogue with student through interactive journal writing; evaluate student projects, and provide evaluation of objective testing of materials.²²

²²“Communication Competencies Reading, Speaking and Writing”, Prepared by the Competencies Task Force of CEI-The North Carolina Conference of English Instructors, August 11, 1995, <http://www.nccci.org/newletter/speakcomp.html>, (Online on 29th November 2009).

D. Students of English program graduated in speaking activity

In many classes, the students will be expected not just to listen to the lecturer, but to do quite a lot of talking as well. The students need to be ready to:

1. Answer questions form the teacher;
2. Answer questions form other students;
3. Put questions to the teacher and/or to other students;
4. Make comments and give your own opinion:
 - a. About what the teacher says.
 - b. About reading for the class.
 - c. About comments the other students make;
5. Summaries a discussion or an argument;
6. Report to the whole class on a small-group discussion.²³

Often a class will be divided into small groups to make the discussions easier but sometimes you will be expected to speak in front of the whole classes. In some classes you will earn marks for taking an active part in classes discussions-or put another way, in some classes the students may get less marks if the students do not actively participate.²⁴

Most students obediently but not actively participate in. They would father wait until their teachers give the instructions such as to answer questions and to read passages or write. When the teacher asks them whether or not they have any

²³Speaking, <http://www.monash.edu.au/lls/illoline/speaking/participation/index.xml>, 2008. (Online on 4th December 2008)

²⁴*Ibid.*

questions, the classroom suddenly becomes quiet. Every body is reluctant to do so.²⁵

Richards offered the following list of features of conversation that can receive specific focus in classroom instruction:

1. How to use conversation for both transactional and interactional purpose.
2. How to produce both short and long turns in conversation.
3. Strategies for managing turn-taking in conversation, including taking a turn, holding a turn, and relinquishing a turn.
4. Strategies for opening and closing conversation.
5. How to initiate and respond to talk on a broad range of topics and how to develop and maintain talk on these topics.
6. How to use both casual style of speaking and a neutral or more formal style.
7. How to use conversation in different social settings and different kinds of social encounters, such as on the telephone and in informal and formal social gatherings.
8. Strategies for repairing trouble spots in conversation, including communication breakdown and comprehension problems.
9. How to maintain fluency in conversation through avoiding excessive pausing, breakdowns, and errors of grammar or pronunciation.
10. How to produce talk in conversation mode, using a conversational register and syntax.
11. How to use conversational fillers and small talk.
12. How to use conversational routines.²⁶

²⁵*Ibid.*

It is not possible in the context of the one introductory chapter on teaching speaking to call attention to all the possible techniques and tasks available for teaching these features of conversation.²⁷

E. Student of non-Language Program in speaking Activity

Many of the activities are concerned with the learners themselves. For learners who are studying English in a non English setting, it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people. Traditional textbook exercise-however necessary and useful they may be for pre-communicative grammar practice-do not a rule language in such a way that the learners identify with it. Further more, learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Learning is more effective if the learners are actively involved in the process.²⁸

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input structured output, and communicative output.²⁹

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of the classes. It gives learners the material they need to begin producing language themselves.³⁰

²⁶Furqanul Azies, A. Chaedar Alwasiah, *Pengajaran Bahasa Komunikatif Teori dan Praktik*, p. 93.

²⁷*Ibid.*

²⁸Friederike Klipple, *Keep Talking (Communicative Fluency Activities for Language Teaching)*, 1994 p. 4

²⁹Goals and Techniques for Teaching Speaking <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>. (Online on 21st May 2008)

Language input may be content oriented or form oriented.

1. Content-oriental input focuses on information, wither it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
2. Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, paus length, turn talking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).³¹

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.³²

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication

³⁰*Ibid.*

³¹*Ibid.*

³²*Ibid.*

strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across.³³

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.³⁴

F. Speaking Process

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.³⁵

³³*Ibid.*

³⁴*Ibid.*

³⁵File:///F:/Speaking%20Proses-2.htm. (Online on 23rd March 2009)

1. Pre-speaking: Planning and Organizing

Just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

a. To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- 1) Constructing thought webs and graphic organizers.
- 2) Reading and researching.
- 3) Listening to music.
- 4) Viewing a video.
- 5) Listening to a speaker.
- 6) Jotting down ideas.
- 7) Reflecting upon personal experience.³⁶

b. To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

To determine audience: Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

³⁶*Ibid.*

- 1) Familiar, known audiences (self, friends, peers, family, teachers).
 - 2) Extended, known audiences (community, student body).
 - 3) Extended, unknown audiences (local media).³⁷
- c. To determine format: _

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- 1) Conversation
- 2) Discussion
- 3) Formal speech
- 4) Dramatic presentation
- 5) Monologue
- 6) Readers Theatre.³⁸

See the Writing section for a variety of pre-writing suggestions which also can be useful as pre-speaking scaffolds.

2. Speaking: Going Public

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.³⁹

³⁷*Ibid*

³⁸*Ibid*

³⁹*Ibid*

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

- a. To express personal feelings, ideas, or viewpoints.
- b. To tell a story.
- c. To entertain or amuse
- d. To describe
- e. To inform or explain
- f. To request
- g. To inquire or question
- h. To clarify thinking
- i. To explore and experiment with a variety of ideas and formats
- j. To converse and discuss.

Some scaffolds to support speaking include the following:

- a. Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- b. Modelling a variety of formal and informal speaking formats for students.
- c. If possible, making available to students audio and video equipment so that they can practice prior to formal speaking situations.⁴⁰

⁴⁰*Ibid.*

3. Post-speaking: A Time for Reflection and Setting Goals

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

a. To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

b. To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement. Some post-speaking scaffolds include:

- 1) Discussing or developing criteria for assessing a variety of speaking experiences.
- 2) Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a

combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.⁴¹

4. Supporting and Managing the Speaking Process

Students' speaking skills develop best in dynamic interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas. A safe, comfortable, and relaxed atmosphere is critical for the development of productive talk in the classroom for all students and is particularly important for those students who may come from backgrounds that differ from the classroom norm.

Classrooms should be places where students can ask and answer meaningful questions and in which the teacher and students are co-learners, collaborating with one another to communicate ideas and information. Different group sizes (pairs, small groups, and large groups) provide opportunities for students to practice the different thinking and oral skills unique to each configuration.⁴²

G. Efficiency in Speaking

Efficient communication is when the idea have to be shared or passed on to others. Oral communication demands a certain level of fluency in order to link ideas together and to exchange opinions. This fluency becomes more proficient simply by practice. By using language for speaking one becomes more proficient, more accurate in putting ideas into logically sending sentences. A great help in increasing this proficiency is learning to be accurate in describing objects and

⁴¹*Ibid.*

⁴²*Ibid.*

ideas. The clearer our ideas are expressed, the better the quality of the communication will be. Clarity of description is best achieved by careful observation or careful analysis of a situation or idea. These observations and analyses must then be stated in the simplest manner possible in order to be understood correctly. Complex sentences and complicated words may lead to unnecessarily difficult communication. Since communication is necessary in order to interest or influence other people, its medium must be suited to the subject and its users.⁴³

When you visit a foreign country where as you only know a few words of the language, you will find that you have to reduce all ideas to very basic essentials in order to give information or instructions to a foreign visitor or newly arrived guest worker in your own country, you also have to reduce that information or those instructions to a minimum for him or her to understand your message. In both situations you choose basic words to convey more complex ideas.⁴⁴

So experience shows that efficiency in description can be best achieved by making use of certain, basic words. When in a foreign country, you look up ideas in a small phrase book.⁴⁵

⁴³J. M. Van Der Laan-Day, M. J. Klaver-Schuut, *Communication for Engineers*, Jakarta: PT. Roisda Jayaputra, 1985, p. 19.

⁴⁴*Ibid.*

⁴⁵*Ibid.*

H. Types of Speaking Classroom Performance

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound, but for focusing on some particular element of language form.⁴⁶

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.⁴⁷

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues (categories 4 and 5). Such speech can be meaningful and authentic:

T : How are you today?

S : Pretty good, thanks, and you?

T : What is the main idea in this essay?

S : The United Nations should have more authority.

S1 : So, what did you write for question number one?

⁴⁶H. Douglas Brown, *Teaching by Principles*, New York: San Francisco State University, 2000, p.271.

⁴⁷*Ibid.*, p. 273.

S2 : Well, I wasn't sure, so I left it blank.⁴⁸

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does responsive speech.

T : What is the main idea in this essay?

S : The United Nations should have more authority.

T : More authority than what?

S : Than it does right now.

T : What do you mean?

S : Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons

T : You don't think the UN has that power now?

S : Obviously not. Iraq is still manufacturing nuclear bombs.

Such conversations could readily be part of group work activity as well.⁴⁹

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little tricked for learners because they can involve some or all of the following factors:

⁴⁸*Ibid.*

⁴⁹*Ibid.*, p. 274.

- a. A casual register
- b. Colloquial language
- c. Emotionally charged language
- d. Slang
- e. Ellipsis
- f. Sarcasm
- g. A covert 'agenda'

For example:

Amy : Hi, Bob, how's it going?

Bob : Oh, so-so.

Amy : Not a great weekend, huh?

Bob : Well, far be it from me to criticize, but I'm pretty miffed about last week.

Amy : What are you talking about?

Bob : I think you know perfectly well what I'm talking about.

Amy : Oh, that ... How come you get so bent out of shape over something like that?

Bob : Well, whose fault was it, huh?

Amy : Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.⁵⁰

⁵⁰*Ibid.*

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.⁵¹

I. Teaching Speaking

Learning is more effective if the learners are actively involved in the process. The degree of learning activity depends, among other things, on the type of material they are working on. The students' curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information and this curiosity leads to the high to find out, to put tight, or to complete.⁵²

A considerable number of articles discuss specific methods by which teachers might develop lots of examples for teaching students to communicate more effectively. The majority depends upon the fact that in order to increase what West terms IPTT (Individual Pupil Talking Time), the teacher must concern with the development of student-to-student interaction.⁵³

This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students. The activities discussed here are just ways of greeting students to talk to each other in pairs or in

⁵¹*Ibid.*

⁵²Friederike Klipple, *Keep Talking (Communicative Fluency Activities for Language Teaching)*, 1994. p.5

⁵³Endang Fauziyati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p. 126.

groups. They also aim to stimulate discussion and information-trading transaction. Such activities may include role playing, games, problem-solving, songs, and discussion.⁵⁴

1. Role playing

One of the methods suggested for developing speaking skill is role-playing. That is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in part enabling objects and people in the room to prepare for imaginative role playing (New-Mark 1966). Such a role-playing can help teachers expand the classroom indefinitely and provide natural contexts for the language being used.⁵⁵

Meanwhile Barrows and Zorn elaborate a method of role-playing which gives a way to involve the whole class, encourages the students to sepak up without worrying about set patterns, gets them to use their imaginations, and creates an amusing atmosphere that would make them forget that they are in the classroom. This method also encourages the students to apply spontaneously the grammar they have already learned.⁵⁶

The role-plays, which have been designed, can be presented within a few minutes and contain a minimum of advanced vocabulary items. They are minimally designed in order to allow the students to create their own characters freely, rather than merely impersonating ones that have already been carefully detailed.⁵⁷

⁵⁴*Ibid.*, p. 127.

⁵⁵*Ibid.*

⁵⁶*Ibid.*

⁵⁷*Ibid.*, p. 128.

2. Games

Games is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Games are not only suitable for children but also for adults. Since there is always a child hidden in every one of us. Bringing out this 'child' undoubtedly facilitates the learning of a foreign language. What follows are some examples of games as presented by Silvers.⁵⁸

a. Circle chat

The students form two concentric circles, with the students in the inner circle facing those in the outer circle. Each student introduces himself to the person directly in front of him; then the teacher announces a topic that the students must discuss with their partners. After about two minutes, the teacher gives a signal for the class to stop (because of the noise, a bell or whistle is helpful), and the students in the outer circle remain stationary, while those in the inner circle move a few steps to the left to find new partners. The students introduce themselves and the teacher presents a new topic for discussion. Of course, the topics should be prepared in advance according to the age and interests of the students.⁵⁹

⁵⁸*Ibid.*, p. 130.

⁵⁹*Ibid.*

b. Games based on the combination of incongruous ideas

1. Silly answers

The students are told to take out a piece of paper and tear it in half. On one slip of paper they write a question, and on the other, the answer to their question. After all the questions have been collected in one pile and the answers in another, the teacher calls two students to the front of the class. One student selects and reads an answer. As imagined, some of the combinations will be quite comical.⁶⁰

2. Crazy story

The teacher selects a well known children's story and copies it into a piece of paper, leaving ample space between the sentences. The story is then cut into strips, each containing a maximum of two sentences. The slips of paper are mixed and distributed to the students, who in turn read their sentences. Naturally, a nonsensical but amusing story will result. Before conducting this activity, the teacher might read the story to the class in its correct form. This would refresh the memory of those who are familiar with the story, and would provide a contextual orientation for those who are not.⁶¹

3. Problem-solving

Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets up a situation where there is "an information gap"

⁶⁰ *Ibid.*, p. 131.

⁶¹ *Ibid.*, p. 132.

among the participants, and this gap has to be bridged either orally or in written form.⁶²

White suggests that more advance students be given problems which require going out into the community or on campus to interview people who can supply concrete information about the problem. Classroom activities include the preparation of informal 'script' to be used as guides during the interviews. After the students have completed their research, they present their findings to the class by re-enacting the interview and then answering questions from the group in the guise of persons whom they interviewed.⁶³

4. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with a careful explanation of its propose, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context. Initially students can be given tasks such as selecting the best two features of this university town/country? Where in town would you recommend that a visitor go to eat cheaply/to eat best? What is the best way to relax for a few hours/for a week/for a month? After a specified number of minutes the teacher can ask each group to report its choices. If it is desirable, a period of class discussion may be allowed on the list to produce, or one group may be called on to explain or defend its choice.⁶⁴

⁶²*Ibid*, p. 133.

⁶³*Ibid*

⁶⁴*Ibid*, p. 134.

5. Song

Using songs in an EFL classroom, especially speaking one, can be both enjoyable and educational. Songs usually provide a peaceful and happy mood for the listeners. From a pedagogical standpoint, songs can be incorporated into the classroom for a variety of reasons. Songs can be used as materials for discussion, i.e., paraphrasing. In addition, Richards suggests that songs can be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns. Whereas Pomeroy suggests that songs can also be used to teach aspects of culture, especially the culture of the Target Language speakers.⁶⁵

Gasser and Waldman present some suggestions or guide lines for selecting appropriate songs to teach, as follows:

1. To ensure the pedagogical value of the song, the EFL teacher should be able to use it to teach grammar, pronunciation, vocabulary, and culture.
2. The tune should be simple and easy to learn.
3. It helps if the lyrics are representative. If they are not, it helps if the song has a chorus which is easy to learn. In this way even the slowest students can master at least part of the song relatively quickly.
4. The lyrics should be as representative as possible of standard spoken English.
5. It should be necessary to change the lyrics to make them more standard or to enhance their pedagogical value.⁶⁶

Since the extent to which we are successful may depend upon our ability to recognize that active practice requires students to choose among lexical and

⁶⁵*Ibid.*, p. 135.

⁶⁶*Ibid.*

syntactic option as our primary classroom activities. Above all we have to learn to keep quiet and let our students do the talking. Our primary objective must be to encourage active use of the forms we teach.⁶⁷

Students are using any and all the language at their command to perform some kinds of oral task. The important thing is that there should be a task to complete and that the students should want to complete it.

There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.⁶⁸

1. Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real-life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to get the feel of what communicating in the foreign language really feels like.⁶⁹
2. Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having; students can see also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give

⁶⁷*Ibid.*, p. 136.

⁶⁸Jeremy Harmer, *How to Teach English*, England: Longman, 1998, p. 87.

⁶⁹*Ibid.*

them enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study.⁷⁰

3. Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully. And if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role playing, discussion, problem solving, etc) are intrinsically enjoyable in themselves.⁷¹

J. The Problems in Teaching Speaking

Some difficulties in testing the speaking skills are:

1. Testing the ability to speak is a most important aspect of language testing. However, at all studies beyond the elementary levels of mimicry and repetition. It is an extremely different skill to test, as is far too complex a skill to permit any reliable analysis to be made for the propose of objective testing. It is possible for a person to produce practically all the correct sound, but, still be unable to communicate his ideas appropriately and effectively, furthermore, success in communication often depends as much on the listener as on the speaker.⁷²
2. In many tests of oral production, it is neither possible nor desirable to separate the speaking skills. Clearly, in normal speech situation the two skills are independent. It is possible to hold by meaning full conversation without

⁷⁰*Ibid* p. 85.

⁷¹*Ibid* p. 88.

⁷²J. B. Heaton, *Writing English Language Test*, Longman, 1974, p. 83.

understanding what is being said and without making oneself understood at the same time.⁷³

3. The examiner of an oral production test is working under great pleasure, all the time making subjective judgment as quickly as he can.⁷⁴
4. Yet another (thought not insuperable) difficulty in oral testing is that of administration. It is frequently impossible to test large numbers of students because of the limited time involved.⁷⁵

K. Speaking I

Syllabus of English study program of *STAIN* Palangka Raya stated that “this course is intended to make the students are able to use simple, daily English conversation, such as answering simple question and giving natural responses to stimuli directed of them. It was also intended to improve the students pronunciation of English”.⁷⁶

The materials which are taught in speaking I lecture is as a basic for the students to continue to the speaking II, and speaking III. The materials are also consist of simple conversation in daily activities, such as:

1. Recognition and production of sound in words, phrases, sentences and paragraphs.
2. Story-telling
3. Conversation, that covers:
 - a. greeting, introducing, and parting

⁷³*Ibid.*

⁷⁴*Ibid.*

⁷⁵*Ibid.*

⁷⁶TIM, *Syllabi MKU dan MKK STAIN Palangka Raya*, Unpublished STAIN Palangka Raya.

- b. asking and giving information
- c. identifying and describing objects
- d. discussing likes and dislikes⁷⁷

L. Speaking II

Syllabus of English study program of *STAIN* Palangka Raya stated that, “this course is designed to enable the students to speak English at pre-intermediate level covering more various topics of daily conversation correctly and fluently.”

The materials which are taught in Speaking II lecture is as a continuation material of speaking I. The materials are also still consisted of simple conversation in daily activities but in different topics in order to be able to speak English correctly and fluently. Such as:

1. Talking about past events
2. Narrating past events
3. Narrating past experience
4. Describing scenes and past events
5. Reporting what other people said
6. Giving instruction
7. Talking about future arrangement
8. Describing feeling (likes and dislikes)
9. Talking about abilities
10. Talking about quantity
11. Describing physical features⁷⁸

⁷⁷*Ibid.*

M. Implementation of Language Skills

In terms of practical implementation, expansion of language skills means that learning and teaching does not stop with part-task approach. This means that learners need to be presented with task which are concerned with language skills as real communication in real time, in the classroom-similang, the evaluation of the course product or learners, actual achievement means must be done via whole-task utilization.⁷⁹

The speaking skill needs to be defined in terms of communicative use the students will be able to make of it. Such use may be quite limited for beginners or for people in courses for specialized purposes; or they may be very wide and comprehensive in scope. An example of such a limited goal might be defined as the learners' ability to ask basic questions in an interview that might be appropriate for working as a customs officer at an airport. If this is the specified goal for the students, then the activities which they carry out during the course should involve true interviewing in which they have a chance to ask real questions for which they get real communication. Alternatively, if the scope of the speaking skill is wide and comprehensive, students should experience various situations in which they actually express their own ideas and participate in true conversation and discussion. The evaluation of such overall use of the speaking skill might be carried out via role playing or participation in group discussion.⁸⁰

⁷⁸ *Ibid.*

⁷⁹ Frida Dugin, Elit Olshain, *Course Design, Developing Programs and Materials for Language Learning*, New York: Cambridge University Press, p. 100.

⁸⁰ *Ibid.*, p. 101.

N. Comparative Study

Asnawi Sujud states about comparative study:

*Penelitian komparasi akan dapat menemukan persamaan-persamaan dan perbedaan-perbedaan tentang benda-benda, tentang orang, tentang prosedur kerja, tentang ide-ide, kritik terhadap orang, kelompok, terhadap suatu - ide atau suatu prosedur kerja. Dapat juga membandingkan kesamaan pandangan dan perubahan-perubahan pandangan orang, grup atau negara, terhadap kasus, terhadap orang, peristiwa atau terhadap ide-ide.*⁸¹ (Comparative study will be able to find out the similarities and differences about nouns, people, work, procedure, ideas, criticize the person, group, to the an idea or a work procedure. It also can be used to compare the similarities of opinion and the changes of persons' opinion, group or a country, to the case, to the people, event or to the ideas).

If it is linked to the Van Dalen statement about kinds of interrelationship studies, so, comparative study can be included as a second study that is causal comparative studies that lately called by Van Dalen it is constitute of a comparative study that want to compare two or three events by seeing the causes.⁸²

Related statement to the comparative study, Sumadi Suryabrata states:

*Tujuan penelitian kausal-komparatif adalah untuk menyelidiki kemungkinan hubungan sebab akibat dengan cara: berdasar atas pengamatan terhadap akibat yang ada mencari kembali faktor yang mungkin menjadi penyebab melalui data tertentu.*⁸³ (The purpose of causal-comparative research is to investigate the possibility of causal-effect connection by way of: base on observation to the effect looking for again the factors that probably be a cause with certain data).

Furthermore, Sumadi Suryabrata explains "*penelitian kausal-komparatif bersifat ex-post facto, artinya data dikumpulkan setelah semua kejadian yang dipersoalkan berlangsung (lewat)*".⁸⁴ (The characteristic of causal-comparative

⁸¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik, edisi VI*, Jakarta: Rineka Cipta, 2000, p. 267.

⁸² *Ibid.*, p. 268.

⁸³ Sumadi Suryabrata, *Metodologi Penelitian*, Jakarta: PT. Raja Grafindo Persada, 2004, p. 84.

⁸⁴ *Ibid.*, p. 85.

research is ex post facto, it means that the data collected after all of events that be a problem is happened (past).

Causal-comparative have some special qualities such as:

1. Causal comparative method is good for any condition if the study method that is experimental method can be used:
 - a. If it is not always probably to choose, to control, and to manipulate the factors that necessary to investigate the causal-effect connection directly.
 - b. If the control in the laboratory for any purposes of research is practical, over expensive or it is hesitant from ethics side.⁸⁵
2. Causal-comparative study is produced useful information about symptom of the problem: what is be accordanced with whether, in what condition, in how sequence and pattern and so on.
3. The improvements in technique. Statistic method and program with partial control, lately made the causal-comparative study more justify.⁸⁶

O. Concept and Measurement

According to the variable, there were two keywords that can be made in concept and measurement, they are the competency of speaking faced by English student who have different Senior High School's program and speaking practice score.

The keywords then were able to be divided into two parts that had each indicators and intervals. They are as follows:

⁸⁵ *Ibid.*

⁸⁶ *Ibid.*, p. 86.

1. The Competency of Speaking Faced by English who Have Different Senior High School's Program

Questionnaire is one of technique collecting data that used by the writer in this research. The concept and measurement of the questionnaire is scoring. The scoring of the questionnaire can be looked at the table below.

Table 2.1 The Scoring of Questionnaire

Category	Scores
If the students choose A	4
If the students choose B	3
If the students choose C	2
If the students choose D	1

2. Speaking Practice Score

The scoring of the interview can range from an impression mark to a mark arrived at on the basis of a fairly detailed marking scheme (showing accuracy of pronunciation, stress and intonation, grammar, vocabulary, fluency and ease of speech). The following marking scheme (using a six point scale) is given as just one example of a number of such schemes in present day use.⁸⁷

To give the score of speaking practice, the writer will use the degree of rating of ability to communicate orally. The following table is showing the degree of rating of ability to communicate orally.

Table 2.2 The Degree of Rating of Ability to Communicate Orally

Rating	Ability to Communicate Orally
1	2
6	Excellent: on a par with an educated native speaker. Completely at ease in his use of English on all topics discussed.

⁸⁷J.B. Heaton, *Writing English Language Test*, England: Longman, 1974, p. 94.

1	2
5	Very good: although he cannot be mistaken for a native speaker, he expresses himself quite clearly. He experiences little difficulty in understanding English, and there is no strain at all in communicating with him.
4	Satisfactory verbal communication causing little difficulty for native speakers. He makes a limited number of errors of grammar, lexis and pronunciation but he is still at ease in communicating on everyday subjects. He may have to correct himself and re-pattern his utterance on occasions, but there is little difficulty in understanding him.
3	Although verbal communication is usually fairly satisfactory, the native speaker may occasionally experience some difficulty in communication with him. Repetition, re-phrasing and re-patterning is sometimes necessary; ordinary native speakers might find it difficult to communicate.
2	Much difficulty experienced by native speakers unaccustomed to "foreign" English. His own understanding is severely limited, but communication on every day topics is possible. Large number of errors of phonology, grammar and lexis.
1	Extreme difficulty in communication on any subject. Failure in understand adequately and to make himself understood. ⁸⁸

P. Frame of Thinking

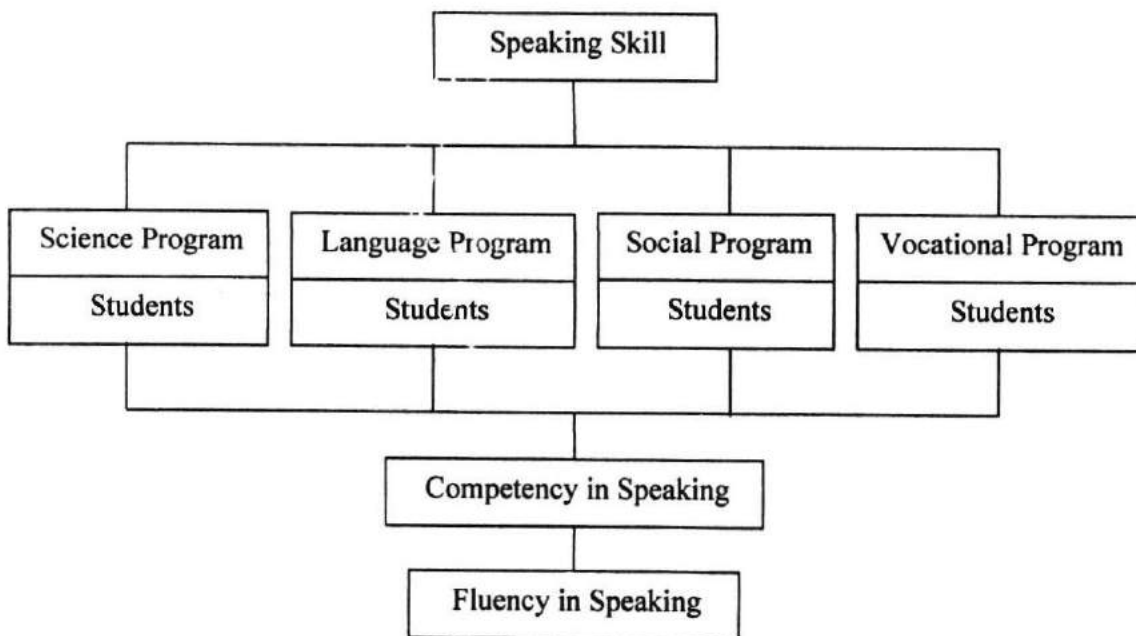
Teaching learning of speaking is very essential in language learning because speaking is the way to express ideas, argument, statement, questions and feeling. In speaking lecture especially in speaking the learners study about how to speak English correctly and fluently at pre-intermediate level covering more various topics of daily conversation.

Different Senior High School's Program were influenced to the students' competency in speaking. As we know that there are three programs in Senior High School such as Language Program, Social Program and Science Program and it gave contribution to the students' fluency in speaking English based on their learning English subject when they were still in Senior High School.

⁸⁸*Ibid.*, p. 95.

Meanwhile, the writer wants to know the students' competency and fluency in speaking of the second semester English students at *STAIN* of Palangka Raya academic year 2008/2009 after they study about speaking II subject by describing a schema of frame thinking.

Scheme 2.1. Frame of Thinking of the Students Speaking Competency





CHAPTER III

CHAPTER III

RESEARCH METHOD

A. Time and Place of Research

In this study, the writer decided to collect the data in two months and the writer chose English Department of *STAIN* Palangka Raya central Kalimantan as the place of research.

B. Design, Subject and Object of Research

1. Design of Research

In this research, the writer used a "comparative design" to find out and to measure the fluency of speaking. It is a study which analyses two or more variables to find the similarities and the differences. The writer finds of causal-effect based on the relationship or causal comparative research. It is also called ex post facto research.

Sugiyono states about ex post facto research:

*Penelitian ex post facto adalah suatu penelitian yang dilakukan untuk meneliti peristiwa yang telah terjadi dan kemudian melihat ke belakang untuk mengetahui faktor-faktor yang dapat menimbulkan kejadian tersebut.*⁸⁹ (An ex post facto research is a research that doing to examine carefully the phenomenon that was done and then flashback to know what are the factors that can be appear of the phenomenon itself).

Related statement about ex post facto is stated by Kerlinger which is quoted by Sukardi said: "Ex post facto research more formally as that in which the independent: variables have already occurred and in which the writer start with the observation of a dependent variable".⁹⁰

⁸⁹Riduan, *Metodologi dan Teknik Menyusun Tesis*, Bandung: Alfabeta, 2004, p.50.

⁹⁰Sukardi, *Penelitian Kompetensi dan Praktiknya*, Yogyakarta: Bumi Aksara, 2003, p. 165.

In the quantitative research, we can say that the method in applying this approach is always following the groove of scientific think called logico hipotetico-vesrificative.⁹¹

In working out the study, the writer used a quantitative approach. Raharjo states:

*Landasan filosofis penelitian kuantitatif adalah positivisme yang berpendapat bahwa realitas dapat dipisahkan dari subjeknya. Oleh karena itu, subjeknya dapat diteliti atau dikenai treatment (perlakuan) di luar realitasnya. Jadi tekanannya terletak pada realitas eksternal.*⁹² (The philosophical foundation of quantitative study is positivism that states the reality can be separated from its subject. Because of that, its subject can be given a treatment outside its reality. So, it emphasizes on the external reality).

The writer used a quantitative approach because the problem of study might be answered through a quantitative approach.

From the problems above (in chapter I) the writer wanted to know the comparison of fluency of speaking between Senior High School in language and non-language programs graduated of the English students at *STAIN* Palangka Raya. A comparative research is a kind of research that was purposed to compare the result of measurement and variable prepared or more in order to it could be determined that there is a significant difference between variables or not.

2. Subject of Research

The writer took the English students who learning speaking II subject of *STAIN* Palangka Raya as the subject or informant of the research.

⁹¹Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Cendikia Pramulya, 2002, p. 61.

⁹²*Ibid.*, p. 47.

3. Object of Research

The writer took speaking II as the object of the research which has the objectives to enable the students to speak at pre-intermediate level covering various topics of daily conversation and fluently.

C. Population and Sample

1. Population

According to Arikunto, "population is the entire subject of research".⁹³ The population of this research was the students of English Department in semester one and they took the speaking subject.

The numbers of them were about 65 students. A table below is showed the number of population of the researcher.

Table 3.1 The Population of Students at English Program of STAIN Palangka Raya Academic Year 2008/2009 in Speaking Skill

Class	Gender		Total
	Male	Female	
A	5	21	26
B	10	18	28
C	4	7	11
Total			65

Source of data: Documentation of students academic year 2008/2009 at *STAIN* Palangka Raya

A table below is showed the number of sample of the research.

Table 3.2 The Number of Sample of the Students at English Program at STAIN of Palangka Raya Academic Year 2008/2009 based on Their Program

Background of the Study	Gender		Total
	Male	Female	
Language program	3	9	12
Science program	6	22	28
Social program	8	11	19
Vocational program	2	4	6
Total	19	46	65

Source of data: Questionnaire

⁹³ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 1992, p. 108.

2. Sample

According to Arikunto, "sample is part of population that be taken as research subject".⁹⁴ To determine the number of sample the writer quoted from Arikunto states if the numbers of students are less than 50 students, so all of students were as sample of study. It was said as population study.⁹⁵

D. Technique of Collecting Data

The writer uses some techniques to collect the data needed in this research, they are:

1. Observation

Observation is a technique in collecting data where the researcher does the observation directly to the object of research to know nearly the activities done.⁹⁶

They are included:

- a. Location
- b. The English students' problems in fluency of speaking.

2. Test

Test is an instrument in collecting data that is a series of question or treatment that applied to measure the skill of knowledge, intelligence, the ability or talent that have by individual or group.⁹⁷

The test included:

- a. Narrating past experience
- b. Describing feeling (likes and dislikes)

⁹⁴ *Ibid*, p. 109.

⁹⁵ *Ibid*, p. 112.

⁹⁶ Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: Alfabeta, 2004, p. 104.

⁹⁷ *Ibid*, p. 105.

- c. Talking about abilities.
- d. Talking about past events
- e. Narrating past events
- f. Describing science and past events

a. Instrument Validity

Based on Sugiyono, the result of study is called valid if there was a similarities between the data that have collected by the testes and the true data that happened on the object of the study.⁹⁸ Sugiyono states:

*Instrumen yang valid berarti alat ukur yang digunakan untuk mendapatkan data (mengukur) itu valid. Valid berarti instrumen tersebut dapat digunakan untuk mengukur apa yang hendak diukur.*⁹⁹ (Validity instrument it means the instrument that used to get the data (measure) is valid. Valid it means the instrument can be used to measure what are we want to measure).

Spolky stated that validity is the central problem in foreign language testing. Validity is concerned with whether a test measures what it is intended to measure. A test of speaking ability in a classroom setting is usually an achievement test. An achievement test should have content and face validities. Since content validity asks if the test content matches the content of the course of study, what teachers can do is to match the course objectives and syllabus design with the test items.¹⁰⁰ To find the validity of test, content validity and face validity are used.

⁹⁸Sugiyono, *Statistik untuk Penelitian*, Bandung: Alfabeta, 2004, p. 267.

⁹⁹*Ibid.*

¹⁰⁰Kim, Hyun Sook, *The Types of Speaking Assessment Tasks used by Korean Junior Secondary School English Teachers*, [http://www. Asian-efl-journal.com/dec_03_gl_kr.php](http://www.Asian-efl-journal.com/dec_03_gl_kr.php), (Online on November 29th, 2009).

1) Content Validity

For the instrument in a test form, content validity can be used to check the validity of instrument by comparing between content of instrument and material of learning that was learned by the teacher to the students.¹⁰¹

In this study, the writer made an instrument in a test form based on the syllabus of Speaking II Subject that considered of narrating past event, describing feelings (likes and dislikes) and talking about abilities, etc. The number of instruments are distributed to the students.

Table 3.3 Content Specification of Speaking Test

Program	Material	Item	Form
Language Program	Talking about past events	1	Oral test
Language Program	Talking about abilities	1	Oral test
Science Program	Narrating past experience	1	Oral test
Science Program	Describing feeling	1	Oral test
Social Program	Talking about past events	1	Oral test
Social Program	Talking about quantity	1	Oral test
Vocational Program	Narrating past events	1	Oral test
Vocational Program	Describing physical features	1	Oral test

2) Face Validity

Another kind of validity is face validity. Richards et al state that this is a subjective judgment on the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer. Hughes states that as the real implications of tests are often different to those perceived by examines or administrative personnel, face validity is often

¹⁰¹*Ibid.*, p. 272.

disregarded in testing. However, face validity is very important in a classroom speaking test, because the students are more motivated to speak if a test has good face validity. Davies as cited by Kim states that such a test is usually an achievement test, and as such should have face validity as well as construct validity.¹⁰²

Based on Heaton, a test is called has face validity is if the test items look right to other testers, teachers, moderators, and testee.¹⁰³

The face validity of the test items as follows.

- a) Type of test is subjective test.
- b) The kinds of the test items of speaking as narrating past event, describing feelings (likes and dislikes) and talking about abilities, talking about past events, narrating past events, and describing science and past events.
- c) Language that used is English.

b. Instrument Reliability

Reliability is necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument.¹⁰⁴

To measure the reliability test, the formula of KR-21 is used.

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{KVt} \right)$$

Where: r_{11} : Instrument reliability

k : The number of items

¹⁰²Mark Brierley et al., *Assessing Speaking in a University General English Course*, http://soar-ir.shinshu-u.ac.jp/dspace/bitstream/10091/3342/1/Humanities_Social03-07.pdf, (Online on November 29th, 2009).

¹⁰³J.B. Heaton, *Writing English Language Test*, England: Longman, 1974, p. 153.

¹⁰⁴*Ibid.*, p. 155.

M : Mean

Vt : Total varian¹⁰⁵

The criteria as follows:

$$r_{11} > r_{\text{table}} = \text{reliable}$$

$$r_{11} < r_{\text{table}} = \text{not reliable}^{106}$$

The measurement of instrument reliability of speaking test can be seen below.

1) Language Program

$$K = 2$$

$$M = \frac{\sum X}{N} = \frac{42}{12} = 3.5$$

$$Vt = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{156 - \frac{(42)^2}{12}}{12}$$

$$= \frac{156 - \frac{1764}{12}}{12}$$

$$= \frac{156 - 147}{12} = \frac{9}{12} = 0.75$$

Then, it applied to the KR-21 formula:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{KVt} \right)$$

¹⁰⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 189.

¹⁰⁶Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: Al-Fabeta, 2004, p.128.

$$\begin{aligned}
&= \left(\frac{2}{2-1} \right) \left(1 - \frac{3.5(2-3.5)}{2.075} \right) \\
&= \left(\frac{2}{1} \right) \left(1 - \frac{3.5(-1.5)}{1.5} \right) \\
&= (2) \left(1 - \frac{-5.25}{1.5} \right) \\
&= (2) (1 - -3.5) \\
&= (2) (-4.5) \\
&= 9
\end{aligned}$$

$$Df = N - nr$$

$$= 12 - 4 = 8$$

$$r_{\text{table}} = 0.707$$

Based on the measurement of instrument reliability above, it was known that the coefficient of reliability is 9 and the value of r_{table} is 0.707. it meant the r_{observed} of reliability was greater than r_{table} ($9 > 0.707$). Because of that, the instrument was reliable and could be used.

2) Science Program

$$K = 2$$

$$M = \frac{\sum X}{N} = \frac{96}{28} = 3.42$$

$$V_t = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{354 - \frac{(96)^2}{28}}{28}$$

$$\begin{aligned}
 &= \frac{354 - \frac{9216}{28}}{28} \\
 &= \frac{354 - 329.14}{28} \\
 &= \frac{24.86}{28} = 0.88
 \end{aligned}$$

Then, it applied to the KR-21 formula:

$$\begin{aligned}
 r_{11} &= \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{KVt} \right) \\
 &= \left(\frac{2}{2-1} \right) \left(1 - \frac{3.42(2-3.42)}{2.088} \right) \\
 &= \left(\frac{2}{1} \right) \left(1 - \frac{3.42(-1.42)}{1.76} \right) \\
 &= (2) \left(1 - \frac{-4.8564}{1.76} \right) \\
 &= (2) (1 - -2.75) \\
 &= (2) (3.75) \\
 &= 7.5
 \end{aligned}$$

$$Df = N - nr$$

$$= 28 - 4 = 24$$

$$r_{table} = 0.404$$

Based on the measurement of instrument reliability above, it was known that the coefficient of reliability is 7.5 and the value of r_{table} is 0.404. it meant the $r_{observed}$ of reliability was greater than r_{table} ($7.5 > 0.404$). Because of that, the instrument was reliable and could be used.

3) Social Program

$$K = 2$$

$$M = \frac{\sum X}{N} = \frac{60}{19} = 3.15$$

$$V_t = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{202 - \frac{(60)^2}{19}}{19}$$

$$= \frac{202 - \frac{3600}{19}}{19}$$

$$= \frac{202 - 189.47}{19}$$

$$= \frac{12.53}{19} = 0.65$$

Then, it applied to the KR-21 formula:

$$r_{11} = \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{KV_t} \right)$$

$$= \left(\frac{2}{2-1} \right) \left(1 - \frac{3.15(2-3.15)}{2.065} \right)$$

$$= \left(\frac{2}{1} \right) \left(1 - \frac{3.42(-1.15)}{1.3} \right)$$

$$= (2) \left(1 - \frac{-3.6225}{1.3} \right)$$

$$= (2) (1 - -2.78)$$

$$= (2) (3.78)$$

$$= 7.56$$

$$Df = N - nr$$

$$= 19 - 4 = 15$$

$$r_{table} = 0.514$$

Based on the measurement of instrument reliability above, it was known that the coefficient of reliability is 7.56 and the value of r_{table} is 0.514. It meant the $r_{observed}$ of reliability was greater than r_{table} ($7.56 > 0.514$). Because of that, the instrument was reliable and could be used.

4) Vocational Program

$$K = 2$$

$$M = \frac{\sum X}{N} = \frac{19}{6} = 3.16$$

$$Vt = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{65 - \frac{(19)^2}{6}}{6}$$

$$= \frac{65 - \frac{361}{6}}{6}$$

$$= \frac{65 - 60.16}{6}$$

$$= \frac{4.84}{6} = 0.80$$

Then, it applied to the KR-21 formula:

$$\begin{aligned}
 r_{11} &= \left(\frac{K}{K-1} \right) \left(1 - \frac{M(K-M)}{KVt} \right) \\
 &= \left(\frac{2}{2-1} \right) \left(1 - \frac{3.16(2-3.16)}{2.080} \right) \\
 &= \left(\frac{2}{1} \right) \left(1 - \frac{3.16(-1.16)}{1.6} \right) \\
 &= (2) \left(1 - \frac{-3.6656}{1.6} \right) \\
 &= (2) (1 - -2.291) \\
 &= (2) (3.291) \\
 &= 6.582
 \end{aligned}$$

$$Df = N - nr$$

$$= 6 - 4 = 2$$

$$r_{table} = 0.997$$

Based on the measurement of instrument reliability above, it was known that the coefficient of reliability is 6.582 and the value of r_{table} is 0.997. it meant the $r_{observed}$ of reliability was greater than r_{table} ($6.582 > 0.997$). Because of that, the instrument was reliable and could be used.

3. Questionnaire

Questionnaire is a list of questions that will be give to someone who is ready to give the respond appropriately to the researcher ask.¹⁰⁷ They are included:

¹⁰⁷ Riduwan, *Metode dan Teknik*, p. 99.

- a. Background of the English students at *STAIN* Palangka Raya academic year 2008/2009.
- b. Students activeness in English activities.
- c. Students practice of English.
- d. Students ability in using English.
- e. Vocabulary building.

4. Interview

Interview is a way to collecting data used to get the information directly from the source.¹⁰⁸ They are included:

- a. The students' activities in speaking subject.
- b. The students' problems in fluency of speaking.
- c. The students' support to the English.

5. Documentation

Documentation is referred to get the data directly form the place of research, enveloped of relevant books, rules, report of the activity, photos, film of documenter and research data relevant.¹⁰⁹ They are included:

- a. The attendance list of students in speaking performance.
- b. The result of students in speaking performance in academic year 2008/2009.
- c. The syllabus of speaking II subject.

E. Technique of processing Data

To process the data, the writer used as stated by Marzuki in *Metodologi Riset* as follows:

¹⁰⁸*Ibid.*, p. 102.

¹⁰⁹*Ibid.*, p. 105.

1. Editing

The writer checked the students' name and probability error in fulfill the list of questions based on the working sheet.

2. Coding

The writer collected the data and give codes to name of students. Their names replaced by the codes A1, A2, A3, and so on in order to be easy to process the data.

3. Tabulating

The writer arranged the students' score in the table.

4. Analyzing

The writer analyze the data as a basic to make a conclusion.¹¹⁰ After the writer done the fourth techniques of processing data above, the writer then compare the result of the students' test between students who have different senior high school's program in their competency of speaking.

Related to the comparative study, Asnawi Sujud states:

*Penelitian komparasi akan dapat menemukan persamaan-persamaan dan perbedaan-perbedaan tentang benda-benda, tentang orang, tentang prosedur kerja, tentang ide-ide, kritik terhadap orang, kelompok, terhadap suatu ide atau suatu prosedur kerja. Dapat juga membandingkan kesamaan pandangan dan perubahan-perubahan pandangan orang, grup atau negara, terhadap kasus, terhadap orang, peristiwa atau terhadap ide-ide.*¹¹¹ (Comparative study will be able to find out the similarities and differencities about nouns, people, work procedure, ideas, criticize to the person, group, to the an idea or a work procedure. It also can be used to compare the similarities of opinion and the changes of person's opinion, group or a country, to the case, to the people, event or to the ideas).

¹¹⁰Marzuki, *Metodologi Riset*, Yogyakarta: BFFE UI, 1995, p. 13.

¹¹¹Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2008, p. 274.

To analyze the data, the writer done some procedures. They are:

1. The writer collected the obtained score.
2. The writer arranged the obtained score into a table.
3. The writer calculated the nominator degree of freedom (V1) and the denominator degree of freedom (V2) with the formula:

$$V1 = k - 1$$

$$V2 = n - k$$

112

4. The writer calculated the some of total square (JKT) with the formula:

$$JKT = \sum_{i=1}^k \sum_{j=1}^n X_{ij}^2 - \frac{T^2}{n}$$

113

5. The writer calculated the some of total Coolum (JKK) with the formula:

$$JKK = \frac{\sum_{i=1}^k T_i^2}{n_i} - \frac{T^2}{N}$$

114

6. The writer calculated the some of total error (JKE) with the formula:

$$JKE = JKT - JKK$$

115

7. The writer made a summary's table of the data calculating of one way anova in different total of samples.

162. ¹¹²Iqbal Hasan, *Analisis Data Penelitian dengan Statistik*, Jakarta: Bumi Aksara, 2009, p.

¹¹³*Ibid.*, p. 62.

¹¹⁴*Ibid.*

¹¹⁵*Ibid.*

8. The writer compared the value of F_{empirik} with F_{teoritik} or level of significance at 5% level. If the result of one way anova in different total of samples is higher than t_{table} it means, H_a is accepted, but if the result of one way anova in different total of sample is smaller than t_{table} , it means H_o is accepted.

The writer used one way anova to answer the problem especially one way anova in different of samples.

One way anova *merupakan pengujian hipotesis komparatif untuk data internal atau rasio dari k sampel (lebih dari dua sampel) yang berkorelasi dengan satu faktor yang berpengaruh.*¹¹⁶ (One way anova is a comparative hypothesis test for internal or ratio data from k sample (more than two samples) that correlate with one factor influential).

Related statement to the one way anova, Iqbal Hasan states one way anova *dengan sampel yang tidak sama banyaknya adalah setiap kelompoknya memiliki jumlah atau ukuran sampel yang tidak sama banyaknya atau jumlahnya.*¹¹⁷ (One way anova in different total of sample is in each group has different total or size of samples).

- a. If the F_{empirik} is equal or higher than F_{teoritik} , so the null hypothesis stating that there is no mean difference from the both samples is rejected. It means the difference is significant.
- b. If the F_{empirik} is lower than F_{teoritik} , so the null hypothesis stating that there is no mean difference from the both samples is accepted. It means the difference is not significant.

¹¹⁶*Ibid.*, p. 159

¹¹⁷*Ibid.*, p. 161.

The explanation of statement above related to the study means:

- a. If the F_{empirik} is equal or higher than the value of F_{teoritik} , it meant there is significant difference in the speaking competency obtained by students with different senior high school's program of *STAIN* Palangka Raya academic year 2008/2009.
- b. If the F_{empirik} is lower than the value of F_{teoritik} , it meant there is no significant difference in the speaking competency obtained by students with different senior high school's program of *STAIN* Palangka Raya academic year 2008/2009.

The writer also used SPSS 17 to analyze the data in this study.

9. The writer interpreted the analysis result.
10. The writer gave conclusion.



CHAPTER IV

CHAPTER IV RESEARCH FINDINGS

A. Speaking Competency Obtained by Students with Different Senior High School's Background

This study is made based on the problem that is there any significant difference in the competency of speaking obtained by students who have different Senior High School's program at English program of *STAIN* Palangka Raya academic year 2008/2009. this study has the objective that to find is there any significant difference in the competency of speaking obtained by students who have different Senior High School's program at English program of *STAIN* Palangka Raya academic year 2008/2009. To answer the problem above, the writer used comparative design of the research in quantitative approach. The writer done some techniques to collect the data such as observation, questionnaire, test, interview and documentation. The students' speaking competency can be known by giving a speaking test. The explanation of the students' speaking competency are described by the following topics.

B. General Description of Speaking Lectures

Speaking is one of four skills in English. According to Oxford Advanced Learners Dictionary, speak is defined as to say words; to talk or say something about something; to say or state something; to know and be able to use a language. Speaking is an essential tool for communicating because by speaking someone will be able to express their idea. In other hand, speaking was an acronym of a word. The acronym of speaking as follows.

- S : Setting (included time, place, physic condition in act of speech)
- P : Participants (included speaker, writer, listener or reader)
- E : Ends (purpose/ result which are hoped)
- A : Act sequence (form and content of message)
- K : Key (way in speaking, i.e. serious, roughs, etc by speaker)
- I : Instrumentalities (channels are used like written or oral form of speech
(dialect and accent)
- N : Norms (the norms are used in interaction like interruption and
interpellation that must be understood by speaker)
- G : Genres (special register is used in speech act, for examples entertainment,
and speech)

Besides as one of four skills in English and as an essential tool for communicating, speaking is also a subject which is taught in English Department at *STAIN* Palangka Raya. Speaking is a subject which is taught in sequence. It start from speaking I then continue to speaking II and speaking III and the last is speaking IV. This subject is taught from semester one and if the students are failed to pass speaking I subject they could not continue to the speaking II and so forth.

1. Speaking I

Objectives:

The course is intended to make students able to use simple, daily English conversation, such as answering simple questions and giving natural responses to stimuli directed to them. It is also intended to improve students' pronunciation of English.

Materials:

Recognizing and production of sounds in words, phrases, sentences and paragraphs; story-telling: conversation that covers greeting, introducing, and parting, asking and giving information, identifying and describing object, discussing likes and dislikes.

2. Speaking II**Objectives:**

The course is designed to enable the students to speak at pre-intermediate level covering various topics of daily conversation confidently and fluently.

Materials:

Talking about past events; narrating past events; narrating past experiences; describing scenes and past events; reporting what other people said; giving instructions; talking about future arrangement; describing feeling (likes and dislikes); talking about abilities; talking about quantity and describing physical features.

3. Speaking III**Objectives:**

This course is designed to enable the students to get active, responsive and resourceful participants of various roles in a debate of pre-arranged topics to express their ideas spontaneously in group activities.

Materials:

Presenting arguments and opinions; interrupting; asking for clarification and clarifying; questioning and persuading.

4. Speaking IV

Objectives:

This course is designed to develop the students' speaking skill at advanced level of competence and by the end of this course the students are expected to be fluent and confident in conveying ideas in English at any academic atmosphere.

Materials:

Describing personality; comparing and contrasting; discussing advantages and disadvantages; stating consequences, prediction and speculation; persuasion; expressing opinion and argument; interruption; complaining; and advice and suggestions.

C. Analysis of Variables

1. The Students' English Activities when they were in Senior High School

In this research, the writer found four programs that have been passed by the English students at *STAIN* of Palangka Raya academic year 2008/2009 when they were in senior high school. The data have been gotten by using observation, questionnaire, test, interview and documentation. The writer would like to analyze the data based on the fourth programs itself and deviated into four parts such as language program, science program, social program and vocational program.

a. Language Program

1) Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009

The background of the English students at *STAIN* of Palangka Raya academic year 2008/2009 was an important thing to show their program when they

were in senior high school and because this research is conducted to know their speaking competency based on their program when they were in senior high school.

Below is a table that showed how many English students at *STAIN* of Palangka Raya academic year 2008/2009 from language program.

Table 4.1 The Students' Program in Senior High School

No	Category	Frequency	Percent
1	Language Program	12	18.5 %
2	Science Program	28	43.1 %
3	Social Program	19	29.2 %
4	Vocational Program	6	9.2 %
Total		65	100 %

Data source: Questionnaire

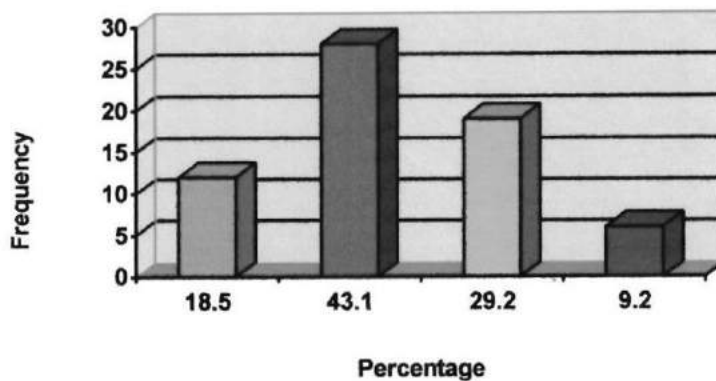


Figure 4.1 The Students' Program in Senior High School

Based on the data at the table and the figure above, it can be seen that there were 12 students or 18.5 % of the students who came from language program and there were 28 students or 43.1 % of the students who came from science program. Furthermore, there were 19 students or 29.2 % of the students who came from social program and there were 6 students or 9.2 % of the students who came from vocational program. It showed that to study about English deeply and to master

about English the students must not come from language program, but students who came from science program, social program and vocational program also have a chance to study about English.

2) English Practice

English is also one of the subjects that learn by the students in language program and to progress the English ability, English practice is needed by the students. English teacher is a person who was possible to invite the students to practice their English ability because the students were not directly active without the teacher's direction.

To know the students' English practice, we can look at the table below.

Table 4.2 The Students' Speaking Practice

No	Category	Frequency	Percent
1	Yes	3	25%
2	Sometimes	8	66.7%
3	Seldom	1	8.3 %
4	Never	0	0 %
Total		12	100 %

Source of data: Questionnaire

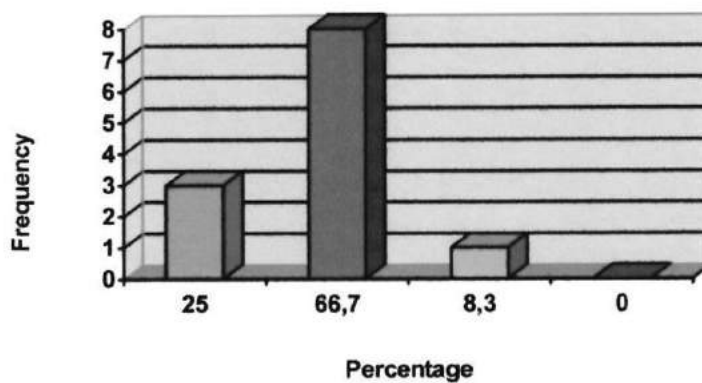


Figure 4.2 The Students' Speaking Practice

Based on the data at the table and the figure above, there were 3 students or 25% of the students who invited to speak English by their English teacher and there were 8 students or 66.7% of the students who invited to speak English by their English teacher in sometimes frequency. Furthermore, there was only one student or 8.3% of the students who invited to speak English by their English teacher in seldom frequency and there was not student who never invite to speak English by their English teacher. It showed that the students in language program had high enough chance and times to practice their speaking skill although most of them were invited to speak English by their English teacher in sometimes frequency.

3) The Students' English Activity

English activity is an important thing to progress the English ability because by doing the English activity, the students will be able to speak English like presentation, speech and story telling. It also be a treatment to make the students speak English in front of audience braveness.

The students' English activity can be seen at a table below.

Table 4.3 The Students' English Activity

No	Category	Frequency	Percent
1	Presentation	1	8.3%
2	Speech	1	8.3%
3	Story-telling	2	16.7%
4	Text book	8	66.7%
Total		12	100 %

Source of data: Questionnaire

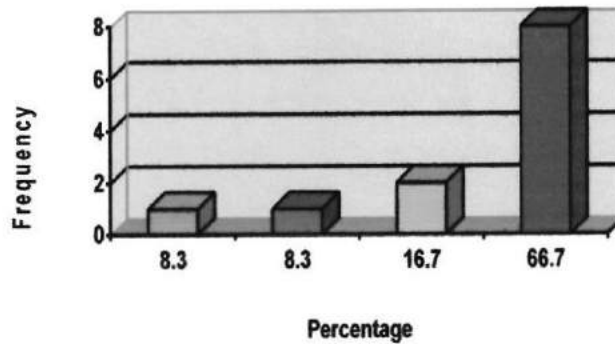


Figure 4.3 The Students' English Activity

Based on the data at the table and the figure above, the category of text book was the highest frequency. There were 8 students or 66.7% of the students who chose text book as their English activity and there were 2 students or 16.7% of the students who chose story-telling as their English activity. Furthermore, there was only one student or 8.3% of the students who chose speech as their English activity and there was only one student or 8.3% of the students who chose presentation as their English activity. It showed that the students in language program less English practice because most of them applied text book as their English activity.

4) The Frequency of the Students' English Activity in a Month

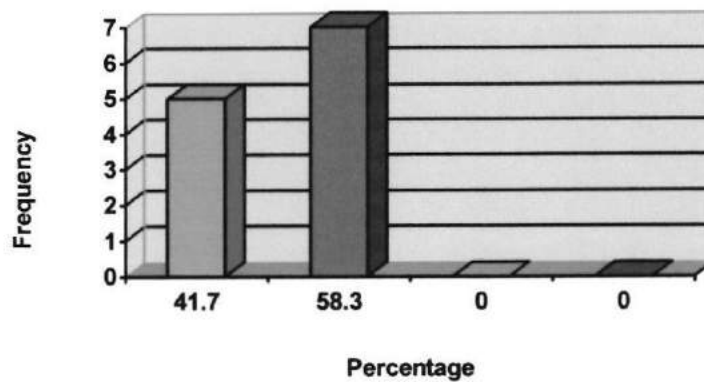
Frequency of the English activity in a month was an important thing to show as much as often the English activity done by the students in a month. The English activity gave contributions positively in developing and improving their English.

The frequency of the students' English activity in a month can be seen at the table below.

Table 4.4 The Frequency of the Students' English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	5	41.7%
2	2 to 3 times	7	58.3%
3	Once	0	0%
4	Never	0	0%
Total		12	100 %

Source of data: Questionnaire

**Figure 4.4 The Frequency of the Students' English Activity in a Month**

Based on the data at the table and the figure above, there were 5 students or 41.7% of the students who had 4 to 5 times frequency of the students' English activity in a month and there were 7 students or 58.3% of the students who had 2 to 3 times frequency of the students' English activity in a month. Furthermore, there was not student who had once frequency of the students' English activity in a month and there was not student that choose never of the students' English activity in a month. It showed that although the students' English activity was text book, but the English activity had high enough frequency in applying the activity.

5) The Frequency of the Students' Attendance to the English Activity in a Month

The frequency of the students' attendance to the English activity in a month was an important thing to show their seriousness in studying English.

For the data of the frequency of the students' attendance to the English activity in a month can be looked at the table below.

Table 4.5 The Frequency of the Students' Attendance to the English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	6	50%
2	2 to 3 times	6	50%
3	Once	0	0%
4	Never	0	0%
Total		12	100 %

Source of data: Questionnaire

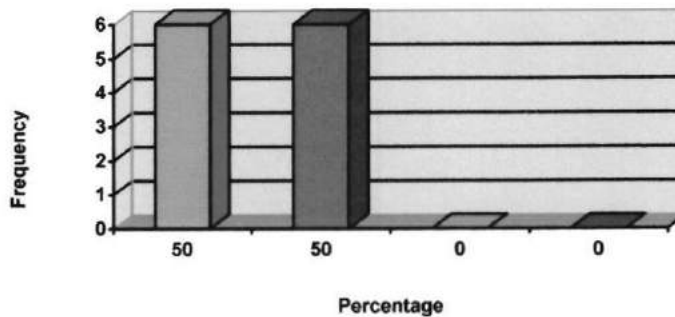


Figure 4.5 The Frequency of the Students' Attendance to the English Activity in a Month

Based on the data at the table and the figure above, all of the students in language program were active in attending to the English activity. There were 6 students or 50% of the students who attended to the English activity for 4 to 5 times and there were 6 students or 50% of the students who attended to the English activity for 2 to 3 times. Furthermore, there was not student who attended to the English activity for once and there was not student who never attend to the English activity.

6) The Students' Chance to be a Presenter

To be a presenter was one of the ways to improve the speaking skill. By being a presenter, the students learn how to pronounce English words well. So, to be a presenter is needed by the students to build their braveness in speaking skill in front of the audience.

For the data of the students' chance to be a presenter can be looked at the table below.

Table 4.6 The Students' Chance to be a Presenter

No	Category	Frequency	Percent
1	Ever	7	58.3%
2	Almost	0	0%
3	Never	5	41.7%
4	Refuse	0	0%
Total		12	100 %

Source of data: Questionnaire

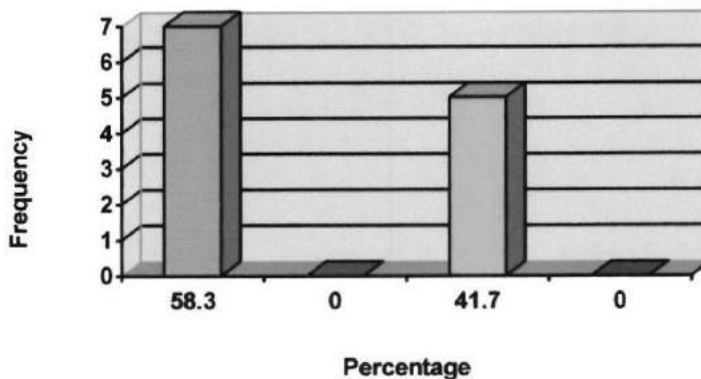


Figure 4.6 The Students' Chance to be a Presenter

Based on the data at the table and the figure above, the category of ever was the highest frequency. There were 7 students or 58.3% of the students who ever be a presenter and there were 5 students or 41.7% of the students who never be a presenter. Furthermore, there was not student who almost be a presenter and

there was not student who refused the chance to be a presenter. It showed that the students in language program were ever be a presenter to progress their speaking skill although some of them were never be a presenter, but at list no one of them refused the chance to be a presenter.

7) The Students' Frequency to be a Presenter

The students' frequency to be a presenter was an important aspect to show as much as often the students practice their speaking skill. It also showed their interest in studying English.

A table below is showed the students' frequency to be a presenter.

Table 4.7 The Students' Frequency to be a Presenter

No	Category	Frequency	Percent
1	3 to 4 minutes	2	16.7%
2	Twice	3	25%
3	Once	2	16.7%
4	Never	5	41.6%
Total		12	100 %

Source of data: Questionnaire

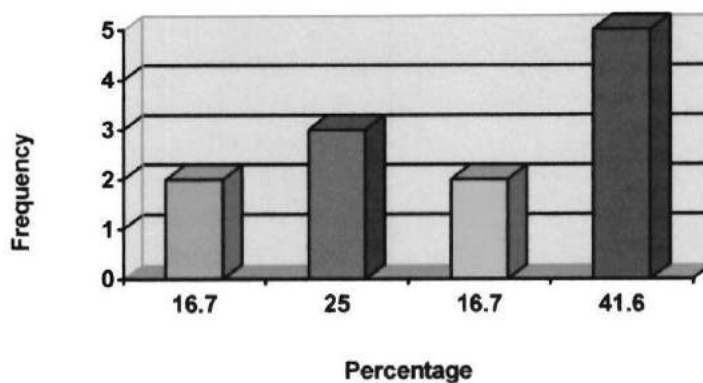


Figure 4.7 The Students' Frequency to be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency. There were 5 students or 41.6% of the students who

never be a presenter and there were 2 students of 16.7% of the students who ever be a presenter for once. Furthermore, there were 3 students or 25% of the students who ever be a presenter for twice and there were 2 students or 16.7% of the students who ever be a presenter for 3 to 4 times. It was caused by the students in language program had high enough motivation to progress their speaking skill by being a presenter.

8) The Reason why the Students be a Presenter

The reason why the students be a presenter showed how far their interest to practice their English skills. The students' reason indicated their braveness in practicing their speaking.

A table below is showed the reason why the students be a presenter.

Table 4.8 The Reason why the Students be a Presenter

No	Category	Frequency	Percent
1	Because of their desire	1	8.3%
2	Because of teacher's assignment	1	8.3%
3	Because of score	6	50%
4	Never	4	33.3%
Total		12	100 %

Source of data: Questionnaire

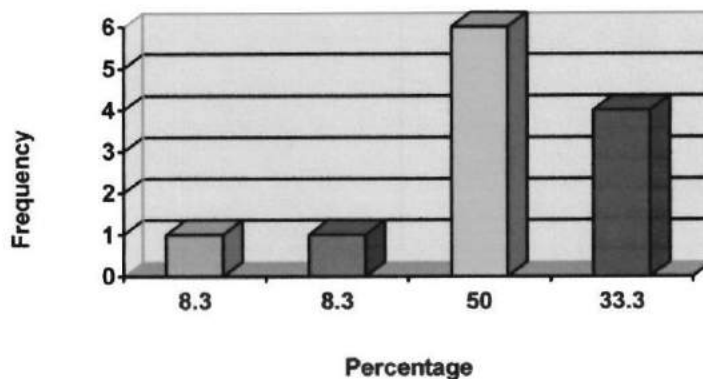


Figure 4.8 The Reason why the Students be a Presenter

Based on the data at the table and the figure above, the category of because of score was the highest frequency. There were 4 students of 33.3% of the students who never be a presenter and there were 6 students or 50% of the students who had the reason because of score when they were being a presenter. Furthermore, there was only one student or 8.3% of the students who chose because of teacher's assignment as their reason why the student be a presenter and there was only one student or 8.3% of the students who chose because of their desire as the reason why the student be a presenter. It showed that the students in language program were trying to speak English as a presenter although some of them chose because of score as their reason.

9) The Students' Frequency in Responding Questions

Respond some questions was one of the ways of the students try to speak in giving feedback to the questionnaire (s). In this time the students had enough time and many opportunities to give respond and to explore their ability in speaking. By giving respond, the students will active in learning English activity. So that, they can speak in front of audiences. To know the students' frequency in responding questions, it can be looked at the table below.

Table 4.9 The Students' Frequency in Responding Questions

No	Category	Frequency	Percent
1	3 to 4 minutes	4	33.3%
2	Twice	3	25%
3	Once	4	33.3%
4	Never	1	8.3%
Total		12	100 %

Source of data: Questionnaire

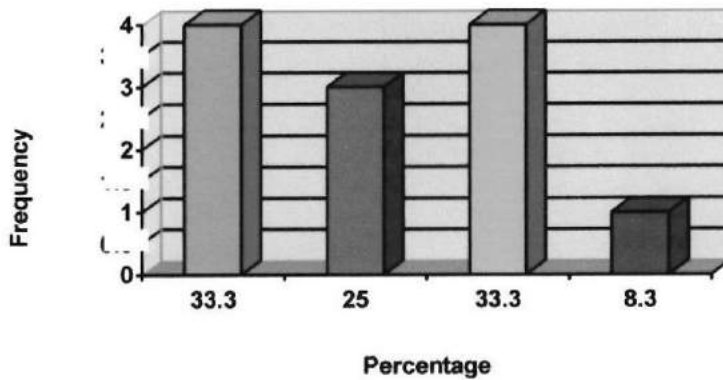


Figure 4.9 The Students' Frequency in Responding Questions

Based on the data at the table and the figure above, there were 4 students or 33.3% of the students who had 3 to 4 times in responding questions and there were 3 students or 25% of the students who had twice frequency in responding questions. Furthermore, there were 4 students or 33.3% of the students who had once frequency in responding questions and there was only one student who never give respond to the questions. It showed that the students in language program were active in giving respond to the questions. It can be seen from the data at the table above that there was only one student who never give respond to the questions.

10) The Students' Frequency in Asking Questions to the Presenter

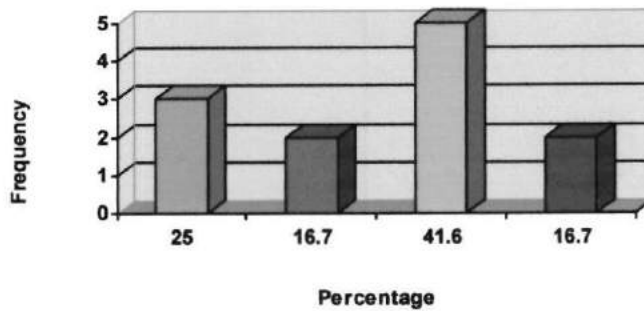
The students' frequency in asking questions to the presenter showed their ability in practicing their speaking skill. Furthermore, the students' frequency in asking questions to the presenter show as much as often they practice their speaking skill by asking questions to the presenter.

A table below is showed the students' frequency in asking questions to the presenter.

Table 4.10 The Students' Frequency in Asking Questions to the Presenter

No	Category	Frequency	Percent
1	3 to 4 minutes	3	25%
2	Twice	2	16.7%
3	Once	5	41.6%
4	Never	2	16.7%
Total		12	100 %

Source of data: Questionnaire

**Figure 4.10 The Students' Frequency in Asking Questions to the Presenter**

Based on the data at the table and the figure above, the category of 3 to 4 times in asking questions were only 3 students or 25 % of the students and the category of once was the highest, they were 5 students or 41.6% of the students. Furthermore, there were 2 students or 16.7% of the students who had twice frequency in asking questions to the presenter and there were only 2 students or 16.7% of the students who never ask questions to the presenter. It showed that the students in language program were actived in following the activity although some of them were asked questions to the presenter for once, but there were only 2 students or 16.7% of the students who never ask questions to presenter.

11) The Students' Intensity in Using English

The students' intensity in using English showed as much as often they their speaking skill. It also showed their English vocabularies acquisition.

A table below is showed the students' intensity in using English.

Table 4.11 The Students' Intensity in Using English

No	Category	Frequency	Percent
1	75 %	0	0%
2	50 %	6	50%
3	25 %	6	50%
4	0 %	0	0%
Total		12	100 %

Source of data: Questionnaire

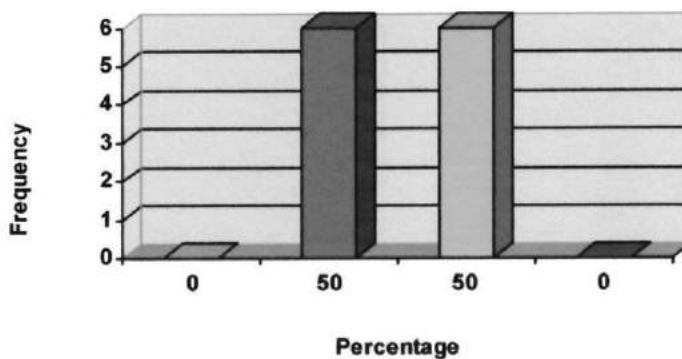


Figure 4.11 The Students' Intensity in Using English

Based on the data at the table and the figure above, we can see that the students in language program had high enough intensity in using English. It can be seen from their intensity in using English at the table above that there were 6 students or 50% of the students who had 50% intensitation in using English and there were 6 students or 50% of the students who had 25% intensitation in using English. Furthermore, there was not student who had 75% intensitation in using English and there was not student who never use English. It was caused by the students in language program aware that practice English is needed by them because of that they had high enough intensity in using English. It about 25 % to 50 %.

12) The Students' Intensity in Using Indonesian Language

The students' intensity in using Indonesian language showed the students' presentation and vocabularies that they had. If the students' had enough vocabularies, they will speak English although they did not have enough preparation.

For the data of the students' intensity in using Indonesian language can be looked at the table below.

Table 4.12 The Students' Intensity in Using Indonesian Language

No	Category	Frequency	Percent
1	0 %	0	0%
2	25 %	3	25%
3	50 %	7	58.3%
4	75 %	2	16.7%
Total		12	100 %

Source of data: Questionnaire

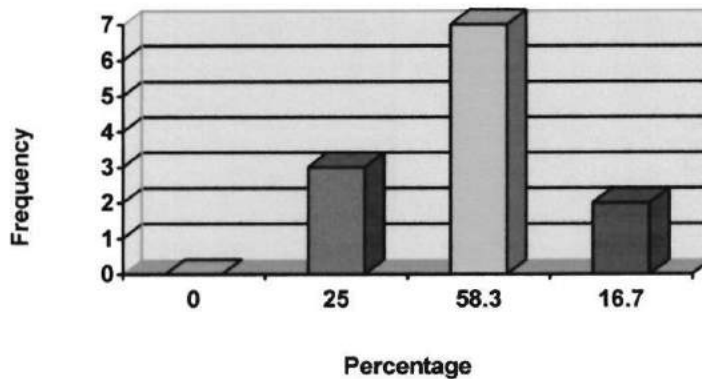


Figure 4.12 The Students' Intensity in Using Indonesian Language

Based on the data at the table and the figure above, the category of 50% was the highest frequency. There were 7 students or 58.3% or the students who used Indonesian language for 50% and there were 3 students or 25% of the students who used Indonesian language for 25%. Furthermore, there were only 2

students or 16.7% of the students who used Indonesian language for 75% and there was not student who never use Indonesian language. It showed that although the students in language program used Indonesian language but there were only 2 students or 16.7% of the students who used Indonesian language for 75%.

13) The Students' Reason in Using English

The students' reason in using English showed their effort to progress their speaking skill. By knowing the reason why the students use English, it was possible to know their cause why they speak English especially in English class. For the data of the students' reason in using English, it can be looked at the table below.

Table 4.13 The Students' Reason in Using English

No	Category	Frequency	Percent
1	Because of their desire	5	41.7%
2	Because of score	2	16.7%
3	Because of teacher's assignment	4	33.3%
4	Never	1	8.3%
Total		12	100 %

Source of data: Questionnaire

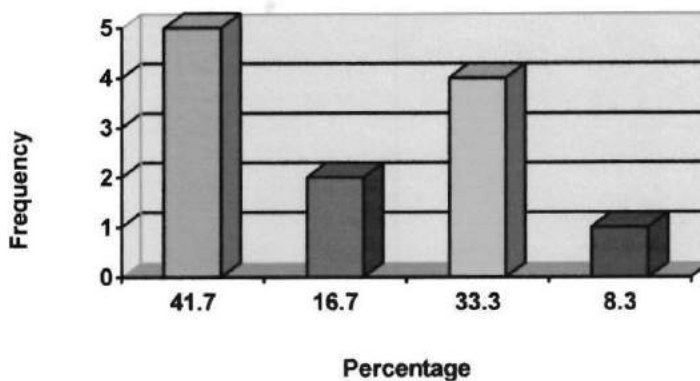


Figure 4.13 The Students' Reason in Using English

Based on the data at the table and the figure above, the category of because of their desire was the highest frequency. There were 5 students or 41.7% of the

students who used English because of their desire and there were 2 students or 16.7% of the students who used English because of score. Furthermore, there were 4 students or 33.3% of the students who used English because of teacher's assignment and there was only one student who chose never. It showed that the students in language program always try to speak English although some of them speak English because of score and because of teacher's assignment.

14) The Students' Reason in Using Indonesian Language

The reason why the students used Indonesian language indicate their mastery in using English and how many English vocabularies they have. It also showed their interest to speak English. Below is a table that showed the students' reason in using Indonesian language.

Table 4.14 The Students' Reason in Using Indonesian Language

No	Category	Frequency	Percent
1	Because of the teacher itself use Indonesian language	5	41.7%
2	Because of the teacher did not ask the students to speak English	5	41.7%
3	Because of shy and unself confidence	1	8.3%
4	Because of confuse and cannot speak English	1	8.3%
Total		12	100 %

Source of data: Questionnaire

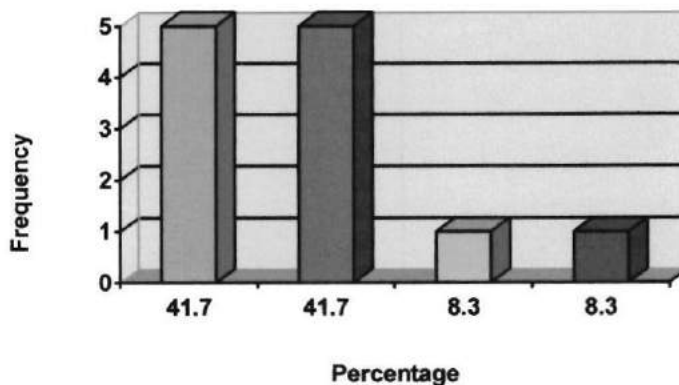


Figure 4.14 The Students' Reason in Using Indonesian Language

Based on the data at the table and the figure above, we can see that there were 5 students or 41.7% of the students who used Indonesian language because of the teacher itself use Indonesian language and there were 5 students or 41.7% of the students who used Indonesian language because of the teacher did not ask the students to speak English. Furthermore, there was only one student or 8.3% of the students who used Indonesian language because of shy and unself confidence and there was one student or 8.3% of the students who used Indonesian language because of confuse and cannot speak English. It showed that the students in language program had high enough motivation to speak English.

15) Giving English Vocabularies

Giving English vocabularies from the English teacher is needed by the students because English teacher is a person who have to motivate and support the students to progress their English ability especially in speaking skill because English vocabularies is an essential part in speaking skill. By giving the English vocabularies, both the teacher and students can improve their vocab and their English skill.

A table below is showed the giving English vocabularies.

Table 4.15 Giving English Vocabularies

No	Category	Frequency	Percent
1	Yes	8	66.7%
2	Sometimes	3	25%
3	Seldom	1	8.3%
4	Never	0	0%
Total		12	100 %

Source of data: Questionnaire

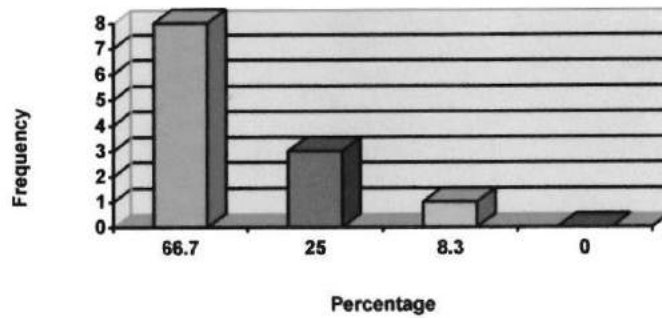


Figure 4.15 Giving English Vocabularies

Based on the data at the table and the figure above, we can see that all of the students in language program were getting English vocabularies. There were 8 students or 66.7% of the students who always got the English vocabularies and there were 3 students or 25 % of the students who had sometimes frequency in giving English vocabularies. Furthermore, there was only one student or 8.3% of the students who had seldom frequency in giving English and there was not student who never get English vocabularies. It was caused by the students in language program aware to add their English vocabularies.

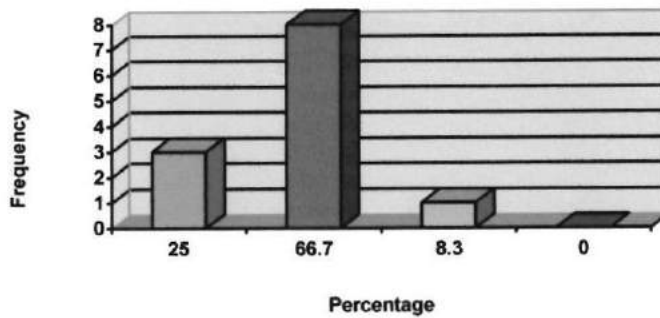
16) The Students' Intensity in Recording the English Vocabularies

The students' intensity in recording the English vocabularies showed their seriousness in progressing the English skill. By recording the English vocabularies, the students will be able to memorize the vocabularies and apply it in speaking. To know the students' intensity in recording the English vocabularies, it can be looked at the table below.

Table 4.16 The Students' Intensity in Recording the English Vocabularies

No	Category	Frequency	Percent
1	Always record	3	25%
2	Sometimes to record	8	66.7%
3	Seldom to record	1	8.3%
4	Never record	0	0%
Total		12	100 %

Source of data: Questionnaire

**Figure 4.16 The Students' Intensity in Recording the English Vocabularies**

Based on the data at the table and the figure above, we can see that all of the students in language program recorded the English vocabularies. There were 3 students or 25% of the students who always recorded the English vocabularies and there were 8 students or 66.7% of the students who had sometimes frequency in the students' intensity in recording the English vocabularies. Furthermore, there was only one student who had seldom frequency in the students' intensity in recording the English vocabularies, and there was not student who never record the English vocabularies. It showed that the students in language program aware to add their English vocabularies by recording the vocabularies although sometimes was the highest frequency in the students' intensity in recording the English vocabularies.

17) The Students English Vocabularies Acquisition

Vocabulary was an essential part in learning English because without vocabulary, it was impossible to speak English. The students' English vocabulary acquisition showed how many English vocabularies that have been gotten by the students.

To know the students' English vocabulary acquisition, it can be looked at the table below.

Table 4.17 The Students' English Vocabularies Acquisition

No	Category	Frequency	Percent
1	20 – 30 vocabularies	0	0%
2	15 – 20 vocabularies	5	41.6%
3	10 – 15 vocabularies	5	41.6%
4	6 – 10 vocabularies	2	16.7%
Total		12	100 %

Source of data: Questionnaire

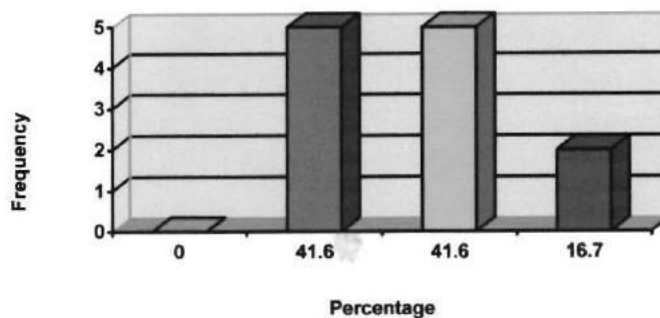


Figure 4.17 The Students' English Vocabularies Acquisition

Based on the data at the table and the figure above, we can see that there were only 2 students or 16.7% of the students who had 6-10 English vocabularies in the students' English vocabularies and there were 5 students or 41.6% of the students who had 10-15 English vocabularies in the students' English vocabularies acquisition. Furthermore, there were 5 students or 41.6% of the

students who had 15-20 English vocabularies in the students' English vocabularies acquisition and there was not student who had 20-30 vocabularies in the students' English vocabularies acquisition. It showed that the students in language program interested to study English and to add their English vocabularies by recording the vocabularies in order to progress their English ability especially speaking skill.

18) The Intensity of the Students' Activeness in English Activity

The intensity of the students' activeness in English activity show how far their seriousness and activeness in studying English because their activeness and seriousness influence to the English ability.

A table below is showed the intensity of the students' activeness in English activity.

Table 4.18 The Intensity of Students' Activeness in English Activity

No	Category	Frequency	Percent
1	75 %	3	25%
2	50 %	5	41.7%
3	25 %	4	33.3%
4	0 %	0	0%
Total		12	100 %

Source of data: Questionnaire

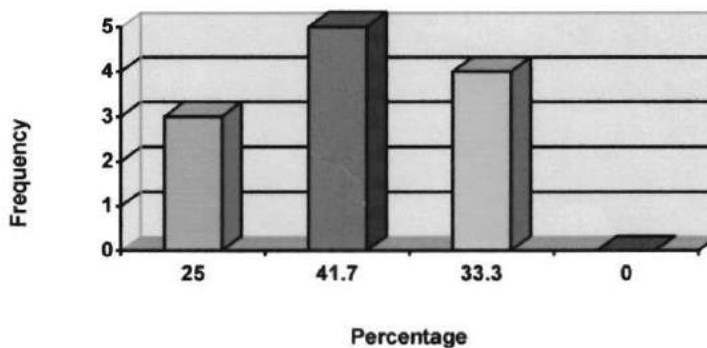


Figure 4.18 The Intensity of Students' Activeness in English Activity

Based on the data at the table and the figure above, there were 3 students or 25 % of the students who had 75% frequency in the intensity of the students' activeness in English activity and there were 5 students or 41.7% of the students who actived for 50% to the English activity. Furthermore, there were 4 students or 33.3% of the students who had 25% frequency in the intensity of the students' activeness in English activity. It was caused by the students in language program aware that by activeness to the English activity helped them to understand the material and to practice their speaking skill in order to progress their English ability.

Based on all of the data at the table above, then they will be arranged in the table of variable score in a series about the English activity in their Senior High School especially in language program. They can be looked at the table below.

Table 4.19 The Scores of Students' Activities in Senior High School

Respondents	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total	Average
A1	4	4	4	3	1	4	4	2	1	1	2	2	2	2	4	3	4	3	3	2	55	2.75
A2	4	4	4	3	1	3	3	2	1	1	2	2	2	1	2	4	4	3	1	3	50	2.5
A3	4	4	4	4	4	3	4	4	3	4	3	2	3	3	4	4	4	4	3	4	72	3.6
A4	4	3	4	3	1	4	4	2	1	1	1	1	2	2	1	3	3	2	1	3	47	2.35
A5	4	4	4	3	1	3	3	4	2	2	2	3	3	2	2	4	4	4	2	2	59	2.95
A6	4	4	4	3	1	4	4	4	3	2	4	4	3	2	2	2	4	4	2	3	64	3.2
A7	4	1	4	4	1	3	3	4	3	2	4	4	3	2	4	1	4	3	1	4	60	3
A8	4	4	4	2	2	3	3	2	1	1	2	2	2	1	3	3	2	3	1	2	47	2.35
A9	4	4	4	4	2	4	4	2	1	2	3	3	3	3	4	4	3	3	2	4	63	3.15
A10	4	4	4	3	2	4	4	4	4	2	4	1	2	3	3	3	4	3	3	3	64	3.2
A11	4	4	4	3	1	3	3	4	2	3	3	2	2	3	4	4	3	3	2	2	59	2.95
A12	4	1	4	3	1	3	3	4	4	2	4	4	3	2	2	3	4	3	2	3	59	2.95
Total Average																					35.85	1.8

Based on the data above, it could be found the average of students from language program in the competency of speaking was 1.8.

b. Science Program

1) Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009

Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009 showed how many students from science program who entered to English department at *STAIN* Palangka Raya.

To know how many English students in English department at *STAIN* of Palangka Raya, we can look at the table below.

Table 4.20 The Students' Program in Senior High School

No	Category	Frequency	Percent
1	Language Program	12	18.5 %
2	Science Program	28	43.1 %
3	Social Program	19	29.2 %
4	Vocational Program	6	9.2 %
Total		65	100 %

Data source: Questionnaire

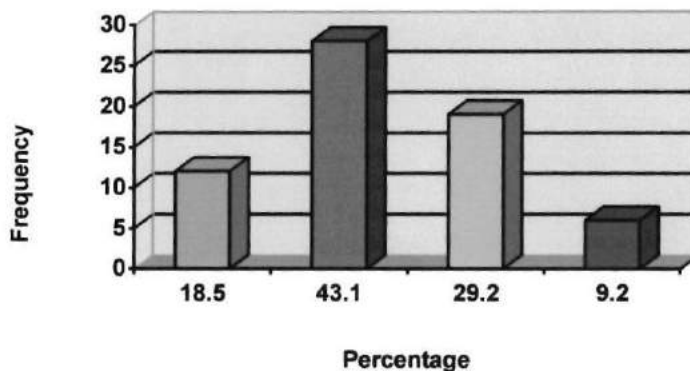


Figure 4.19 The Students' Program in Senior High School

Based on the data at the table and the figure above, it can be seen that science program was the highest frequency, it was 28 students or 43.1 % of the students. Furthermore, there were 12 students or 18.5% of the students who were from language program, there were 19 students or 29.2 % of the students who

were from social program and there were only 6 students or 9.2 % of the students who were from vocational program. It showed that the students who were from science program had high enough interest to study English although they were from science program English is still have connection with science because in science there were some technical terms that use English.

2) English Practice

English practice is needed by the students to progress their speaking skill because by practicing the students try to speak English and the students in science program can explore their English vocabularies in order to be able to speak English directly although they were from science program. In this case, teacher was a person who had contribution in English practice. Teacher was also a person who give motivation to the students to try their speaking in English. In learning English, it was possible to the teacher to invite the students to speak English.

The students' speaking practice can be looked at the table below.

Table 4.21 The Students' Speaking Practice

No	Category	Frequency	Percent
1	Yes	12	42.9%
2	Sometimes	10	35.7%
3	Seldom	5	17.8 %
4	Never	1	3.6 %
Total		12	100 %

Source of data: Questionnaire

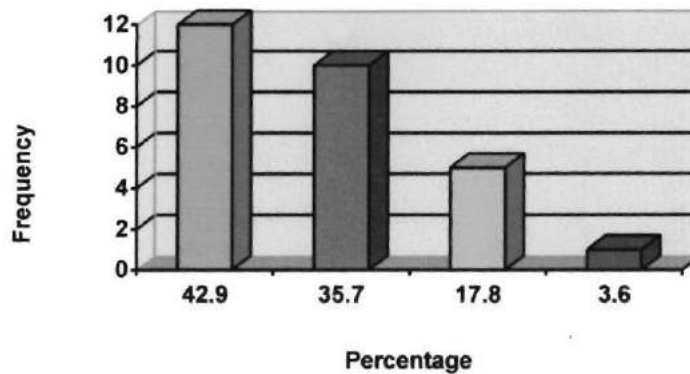


Figure 4.20 The Students' Speaking Practice

Based on the data at the table and the figure above, we can see that most of the students were invited to speak English by their teacher. There were 12 students or 42.9% of the students who invited to speak English by their teacher and there were 10 students or 35.7% of the students who invited to speak English by their teacher in sometimes frequency. Furthermore, there were 5 students or 17.8% of the students who were seldom invited to speak English by their teacher and there was only one student or 3.6% who never invited to speak English by their teacher. It showed that most of the students in science program invited to speak English by their teacher. Although they were in science program, but they had enough times to practice their English especially in speaking skill.

3) The Students' English Activity

English activity is made the students active in learning English. It is important to what their English ability in order to make the students speak English habitually. It also showed what were the English students in science program had many English activities in their learning English.

A table below is showed the students' English activity in their learning English.

Table 4.22 The Students' English Activity

No	Category	Frequency	Percent
1	Presentation	6	21.4%
2	Speech	3	10.7%
3	Story-telling	5	17.9%
4	Text book	14	50.0%
Total		28	100 %

Source of data: Questionnaire

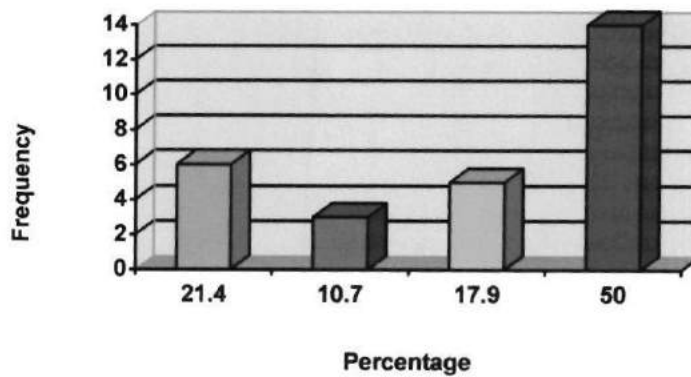


Figure 4.21 The Students' English Activity

Based on the data at the table and the figure above, the highest frequency of the students' English activity was the category of text book. There were 14 students or 50.0% of the students who chose text book as their English activity and there were 6 students or 21.4% of the students who chose presentation as their English activity. Furthermore, there were 5 students of 17.9% of the students who chose story-telling as their English activity and there were only 3 students or 10.7% of the students who chose speech as their English activity. It was caused by the text book was an easy activity to do. In applying text book, it did not need

much energy and instrument of the study. It also caused by the students in science program had more theory and practice about science such as physics, chemistry and biology than English.

4) The Frequency of the Students' English Activity in a Month

The frequency of the English activity in a month supported to the students' English skill because if they had high frequency in their English activity in a month, it meant they had many practice of English.

The table below is showed the frequency of the English activity in a month.

Table 4.23 The Frequency of the Students' English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	17	60.7%
2	2 to 3 times	9	32.1%
3	Once	2	7.1%
4	Never	0	0%
Total		28	100 %

Source of data: Questionnaire

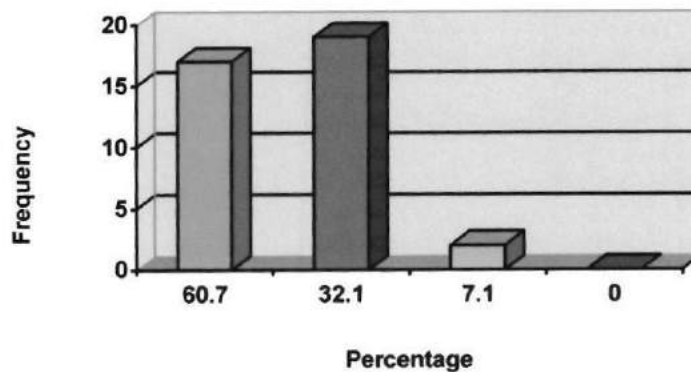


Figure 4.22 The Frequency of the Students' English Activity in a Month

Based on the data at the table and the figure above, the category of 4 until 5 times was the highest frequency. There were 17 students or 60.7% of the students who had the frequency of the English activity 4 to 4 times in a month. Furthermore, there were 9 students or 32.1% of the students who has the frequency of the English activity 2 to 3 times a month and there were only 2 students or 7.1% of the students who had the frequency of the English activity once a month. In this case, there was not student who never do the English activity a month. It showed that the students in science program had high enough frequency in their English activity although the English activity was about text book.

5) The Frequency of the Students' Attendance to the English Activity in a Month

The frequency of the students' attendance to the English activity in a month was an important aspect to show their interest in studying English although they were in science program.

For the data of the frequency of the students' attendance to the English activity, we can look at the table below.

Table 4.24 The Frequency of the Students' Attendance to the English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	17	60.7%
2	2 to 3 times	9	32.1%
3	Once	2	7.1%
4	Never	0	0%
Total		28	100 %

Source of data: Questionnaire

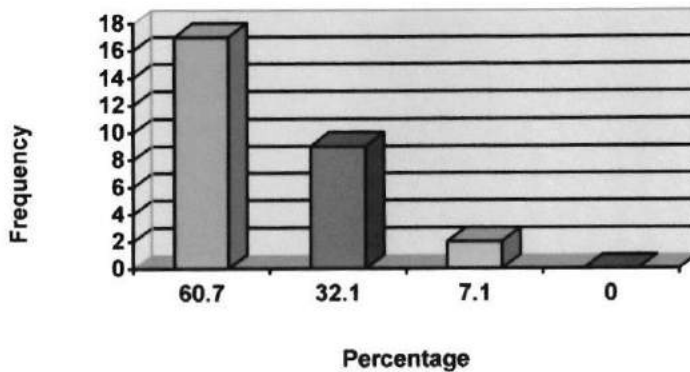


Figure 4.23 The Frequency of the Students' Attendance to the English Activity in a Month

Based on the data at the table and the figure above, it can be known that most of the students in science program were interested to study about English. There were 17 students or 60.7% of the students who attended the English activity for 4 to 5 times a month, there were 9 students or 32.1% of the students who attended the English activity for 2 to 3 times a month and there were only 2 students or 7.1% of the students who attended the English activity for once. Furthermore, there was not student who never follow the English activity. It showed that the students in science program were active in following the English class although the English activity was about text book. It was caused by the students' obligation in joining the activity and students' needs in progressing their English abilities, especially in speaking skill.

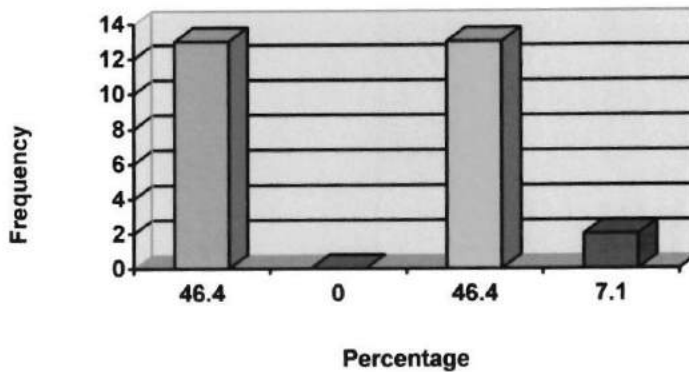
6) The Students' Chance to be a Presenter

To be a presenter is needed by the students to practice their speaking skill because by being a presenter, the students should be speak English and they will progress their new vocabularies and speaking skill. For the data of the students' chance to be a presenter, it can be seen at the table below.

Table 4.25 The Students' Chance to be a Presenter

No	Category	Frequency	Percent
1	Ever	13	46.4%
2	Almost	0	0%
3	Never	13	46.4%
4	Refuse	2	7.1%
Total		28	100 %

Source of data: Questionnaire

**Figure 4.24 The Students' Chance to be a Presenter**

Based on the data at the table and the figure above, we can see that a half of the students ever be a presenter and a half of the other students never be a presenter. There were 13 students or 46.4% of the students who ever be a presenter and there were 13 students or 46.4% of the students who never be a presenter. Furthermore, there were only 2 students or 7.1% of the students who rejected the chance to be a presenter and there was not student who almost be a presenter. It was caused by the students in science program study English by using text book and they were focus on science than English.

7) The Students' Frequency to be a Presenter

The students' frequency to be a presenter showed how many times the students in science program ever be a presenter because it also showed as much as often they practice their English ability especially in speaking skill.

A table below is showed the students' frequency to be a presenter.

Table 4.26 The Students' Frequency to be a Presenter

No	Category	Frequency	Percent
1	3 to 4 times	2	7.1%
2	Twice	5	17.9%
3	Once	6	21.4%
4	Never	15	53.6%
Total		28	100 %

Source of data: Questionnaire

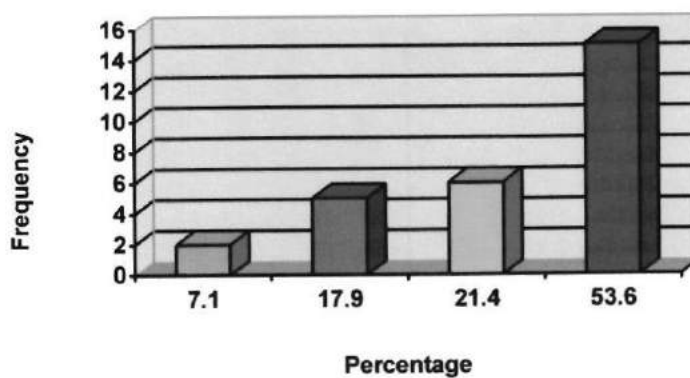


Figure 4.25 The Students' Frequency to be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency. There were 15 students or 53.6% of the students who never be a presenter. Furthermore, there were 6 students of 21.4% of the students who ever be a presenter for once, there were 5 students or 17.9% of the students who ever be a presenter for twice and there were 2 students or 7.1% of the students who ever be a presenter for 3 to 4 times. It was caused by the students in science program had a little chance to practice their English. They were focus on science than English because they were in science program. In science program the students had high frequency in studying about physics, chemistry, biology, mathematics and also to practice about it.

8) The Reason why the Students be a Presenter

The reason why the students be a presenter was an important aspect to show their braveness in practicing their English ability especially in speaking skill.

A table below is showed the reason why the students be a presenter.

Table 4.27 The Reason why the Students be a Presenter

No	Category	Frequency	Percent
1	Because of their desire	2	17.8%
2	Because of teacher's assignment	7	25.0%
3	Because of score	1	3.6%
4	Never	15	53.6%
Total		28	100 %

Source of data: Questionnaire

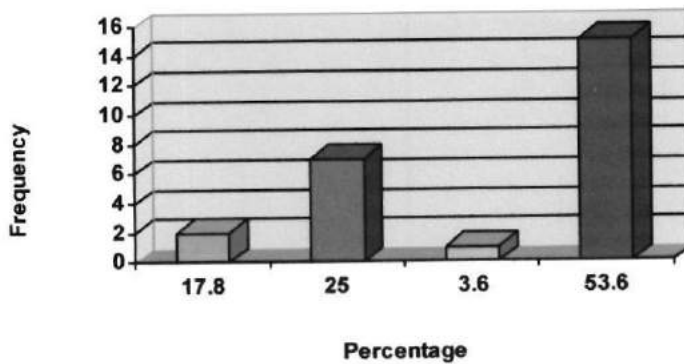


Figure 4.26 The Reason why the Students be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency. There were 15 students of 53.6% of the students who had not the reason why the students be a presenter because they were not be a presenter. Furthermore, there was only one student who had the reason to be a presenter because of score, and there were 7 students or 25.0% of the students who be a presenter because of teacher's assignment and also there were 5 students

or 17.8% of the students who be a presenter because of their desire. It was caused by the students in science program have more time to practice science than English because they were in science program. It also was caused by the students' English activity that used text book as their English activity.

9) The Students' Frequency in Responding Questions

The students' frequency in responding questions showed their braveness in progressing their speaking skill and the applying of their English vocabularies. It also showed the competency of speaking each the students in science program. The students' frequency in responding questions can be looked at the table below.

Table 4.28 The Students' Frequency in Responding Questions

No	Category	Frequency	Percent
1	3 to 4 minutes	7	25.0%
2	Twice	4	14.3%
3	Once	4	14.3%
4	Never	13	46.4%
Total		28	100 %

Source of data: Questionnaire

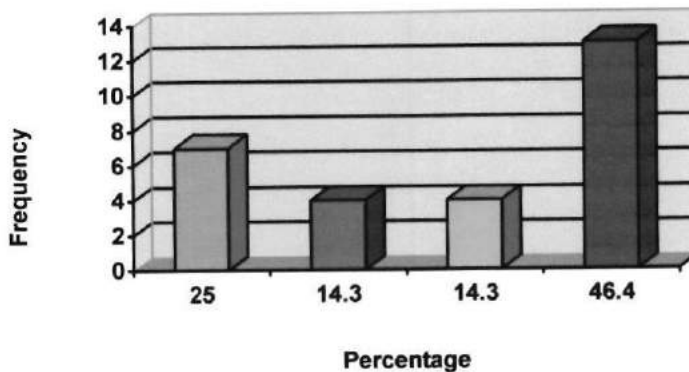


Figure 4.27 The Students' Frequency in Responding Questions

Based on the data at the table and the figure above, we can see that the category of never was the highest frequency. There were 13 students or 46.4% of

the students who never give respond for the questions and there were 4 students or 14.3% of the students who gave respond for the questions for once. Furthermore, there were 4 students or 14.3% of the students who gave respond for the questions for twice and there were 7 students or 25.0% of the students who gave respond for the questions for 3 to 4 times. It showed that the students in science program seldom to give responded for the questions. It was caused by the English activity in English subject was text book. It influenced to the students' ability in English skill, but a half of them were ever gave respond for the questions. It showed that they active in giving respond for the questions.

10) The Students' Frequency in Asking Questions to the Presenter

Asking questions is one of the ways to make the students try to speak English in the class. Students in science program had a chance to explore their speaking skill and asking questions in one of the way to prove it.

The students' frequency in asking questions to the presenter can be looked at the table below.

Table 4.29 The Students' Frequency in Asking Questions to the Presenter

No	Category	Frequency	Percent
1	3 to 4 minutes	4	14.3%
2	Twice	6	21.4%
3	Once	4	14.3%
4	Never	14	50.0%
Total		28	100 %

Source of data: Questionnaire

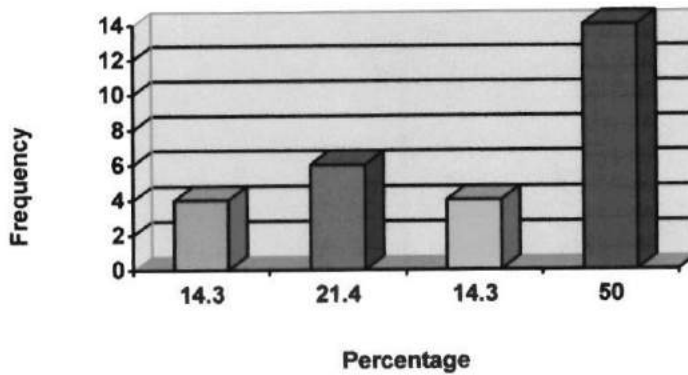


Figure 4.28 The Students' Frequency in Asking Questions to the Presenter

Based on the data at the table and the figure above, a half of the students in science program were never ask questions to the presenter and other a half of the students in science program were ever asked questions to the presenter in various frequency. It can be seen from the data at the table above that there were 14 students or 50.0% of the students who never ask questions to presenter, and there were 4 students or 14.3% of the students who ever asked questions to the presenter for once. Furthermore, there were 6 students or 21.4% of the students who ever asked questions to the presenter for twice and there were 4 students or 14.3% of the students who ever asked questions to the presenter for 3 to 4 times. It showed that the students in science program were passive in the class. They came to the class and listen to the teacher, especially in asking questions to the presenter. Actually in asking the questions, it was depended on the student itself. In this case, asking questions would help the process of dialogue in real condition.

11) The Students' Intensity in Using English

The students' intensity in using English showed their ability in using English. How far their interest about English and their ability in using English can

be seen from their intensity in using English. It also showed their competency in speaking skill and their English vocabularies.

To know the students' intensity in using English, we can look at the table below.

Table 4.30 The Students' Intensity in Using English

No	Category	Frequency	Percent
1	75 %	3	10.7%
2	50 %	11	39.3%
3	25 %	12	42.9%
4	0 %	2	7.1%
Total		28	100 %

Source of data: Questionnaire

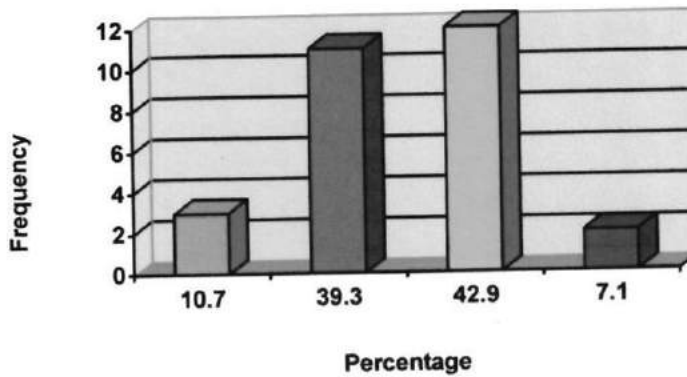


Figure 4.29 The Students' Intensity in Using English

Based on the data at the table and the figure above, we can see that most of the students in science program had high enough intensity in using English. There were only 3 students or 10.7% of the students who had the intensity about 75% in using English and there were 11 students or 39.3% of the students who had the intensity about 50% in using English. Furthermore, there were 12 students or 42.9% of the students who had the intensity about 25% in using English and there were only 2 students or 7.1% of the students who never use English in English

subject. It was caused by the students in science program aware that they had a chance to progress their English ability although they were in science program.

12) The Students' Intensity in Using Indonesian Language

The intensity in using Indonesian language showed the students' English vocabularies. The students in science program will be able to speak English when they had enough English vocabularies although they were not had preparation before and although they were in science program.

To know the students' intensity in using Indonesian language, we can look at the table below.

Table 4.31 The Students' Intensity in Using Indonesian Language

No	Category	Frequency	Percent
1	0 %	0	0%
2	25 %	6	21.4%
3	50 %	13	46.4%
4	75 %	9	32.1%
Total		28	100 %

Source of data: Questionnaire

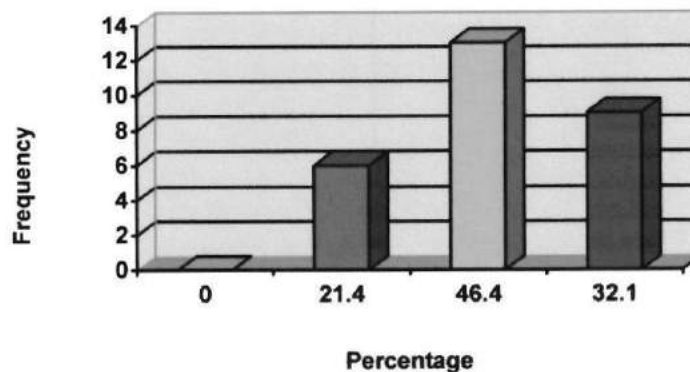


Figure 4.30 The Students' Intensity in Using Indonesian Language

Based on the data at the table and the figure above, the category of 50% was the highest frequency. There were 9 students or 32.1% of the students who

had 75% intensity in using Indonesian language and there were 13 students or 46.4% of the students who had 50% intensity in using Indonesian language. Furthermore, there were 6 students or 21.4% of the students who had 25% intensity in using Indonesian language and there was not student who never use Indonesian language in English class.

13) The Students' Reason in Using English

The reason why the students use English show their effort to progress their speaking skill. By knowing the reason why the students use English, it is possible to know their factor and cause why they speak English especially in English class. The students' reason in using English can be known at the table below.

Table 4.32 The Students' Reason in Using English

No	Category	Frequency	Percent
1	Because of their desire	15	53.6%
2	Because of score	4	14.3%
3	Because of teacher's assignment	9	32.1%
4	Never	0	0%
Total		28	100 %

Source of data: Questionnaire

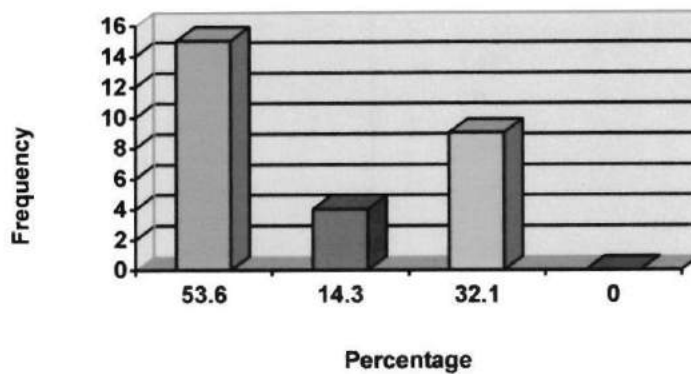


Figure 4.31 The Students' Reason in Using English

Based on the data at the table and the figure above, the category of because of their desire was the highest frequency. There were 15 students or 53.6% of the students who spoke English because of their desire and there were 4 students or 14.3% of the students who spoke English because of score. Furthermore, there were 19 students or 32.1% of the students who spoke English because of teacher's assignment and there was not student who chose never in the reason in using English. It showed that the students in science program had strong desire to be able to speak English.

14) The Students' Reason in Using Indonesian Language

The reason why the students used Indonesian language indicated their mastery in using English and how many English vocabularies they have. It also shows their interest to speak English.

The students' reason in using Indonesian language can be known at the table below.

Table 4.33 The Students' Reason in Using Indonesian Language

No	Category	Frequency	Percent
1	Because of the teacher itself use Indonesian language	9	32.1%
2	Because of the teacher did not ask the students to speak English	14	50.0%
3	Because of shy and unself confidence	0	0%
4	Because of confuse and cannot speak English	5	17.9%
Total		28	100 %

Source of data: Questionnaire

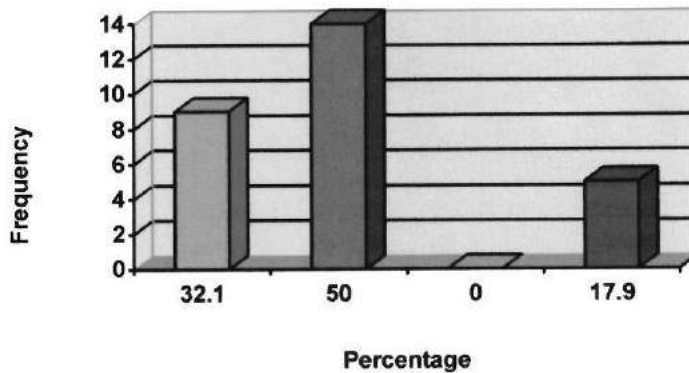


Figure 4.32 The Students' Reason in Using Indonesian Language

Based on the data at the table and the figure above, there were 9 students or 32.1% of the students who used Indonesian language because of the teacher itself use Indonesian language and there were 14 students or 50.0% of the students who used Indonesian language because of the teacher did not ask the students to speak English. Furthermore, there were 5 students or 17.9% of the students who used Indonesian language because of confuse and cannot speak English, and there was not student who used Indonesian language because of shy and unself confidence. It shows that the students in science program most of them use Indonesian language because of their teacher. It indicates that the students interested to speak English. It can be known from the students who had not the reason in using Indonesian language because of shy and unself confidence.

15) Giving English Vocabularies

Giving English vocabularies from the English teacher is needed by the students because English teacher was a person who had to motivate and support the students to progress their English ability especially in speaking skill because English vocabularies was an essential part in speaking skill. By giving the English

vocabularies, both the teacher and students can improve their vocab and their English skill.

For the data of giving English vocabularies, can be known at the table below.

Table 4.34 Giving English Vocabularies

No	Category	Frequency	Percent
1	Yes	18	64.3%
2	Sometimes	7	25.0%
3	Seldom	3	10.7%
4	Never	0	0%
Total		28	100 %

Source of data: Questionnaire

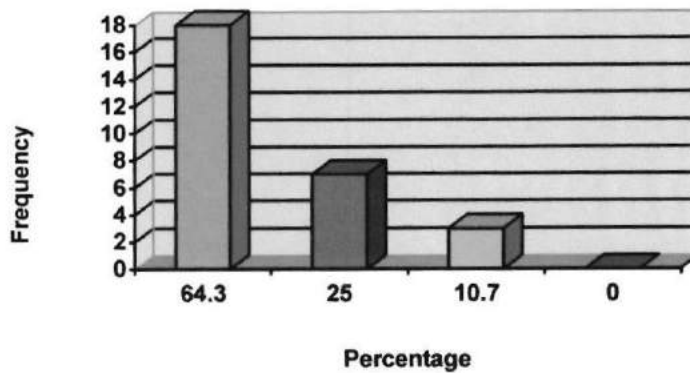


Figure 4.33 Giving English Vocabularies

Based on the data at the table and the figure above, most of the students in science program get English vocabularies from their teacher. There were 18 students or 64.3% of the students who got English vocabularies and there were 7 students or 25.0 % of the students who sometimes got the English vocabularies. Furthermore, there were only 3 students or 10.7% of the students who seldom got English vocabularies and there was not student who never get the English vocabularies. It showed that although they were in science program, but they also

want to master English. They aware that giving English vocabularies from the English teacher is needed by the students in this case, giving English vocabularies from the English teacher would help the students to progress their English skill especially in speaking.

16) The Students' Intensity in Recording the English Vocabularies

The students' intensity in recording the English vocabularies showed their seriousness in progressing the English skill. By recording the English vocabularies, the students will be able to memorize the vocabularies and apply it in speaking skill.

For the data of the students' intensity in recording the English vocabularies, can be known at the table below.

Table 4.35 The Students' Intensity in Recording the English Vocabularies

No	Category	Frequency	Percent
1	Always record	2	7.1%
2	Sometimes to record	22	78.6%
3	Seldom to record	4	14.3%
4	Never record	0	0%
Total		28	100 %

Source of data: Questionnaire

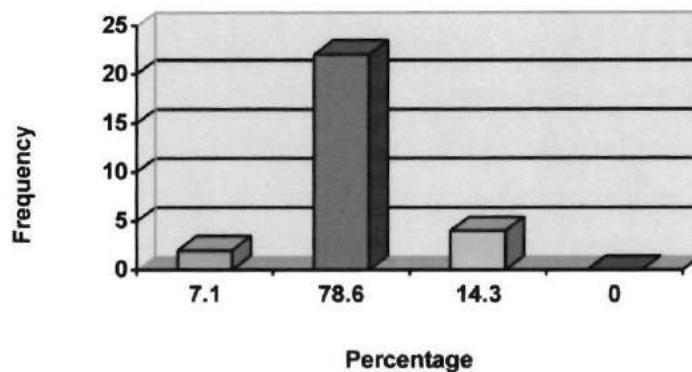


Figure 4.34 The Students' Intensity in Recording the English Vocabularies

Based on the data at the table and the figure above, all of the students in science program record the English vocabularies. There were 2 students or 7.1% of the students who always recorded the English vocabularies and there were 22 students or 78.6% of the students who sometimes recorded the English vocabularies. Furthermore, there were 4 students or 14.3% who seldom record the English vocabularies and there was not student who never recorded the English vocabularies. It was caused by the students who had interest to get new English vocabularies to progress their speaking skill although most of them record the English vocabularies in the category of sometimes.

17) The Students English Vocabularies Acquisition

The numbers of vocab that the students had influence their English ability. The more their vocabulary, the good speaker they become.

A table below is showed the students' English vocabularies acquisition.

Table 4.36 The Students' English Vocabularies Acquisition

No	Category	Frequency	Percent
1	20 – 30 vocabularies	5	17.9%
2	15 – 20 vocabularies	2	7.1%
3	10 – 15 vocabularies	7	25.0%
4	6 – 10 vocabularies	14	50.0%
Total		28	100 %

Source of data: Questionnaire

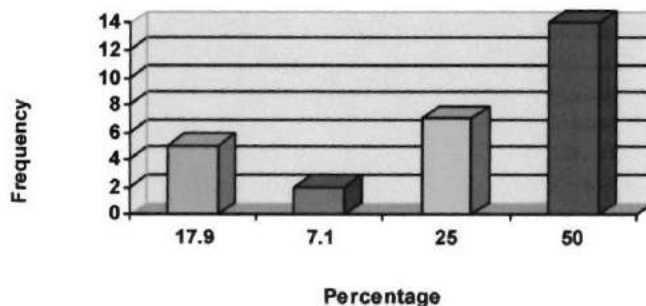


Figure 4.35 The Students' English Vocabularies Acquisition

Based on the data at the table and the figure above, all of the students in science program got the English vocabularies. There were 5 students or 17.9% of the students who got 20-30 English vocabularies and there were 2 students or 7.1% who got 15-20 vocabularies. Furthermore, there were 7 students or 25.0% of the students who got 10-15 vocabularies and there were 14 students or 50.0% of the students who got 6-10 vocabularies. It showed that the students in science program got English vocabularies from their English teacher, but most of the students record the vocabularies in the category of sometimes and it was be a cause of the number of the students in science program got 6-10 vocabularies in the students' English vocabularies acquisition.

18) The Intensity of the Students' Activeness in English Activity

The intensity of students' activeness in English activity show their seriousness in following the activity. The students should be active in following the English activity in order to progress their English ability.

A table below is showed the intensity of students' activeness in English activity.

Table 4.37 The Intensity of Students' Activeness in English Activity

No	Category	Frequency	Percent
1	75 %	3	10.7%
2	50 %	18	64.3%
3	25 %	7	25.0%
4	0 %	0	0%
Total		28	100 %

Source of data: Questionnaire

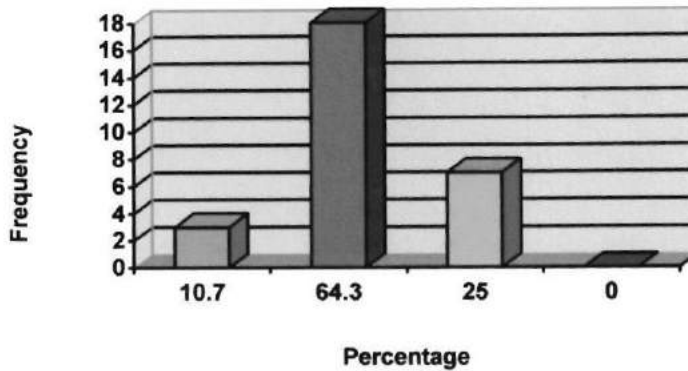


Figure 4.36 The Intensity of Students' Activeness in English Activity

Based on the data at the table and the figure above, all of the students in science program were active in following the English activity. There were 3 students or 10.7 % of the students who actived in following the English activity for 75% and there were 18 students or 64.3% of the students who actived in following the English activity for 50%. Furthermore, there were 7 students or 25.0% of the students who active in following the English activity for 25% and there was not student who not active in following the English activity. It was caused by the students in science program had more activity in science than English. The science subject had more frequency than English. It made the students less of the frequency in English subject.

Based on all of the data at the table above, then they will be arranged in the table of variable score in a series about the English activity in their senior high school especially in science program. They can be looked at the table below.

Table 4.38 The Scores of Students' Activities in Senior High School

Respondents	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total	Average
B1	3	4	3	3	1	3	4	2	1	1	1	1	2	2	4	1	3	2	2	3	46	2.3
B2	3	1	3	4	4	4	4	4	2	3	1	1	3	2	1	1	4	3	1	3	56	2.8
B3	3	4	3	4	4	4	4	4	3	3	4	4	4	3	4	4	3	3	2	4	71	3.55
B4	3	4	3	4	4	4	4	4	3	3	4	4	3	2	4	4	4	3	2	3	69	3.45
B5	3	1	3	2	1	4	4	2	1	1	1	1	1	1	3	4	2	3	1	3	42	2.1
B6	3	4	3	3	1	4	4	2	1	1	1	1	3	2	3	3	3	2	1	3	48	2.4
B7	3	4	3	4	3	4	4	2	1	1	1	3	2	2	2	3	4	3	3	2	24	2.7
B8	3	4	3	4	4	2	3	4	2	4	4	3	2	1	3	1	4	3	1	3	58	2.9
B9	3	1	3	3	1	4	4	1	1	1	3	1	2	3	3	3	3	3	2	2	47	2.35
B10	3	4	3	3	1	3	3	4	3	4	3	3	2	1	4	4	4	3	1	3	58	2.95
B11	3	4	3	4	2	4	2	2	1	1	1	1	3	2	4	3	4	3	1	2	51	2.55
B12	3	1	3	4	1	3	3	4	2	3	1	1	3	2	4	3	4	3	1	2	51	2.55
B13	3	4	3	4	2	3	3	4	2	3	4	4	3	2	4	4	4	3	4	3	66	3.3
B14	3	1	3	3	3	4	4	4	3	3	3	3	4	3	2	3	4	3	4	3	63	3.15
B15	3	1	3	2	1	3	3	2	1	1	1	1	2	1	4	4	4	4	2	2	45	2.25
B16	3	4	3	2	1	4	4	2	1	1	1	2	2	1	2	3	3	3	1	3	46	2.3
B17	3	4	3	3	1	4	4	2	1	1	2	2	2	3	2	3	4	3	2	2	51	2.55
B18	3	4	3	3	2	4	4	2	1	1	2	2	3	3	4	4	3	3	3	4	58	2.9
B19	3	1	3	4	1	4	4	2	1	1	1	1	3	3	2	1	4	3	4	3	49	2.45
B20	3	4	3	4	1	4	4	4	4	4	4	4	3	2	4	3	4	4	4	3	70	3.5
B21	3	4	3	1	1	3	3	4	4	4	4	3	4	3	4	4	4	2	1	3	62	3.1
B22	3	3	4	3	4	3	3	4	3	4	4	3	3	2	4	3	3	3	1	3	63	3.15
B23	3	1	3	4	2	4	4	2	1	1	1	1	2	1	4	4	4	3	1	2	48	2.4
B24	3	4	3	4	3	3	3	4	2	3	2	2	2	2	2	3	3	3	1	3	55	2.75
B25	3	4	3	2	1	4	4	2	1	1	1	1	2	1	4	1	2	3	2	2	44	2.2
B26	3	1	3	2	1	4	4	2	1	1	1	1	3	2	4	3	2	2	1	4	45	2.25
B27	3	4	3	3	4	2	2	1	1	1	1	1	1	1	2	3	4	3	1	3	44	2.2
B28	3	4	3	3	2	3	3	4	2	2	2	2	2	1	2	2	2	4	1	3	50	2.5
Total Average																					75.55	3.8

Based on the data at the table above, it could be found the average of the students from science program in the competency of speaking was 3.8.

c. Social Program

1) Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009

Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009 showed how many students from social program who entered in English department at *STAIN* Palangka Raya.

For the data of background of the English at *STAIN* of Palangka Raya academic year 2008/2009 can be looked at the table below.

Table 4.39 Background of the English Students at *STAIN* of Palangka Raya Academic Year 2008/2009

No	Category	Frequency	Percent
1	Language Program	12	18.5 %
2	Science Program	28	43.1 %
3	Social Program	19	29.2 %
4	Vocational Program	6	9.2 %
Total		65	100 %

Data source: Questionnaire

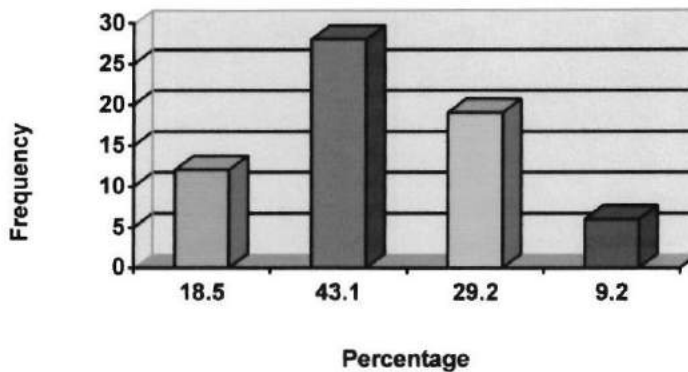


Figure 4.37 Background of the English Students at *STAIN* of Palangka Raya Academic Year 2008/2009

Based on the data at the table and the figure above, it can be seen that there were 12 students or 18.5% of the students who were from language program and

there were 28 students or 43.1% of the students who were from science program. Furthermore, there were 19 students or 29.2 % of the students who were from social program and there were only 6 students or 9.2 % of the students who were from vocational program. It showed that the students from social program have more frequency than the students from language program. It is indicated that the students in social program had high enough interest to study about English deeply.

2) English Practice

In social program, it also found an English subject, and to progress the English ability, English practice is needed by the students. Students were not directly active without the teacher's management. Teacher of English subject is a person who was possible to invite the students to practice their English ability especially speaking skill.

To know the students' English practice, we can look at the table below.

Table 4.40 The Students' Speaking Practice

No	Category	Frequency	Percent
1	Yes	8	42.1%
2	Sometimes	8	42.1%
3	Seldom	1	5.3 %
4	Never	2	10.5 %
Total		19	100 %

Source of data: Questionnaire

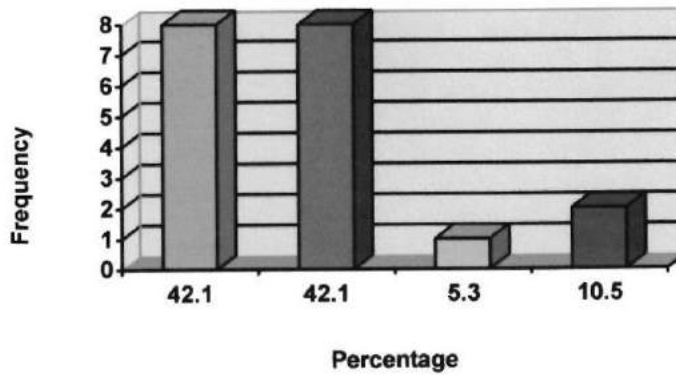


Figure 4.38 The Students' Speaking Practice

Based on the data at the table and the figure above, the students in social program had high enough frequency in inviting to speak English by their teacher. There were 8 students or 42.1% of the students who invited to speak English by their teacher and there were 8 students or 42.17% of the students who invited to speak English by their teacher in sometimes frequency. Furthermore, there was only one student or 5.3% of the students who seldom invited to speak English by their teacher and there were only 2 students or 10.5% of the students who never invited to speak English by their teacher. It showed that although they were in social program, but they were invited to speak English by their teacher.

3) The Students' English Activity

English activity made the students whet their English skills. It is also supported the students to try to speak English habitually. The students' English activity showed what are the students' activity in English class. English activity was an important aspect in learning English because without English activity, it was impossible for the students to practice their English skills.

A table below is showed the students' English activity in their learning English.

Table 4.41 The Students' English Activity

No	Category	Frequency	Percent
1	Presentation	2	10.5%
2	Speech	2	10.5%
3	Story-telling	4	21.1%
4	Text book	11	57.9%
Total		19	100 %

Source of data: Questionnaire

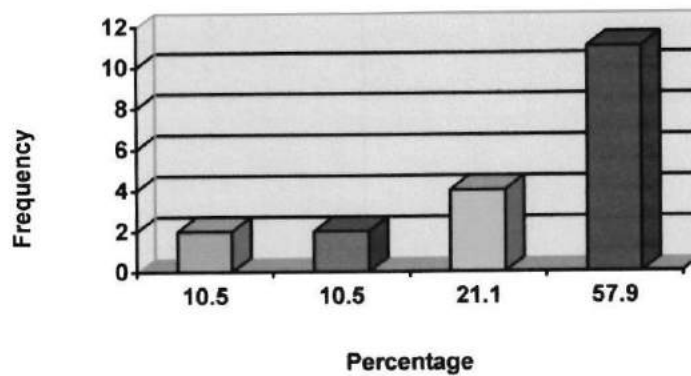


Figure 4.39 The Students' English Activity

Based on the data at the table and the figure above, the category of text book was the highest frequency. There were 11 students or 57.9% of the students who chose text book as their English activity and there were 4 students or 21.1% of the students who chose story-telling as their English activity. Furthermore, there were 2 students of 10.5% of the students who chose speech as their English activity and there were 2 students or 10.5% of the students who chose presentation as their English activity. It was caused by the students in social program had more time to study about social science than English because the students who studied

in social program automatically they more study about social science. It was influenced to the students' English activity. The students less of time to study English and practice their English. So, most of their English activity was text book.

4) The Frequency of the Students' English Activity in a Month

The frequency of the students' English activity in a month showed how many times the activity done by the students in a month. The English activity make the students try to speak English and progress their English ability. The English activity gave contributions positively in developing and improving their English skill.

A table below is showed the frequency of the students' English activity in a month.

Table 4.42 The Frequency of the Students' English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	6	31.6%
2	2 to 3 times	10	52.6%
3	Once	3	15.8%
4	Never	0	0%
Total		19	100 %

Source of data: Questionnaire

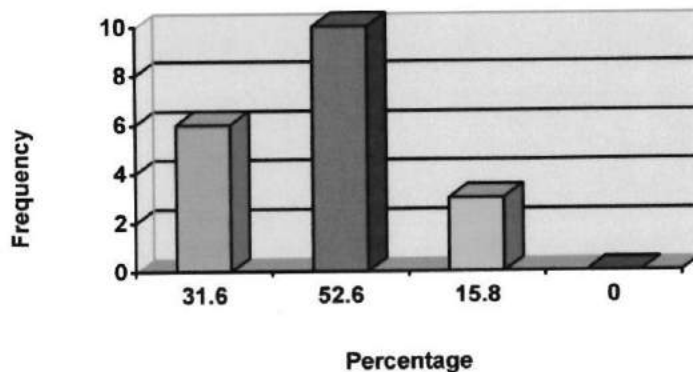


Figure 4.40 The Frequency of the Students' English Activity in a Month

Based on the data at the table and the figure above, there were 6 students or 31.6% of the students who had 4 to 5 times frequency in the students' English activity in a month and there were 10 students or 52.6% of the students who had 2 to 3 times frequency in the students' English activity in a month. Furthermore, there were only 3 students or 15.8% of the students who had once frequency in the students' English activity and there was not student who never do the English activity in a month. It was caused by the students and the teacher aware that English was important because of that they had high enough frequency in the students' English activity in a month. The students in social program had the students' English activity about 2 to 3 times and 4 to 5 times a month.

5) The Frequency of the Students' Attendance to the English Activity in a Month

The frequency of the students' attendance to the English activity in a month is an important thing to show their seriousness in studying English.

The frequency of the students' attendance to the English activity in a month can be looked at the table below.

Table 4.43 The Frequency of the Students' Attendance to the English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	6	31.6%
2	2 to 3 times	13	68.4%
3	Once	0	0%
4	Never	0	0%
Total		19	100 %

Source of data: Questionnaire

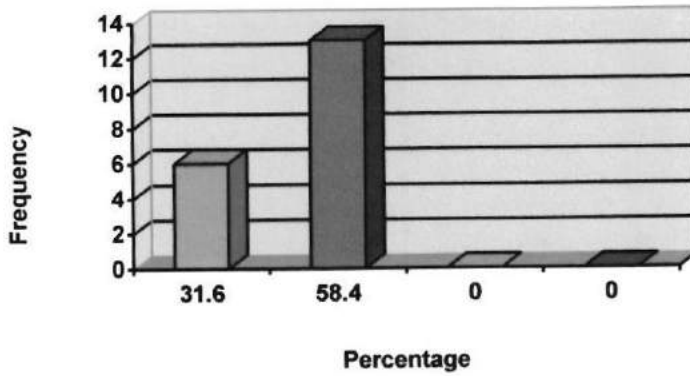


Figure 4.41 The Frequency of the Students' Attendance to the English Activity in a Month

Based on the data at the table and the figure above, we can see that there were 6 students or 31.6% of the students who attended the English activity for 4 to 5 times a month and there were 13 students or 68.4% of the students who attended the English activity for 2 to 3 times a month. Furthermore, there was not student who attended the English activity for once or never attended the English activity. It showed that the students in social program had high enough interest and motivation to study English. They were seriously in following the English class. It can be seen from their attendance to the English activity. They were active in following the English activity in a month.

6) The Students' Chance to be a Presenter

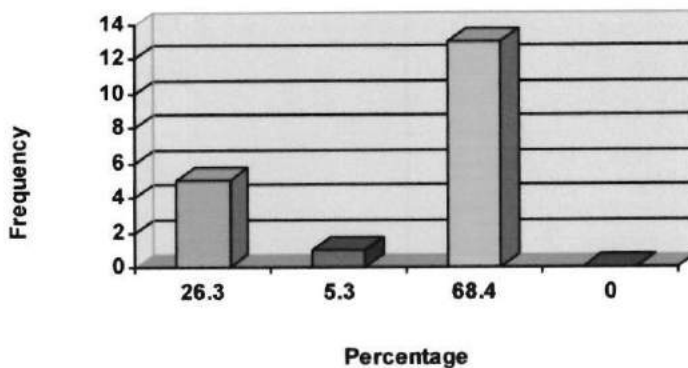
To be a presenter is needed by the students because by being a presenter, the students should be speak English and it is made the students will be able to progress their English ability especially in speaking skill.

The students' chance to be a presenter can be looked at the table below.

Table 4.44 The Students' Chance to be a Presenter

No	Category	Frequency	Percent
1	Ever	5	26.3%
2	Almost	1	5.3%
3	Never	13	68.4%
4	Refuse	0	0%
Total		19	100 %

Source of data: Questionnaire

**Figure 4.42 The Students' Chance to be a Presenter**

Based on the data at the table and the figure above, we can see that there were only 5 students or 26.3% of the students who ever be a presenter and there was only one student or 5.3% of the students who almost be a presenter. Furthermore, there were 13 students or 68.4% of the students who never be a presenter and there was not student who rejected to be a presenter. It was caused by the students in social program had more time to study about social science such as economics, accountancy, banking, geography, and so on than English. It was possible for the students in social program because they were in social program so that they more focus on social science. Although they were in social program and they more focus on social science, but some of them were ever be a presenter. It showed that they still had high enough interest to study English.

7) The Students' Frequency to be a Presenter

Be a presenter was one of the ways to improve the English ability especially in speaking skill. If the student had high frequency to be a presenter, she or he will be able to progress their speaking skill. The students' frequency to be a presenter showed how many times the students in social program ever be a presenter because it also showed as much as often they practice their English ability especially in speaking skill. A table below is showed the students' frequency to be a presenter.

Table 4.45 The Students' Frequency to be a Presenter

No	Category	Frequency	Percent
1	3 to 4 times	1	5.3%
2	2 to 3 times	0	0%
3	Once	5	26.3%
4	Never	13	64.8%
Total		19	100 %

Source of data: Questionnaire

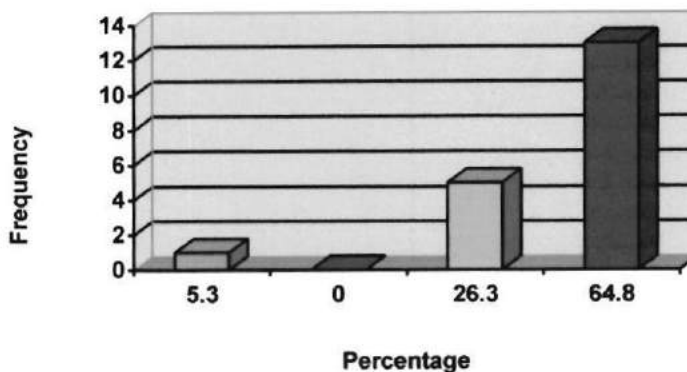


Figure 4.43 The Students' Frequency to be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency in the students' frequency to be a presenter. There were 13 students or 64.8% of the students who never be a presenter and there were 5 students of 26.3% of the students who ever be a presenter for once. Furthermore,

there was not student who ever be a presenter for 2 to 3 times and there was only 1 student or 5.3% of the students who ever be a presenter for 4 to 5 times. It was caused by the students in social program had a little chance to be a presenter. They were focus on social science. Because of that they of less times to practice their English.

8) The Reason why the Students be a Presenter

The reason why the students be a presenter showed how far their interest to practice their English skill. The students' reason indicate their braveness in practicing their speaking.

A table below is showed the reason why the students be a presenter.

Table 4.46 The Reason why the Students be a Presenter

No	Category	Frequency	Percent
1	Because of their desire	1	5.3%
2	Because of teacher's assignment	5	26.3%
3	Because of score	0	0%
4	Never	13	68.4%
Total		19	100 %

Source of data: Questionnaire

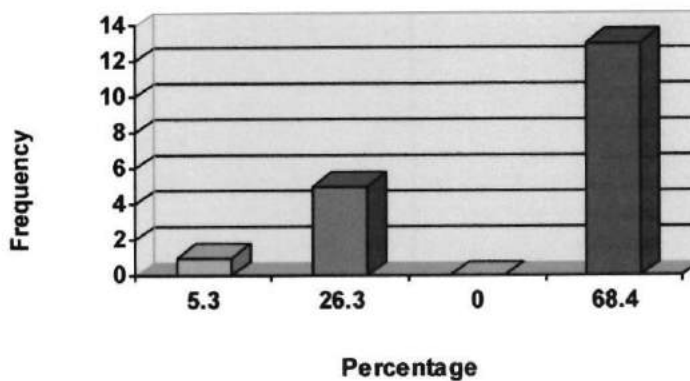


Figure 4.44 The Reason why the Students be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency. There were 13 students or 68.4% of the students who had not reason why they be a presenter because they never be a presenter and there was not student who choose because of score to be their reason why they be a presenter. Furthermore, there were 5 students or 26.3% of the students who ever be a presenter because of their teacher's assignment and there was only one student or 5.3% of the students who ever be a presenter because of their desire. It showed that although they more focus on the social science, but they were practicing their speaking.

9) The Students' Frequency in Responding Questions

The students' frequency in responding questions showed their ability speaking and their English vocabularies. By responding questions, the students will be able to practice and progress their English ability especially in speaking skill.

For the data of the students' frequency in responding questions can be looked at the table below.

Table 4.47 The Students' Frequency in Responding Questions

No	Category	Frequency	Percent
1	3 to 4 minutes	2	10.5%
2	Twice	4	21.1%
3	Once	4	21.1%
4	Never	9	47.3%
Total		19	100 %

Source of data: Questionnaire

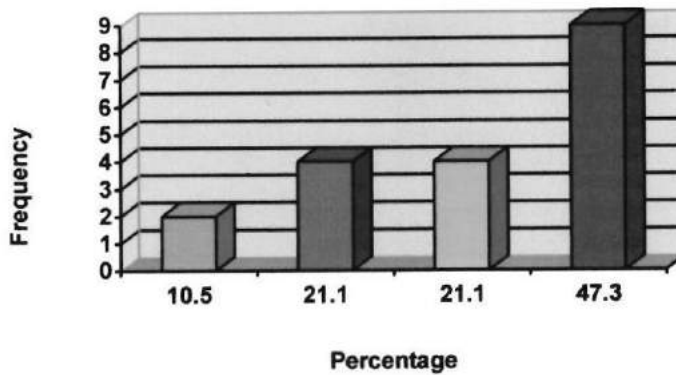


Figure 4.45 The Students' Frequency in Responding Questions

Based on the data at the table and the figure above, we can see that there were only 2 students or 10.5% of the students who gave respond for the questions for 3 to 4 times and there were 4 students or 21.1% of the students who gave respond for the questions for twice. Furthermore, there were 4 students or 21.1% of the students who gave respond for once and there were 9 students or 47.3% of the students who never gave respond for the questions. It showed that although they were in social program, but most of them were active in responding questions.

10) The Students' Frequency in Asking Questions to the Presenter

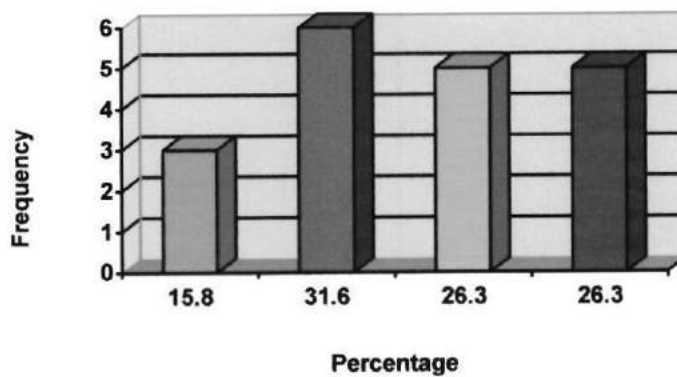
The students in social program had a same chance like other programs in asking questions. Asking questions to the presenter is one of the ways to improve the students' English skill. By asking questions to the presenter, the students try to speak English and it will be able to progress their speaking skill.

For the data of the students' frequency in asking questions to the presenter can be looked at the table below.

Table 4.48 The Students' Frequency in Asking Questions to the Presenter

No	Category	Frequency	Percent
1	3 to 4 minutes	3	15.8%
2	Twice	6	31.6%
3	Once	5	26.3%
4	Never	5	26.3%
Total		19	100 %

Source of data: Questionnaire

**Figure 4.46 The Students' Frequency in Asking Questions to the Presenter**

Based on the data at the table and the figure above, most of the students in social program were actived in asking questions to the presenter. There were 3 students or 15.8% of the students who asked questions to the presenter for 3 to 4 times and there were 6 students or 31.6% of the students who ever asked questions to the presenter for twice. Furthermore, there were 5 students or 26.3% of the students who ever asked questions to the presenter for once and there were 5 students or 26.3% of the students who never ask questions to presenter. It was caused by the students in social program had high enough motivation to progress their speaking skill.

11) The Students' Intensity in Using English

The students' intensity in using English showed their practicing in speaking English. It was indicate as much as often they have. To know the students' intensity in using English, we can look at the table below.

Table 4.49 The Students' Intensity in Using English

No	Category	Frequency	Percent
1	75 %	2	10.5%
2	50 %	4	21.1%
3	25 %	10	52.6%
4	0 %	3	15.8%
Total		19	100 %

Source of data: Questionnaire

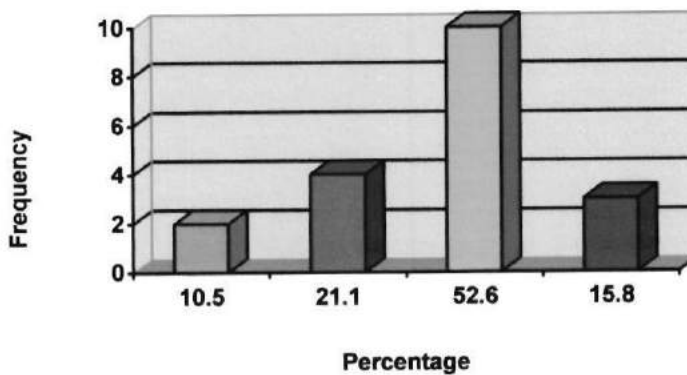


Figure 4.47 The Students' Intensity in Using English

Based on the data at the table and the figure above, there were only 2 students or 10.5% of the students who used English for 75% and there were 4 students or 21.1% of the students who used English for 50%. Furthermore, the category of 25% in the students' intensity in using English was the highest frequency. There were 10 students or 52.6% of the students who used for 25% and there were only 3 students or 15.8% of the students who never use English. It showed that although they were in social program, but they had high enough frequency in practicing their speaking skill by using English.

12) The Students' Intensity in Using Indonesian Language

The students' intensity in using Indonesian language show their ability in speaking English. The students in social program had a chance to progress their speaking skill. Their intensity in using Indonesian language show how much their intensity in using Indonesian language.

To know the students' intensity in using Indonesian language can be looked at the table below.

Table 4.50 The Students' Intensity in Using Indonesian Language

No	Category	Frequency	Percent
1	0 %	1	5.3%
2	25 %	5	26.3%
3	50 %	7	36.8%
4	75 %	6	31.6%
Total		19	100 %

Source of data: Questionnaire

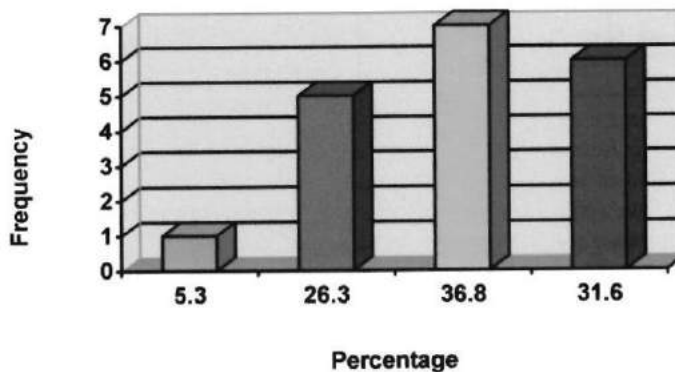


Figure 4.48 The Students' Intensity in Using Indonesian Language

Based on the data at the table and the figure above, there was only one student or 5.3% of the students who used Indonesian language for 0% or never used Indonesian language and there were 5 students or 26.3% of the students who

used Indonesian language for 25%. For the category of 50% was the highest frequency in the students' intensity in using Indonesian language and there were 7 students or 36.8% of the students who used Indonesian language for 50%. Furthermore, there were 6 students or 31.6% of the students who used Indonesian language for 75%. It showed that the students in social program had high enough motivation to progress their speaking skill. It can be known from the data at the table above that most of the students used Indonesian language in the frequency about 50% to 25% in English class.

13) The Students' Reason in Using English

The students' reason in using English showed their factor and also their cause why the students use English. It also showed how far their interest to speak English. The students' reason in using English can be looked at the table below.

Table 4.51 The Students' Reason in Using English

No	Category	Frequency	Percent
1	Because of their desire	6	31.6%
2	Because of score	6	31.6%
3	Because of teacher's assignment	5	26.3%
4	Never	2	10.5%
Total		19	100 %

Source of data: Questionnaire

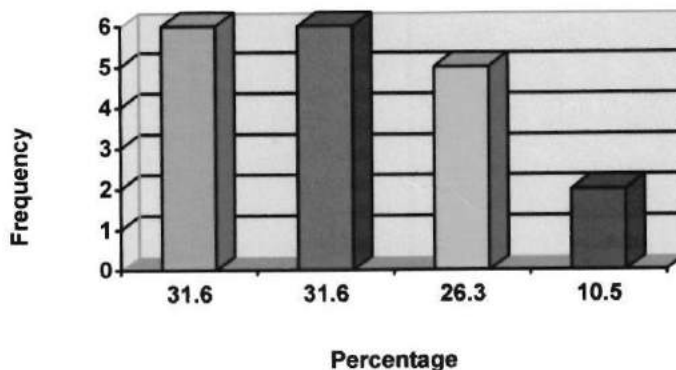


Figure 4.49 The Students' Reason in Using English

Based on the data at the table and the figure above, the category of because of their desire and because of score were the highest frequency. There were 6 students or 31.6% of the students who used English because of their desire and also there were 6 students or 31.6% of the students who used English because of score. For the category of because of teacher's assignment, there were 5 students or 26.3% of the students who choose it and there were only 2 students or 10.5% who had not reason in using English. It was caused by the students had high enough interest in practicing their speaking. The students in social program aware that although they were in social program but English was important.

14) The Students' Reason in Using Indonesian Language

The reason why the students use Indonesian language indicate their ability in English. It also showed their English vocabularies. The students' reason in using Indonesian language showed the factor and the cause why the students use Indonesian language.

The students' reason in using Indonesian language can be looked at the table below.

Table 4.52 The Students' Reason in Using Indonesian Language

No	Category	Frequency	Percent
1	Because of the teacher itself use Indonesian language	8	42.1%
2	Because of the teacher did not ask the students to speak English	5	26.3%
3	Because of shy and unself confidence	1	5.3%
4	Because of confuse and cannot speak English	5	26.3%
Total		19	100 %

Source of data: Questionnaire

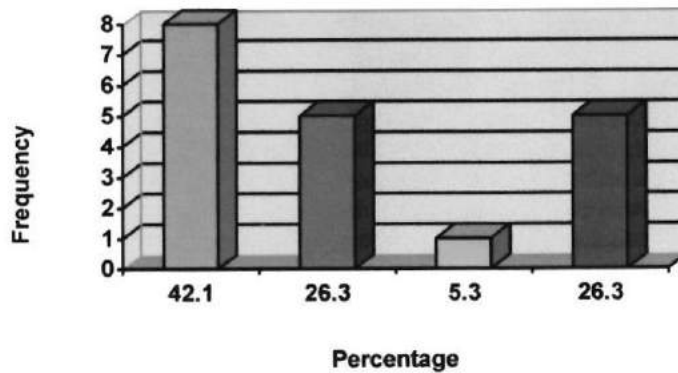


Figure 4.50 The Students' Reason in Using Indonesian Language

Based on the data at the table and the figure above, we can see that there were 8 students or 42.1% of the students who used Indonesian language because of the teacher itself use Indonesian language and there were 5 students or 26.3% of the students who used Indonesian language because of the teacher did not ask the students to speak English. Furthermore, there was only one student or 5.3% who used Indonesian language because of shy and unself confidence and there were 5 students or 26.3% who used Indonesian language because of confuse and cannot speak English. It showed that the factor why the students in social program use Indonesian language come from both the teacher and the students itself. The teacher was not active to invite the students to try to speak English and the students were not had high enough braveness to practice their speaking skill.

15) Giving English Vocabularies

An English teacher was a person who gave contribution positively to the students' speaking skill and to progress the speaking skill, the students need to improve their English vocabularies. The students can not active directly in

learning English and in getting the English vocabularies. So, giving English vocabularies from English teacher is needed by the students.

For the data of giving English vocabularies, it can be looked at the table below.

Table 4.53 Giving English Vocabularies

No	Category	Frequency	Percent
1	Yes	10	52.6%
2	Sometimes	8	42.1%
3	Seldom	1	5.3%
4	Never	0	0%
Total		19	100 %

Source of data: Questionnaire

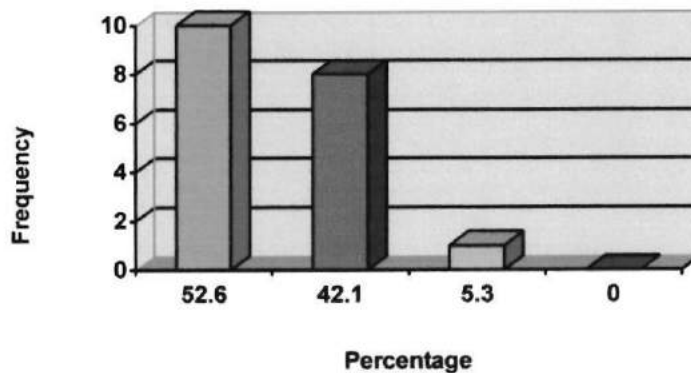


Figure 4.51 Giving English Vocabularies

Based on the data at the table and the figure above, all of the students in social program were giving English vocabularies by their English teacher. There were 10 students or 52.6% of the students who always got English vocabularies from their English teacher and there were 8 students or 42.1% of the students who got English vocabularies from their English teacher in sometimes category. Furthermore, there was only one student or 5.3% of the students who got English

vocabularies in seldom category, and there was not student who never get the English vocabularies from their English teacher. It was caused by the teacher who awared that to progress the students' speaking skill, it is needed to give the students English vocabularies.

16) The Students' Intensity in Recording the English Vocabularies

The students' intensity in recording the English vocabularies show their seriousness in getting new English vocabularies in order to progress their speaking skill. For the data of the students' intensity in recording the English vocabularies, it can be looked at the table below.

Table 4.54 The Students' Intensity in Recording the English Vocabularies

No	Category	Frequency	Percent
1	Always record	4	21.0%
2	Sometimes to record	12	63.2%
3	Seldom to record	3	15.8%
4	Never record	0	0%
Total		19	100%

Source of data: Questionnaire

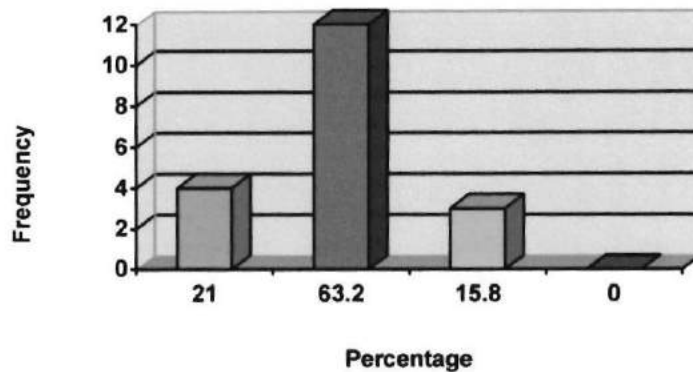


Figure 4.52 The Students' Intensity in Recording the English Vocabularies

Based on the data at the table and the figure above, all of the students in social program were recording the English vocabularies in different category. There were 4 students or 21.0% of the students who always recorded the English vocabularies and there were 12 students or 63.2 % of the students who recorded the English vocabularies in sometimes category. Furthermore, there were 3 students or 15.8% of the students who recorded the English activity in seldom category, and there was not student who never get the English vocabularies. It showed that the students in social program were seriousness in progressing their new English vocabularies in order to progress their speaking skill.

17) The Students English Vocabularies Acquisition

Vocabulary is an important thing in English because without vocabulary, it is impossible to speak English. In the students English vocabularies acquisition show how many English vocabularies that have been gotten by the students..

A table below is showed the students' English vocabularies acquisition.

Table 4.55 The Students' English Vocabularies Acquisition

No	Category	Frequency	Percent
1	20 – 30 vocabularies	2	10.5%
2	15 – 20 vocabularies	6	31.6%
3	10 – 15 vocabularies	5	26.3%
4	6 – 10 vocabularies	6	31.6%
Total		19	100 %

Source of data: Questionnaire

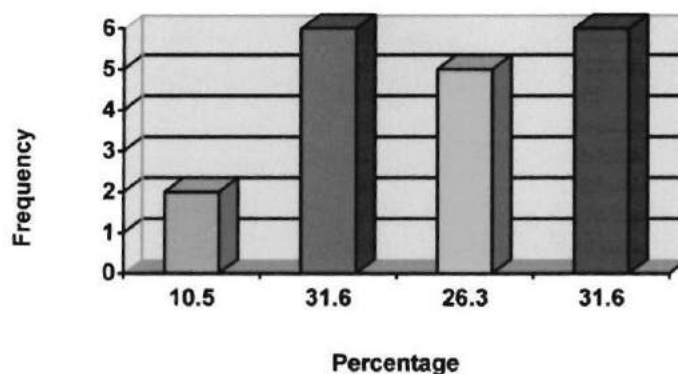


Figure 4.53 The Students' English Vocabularies Acquisition

Based on the data at the table and the figure above, there were only 2 students or 10.5% of the students who got 20-30 vocabularies and there were 6 students or 31.6% of the students who got 15-20 vocabularies. For the category of 10-15 vocabularies, there were 5 students or 26,3% of the students who chose it and there were 76 students or 31.6% of the students who got 6-10 vocabularies. It showed that the students in social program were getting English vocabularies, but most of the students recorded the English vocabularies in the category of sometimes because of that the students' English vocabularies acquisition were about 6-10 vocabularies to 15-20 vocabularies and there were only 2 students or 10.5% who got 20-30 vocabularies.

18) The Intensity of the Students' Activeness in English Activity

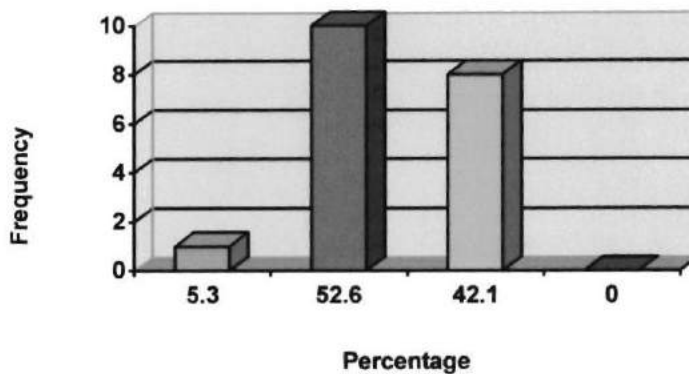
The intensity of students' activeness in English activity show their seriousness in following the class. In this case the students should be active in order to progress their speaking skill.

A table below is showed the intensity of students' activeness in English activity.

Table 4.56 The Intensity of Students' Activeness in English Activity

No	Category	Frequency	Percent
1	75 %	1	5.3%
2	50 %	10	52.6%
3	25 %	8	42.1%
4	0 %	0	0%
Total		19	100 %

Source of data: Questionnaire

**Figure 4.54 The Intensity of Students' Activeness in English Activity**

Based on the data at the table and the figure above, there was only one student or 5.3 % of the students who had 75% in the intensity of the students' activeness in English activity and there were 10 students or 52.6% of the students who active in the English activity for 50%. Furthermore, there were 8 students or 42.1.0% of the students who active in the English activity for 25% and there was not student who never active in the English activity. It showed that the students in social program were active in the English activity.

Based on all of the data at the table above, then they will be arranged in the table of variable score in a series about the English activity in their senior high school especially in social program. They can be looked at the table below.

Table 4.57 The Scores of Students' Activities in Senior High School

Respondents	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total	Average
C1	2	4	2	3	2	3	3	2	1	1	1	3	3	3	3	4	3	3	3	4	53	2.65
C2	2	4	2	3	1	2	3	2	1	1	1	1	2	2	2	1	3	3	1	2	39	1.95
C3	2	1	2	3	4	4	4	4	2	3	2	3	2	2	4	4	3	3	1	2	55	2.75
C4	2	4	2	4	1	3	3	2	1	1	2	2	3	2	3	1	4	3	3	3	49	2.45
C5	2	4	2	3	1	3	3	4	4	2	4	4	1	1	2	4	3	3	1	3	54	2.7
C6	2	1	2	4	3	4	3	4	2	3	1	4	4	4	4	4	4	4	4	3	64	3.2
C7	2	4	2	4	1	4	4	2	1	1	1	2	2	3	2	3	4	3	3	2	50	2.5
C8	2	4	4	2	3	3	3	2	1	1	1	3	3	2	3	2	3	2	2	3	49	2.45
C9	2	4	2	4	1	3	3	4	2	2	3	3	2	2	4	4	4	4	3	3	59	2.95
C10	2	4	2	3	1	3	3	3	1	1	1	2	2	1	1	1	4	3	1	2	41	2.05
C11	2	4	2	4	1	3	3	2	2	2	3	3	1	2	2	1	3	2	1	2	45	2.25
C12	2	4	2	3	1	4	4	2	1	1	1	1	2	1	4	1	2	3	2	2	43	2.15
C13	2	4	2	1	1	3	3	2	1	1	2	2	2	1	2	4	4	4	3	3	47	2.35
C14	2	4	2	3	2	2	3	2	1	1	1	1	2	1	3	3	3	3	1	3	43	2.15
C15	2	4	2	1	1	3	3	2	1	1	1	1	1	1	3	3	4	3	4	3	44	2.2
C16	2	4	2	4	4	2	4	4	2	4	4	4	4	3	4	3	3	2	2	3	64	3.2
C17	2	4	2	4	2	3	3	2	1	1	2	1	2	3	3	4	3	3	2	2	49	2.45
C18	2	4	2	4	2	4	4	2	1	1	3	3	3	3	1	4	4	4	3	3	57	2.95
C19	2	4	2	3	1	4	4	2	1	1	3	2	2	2	4	4	4	3	2	2	52	2.6
4Total Average																					47.85	
4																					2.4	

Based on the data at the table above, it could be found the average if the students from social program in the competency of speaking was 2.4.

d. Vocational Program

1) Background of the English students at STAIN of Palangka Raya Academic Year 2008/2009

Background of the English students at *STAIN* of Palangka Raya academic year 2008/2009 showed how many students from vocational program who entered to English department at *STAIN* of Palangka Raya.

To know how many students from vocational language at English Department of *STAIN* of Palangka Raya, we can look at the table below.

Table 4.58 Background of the English Students at *STAIN* of Palangka Raya Academic Year 2008/2009

No	Category	Frequency	Percent
1	Language Program	12	18.5 %
2	Science Program	28	43.1 %
3	Social Program	19	29.2 %
4	Vocational Program	6	9.2 %
Total		65	100 %

Data source: Questionnaire

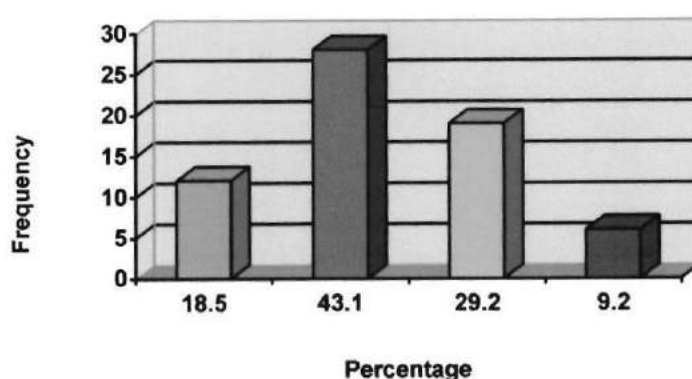


Figure 4.55 Background of the English Students at *STAIN* of Palangka Raya Academic Year 2008/2009

Based on the data at the table and the figure above, there were only 6 students or 9.2 % of the students that came from vocational program and there were 19 students or 29.2 % of the students that came from social program. Furthermore, there were 28 students or 43.1% of the students that came from science program and there were 12 students or 18.5% of the students that came from language program. It showed that the students from vocational program is also possible to continue their study in an Islamic college.

2) English Practice

English practice is very essential part in learning English. By practicing the English, the students will more active to express their idea, argument,

statement and respond. It also give supported for them to whet their pronunciation. In this case, English teacher a person who has contribution in English practice and give motivation to the students to try to speak English. So, it was possible to the teacher to invite the students to speak English.

For the data of English practice, we can look at the table below.

Table 4.59 The Students' Speaking Practice

No	Category	Frequency	Percent
1	Yes	2	33.3%
2	Sometimes	1	16.7%
3	Seldom	2	33.3 %
4	Never	1	16.7 %
Total		6	100 %

Source of data: Questionnaire

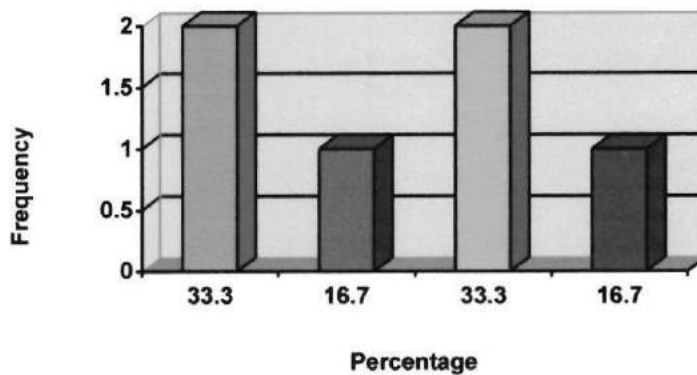


Figure 4.56 The Students' Speaking Practice

Based on the data at the table and the figure above, there were 2 students or 33.3% of the students who invited to speak English by their teacher and there was only one student or 16.7% of the students who invited to speak English by their teacher in sometimes frequency. Furthermore, there were 2 students or 33.3% of the students who invited to speak English by their teacher in seldom frequency and there was only one student or 16.7% of the students who never

invited to speak English by their teacher. It was caused the students in vocational program have more time and more practice to study about vocational knowledge such as how make a dress, how make a cake and so on. Because of that most of the students seldom to invite to speak English by their English teacher.

3) The Students' English Activity

English activity made the students active in learning English skills. It was important to whet their English ability in order to make the students speak English habitually. It also showed what are the English students in vocational program had many English activities in their learning English.

A table below is showed the students' English activity.

Table 4.60 The Students' English Activity

No	Category	Frequency	Percent
1	Presentation	0	0%
2	Speech	0	0%
3	Story-telling	2	33.3%
4	Text book	4	66.7%
Total		6	100 %

Source of data: Questionnaire

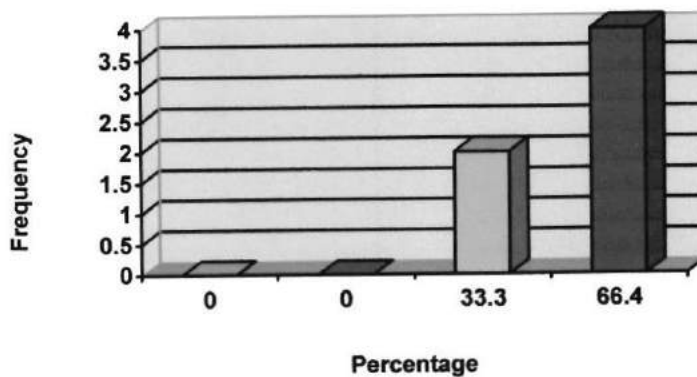


Figure 4.57 The Students' English Activity

Based on the data at the table and the figure above, the highest frequency of the students' English activity was text book. There were 4 students or 66.7% of the students who chose text book as their English activity and there were 2 students or 33.3% of the students who chose story-telling as their English activity. Furthermore, there were not students who chose speech and presentation as their English activity. It was caused by the students in vocational program have more time to study and practice about vocational knowledge. It influenced the students' English activity. Because of that text book was their English activity in learning English.

4) The Frequency of the Students' English Activity in a Month

The frequency of the students' English activity in a month is an important thing to show as much as often the English activity done by the students in a month because the English activity give contributions positively in progressing the students' speaking skill. A table below is showed the frequency of the students' English activity in a month.

Table 4.61 The Frequency of the Students' English Activity in a Month:

No	Category	Frequency	Percent
1	4 to 5 minutes	4	66.7%
2	2 to 3 times	2	33.3%
3	Once	0	0%
4	Never	0	0%
Total		6	100 %

Source of data: Questionnaire

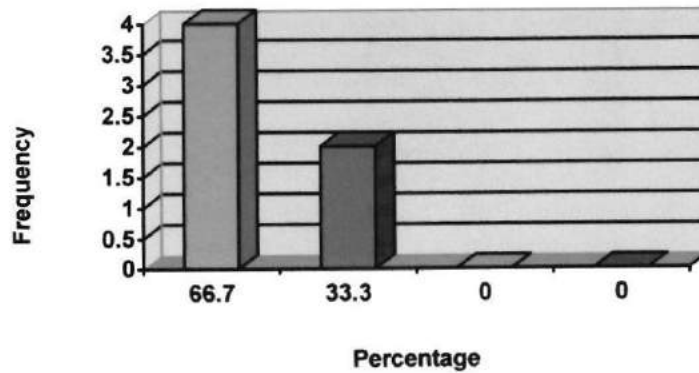


Figure 4.58 The Frequency of the Students' English Activity in a Month

Based on the data at the table and the figure above, there were 4 students or 66.7% of the students who had 4 to 5 times of the frequency of the students' English activity in a month and there were 2 students or 33.3% of the students who had 2 to 3 times of the frequency of the students' English activity in a month. Furthermore, there was not student who attended the English activity for once and there was not student who never attend the English activity. It showed that although the students' English activity was text book and story telling, but it had high enough frequency in applying the activity. It was caused by the students and the teacher were aware that English activity is needed to progress the students' ability in English skill.

5) The Frequency of the Students' Attendance to the English Activity in a Month

The frequency of the students' attendance to the English activity in a month was an important aspect to show their awareness in studying English although they were in vocational program.

The frequency of the students' attendance to the English activity in a month can be looked at the table below.

Table 4.62 The Frequency of the Students' Attendance to the English Activity in a Month

No	Category	Frequency	Percent
1	4 to 5 minutes	3	50.0%
2	2 to 3 times	3	50.0%
3	Once	0	0%
4	Never	0	0%
Total		6	100 %

Source of data: Questionnaire

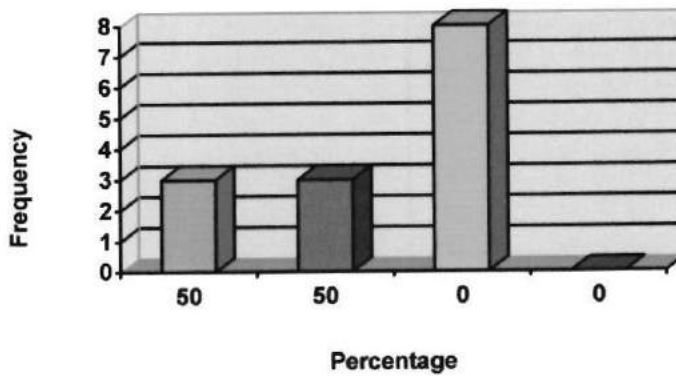


Figure 4.59 The Frequency of the Students' Attendance to the English Activity in a Month

Based on the data at the table and the figure above, half of the students in vocational program attended to the English activity for 4 to 5 times in a month. It about 3 students or 50 % of the students and half of the students in vocational program attended to the English activity for 2 to 3 times in a month. It was about 3 students or 50% of the students. Furthermore, there was not student who attended to the English activity for once and there was not student who never

attend to the English activity. It showed that although they were in vocational program and their English activity, but they were active in following the activity.

6) The Students' Chance to be a Presenter

To be a presenter is needed by the students because to be a presenter was a way for the students to practice their speaking skill. By being a presenter, the students will be able to express their idea, explore their new English vocabularies and what their pronunciation.

The students' chance to be a presenter can be looked at the table below.

Table 4.63 The Students' Chance to be a Presenter

No	Category	Frequency	Percent
1	Ever	2	33.3%
2	Almost	0	0%
3	Never	4	66.7%
4	Refuse	0	0%
Total		6	100 %

Source of data: Questionnaire

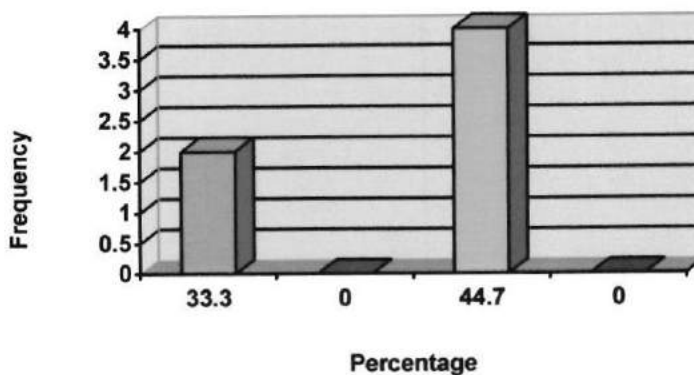


Figure 4.60 The Students' Chance to be a Presenter

Based on the data at the table and the figure above, we can see that most of the students in vocational program never be a presenter. There were 4 students or 66.7% of the students who never be a presenter and there were only 2 students or 33.3% of the students who ever be a presenter. Furthermore, there was not student who almost be a presenter and there was not student who rejected the chance to be a presenter. It was caused by the students in social program often used text book as their English activity. It made the students in vocational program less of English practice.

7) The Students' Frequency to be a Presenter

The students' frequency to be a presenter show as much as often the students practice their speaking skill in English because be a presenter is one of the ways to progress the students' English ability especially in speaking skill.

A table below is showed the students' frequency to be a presenter.

Table 4.64 The Students' Frequency to be a Presenter

No	Category	Frequency	Percent
1	3 to 4 times	0	0%
2	2 to 3 times	1	16.7%
3	Once	2	33.3%
4	Never	3	50.0%
Total		6	100 %

Source of data: Questionnaire

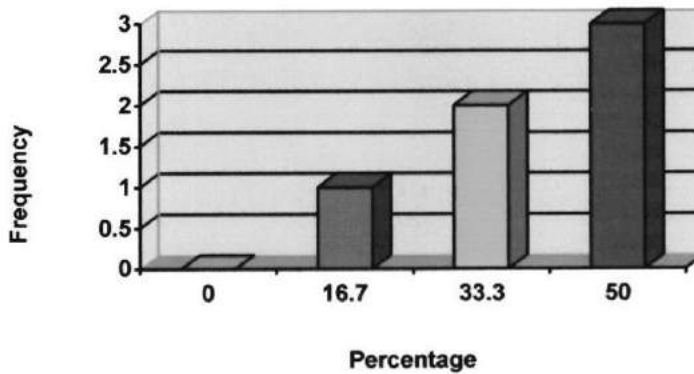


Figure 4.61 The Students' Frequency to be a Presenter

Based on the data at the table and the figure above, there were 3 students or 50% of the students who never be a presenter and there were 2 students of 33.3% of the students who ever be a presenter for once. Furthermore, there was only one student or 16.7% of the student who ever be a presenter for twice and there was not student who ever be a presenter for 3 to 4 times. It showed that half of the students never be a presenter. It was caused by the students in vocational program had more time to study and to practice about vocational knowledge than English. It influenced the students' ability in English skill. The students' less of time to study and practice in English.

8) The Reason why the Students be a Presenter

The reason why the students be a presenter is an important thing to show their braveness in practicing their English ability especially in speaking skill.

A table below is showed the reason why the students be a presenter.

Table 4.65 The Reason why the Students be a Presenter

No	Category	Frequency	Percent
1	Because of their desire	0	0%
2	Because of teacher's assignment	2	33.3%

3	Because of score	1	16.7%
4	Never	3	50.0%
Total		6	100 %

Source of data: Questionnaire

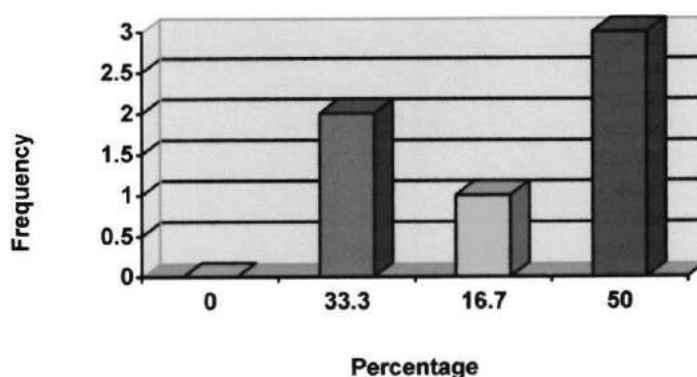


Figure 4.62 The Reason why the Students be a Presenter

Based on the data at the table and the figure above, the category of never was the highest frequency. There were 3 students or 50% of the students. There was one student or 16.7% of the students who had the reason to be a presenter because of their score and there were 2 students or 33.3% of the students who had the reason to be a presenter because of their teacher assignment. Furthermore, there was not student who has the reason to be a presenter because of their desire. It showed that the students in vocational program less of English practice. It was possible because they were in vocational program and they study about vocational knowledge.

9) The Students' Frequency in Responding Questions

Respond some questions in one of the ways of the students try to speak English in giving respond or feedback to the questionnaire (s). In this time, the students had enough time and many opportunities to give respond and to explore their ability in speaking.

To know the students' frequency in responding questions, we can look at the table below.

Table 4.66 The Students' Frequency in Responding Questions

No	Category	Frequency	Percent
1	3 to 4 minutes	1	16.7%
2	Twice	0	0%
3	Once	2	33.3%
4	Never	3	50.0%
Total		6	100 %

Source of data: Questionnaire

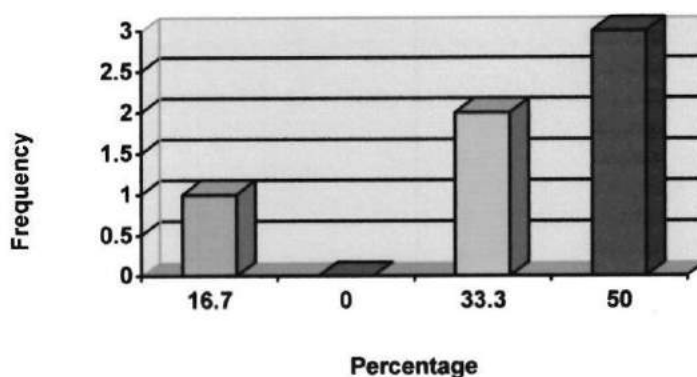


Figure 4.63 The Students' Frequency in Responding Questions

Based on the data at the table and the figure above, we can see that the category of never was the highest frequency. There were 3 students or 50.0% of the students who never give respond for the questions and there were 2 students or 33.3% of the students who gave respond for the questions for once frequency. Furthermore, there was not student who gave respond for the questions in twice frequency and there was only one student or 16.7% of the students who gave respond for the questions in 3 to 4 times frequency. It showed that the students in vocational program less of English practice. It was caused by the students' English activity was text book that often use in learning English and also because of they were more focus to study and practice about vocational knowledge.

10) The Students' Frequency in Asking Questions to the Presenter

Asking questions to the presenter is one of the ways to make the students try to speak English. The students in vocational program had a same chance like other programs in asking questions. By asking questions to the presenter, the students will be able to whet their speaking skill.

To know the students' frequency in asking questions to the presenter, we can look at the table below.

Table 4.67 The Students' Frequency in Asking Questions to the Presenter

No	Category	Frequency	Percent
1	3 to 4 minutes	2	33.3%
2	Twice	1	16.7%
3	Once	1	16.7%
4	Never	2	33.3%
Total		6	100 %

Source of data: Questionnaire

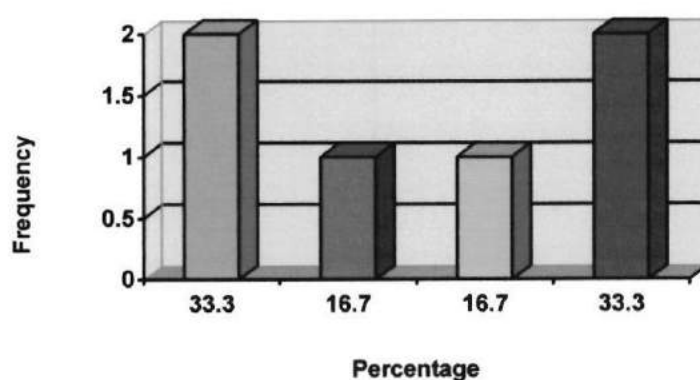


Figure 4.64 The Students' Frequency in Asking Questions to the Presenter

Based on the data at the table and the figure above, most of the students in vocational program ever asked questions to the presenter. There were 2 students or 33.3% of the students who ever asked questions to the presenter for 3 to 4 times

and there was only one student or 16.7% of the students who ever asked questions to the presenter for twice. Furthermore, there was one student or 16.7% of the students who ever asked questions to the presenter for once and there were only 2 students or 33.3% of the students who never ask questions to presenter. It showed that the students in vocational program had high enough motivation to progress their speaking skill by asking questions to the presenter.

11) The Students' Intensity in Using English

The students' intensity in using English showed the students' intensity in using English and how many English vocabularies they had.

For the data of the students' intensity in using English, can be looked at the table below.

Table 4.68 The Students' Intensity in Using English

No	Category	Frequency	Percent
1	75 %	0	0%
2	50 %	2	33.3%
3	25 %	4	66.7%
4	0 %	0	0%
Total		6	100 %

Source of data: Questionnaire

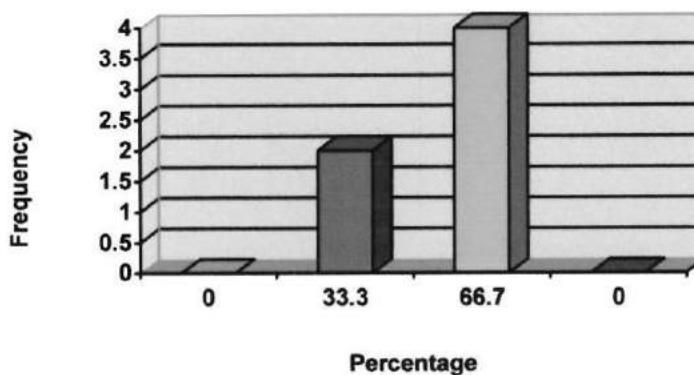


Figure 4.65 The Students' Intensity in Using English

Based on the data at the table and the figure above, all of the students in vocational program ever used English in their learning English. There were 2 students or 33.3% of the students who used English in 50% frequency and there were 4 students or 66.7% of the students who used English in 25% frequency. Furthermore, there was not student who used English in 75% frequency and there was not student who never use English. It showed that although they were in vocational program and they less of English practice, but they had high enough motivation to be able to speak English. It can be seen from their intensity in using English. The students' intensity in using English was about 25% to 50%. It also shows that their interest in practicing English.

12) The Students' Intensity in Using Indonesian Language

The students' intensity in using Indonesian language show their ability in using English. When the students had high frequency in using Indonesian language, means that the students less of English practicing and when the students had high frequency in using English, it meant that the students had high motivation to master English .

For the data of the students' intensity in Using Indonesian language, can be looked at the table below.

Table 4.69 The Students' Intensity in Using Indonesian Language

No	Category	Frequency	Percent
1	0 %	0	0%
2	25 %	2	33.3%
3	50 %	2	33.3%
4	75 %	2	33.3%
Total		6	100 %

Source of data: Questionnaire

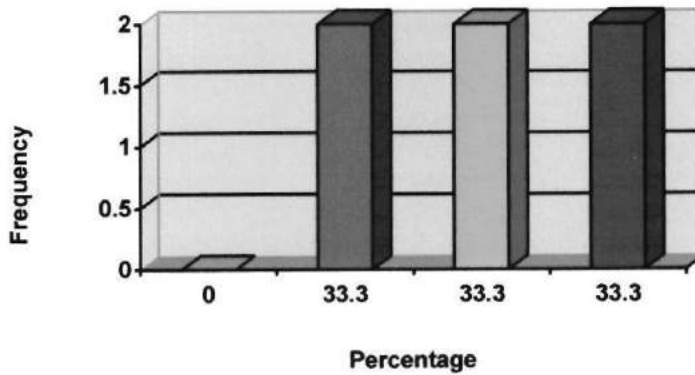


Figure 4.66 The Students' Intensity in Using Indonesian Language

Based on the data at the table and the figure above, we can see that the students in vocational used Indonesia language in various frequency. There were 2 students or 33.3% of the students who used Indonesian language in 75% frequency and there were 2 students or 33.3% of the students who used Indonesian language in 50% frequency. Furthermore, there were 2 students or 33.3% of the students who used Indonesian language in 25% frequency and there was not student who never use Indonesian language. It showed that all of the students in vocational program interest to study English because of that there were only 2 students or 33.3% of the students who used Indonesian language in 75% frequency.

13) The Students' Reason in Using English

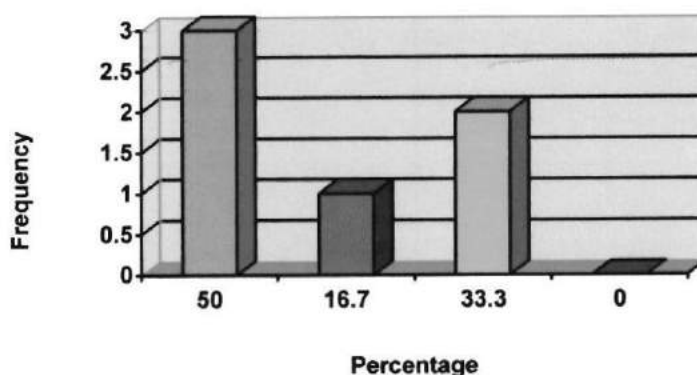
The reason why the students use English show their effort to progress their speaking skill. By knowing the reason why the students use English, it is possible to know their factor and cause why they speak English especially in English class.

The students' reason in using English can be known at the table below.

Table 4.70 The Students' Reason in Using English

No	Category	Frequency	Percent
1	Because of their desire	3	50.0%
2	Because of score	1	16.7%
3	Because of teacher's assignment	2	33.3%
4	Never	0	0%
Total		6	100 %

Source of data: Questionnaire

**Figure 4.77 The Students' Reason in Using English**

Based on the data at the table and the figure above, the category of because of their desire was the highest frequency. There were 3 students or 50.0% of the students who spoke English because of their desire and there was one student or 16.7% of the students who spoke English because of score. Furthermore, there were 2 students or 33.3% of the students who spoke English because of their teacher's assignment and there was not student who never use English. It showed that the students in vocational program had high enough desire to practice their speaking skill although some of their reason are because of their teacher's assignment and because of score.

14) The Students' Reason in Using Indonesian Language

The reason why the students use Indonesian language indicated their mastery in using English. It also showed their effort to be able to speak English fluently.

The students' reason in using Indonesian language can be known at the table below.

Table 4.71 The Students' Reason in Using Indonesian Language

No	Category	Frequency	Percent
1	Because of the teacher itself use Indonesian language	2	33.3%
2	Because of the teacher did not ask the students to speak English	2	33.3%
3	Because of shy and unself confidence	0	0%
4	Because of confuse and cannot speak English	2	33.3%
Total		6	100 %

Source of data: Questionnaire

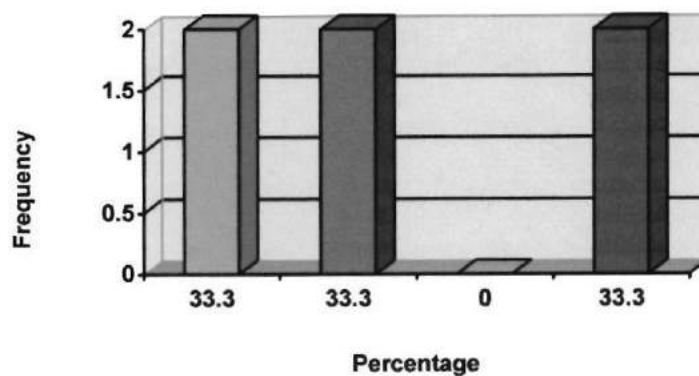


Figure 4.68 The Students' Reason in Using Indonesian Language

Based on the data at the table and the figure above, it can be known that there were 2 students or 33.3% of the students who used Indonesian language because of the teacher itself use Indonesian language and there were 2 students or 33.3% of the students who used Indonesian language because of the teacher did

not ask the students to speak English. Furthermore, there was not who used Indonesian language because of confuse cannot speak English. It showed that the students in vocational actually had high enough braveness to practice their speaking skill.

15) Giving English Vocabularies

An English teacher is a person who gave contribution positively to the students' speaking skill because the students cannot active directly in learning English and in getting English vocabularies without direction from the English teacher. Because of that, giving English vocabularies from the English teacher is needed by the students. For the data of giving English vocabularies, it can be looked at the table below.

Table 4.72 Giving English Vocabularies

No	Category	Frequency	Percent
1	Yes	6	100%
2	Sometimes	0	0%
3	Seldom	0	0%
4	Never	0	0%
Total		6	100 %

Source of data: Questionnaire

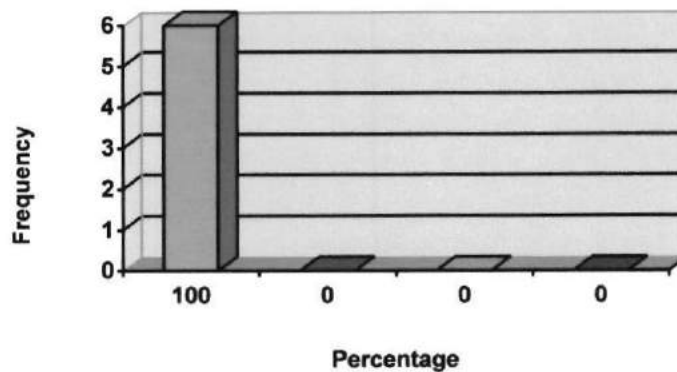


Figure 4.69 Giving English Vocabularies

Based on the data at the table and the figure above, it can be seen that all of the students in vocational program were giving English vocabularies by their English teacher. It showed that the students in vocational program can use their English vocabularies in speaking skill.

16) The Students' Intensity in Recording the English Vocabularies

The students' intensity in recording the English vocabularies showed their seriousness in progressing the English ability especially in speaking skill. By recording the English vocabularies, the students will be able to memorize the vocabularies and apply it in speaking skill.

For the data of the students' intensity in recording the English vocabularies, it can be looked at the table below.

Table 4.73 The Students' Intensity in Recording the English Vocabularies

No	Category	Frequency	Percent
1	Always record	2	33.3%
2	Sometimes to record	2	33.3%
3	Seldom to record	2	33.3%
4	Never record	0	0%
Total		6	100%

Source of data: Questionnaire

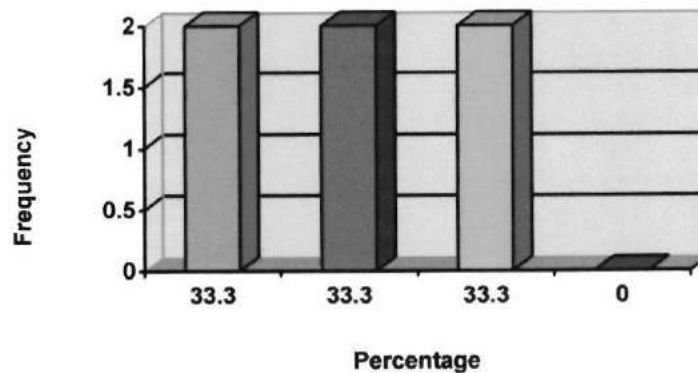


Figure 4.70 The Students' Intensity in Recording the English Vocabularies

Based on the data at the table and the figure above, we can see that there were 2 students or 33.3% of the students who always recorded the English vocabularies and there were 2 students or 33.3% of the students who recorded the English vocabularies in sometimes frequency. Furthermore, there were 2 students or 33.3% of the students who seldom to recorded the English vocabularies and there was not student who never record the English vocabularies. It showed that all of the students in vocational program had high enough motivation to progress their speaking skill by recording the English vocabularies.

17) The Students English Vocabularies Acquisition

Vocabulary is an important thing in English because without vocabulary, it was impossible to speak English. In the students' English vocabularies acquisition showed how many English vocabularies that have been gotten by the students.

A table below is showed the students' English vocabularies acquisition.

Table 4.74 The Students' English Vocabularies Acquisition

No	Category	Frequency	Percent
1	20 – 30 vocabularies	1	16.7%
2	15 – 20 vocabularies	0	0%
3	10 – 15 vocabularies	1	16.7%
4	6 – 10 vocabularies	4	66.6%
Total		6	100 %

Source of data: Questionnaire

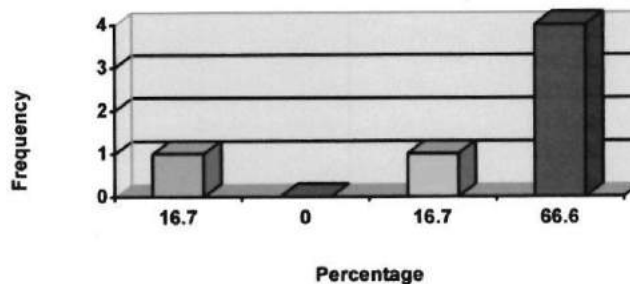


Figure 4.71 The Students' English Vocabularies Acquisition

Based on the data at the table and the figure above, the category of 6-20 English vocabularies was the highest frequency. There were 4 students or 66.6% of the students who got 6-10 English vocabularies and there was one student or 16.7% of the students who got 15-20 vocabularies, and there was only one student who got 20-30 English vocabularies. It showed that all of the students in vocational program were getting English vocabularies. It was caused by the students aware that English vocabularies in important to progress their speaking skill.

18) The Intensity of the Students' Activeness in English Activity

The intensity of students' activeness in English activity showed their seriousness in following the activity. The students should be active in following the activity in order to progress and to master the English ability.

A table below is showed the intensity of the students' activeness in English activity.

Table 4.75 The Intensity of Students' Activeness in English Activity

No	Category	Frequency	Percent
1	75 %	0	0%
2	50 %	4	66.7%
3	25 %	2	33.3%
4	0 %	0	0%
Total		6	100 %

Source of data: Questionnaire

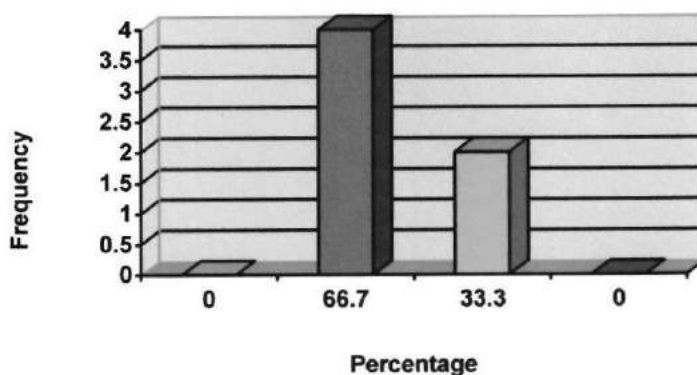


Figure 4.72 The Intensity of Students' Activeness in English Activity

Based on the data at the table and the figure above, we can see that the category of 50% was the highest frequency that is about 4 students or 66.7% of the students were active for 50% frequency of the intensity of the students' activeness in English activity and there were only 2 students or 33.3% of the students who active for 25% frequency of the intensity of the students' activeness in English activity. Furthermore, there was not student never active in English activity or active for 75% in the English activity. It was caused by the students in vocational program were more focus in vocational knowledge and they more had time to practice their vocational knowledge than English because of they were in vocational program. But, in other side, the students were active in English activity although in the frequency about 25% to 50%.

Based on all of the data at the table above, then they will be arranged in the table of variable score in a series about the English activity in their senior high school especially in vocational program. They can be looked at the table below.

Table 4.76 The Scores of Students' Activities in Senior High School

Respondents	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	Total	Average
D1	1	2	1	2	1	4	4	4	2	2	2	2	2	1	3	3	4	2	1	3	46	2.3
D2	1	4	1	1	1	3	3	2	1	1	1	1	2	1	4	3	4	2	1	2	39	1.95
D3	1	4	1	4	2	3	3	4	3	2	2	4	3	2	2	1	4	3	1	3	52	2.6
D4	1	2	1	3	1	4	4	2	1	1	1	1	2	2	2	4	4	3	2	3	60	3
D5	1	4	4	2	2	4	3	2	2	1	1	3	2	3	4	1	4	4	1	2	50	2.5
D6	1	4	1	4	1	4	4	2	1	1	4	4	3	3	4	4	4	4	4	3	60	3
Total Average																					15.35	0.8

Based on the data at the table above, it could be found the average of the students from vocational program in the competency of speaking was 0.8.

2. Competency of Speaking Obtained by Students who Have Different Senior High Schools Program at *STAIN* of Palangka Raya Academic Year 2998/2009

To analyze the comparative between four variables of the students speaking score, one way anova in different total of samples is used.

Table 4.77 The Students' Score of Speaking Test

Speaking Score							
1	2	3	4	5	6	7	8
Code	X1	Code	X2	Code	X3	Code	X4
A1	4	B1	3	C1	3	D1	4
A2	3	B2	3	C2	3	D2	3
A3	4	B3	4	C3	3	D3	4
A4	4	B4	4	C4	4	D4	2
A5	5	B5	3	C5	3	D5	2
A6	3	B6	5	C6	3	D6	4
A7	2	B7	3	C7	2		
A8	4	B8	3	C8	4		
A9	4	B9	2	C9	3		
A10	4	B10	4	C10	3		
A11	2	B11	2	C11	3		
A12	3	B12	5	C12	2		
		B13	3	C13	2		
		B14	4	C14	5		
		B15	2	C15	5		
		B16	3	C16	3		

		B17	3	C17	3		
		B18	4	C18	3		
		B19	3	C19	3		
		B20	5				
		B21	5				
		B22	5				
		B23	3				
		B24	3				
		B25	3				
		B26	3				
		B27	2				
		B28	4				
12	42	28	96	19	60	6	19

Based on the data at the table above, it can be known that the highest score of students' speaking score was 5. By knowing the students' speaking score, the next step is calculated the nominator degree of freedom (V_1) and the denominator degree of freedom (V_2).

$$\begin{aligned} V_1 &= k - 1 \\ &= 4 - 1 \\ &= 3 \end{aligned}$$

$$\begin{aligned} V_2 &= n - k \\ &= 65 - 4 \\ &= 61 \end{aligned}$$

Based on the data above, it is known that.

Coolum (C)	= 4
n_1	= 12
n_2	= 28
n_3	= 29
n_4	= 6
N	= 65
T_1	= 42

T ₂	= 96
T ₃	= 60
T ₄	= 19
T	= 217

By knowing the data above, it is needed to calculate the some of total square (JKT), some of total Coolum (JKK) and some of total error (JKE)

$$\begin{aligned}
 \text{JKT} &= \sum_{i=1}^k \sum_{j=1}^n X_{ij}^2 - \frac{T^2}{n} \\
 &= \begin{array}{cccccccccccc}
 4^2 & +3^2 & +4^2 & +4^2 & +5^2 & +3^2 & +2^2 & +4^2 & +4^2 & +4^2 & + & \\
 2^2 & +3^2 & +3^2 & +3^2 & +4^2 & +4^2 & +3^2 & +5^2 & +3^2 & +3^2 & + & \\
 2^2 & +4^2 & +2^2 & +5^2 & +3^2 & +4^2 & +2^2 & +3^2 & +3^2 & +3^2 & +4^2 & + \\
 3^2 & +5^2 & +5^2 & +5^2 & +3^2 & +3^2 & +3^2 & +3^2 & +2^2 & +2^2 & +4^2 & + \\
 3^2 & +3^2 & +3^2 & +4^2 & +3^2 & +3^2 & +2^2 & +4^2 & +3^2 & +3^2 & +3^2 & + \\
 3^2 & +2^2 & +2^2 & +5^2 & +5^2 & +3^2 & +3^2 & +3^2 & +3^2 & +3^2 & +4^2 & + \\
 3^2 & +4^2 & +2^2 & +2^2 & +4^2 & - & \underline{217^2} & & & & & \\
 & & & & & & 65 & & & & & \\
 \\
 & = & 16 & +9 & +16 & +16 & +25 & +9 & +4 & +16 & +16 & +16 & + \\
 & & 4 & +9 & +9 & +9 & +16 & +16 & +9 & +25 & +9 & +9 & + \\
 & & 4 & +16 & +4 & +25 & +9 & +16 & +4 & +9 & +9 & +16 & + \\
 & & 9 & +25 & +25 & +25 & +9 & +9 & +9 & +9 & +4 & +16 & + \\
 & & 9 & +9 & +9 & +16 & +9 & +9 & +4 & +16 & +9 & +9 & + \\
 & & 9 & +4 & +4 & +25 & +25 & +9 & +9 & +9 & +9 & +16 & + \\
 & & 9 & +16 & +4 & +4 & +16 & - & \underline{47089} & & & & \\
 & & & & & & & & 65 & & & & \\
 \\
 & = & 777 & - & 724.446 \\
 \\
 & = & 52.554
 \end{array}
 \end{aligned}$$

It can be known that the value of some of total square was 52.554.

The next step is calculated the some of total Colum.

$$\begin{aligned}
 JKK &= \frac{\sum_{i=1}^k T_i^2}{n_i} - \frac{T^2}{N} \\
 &= \frac{42^2}{12} + \frac{96^2}{28} + \frac{60^2}{19} + \frac{19^2}{6} - \frac{217^2}{65} \\
 &= \frac{1764}{12} + \frac{9216}{28} + \frac{3600}{19} + \frac{361}{6} + \frac{47089}{65} \\
 &= 147 + 329.14^{28} + 189.47^{36} + 60.16^{66} - 724.446 \\
 &= 725.783 - 724.446 \\
 &= 1.337
 \end{aligned}$$

It could be known that the value of some of total Coolum was 1.337. Then the writer calculated the some of total error.

$$\begin{aligned}
 JKE &= JKT - JKK \\
 &= 52.554 - 1.337 \\
 &= 51.217
 \end{aligned}$$

It can be known that the value of some of total error is 52.327

After the writer calculated the JKR, JKK, and JKE, the writer made a summary's table of one way anova in different total of samples. The summary of calculation of the data can be seen at the summary's table below.

Table 4.78 A Summary's Table of Data Calculating of One Way Anova in Different Total of Sample

Sum of Varians	Sum of Square	Degree of Freedom	Means of Total Square	Fo
Means of Coolum	1.337	3	0.446	0.531
Error	2.217	61	0.804	
Total	52.554	64		

After the writer calculated JKR, JKK, JKE and also made a summary's table of data calculating, it can be known that the value of JKR was 52,554. The value of JKK was 1.337, the value of JKE was 51.217 and the value of F_{empirik} was 0.531. Then, the writer compared the value of F_{empirik} with the F_{teoritik} at 5% level. The value of F_{teoritik} at 5% level was 2.76.

Since the calculated, the value of F_{empirik} that is 0.531 was smaller than the F_{teoritik} at 5% level that was 2.76 and it was smaller than the F_{teoritik} at 1% level that is 4.13. It can be interpreted that alternative hypothesis stating that there is a significant difference in the competency of speaking obtained by students with different Senior High School's program at *STAIN* of Palangka Raya academic year 2008/2009 was rejected and null hypothesis stating that there was not a significant difference in the competency of speaking obtained by students with different Senior High School's program at *STAIN* of Palangka Raya academic year 2008/2009 was accepted.

It meant that the students at English Department academic year 2008/2009 from language program, science program, social program and vocational program had not a significant different in their competency of speaking. Meanwhile, the writer also applied SPSS 17 program to calculate the One Way Anova.

Table 4.79 The Calculation of the Result One Way Anova Using SPSS 17

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.337	3	.446	.531	.663
Within Groups	51.217	61	.840		
Total	52.554	64			

The result of the one way Anova using SPSS 17 also supported the interpretation above that was found the $F_{empiric} = 0.531$. It was lower than the $F_{teoritic}$ in the 5% level = 2.76 and the value of $F_{empiric} = 0.531$ was lower than 1% = 4.13 level of significance. It could be interpreted that alternative hypothesis stating that there is a significant difference in the competency of speaking obtained by students with different Senior High School's program at English program of *STAIN* Palangka Raya academic year 2008/2009 was rejected and null hypothesis stating that there was not a significant difference in the competency of speaking obtained by students with different Senior High School's program at English program of *STAIN* Palangka Raya academic year 2008/2009 was accepted.

D. Data Presentation

Interview is one of the technique collecting data that used by the writer to get the data in order to support the data about the competency of speaking obtained by students with different Senior High School's program academic year 2008/2009. The following explanation below is described the students' problem in learning speaking, the students' English activity when they were in Senior High School, the students' supporting English activity, the differentiates between teaching speaking in Senior High School and teaching speaking the college level, the reason why the student chose to the state Islamic college of Palangka Raya, the students' explanation about the advantages if someone can speak English well and the students' wish for the future.

1. Language Program

a. Code: NA

NA is one of the English student at English department of STAIN Palangka Raya who told that because *NA* was from Islamic boarding school, the teacher used English to explain something. In other ways, English and Arabic language were two languages that used in daily life conversation. It was supported to improve her speaking skill. But, although *NA* was from Islamic Boarding School in language program, *NA* has a problem in following the speaking class. Her problem was about vocabulary. To improve the speaking skill especially speaking II subject, *NA* told that the lecturer told first about what are the task that will be discussed in the next meeting. *NA* also told the differentiates between teaching English in Senior High School and in the college level. *NA* told that because coming from Islamic Boarding School, they were given vocabulary by their senior and directly practice it in daily life conversation, but in teaching English, the teacher seldom to give vocabulary. Now, at *STAIN* of Palangka Raya, the lecturer not only explained the material but also give the vocabulary. And then, she chose to the English Department of *STAIN* Palangka Raya because *NA* likes English. *NA* also explained that if someone can speak English well she or he will be more self confident. *NA* has a wish when *NA* has passed the speaking II subject. *NA* want to be able to speak English fluently.

b. Code : AS

AS told that translating text from English to Indonesian language was helped her to get the vocabulary. Rebound and nervous were her problems in following

the speaking class. *AS* also told that seriousness, conversation, and often listen to the English music were aspects in supporting speaking skill. When *AS* was in senior high school, the English activity was passive because of that it was not focus and then there are many subjects except English, but now the speaking activity is more active. *AS* told it as the differentiates between teaching English in senior high school and in the English Department at *STAIN* of Palangka Raya because it was suit able with her program when she was in senior high school. *AS* told that if someone can speak English well, she or he will be able to communicate with foreigner as like guide and easy to get a job. *AS* wishes that *AS* wan to share the knowledge she has during the study at *STAIN* of Palangka Raya to each other.

c. Code : R

According to *R*, presentation, lead of English text and speech are the English activities when *R* was in senior high school to support the speaking II subject. *R* has not problem in following the speaking II subject because the lecturer is very kind and give mo listen to the English music and practice English are the aspects to support the speaking II subject in order to get a good score. *R* told that between teaching English in senior high school, it was not to attempt on the speaking, but now, *R* get more know ledge about English and will be able to speak English. *R* chose English Department at *STAIN* of Palangka Raya because *R* want to be able to communicate with foreigner and easy to get a job. *R* also told that if someone can speak English well, she or he will be able to get a friend of

foreigner. Being an English teacher and share her knowledge about English is her wish for the future.

2. Science Program

a. Code : RAG

According to *RAG*, improving grammar is an English activity when *RAG* was in Senior High School that support him in speaking II subject. Still according to *RAG*, vocabulary, the using of appropriate word and structure were the problems in following the speaking II subject. But, to cover it, improving vocabulary, understanding structure, listen to the native speaker and practice English were the ways. *RAG* told that when *RAG* was in senior high school, *RAG* was not though the speaking skill especially by his teacher, but now, the lecturers teach in special subject such as speaking, writing, listening and reading. Then, *RAG* entered to the English Department at *STAIN* of Palangka Raya because R like English and R want to improve about English. According to *RAG*'s explanation about the advantages if someone can speak English well, he or she will be proud because he or she can communicate with foreigner and will be able to teach English. Be a better in improving the English is his wish for the future.

b. Code : H

H is one of the English student of English program of *STAIN* Palangka Raya from science program. According to *H*, from translating the English text, *H* collected the vocabulary. Meanwhile, for speaking was really never. Because of that *H* get the problems in following the speaking II subject such as unself confidant, nervous and forget what are the vocabulary. But, to cover it, *H* always practiced English with her friend and use the vocabulary in dally life conversation.

H told that when *H* was in senior high school, never to practice speaking and there are many general subjects, but now, it was more focus and it was teaching in special skill such as reading, writing, listening, and speaking then, she entered to the English Department at *STAIN* of Palangka Raya because *H* like English and *H* was supported by her parents. According to the *H*'s explanation, if someone can speak English well, she or he will be easy to get a job by being an English teacher. *H* wish to be able to communicate with foreigner and *H* has self confident to have a performance in front of the class.

c. Code : NH

NH told that the speaking activity was less when *NH* was in Senior High School and only introduce our self or read a text. Because of that, *NH* get the problems in following the speaking II subject such as unself confident and less of vocab. Memorize the vocabulary and speaking practice are the ways to solve *NH*'s problems. According to *NH*'s explanation, when *NH* was in Senior High School, the subject was taught generally, but now, the subject is taught specially. Then, *NH* continued her study to the English Department of *STAIN* of Palangka Raya because *NH* likes English. *NH* told about the advantages if someone can speak English well, she or he will be able to communicate with foreigner. Be a better than before in speaking and more self confident are her wish for the future.

3. Social Program

a. Code: S

S is one of the English student at English program of *STAIN* of Palangka raya who was from Islamic boarding school in social program. *S* told that because *S* was from Islamic boarding school, there was an activity as like giving English

and Arabic language vocabularies. Beside that, English and Arabic language were two languages that used in daily life conversation. Because of that, it was supported her in following the speaking II subject. But, although *S* was from Islamic boarding school, *S* still has a problem in following speaking II subject. The problem was about if the speaking class tell about a topic in different way of daily life, and to solve the problem, *S* done an activity that is watching English movies. *S* told that when *S* was in senior high school there are more theories although there was speaking activity. The speaking was without tenses and grammar. Meanwhile, now the material is more specific. Then, *S* continued her study to the English Department of *STAIN* of Palangka Raya because *S* has a basic in English and *S* has ability about English when *S* was in Islamic Boarding School. According to *S*, if someone can speak English will, she or he will be able to communicate with foreigner . her wish for the future are be a better than before in speaking with appropriate tenses and grammar, improving vocabulary and good in pronunciation.

b. Code: H

According to *H*, there was not speaking activity or speaking practice when she was in senior high school and only read a text and studied about tenses. Because of that, vocabulary and structure become her problem in following the speaking II subject. To solve her problem, memorize and improve the vocabulary were the ways. Then, she told that between teaching English in senior high school and in the college level were very different. When *H* was in Senior High School, the activity were only read a text and study about structure, but now there was

speaking. To continue her study, *H* chose English Department at *STAIN* of Palangka Raya because it was a request from her brother. According to *H*, if someone can speak English well, she or he will be able to communicate with foreigners. Her wish for the future is to be a better one than before.

c. Code: ES

According to *ES*, there was not English activity except answered the assignments when *ES* was in senior high school, but *ES* has no problem in following the speaking II subject because *ES* did some activities like study hard and practice. *ES* told that there was a difference between teaching English in senior high school and in the college level. When *ES* was in senior high school, both the teacher and the students used Indonesian language, but now always use English. Then, *ES* entered to the English Department of *STAIN* of Palangka Raya because *ES* wanted to prove to his friend that *ES* can and will be able to study English. According to his explanation about the advantages if someone can speak English well, she or he will be able to communicate with foreigners. To be an English teacher is his wish for the future.

4. Vocational program

a. Code: SNY

SNY told that when she was in Senior High School there was not the English activities that support to the speaking skill because the teacher who thought the English subject was not from English education program graduated because of that she faced some problems in following the speaking II subject such as nervous and forget what were the vocabulary. To solve the problems, *SNY* told

that the lecturer told first about the task. So, the students had preparation before. About the differentiates between teaching English in senior high school and in the college level, she told that it was very different. If in Senior High School it was passive, just done the task and sometimes the teacher attended the class and sometimes the teacher absent from the class. Beside that, the material was about tenses like present tense and past tense. Meanwhile, in the college level, between material and practice are balance. Because of that *SNY* continued her study at English Department of *STAIN* of Palangka Raya because *SNY* likes English. And according to *SNY*, if someone can speak English well, she or he will be able to communicate with foreigner because English is an international language. *SNY* has some wishes if she can pass the speaking II subject and the wish for the future. Her wish are be a better than before in speaking and will be able to speak English in front of audience.

b. Code : MZA

According to *MZA*, when he was in senior high school, there was an English activity namely “tatap muka ketemu bahasa Inggris” that support him in following the speaking II subject. But, *MZA* still has a problem in following the speaking subject that was vocabulary, but to solve it, *MZA* followed some English activities such as learning centre and story-telling. *MZA* told that the differentiates between teaching English in Senior High School and in the college level that if in senior high school, the English was passive, but now the English was more active. Then, *MZA* continued his study to the English Department of *STAIN* of Palangka Raya because his hobby that is listening music and support

from his friend and also because he likes English. According to MZA, if someone can speak English well, she or he will be easy to understand the English text or the English conversation and because English is an international language, it will be easy to adapt. His wish when he passed the speaking II subject and for the future is not hesitant again.

c. Code: RK

According to *RK* listening is an English activity that supported her speaking II subject when she was in senior high school because from listening activity, she got the vocabulary, but about speaking was never. Because of that *RK* faced some problems in following the speaking II subject such as difficult to arrange the words in speaking English and forget what the vocabulary and presentation is the way to solve it. Talking about the differentiates between teaching English in senior high school and in the college level, the English is active. *RK* continued her study to the English Department at *STAIN* Palangka Raya because she likes English and English department was an appropriate program with her program when she was in Senior High School that was tourism. According to *RK*, if someone can speak English well, she or he will be able to communicate with the foreigner. Be an English teacher was her wish for the future.

From the interview above, it can be concluded that the students from different senior high school program were less of English activities especially speaking when they were in senior high school because of that they faced some problems in following the speaking II subject. In other ways, they done some activities to solve the problems such as memorize the English vocabularies, study hard and practice their speaking.



CHAPTER V

CHAPTER V

CLOSING

After getting the result of the analysis of data, it was the turn for the writer to make a conclusion and state the suggestion of the research.

A. Conclusion

The research is done based on the problem that is there any significant difference in the competency of speaking obtained by students who have different senior high school's program at English program of *STAIN* Palangka Raya academic year 2008/2009.

Based on the result of data analyzing from the students' gained score of speaking test were not significantly different ($F_{\text{empirik}} = 0.531 < 2.76$) and SPSS 17 = ($F_{\text{empirik}} = 0.531 < F_{\text{teoritik}} = 2.76$). This indicated that the alternative hypothesis (H_a) stating that there is a significant difference in the competency of speaking obtained by students who have different senior high school's program at English program of *STAIN* Palangka Raya academic year 2008/2009 was rejected. Meanwhile, the null hypothesis (H_0) stating that there is not a significant difference in the competency of speaking obtained by students who have different senior high school's program at English program at *STAIN* Palangka Raya academic year 2008/2009 was accepted.

The implication of the result was that the students who have different senior high school's program such as language program, science program, social program and vocational program were not significantly different in the

speaking competency. It could be seen from the result of data analyzing. It meant that the students from language program were not significantly different with the students from science program, social program, and vocational program in the speaking competency. Likewise, the students from science program were not significantly different with the students from language program, social program and vocational program in the competency of speaking. Then, the students from social program were not significantly different with the students from social program were not significantly different with the students from language program, science program and vocational program in the competency of speaking. The last, the students from vocational program were not significantly different with the students from language program, science program and social program in the competency of speaking.

In this case, the students from different senior high school's program were not significantly different in the competency of speaking because the students had already stayed in Islamic boarding school of Ulin Nuha of *STAIN* Palangka Raya. The Islamic boarding school of Ulin Nuha of *STAIN* Palangka Raya give positive contribution to the students' speaking skill because of that they were not significantly different in the competency of speaking.

B. Suggestions

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the second semester of the English students at *STAIN* of Palangka Raya academic year 2008/2009, the lecturers and the researchers.

1. For the students

For the students, by living at Islamic boarding school of Ulin Nuha of *STAIN* Palangka Raya, it will be helped the students to progress their English ability especially speaking skill because there are many English activity that gave positive contribution to the students. On the other hand, the students should be active in following the class and understanding the material. Moreover, the students might also more practice to speak English if they wanted to progress their speaking skill.

2. For the Lecturers

The lecturers should give variance strategies for the students in teaching speaking. It is useful for the students. So, they would not be bored. Moreover, the lecturers might give motivation for the students in order the students triggered to speak English. By giving motivation for the students, it be stimulate for the students to try to speak English.

3. For the Researchers

For the other researchers who would like to conduct the study related to the speaking in comparative design, they can modify the skill to be studied such as reading, writing, listening and grammar.

This study was focused on the second semester of English program at *STAIN* of Palangka Raya academic year 2008/2009. It was possible for other researchers to conduct the same study as writer conduct with the different semester or skill. The result of such study hopefully could verify the present study and could find the newest finding of speaking teaching method.

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APPENDICES

Appendix

Questioner

Nama Lengkap :
NIM :
Semester :
Alamat :
Hari/Tanggal :

Petunjuk Pengisian

- A. Jawablah pertanyaan-pertanyaan berikut ini sesuai dengan apa yang dialami (kenyataan) dengan memberi tanda silang (X) pada salah satu alternatif jawaban yang anda pilih!
- B. Isilah angket ini dengan sejujurnya, sebab seluruh jawaban anda merupakan kontribusi yang penting dan dapat digunakan untuk pengembangan pendidikan!
1. Apa program yang anda pilih pada saat anda duduk dibangku SMU / MA / SMK dan sederajat?
 - a. Ilmu Bahasa
 - b. Ilmu Pengetahuan Alam (IPA)
 - c. Ilmu Pengetahuan Alam (IPA)
 - d. Jurusan lain (Pariwisata, Tata Boga, tata Busana*)
 2. Apakah anda diajari atau diajak untuk berbicara dalam bahasa Inggris / menggunakan bahasa Inggris pada mata pelajaran bahasa Inggris?
 - a. Ya
 - b. Kadang-kadang
 - c. Jarang
 - d. Tidak pernah
 3. Apa saja tugas berbahasa Inggris yang sering diberikan dalam pembelajaran mata pelajaran bahasa Inggris?
 - a. Presentation
 - b. Speech
 - c. Story – Telling
 - d. Text Book
 4. Berapa kali kegiatan tersebut diadakan dalam sebulan pada mata pelajaran bahasa Inggris?
 - a. 4 sampai 5 kali
 - b. 2 sampai 3 kali
 - c. 1 kali
 - d. Tidak pernah
 5. Berapa kali anda mengikuti kegiatan tersebut?
 - a. 4 sampai 5 kali
 - b. 2 sampai 3 kali
 - c. 1 kali
 - d. Tidak pernah

6. Apakah anda pernah menjadi pemateri (presenter) dalam sebuah kegiatan diskusi bahasa Inggris di kelas anda?
 - a. Pernah
 - b. Hampir
 - c. Tidak pernah
 - d. Menolak
7. Berapa kali anda menjadi pemateri (presenter) dalam diskusi tersebut?
 - a. 3 sampai 4 kali
 - b. 2 kali
 - c. 1 kali
 - d. Tidak pernah
8. Mengapa anda menjadi pemateri (presenter) dalam diskusi tersebut?
 - a. Karena keinginan saya sendiri
 - b. Karena disuruh guru
 - c. Karena tugas
 - d. Karena nilai
9. Berapa kali anda memberikan tanggapan (responding) terhadap setiap pertanyaan dari rekan anda dalam kegiatan diskusi atau presentation?
 - a. 3 sampai 4 kali
 - b. 2 kali
 - c. 1 kali
 - d. Tidak pernah
10. Berapa kali anda memberikan pertanyaan kepada rekan anda pada saat dia menjadi presenter dalam kegiatan diskusi atau presentation?
 - a. 3 sampai 4 kali
 - b. 2 kali
 - c. 1 kali
 - d. Tidak pernah
11. Berapa intensitas atau frekuensi bahasa Inggris yang anda gunakan dalam setiap kegiatan pembelajaran bahasa Inggris?
 - a. 75 %
 - b. 50 %
 - c. 25 %
 - d. 0 %
12. Berapa intensitas atau frekuensi bahasa Indonesia yang anda gunakan dalam setiap kegiatan pembelajaran bahasa Inggris?
 - a. 0 %
 - b. 25 %
 - c. 50 %
 - d. 75 %
13. Mengapa anda menggunakan bahasa Inggris dalam kegiatan pembelajaran bahasa Inggris?
 - a. Karena keinginan saya sendiri
 - b. Karena disuruh guru
 - c. Karena tugas
 - d. Karena nilai

14. Mengapa anda menggunakan bahasa Indonesia dalam kegiatan pembelajaran bahasa Inggris?
 - a. Karena gurunya menggunakan bahasa Indonesia
 - b. Karena guru tidak meminta saya untuk berbicara bahasa Inggris
 - c. Karena mau dan tidak percaya diri
 - d. Karena bingung dan tidak bisa
15. Apakah anda juga memperoleh kosakata bahasa Inggris (English Vocabulary)
 - a. Ya
 - b. Kadang
 - c. Jarang
 - d. Tidak pernah ada
16. Berapa intensitas atau frekuensi pencatatan kosakata bahasa Inggris yang anda lakukan?
 - a. Selalu mencatat
 - b. Kadang-kadang mencatat
 - c. Jarang mencatat
 - d. Tidak pernah mencatat
17. Berapa kosakata yang anda peroleh setiap minggu dari kegiatan pembelajaran bahasa Inggris?
 - a. 20 – 30 kosakata
 - b. 15 – 20 kosakata
 - c. 10 – 15 kosakata
 - d. 6 – 10 kosakata
18. Berapa intensitas atau frekuensi keaktifan anda dalam setiap kegiatan pembelajaran bahasa Inggris?
 - a. 75 %
 - b. 50 %
 - c. 25 %
 - d. 0 %

Appendix

Instrument of Test for English Students of Language Program

1. Please tell about your scary experience !
2. Please tell about your about your abilities. What are abilities do you have ?

Appendix

Instrument of Test for English Student of Science Program

1. Please tell about your unforgettable experience !
2. Please describe your feeling during you study at STAIN of Palangka Raya !

Appendix

Instrument of Test for English Student of Social Program

1. Please tell about your funny experience !
2. Please describe about English ! What English is ?

Appendix

Instrument of Test for English Student of Vocational Program

2. Please tell about your sad experience !

2. Please describe about computer ! What are its advantages and disadvantages ?

ONEWAY VAR00001 BY VAR00002
 /STATISTICS DESCRIPTIVES HOMOGENEITY
 /MISSING ANALYSIS
 /POSTHOC=TUKEY ALPHA(0.05).

Oneway

[DataSet0]

Descriptives

Nilai

					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
language	12	3.5000	.90453	.26112	2.9253	4.0747
science	28	3.4286	.95950	.18133	3.0565	3.8006
social	19	3.1579	.83421	.19138	2.7558	3.5600
vocational	6	3.1667	.98319	.40139	2.1349	4.1985
Total	65	3.3385	.90618	.11240	3.1139	3.5630

Descriptives

Nilai

	Minimum	Maximum
language	2.00	5.00
science	2.00	5.00
social	2.00	5.00
vocational	2.00	4.00
Total	2.00	5.00

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.948	3	61	.423

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.337	3	.446	.531	.663
Within Groups	51.217	61	.840		
Total	52.554	64			

Post Hoc Tests

Multiple Comparisons

Nilai
Tukey HSD

(I) Program	(J) Program	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
language	science	.07143	.31616	.996	-.7636	.9065
	social	.34211	.33787	.743	-.5503	1.2345
	vocational	.33333	.45815	.886	-.8768	1.5435
science	language	-.07143	.31616	.996	-.9065	.7636
	social	.27068	.27235	.753	-.4487	.9900
	vocational	.26190	.41222	.920	-.8269	1.3507
social	language	-.34211	.33787	.743	-1.2345	.5503
	science	-.27068	.27235	.753	-.9900	.4487
	vocational	-.00877	.42910	1.000	-1.1422	1.1246
vocational	language	-.33333	.45815	.886	-1.5435	.8768
	science	-.26190	.41222	.920	-1.3507	.8269
	social	.00877	.42910	1.000	-1.1246	1.1422

Homogeneous Subsets

Nilai

Tukey HSD^{a, b}

Program	N	Subset for alpha = 0.05
		1
social	19	3.1579
vocational	6	3.1667
science	28	3.4286
language	12	3.5000
Sig.		.801

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 11.822.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix

Name List of Students from Language Program

No	Name
1	Anissaturroisah
2	Dewi Afifah
3	J. Anhar Rabi H.
4	Noor Anita Wulandari
5	Nor Atiah
6	Phitriani
7	Ramadhaniah
8	Rasyid Ridha
9	Rusda
10	Selviana
11	Sri Winarti Ayu Wandira
12	Yusli

Name List of Students from Science Program

No	Name
1	Dewi Puji Utami
2	Eka Sri Rahmadaniar
3	Fahrudin
4	Hasan Maulana
5	Herlina
6	Hervina
7	Ika
8	Indah Maryani

9	Irna Lasmi
10	Khatrullah
11	Mahdalena
12	Marisa Ulfah
13	Miftahul Hasanah
14	M. Rezeki
15	Mukaddimah
16	Nor Halisah
17	Novia Lestari
18	Nurjanah
19	Nurjannah
20	Rabiatul Adawiyah
21	Randi Azwar G
22	Rofi'ah
23	Saidi Rahman
24	Siti Nur Anafiah
25	Siti Nur Hidayati
26	Siti Halimah
27	Siti Rahmah
28	Wiwi Indah Sari

Name List of Students from Social Program

No	Name
1	Ahmad Rajib
2	Amirrudin A.
3	Aris Fatih A. Fauzan
4	Baiq Novalia Prihatin

5	Dewi Ratna Sartika
6	Edi Saputra
7	Hamdanah
8	Haris Fadilah
9	Mariatul Azizah
10	Meny Lestari
11	Nor Hayati
12	Ratnita Dewi
13	Rika Rukmana Nugraha
14	Razak Al-Mindra
15	Suwarsih
16	Teguh Prayitno
17	Widya Auliana
18	w. Amri Kurniawan
19	Yeni Ratnasari

Name List of Students from Vocational Program

No	Name
1	Ani Fathrida
2	Ika Tri Mustika S.
3	M. Zainul Arifin
4	Rahmad Nurseto
5	Reny Karmila
6	Siti Nurnia Yunita

Appendix 3

Description of Speaking Test Score Obtained by Students from Language Program

No	Code of Students	Score
1	A1	4
2	A2	3
3	A3	4
4	A4	4
5	A5	5
6	A6	3
7	A7	2
8	A8	4
9	A9	4
10	A10	4
11	A11	2
12	A12	3
		42

Description of Speaking Test Score Obtained by Students from Science Program

No	Code of Students	Score
1	B 1	3
2	B 2	3
3	B 3	4
4	B 4	4
5	B 5	3
6	B 6	5
7	B 7	3

8	B 8	3
9	B 9	2
10	B 10	4
11	B 11	2
12	B 12	5
13	B 13	3
14	B 14	4
15	B 15	2
16	B 16	3
17	B 17	3
18	B 18	4
19	B 19	3
20	B 20	5
21	B 21	5
22	B 22	5
23	B 23	3
24	B 24	3
25	B 25	3
26	B 26	3
27	B 27	2
28	B 28	4
		96

**Description of Speaking Test Score Obtained by Students
from Social Program**

No	Code of Students	Score
1	C 1	3
2	C 2	3

3	C 3	3
4	C 4	4
5	C 5	3
6	C 6	3
7	C 7	2
8	C 8	4
9	C 9	3
10	C 10	3
11	C 11	3
12	C 12	2
13	C 13	2
14	C 14	5
15	C 15	5
16	C 16	3
17	C 17	3
18	C 18	3
19	C 19	3
		60

**Description of Speaking Test Score Obtained by Students
from Vocational Program**

No	Code of Students	Score
1	D 1	4
2	D 2	3
3	D 3	4
4	D 4	2
5	D 5	2
6	D 6	4
		19

Appendix

Transcript of Speaking Test Obtained by Students from Language Program

1. Name : NA
SRN : 080 112 0395

1. Ok sister, I would like to tell you about my scary experience. This is my experience when I was in the first semester. This is e... about my... my friend. I mean my roommate. Yesterday in the first semester e.. she was posseside and then we..we.. were afraid. An of us. And the e ... she was posse side and always shout, shout, scream and then it e...it e... make it made us afraid with her and then mmm ... in e... the first e... when she was posseside in my room e... my friend and I in ... in my room get out of ...of the room and we didn't want to ... to look her because we were ... we were afraid sister and then after ... after she ... after she was and the she was "sadar", yes, was normal, we didn't want to be near with her and then we ... I don't know sister. We...we didn't like with her because e... because she...she was at the first time and then after that e... she was posseside again for next ... for next... for next time and nex time and then we didn't like her so much because she ... she to ... we what e...yes e... we avoid I ... avoid her and then e...e... I ever look, look her cried because... because we...we avoid her. E... when the first semester when e ... during the first semester (avoid her). Not, maybe a half a half in the first semester. E... I feel afraid too sister. E...and then because e...I never I never look people posseside before and then that is the first time I look people posseside sister. Very-very

scary, very-very afraid. And then after that I feel what ... I have ... I have pity on her sister. I have pity on her because e...she is e... what... what a pity. What a pity like that, but my friend... my friend e...ask me to avoid her and then I ... I join ... I join my friend sister to avoid her. I don't know too... Ya Allah... but now e... I not ... I'm not roommate again with her and then I feel just usually with her and then maybe e... I usually speak with her, talk...talk with her and then e... now in the second semester she ... she is never posseside again.

2. E... I ... I don't know sister, but e... may be I like to read poetry sister, but I can't make it. Just read sister. E... not (follow the competition), but e...e...actual...e...usually e... in my school last time e... maybe the teacher e...the teacher what order us to...to what to... to improve our poetry and and read poetry in front of the class and then I ... I read the poetry and then my...my teacher appreciate. Just read that the e ... poetry and then because I ... I'm from boarding school of course Insya Allah I can speak Arabic language. Ok ... I'll try sister. E... Na'am toyyib. Uridu an'arfa binafsi, ismi Nor Atiah. E... bal e... tastati in antuna dini atiah. E... ana fi tobaqo asaniah summa wulitu fi Banjarmasin fi tarafil awal min ukhtubar sanata alfin wa tis'i mi'atin tis'u tis'u wa samanina miladiyah.

2. **Name** : SWAW
SRN : 080 100 0407

1. E... my experience when I'm enter this program. E... the first we stay in boal... boaldin my boalding English language. So, the first e... if we stay

over there we must can by English language. E... but e... justru I'm e... in this the first semester I can't ... I really can't by English. So, e... I'm very ... I feel e... very horrified. E... because e...e...after, the first semester e... e... we can by English language. So, e... give us learning centre every night. E... I think from over there e... I can by e... vocab little by little. At that time e... I feel just enjoy because e... we are e...every morning, the sister always give us vocab. So, from the vocab, I can e... use English little by little. E... from I study e... English from the our sister give vocab, give learning, I think e ... now I feel e... English is e... English is make my my life happy. Of course because e...that is make me afraid. The first I'm enter English program is my ... choose of course I must can, I must try e... the important of course we ...no, the first of course we can't, but, e... we must try and try. From the our try that we can and can. E... I think that's all.

2. E ...I think my ability e...confident e...going front of e... like public speech. E... so, I think singing to. I think ever (follow the competition), but only in my class. I think e... public speech. I ... I think this world much people because e... I'm shy. E... I think now I still study. I think that's all.

Appendix

Transcript of Speaking Test Obtained by Students from Science Program

1. Name : RAG
SRN : 080 112 0392

1. I would like to tell about my unforgettable experience. In this experience is happening when I was in senior high school or Islamic high school. In Islamic high school I got assignment from my teacher about He...he give us some assignment this is about e... how to describe Egypt.... Egypt and instruction and unfortunately all of our class all of our students in my class there is no body who do the assignment because e...maybe... e...the teacher is seldom attend our class, but the material is very much. So, we can understand it e... well. Of course he is very angry to us. Because this assignment no body done it. Yes, e...no ... no... I do some of assignment, but just... just I'm who do the assignment. Because the teacher punish all of the students (the reason why it is become an unforgettable experience). Yes, I don't know why the teacher punish all of the students. He give some punish like stand in the front of our class from e... seven o'clock until e... break. Yes, so long time. Yes, and just use one foot. Yes, just use one foot. Yes, but we have to leave one of our foot and it is under the sunshine. It is so hot I think. Of course, all of the students in my class, girls and boys. So, I think it's very hard. So, I'm promise myself, I ... I don't want to e... under down to if we have some assignment from our teacher because yah... the teacher will give some punishment maybe.

2. Ok, I'm going to answer this question, but before I would like to say thank you very much for the question because it is e...great question. According to me, study in STAIN Palangka Raya is very-very lucky if we became e... human being. Why I say that, e... because, in STAIN we have, we get e...science. I mind general science. We get e...special science through this university. It is very much, for example, e...Qur'anic science, e... hadits science. It is a simple e...example. Why because we can know much about our religion especially Islam because we can learn it in qur'anic science and hadits science. That's special balance. So, I think someone who join or e...come in Palangka Raya... in join in STAIN Palangka Raya, she or he become lucky man. And special for English program, yesterday when I share with my friend in Banjarmasin, she is a girl and join in English program too and I ask to her, what about your program in your university and she told me what her program in her university. And I think e... this is very different. Of course, we...we have special...we get special e...ability here because we have to e... studying in dormitory and we can practice English all day. So, our speaking can be improve. We can practice it everyday. Yes, STAIN Palangka Raya became e...a man who have good attitude... have more conduct. That's all.

2. Name : IL
SRN : 080 112 070

1. Ok, I want to tell you about my experience. I before that I want to say thanks for missis Nanik who has given me time and opportunity so I can deliver my

experience in front of. Ok, I have a experience when I became a new students here... I don't have e... a close friend. I just done in the noise without a friend. I ... I shy with the other because...because just alone. Because I know I ... I just ... I ... I new in ... in the school. But ... but I don't e ... don't want give up for e... for looking for e...a friend because I think so pity without friend. Mmm.....I looking for a friend and finally I get a friend. I'm happy because there is friend for e ... for I sharing e... all of about my problem. I ... after I get a friend e... just so so then I get by friend after that. But e... not handsome. But never mined for me because I think not important to face. Yes, I love with him. No (different program). I just e... enjoy with my friend. Without friend but e... I still looking for friend and just that.

2. I happy because so many a friend and what is that confuse, I think that's all sister no, (feel bored). Yes, (feel bored). I don't know because so many homework. I force my self. I don't know just heading a book maybe just enjoy. Insya Allah... (follow the study).

Appendix

Transcript of Speaking Test Obtained by Students from Social Program

1. Name : S
SRN : 080 112 0371

1. I have a funny story is that when e... I was still in Islamic boarding school at Ponorogo West Java Al-Mawaddah. At the time is when morning. I know the day is Friday. The time for sport. General sport, e... in that boarding we have to follow the sport and may not absent, but that morning I really really very lazy. I don't know. The first because my shoes my sport shoes lost. And then I just have my dress and my trouser sport. So, my friends is gona out. So, I don't know, how about me. And then I'm so afraid about senior over there there is e... there is e... what the name sport section e... their job go around the room for checking number who's not follow sport and then ... because if they got them ...e... they got me, they will gibe me punishment. I must clean what that I must clean one building from one floor until seven floor. Sweep and and then I think I must hide from them. I listen their voice in front of my room ... o ...not not ... in front of my room, but in the other room and then she around and I saw And I think, oh my God ... I have a big cupboard and then, enter to my cupboard and close it. E.... senior enter and report. "Nom empty", and they go out. After that I want to go out from my cupboard, but I'm afraid, how if they come again and then I just wait.... wait and wait until maybe I'm almost sleep. Until my friend come back from sport activity and say, "Where is Suwarsih? Where is is

Suwarsih?" Gubrak. I open my cupboard. All my friend laughing and maybe surprise. What happen you in your cupboard. And then I tell to them. Yah... of course my roommate laughing and laughing, but one of them is senior sister. But Alhamdulillah she doesn't tell to the sister the people is Suwarsih she just tell her that if you around in sport see ... when sport activity you have to open the cupboard. Why? Because ever someone absent in sport and se enter to the cupboard. I think just enough. Maybe not until one hour. It's about ... plus or minus afraid, but I feel so save. Of course because the cupboard is not very crowded. Not cupboard like this, but like There is a hold.

2. Do you mean English language like that? Ok, I think English language is something very important especially in speaking because I know I want just stay here in Indonesia, maybe if I have time and maybe I have money, I want to go out. E... especially to Mecca. Because I can Arabic and also don't want e ... maybe like this, I didn't eh... maybe I don't understand their Arabic because it's the name emmm.... Arabic eh, market Arabic. So, broken. That for I have to speak English too. Beside it, English is international language and then simple fooler in this world if can't speak English. It's very very stupid. Mmm.... At the first I'm study English, yes, I find difficulties especially in grammar and thanks his yesterday when I was in boarding school, but at when I enter this university, I find the way how to make e... what's the name e...to make it... to make it easy in tenses until outside of head Insya Allah... and then I think....difficult.....difficult, but if ... I enjoy

it. That is according to me, if I'm lazy, I will always feel difficult in English, but if I'm diligent I will find what I want. Very very important wherever I'm.

2. **Name** : RRN
SRN : 080 112 0412

1. E... I have e... funny experience. Last time, e...e... my brother borrow cassette, video cassette in rental. So.... but he.... be he e... what e... long time to...back to back yes to return the cassette. So, so that the people rental e... come to my house and.... come to my house and "nagih" the cassette. So....yang....yang....yang melayani tu....e....yah, give service tu e....my brother because e....just my brother and my father in home, but my brother give service e....when the people come. So, people enter said, "who is" e....my brother....? My brother;s name is Adit. People rental said, "Who is my bro... who is Adit?. Adit? E.... Adit there is e....in.....in behind.....behind my home". "Could you call him?" "Yes....yes.... wait a moment". E.... padahal tu ngumpet. E....my brother "sembunyi", my brother not...."yang melayani"....give service the first. E...yes, my brother lie to e.... to e.... rental person. So my brother call my father. My brother change my father don't know what happen. Who is the people come e.....come in my home. So my brother said, What's up? E....people rental said e....e.... I want to take the cassette. What cassette? Next, my father ask to my brother "you don'te you haven't return....return the cassette?....." E.... yes...., So, just father.....just father to return....to return it". My father take the cassette and return to people....to people e.... two person.....people rental

and people rental "nagih" apa nagih"? e..... ask.....ask money because e....late to borrow. Next my father ask whate.... how many? "fifteen" rupiah" 15 ribu berapa, e.... fifteen thousand. My father surprise because fifteen thousand. Have maybe oneone month. My father e.... "apa boleh buat lah"... my father e....pay the cassette andand next e...e...whe the people has gone e....she is angry with my brother. "Why you like that?" "You don't borrow cassette again". And my brother say, "yes....yes". I laugh in my room.

2. E.... I think I think English is important for us because e....e.... because English is international language. E.... at the first time I I enter this program I I think English is very difficult, but English is..... English is important so I have to study it. E.... I don't know sister I'm confuse Yah English is important like that. If.....if can eh.....if.....if we can speak English we....we....we....we can go to the international and speak withwith....."orang asing". Yes, just like that.

Appendix

Transcript of Speaking Test Obtained by Students From Vocational Program

1. Name : SNY
SRN : 080 112 0375

1. I'll talk to you about my sad experience. About my dorm. I'm ... I was sad because e...e... the last I know my dorm is very very good for us, but I don't know why in second semester All of us All of us.....don't care about the roleabout yes.....for example we never....we never speak in English again, we never go to masjid again and then e....and the last we have a some e...trouble inour relationship. There are some some friendse...they....e.....m....they e.....violate our senior I don't know why maybe they only e....they e.... were jealous with us because maybe we...a....we....a....we....we being assistant maybe I don't know they maybe they are jealous with us. I don't know exactly but they violate our senior that make me sad actually I hope I can study more about English but just like thatyah. I don't know the last.....e..... so I follow them, I go to I always go home home and I never back to my senior again if I want to to go home. Yes..... I feel sad. That's make me sad because I think our senior mmm..... a good figure for us and don't have to to violate them because they always teach us about English about maybe morality because e.....e..... I think senior we must e.... we must respect with our senior. I thin that important for us. So sad... broken and of course that make me sad. In first grade or.....now.....for example because I can not cook some food so for the

first time I feel I think I though wow it's very hard for me because I can not cook something. So letter I maybe.....maybe.....maybe.....perhaps..... perhaps..... I'll eat mm..... noodle every day until now I walways mm....eat noodle and I cannot cook something until now. So the last in silent week so.... I am away. I go home. This my problem because yah....just one of my reason I'm not feel e.... I don't feel em.... Nice here.... I don't feel comfortable here maybe.

2. a komputer is a high technology thing that we can....that can....e....help us everything we want. Computer is a...a....a this that a...we can do everything. Of course, the advantage of computer are for example we want to type something we can use that and then for a....from he can search in internet about more information. Maybe we have study about computer when we was in senior high school for example we can follow some course maybe, computer course. We can follow it. Disadvantage, o....maybe like this for example we can e....in internet maybe if we don't know about what is it for example to open mm..... we open mmmm..... the what is it e.... for example I search about for example I search about like this but I don't know what is it for example that's negative....negative....negative....for example negative video but I don't know that so that's I think disadvantage. One of disadvantage of computer and for example if a....a....young firl or young boy open without knowledge about computer that's maybe can a....make bad effect.

2. Name : RK
SRN : 080 112 0380

1. I was senior high school e...e...e...go to house e...e...because...e...there is problem. E.... problem e....apakah....lupa..... I'm forget e....and then I don't know because I ...e...because I'm walking. I I ...e.... what this is.....sendirian gitu na..... I forget...e.... I afraid this is and then driver....e...driver e.....driver them this is, afraid diperkosa...

I will come back home from go walking from school e...and then address RTA Milono e....and then because family no....no family, e.... I choose I driver.... I ohoh nggak diapa-apain gitu lhook....afraid. e...every very....very.....very afraid.
2. computer an very information full antar nation becausee....especial internet. I'm very very happy in chatting. Sometimese.... this is ngetik andand then information because informationinfo....info global.

Computer very nice yes....very very membutuhkan komputer.

Appendix

RESULT OF INTERVIEW

A. Language Program

1. Name : NA
SRN : 080 112 0395

1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: pertama karena saya bersekolah di sebuah pondok pesantren. Jadi guru bercerita menggunakan bahasa Inggris selain itu percakapan sehari-harinya menggunakan 2 bahasa yaitu bahasa Inggris dan bahasa Arab. Jadi, itu sangat mendukung sekali bagi saya.

2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada yaitu tentang vocabulary

3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: dosen terlebih dahulu memberi tahu tugas apa yang akan dibahas pada pertemuan yang akan datang. Jadi, ada persiapan sebelum tampil.

4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: perbedaannya pada waktu di pondok pesantren karena saya dulu sekolahnya di pondok, kami diberi vocab dan langsung dipraktekkan namun dalam pembelajaran bahasa Inggris, guru jarang memberikan vocab. Tapi, ketika sekarang kuliah, dosen tidak hanya menjelaskan materi namun juga sekaligus memberikan vocab. Jadi, lebih mengerti.

5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya suka bahasa Inggris.

6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: menjadi lebih percaya diri.

7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: bisa berbicara bahasa Inggris dengan lancar.

2. Name : AS
SRN : 080 112 0396

1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: Menerjemah teks dari bahasa Inggris ke bahasa Indonesia. Dari situ saya mendapatkan vocab lalu saya kumpulkan dalam satu buku.

2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada yaitu mental dan rasa gugup

3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: keseriusan, conversation, dan sering mendengarkan musik English.

4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: pada waktu di SMU kegiatannya pasif, jadi praktik speaking dan tidak terfokus karena mata pelajaran banyak.

5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena sesuai dengan program yang saya pilih sewaktu di SMU yaitu program bahasa. Jadi sudah ada dasarnya.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: keuntungannya kita dapat berkomunikasi dengan orang luar negeri seperti menjadi guide dan dengan menguasai bahasa Inggris kita memperoleh peluang kerja.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: mengamalkan apa yang didapat selama menuntut ilmu.

3. Name : R
SRN : 080 112 0372

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: presentation, baca teks berbahasa Inggris, dan pidato.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: gak ada sebab dosennya gak menakutkan dan memberi motivasi

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: mendengarkan musik English dan practice English.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: sangat berbeda, sewaktu di SMA tidak terlalu menekankan pada speaking dan sewaktu kuliah sekarang saya mendapatkan lebih banyak ilmu dan bisa langsung berbahasa Inggris.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya ingin bisa berkomunikasi dengan orang luar dan peluang mendapatkan kerja lebih mudah.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bisa dapat teman dari luar.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: bisa mengamalkan ilmu dengan menjadi guru bahasa Inggris yang baik.

B. Science Program

1. **Name** : RAG
SRN : 080 112 0392

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: pengembangan grammar, tetapi kalau speaking tidak ada.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada, masalahnya tentang vocab, pemakaian kata yang tepat dan structure

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: menambah vocab, pemahaman structure, mendengarkan native speaker dan practice English.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: sewaktu di SMU tidak diajari speaking secara khusus namun di perkuliahan itu diajarkan per skill seperti speaking, writing, listening, and reading.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya menyukai bahasa Inggris dan karena ingin mengembangkan bahasa Inggris

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: yang pertama bangga karena bisa berkomunikasi dengan orang asing dan bisa mengajarkan speaking.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: ingin menjadi lebih baik dalam mengembangkan keahlian berbahasa Inggris

2. Name : H
SRN : 080 112 0393

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: Menerjemah teks berbahasa Inggris jadi mendapatkan vocab. Sedangkan untuk speaking tidak ada sama sekali.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: banyak, seperti kurang pede, gugup terus lupa vocabnya.

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: practice English dengan teman, dan vocab yang dihafal juga digunakan.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: sewaktu di SMA tidak pernah speaking dan lebih banyak mata pelajaran umumnya sedangkan diperkuliahan lebih fokus dan diajarkan per skill.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya suka bahasa Inggris dan didukung orang tua.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: masih menjanjikan dalam pekerjaan seperti menjadi tenaga pengajar bahasa inggris.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: bisa berbahasa Inggris, berkomunikasi, punya kepercayaan diri untuk tampil didepan kelas.

3. Name : NH
SRN : 080 112 0401

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: speakingnya kurang, Cuma memperkenalkan diri atau baca teks.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada, kurang percaya diri dan kurang vocab.

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: menghafal vocab dan praktik speaking.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: kalau di SMU pelajarannya diajarkan secara umum sedangkan di perkuliahan materinya diajarkan secara khusus yaitu per skill..

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya suka English.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bisa berkomunikasi dengan orang asing.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: speakingnya lebih lancar dan lebih percaya diri..

C. Social Program

1. Name : S
SRN : 080 112 03971

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: karena saya dulu di pesantren, di sana ada pemberian vocabulary bahasa Inggris dan bahasa arab selain itu dalam percakapan sehari-harinya menggunakan bahasa Inggris dan bahasa arab.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada, masalahnya apabila dalam speaking membahas masalah-masalah yang bukan sehari-hari

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: nonton film-film berbahasa Inggris.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: kalau waktu di SMU lebih banyak teori walaupun ada speaking, speakingnya itu tanpa tensis dan grammar. Sedangkan sekarang di perkuliahan materi pembelajaran lebih spesifik.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya merasa basiknya dari bahasa Inggris dan karena sudah ada bekal berbahasa Inggris sewaktu di pondok.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bis berkomunikasi dengan orang luar negeri.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: kemampuan speakingnya lebih baik dengan tensis dan grammar yang benar. Selain itu, vocabnya bertambah banyak dan pronunciationnya lebih baik.

2. Name : H
SRN : 080 112 0364

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: gak ada, Cuma membaca teks dan structure seperti tenses..

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada yaitu vocab dan structure

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: memperbanyak dan menghafal vocab.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: ada bedanya. Kalau di SMU Cuma membaca teks dan belajar structure sekarang di perkuliahan ada speaking..

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena permintaan kakak, jadi coba-coba.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bisa berbicara menggunakan bahasa Inggris.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: menjadi lebih baik dari sebelumnya.

3. Name : ES
SRN : 080 112 0367

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: tidak ada kegiatan berbahasa Inggris. Cuma menjawab latihan soal-soal.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: nothing

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: belajar dan practice

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: ada, di SMU selalu menggunakan bahasa Indonesia sedangkan di perkuliahan lebih banyak menggunakan bahasa Inggris dibandingkan bahasa Indonesia.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: awalnya Cuma bercanda dengan teman-teman bahwa saya ingin masuk kuliah di jurusan pendidikan bahasa Inggris lalu saya ditantang maka saya ingin membuktikan bahwa saya bisa.

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bisa berkomunikasi dengan orang luar negeri.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: menjadi guru bahasa Inggris.

D. Vocational Program

1. Name : SNY
SRN : 080 112 0375

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking ?

Jawab: sangat kurang mendukung karena diajarkan dengan seorang tenaga pengajar yang bukan di bidang keahliannya.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking ?

Jawab: ada, gugup dan lupa vocabnya apa

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking ?

Jawab: dosen memberikan tugas sebelum tampil di depan kelas. Jadi ada persiapan.

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: sangat berbeda, kalau di SMU itu monoton, mengerjakan tugas dan kadang-kadang gurunya ada, tapi kadang-kadang gurunya tidak ada. Selain itu belajarnya Cuma tentang tenses seperti present tense dan past tense. Sedangkan di perkuliahan, antara materi dan praktiknya seimbang.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena saya suka English

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: karena bahasa Inggris merupakan bahasa internasional, jadi untungnya kita bisa berkomunikasi dengan orang luar negeri.

7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: menjadi lebih baik dalam speaking dan lancar berbicara bahasa Inggris di depan umum.

2. Name : NZA

SRN : 080 112 0355

1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: ada semacam kegiatan pembelajaran berbahasa Inggris seperti perkenalan diri yaitu tatap muka ketemu bahasa Inggris.

2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada vocabulary

3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: learning centre, story-telling

4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: berbeda, kalau di SMK itu englishnya pasif sedangkan sekarang di perkuliahan lebih aktif.

5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: karena hobby musik, dorongan dari teman dan ada minat.

6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bila memahami teks atau percakapan berbahasa Inggris dan karena bahasa Inggris merupakan bahasa dunia, jadi mudah beradaptasi.

7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: tidak ragu-ragu lagi

3. Name : R
SRN : 080 112 0372

- 1) Apa saja kegiatan pembelajaran bahasa Inggris di SMU yang anda anggap mendukung bagi perkuliahan speaking 2?

Jawab: listening, karena dari kegiatan itu bisa menambah vocab. Kalau speakingnya tidak ada.

- 2) Apakah ada kendala/ kesulitan yang anda temui saat/ selama mengikuti perkuliahan speaking 2?

Jawab: ada, menyusun kata-kata dalam berbicara, lupa apa vocabnya

- 3) Apa saja aspek atau hal-hal lain yang anda anggap mendukung agar mendapat hasil yang baik bagi perkuliahan speaking 2?

Jawab: presentasi

- 4) Apa perbedaan pengajaran speaking di SMU dan di perkuliahan?

Jawab: kalau di SMK englishnya pasif, sedangkan di perkuliahan lebih aktif. Selain itu penggunaan antara bahasa Indonesia dan bahasa Inggris membuat lebih paham.

- 5) Mengapa anda memilih untuk kuliah di jurusan bahasa Inggris di STAIN Palangka Raya?

Jawab: pertama, karena saya suka bahasa Inggris terus sesuai dengan jurusan yang saya ambil sewaktu di SMK yaitu jurusan pariwisata..

- 6) Apa keuntungan yang dapat diperoleh apabila anda dapat berbicara dengan bahasa Inggris secara fasih atau lancar?

Jawab: bisa berkomunikasi dengan orang luar negeri.

- 7) Apa harapan anda setelah anda lulus dari mata kuliah speaking 2?

Jawab: ingin menjadi seorang pengajar bahasa Inggris.



Speaking Test



Interview



**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09/1087/2008

Palangka Raya, 31 Juli 2008

Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Kepada
Yth. Sdr. **Nanik Halimah**
NIM. 0501120179

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

“The Competency of Speaking Faced by Students Who Have Different Senior High School's Program Background at English Program of STAIN Palangka Raya Academic Year 2008/2009”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Ristati, M.Hum sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua

Ketua Jurusan Tarbiyah



DR. JAWAHANA. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Ristati, M.Hum sebagai Pembimbing I
3. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II



PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA

Jl.G.Obos Komplek Islamic Center Tlb. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 75/PAI-SPSM/SG/V/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama : NANIK HALIMAH
NIM : 050 112 0179
Jurusan / Prodi : TARBIYAH /TBI
Judul Proposal : THE COMPETENCY OF SPEAKING OBTAINED BY STUDENTS WHO HAVE DIFFERENT SENIOR HIGH SCHOOL'S PROGRAM AT ENGLISH PROGRAM OF STAIN PALANGKA RAYA ACADEMIC YEAR 2008 / 2009

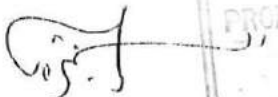
Telah melaksanakan Seminar Proposal Skripsi pada tanggal 23 Mei 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : **DrS.H.ABDUL QODIR,M.Pd**
Moderator : **SITI SHOLEHA** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

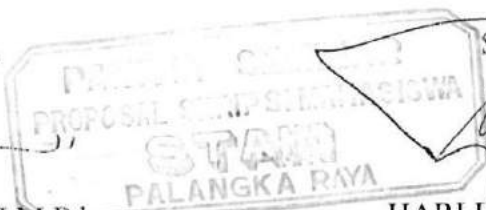
Palangka Raya, 08 Juni 2009

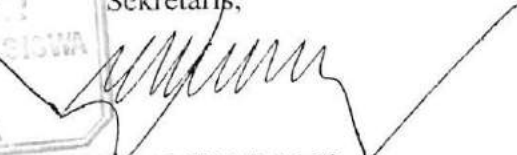
PANITIA

Ketua,

Sekretaris,


ASMAWATI, M.Pd
NIP. 150 311 460




HARLES ANWAR, M.Si
NIP.150 292 523



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 11 Juni 2009

Nomor : Sti.15.8/TL.00/1148/2009.
Lampiran : --
Perihal : Pemberian Izin Observasi /Penelitian

Kepada

Yth. Sdr. Nanik Halimah
NIM. 0501120179
Jurusan Tarbiyah /TBI
di -
Palangka Raya.

Berdasarkan Surat Saudara tertanggal 4 Juni 2009 perihal Izin Riset / Penelitian, dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

Nama : Nanik Halimah
N I M : 0501120179
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian: STAIN Palangka Raya .
Judul Skripsi : "THE COMPETENCY OF SPEAKING
OBTAINED BY STUDENTS WHO HAVE
DIFFERENT SENIOR HIGH SCHOOL'S
PROGRAM AT ENGLISH PROGRAM OF STAIN
PALANGKA RAYA ACADEMIC YEAR
2008/2009"
Metode : Observation ,Interview, test dan Questionnaire
Documentation
Waktu Pelaksana: 2 (dua) bulan, terhitung sejak tanggal 12
Juni s/d 12 Agustus 2009.

Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



An. Ketua
Pembantu Ketua I,

Drs. H. ABUBAKAR HM, M.Ag
NIP. 19551231 198303 1 026

Tembusan :



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangka Raya

SURAT KETERANGAN

Nomor : Sti.15.8/TL.00/2168 /2009.

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

N a m a : Nanik Halimah
NIM : 050 112 0179
Jurusan : Tarbiyah.
Program Studi : TBI
Judul Skripsi : "THE COMPETENCY OF SPEAKING OBTAINED BY STUDENTS WHO HAVE DIFFERENT SENIOR HIGH SCHOOL'S PROGRAM AT ENGLISH PROGRAM OF STAIN PALANGKA RAYA ACADEMIC YEAR 2008/2009".

Mulai Tanggal : 12 Juni s/d 12 Agustus 2009

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 17 Nopember 2009

An. Ketua
Pembantu Ketua I,



[Signature]
Drs. HABUBAKAR HM, M.Ag.
NIP. 19551231 198303 1 026



CURRICULUM VITAE

Nanik Halimah was born on July 04, 1987 in Kuala Kapuas, Central Kalimantan. The second daughter of Mistar and Sugianti. She is the young sister of Rumiani. Now she live in G. Obos XII at Mutiara Street No. 3.

She spent her educating from kindergarten until senior high school in her hometown, Maluku. Her educating was begun from Kindergarten at TK Kahalu of Maluku from 1992 to 1993. Then she continued her study to SDN 2 of Maluku from 1993 to 1999. She, then, attended MTsN of Maluku from 1999 to 2002. MAN of Maluku was the next school where she was continued her study from 2002 to 2005. In 2005, because she was interested to study English deeply, she entered to the State College of Palangka Raya in English Department. It also to complete her study to be Sarjana Degree. She graduated in 2009.