

ABSTRACT

This research paper is entitled “The Correlation between Students’ Efforts and Their Mastery of Daily English Conversation at the First Year of MA Ittihadul Muslimin Koto Gasib District Siak Regency”.

There are two variable which are used in this research. The first is variable X (students’ effort) and the second is variable Y(students’ mastery of daily English conversation). The firts year students of MA Ittihadul Muslimin are the subject of this reserach and the object of this research is the correlation between students’ efforts and their mastery of daily English conversation.

The data of this research had been collected for 1 month by a class of the first year students of MA Ittihadul Muslimin. The total number of the population was 30 students, the writer took all of the population to be a sample of the research. The total sampling technique was used in determining sample.

In collecting the data, the writer used questionnaire, and test. Questionnaire was used to measure the students’ efforts and test was used to measure the students’ mastery of daily English conversation. The formula used to analyze the data from respondents was product moment correlation, it is suitable for determining the relationship of intervalal and interval scales, the formula is as follow:

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

Based on the writer’s findings, the students’ efforts in learning English was low level. It is based on the result of the questionnaire. The students’ mastery of daily English conversation is in low level. It is based on the result of the test given.

The data analysis is concluded that r_{xy} (0.542) higher than r table, whether in 5% (0.361) and 1% (0.463). based on the score $0.361 < 0.542 > 0.463$, it can be concluded that the hypothesis (H_a) is accepted by the conclusion that there is a significant correlation between students’ efforts and their mastery of daily English conversation at the first year students of MA Ittihadul Muslimin Koto Gasib District Siak Regency.

ABSTRAK

Skripsi ini berjudul “Hubungan Antara Usaha-Usaha Siswa dalam Belajar dan Penguasaan Siswa dalam Percakapan Bahasa Inggris Sehari-Hari pada Siswa Kelas Satu MA Ittihadul Muslimin Kecamatan Koto Gasib Kabupaten Siak”

Ada dua variable yang digunakan dalam penelitian ini. Pertama adalah variable X (usaha-usaha siswa) dan yang kedua adalah variable Y (penguasaan siswa dalam percakapan bahasa Inggris sehari-hari). Kelas satu MA Ittihadul Muslimin merupakan subjek dari penelitian ini dan objeknya adalah hubungan antara usaha-usaha siswa dan penguasaan siswa dalam percakapan bahasa Inggris sehari-hari.

Data riset ini telah dikumpulkan selama satu bulan dari siswa kelas satu MA Ittihadul Muslimin sebanyak satu kelas. Jumlah populasinya sebanyak 30 siswa, penulis mengambil seluruh populasi menjadi sample dalam penelitian ini. Teknik yang digunakan dalam penelitian ini adalah total sample.

Dalam pengumpulan data, penulis menggunakan angket dan tes. Angket digunakan untuk mengumpulkan data tentang usaha-usaha siswa dan tes digunakan untuk mengumpulkan data tentang penguasaan siswa dalam percakapan bahasa Inggris sehari-hari. Rumus yang digunakan dalam analisis data dari responden adalah correlasi product moment. Correlasi product moment merupakan rumus yang cocok untuk menentukan skala interval dan skala interval rumusnya yaitu :

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

Berdasarkan temuan penulis, usaha-usaha siswa berada dalam tingkat yang rendah. Ini berdasarkan hasil dari angket. Sedangkan penguasaan siswa dalam percakapan bahasa Inggris sehari-hari berada dalam tingkat yang rendah pula. Ini berdasarkan dari tes yang telah diberikan.

Kesimpulan dari analisa data yaitu r_{xy} (0.542) lebih besar dari r table, pada taraf signifikan 5% (0.361) dan 1% (0.463). Berdasarkan nilai $0.361 < 0.542 > 0.463$, dapat disimpulkan bahwa hipotesis (H_a) diterima dengan kesimpulan bahwa ada korelasi yang signifikan antara usaha-usaha siswa dengan penguasaan siswa dalam percakapan bahasa Inggris sehari-hari pada siswa kelas satu MA Ittihadul Muslimin Kecamatan Koto Gasib Kabupaten Siak.

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CHAPTER I

INTRODUCTION

A. Background

Speaking English is not a new thing for Indonesian students. Radio and television program, mostly, use English in conversation, dialogs, etc. (Clark and Clark;1977:3-4) explain that speaking is one of the tools people use in more global activities. People talk in order to convey the facts, ask for favors, and make promises. Based on quotation above we can express whatever we want by speaking and the speaking makes it clear.

Furthermore, speaking is expressing our mind, and making the meaning of the purpose clearly. Speaking conveys an idea to the listeners the students' efforts in communicating English is the most important one in understanding English communication among students.

As a foreign language, English is difficult for students to learn especially in speaking and making good conversation among students. In making good conversation, we should have many vocabularies, because the more words we have, the more we can communicate effectively. Words are signs or symbols for ideas. In order to make conversation, do not be afraid of practicing speaking. The more we practice, the more we can.

In process of learning speaking is influenced by two factors. These are students' internal factor and students' external factor. Students' internal factor

comes from students themselves such as efforts, self confidence, etc, while students' external factor refers to their environments. Houghton Mifflin 2009 (wikiHow: 12/april/2010) efforts is exertion of physical or mental power: it will take a great effort to achieve victory. Based on quotation above effort is a faith in your own power to learn well. Set goals you can reach, then working hard to reach them. Achieving your goals gives you a sense of purpose in life.

Nunan (1987:2) states that the curriculum is the collaborative effort between teachers and learners, since learners are closely involved into decision-making process regarding the content of the curriculum and how it is taught. Based on Nunan's idea above, student's effort is one of the learning process needs in speaking English well; the students should have the efforts to make it well. English learners should do some efforts in mastering English learning one of them is mastery of daily English conversation.

Islamic senior high school Ittihadul Muslimin is one of the educational institutions in Riau, it is located in Koto Gasib, Siak regency. As Islamic senior high school, MA Ittihadul Muslimin has some subjects in the process of learning that one of them is English. English is taught as one of the compulsory subjects in this school. All of the students learn English. It becomes the subject should be learned by English learners. They have also English program, such as English development program. As long as the students interact in their school, they are expected to communicate in English.

Communicating among students by using English is an obligation in this school. Every student has to use English at the school.

English as one of the subjects studied there is studied twice a week. The purpose of teaching speaking for the students is to enable them to express their speaking in conversation in order that they can use daily English conversation and they can answer the questions. According to the 2006 School Based Curriculum English, the goal of learning English for the first year students in speaking is as follows:

1. The students are able to express variety of spoken words
 - a. students are able to express transactional and interpersonal conversation
 - b. students are able to express simple conversation
2. The students are able to express in the short text
 - a. students are able to express the meaning in the simple monolog text of conversation
 - b. students are able to express the conversation in narrative, descriptive, and news item text

Based on ideas above, the students at the first year Islamic senior high school Ittihadul Muslimin have been taught 2 times a week. The students also have learned it in elementary school minimum five years as the fundamental to know the English lesson, then three years in junior high school. But in reality, the result of the learning English is still far from the standard of

curriculum. It happened because many aspects and factors can influence the English learning process.

In relation to above idea, the first year students of MA Ittihadul Muslimin have studied and learned English especially in daily English conversation. But, some of the students are not able to communicate English well. From the preliminary study the writer found that there are some of the students have done some efforts but they do not master daily English conversation. In contrast, there are some of the students can master daily English conversation but they do not do some efforts.

This matter can be seen from phenomena as follows:

1. Some of the students can not express how to give command
2. Some of the students can not express how to ask, and help
3. Some of the students can not express interpersonal conversation
4. Some of the students can not express transactional conversation
5. Some of the students can not

Based on the description of phenomena, the writer is interested in carrying out a research entitled: **The Correlation between Students' Effort in Learning and Their Mastery of Daily English Conversation at the First Year of MA Ittihadul Muslimin Koto Gasib District Siak Regency**

B. Definition of the Term

The topic of this research is the correlation between efforts in learning and their mastery of daily English conversation at the first year students. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research:

- Correlation is a measure of the strength of the relationship between two sets of the data (Longman dictionary, 1999:89). In this research paper correlation is to determine the relationship between the students' efforts in learning and their mastery of daily English conversation.
- Effort is trying hard, use of strength and energy to do something Hornby 1989 (in marini, 2006:12). In this research paper, effort is the way that should be done by the students in mastering daily English conversation.
- Student is a person who is taking part in setting goals and objectives of learning (Longman dictionary, 1999:359)
- Daily English Conversation is the activity of talking by small group of people or only two persons about the topics of their daily life by using English
- Mastering is learnt or understands something completely (Oxford dictionary, 2000:265). Mastering in this research paper is students' efforts to learn the conversation completely.

C. Problems

Based on the explanation above, most of the MA Ittihadul Muslimin students face the difficulties in spoken language. The difficulties may come from them selves, and the difficulties of spoken English it self.

1. Identification of the Problem

Based on the background above, the identification of the problems in this research are as follows:

1. How is the correlation between students' effort and their mastery of daily English conversation at the first year students of Islamic senior high school ittihadul muslimin?
2. What factors make some of the students can not express interpersonal conversation?
3. Why do not some of the students express transactional conversation?
4. What factors make some of the students can not express how to give command?
5. What factors are make some of the students do not answer the dialogue which is given by the teacher?

2. Limitation of the Problem

Based on identification of the problem above, there are many problems in this research. To avoid the misunderstanding and in order to pay more attention in this research, the writer limits the problems as follows:

- a. The students' efforts in learning at the first year of MA Ittihadul Muslimin Koto Gasib
- b. The students' mastery of daily English conversation at the first year of MA Ittihadul Muslimin Koto Gasib
- c. The correlation between students' effort in learning and their mastery of daily English conversation at the first year students of MA Ittihadul Muslimin.

3. Formulation of the Problem

Based on the limitation of the problems stated above, thus, the problems of this research will be formulated into the following research questions:

- a. How is students' effort in learning English at the first year of MA Ittihadul Muslimin Koto Gasib?
- b. How is students' mastery of daily English conversation at the first year of MA Ittihadul Muslimin Koto Gasib?

- c. Is there any significant correlation between students' effort in learning and their mastery of daily English conversation at the first year students of MA Ittihadul Muslimin?

D. Reason of Choosing the Title

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The research problem is interesting and challenging to be investigated by the writer.
2. The topic is relevant to the researcher as one of the students of English education department.
3. It can give point of view for the teachers and students, in order to change negative perception in learning English conversation.
4. As far as the researcher is concerned, this subject has never been investigated yet.

E. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the effort in learning at the first year students of MA Ittihadul Muslimin Koto Gasib
- b. To find out the mastery of daily English conversation at the first year students of MA Ittihadul Muslimin Koto Gasib
- c. To find out whether or not a correlation between students' effort and their mastery of daily English conversation at the first year students of MA Ittihadul Muslimin Koto Gasib

2. Significance of the Research

- a. To give information for the students to increase effort in mastering daily English conversation
- b. To motivate the students in learning English, in turn it helps the students to improve their learning achievement in English
- c. To be a training for the writer in the field of scientific research
- d. To give input to the students and teacher in the future time, especially students' effort in mastering daily English conversation at MA Ittihadul muslimin

CHAPTER II

RIVIEW OF THE LITERATURE

A. Theoretical Framework

1. Daily English conversation

Conversation is one of the English components in speaking. Daily English conversation is a real conversation in daily life. It is a very important thing if someone would like to master a language. Because daily English conversation is the application of speaking English well, on the other hand, daily English conversation is one of the important ones in English component. In fact, there are some characteristics of communicative view on language:

1. Language is a system for the expression of meaning
2. The primary function of language is for interaction and communication
3. The structure of language reflects its functional and communicative use
4. The primary unit of language is not merely its grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse

a. Theory about daily English Conversation

Daily English conversation is the capability to use language in speaking and in daily English communication. Lillian et al, 2009 (wikiHow:7/may/2009) discuss conversation takes practice. It will take some knowledge, practice, patience. As language learning to speak needs practice a

lot because the students can be active in practicing English conversation and they can activate maximum potential of their speaking English.

Daily English conversation is a real must in today's world. Lillian et al, 2009 (wikiHow:7/may/2009) cites learning and practicing daily English conversation are able to overcome inhibitions with speaking new language well as the improvement of remarkably English skill.

Campbell (in Murcia and McIntosh1979: p.84) says that:

If the teachers of English to speakers of other languages are to help students acquire the ability to communicate successfully with people who speak English.

Generally, practicing conversation can be described as the process of developing English conversation ability in speaking by expressing his or her own ideas. Theoretically, it can be inferred that conversation is a productive skill to express the language in face to face of social context. Especially in expressing ideas by sound, and vocabulary system of language.

b. Component of conversation in speaking

Pronunciation, vocabulary, grammar, fluency, and comprehension are the aspects that have great contribution in order to speak well. However, the four aspects have great influence to master daily English conversation.

a. Pronunciation

To make other people understand what we are talking about, we have to pronounce the word clearly, because pronunciation will lead us to pronounce the word correctly. Pronunciation is very important because if

we make mistakes in pronunciation it will result misunderstanding between speaker and listener.

Pronunciation is the way in which a language or a particular word or sound is pronounced. Longman (1987: 1076) defines that pronunciation is the way in which a language or a particular word is pronounced; the right pronunciation. In other word, pronunciation means the way someone pronounces a word / words.

From the definition above, the writer can conclude that every correct or exact pronunciation must be referred to the way that native speakers articulate and pronounce the language. However most Indonesian people face difficulties in pronouncing vowels, consonant, diphthongs, and clusters sounds of English which are totally different from native speakers.

All words are made up of sounds and speakers of language need to have this property to build up understanding between speakers and listeners. Pronunciation gains importance and should be included in teaching a target language.

b. Grammar

Grammar is one of the important parts in English. Grammar is the result in disordered arrangement of sentences that leads to ambiguity. Therefore, students should comprehend grammar, provided with sort of drills, practice and apply the rules in their writing and speaking as well.

Brown (1994) says that grammar is a system of rules governing the conventional arrangement and relationship of word in sentences. Similarly

Longman (1987:507) also says that grammar is (the study or use of) the rules by which words change their forms and are combined into sentences. Communication will run smoothly if grammar of language used is also applied. Therefore, speaker must be aware of the grammar used in speaking.

c. Vocabulary

When we want to say something, we need to be aware of the words chosen to convey our ideas and this must also be supported by logical order of word in sentences. This indicates that students must selectively choose appropriate words to be used to build up sentences and this process depends largely on the vocabularies they have.

Longman (1987:1570) defines vocabulary is a list of words, used in alphabetic order and with explanation of their meanings, less complete than a dictionary. Vocabulary is important in speaking, since it is a basic tool in communication and no language exists without word.

d. Fluency

Speaking is an activity of reproducing word orally. This means that there is a process of exchanging ideas between speaker and listener. Therefore, it is important to achieve fluency as one component of speaking. Fluency is the quality of being able to produce and articulate word.

e. Comprehension

Since speaking is an activity of reproducing words orally in which there is a process of exchanging ideas between speaker and listener, it is important to have comprehension as the next component of the speaking. If the listener could not comprehend or understand for what the speaker has said, there must be misunderstanding for what the speaker means.

C. The Purpose of daily English Conversation

Conversation is a medium for the students to practice their speaking skill. The purpose of speaking as expected in School Based Curriculum English 2006 is as follows:

1. The students are able to express various spoken word
 - a. students are able to express transactional and interpersonal conversation
 - b. students are able to express simple conversation
2. The students are able to express in the short text
 - a. students are able to express the meaning in the simple monolog text conversation
 - b. students are able to express the conversation in narrative, descriptive, and news item text

One of the purposes of teaching English in Indonesia is to make learners able to practice English in daily conversation. Student efforts in learning is one of ways to make English learners master in daily English conversation.

2. Effort in Learning

Hornby 1989 (in marini , 2006:12) states that effort is trying hard, use of strength and energy to do something. It means the student should have the energy and power to practice daily English conversation.

Based on the definition above, the student must have efforts in doing something. The students have to do some efforts in mastering English skill, such as; practicing the conversation, and always opening dictionary, so, by doing something with using all strength and energy, the students are able to achieve the instructionally expected target.

Efforts are important for the students in learning. Bruner, Goodnow, and Austin 1956 (in Hulse, Egeth, and Deseer 1981: 223) state that the power of the method of selection for finding out what kinds of strategies people employ in learning concept. Someone should have power to master something. In learning process, the students should have the power to master daily English conversation. Furthermore, an important aspect of how people learn concepts is the way in which they go about it. Raffini (1996:3) discusses that individual seek a quality of human that has core of desire to determine their own behaviour. Based on ideas above, the people have the basic to achieve self-actualization and challenging situation to determine their purposes by using all energy and power.

Furthermore, the influence of the students' efforts cannot also be separated with the influential factors of learning. Muhibin syah 2008 (in

Nurafni, 2009 : 10) states that there are several factors to influence the learning process, there are :

Internal factor

These factors come from the students them selves, which consists of psychological aspects such as intelligence, attitudes, aptitude, and motivation.

External factor

These factors consist of social environment such as family, teachers, society, friends, and non-social environment such as house, school, equipments, and atmosphere.

- a. Teachers' and parent's motivation have important role for the students in learning. Because teachers have to give supports and criticism to their students in order to motivate them.
- b. Environment influences the behaviour of the students. Whether good or not their behaviour is based on their environment.
- c. Communicating English influence the students in doing their efforts because they will be easy to master conversation.
- d. Classmate can also influence students' efforts because they can overcome the difficulties faced by working together.

a. Effort in learning English

Learning is a complex process and various skills and strategies that must be taught and developed to be successful. A strong desire to learn the target language will make the students successful. Pervin and John 2001 (in Dornyei

2005:10) convey Personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings. In learning English, the most general aspect is individual, because, someone should have power to determine their purposes. Setting goals in mastering English skill is important because they use the power to master it. In addition, there is a relationship between personality and learning especially in learning language.

Personality is one of the important factors in determining behaviour in general; from an educational perspective, the real question is to what extent these dispositions affect learning.

Ebbinghaus (in Hergenhahn and Olson 2008:p.44) says that:

Someone needs nine times reading to learn eighty vocabularies. Learning level moves up soon and increase retention.

The main element in learning English is vocabularies because vocabularies are sign of word. Based on Ebbinghaus in learning English, the students should have strong energy to master language. One of them is having vocabularies. The students have to use their powerful personality to reach the vocabularies.

Lane 2001 (in [Creative Commons Attribution/Share-Alike License 2006](#) WikiBook:17/May/2010) discusses , “assumption of most organizational learning theory is that learning is socially constructed, that is, what is learned

and how learning occurs are fundamentally connected to the context in which that learning occurs”.

Pimsleur 1966 (in Dornyei 2005:40) conceptualizes that the ‘aptitude for learning a modern language’ in terms consists of three factors:

1. *Verbal intelligence*, that is, “the knowledge of words and the ability to reason analytically in using verbal materials”
2. *Motivation*, whose problematic position within the aptitude complex that has already been mentioned briefly.
3. *Auditory ability*, which is “the ability to receive and process information through the ear”

b. Effort to master daily English conversation

The analogy of learning to drive a car is useful in demonstrating this point. We can learn all the parts of a car, how they are made and what their functions are as they relate to the whole, but it does not necessarily follow that with this knowledge we will be able to get behind the steering wheel of a car for the first time and drive well. The only way to become a good driver is to practice driving. Likewise, the only way to become a good English speaker is to practice speaking English.

In mastering daily English conversation, someone has to communicate by using daily English conversation. Mark. D. Offner, 1997 (www.aitech.ac.jp /17/May/2010) says that communication is important to be realistic. Students

are not going to be able to say all in their minds or even accurately express themselves from the start.

The mastery of language is not ultimately measured from how much learners know about language (usage) but how well they use it for various purposes in real context Alexander: 1991 (in Kalayo, 2007:1). To master language and daily English conversation the students should express variety of spoken words in daily conversation.

Making the language is important. It means, learning English conversation is not passive. Language is most important one for communication; it must be actively sought out by the learner. The students need to be aggressive, putting in as much effort as they expect to get out of it.

Brown (1994: 11) summarized fourteen characteristic of good language learners can be seen from the efforts they do. They are:

1. Finding their own way, taking change of their learning.
2. Organizing information about language.
3. Being creative, developing “pool” for the language experimenting with it.
4. Making their own opportunities for practice in using the language inside and outside the classroom.
5. Learning to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. Using other memory strategies to recall what has been learning.
7. Making error for them and not against them.

8. Using linguistics knowledge, including knowledge of their first language in learning a second language.
9. Using contextual clues to help their comprehension.
10. Learning chunks of language as a whole and formulaic to help them perform “beyond their competence”.
11. Learning to make intelligent guesses.
12. Learning certain tricks that help to keep conversation going.
13. Learning certain production strategies to fill in gaps in their own competence.
14. Learning different styles of speech and writing and learn to vary their language according to the subjects.

C. Factors that influence students’ effort to master daily English conversation

The process of learning is influenced by two factors. There are students’ internal factors and students’ external factors. Students’ internal factors come from the students themselves. It is individual, self-motivated, and the power comes from the students themselves to master daily English conversation. Students’ external factors come from their environment such as assignments which are given by the teacher.

[Creative Commons Attribution/Share-Alike License](#) 2006 (WikiBook: 17/May/2010) state that three of the typical general issues or influencing factors in learning organizations are context, history, and survival. Context or

culture influence students in learning daily English conversation. How the students learn is influencing to the purposes of learning. (Kiely, 1993; Prather, 2000; Sternberg, 2003; Thompson, 2003, in Creative Commons Attribution/Share-Alike License 2006 WikiBook: 17/May/2010) states developing a work culture that values creativity and encourages innovation is imperative to an organization that desires to learn and produce new ideas or products.

A related aspect to the process of learning is the past of learning. The memories diffuse both new and old information that will determine the longevity of developing learning. Wade and Travis (2003:354) explain that memory refers to the capability to retain and retrieve information, and also to the structure that account to this capability.

Paulston and Bruder (1976; 56) that state communicative competence must include the linguistics form of a language and also a knowledge. The word and communicative competence is one of the factors that students' mastery of daily English conversation.

B. Relevant Research

According to Nurjayanti (2009) on her paper entitled "The Correlation between Students' Efforts in Learning English and Their Ability in Writing Sentences Using Modal Auxiliary at the Second Year of Mts Madinatun Najah Rengat", there is significant systematic correlation between efforts in learning English and their ability in writing sentences by using modal auxiliary of the

students. It can be seen from the research result analyzed by using spss for windows. It indicated that the serial correlation score (r_{xy}) is 0.971. this explanation above gives a description for the writer about the correlation efforts in learning English and ability in writing sentences by using modal auxiliary. Obviously, there is a significant correlation between efforts in learning English and ability in writing sentences by using modal auxiliary. Thus, in this research, the writer discusses about the correlation between students' efforts and their mastery of daily English conversation.

C. Operational Concept

Operational concept is the main element to eliminate misunderstanding and misinterpretation in specific research. It is a concept to give an explanation about theoretical framework. In analyzing between the students' effort and their mastering daily English conversation, the writer uses several indicators as a guide to conduct this research. There are two variables in this research. There are X, which is effort of the first year students of MA Ittihadul muslimin koto gasib, and Y is their mastery of daily English conversation. X is independent variable and Y is dependent variable.

The students' effort can be seen in following indicators:

1. The students practice daily English conversation at the school
2. The students use the dictionary to improve their vocabularies
3. The students use English in conversation with their friends/teachers
4. The students speak English in a group

5. The students practice English in the classroom
6. The students ask the teacher if they do not understand in English
7. The students add the speaking knowledge by speaking with foreigners
8. The students answer the questions in English which are given by the teacher
9. The students use English out of the classroom
10. The students practice English at home

The students' mastery daily English conversation can be seen in the following indicators:

1. The students are able to pronounce the English word correctly
2. The students use the correct grammar in daily English conversation
3. The students use transactional conversation
4. The students use interpersonal conversation
5. The students comprehend English in daily English conversation
6. The students use appropriate word (vocabulary) in daily English conversation

D. Assumption and Hypothesis

1. Assumption of the Study

In this research, the writer assumes the some assumption. They are as follows:

- a. The first year students of MA Itiihadul Muslimin have different mastery of daily English conversation
- b. The first year students of MA Ittihadul Muslimin have various efforts in learning

2. Hypothesis of the Study

It is necessary for the writer to formulate the hypothesis of the study as follows:

- a. Null hypothesis (H_0)

There is no significant correlation between effort and mastery of daily English conversation of the learner at the first year of MA Ittihadul Muslimin Koto Gasib

- b. Alternative hypothesis (H_a)

There is a significant correlation between effort and mastery of daily English conversation of the learners at the first year of MA Ittihadul Muslimin Koto Gasib

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Research

The design of this study is correlational research. To find out the relationship between two variables, there are effort of the students and their mastery of daily English conversation. Arikunto (2006: 270) states that the research aim is to determine how one thing affects another. It is correlation.

In conducting the research, the writer prepared an effort test to measure the effort variable symbolized as 'X' and a daily conversation test is to know the mastery of daily English conversation symbolized as 'Y' variable.

B. Time and Location of the Research

This research was conducted at the first year students of Islamic senior high school Ittihadul Muslimin. This is located in Pangkalan Pisang of Koto Gasib, Siak, Riau. The time of the research was conducted on June 2010

C. Subject of the Research

The subject of this research was the first year students of Islamic senior high school Ittihadul Muslimin in 2009/2010 academic year. The subject consists of one class (30) students.

D. Object of the Research

The object of this research was the correlation between students' effort in learning and their mastery of daily English conversation.

E. Population and the Sample

The population of this research was the first year students of Islamic senior high school Ittihadul Muslimin. There were 30 students in a class. Because the number of population was relatively small, the writer took the total number of the class; it means all of them were as sample. As Arikunto (2006:134) points out that “if the population is less than 100 respondents, we can take all as sample”.

Table III.I
Population and Sample at the First Year Students of Islamic Senior High School Koto Gasib Siak

NO	MEMBERS	TOTAL
1	MALE	9
2	FEMALE	21

F. Techniques of Collecting Data

In order to collect some data in this research, the writer applied the techniques as follows:

1. Questionnaires

Questionnaire was used to determine students' efforts in learning. This was conducted by providing a set of questions be answered by the respondents. The questions were intended to elicit the information, dealing with: students' reactions, students' activities, students' attitudes. The questions or statements consisted of 20 items with 5 choices. The choice consisted of Always, Often, Sometime, Seldom and Never.

2. Test

This test was used to find out the students' mastery of daily English conversation. The writer used the oral test; the purpose of this test was to pinpoint the strength and the weakness of students' daily English conversation.

G. Techniques of Data Analysis

Moreover, to interpret students' efforts in learning and their mastery of daily English conversation was determined based on the scale bellow:

TABLE III.2
Score Category

Score	Category
76-100	High
60-75	Middle
0-59	Low

The technique if the data analysis of the research was analyzed by product moment correlation. It is used because the variable containing both interval scales.

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

r_{xy} = The correlation coefficient

N = Number of sample

$\sum xy$ = Quality of product result between x and y score

$\sum x$ = All of quantity x score

$\sum y$ = All of quantity y score

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Presentation of Questionnaires

The writer used questionnaire, and test to collect the data. The questionnaire was to present all the data needed about the students' efforts in learning. The score of each item was determined based on scale as follows:

- a. Always is scored 5 for positive statements and 1 for negative statements
- b. Often is scored 4 for positive statements and 2 for negative statements
- c. Sometimes is scored 3 for positive and negative statements
- d. Seldom is scored 2 for positive statements and 4 for negative statements
- e. Never is scored 1 for positive statements and 5 for negative statements

In order to get the data of the students' efforts to master daily English conversation, the questionnaire given to the students consisted of 20 items and the indicators of operational concept was dealt with students' efforts to master daily English conversation.

2. Students' efforts in learning

The data below is the finding of students' efforts in learning, they are as follows:

Table IV. 1
Students Practice English at the School

No	Alternative Answer	Frequency	Percentage
1	Always	10	33,3%
2	Often	8	26,7%
3	Sometimes	8	26,7%
4	Seldom	3	10%
5	Never	1	3,3%
	Total	30	100%

Based on the table above, 33,3% of the students choose option (a) and 26,7% of the students choose option (b). It indicates that most of the students are practice English at the school.

Table IV.2
Students discuss in English

No	Alternative Answer	Frequency	Percentage
1	Always	7	23,3%
2	Often	4	13,3%
3	Sometimes	11	36,7%
4	Seldom	8	26,7%
5	Never	-	-
	Total	30	100%

Based on the table above, 26,7% of the students choose option (c) and 23,3% of the students choose option (d). It indicates that only a few students discuss in English among students.

Table IV.3
Students use dictionary in improving their vocabularies

No	Alternative Answer	Frequency	Percentage
1	Always	14	46,7%
2	Often	6	20%
3	Sometimes	5	16,7%
4	Seldom	4	13,3%
5	Never	1	3,3%
	Total	30	100%

Based on the table above, 46,7% of the students choose option (a) and 20% of the students choose option (b). It indicates that most of the students use dictionary to improve their English vocabularies.

Table IV.4
Students open dictionary when finding difficult word

No	Alternative Answer	Frequency	Percentage
1	Always	4	13,3%
2	Often	8	26,7%
3	Sometimes	8	26,7%
4	Seldom	10	33,3%
5	Never	-	-
	Total	30	100%

Based on the table above, 13,3% of the students choose option (a) and 26,7% of the students also choose option (b). It indicates that most of the students open dictionary when they finding difficult word.

Table IV.5
Students communicate English at the school

No	Alternative Answer	Frequency	Percentage
1	Always	6	20%
2	Often	18	60%
3	Sometimes	3	10%
4	Seldom	2	6,7%
5	Never	1	3,3%
	Total	30	100%

Based on the table above, 20% of the students choose option (a) and 60% of the students choose option (b). It indicates that most of the students communicate by using English at the school.

Table IV.6
Students communicate English with their friends

No	Alternative Answer	Frequency	Percentage
1	Always	5	16,7%
2	Often	10	33,3%
3	Sometimes	10	33,3%
4	Seldom	5	16,7%
5	Never	-	-
	Total	30	100%

Based on the table above, 16,7% of the students choose option (a) and 33,3% of the students choose option (b). It indicates that most of the students communicate by using English with their friend.

Table IV.7
Students Communicate English with Their Teacher

No	Alternative Answer	Frequency	Percentage
1	Always	7	23,3%
2	Often	3	10%
3	Sometimes	11	36,7%
4	Seldom	9	30%
5	Never	-	-
	Total	30	100%

Based on the table above, 36,7% of the students choose option (d) and 30% of the students choose option (e). It indicates that only a few students communicate by using English with their teacher.

Table IV. 8
Students' Asking to the Teacher When They Do not Understand English

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	11	36,7%
3	Sometimes	4	13,3%
4	Seldom	5	16,7%
5	Never	10	33,3%
	Total	30	100%

Based on the table above, 16,7% of the students choose option (d) and 33,3% of the students choose option (e). It indicates that only a few students ask the teacher when they do not understand in English.

Table IV.9
Students follow course

No	Alternative Answer	Frequency	Percentage
1	Always	2	6,7%
2	Often	4	13,3%
3	Sometimes	5	16,7%
4	Seldom	6	20%
5	Never	13	43,3%
	Total	30	100%

Based on the table above, 20% of the students choose option (d) and 43,3% of the students choose option (e). It indicates that only a few students following the course out of the class.

Table IV.10
Students Make a Small Group to Communicate English

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	6	20%
3	Sometimes	12	40%
4	Seldom	6	20%
5	Never	6	20%
	Total	30	100%

Based on the table above, 20% of the students choose option (d) and 20% of the students choose option (e) and 40% of the students choose option (c). It indicates that some students sometimes make a small group to communicate English and only a few students make a small group to communicate English.

Table IV.11
Students practice daily English conversation with their classmate

No	Alternative Answer	Frequency	Percentage
1	Always	5	16,7%
2	Often	6	20%
3	Sometimes	7	23,3%
4	Seldom	12	40%
5	Never	-	-
	Total	30	100%

Based on the table above, 40% of the students choose option (d) and 16,7% of the students choose option (e) and 40% of the students choose option (c). It indicates that some students sometimes practice daily English conversation with their classmate and only a few students practicing daily English conversation with their classmates.

Table IV.12
Students' Speaking with Foreigners

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	-	-
3	Sometimes	-	-
4	Seldom	9	30%
5	Never	21	70%
	Total	30	100%

Based on the table above, 20% of the students choose option (d) and 70% of the students also choose option (e). It indicates that only a few students speaking with foreigners.

Table IV.13
Students' trying to find foreigners

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	-	-
3	Sometimes	6	20%
4	Seldom	7	23,3%
5	Never	17	56,7%
	Total	30	100%

Based on the table above, 20% of the students choose option (c) and 56,7% of the students also choose option (d). It indicates that only a few students try to find foreigners.

Table IV.14
Students make dialogues based on the subject which is given by the teacher

No	Alternative Answer	Frequency	Percentage
1	Always	1	3,3%
2	Often	3	10%
3	Sometimes	12	40%
4	Seldom	14	46,7%
5	Never	-	-
	Total	30	100%

Based on the table above, 46,7% of the students choose option (d). It indicates that only a few students make dialogues based on the subject which is given by the teacher.

Table IV.15
Students Speak English Even tough Their English is Broken

No	Alternative Answer	Frequency	Percentage
1	Always	7	23,3%
2	Often	15	50%
3	Sometimes	3	10%
4	Seldom	1	3,3%
5	Never	4	13,3%
	Total	30	100%

Based on the table above, 23,35% of the students choose option (a) and 50% of the students choose option (b). It indicates that most of the students speak English even tough their English is broken.

Table IV.16
Students' speaking English at home

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	-	-
3	Sometimes	13	43,3%
4	Seldom	8	26,7%
5	Never	9	30%
	Total	30	100%

Based on the table above, 26,7% of the students choose option (d) and 30% of the students choose option (e). It indicates that only a few students speak English at home.

Table IV.17
Students speak English in teaching and learning process

No	Alternative Answer	Frequency	Percentage
1	Always	8	26,7%
2	Often	6	20%
3	Sometimes	7	23,3%
4	Seldom	9	30%
5	Never	-	-
	Total	30	100%

Based on the table above, 26,7% of the students choose option (a) and 20% of the students choose option (b). It indicates that most of students speak English in teaching and learning process.

Table IV.18

Students speak English out of the classroom

No	Alternative Answer	Frequency	Percentage
1	Always	4	13,3%
2	Often	8	26,7%
3	Sometimes	5	16,7%
4	Seldom	10	33,3%
5	Never	3	10%
	Total	30	100%

Based on the table above, 33,3%% of the students choose option (a) and 36,7% of the students choose option (b). It indicates that most of students speak English out of the classroom.

Table IV.19

Students speak English with their brother/sister

No	Alternative Answer	Frequency	Percentage
1	Always	3	10%
2	Often	3	10%
3	Sometimes	4	13,3%
4	Seldom	14	46,7%
5	Never	6	13,3%
	Total	30	100%

Based on the table above, 46,7% of the students choose option (d) and 13,3% of the students choose option (e). It indicated only a few students speak English with their brothers and sisters.

Table IV.20
Students try to speak English with their family

No	Alternative Answer	Frequency	Percentage
1	Always	-	-
2	Often	2	6,7%
3	Sometimes	5	16,7%
4	Seldom	13	43,3%
5	Never	10	33,3%
	Total	30	100%

Based on the table above, 43,3% of the students choose option (d) and 33,3% of the students choose option (e). It indicates that only a few students try to speak English with their family.

Table IV.21
Students' Efforts in Learning

No	Items	N	A	O	SS	SD	NV
1	I practice English at the school	30	10	8	8	3	1
2	I discuss with my friends in English	30	7	4	11	8	-
3	I use dictionary to improve my vocabularies	30	14	6	5	4	1
4	I open dictionary if I find difficult word	30	4	8	8	10	-
5	I communicate in English at the school	30	6	18	3	2	1
6	I practice daily English conversation by communicating English with my friend	30	5	10	10	5	-
7	I practice daily English conversation by communicating English with my teacher	30	7	3	11	9	-
8	I ask my teacher if I do not understand in English	30	-	11	4	5	10
9	I follow the course out of the class	30	2	4	5	6	13
10	I make a small group to communicate English	30	-	6	12	6	6
11	I practice daily English conversation with my classmate	30	5	6	7	12	-
12	I ever speak with foreigners	30	-	-	-	9	21
13	I try to find foreigners	30	-	-	6	7	17
14	I make dialogues in English based on the subject which is given by the teacher	30	1	3	12	14	-
15	I speak English even tough my English is broken	30	7	15	3	1	4

16	I speak English at home	30	-	-	13	8	9
17	I speak English in teaching and learning process	30	8	6	7	9	-
18	I speak English out of the classroom	30	4	8	5	10	3
19	I speak English with my sister/bother	30	3	3	4	14	6
20	I try to speak English with my family	30	-	2	5	13	10
	TOTAL	600	83	121	139	155	102
	PERCENTAGE	100	13,83%	20,17%	23,17%	25,83%	17%

The table indicates that the students tend to do efforts to master daily English conversation, because some of their choices are on the level of 5 (A) 13,83%, 4 (O) 20,17%, 3 (SS) 23,17%, 2 (SD) 25,83%, 1 (NV) 17%. Therefore, finally, some of the students still have low effort to master daily English conversation.

Table IV.22
The Summary of the Students' Efforts in Learning

No	Positive (Always + Often)	Undecided	Negative (Seldom + Never)
Percentage	34%	23,17%	42,83%

From the table above, the writer divides the scores of questionnaires into three categories; they are positive, undecided, and negative. It can be noticed that 34% of the respondents recognize that they have indeed "low efforts to master daily English conversation".

Table IV.23
Recapitulation of the Students' Efforts in Learning

Students	Score	Category
1	64	Middle
2	60	Middle
3	76	High
4	44	Low
5	60	Middle
6	63	Middle
7	52	Low
8	60	Middle
9	62	Middle
10	76	High
11	60	Middle
12	42	Low
13	61	Middle
14	51	Low
15	50	Low
16	60	Middle
17	53	Low
18	61	Middle
19	48	Low
20	60	Middle
21	50	Low
22	60	Middle
23	53	Low
24	64	Middle
25	63	Middle
26	58	Low
27	53	Low
28	55	Low
29	56	Low
30	57	Low

3. Data Presentation of Conversation Test

The writer also used conversation test that distributed to know the students' mastery in daily English conversation, there were 5 aspect

assessed in this research; pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation Score

According to Haris, students are scored 5 if pronunciation has few traces of foreign accent. Students are scored 4, if the pronunciation is always intelligible and conscious of definite accent. Students are scored 3, if their pronunciation necessitate concentrated listening and occasionally lead to misunderstanding. The students are scored 2 if pronunciation is very hard to understand because of pronunciation problems, or must frequently be asked to repeat. Students are scored 1 if pronunciation problems are so severe as to make speech virtually unintelligible.

2. Grammar Score

Students are scored 5 if few (if any) noticeable errors of grammar or word orders are found. Students are scored 4 if they occasionally make grammatical and word order errors, which do not, however, obscure meaning. Students are scored 3 if they make fragment error of grammar and word which occasionally obscures meaning. Students are scored 2 if grammar and word order errors make comprehension difficult and must often rephrase sentences or restrict himself/herself to basic pattern. Students are scored 1 if students make grammatical and

word order errors which are so serve as to make speech virtually unintelligible.

3. Vocabulary Score

Students are scored 5 if students use vocabulary and virtually treat of a native speaker. Students are scored 4, if they sometimes use inappropriate terms and rephrase ideas because of lexical inadequacies. Students are scored 3 if they frequently use wrong words, conversation somewhat limited because of inadequate vocabulary. Students are scored 2 if misuse of word and very limited vocabulary make comprehension quite difficult. Students are scored 1 if vocabulary limitation is so extreme as to make conversation virtually impossible.

4. Fluency Score

Students are scored 5 if their speech is as fluent and effortless as that of native speaker. Students are scored 4 if their speed of speech seems to be slightly effected by language problem. Students are scored 3 if their speech and fluency are rather strongly affected by language problems. Students are scored 2 if they are usually hesitant and often be forced into enhancement by language limitation. Students are scored 1 if their speech is so halting and fragmenting as to make conversation virtually impossible.

5. Comprehension

Students are scored 5 if their speech is appears to understand every without difficult. Students are scored 4 if understanding nearly everything at normal speed although occasionally repetition may be necessary. Students are scored 3 if understanding meet of what is said at slower that normal speech with repetition. Students are scored 2 if has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition. Students are scored 1 if cannot be said to understand even simple conversation English.

Table IV.24
Category and Score of Daily English Conversation

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

In order to collect the data, the writer used English conversation club activities. The conversation result was evaluated by concerning 4 components. Each component had 25 as the highest score and the total of the components was 100. The specification of the test can be seen in the table below:

Table IV.25
The Specification of the Test

No	Speaking Component	The High Score
1	Pronunciation	20
2	Grammar	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

Table IV.26
The Students' Score of Pronunciation

Students	N	X	Score	Category
Student 1	5	12	60	Middle
Student 2	5	12	60	Middle
Student 3	5	17	85	High
Student 4	5	8	40	Low
Student 5	5	12	60	Middle
Student 6	5	14	70	Middle
Student 7	5	10	50	Low
Student 8	5	8	40	Low
Student 9	5	8	40	Low
Student 10	5	15	75	Middle
Student 11	5	14	70	Middle
Student 12	5	10	50	Low
Student 13	5	10	50	Low
Student 14	5	10	50	Low
Student 15	5	8	40	Low
Student 16	5	2	60	Middle
Student 17	5	12	60	Middle
Student 18	5	12	60	Middle
Student 19	5	8	40	Low
Student 20	5	8	40	Low
Student 21	5	8	40	Low
Student 22	5	8	40	Low
Student 23	5	12	60	Middle
Student 24	5	12	60	Middle
Student 25	5	8	40	Low
Student 26	5	8	40	Low
Student 27	5	10	50	Low
Student 28	5	12	60	Middle
Student 29	5	4	20	Low
Student 30	5	6	30	Low

Table IV.27
The Students' Score of Grammar

Students	N	X	Score	Category
Student 1	5	12	60	Middle
Student 2	5	12	60	Middle
Student 3	5	17	85	High
Student 4	5	8	40	Low
Student 5	5	8	40	Low
Student 6	5	12	60	Middle
Student 7	5	12	60	Middle
Student 8	5	8	40	Low
Student 9	5	8	40	Low
Student 10	5	15	75	Middle
Student 11	5	12	60	Middle
Student 12	5	12	60	Middle
Student 13	5	8	40	Low
Student 14	5	10	50	Low
Student 15	5	10	50	Low
Student 16	5	13	65	Middle
Student 17	5	10	50	Low
Student 18	5	14	70	Middle
Student 19	5	10	50	Low
Student 20	5	12	60	Middle
Student 21	5	8	40	Low
Student 22	5	12	60	Middle
Student 23	5	15	75	Middle
Student 24	5	12	60	Middle
Student 25	5	8	40	Low
Student 26	5	8	40	Low
Student 27	5	8	40	Low
Student 28	5	8	40	Low
Student 29	5	8	40	Low
Student 30	5	6	30	Low

Table IV.28
The Students' Score of Vocabulary

Students	N	X	Score	Category
Student 1	5	12	60	Middle
Student 2	5	8	40	Low
Student 3	5	17	85	High
Student 4	5	8	40	Low
Student 5	5	8	40	Low
Student 6	5	12	60	Middle
Student 7	5	10	50	Low
Student 8	5	8	40	Low
Student 9	5	6	30	Low
Student 10	5	15	75	Middle
Student 11	5	12	60	Middle
Student 12	5	12	60	Middle
Student 13	5	8	40	Low
Student 14	5	8	40	Low
Student 15	5	8	40	Low
Student 16	5	13	65	Middle
Student 17	5	12	60	Middle
Student 18	5	12	60	Middle
Student 19	5	8	40	Low
Student 20	5	8	40	Low
Student 21	5	8	40	Middle
Student 22	5	8	40	Low
Student 23	5	13	65	Middle
Student 24	5	12	60	Middle
Student 25	5	6	30	Low
Student 26	5	4	20	Low
Student 27	5	4	20	Low
Student 28	5	8	40	Low
Student 29	5	8	40	Low
Student 30	5	4	20	Low

Table IV.29
The Students' Score of Fluency

Students	N	X	Score	Category
Student 1	5	12	60	Middle
Student 2	5	12	60	Middle
Student 3	5	15	75	Middle
Student 4	5	4	20	Low
Student 5	5	12	60	Middle
Student 6	5	14	70	Middle
Student 7	5	12	60	Middle
Student 8	5	12	60	Middle
Student 9	5	8	40	Low
Student 10	5	17	85	High
Student 11	5	14	70	Middle
Student 12	5	12	60	Middle
Student 13	5	8	40	Low
Student 14	5	8	40	Low
Student 15	5	8	40	Low
Student 16	5	13	65	Middle
Student 17	5	10	50	Low
Student 18	5	14	70	Middle
Student 19	5	6	30	Low
Student 20	5	8	40	Low
Student 21	5	10	50	Low
Student 22	5	10	50	Low
Student 23	5	14	70	Middle
Student 24	5	15	80	High
Student 25	5	8	40	Low
Student 26	5	8	40	Low
Student 27	5	6	30	Low
Student 28	5	12	60	Middle
Student 29	5	10	50	Low
Student 30	5	8	40	Low

Table IV.30
The students' score of comprehension

Students	N	X	Score	Category
Student 1	5	12	60	Middle
Student 2	5	8	40	Low
Student 3	5	17	85	High
Student 4	5	4	20	Low
Student 5	5	8	40	Low
Student 6	5	12	60	Middle
Student 7	5	14	60	Middle
Student 8	5	12	60	Middle
Student 9	5	10	50	Low
Student 10	5	15	75	Middle
Student 11	5	12	60	Middle
Student 12	5	10	50	Low
Student 13	5	10	50	Low
Student 14	5	10	50	Low
Student 15	5	10	50	Low
Student 16	5	15	75	Middle
Student 17	5	14	70	Middle
Student 18	5	14	70	Middle
Student 19	5	8	40	Low
Student 20	5	12	60	Middle
Student 21	5	12	60	Middle
Student 22	5	8	40	Low
Student 23	5	15	75	Middle
Student 24	5	10	50	Low
Student 25	5	10	50	Low
Student 26	5	10	50	Low
Student 27	5	5	30	Low
Student 28	5	12	60	Middle
Student 29	5	8	40	Low
Student 30	5	8	40	Low

Table IV.31
The Students' Score of Mastery Daily English Conversation

Students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Category
S1	60	60	60	60	60	60	Middle
S2	60	60	40	60	40	52	Low
S3	85	85	85	80	85	84	High
S4	40	40	40	20	20	32	Low
S5	60	40	40	60	40	48	Low
S6	70	60	60	70	60	64	Middle
S7	50	60	50	60	60	56	Low
S8	40	40	40	60	60	48	Low
S9	40	40	30	40	50	40	Low
S10	75	75	75	85	75	77	High
S11	70	60	60	70	60	64	Middle
S12	50	60	60	60	50	56	Low
S13	50	40	40	40	50	44	Low
S14	50	50	40	40	50	46	Low
S15	40	50	40	40	50	44	Low
S16	60	65	65	65	75	66	Middle
S17	60	50	60	50	60	56	Low
S18	60	70	60	70	70	66	Middle
S19	40	50	40	30	40	40	Middle
S20	40	60	40	40	60	48	Low
S21	40	40	40	50	60	46	Low
S22	40	60	40	50	40	46	Low
S23	60	75	65	75	75	70	Middle
S24	60	60	60	70	50	60	Middle
S25	40	40	30	40	50	40	Low
S26	40	40	20	40	50	38	Low
S27	50	40	20	30	30	34	Low
S28	60	40	40	60	60	52	Low
S29	20	40	40	50	40	38	Low
S30	30	30	20	40	40	32	Low

Table IV.32
Recapitulation of the Students' Efforts in Learning and Their Mastery of
Daily English Conversation

Students	Efforts	Category	Mastery daily English conversation	Category
Student1	60	Middle	60	Middle
Student2	60	Middle	52	Low
Student3	76	High	84	High
Student4	44	Low	32	Low
Student5	60	Middle	48	Low
Student6	63	Middle	64	Middle
Student7	52	Low	56	Low
Student8	60	Middle	48	Low
Student9	62	Middle	40	Low
Student10	76	High	77	High
Student11	60	Middle	64	Middle
Student12	42	Low	56	Low
Student13	61	Middle	44	Low
Student14	51	Low	46	Low
Student15	50	Low	44	Low
Student16	60	Middle	66	Middle
Student17	53	Low	56	Low
Student18	61	Middle	66	Middle
Student19	48	Low	40	Low
Student20	60	Middle	48	Low
Student21	50	Low	46	Low
Student22	60	Middle	46	Low
Student23	53	Low	70	Middle
Student24	64	Middle	60	Middle
Student25	63	Middle	40	Low
Student26	58	Low	38	Low
Student27	53	Low	34	Low
Student28	55	Low	52	Low
Student29	56	Low	38	Low
Student30	57	Low	32	Low

B. Data Analysis

Based on the distribution of the questionnaires to the first year students of MA Ittihadul Muslimin the students' efforts were divided into three rates, they are:

1. high, the students' efforts are range between 76-100%
2. middle, the students' efforts are range between 60-75%
3. low, the students' efforts are range between 0-59%

(Arikunto 2002:313)

To analyze the data, the writer used the statistical technique and the formula taken from Arikunto (2006:276).

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}}$$

1. The Analysis of the Reliability

Before coming up to the analysis, the writer analyzed the reliability of the test first. According to grant henning (1987:73), reliability is the accuracy of reflection in the obtaining of similar result when different persons repeat on different occasions or with different instrument. Reliability is necessary characteristic of any good test. To know the reliability of the test, we must know the mean score and the standard

deviation of the test. The reliability of the test can be estimated by using the formula:

$$r_{ii} = \frac{N}{N-1} \left\{ 1 - \frac{m(N-m)}{Nx^2} \right\}$$

N = the number of the items of the test

m = the number score of the test for all test

x = the standard deviation of all the test score

Tinambuban (in dina 2005:38) states that reliability coefficient for good classroom achievement test are expected to exceed 0.07 and closed to 1.00. he states the reliability of the test is considered as follows:

0.00-0.20	reliability is low
0.21-0.40	reliability is sufficient
0.41-0.70	reliability is high
>.70	reliability is very high

a. Finding of the Mean Score of the Test

The following step can be seen by using table:

Table IV.33
Mean Score of the Conversation Test

X	F	Fx
84	1	84
77	1	77
70	1	70
66	2	132
64	2	128
60	2	180
56	3	168
52	2	104
48	3	144
46	3	138
44	2	88
40	3	80
38	2	76
34	1	34
32	2	64
	N=30	1567

From the table above, we know that:

$$N=30 \text{ and } \sum fx = 1567$$

To find the mean score of conversation test, the writer substituted the numbers above into the formula of the mean score below:

$$\begin{aligned}
 M &= \frac{\sum fX}{N} \\
 &= \frac{1567}{30} \\
 &= 52.23
 \end{aligned}$$

b. Findings of the Standard Deviation of the Test

Table IV.34
The Standard Deviation of the Conversation Test

X	F	X	x²
84	1	31.77	1009.33
77	1	24.77	613.55
70	1	17.77	315.77
66	2	13.77	189.61
64	2	11.77	138.53
60	2	7.77	60.37
56	3	3.77	14.21
52	2	-0.23	0.05
48	3	-4.23	17.89
46	3	-6.23	38.81
44	2	-8.23	67.73
40	3	-12.23	149.57
38	2	-14.23	202.49
34	1	-18.23	332.33
32	2	-20.23	409.25
			∑x²=3559.49

To find the standard deviation of the conversation test, the writer substituted the score into the formula below:

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{3559.49}{30}} \\
 &= \sqrt{118.649} \\
 &= 10.89
 \end{aligned}$$

The reliability of speaking test is:

$$\begin{aligned}
 r_{ii} &= \frac{N}{N-1} \left\{ 1 - \frac{m(N-m)}{Nx^2} \right\} \\
 &= \frac{30}{30-1} \left\{ 1 - \frac{52.23(30-52.23)}{30(10.89)^2} \right\}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{30}{29} \left\{ \frac{1 - 52.23(-22.23)}{30(118.64)} \right\} \\
&= 1.03 \left\{ \frac{1 - 1161.07}{3559.2} \right\} \\
&= 1.03 (1 - (-0.3261)) \\
&= 1.03 (0.3261) \\
&= 0.335
\end{aligned}$$

Then the score obtained (0.335) compare to r table of product moment, where at level 5% 0.362 And 1% 0.463 the score obtained is sufficient that r table whether at 5% or 1% ($0.361 > 0.335 < 0.463$). It means that the conversation test is reliability.

2. The Analysis of Variables

a. Finding out how the students' efforts to master daily English conversation

Based on the calculation of the questionnaire result above, the average percentage of each questionnaire item can be presented as follows:

1. always = 83×5

$$\frac{A}{N} \times 100$$

$$\frac{415}{600} \times 100$$

$$= 69.16\%$$

2. often = 121×4

$$\frac{B}{N} \times 100$$

$$\frac{484}{600} \times 100$$

$$= 80.66\%$$

3. sometimes = 139 x 3

$$\frac{C}{N} \times 100$$

$$\frac{417}{600} \times 100$$

$$= 69.5\%$$

4. seldom = 155 x 2

$$\frac{D}{N} \times 100$$

$$\frac{310}{600} \times 100$$

$$= 51.66\%$$

5. never = 102x1

$$\frac{E}{N} \times 100$$

$$\frac{102}{600} \times 100$$

$$=17\%$$

The total of the score of the five categories above is:

$$A + B + C + D + E$$

$$(83 \times 5) + (121 \times 4) + (139 \times 3) + (155 \times 2) + (102 \times 1)$$

Where in:

$$N= 600$$

$$F= 1728$$

As a result, the average percentage of the category calculated above is:

$$P = \frac{F}{N} \times 100 : 5$$

$$P = \frac{1728}{600} \times 100 : 5$$

$$= 57,6\%$$

Note:

P= Percentage

N= Total Number

F= Frequency

The average percentage of the overall score is 57,6%. As mentioned before, the data collected to measure the students' efforts to master daily English conversation were classified into three ranges. The percentage obtained for the students' efforts at the first year students of MA Ittihadul Muslimin is 57,6%. It means that their efforts were "low".

- b. Finding out how the students' mastery daily English conversation is

As stated before, the students' mastery of daily English conversation was marked by the score of conversation test. The writer presented the score of each student's mastery of daily English conversation categorized into high, middle, and low as follows:

- a. the students' score that is categorized "high"

$$77, 84 = 161$$

- b. the students' score that is categorized "middle"

$$60, 60, 64, 64, 66, 66, 70 = 450$$

- c. the students' score that is categorized "low"

$$32, 32, 34, 38, 38, 40, 40, 40, 44, 44, 46, 46, 46, 48, 48, 48, 52, 52, \\ 56, 56, 56 = 936$$

Table IV.35
The Percentage of the Students' Mastery of Daily English Conversation

No	Category	Frequency	Percentage
1	High	161	10.41%
2	Middle	450	29.09%
3	Low	936	60.50%
	Total	N= 1547	100%

Then, the total result of the three categories is:

$$1 + 2 + 3$$

$$161 + 450 + 936 = 1547$$

$$(161 \times 3) + (450 \times 2) + (936 \times 1) = 2319$$

$$N = 1547$$

$$F = 2319$$

As a result, the average percentage of the category calculated above is:

$$P = \frac{F}{N} \times 100 : 3$$

$$P = \frac{2319}{1547} \times 100 : 3$$
$$= 49.97\%$$

The average percentage after calculating the overall score is 49,97%.

As it was mentioned before, the data collected to measure the students' mastery daily English conversation were classified into three ranges, the percentage obtained for the students' mastery daily English conversation at the first year students MA Ittihadul Muslimin is 49,97%. It means that their mastery of daily English conversation is "low".

- c. finding out the correlation between the students' efforts in learning and their mastery of daily English conversation

Table IV.36
The correlation between students' efforts in learning and their mastery of daily English conversation

N	X	Y	X ²	Y ²	Xy
1	60	60	3600	3600	3600
2	60	52	3600	2704	3120
3	76	84	5776	7056	6384
4	44	32	1936	1024	1408
5	60	48	3600	2304	2880
6	63	64	3969	4096	4032
7	52	56	2704	3136	2912
8	60	48	3600	2304	2880
9	62	40	3844	1600	2480
10	76	77	5776	5929	5852
11	60	64	3600	4096	3840
12	42	56	1764	3136	2352
13	61	44	3721	1936	2684
14	51	46	2601	2116	2346
15	50	44	2500	1936	2200
16	60	66	3600	4356	3960
17	53	56	2809	3136	2968
18	61	66	3721	4356	4026
19	48	40	2304	1600	1920
20	60	48	3600	2304	2880
21	50	46	2500	2116	2300
22	60	46	3600	2116	2760
23	53	70	2809	4900	3710
24	64	60	4096	3600	3840
25	63	40	3969	1600	2520
26	58	38	3364	1444	2204
27	53	34	2809	1156	1802
28	55	52	3025	2704	2860
29	56	38	3136	1444	2128
30	57	32	3249	1024	1824
	$\sum x$ 1728	$\sum y$ 1547	$\sum X^2$ 101179	$\sum Y^2$ 84829	$\sum xy$ 90672

$$\begin{aligned}
r_{xy} &= \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2] [N \cdot \sum y^2 - (\sum y)^2]}} \\
&= \frac{30 \cdot 90672 - 1728 \cdot 1547}{\sqrt{[30 \cdot 101179 - (1728)^2] [30 \cdot 84829 - (1547)^2]}} \\
&= \frac{2720160 - 2673216}{\sqrt{[3035370 - 2985984] [2544870 - 2393209]}} \\
&= \frac{46944}{\sqrt{49386 \times 151661}} \\
&= \frac{46944}{\sqrt{7489930146}} \\
&= \frac{46944}{86544,38} \\
&= 0,542
\end{aligned}$$

If the score obtained (0.542) is compared to the r table of product moment, where at level 5% is 0.361 and 1% is 0.463, the score obtained is bigger than r table either at level 5% and 1%. It can be formulated as $0.361 < 0.542 > 0.463$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Accordingly, there is significant correlation between students' efforts in learning and their mastery of daily English conversation. For that reason, the higher students' efforts in learning are the better their mastery of daily English conversation. On the contrary, when the students have low efforts, their daily English conversation will also be low.

CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of doing this research is to know whether there is a significant correlation between students' efforts and their mastery of daily English conversation. This research is correlation study. It has two variables that determine the process of doing the research. They are "X" as independent variable, it refers students' efforts. "Y" as dependent variable, it refers to students' of mastery daily English conversation.

A. Conclusion

Based on the finding of this research, the students' efforts in learning are categorized low. It is based on the result of the questionnaires 57.6% of the students have low efforts. The students' mastery of daily English conversation is categorized low. It is based on the result of the test given. The result of the data analysis as that, r_{xy} (0.542) is accepted at 5% significant level is 0.361 and 1% significant level is 0.463. r_{xy} (0.542) is bigger than r table, in significant level 5% (0.361) and 1%(0.463). It means the hypothesis (H_a) is accepted and the hypothesis (H_o) is rejected. It concludes that there is a significant correlation between students' efforts and their mastery of daily English conversation.

B. Suggestion

Based on the result of the research, it is clear that efforts have important rule in learning process. Therefore, the teacher of English and the students should increase the students' efforts into high efforts.

The teacher should:

1. Help students in learning English by implementing some techniques.
2. Concern on the main problem that students face in learning especially in learning daily English conversation.
3. Motivate students to master daily English conversation as often as possible whether at home or at class.

The students should:

1. Learn more about English to master daily English conversation.
2. Practice daily English conversation as often as possible whether at home or at class.
3. Familiarize themselves English spoken language to master daily English conversation.

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