THE CORRELATION BETWEEN STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY AND THEIR SPEAKING ABILITY ABOUT ENGLISH FOR BUSINESS AT THE SECOND YEAR OF CLASS 2 AK1 VOCATIONAL HIGH SCHOOL MUHAMMADIYAH 02 PEKANBARU

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(S.Pd)

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ABSTRACT

Illam Sarima Lubis (2010): Correlation between students' activeness in using language laboratory and their speaking ability of English for Business at the second year class II AK1 Vocational High School Muhammadiyah 02 Pekanbaru.

In this research, there are two variable: variable X is students' activeness in using language laboratory as the independent variable and the variable Y is students' speaking ability of English for business as dependent variable. There are two main research questions encompassing in this research, they are:

1. How is the activeness of using language laboratory among at the second year AK1 vocational high school Muhammadiyah 02 pekanbaru?
2. How is a student speaking ability of English for Business at the second year AK1 Vocational High School Muhammadiyah 02 Pekanbaru?
3. Is there any significant correlation between students' activeness in using language laboratory and students' speaking ability of English for business at the second year class AK1 Vocational High School Muhammadiyah 02 Pekanbaru?

The subject of this research is the second year at the class II AK1 vocational high school Muhammadiyah 02 Pekanbaru, and the object of this research is correlation between students' activeness in using language laboratory and their speaking ability of English for business as the second year II AK1 vocational high school Muhammadiyah 02 Pekanbaru. The population of this research is all the students of class Akuntansi 1. They consist of one class. The total number of population is 30 students. The technique that used in this research is total sampling.

In collecting the data of this research, the writer used observation and test. Observation used to know how far students' activeness in using language laboratory in learning English, while the test is used to know students' speaking ability of English for business. To analyze the data, the writer use SPSS. 16 coefficients contingency

Based on the data analysis, it can be seen as follows:

1. Students' activeness in using language laboratory at the second year II Akuntansi1 SMK Muhammadiyah 02 Pekanbaru is enough.
2. Students' speaking ability of english for business at the second year II Akuntasi 1 SMK Muhammadiyah 02 Pekanbaru is enough.
3. There is a significant correlation between students' activeness in using language laboratory and their speaking ability of English for business at the second year II Akuntasi 1 SMK Muhammadiyah 02 Pekanbaru.

ABSTRAK

Illam Sarima Lubis (2010): Korelasi antara keaktifan siswa dalam menggunakan Labor Bahasa dan Kemampuan Speaking English for Business siswa kelas II Akuntasi 1 SMK Muhammadiyah 02 Pekanbaru.

Dalam penelitian ini terdapat dua variable, variable X sebagai variable bebasnya adalah keaktifan siswa dalam menggunakan labor bahasa, sedangkan variable Y sebagai variable terikat adalah kemampuan speaking English for business siswa. Ada tiga pertanyaan dalam penelitian ini:

4. Bagaimana keaktifan siswa dalam menggunakan labor bahasa di kelas 2 Akuntansi 1 SMK Muhammadiyah 02 Pekanbaru?
5. Bagaimana kemampuan speaking English for business siswa di kelas 2 Akuntansi 1 SMK Muhammadiyah 02 Pekanbaru?
6. Apakah ada korelasi yang signifikan antara keaktifan murid dalam menggunakan labor bahasa dan kemampuan speaking English for business siswa di kelas 2 Akuntansi 1 SMK Muhammadiyah 02 Pekanbaru?

Subjek dari penelitian ini adalah siswa kelas II Akuntansi 1 SMK Muhammadiyah 02 pekanbaru dan objeknya adalah korelasi antara keaktifan murid dalam menggunakan labor bahasa dengan kemampuan speaking English for Business siswa. Population dari penelitian ini adalah seluruh siswa kelas II Akuntansi 1 yang terdiri dari 30 siswa. karena jumlah populasinya sedikit, penulis menggunakan teknik Total Sampling. Dalam pengumpulan data, penulis menggunakan Observasi dan Test. Observasi digunakan untuk mengetahui sejauh mana siswa aktif dalam menggunakan labor bahasa dalam belajar bahasa inggris. Sedangkan test digunakan untuk mengetahui kemampuan speaking English for business siswa. Rumusnya dengan menggunakan SPSS. 16 korelasi koefisien.

Dari analisis data dapat disimpulkan bahwa:

4. Keaktifan siswa dalam menggunakan labor bahasa di kelas II Akuntansi 1 SMK Muhammadiyah 02 adalah Cukup Aktif.
5. Kemampuan speaking English for Business siswa di kelas II Akuntansi 1 SMK Muhammadiyah 02 Pekanbaru adalah Cukup Bagus.
6. Terdapat korelasi yang signifikan antara keaktifan murid dalam menggunakan labor bahasa dengan kemampuan speaking english for bisnis siswa di kelas 2 Akuntasi 1 SMK Muhammadiyah 02 Pekanbaru.

ملخص البحث

إلام سريم لوبيس (**2010**): الإرتباط بين أنشطة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات المدرسة الثناوية التخصصية محمدية **2** بكنبارو.

توجد في هذا البحث متغيران,متغير **X** كمتغير الحر ذلك أنشطة الطلاب فى استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل, وفيه ثلاثة أسئلة منها:

1. كيف أنشطة الطلاب في استخدام المعمل اللغوي في الفصل الثاني قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو؟

2. كيف قدرة الطلاب على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو؟

3. هل توجد الإرتباط بين أنشطة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات **1**المدرسة الثناوية التخصصية محمدية **2** بكنبارو.

الموضوع هذا البحث هو الطلاب الفصل الثانى في قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو, و اما هدفه الإرتباط بين أنشطة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل, وأما أفرد العينة في هذا البحث هو جميع الطلاب الفصل الثانى قسم الحسابات **1** وكان عددهم طالبا,و لقلة العدد الموجودة استخدمت الباحثة تقنية عشوائيه. واستخدمت الباحثة الملاحظة والإمتحان, وتستهدم الملاحظة لمعرفة إلى أي مدى أنشطة الطلاب في استخدام المعمل اللغوي, و تجرى الإمتحان لمعرفة

قدرة الطلاب بالمحادثة باللغة الإنجلزية لغرض العمل, ذلك بالرمز **SPSS** و **16** الرتباط المعامل.

و بعد تحليل هذا البحث حصلت الباحثة على النتائج أن:

1. أنشطة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو نشيط إلى حد ما.

2. قدرة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو جيد إلى حد ما.

3. والإرتباط ذو الأهمية بين أنشطة الطلاب في استخدام المعمل اللغوي و قدرتهم على المحادثة باللغة الإنجلزية لغرض العمل الفصل الثانى قسم الحسابات **1** المدرسة الثناوية التخصصية محمدية **2** بكنبارو.

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CHAPTER I

INTRODUCTION

A. The Background

English is one of the international languages in the world, Besides Arabic, French, and Germany. The four languages are very important in international relation today. They have been a means of communication among the countries. Pertaining to the statement above Brown 1994 (in Zunnandra, 2006;1) English has become one of the communication tools. It means that, generally, most of the people generally know about the language to communicate from one nation to others. In relation to this, Stork, and Widdowson, (1974: 157) say that type of language is used simply to indicate that a relationship exists in a social or cultural setting that becomes an important aspect of the interrelationship between language and society. It can be concluded that communication is an important thing for our lives because we can interact to others in our environment easily.

Indonesia is a developing country. It effort to run the remainders of this country from other countries. The government of Indonesia regards the teaching English as necessary thing to be implemented in all levels of education, namely; elementary school, junior high school, senior high school, and university. They are

managed by each curriculum. Therefore, there is no body who does not know about English.

Student's ability in English can not be measured by how long the student studies. Millions of people have learned English since elementary school until senior high school, but very few of them succeed in mastering it. One of the factors that causes the problem is the lacking of learning English, especially for practice. Actually, acquisition and mastery of English depend on the contribution of the students in studying in English, such as practicing and discussing about English in the class. The activities can improve student ability in speaking. Because the more they practice, the more they are fluency to speak. This idea is also supported by Bygate; 1987(in David Nunan, 1991: 40) suggests that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction.

In accordance this idea, it is clear that the ability of the student in mastering speaking English depends on the routines of interaction from the information or practice. It means that students always practice any where by sharing the information. Then, the strategy in teaching-learning English is not joyful or sometimes boring, because students do not pay attention to achieve the materials from the teacher, but they can also practice the material, so that they can be more active in teaching learning process. According to James P. Raffini (1996:11) the need for involvement in teaching-learning process is of course with lesson plans.

Based on the statement above, it explains that the educator or teacher is emphasized to design curriculum and lessons plan that can improve the students' interest in learning English. It means that, we should have some planning to manage the teaching learning English in the class so that the situation of study will become interesting for students. Teacher should make the lesson plans before giving material to the students. The teacher knows how to divide the time during teaching learning process in the class. Then, they know what material that should be presented for next meeting. It includes the strategy of the teacher to make the teaching-learning English interesting in the class for the students.

Regarding the idea above, there are four skills that must be improved in learning-teaching English. They are listening, speaking, reading and writing. Vocabulary is also one of the supporting things in improving the four skills. Speaking is one of the most important skill to see the ability of the students in mastering English. Because speaking is an activity to say something and to convey our mind by a language. It is also supported by Oxfort dictionary (398:1995) say that teaching of speaking is difficult to apply in the class because it needs some means that can help and support in speaking learning-teaching.

Actually, teaching of speaking needs some methods of communication of language teaching to encourage the student to practice speaking in the class. According to William (1981:33) there are two levels of language in this activity. The first, the language is needed for description and narration. The second, the language is

needed for discussion and descriptions of the subjects being learned. The subject must be interesting for by the students, Such as learning about the tourism in the other countries, conversation about working in the office, etc.

Regarding the idea above, language laboratory is one of the means that can encourage teaching and learning of speaking. According to Kalayo (2007:65) teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. Based on the statement above, the language laboratories is very advantageous and supported in learning strategies process. It means that it can help us to convey the English lesson for the students by the means of language laboratories, such as, tapes and also visual aids or audio visual. Using language laboratories can also increase the motivation of the students to communicate. According to David Nunan (1991:279),

There are five basic characteristics of Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activation outside the classroom.

Based on the definition above, learning by using language laboratory can encourage the students to communicate in the classroom by methods used in learning teaching process.

Speaking is one of the main subjects in Vocational High School Muhammadiyah 02 Pekanbaru. Having ability to speak English is one of the great values to increase the quality of the students at the school. In addition, the purpose of the school is also to create the students professional employers, not only for their major but also for the mastery of international language, especially English in business conversation. Besides, English subject has been also a subject included in final examination to finish study in the school. English is learned about 5 hours a week in accounting department and 16 hours in week for accounting department. Learning English in language laboratory is 2 hours a week. Then, the total of time used is 21 hours and 2 hours for laboratory. (Curriculum SMK/KTSP: 2008:20).

Based on the information explained above, and added with the writers' preliminary study that the students of vocational high school Muhammadiyah 02 Pekanbaru have been learning English about 6 hours a week for 4 semesters. It has also seen for six semesters in junior high school and 12 semesters in elementary school. Meaning that, at least, the students at the second year of vocational high school have learned about English about nine years or 18 semesters. Then, the

teachers have used the language laboratory in improving students' ability in English but most of the students still do not have good ability in speaking English for business yet. Basically, the teacher has tried hard teaching English by using laboratory. Actually, English for business is the specific subject for vocational high school. Because they should focus in business major, for example, English for secretary, English for accounting, and English for marketing. The English subject of vocational high school is obviously different from general high school. The purposes of speaking for the students from the school are as follows:

1. Students can speak English especially for English for business such as, answering the questions for interview, secretary in English conversation, English in accountant, and English in marketing.
2. Students can know about the vocabularies in English related to their major.
3. Students are able to speak about the conversation of English for business based on their major.

Phenomena that happened in the field are;

1. Most of the students can not speak about the conversation of English for business in the school.
2. Most of the students do not know about the vocabularies in English related to their major.

3. Most of the students can not speak about English for business conversation based on their major.

The difficulties can arise from the students themselves, the environment where they live, and the facilities of teaching-learning, motivation to study and the positive attitude of the students themselves.

The writer has also found the some phenomena. These phenomena can be seen in the symptoms below:

1. Some of the students have actively used language laboratory to study, they have known about vocabularies but they can not speak English fluently.

2. Students have been studying grammar in language laboratory but most of them cannot use it correctly in answering the questions based on the text.

3. Some of the students actively study about English conversation for business in language laboratory, but they cannot answer the questions in listening.

4. Some of the students like studying in the laboratory but they are not brave to speak.

Based on the symptoms above, the writer realizes that to improve students' ability and their achievement in English by using special steps are very important, Therefore, writer decides to identify this problem into a research entitled, **"Correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru".**

B. The Problems

Based on the background and the symptoms above, it is clear that most of the students in vocational high school get many difficulties to understand about the conversation of English for business. In other words, most of them can not get a good achievement in English subject. The writer will identify the problem as follows:

1. The identification of the problem

Based on the background and the symptoms above, it is clear that most of the students in vocational high school get many difficulties to understand about conversation of English for business, and most of them can not get a good achievement in English subject. The writer will identify the problem as follow:

a. Why are the students unable to apply a conversation by media that they get from language laboratory?

b. How do the students practice English in language laboratory?

c. How is the implementation of language laboratory at the second year of vocational high school Muhammadiyah 02 Pekanbaru?

2. The limitation of the problem

The writer focuses and limits the problem of the research on Correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year accounting major of Class AK 1 of vocational high school Muhammadiyah 02 pekanbaru.

3. The formulation of the problem

Based on the limitation of the problem above, the problems are formulated as follows:

1. How is the activeness of using language laboratory among the second year students of class AK1 vocational high school Muhammadiyah 02 pekanbaru?

2. How is the students' speaking ability about English for Business at the second year of class AK1 Vocational High School Muhammadiyah 02 Pekanbaru?

3. Is there any significant correlation between students' activeness in using language laboratory and students' speaking ability about English for business at the second year of class AK1 Vocational High School Muhammadiyah 02 Pekanbaru?

C. The Objective and significance of the research.

1. Objective of the Research

In general, the objective of this research is to find out and to describe about correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of class AK1 Vocational High School Muhammadiyah 02 Pekanbaru. This research also intends to give the solution toward the problems depicted above, namely;

a. To find out the clear information about correlation between students' activeness in using language laboratory and their speaking ability about

English for business at the second year of class AK1 Vocational High School Muhammadiyah 02 pekanbaru.

b. To identify obvious depiction about how about the correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of class AK1 Vocational High School Muhammadiyah pekanbaru.

2. Significance of the research

Besides the specific objective above, this research is directed

a. To provide useful information for English teacher in increasing the students' ability about English for business.

b. To give contribution to the English teacher at the second year of class Ak1 vocational high school Muhammadiyah 02 pekanbaru in increasing students' ability about English for business, Particularly in speaking.

c. To increase the writer's experience and knowledge from the problems those are being discussed.

d. To fulfill one of the partial requirements for the bachelor degree in English education department faculty of education and teachers' training faculty.

D. The Reasons for choosing the Topic.

    a. The topic of the research is very interesting and challenging to be investigated. The title of this research is very important to be investigated because the problems are related to correlation between students' activeness in using language laboratory and their speaking ability about English for business.

    b. The topic is relevant to the status of writer as one of the students of the English Education department.

    c. As far as the writer is concerned, this research title has never been investigated by any researcher.

E. The Definitions of term used.

    To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the definition of terms in this research:

1. Active means doing things; busy or energetic (Oxfrod, 2003). Based on the statement, it can be inferred that activeness of the students refers to their activity in using language laboratory for the purpose of learning about listening and speaking.

2. Language laboratory means a room that contains desk or individual booths with tape or cassette recorders and a control booth for teacher or observer and which is used for language teaching (Jack C. 1999)

3. Increase means to become or to make something greater in amount, number, value, etc. (Oxfrod, 2003).

4. Speaking means telling speech to somebody about something (Hornby; 2000). It means the students' oral skill in applying speaking English.

5. Student means a person who is studying at collage, polytechnics or university (Hornby, 2000: 1292). In this research, student means the second year ones of class Ak1 Vocational High School Muhammadiyah 02 Pekanbaru.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Theoretical Framework

1. The Nature of Students' Activeness.

Activeness comes from the word "active", which means doing things; busy or energetic (Oxford, 2003). The definition of the statement, it can be inferred that activeness of the students refers to their activity to use language laboratory that can increase their ability in speaking about English for business. (http://www.thefreedictionary.com/active) states activeness is taking part in an activity. It means that students attempt to be active in using a medium such as language laboratory for studying speaking about English for business.

According to A S Hornby (2003;13) activeness is doing an activity, doing regularly and functioning. It means that students are always taking a part to do the activities related to learning English process in language laboratory that is done by the students in every meeting. They also use the equipments in language laboratory to implement the English subject at the class, such as head phone, etc they can hear the conversation in the tape, microphone to speak and etc. Meaning that, all of the means in language laboratory can be used and functioned by the students and teacher to support learning-teaching English.

In addition to what has been discussed above, communicative listening tasks given to the students could be taken from authentic materials; that is, materials which are not specifically created for the purpose of illustrating or teaching features of the language such as those from radio / TV broadcasts or news program or other listening materials which have similar content as the authentic ones. Besides, the tasks should have the characteristics of good listening activities. In *The Tapestry of Language Learning* By Scarcella et al., 1992 (in Nani Tiono, 2001: 78), it is stated that a good listening activity has all or most of these characteristics:

1. The listening activity has a real, communicative purpose that is clear to the students.

2. It offers content of personal interest to the listeners.

3. The speaker is visible (in person or on a videotape) rather than invisible (as on an audiotape or on the radio) – unless the purpose is to help students understand audiotapes and radio programs.

4. Listeners are required to respond in some meaningful fashion (for example, saying something, following a command or request, asking a question, or taking notes if it's a lecture).

5. The listening activity offers many environmental clues to the meaning.

6. Listeners with typical background knowledge are able to understand the topic of the listening activity; no highly specialized background is required, unless the class focuses on English for special purposes (ESP).

7. The listening activity is "normal" for its own particular speech type; that is, a conversation would have short, redundant, rapid chunks of speech, while a lecture or play might be more formalized and orderly.

Since the communicative listening tasks require the listener to interact with the speaker and all the tasks are done in the language laboratory, of course the implementation of these tasks would be easier if the lab facilities or equipments enable students to communicate, either with the other students or with the teacher directly. Usually this kind of lab equipment consists of a master console that has:

1. Distribution switches to enable teacher to direct the recorded program to the selected student booths so that students can work in pairs or in groups. Students in the same group can listen to the same program.

2. Intercom switches to enable a two – way conversation between the teacher and any individual student so that the teacher can correct or comment if necessary.

3. Monitoring switches to enable the teacher to listen to any one student.

4. Group call switch to enable the teacher to give announcements to a certain group while the students in the group are listening to the program / tape. Thus, students are able to listen to both sounds.

5. All call switch to enable the teacher to give announcements to all students, but to stop temporarily the program / tape they are listening to.

Besides the different use of the master console above, each student booth should also be equipped with a tape recorder to enable students to record their individual voice to be listened to by their friends or teacher. With the help of the lab

facilities mentioned above, the teacher can give students communicative listening tasks. There are several types of communicative listening

tasks which need different responses from the learners; each type of the tasks can be done in pairs or in groups.

1. Listen and follow (e.g. listening and following a route on a map or a way to a hidden treasure).

2. Listen and do (e.g. drawing what is described, labeling or ticking).

3. Listen and enjoy (e.g. extending a recorded story and giving an ending to the story).

4. Listen and complete (e.g. jigsaw listening, completing a chart or transcript or time table).

5. Listen and correct (e.g. amend errors in a summary).

6. Listen and comment (e.g. telling what is going on after listening to a series of sounds or noise).

7. Listen and discuss (e.g. discussing and solving a murder mystery)

8. Listen and recall (e.g. retelling the information or story that have been heard).

The types of activities above can be given to all levels of students, but the teacher should look for materials with appropriate level of difficulty for each level. In doing the tasks above, the students listen to a recorded material in which each student in the group listens to only part of complete information and discuss with their friends what they have heard to get the answer. For an advanced level, instead of using a

recorded story, the students themselves can record their own voice, creating their own story as the material.

To avoid communication block when students are doing the listening tasks, the teacher needs to divide the activities into three parts: pre-listening activities, while listening activities and post-listening activities. In pre-listening activities, the teacher explains what the students should do and elicits the needed vocabulary. In while listening activities, the students listen and do as what is asked. In post-listening activities, the students check their answers with their friends and the teacher gives the complete answer or text.

According to John Haycraft (1991:114) says that students' activeness in using language laboratory can be seen from:

1. Get the student to listen without a text and work out the meaning by himself

2. Get the student to listen without a text and allow him to use a dictionary.

3. Get the students to listen while he follows the text on paper, thus linking the spoken and written word.

4. Append oral questions at the end of the passage and the student has to work through until he feels he can answer the questions satisfactorily.

5. Test the student's memory by getting him to listen, and then take him back to the classroom to answer written questions on what he has just heard, or get him to take notes and prepare a written questions on what he has just heard, or get him to take notes and prepare a written summary, or dictation.

6. Success depends on the quality and variety of the texts provided, and it is, therefore, necessary to build up a really good tape library.

Based on the supported theory above, the writer wants to take as reference to see the students' activeness in using language laboratory in learning English subject at the school. Because, students' active can be researched from how far students' activeness in using the facilities of language laboratory in learning English process.

2. Language laboratory

a. The definition of the language laboratory.

In speaking we need a tool to stimulate the students to improve their speaking ability. Because of that we need physical medium like audio visual aids such as pictures, film of strips, flash charts, and overhead projector. One of the most important things in studying language is language laboratory. Homby (200:716) says that laboratory is the significant and the modern tool, which contains a tape deck, headphone, and computer.

Language laboratory has a priority in improving the students' speaking ability because language laboratory is organized with a good technology that can make the students interact each other easily. Harmer (2001:141) says that the technology of language laboratory is organized in such a way (a tape deck, headphones, microphone, and computer) that students can work on their own and can interact on a one-to one basis with the teacher.

We can know that using audiovisual especially language laboratory has a priority in speaking ability. In addition, Yi Yi Maw 2003 (in Zunnadra,2006:8) states that the objective of the lab activities includes exposing students to a range of purposeful listening experiences and building students' confidence in their own listening and speaking abilities. From the statements above, it can build the students' motivation especially for studying English in the language laboratory and increase their listening and speaking abilities.

b. The Advantages of the Language Laboratory

Hammer mentions some advantages of language laboratory:

1) Comparing: the double track allows comparing the way on saying things with the correct pronunciation on a source tape.

2) Privacy. Students can talk to each other (through their microphones). Since their headphones cocoon every student, they are guaranteed some privacy.

3) Individual attention. When teachers want to speak to individual students in laboratory they can do so from the console.

4) Learner training: the language laboratory helps to train some students about what they say and how they say it.

5) Learners motivation: a worry about learner autonomy in general and self-access centers in particular, is that some students are better at working on their own than others.

These advantages show up that audiovisual especially in language laboratory is very important in improving speaking ability. Waltz, 1930 (in Nofri Aslina, 2008) mentions some advantages of language laboratories as follows:

1) Possible to listen to many native speakers,

2) Not to hear other students' bad pronunciation,

3) To listen to the records many times and practice,

4) To listen the teacher' drills,

5) To prepare for the class enjoyably,

6) Able to test listening and speaking,

7) Able to change lessons with replacing cylinders.

3. Students' Speaking

   a. The Nature of speaking

Speaking can give evidence of conveying ideas. It is one of the four language skills that should be mastered. Naturally, speaking is the active and productive skills. Oral communication is commonly performed in face and occurs as parts-of a dialogue or forms of verbal exchange (Widdowson, 1978:57). In expressing idea, speakers should be able to make listeners understand what speakers mean.

In speaking we need a tool to stimulate the students to improve their speaking ability. Because of that we need physical medium like audio visual aids such a

pictures, film of strips, flash charts, overhead projector. One of the most things in studying language is language laboratory.

In the speaking skill, we need to know communicative competence because it is a basic to study speaking skill in English course. Richard, Platt and Weber (1985:49) as quoted by Nunan (1999:226), states that communicative competence includes:

1) Knowledge of the grammar and vocabularies of the language.

2) Knowledge of the rules of the speaking such as how to begin and end conversations, knowledge of what topic can be talked about in different type of speech events, knowledge of which address from should be used with different person, one speak to and in different situations

3) Knowledge of how to use and respond to different type of speech acts such as request, apologies, thanks, and invitations.

4) Knowledge how to use language appropriately.

5) Regarding with the theory above the writer explains about some regulations and ways how to speak structurally.

From some items above, we can conclude that if someone masters speaking skill, he or she does not only master the characteristics of communicative competence but also the performance of how to speak because both of these cases cannot be separated each other. Nunan (1999:312) states that performance is the actual use of language. Moreover, transformational-generative grammarians distinguish between

competence (an individual's abstract knowledge of language) and performance (the actual use language). From statements above, it is clear that when speaker speaks to the interlocutor, he/she has to know how to master and compound both of these cases.

Therefore, if the students want to be successful in oral communication, they have to involve and develop the following statements:

1) Ability to articulate phonological features of the language comprehensibly.

2) Mastery of stress, rhythm, intonation pattern.

3) An acceptable degree of fluency.

4) Transactional and interpersonal skills.

5) Skill in taking short and long speaking turns.

6) Skill in the management of interaction.

7) Skill in negotiating meaning.

8) Conversational listening skill (successful conversations require good listeners, as well as good speakers).

9) Skill in knowing about the negotiating purpose for conversation.

10) Using appropriate conversional formula and fillers (nunan. D. (1991:32).

b. The Purpose of Speaking.

The purpose of speaking is communicative competence. Based on the Richard, Platt and Weber (1985:49) as quoted by Nunan (1999:226). He states that communicative competence in speaking includes:

1. The competence of using the grammar and vocabularies of the language.

2. The competence of using language appropriately.

3. The competence of using the rules of the speaking such as how to begin and end conversations, knowledge of what topic can be talked about in different type op speech, etc.

4. The competence of using and responding the different type of speech acts such as request, apologies, thanks, and invitations.

5. The competence of using some regulations and ways how to speak structurally.

Then, the knowledge how to be successful in oral communication, involve the following statements:

1. Speaking by using articulate phonological features of language comprehensibly.

2. Speaking by mastering of stress, rhythm, intonation pattern.

3. Speaking fluency.

4. Speaking by using skill in taking short and long speaking turns.

5. Speaking by using skill in the management of interaction, conversational listening skill (successful conversations require good listeners, as well as good speakers).

c. Speaking ability

Speaking is the active and productive skill. It takes place when someone can use sentences orally in social interaction. In addition, Wilkins 1976 (in Rusna wati, 2005:8) states that in speaking, the ability to compose sentences is needed but it is not the only needed, because oral communication takes place when someone makes and uses sentences to perform a variety of different acts of an essential social nature. It is also supported by Rivers 1981 (in Rusna wati, 2005:8) that says, the students' needs in the target of language involve the ability to use the language in acts of communication.

Furthermore, Harris 1974 (in Rusna wati, 2005: 9) says that speaking is a complex requiring the simultaneous use of a number of different abilities, which often develops at different rates. Either four or five components are generally recognized in analysis of speech process: pronunciation, grammar, fluency, and comprehension.

According to Bowen 1985 (in Rivi Antoni 2005:10) there are some aspects that have great influence in speaking needed, such as:

1. Pronunciation.

   One of the important aspects of speaking is effort to master the sound system in order to be able to speak in the language well. The sound produced in unfamiliar ways makes one unable to understand what the sound means. Without the sound system we will not know how to break up the flow of speech into sound and communication cannot occur well.

   The sound of speech that is generally assumed to be the basis of pronunciation is the consonant and vowel, but the above definition also refers to accent, inflection and intonation as equally important part of the sound system in pronunciation. If she/he concentrates only on individual sound segments of the language, they may produce accurate condition of the individual sound but grossly misunderstood if the tune of the language is missing.

2. Vocabulary

   One of the extreme aspects that support speaking in English is vocabulary. It deals with the right and appropriate words. It seems vocabulary plays an important role in speaking skill. We can not ignore them while we

are studying speaking. Students should have more than 500 words in their mind and they should know when the word is used.

3. Grammar

Grammar is one of the language components, Bowen et all (1985:161) state grammar, is the rule by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

Actually, grammar is not the only contribution factor. There are some other aspects, which facilitate the process of acquiring a language, for instance, the method, used by the teacher, the number of vocabulary processed by the students.

Besides, according to Arthur Hughes (2003:133) the assessment of the students' speaking ability are:

1. Grammar
   a. Grammar almost entirely inaccurate except in stock phrases.
   b. Constant errors showing control of very few major patterns and frequently preventing communication.
   c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
   d. Few errors, with no patterns of failure.

 e. No more than two errors during the interview.

2. Vocabulary

 a. Vocabulary inadequate for even the simplest conversation.

 b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).

 c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

 d. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.

 e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

 f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

3. Accent

 a. Pronunciation frequently unintelligible

 b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

 c. "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

d. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.

e. No conspicuous mispronunciations, but would not be taken for a native speaker.

f. Native pronunciation, with no trace of "foreign accent".

4. Comprehension

a. Understand too little for the simplest type of conversation.

b. Understand only slow, very simplest speech on common social and touristic topics; requires constant repetition and rephrasing.

c. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

d. Understanding quite well normal educated speech when engaged in a dialogue, but may requires occasional repetition or rephrasing.

e. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

5. Fluency

a. Speech is so halting and fragmentary that conversation is virtually impossible.

b. Speech is very slow and uneven expect for short or routine sentences.

    c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

    d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

    e. Speech is effortless and smooth, but perceptively non-native in speed and evenness.

4. English for Business

According to Steinhoff 1979 (in Ismail 2006) Business is all those activities involved in providing the goods and service needed or desired by people. It means that business includes kinds of occupation marketing goods and services that involve many people who are professional in work, Such as secretary, accountant, and distributor, etc in which those need speaking English ability to be a professional worker. It is also supported by (http://www.testden.com/business-english) Business means buying and selling. It means that English is obviously used in mercantile transactions. Our definition is quickly made.

According to the American International University (AIUB), all the students have to go through three major Communication Skills courses- Communication Skill 1, Communication Skill 2, and Business Communication.

Communication Skills 1 is remedial English, which helps the students to speak better, as well as recognizing and using basic rules of English language. The

course is taught in a communicative approach and all the modules are interactive in nature.

5. Using language laboratory to increase speaking ability.

a. The activities in language laboratories

1. Repetition: students hear words, phrases and or sentences on the tape. In this stimulation, they repeat what they have heard, about the words, phrases or sentences, so they get instant feedback.

2. Drills: it is related to the audio lingual methodology. Language laboratories have often been used for substitution drills. The students are able to make various responds of basic statements, as in the following example:

Q : do you watch television every night?

A : three nights.

Q : do you watch television every night.

A : No, I haven't watched television for three nights.

3. Speaking: language laboratory can give students the opportunity for speaking (apart from repetition and drilling) in a number of ways, and in

language laboratory, individual can play and replay questions until he or she is sure what he or she is being asked.

4. Pairing, double plugging, and telephoning: students at different booths who are paired together can perform interaction in speaking activities. They can describe objects or people for others to identify.

5. Parallel speaking: the students are encouraged to imitate the way the teacher says something, when the teacher is speaking.

6. Curriculum KTSP of Vocational High School

According to David Nunan (2007:2)

The key elements in the curriculum model proposed here are as follows':

Initial planning procedures (including data collection and learner grouping); content selection and gradation; methodology (which includes the selection of learning activities and materials); and ongoing monitoring, assessment and evaluation. A brief description of these elements and their function within a learner-cantered curriculum follow and are elaborated upon in the body of the text.

According to Diah Harianti (2007: 2) developing curriculum (KTSP) in variety will direct national education standard to the guarantee of national education. National education standard consists of content standard, process, fast competency, educational employer, tool and infrastructure, implementation, finance, and educational value.

The study of theory curriculum KTSP is able to support establishment for the future. It is an education that is able to create students' potency, so that the students are brave to solve or overcome the problems in their environment.

The statement above contains about completing and improvement of education in vocational high school intended to anticipate the obstacles for the future. It should be continued to do. Because the aim of educational curriculum accordance with development of our necessity in industry refers to development of workers, knowledge, technology, art, and business.

Based on curriculum KTSP for English Learning in PGRI Vocational High School at second level are:

1. Listening

Students understand the meaning of listening interpersonal and transactional material, either formally or informally. In request, the command of listening form has relationship with occupation.

2. Speaking

Students speak about the meaning orally in interpersonal and transactional material, either formally or informally, in delivering request and command form that has relationship with occupation.

3. Reading

Students understand about the text in interpersonal and transactional forms, either formally or informally, paying attention in request and command form that is relationship with the occupation.

4. Writing

Students can make the meaning of the text in writing interpersonally and transactionally, either formally or informally, they write by request and command in writing that is relationship with occupation.

Based on the explanation from the experts above, the writer concludes. She only wants to take the theory from Arthur Hughes as a reference to her research in collecting data that will be presented in the chapter IV.

B. Relevant Research

1. As matter of fact, there are some preliminary researches conducted by previous researchers: Zunandra (2006). In his research, he focuses on "the contribution of language laboratory practice to the fluency of the students' speaking at the second year of senior high school Dar El Hikmah Islamic Boarding School Pekanbaru-Riau. He found out that the language laboratory could give contribution for fluently of speaking of the second year students in senior high school Dar El Hikmah Islamic Boarding school Pekanbaru-Riau.

The result of the data analysis has proved that there is a significant contribution Language laboratory Lab Practice to the student' speaking fluency, namely 0.347. The similarity with the writer's research is the use of about language laboratory and students speaking. The difference is this title research about the contribution of language laboratory to the students' speaking fluency at Dar El Hikmah Boarding School Pekanbaru, while the writer focuses on research about students' activeness in using language laboratory to increase students' speaking ability about English for business at the second year Class Ak1 Vocational High School Muhammadiyah 02 Pekanbaru.

2. The similar research was also conducted by Nofri Aslina (2009). In her research, she emphasized about the effectiveness of using language laboratory in increasing students' speaking motivation at the second year of state Islamic senior high school (MAN 1) Pekanbaru. The result is there was a correlation between language laboratory and students' speaking motivation. If the use of language laboratory has been enough, the students' speaking motivation will be enough.

The similarity is the title by using language laboratory and students' speaking. Thus, the differences are about the focus of the research.previous writer focused on the effectiveness of using language laboratory in increasing sudents' speaking motivation at Islamic senior high school (MAN 1)

pekanbaru, while the writer focuses on students' activeness in using language laboratory to increase students' speaking ability about English for business at the second year class Ak1 Vocational High School Muhammadiyah 02 Pekanbaru.

C. The Assumption and Hypothesis

a. Assumption

In this research the writer assumes that:

1. Students who are active in using language laboratory in learning speaking English affect themselves positively and are always optimistic and creative in the learning process of speaking.

2. The higher the level of the students' activeness in using language laboratory, the higher their speaking ability about English for business could be.

b. Hypothesis

1. Alternative Hypothesis (Ha)

There is a significant relationship between level of students' activeness in using language laboratory and their speaking ability about English for business at the second year of class Ak1 Vocational High School Muhammadiyah 02 Pekanbaru.

2. Null Hypothesis (Ho)

There is no significant correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of class Ak1 Vocational High school Muhammadiyah 02 Pekanbaru.

D. Operational Concept

Operational concept is a concept applied to give explanation about theoritical framework to avoid misunderstanding in this research. As a concept, it has to be interpreted into points or practical indicators in order to be easy to measure and operate.

This research is conducted to know the relationship between two variables, namely, students' activeness as the independent variable (X) and the student's speaking ability as the dependent variable (Y).

Based on the theoretical framework above, the writer concludes that the students' activeness in using language laboratory and their speaking ability of English for Business can be seen from a good listening activity, active in using language laboratory and good speaking ability in english for business such as, correct grammar, vocabulary, accent, comprehension and fluently, that will be masured by the following indicators:

First, the score of the independent variable (X) is obtained from the students' activeness based on the observation. The observation is about the student's activeness in using language laboratory that is indicated by the following indicators:

1. Students' activeness in using language laboratory:

   a. Students listen to the conversation about English for business in topic how offering the goods to the customer while he follows the text on paper,

   b. Students underline the new vocabulary in the text about how offering the goods to the customer from this listening.

   c. Students retell about the conversation how to offering the goods to the cutomer in aggrement with the text

   d. Students make conclusion by orally.

   e. Students listen to the conversation English for business about how offering the goods to the customer through headphone

   f. Students practice conversation in pair by using headphone and microphone.

   g. Students perform interaction in speaking activities.

   h. Students work in pairs and each of them is given a different object.

   i. They may not see their friend's object.

   k. Each student will record his voice describing his object (e.g. what it is made of, what the shape is, what the color is, etc.).

l. After that, the students would change cassette tape and they have to listen to his friend's recorded description of the object and draw the picture.

m. They also have to mention the name of the object if they have found it.

To obtain the students' ability in speaking, there are many ways that can be done, such as observation and test. However, the researcher chooses interview as a way to know the ability of the students in speaking. The students' speaking Ability about English for business:

a. Students are able to speak about English for business by using understandable accent.

b. Students are able to speak about English for business by using correct grammar

c. Students are able to speak about English for business by using proper vocabularies.

d. Students are able to the flow speak about English for business.

e. Students are able to speak about English in using understandable comprehension

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research is a quantitative research. It is designed to analyze the correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of class Ak1 Vocational High School Muhammadiyah 02 Pekanbaru.

1. The location and the time of the study

The location of this study was at Vocational High School Muhammadiyah Pekanbaru. The school is located at KH. Ahmad Dahlan Street No. 91 Sukajadi-Pekanbaru. And the time of this research was begun from Augusts up to November 2010.

2. Subject and the object of the study

The subject of the study was the second year student's special class Ak1 of Vocational high school Muhammadiyah 02 Pekanbaru, while the object of this study was students' activeness in using language laboratory and their speaking ability about English for business at the second year of class Ak1 Vocational High School Muhammadiyah Pekanbaru.

3. The population and sampling

The population of this research was the second year students of class Ak1 of vocational high school Muhammadiyah 02 Pekanbaru. The number of population was 30 persons. Males were 7 persons and females were 23 persons.

NO	Class	Population		
		Male	Female	Total
1	I AK 1	7	23	30
	Total	7	23	30

Source: office of administrative matter of Vocational high school Muhammadiyah 02 Pekanbaru.

4. The Technique of Collecting Data

The data of this research was collected by using:

a. Observation

The writer used observation checklist in collecting data, related to students' activeness in using language laboratory.

b. Test

To obtain the data of the students' speaking ability of English for business, the writer used test. For this technique, the writer prepared tape recorder to record the students' speaking ability in English for business.

1. The technique of data analysis.

1. This research consisted of two variables. Students' Activeness in using language laboratory was variable X and their speaking ability about English for business was variable Y.

2. The type both of data ore ordinal

3. The technique of data analysis used in this research is called coefficient correlation, so the data analyzed was using coefficient correlation in SPSS. 16

Moreover, to interpret level of the students' activation in using language laboratory was determined on the scale:

No	Score	Category
1.	76% - 100%	Good
2.	50% - 75%	Enough
3.	0,0% - 49%	Less

Hartono (2004:108)

CHAPTER IV

DATA PRESENTATION AND THE RESULT

A. The Description of Research Variable

As mentioned earlier, there are two major variables in this study. They are independent variable, which is symbolized by "X", and dependent variable, which is symbolized by "Y".

The independent variable is a variable that influences the other variable, that is, "Student's activeness in using language laboratory", and dependent variable which is affected by independent variable, namely "Student's Speaking Ability of English for Business".

To collect data about Student's activeness in using language laboratory, observation was used. Test was used to collect data of students' speaking ability about English for Business.

B. The Data Presentation of Observation (Variable X)

In this case, the writer presented the data observation that had been done by the writer for 8 meeting. There were twelve items that observed by the writer as long as collecting data.

1. Students' Activeness in Using Language Laboratory

1. Students listen to the conversation about English for business while he follows the text on paper,

2. Students underline the new vocabulary in the text from this listening.

3. Students retell about the text

4. Students make conclusion by orally.

5. Students listen to the conversation English for business through headphone

6. Students practice conversation in pair by using headphone and microphone.

7. Students perform interaction in speaking activities.

8. Students work in pairs and each of them is given a different object.

9. They may not see their friend's object.

10. Each student will record his voice describing his object (e.g. what it is made of, what the shape is, what the color is, etc.).

11. After that, the students would change cassette tape and they have to listen to his friend's recorded description of the object and draw the picture.

12. They also have to mention the name of the object if they have found it.

TABLE 1.1

THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING
LANGUAGE LABORATORY
At The First Meeting : Date   19 July 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari	√			√			√	√	√	√	√	√	8	2.2 %
2	Alfin Hafis	√		√	√	√	√	√	√	√	√	√	√	11	3.1%
3	Annisa Zikra	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
4	Asmar	√	√	√	√	√	√	√	√	√	√	√		11	3.1%
5	Dekanur Aulan	√		√	√		√	√	√	√			√	8	2.2%
6	Era Wati	√	√	√	√		√	√	√	√	√		√	10	2.8%
7	Firmansyah	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
8	Fishka	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
9	Nanda Ayu	√		√	√		√	√	√	√	√	√	√	10	2.8%
10	Hikmah Eni	√		√	√	√	√	√	√	√	√	√	√	11	3.1%
11	Iqlima Oktavia	√		√	√		√	√	√	√	√	√	√	10	2.8%
12	Mega Wati	√	√	√			√	√	√	√	√		√	11	3.1%
13	Silvira	√		√	√		√	√	√	√	√	√	√	10	2.8%
14	Novita	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
15	Nur Jannah	√	√	√	√		√	√	√	√	√		√	10	2.8%
16	Nurul Angga	√		√	√	√	√	√	√	√	√		√	10	2.8%
17	Mella Karmila	√		√	√		√	√	√	√		√	√	9	2.5%
18	Ria Astuti	√		√	√		√	√	√	√		√	√	9	2.5%
19	Nani Ayonara	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
20	Rina Wijayanti	√		√	√	√	√	√	√	√	√	√	√	11	3.1%
21	Salmaini	√		√	√		√	√	√	√	√	√	√	10	2.8%
22	Sandra Viandi	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
23	Rianto	√		√	√		√	√	√	√		√	√	9	2.5%
24	Silvira	√	√	√	√	√	√	√	√	√		√	√	11	3.1%
25	Sunandra	√		√	√		√	√	√	√			√	9	2.5%
26	Ayu Ninggsih	√		√	√	√	√	√	√	√	√		√	10	2.8%
27	Ummi Kalsum	√		√	√		√	√	√	√	√	√	√	10	2.8%
28	Yulia Rambe	√		√	√	√	√	√	√	√		√	√	10	2.8%
29	Yuliani Fitri	√	√	√	√		√	√	√	√		√	√	10	2.8%
30	Yunita sari	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3%
	Jumlah													312	87%

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 312. As found that, the percentage of is 87%, So the students' activeness in using language laboratory can be categorized into Good.

TABLE 1.2
THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING
LANGUAGE LABORATORY
At The Second Meeting : Date 22 July 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari	√		√	√			√	√	√	√			7	1.9 %
2	Alfin Hafis			√	√		√	√	√	√		√	√	8	2.2 %
3	Annisa Zikra			√	√	√	√	√	√	√			√	8	2.2 %
4	Asmar			√	√	√	√	√	√	√			√	8	2.2 %
5	Dekanur Aulan			√	√	√	√	√	√	√	√			8	2.2 %
6	Era Wati		√	√	√	√	√	√	√	√		√		9	2.5 %
7	Firmansyah		√		√	√	√	√	√	√			√	8	2.2 %
8	Fishka		√	√	√	√		√	√		√			7	1.9 %
9	Nanda Ayu	√	√	√	√	√	√	√	√	√		√	√	8	2.2 %
10	Hikmah Eni			√	√		√	√	√	√		√		7	1.9 %
11	Iqlima Oktavia			√	√	√	√	√	√	√		√	√	9	2.5 %
12	Mega Wati		√	√	√	√	√	√	√	√	√			9	2.5 %
13	Silvira		√	√	√	√	√	√	√	√		√		9	2.5 %
14	Novita		√	√	√	√	√	√	√	√	√	√		10	2.8 %
15	Nur Jannah			√	√	√	√	√	√	√				7	1.9 %
16	Nurul Angga		√	√	√	√	√	√	√	√				7	1.9 %
17	Mella Karmila				√	√	√	√	√	√				6	1.7 %
18	Ria Astuti			√	√	√	√	√	√	√			√	7	1.9 %
19	Nani Ayonara	√		√	√	√	√	√	√	√		√	√	9	2.5 %
20	Rina Wijayanti	√	√	√	√	√	√	√	√	√	√	√		11	3.1 %
21	Salmaini		√	√	√	√	√	√	√	√	√	√		10	2.8 %
22	Sandra Viandi	√		√	√	√	√	√	√	√	√			9	2.5 %
23	Rianto		√	√	√	√	√	√	√	√			√	9	2.5 %
24	Silvira				√	√	√	√	√	√			√	7	1.9 %
25	Sunandra	√		√	√	√	√	√	√	√	√	√	√	8	2.2 %
26	Ayu Ninggsih	√		√	√		√	√	√	√			√	9	2.5 %
27	Ummi Kalsum			√	√		√	√	√	√	√			7	1.9 %
28	Yulia Rambe		√	√	√	√	√	√	√	√		√	√	10	2.8 %
29	Yuliani Fitri			√	√	√	√	√	√	√		√		8	2.2 %
30	Yunita sari		√	√	√	√	√	√	√	√	√		√	10	2.8 %
	Jumlah													249	69 %

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 249. As found that, the percentage of is 69%, So the student's activeness in using language laboratory can be categorized into Enough.

TABLE 1.3

THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY

At The Third Meeting : Date 26 July 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari	√	√	√	√	√	√	√	√	√	√		√	11	3.1 %
2	Alfin Hafis		√		√	√	√	√	√	√	√		√	9	2.5 %
3	Annisa Zikra	√		√	√	√	√	√	√	√	√		√	10	2.8 %
4	Asmar	√		√	√	√	√	√	√	√	√	√	√	11	3.1 %
5	Dekanur Aulan	√			√	√	√	√	√	√	√	√	√	10	2.8 %
6	Era Wati		√		√	√	√	√	√	√	√	√	√	9	2.5 %
7	Firmansyah	√			√	√	√	√	√	√	√	√	√	9	2.5 %
8	Fishka		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
9	Nanda Ayu	√		√	√	√	√	√	√	√	√		√	10	2.8 %
10	Hikmah Eni		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
11	Iqlima Oktavia	√		√	√	√	√	√	√	√	√	√	√	10	2.8 %
12	Mega Wati	√	√	√	√	√	√	√	√	√	√	√	√	9	2.5 %
13	Silvira		√	√	√	√	√	√	√	√	√		√	10	2.8 %
14	Novita	√		√	√	√	√	√	√	√	√		√	10	2.8 %
15	Nur Jannah	√		√	√		√	√	√	√	√		√	9	2.5 %
16	Nurul Angga	√		√	√	√	√	√	√	√	√		√	10	2.8 %
17	Mella Karmila		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
18	Ria Astuti	√			√	√	√	√	√	√	√	√	√	10	2.8 %
19	Nani Ayonara		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
20	Rina Wijayanti		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
21	Salmaini	√		√	√	√	√	√	√	√	√	√	√	11	3.1 %
22	Sandra Viandi	√		√	√		√	√	√	√	√		√	9	2.5 %
23	Rianto	√		√	√		√	√	√	√	√		√	9	2.5 %
24	Silvira	√	√	√	√	√	√	√	√	√	√	√	√	10	2.8 %
25	Sunandra		√	√	√	√	√	√	√	√	√	√	√	11	3.1 %
26	Ayu Ninggsih		√	√	√	√	√	√	√	√	√	√	√	9	2.5 %
27	Ummi Kalsum	√		√	√	√	√	√	√	√	√	√	√	11	3.1 %
28	Yulia Rambe		√	√	√		√	√	√	√	√	√	√	10	2.8 %
29	Yuliani Fitri				√		√	√	√	√	√	√	√	8	2.2 %
30	Yunita sari	√	√	√	√		√	√	√	√	√		√	10	2.8 %
	Jumlah													300	83 %

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 300. As found that, the percentage of is 83%, So the students' activeness in using language laboratory can be categorized into Good.

TABLE 1.4

THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING

LANGUAGE LABORATORY

At The Fourth Meeting : Date 28 July 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari	√		√	√		√	√	√	√	√	√	√	10	2.8 %
2	Alfin Hafis		√		√		√	√	√	√	√	√	√	9	2.5 %
3	Annisa Zikra	√		√	√	√	√	√	√	√	√		√	10	2.8 %
4	Asmar	√		√	√	√	√	√	√	√	√	√	√	11	3.1 %
5	Dekanur Aulan	√		√	√	√	√	√	√	√	√	√	√	11	3.1 %
6	Era Wati	√	√	√	√		√	√	√	√	√	√	√	10	2.8 %
7	Firmansyah	√	√	√	√	√	√	√	√	√	√	√	√	10	2.8 %
8	Fishka		√	√	√		√	√	√	√	√		√	9	2.5 %
9	Nanda Ayu	√			√	√	√	√	√	√	√		√	10	2.8 %
10	Hikmah Eni	√			√		√	√	√	√	√		√	9	2.5 %
11	Iqlima Oktavia	√		√	√	√	√	√	√	√	√		√	11	3.1 %
12	Mega Wati	√	√	√	√	√	√	√	√	√	√		√	11	3.1 %
13	Silvira	√		√	√	√	√	√	√	√	√	√	√	12	3.3 %
14	Novita	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
15	Nur Jannah		√	√	√		√	√	√	√	√	√	√	10	2.8 %
16	Nurul Angga			√	√	√	√	√	√	√	√		√	9	2.5 %
17	Mella Karmila				√		√	√	√	√	√		√	8	2.2 %
18	Ria Astuti				√		√	√	√	√	√		√	7	1.9 %
19	Nani Ayonara	√	√	√	√	√	√	√	√	√	√		√	11	3.1 %
20	Rina Wijayanti	√	√	√	√	√	√	√	√	√	√		√	11	3.1 %
21	Salmaini	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
22	Sandra Viandi	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
23	Rianto	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
24	Silvira	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
25	Sunandra		√		√	√	√	√	√	√	√		√	10	2.8 %
26	Ayu Ninggsih	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
27	Ummi Kalsum	√	√	√	√	√	√	√	√	√	√	√	√	12	3.3 %
28	Yulia Rambe			√	√	√	√	√	√	√	√		√	9	2.5 %
29	Yuliani Fitri		√	√	√	√	√	√	√	√	√		√	10	2.8 %
30	Yunita sari			√	√	√	√	√	√	√	√		√	9	2.5 %
	Jumlah													311	86 %

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 311. As found that, the percentage of is 86%, So the students' activeness in using language laboratory can be categorized into Good.

TABLE 1. 5

THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY

At The Fifth Meeting : Date 29 July 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari			√	√		√	√	√	√	√	√		8	2.2 %
2	Alfin Hafis			√	√		√	√	√	√	√	√		8	2.2 %
3	Annisa Zikra			√	√	√	√	√	√	√	√	√		9	2.5 %
4	Asmar		√	√	√	√	√		√	√	√	√		9	2.5 %
5	Dekanur Aulan	√		√	√		√	√	√	√	√		√	9	2.5 %
6	Era Wati			√	√		√	√	√	√	√			7	1.9 %
7	Firmansyah		√		√	√	√	√	√	√				7	1.9 %
8	Fishka		√	√	√	√	√	√	√	√	√		√	9	2.5 %
9	Nanda Ayu				√		√	√	√	√	√			7	1.9 %
10	Hikmah Eni				√	√	√	√	√	√	√			6	1.7 %
11	Iqlima Oktavia				√	√	√	√	√	√				6	1.7 %
12	Mega Wati				√	√	√		√	√		√		6	1.7 %
13	Silvira				√	√	√	√		√		√		6	1.7 %
14	Novita				√	√	√	√	√	√				6	1.7 %
15	Nur Jannah					√		√	√	√	√			5	1.4 %
16	Nurul Angga				√		√	√	√	√				5	1.4 %
17	Mella Karmila				√		√	√	√	√	√			6	1.7 %
18	Ria Astuti					√	√	√	√	√				5	1.4 %
19	Nani Ayonara				√	√	√	√	√	√				6	1.7 %
20	Rina Wijayanti				√	√	√	√	√					5	1.4 %
21	Salmaini				√			√	√	√	√			5	1.4 %
22	Sandra Viandi				√	√	√		√	√	√			6	1.7 %
23	Rianto	√		√	√	√	√	√	√	√	√			9	2.5 %
24	Silvira			√	√	√	√	√	√	√				7	1.9 %
25	Sunandra		√		√	√	√	√	√	√	√			8	2.2 %
26	Ayu Ninggsih			√	√	√	√	√	√	√	√			8	2.2 %
27	Ummi Kalsum			√	√	√		√	√	√	√	√	√	9	2.5 %
28	Yulia Rambe		√	√	√	√	√	√	√	√	√			9	2.5 %
29	Yuliani Fitri				√	√	√	√	√	√	√			7	1.9 %
30	Yunita sari				√		√	√	√	√	√	√	√	8	2.2 %
	Jumlah													211	59 %

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 211. As found that, the percentage of is 59%, So the students' activeness in using language laboratory can be categorized into Enough.

TABLE 1. 6
THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING
LANGUAGE LABORATORY
At The Sixth Meeting : Date 02 Augusts 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari				√	√	√	√	√	√				6	1.7%
2	Alfin Hafis	√					√	√	√	√	√			6	1.7%
3	Annisa Zikra		√		√		√	√	√	√				6	1.7%
4	Asmar			√	√	√	√	√	√	√				7	1.9%
5	Dekanur Aulan					√	√	√	√	√	√			6	1.7%
6	Era Wati				√	√	√	√	√	√	√	√		8	2.2%
7	Firmansyah	√			√		√	√	√	√	√	√		9	2.5%
8	Fishka		√	√	√	√	√	√	√	√	√	√		10	2.8%
9	Nanda Ayu			√		√	√		√	√	√	√	√	8	2.2%
10	Hikmah Eni			√	√	√	√	√	√	√	√			8	2.2%
11	Iqlima Oktavia			√	√	√			√	√	√		√	7	1.9%
12	Mega Wati		√				√		√	√	√	√	√	7	1.9%
13	Silvira				√		√	√	√	√	√			6	1.7%
14	Novita				√		√	√	√	√	√	√	√	8	2.2%
15	Nur Jannah				√	√	√	√	√	√	√		√	8	2.2%
16	Nurul Angga				√	√	√	√	√	√				6	1.7%
17	Mella Karmila				√	√	√	√	√	√				6	1.7%
18	Ria Astuti				√			√	√	√	√	√		6	1.7%
19	Nani Ayonara					√	√	√	√	√			√	6	1.7%
20	Rina Wijayanti			√		√	√	√	√		√			6	1.7%
21	Salmaini				√	√			√	√	√			5	1.4%
22	Sandra Viandi						√	√	√	√				5	1.4%
23	Rianto				√	√	√	√	√	√				6	1.7%
24	Silvira					√	√	√	√	√				5	1.4%
25	Sunandra				√	√	√	√	√					5	1.4%
26	Ayu Ninggsih				√	√	√	√	√	√				7	1.9%
27	Ummi Kalsum			√	√	√	√	√	√	√				7	1.9%
28	Yulia Rambe		√		√	√	√	√	√	√	√		√	9	2.5%
29	Yuliani Fitri			√	√	√	√	√	√	√	√	√	√	10	2.8%
30	Yunita sari		√	√		√	√	√	√	√	√		√	9	2.5%
	Jumlah													208	58%

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 208. As found that, the percentage of is 58%, So the students' activeness in using language laboratory can be categorized into Enough.

TABLE 1. 7
THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING
LANGUAGE LABORATORY
At The Seventh Meeting : Date 04 Agustus 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari	√		√			√	√	√	√	√	√		8	2.2%
2	Alfin Hafis		√		√	√	√	√	√		√			7	1.9%
3	Annisa Zikra				√	√	√	√	√	√	√			7	1.9%
4	Asmar			√		√	√		√	√	√		√	7	1.9%
5	Dekanur Aulan					√	√	√	√	√	√			6	1.7%
6	Era Wati				√	√		√	√	√	√			7	1.9%
7	Firmansyah		√	√		√	√	√	√					6	1.7%
8	Fishka			√	√	√	√	√					√	6	1.7%
9	Nanda Ayu			√			√	√	√	√	√			6	1.7%
10	Hikmah Eni		√	√	√	√		√	√	√			√	8	2.2%
11	Iqlima Oktavia				√	√	√	√		√				5	1.4%
12	Mega Wati				√	√	√	√	√					5	1.4%
13	Silvira				√	√	√	√	√	√	√			7	1.9%
14	Novita			√	√		√	√	√	√	√	√	√	9	2.5%
15	Nur Jannah			√	√	√	√	√	√	√	√		√	9	2.5%
16	Nurul Angga		√	√	√	√	√	√	√	√	√			9	2.5%
17	Mella Karmila	√			√	√	√	√	√	√	√		√	9	2.5%
18	Ria Astuti	√		√		√	√	√	√	√	√	√	√	10	2.8%
19	Nani Ayonara			√	√	√	√	√	√	√	√	√	√	10	2.8%
20	Rina Wijayanti				√	√	√	√	√					5	1.4%
21	Salmaini				√	√	√	√	√	√	√			7	1.9%
22	Sandra Viandi			√	√	√	√	√		√		√		7	1.9%
23	Rianto		√	√	√	√	√	√	√	√	√			9	2.5%
24	Silvira						√	√	√	√	√			5	1.4%
25	Sunandra			√		√	√	√	√	√				6	1.7%
26	Ayu Ninggsih	√			√	√	√	√	√	√				7	1.9%
27	Ummi Kalsum	√	√			√	√	√	√	√				7	1.9%
28	Yulia Rambe			√	√	√	√	√	√	√	√			8	2.2%
29	Yuliani Fitri		√		√	√	√	√	√	√	√	√		9	2.5%
30	Yunita sari			√	√		√	√	√	√	√		√	9	2.5%
	Jumlah													220	61%

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 220. As found that, the percentage of is 61%, So the students' activeness in using language laboratory can be categorized into Enough.

TABLE 1. 8

THE OBSERVATION OF STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY

At The Eight Meeting : Date 05 Agustus 2010

No	Students	Observed Item												Total	
		1	2	3	4	5	6	7	8	9	10	11	12	F	P
1	Albadari		√		√	√	√	√	√	√	√	√		9	2.5%
2	Alfin Hafis				√		√	√	√	√	√	√		7	1.9%
3	Annisa Zikra				√	√	√	√	√	√	√		√	8	2.2%
4	Asmar				√	√	√	√	√	√	√			7	1.9%
5	Dekanur Aulan	√			√	√	√	√	√	√	√			8	2.2%
6	Era Wati		√		√	√	√	√	√	√	√			8	2.2%
7	Firmansyah	√		√	√		√	√	√	√	√	√		9	2.5%
8	Fishka		√	√	√	√	√	√	√	√	√		√	10	2.8%
9	Nanda Ayu				√	√	√	√						4	1.1%
10	Hikmah Eni				√	√	√	√	√	√				6	1.7%
11	Iqlima Oktavia				√		√	√	√	√	√			6	1.7%
12	Mega Wati				√		√	√	√	√				5	1.4%
13	Silvira		√	√			√	√	√	√	√			7	1.9%
14	Novita		√		√	√	√	√	√	√	√			7	1.9%
15	Nur Jannah		√	√	√	√	√	√	√	√	√			8	2.2%
16	Nurul Angga		√	√	√	√	√	√	√	√	√			8	2.2%
17	Mella Karmila		√	√	√	√	√	√	√	√	√			8	2.2%
18	Ria Astuti		√	√		√	√	√	√	√	√		√	9	2.5%
19	Nani Ayonara		√	√	√	√	√	√	√	√	√		√	9	2.5%
20	Rina Wijayanti		√	√	√	√	√	√	√	√	√		√	9	2.5%
21	Salmaini			√	√	√	√	√	√	√	√	√		9	2.5%
22	Sandra Viandi				√		√	√	√	√				5	1.4%
23	Rianto						√	√	√	√	√			5	1.4%
24	Silvira						√	√	√					3	0.8%
25	Sunandra		√	√	√	√	√	√	√					8	2.2%
26	Ayu Ninggsih		√		√	√	√	√	√	√	√			8	2.2%
27	Ummi Kalsum			√	√	√	√	√						6	1.7%
28	Yulia Rambe		√	√	√	√	√	√	√	√	√	√	√	10	2.8%
29	Yuliani Fitri						√	√	√	√				4	1.1%
30	Yunita sari		√	√		√	√	√	√	√	√	√		9	2.5%
	Jumlah													219	61%

The table above shows that the students' activeness in using language laboratory at the first meeting of observation, there were twelve items; the writer got the results that students, who are active are 219. As found that, the percentage of is 61%, So the students' activeness in using language laboratory can be categorized into Enough.

TABLE 1. 9
THE RECAPITULATION EIGHT MEETING OBSERVATION OF
STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY

No	Students	Students' Activeness												Total	Category
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Albadari	7	6	5	8	6	6	8	8	8	8	7	8	85	Active
2	Alfin Hafis	4	4	5	6	5	6	7	5	5	5	4	4	60	Enough
3	Annisa Zikra	4	4	5	6	6	6	6	6	6	4	3	4	60	Enough
4	Asmar	7	7	6	7	6	7	8	8	8	7	6	5	82	Active
5	Dekanur Aulan	4	5	4	5	5	6	6	6	6	6	3	4	60	Enough
6	Era Wati	1	1	1	2	2	4	4	4	4	4	1	2	30	Passive
7	Firmansyah	3	3	5	6	6	6	7	6	6	5	4	3	60	Enough
8	Fishka	4	4	5	5	6	6	6	7	5	5	4	3	60	Enough
9	Nanda Ayu	1	1	2	3	2	2	4	4	4	3	1	2	29	Passive
10	Hikmah Eni	1	1	2	2	3	2	4	4	4	3	2	1	29	Passive
11	Iqlima Oktavia	1	1	2	3	2	3	4	4	4	3	1	2	30	Passive
12	Mega Wati	4	4	5	6	5	6	6	6	6	5	3	4	60	Enough
13	Silvira	4	5	5	5	5	5	6	6	5	5	5	4	60	Enough
14	Novita	1	1	2	2	3	3	4	4	4	3	1	2	30	Passive
15	Nur Jannah	4	5	4	6	5	6	6	6	6	5	4	3	60	Enough
16	Nurul Angga	5	4	4	5	6	6	6	5	5	6	4	4	60	Enough
17	Mella Karmila	4	5	4	6	4	6	6	6	6	5	4	4	60	Enough
18	Ria Astuti	4	4	5	6	6	6	6	6	6	4	3	4	60	Enough
19	Nani Ayonara	7	7	7	8	8	8	8	8	8	7	6	8	90	Active
20	Rina Wijayanti	7	7	7	7	8	8	8	8	8	8	7	7	90	Active
21	Salmaini	3	3	5	6	5	6	6	6	5	6	4	5	60	Enough
22	Sandra Viandi	4	4	4	5	6	6	6	6	5	5	4	3	58	Enough
23	Rianto	1	1	1	3	3	4	4	4	4	2	2	1	30	Passive
24	Silvira	4	5	5	6	6	6	6	5	6	4	3	4	60	Enough
25	Sunandra	1	1	2	2	4	4	4	3	3	2	2	2	30	Passive
26	Ayu Ninggsih	6	6	7	7	8	8	8	8	8	7	7	8	88	Active
27	Ummi Kalsum	6	5	8	8	8	8	8	8	8	8	7	8	90	Active
28	Yulia Rambe	2	4	5	7	6	6	6	6	6	5	3	4	60	Enough
29	Yuliani Fitri	3	3	4	6	6	5	6	7	5	5	4	5	59	Enough
30	Yunita sari	5	6	7	8	8	6	7	7	7	7	6	7	81	Active
	Total	**112**	**117**	**133**	**162**	**159**	**167**	**181**	**177**	**171**	**152**	**115**	**125**	**2173**	**181**

1. **The students' speaking ability about English for Business**

After doing observation, the writer tested 30 students to know their speaking ability about English for Business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru.

In collecting the interview data, the writer asked some questions (see appendix III) to the students by using tape recorder. The questions are as follows:

1. What is your name?

2. What is your major?

3. Why do you choose the school to study?

4. What do you want to take from here?

5. Would you make a sentence about Business!

6. After graduating from this school, do you intend to open job opportunity without you must be looking for a job to another company?

7. For example, if you have chance for interview in a company, and then what do you to ask for the manager? It is correlated with your job!

8. What is your aim after graduating from this school?

1. Grammar

According to Arthur Hughes, students are 1-2 if grammar almost entirely inaccurate except in stock phrases. Students score are 3, Constant errors showing control of very few major patterns and frequently preventing communication. Students score are 4 if frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. Students' score are 5, if few errors, with no patterns of failure. Students' score are 6 until 1, if no more than two errors during the interview.

1. Vocabulary

Students' score are 1, if vocabulary inadequate for even the simplest conversation. Students' score are 2, if vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.). students' score are 3, if choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. Students' score are 4, if professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. Students' score are 5, if professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. Students' score are 6, if vocabulary apparently as accurate and extensive as that of an educated native speaker.

2. Accent

Students' score are 1, if pronunciation frequently unintelligible. Studets' score are 2, if frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. Students' score are 3, if "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary. Students' score are 4, if marked "foreign accent" and occasional mispronunciations which do not interfere with understanding. Students' score are 5, if no conspicuous mispronunciations, but would not be taken for a native speaker. Students' score are 6, if native pronunciation, with no trace of "foreign accent".

3. Comprehension

Students' score are 1, if understand too little for the simplest type of conversation. Students' score are 2, if understand only slow, very simplest speech on common social and touristic topics; requires constant repetition and rephrasing. Students' score are 3, if understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. Students' score are 4, if understanding quite well normal educated speech when engaged in a dialogue, but may requires occasional repetition or rephrasing. Students' score are 5, if understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. Students' score are 6, if

understands everything in both formal and colloquial speech to be expected of an educated native speaker.

4. Fluency

Students' score are 1-2, if speech is so halting and fragmentary that conversation is virtually impossible. Student' score are 3, if speech is very slow and uneven expect for short or routine sentences. Students' score are 4, if speech is frequently hesitant and jerky; sentences may be left uncompleted. Students' score are 5, if speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words. Students' score are 6, if speech is effortless and smooth, but perceptively non-native in speed and evenness.

Therefore, based on the data presentation test above, the scores of the students were assessed according to Arthur Hughes' theory, students' score are:

Table 2. 1
Students' Grammar

No	Students	Score	Category
1	Student 1	5	Good
2	Student 2	3	Enough
3	Student 3	3	Enough
4	Student 4	5	Good
5	Student 5	3	Enough
6	Student 6	2	Less
7	Student 7	3	Enough
8	Student 8	5	Good
9	Student 9	2	Less
10	Student 10	2	Less
11	Student 11	2	Less
12	Student 12	3	Enough
13	Student 13	3	Enough
14	Student 14	2	Less
15	Student 15	3	Enough
16	Student 16	3	Enough
17	Student 17	3	Enough
18	Student 18	3	Enough
19	Student 19	5	Good
20	Student 20	5	Good
21	Student 21	3	Enough
22	Student 22	4	Enough
23	Student 23	2	Less
24	Student 24	3	Enough
25	Student 25	2	Less
26	Student 26	5	Good
27	Student 27	5	Good
28	Student 28	3	Enough
29	Student 29	3	Enough
30	Student 30	5	Good
N = 30		100	

Based on the table above, it is obvious that the students' grammar ability can be summarized that seven students scored 5, one student scored 4, fourteen students' scored 3, seven students score 2 and no students scored 1. To attain the percentage of students' grammar ability, the following formula was applied:

$$P = P = \frac{f}{N} \times 100\%$$

Where, P = Percentage

F = Frequency of the certain score

N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' grammar mastery.

Very Good = -

Good = $\frac{7}{30} \times 100\%$

= 23.33%

Enough = $\frac{15}{30} \times 100\%$

= 50%

Less = $\frac{7}{30} \times 100\%$

= 23.33%

Bad = -

To determine the mean score of the students' grammar, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M$\quad$= Mean

$\quad\quad$ N$\quad\quad$= Total of respondent

$\quad\quad$ $\sum x$$\quad$= Total Score

(Hartono, 2000: 30)

$$M = \frac{\sum x}{N}$$

$$= \frac{100}{30}$$

$$= 3.33$$

In conclusion, the first year students' grammar ability in speaking can be summarized that no students are in very good category (0%), 7 students are in good category (23.33%), 15 students are in enough category (50%), 7 students are in less category (23.33%), and no student is in bad category (0%). Therefore, the average of the students' grammar ability is 3.33. In other words, the average student' grammar mastery is in enough category.

Table 2. 2
Students' Vocabulary

No	Students	Score	Category
1	Student 1	5	Good
2	Student 2	4	Enough
3	Student 3	4	Enough
4	Student 4	5	Good
5	Student 5	4	Enough
6	Student 6	3	Enough
7	Student 7	4	Enough
8	Student 8	5	Good
9	Student 9	3	Enough
10	Student 10	3	Enough
11	Student 11	3	Enough
12	Student 12	3	Enough
13	Student 13	4	Enough
14	Student 14	3	Enough
15	Student 15	4	Enough
16	Student 16	4	Enough
17	Student 17	4	Enough
18	Student 18	4	Enough
19	Student 19	5	Good
20	Student 20	5	Enough
21	Student 21	4	Enough
22	Student 22	4	Enough
23	Student 23	2	Less
24	Student 24	4	Enough
25	Student 25	3	Enough
26	Student 26	5	Good
27	Student 27	5	Good
28	Student 28	4	Enough
29	Student 29	4	Enough
30	Student 30	5	Good
Total			119

Based on the table above, it is obvious that the students' Vocabulary can be summarized that eight students scored 5, fourteen students scored 4, seven students' scored 3, one student score 2, and no students scored 1. To attain the percentage of students' Vocabulary, the following formula was applied:

$$P \ = \ P \ \ = \frac{f}{N} \ \ x \ \ 100\%$$

Where, P = Percentage

      F = Frequency of the certain score

      N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' Vocabulary.

Very Good   = -

Good   = $\frac{8}{30}$ x   100%

               =   26,67%

Enough   = $\frac{21}{30}$ x   100%

               =   70%

Less   = $\frac{1}{30}$ x   100%

               =   3.33%

Bad   = -

To determine the mean score of the students' vocabulary, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M = Mean

N = Total of respondent

$\sum x$ = Total Score

(Hartono, 2000: 30)

$$M = \frac{\sum x}{N}$$

$$= \frac{119}{30}$$

$$= 3.96\%$$

In conclusion, the first year students' vocabulary ability in speaking can be summarized that no students' is in very good category (0%), 8 students are in good category (26,67%), 21 students are in enough category (70%), 1 student is less category (3.33%), and no student is in bad category (0%). Therefore, the average of the students' vocabulary ability is 3.96%. In other words, the average student' vocabulary is in enough category.

Table 2. 3
Students' Accent

No	Students	Score	Category
1	Albadari	5	Good
2	Alfin Hafis	3	Enough
3	Annisa Zikra	3	Enough
4	Asmar	5	Good
5	Dekanur Aulan	3	Enough
6	Era Wati	2	Less
7	Firmansyah	3	Enough
8	Fishka	4	Enough
9	Nanda Ayu	2	Less
10	Hikmah Eni	2	Less
11	Iqlima Oktavia	2	Less
12	Mega Wati	3	Enough
13	Silvira	4	Enough
14	Novita	2	Less
15	Nur Jannah	4	Enough
16	Nurul Angga	3	Enough
17	Mella Karmila	4	Enough
18	Ria Astuti	3	Enough
19	Nani Ayonara	5	Good
20	Rina Wijayanti	5	Good
21	Salmaini	4	Enough
22	Sandra Viandi	3	Enough
23	Rianto	2	Less
24	Silvira	4	Enough
25	Sunandra	2	Less
26	Ayu Ninggsih	4	Enough
27	Ummi Kalsum	5	Good
28	Yulia Rambe	4	Enough
29	Yuliani Fitri	4	Enough
30	Yunita sari	4	Enough
Total		103	

Based on the table above, it is obvious that the students' accent can be summarized that five students scored 5, ten students scored 4, eight students' scored 3, seven students score 2, and no students scored 1. To attain the percentage of students' accent ability, the following formula was applied:

$$P = P = \frac{f}{N} \times 100\%$$

Where, P = Percentage

F = Frequency of the certain score

N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' accent.

Very Good   = -

Good   = $\frac{5}{30} \times 100\%$

              = 16.67%

Enough   = $\frac{18}{30} \times 100\%$

              = 60%

Less   = $\frac{7}{30} \times 100\%$

              = 23.33%

Bad   =

To determine the mean score of the students' accent, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M   = Mean

N   = Total of respondent

$\sum x$ = Total Score

(Hartono, 2000: 30)

$$M = \frac{\sum x}{N}$$

$$= \frac{103}{30}$$

$$= 3.43\%$$

In conclusion, the first year students' accent ability in speaking can be summarized that no student is in very good category (o%), 5 students are in good category (16.67%), 18 students are in enough category (60%), 7 students are in less category (23.33%), and no student is in bad category (o%). Therefore, the average of the students' accent ability is 3.43%. In other words, the average of students' accent is in enough category.

Table 2. 4
Students' Comprehension

No	Students	Score	Category
1	Albadari	5	Good
2	Alfin Hafis	4	Enough
3	Annisa Zikra	4	Enough
4	Asmar	5	Good
5	Dekanur Aulan	4	Enough
6	Era Wati	3	Enough
7	Firmansyah	4	Enough
8	Fishka	5	Good
9	Nanda Ayu	3	Enough
10	Hikmah Eni	3	Enough
11	Iqlima Oktavia	3	Enough
12	Mega Wati	4	Enough
13	Silvira	4	Enough
14	Novita	3	Less
15	Nur Jannah	4	Enough
16	Nurul Angga	4	Enough
17	Mella Karmila	4	Enough
18	Ria Astuti	4	Enough
19	Nani Ayonara	5	Good
20	Rina Wijayanti	5	Good
21	Salmaini	4	Enough
22	Sandra Viandi	4	Enough
23	Rianto	3	Enough
24	Silvira	4	Enough
25	Sunandra	3	Enough
26	Ayu Ninggsih	5	Good
27	Ummi Kalsum	5	Good
28	Yulia Rambe	4	Enough
29	Yuliani Fitri	4	Enough
30	Yunita sari	4	Enough
Total		120	

Based on the table above, it is obvious that the students' comprehension can be summarized that seven students score 5, sixteen students scored 4, seven students scored 3, and no students scored 2 or 1. To attain the percentage of students' Comprehension ability, the following formula was applied:

$$P = P = \frac{f}{N} \text{ x } 100\%$$

Where, P = Percentage

F = Frequency of the certain score

N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' Comprehension.

Very Good   = -

Good $= \frac{7}{30}$ x 100%

    = 23.33%

Enough $= \frac{23}{30}$ x 100%

    = 76,67%

Less $= \frac{0}{30}$ x 100%

    = -

Bad   = -

To determine the mean score of the students' comprehension, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M = Mean

N = Total of respondent

$\sum x$ = Total Score

(Hartono, 2000: 30)

$$M = \frac{\sum x}{N}$$

$$= \frac{120}{30}$$

$$= 4\%$$

In conclusion, the first year students' comprehension ability in speaking can be summarized that no student is in very good category (o%), 7 students are in good category (23.33%), 23 students are in enough category (76.67%), and no students is into less and bad category (o%). Therefore, the average of the students' comprehension ability is 4,13. in other words, the average of students' comprehension is in enough category.

Table 2. 5
Students' Fluency

No	Students	Score	Category
1	Albadari	5	Enough
2	Alfin Hafis	4	Enough
3	Annisa Zikra	4	Enough
4	Asmar	4	Enough
5	Dekanur Aulan	3	Enough
6	Era Wati	2	Less
7	Firmansyah	3	Enough
8	Fishka	5	Enough
9	Nanda Ayu	2	Less
10	Hikmah Eni	2	Less
11	Iqlima Oktavia	2	Less
12	Mega Wati	3	Enough
13	Silvira	4	Enough
14	Novita	2	Less
15	Nur Jannah	4	Enough
16	Nurul Angga	3	Enough
17	Mella Karmila	4	Enough
18	Ria Astuti	4	Enough
19	Nani Ayonara	5	Good
20	Rina Wijayanti	5	Good
21	Salmaini	4	Enough
22	Sandra Viandi	3	Enough
23	Rianto	3	Enough
24	Silvira	4	Enough
25	Sunandra	2	Less
26	Ayu Ninggsih	5	Good
27	Ummi Kalsum	5	Good
28	Yulia Rambe	4	Enough
29	Yuliani Fitri	4	Enough
30	Yunita sari	5	Good
Total		109	

Based on the table above, it is obvious that the students' fluency ability can be summarized that seven students scored 5, eleven students scored 4, six students' scored 3, six students score 2, and no students 1. To attain the percentage of students' fluency ability in speaking, the following formula was applied:

$$P = P = \frac{f}{N} \times 100\%$$

Where, P = Percentage

F = Frequency of the certain score

N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' fluency.

Very Good = -

Good = $\frac{7}{30}$ x 100%

= 23.33%

Enough = $\frac{17}{30}$ x 100%

= 56.67%

Less = $\frac{6}{30}$ x 100%

= 20%

Bad = -

To determine the mean score of the students' fluency, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M = Mean

N = Total of respondent

$\sum x$ = Total Score

(Hartono, 2000: 30)

$$M = \frac{\sum x}{N}$$

$$= \frac{109}{30}$$

$$= 3.63\%$$

In conclusion, the first year students' fluency ability in speaking can be summarized that no students is in very good category (o%), 6 students are in good category (23.33%), 18 students are in enough category (56.67%), 6 students are in less category (20%), and no students is in bad category (o%). Therefore, the average of the students' fluency ability was 3.63%. In other words, the average of students' fluency is in enough category.

Table 2. 6
Students' Speaking Ability in All Components

Students	Grammar	Vocabulary	Accent	Comprehension	Fluency	Total	Mean	Category
Albadari	5	5	5	5	5	25	5	Good
Alfin Hafis	3	4	3	4	4	18	3.6	Enough
Annisa	3	4	3	4	4	18	3.6	Enough
Asmar	5	5	5	5	4	24	4.8	Good
Dekanur	3	4	3	4	3	17	3.4	Enough
Era Wati	2	3	2	3	2	12	2.4	Less
Firmansyah	3	4	3	4	3	17	3.4	Enough
Fishka	3	4	3	4	3	17	3.4	Enough
Nanda Ayu	2	3	2	3	2	12	2.4	Less
Hikmah	2	3	2	3	2	12	2.4	Less
Iqlima	2	3	2	3	2	12	2.4	Less
Mega Wati	3	3	3	4	3	16	3.2	Enough
Silvira	3	4	4	4	4	19	3.8	Enough
Novita	2	3	2	3	2	12	2.4	Less
Nur Jannah	3	4	4	4	4	19	3.8	Enough
Nurul	3	4	3	4	3	17	3.4	Enough
Mella	3	4	4	4	4	19	3.8	Enough
Ria Astuti	3	4	3	4	4	18	3.6	Enough
Nani	5	5	5	5	5	25	5	Good
Rina	5	5	5	5	5	25	5	Good
Salmaini	3	4	4	4	4	19	3.8	Enough
Sandra	4	4	3	4	3	18	3.6	Enough
Rianto	2	2	2	3	3	12	2.4	Less
Silvira	3	4	4	4	4	19	3.8	Enough
Sunandra	2	3	2	3	2	12	2.4	Less
Ayu	5	5	4	5	5	24	4.8	Good
Ummi	5	5	5	5	5	25	5	Good
Yulia	3	4	4	4	4	19	3.8	Enough
Yuliani	3	4	4	4	4	19	3.8	Enough
Yunita sari	5	5	4	4	5	23	4.6	Good
Total	**96**	**117**	**103**	**119**	**107**	**542**	**108.4**	

Based on the table above, it is obvious that the students' speaking ability in English for business can be concluded that there are seven students who are in good category, sixteen students are in enough category and seven students are in less category. To attain the percentage of students' speaking ability in English for business, the following formula was applied:

$$P = P = \frac{f}{N} \text{ x } 100\%$$

Where, P = Percentage

F = Frequency of the certain score

N = Number of students (Anas Sudijono, 2000:40)

The below formula was used to determine the total score of students' fluency.

Very Good   = -

Good   = $\frac{7}{30}$ x 100%

             = 23.33%

Enough   = $\frac{16}{30}$ x 100%

             = 53.33%

Less   = $\frac{7}{30}$ x 100%

             = 23.33%

Bad   = -

In conclusion, students' ability in all components in speaking ability of English for business of the second year vocational high school Muhammadiyah 02 Pekanbaru can be summarized that no student is in very good category (0%), 7

students are in good category (23.33%), 16 students are in enough category (53.33%), 7 students are in less category (23.33%), and no student is in bad category (0%). Therefore, the average of the students' speaking ability of English for business for all components is in enough category.

To determine the mean score of the students' fluency, the following formula was applied.

$$M = \frac{\sum x}{N}$$

where, M = Mean

N = Total of respondent

$\sum x$ = Total Score

(Hartono, 2000: 30)

Table 2. 7

Summary of students' All Scores in All Components

No	Items	Score
1	Grammar	3.2
2	Vocabulary	3.9
3	Accent	3.43
4	Comprehension	3.97
5	Fluency	3.57
N = 5		18.1

$$M \;\; = \;\; \frac{\sum x}{N}$$

$$= \;\; \frac{18.1}{5}$$

$$= \;\; 3.62$$

In conclusion, it was found that the mean of the second year students' speaking ability for all components is 3.62. In other words, the students' speaking ability for all components is in enough category.

IV. 2 Data Analysis

In this chapter, the writer will analyze the result of the research collected through observation of two variable X and Y. in the previous chapter, the writer has presented the data collected in this research to know the correlation between students' activeness in using language laboratory and their speaking ability about English for Business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru. To analyze the data in this research, the writer use the technique statistically. On the other hand, to know the correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru, the writer uses SPSS. 16 coefficient correlation:

The observation was conducted for students of class two of language program for about eight times. The answer "yes" for alternative indicates the implemented activities, otherwise "No" answer indicates that activities which were not implemented.

The range of categories is as follows:

1. High or good between 76% - 100%

2. Enough between 50% - 75%

3. Low or less between 0% - 49%

.

1. **Student's activeness in using language laboratory**

    The students' activeness in using language laboratory can be seen in the

following table observation below:

TABLE 3.1
THE RECAPITULATION EIGHT MEETING OBSERVATION OF
STUDENTS' ACTIVENESS IN USING LANGUAGE LABORATORY

No	Students	Students' Activeness												Total	Category
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Albadari	7	6	5	8	6	6	8	8	8	8	7	8	85	Active
2	Alfin Hafis	4	4	5	6	5	6	7	5	5	5	4	4	60	Enough
3	Annisa Zikra	4	4	5	6	6	6	6	6	6	4	3	4	60	Enough
4	Asmar	7	7	6	7	6	7	8	8	8	7	6	5	82	Active
5	Dekanur Aulan	4	5	4	5	5	6	6	6	6	6	3	4	60	Enough
6	Era Wati	1	1	1	2	2	4	4	4	4	4	1	2	30	Passive
7	Firmansyah	3	3	5	6	6	6	7	6	6	5	4	3	60	Enough
8	Fishka	4	4	5	5	6	6	6	7	5	5	4	3	60	Enough
9	Nanda Ayu	1	1	2	3	2	2	4	4	4	3	1	2	29	Passive
10	Hikmah Eni	1	1	2	2	3	2	4	4	4	3	2	1	29	Passive
11	Iqlima Oktavia	1	1	2	3	2	3	4	4	4	3	1	2	30	Passive
12	Mega Wati	4	4	5	6	5	6	6	6	6	5	3	4	60	Enough
13	Silvira	4	5	5	5	5	5	6	6	5	5	5	4	60	Enough
14	Novita	1	1	2	2	3	3	4	4	4	3	1	2	30	Passive
15	Nur Jannah	4	5	4	6	5	6	6	6	6	5	4	3	60	Enough
16	Nurul Angga	5	4	4	5	6	6	6	5	5	6	4	4	60	Enough
17	Mella Karmila	4	5	4	6	4	6	6	6	6	5	4	4	60	Enough
18	Ria Astuti	4	4	5	6	6	6	6	6	6	4	3	4	60	Enough
19	Nani Ayonara	7	7	7	8	8	8	8	8	8	7	6	8	90	Active
20	Rina Wijayanti	7	7	7	7	8	8	8	8	8	8	7	7	90	Active
21	Salmaini	3	3	5	6	5	6	6	6	5	6	4	5	60	Enough
22	Sandra Viandi	4	4	4	5	6	6	6	6	5	5	4	3	58	Enough
23	Rianto	1	1	1	3	3	4	4	4	4	2	2	1	30	Passive
24	Silvira	4	5	5	6	6	6	6	5	6	4	3	4	60	Enough
25	Sunandra	1	1	2	2	4	4	4	3	3	2	2	2	30	Passive
26	Ayu Ninggsih	6	6	7	7	8	8	8	8	8	7	7	8	88	Active
27	Ummi Kalsum	6	5	8	8	8	8	8	8	8	8	7	8	90	Active
28	Yulia Rambe	2	4	5	7	6	6	6	6	6	5	3	4	60	Enough
29	Yuliani Fitri	3	3	4	6	6	5	6	7	5	5	4	5	59	Enough
30	Yunita sari	5	6	7	8	8	6	7	7	7	7	6	7	81	Active
	Total	**112**	**117**	**133**	**162**	**159**	**167**	**181**	**177**	**171**	**152**	**115**	**125**	**2173**	**181**
	Mean	3,73	3,9	4,43	5,4	5,3	5,57	6,03	5,9	5,7	5,07	3,83	4,17	59,03	
	Percentage	46,7	48,8	55,4	67,5	66,3	69,6	75,4	73,75	71,3	63,3	47,9	52,1	905,4	75,4167

The recapitulation of data from students' activeness in using language laboratory is summarized from eight meetings of observation. There are 30 students in population and 12 items observed from students' activities in using language laboratory.

In the first items, students listen to the conversation about English for business without a text. Based on the result of the data, it is founded that the total score is 134 from students who are active, mean score is 4.46 and the percentage score is 55. 8 %. It means that, for the first item shows that listening to the conversation about English for business without a text includes enough category.

The second item, students find out the meaning by them selves. Based on the result of data, it is founded that the total score is 139 from students who are active, mean score is 4.63 and the percentage of score is 57. 9 %. It means that, for the second item shows that, finding out the meaning by students themselves includes enough category.

The third item, student use the dictionary to find out the meaning from difficult words. Based on the result of data, it is founded that the total score is 171 from students who are active, mean score is 5.7 and the percentage of score is 71.3 %. It means that, for the third item shows that, using the dictionary to find out the meaning from difficult words includes enough category.

The fourth item, students listen to the conversation about English for business while they follows the text on the paper. Based on the result of data, It is founded the total score is 200 from students who are active, mean score is 6.67 and the percentage of score is 83.3 %. It means that, for the fourth item shows that listening to the conversation about English for business while they following the text on the paper includes Good category.

The fifth item, student links written and spoken words. Based on the result of data, it is founded that the total score is 187 students who are active, mean score is 6.23 and the percentage of score is 77.9 %. It means that, for the fifth item shows that making link written and spoken words includes Good category.

The sixth item, students underline the new vocabulary in the text from this listening. Based on the result of data, it is founded that the total score is 214 from students who are active, mean score is 4.46 and the percentage of score is 55. 8 %. It means that, for the sixth item shows that underlining the new vocabulary in the text from this listening includes enough category.

The seventh item, students retail about the text. Based on the result of data, It is founded that the total score is 216 students who are active, mean score is 7.2 and the percentage of score is 90 %. It means that for the seventh item shows that retailing about the text includes good category.

The eighth item, students make conclusion by oral communication. Based on the result of data, it is founded that the total score is 216 from students who are active, mean score is 7.2 and the percentage of score is 90 %. It means that, for the eighth item shows that making conclusion by oral communication includes good category.

The ninth item, students listen to the conversation about English for business through headphone. Based on the data, it is founded that the total score is 209 from students active, mean score is 6.97 and the percentage of score is 87.1 %. It means that, for the ninth item shows that listening to the conversation about English for business through headphone includes good category.

The tenth item, students imitate what they listen. Based on the data, it is founded that the total score is 199 from students who are active, mean score is 6.63 and the percentage of score is 82.9 %. It means that, for the tenth item shows that imitating what they listen includes good category.

The eleventh item, students practice conversation in pair by using headphone and microphone. Based on the result of data, it is founded that the total score is 127 from students who are active, mean score is 4.23 and the percentage of score is 52.8 %. It means that, for the eleventh item shows that practicing conversation in pair by using headphone and microphone includes enough category.

The twelfth item, students perform interaction in speaking activities. Based on the result of data, it is founded that the total score is 161 from students who are active, mean score is 5.37 and the percentage of score is 67.1 %. It means that, for the twelfth item shows that performing interaction in speaking activities includes enough category.

Based on the recapitulation of data above, It shows us that 7 and 8 items are the highest score of students' activeness in using language laboratory. The score is 216, mean scores is 7,2 and the percentages score are 90%. Then, the lowest score is the eleventh item, the score is 127, mean score is 4.23 and the percentage of score is 52.9.

The range of categories is follows:

1. High or good between 76% - 100%

2. Enough between 50% - 75%

3. Low or less between 0% - 49%

Total Percentage $=$ $\frac{2173}{2880}$ x 100

$=$ 75. 45 %

From the result of total percentage score of students' activeness in language laboratory is 75%. It can conclude that the students' activeness in using language laboratory at the second year Class 2 Ak1 SMK Muhammadiyah 02 Pekanbaru includes Enough category.

2. **Students' speaking ability in English for business**

TABLE 3.2

THE RECAPITULATION PERCENTAGE OF STUDENTS' SPEAKING

ABILITY OF ENGLISH FOR BUSINESS

No	Grammar	Vocabulary	Accent	Comprehension	Fluency	Total	Mean	Category
Albadari	5	5	5	5	5	25	5	Good
Alfin Hafis	3	4	3	4	4	18	3.6	Enough
Annisa Zikra	3	4	3	4	4	18	3.6	Enough
Asmar	5	5	5	5	4	24	4.8	Good
Dekanur	3	4	3	4	3	17	3.4	Enough
Era Wati	2	3	2	3	2	12	2.4	Less
Firmansyah	3	4	3	4	3	17	3.4	Enough
Fishka	3	4	3	4	3	17	3.4	Enough
Nanda Ayu	2	3	2	3	2	12	2.4	Less
Hikmah Eni	2	3	2	3	2	12	2.4	Less
Iqlima	2	3	2	3	2	12	2.4	Less
Mega Wati	3	3	3	4	3	16	3.2	Enough
Silvira	3	4	4	4	4	19	3.8	Enough
Novita	2	3	2	3	2	12	2.4	Less
Nur Jannah	3	4	4	4	4	19	3.8	Enough
Nurul Angga	3	4	3	4	3	17	3.4	Enough
Mella	3	4	4	4	4	19	3.8	Enough
Ria Astuti	3	4	3	4	4	18	3.6	Enough
Nani Ayonara	5	5	5	5	5	25	5	Good
Rina	5	5	5	5	5	25	5	Good
Salmaini	3	4	4	4	4	19	3.8	Enough
Sandra	4	4	3	4	3	18	3.6	Enough
Rianto	2	2	2	3	3	12	2.4	Less
Silvira	3	4	4	4	4	19	3.8	Enough
Sunandra	2	3	2	3	2	12	2.4	Less
Ayu Ninggsih	5	5	4	5	5	24	4.8	Good
Ummi	5	5	5	5	5	25	5	Good
Yulia Rambe	3	4	4	4	4	19	3.8	Enough
Yuliani Fitri	3	4	4	4	4	19	3.8	Enough
Yunita sari	5	5	4	4	5	23	4.6	Good
Total	96	117	103	119	107	542	108.4	
Mean	3.2	3.9	3.43	3.97	3.57	18.1	3.61	
Percentage	64	78	68. 67	79. 33	71. 33	72. 67	72. 67	Enough

The table 3.2 is a recapitulation of the students' speaking ability of English for business. The writer used speaking test for 30 students at class 2 AK1 SMK Muhammadiyah 02 Pekanbaru. From the table above, according to Arthur Huges (2001) there are five points that should be assessed from speaking test. There are grammar, vocabulary, accent, comprehension and fluency. Interval formula:

4,9 -------- 6,0 Very Good

3,7 -------- 4,8 Good

2,5 -------- 3,6 Enough

1,3 -------- 2,4 Less

0,1 -------- 1,2 Very Less

From the table above, it is founded that the total score for grammar is 96, mean score is 3.2 that includes enough category, and the percentage of score is 64%. It means that, the result of data above shows us that students' speaking ability in grammar includes enough category.

Then, total score for vocabulary is 117, mean score is 3,9 that includes high category, and the percentage of score is 78%. It means that, the result of students' score above show us that students' speaking ability in vocabulary includes good category.

While, the total score for Accent is 103, mean score is 3,43 that includes enough category, and the percentage of score is 68,67%. It means that, the result of students' score for accent ability in speaking shows us that students' speaking ability in accent includes enough category.

Besides, The total score for conversation is 119, mean score is 3,97 that includes high category, and the percentage of score is 79,33%. It means that, the result of students' score for conversation shows us that students' speaking ability in conversation includes good category.

The total score for fluency is 107, mean score is 3,57 that includes enough categories, and the percentage of score is 64%. It means that, the result of students' score for fluency in speaking ability shows us that students' speaking ability in fluency includes enough categories.

Based on the result from students' score in speaking ability in five items, it can be concluded that the total mean score from all of the items is 5,42, mean score is 18,1, and the percentage of score is 72,67%. It means that, generally, students' speaking ability about English for business at the class 2AK1 vocational high school Muhammadiyah 02 is 72,67%.

The range of category is follows:

1. High or good between 76% - 100%

2. Enough between 50% - 75%

3. Low or less between 0% - 49%

Pertaining to the case, by seeing those percentage of scores and the range of category of speaking test, the score percentage is 72,67 shows us that the students' speaking ability about English for business in the class 2 AK1 SMK Muhammadiyah 02 Pekanbaru is categorized as enough.

1. **Correlation between students' activeness in using language laboratory and their speaking ability of English for Business.**

   The data were collected in the previous chapter by analyzing statistical technique Contingency Correlation Coefficient

   To find the correlation of this, the writer analyzed the data of observation toward students' activeness in using language laboratory and their speaking ability about English for business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru.

   Therefore, both variables X and Y, the writer analyzed from data of observation and test.

Table 4. 1

Scatter plot
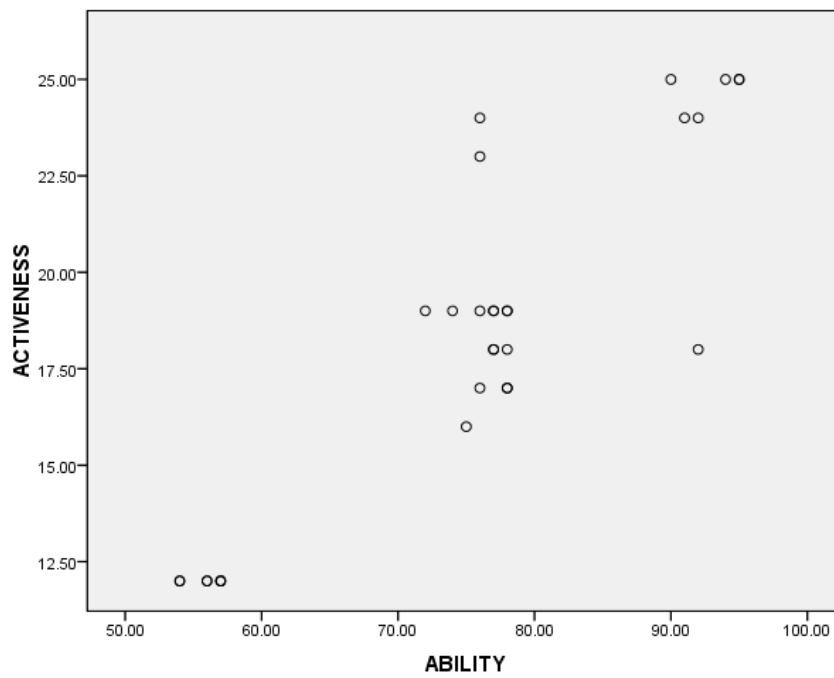
Table. 4. 2
Correlations

		ACTIVENESS	ABILITY
ACTIVENESS	Pearson Correlation	1	.900[**]
	Sig. (2-tailed)		.000
	N	30	30
ABILITY	Pearson Correlation	.900[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

2. **Hypothesis**

There is a significant correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of Vocational High School Muhammadiyah 02 Pekanbaru. It can be proved from the table of correlation above, there is two star marks and the score is 0,000 < 0,05. It means that there is significant correlation from two variables.

3. **Interpretation**

Based on the interpretation, the table of correlation shows that there is a significant correlation between students' activeness in using language laboratory and their speaking ability about English for business at the second year of class 2 Ak1 Vocational high school Muhammadiyah 02 pekanbaru. It means that, the more students' activeness of in using language laboratory is the higher students' speaking ability about English for business is, On the other hand, the less students' activeness in using language laboratory is, the less students' speaking ability of English for business is.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents conclusion of those which has been discussed in the previous chapter, and then to give some recommendations concerning the correlation between students' activeness in using language laboratory and their speaking ability of English for Business at the second year 2 Ak1 of Vocational High School Muhammadiyah 02 Pekanbaru.

A. The Conclusion

Based on the data presentation and analysis in the previous chapter, it can conclude that:

1. Based on the writer research and doing observation in vocational High School Muhammadiyah 02 Pekanbaru, the result of how students' activeness in using language laboratory at the second year class 2 Ak1 vocational high school Muhammadiyah o2 Pekanbaru, it includes Enough category

2. The result of how the students' speaking ability about English for business at the second year 2 Ak1 Vocational High School Muhammadiyah 02 Pekanbaru, it includes enough category.

3. There is a significant correlation between students' activeness in using language laboratory and their speaking ability of English for Business.

B. The Suggestion

Based on conclusion above, the writer wants to give some suggestions as follows:

1. The students of Vocational High School Muhammadiyah 02 Pekanbaru should learn English seriously.

2. The teacher should be creative to present the Listening English subject in language laboratory.

3. The students should be able to use the facilities in language laboratory to increase their speaking ability about English for business.

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