

**THE DIFFERENCE OF SPEAKING ABILITY BETWEEN STUDENTS
WHO TAKE ENGLISH COURSE AND WHO DO NOT AT PRIVATE
ISLAMIC SENIOR HIGH SCHOOL NURUL ISLAM
OF GUNUNG TOAR DISTRICT OF
KUANSING REGENCY**



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PEKANBARU
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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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ABSTRACT

PENDRA GUSNADI, 2010. “ The difference of speaking ability between students who take English course and who do not at private Islamic senior high school Nurul Islam of Gunung Toar district of Kuansing regency ”.

There are two variables used in this research namely variable X is speaking ability for those students who take English course and Y is speaking ability for those students who do not take English course. There are two formulations of the problem in this research, the first ‘is there any significant difference on the speaking ability between students who take English course and for those who do not?, and the second is ‘what are the factors that influence the speaking ability between students who take English course and for those who do not?.

Some programs are applied in English course out of the teaching and learning process, such as conversation program, all of the students should speak English every meeting and who speak another language get punishment like one hundred for one mistake. Those programs are not applied in the school. All of the system and program in English course should make their students have better ability than the students who do not take English course. Based on the previous short research of the writer, the writer found that ability, especially in speaking ability of the students who take English course isn’t suitable with what it should be. The writer found the facts from the phenomena: some students who take English course are still shy to express their activeness in teaching and learning process, some students who take English course aren’t brave to communicate in class.

This research done in private Islamic Senior High School Nurul Islam, so the subject of this research is all of the students in Islamic senior high school Nurul Islam. The subject is taken by using total sampling technique for those students who take English course and proportional random sampling for those students who do not take English course. To get the data, the writer use test and questionnaire. Then to analyze the data the writer uses the formula as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the data analysis by using ‘t’ test, t is 0.486, and 22 degree of freedom where at 5% is 2.07 and at 1% is 2.82 (2.07>0.486<2.82), by using SPSS t is 0.523, $df = 22$ (2.07>0.523>2.82), so H_0 is rejected, it means that there is no significant difference on speaking ability between the students who take English course and those who do not. The conclusion is students speaking ability influenced by some factors, like students follow English program actively.

ABSTRAK

PENDRA GUSNADI, 2010. “ Perbandingan kemampuan berbicara antara siswa yang mengambil kursus bahasa Inggris dan yang tidak di pondok pesantren Nurul Islam Kecamatan gunung toar kabupaten kuansing. “

Penelitian ini terdiri dari dua variabel yaitu, variabel X kemampuan berbicara siswa yang mengambil kursus bahasa Inggris, dan variabel Y kemampuan berbicara siswa yang tidak mengambil kursus bahasa Inggris. Adapun rumusan masalah dalam penelitian ini, adalah, adakah perbandingan yang signifikan kemampuan berbicara siswa yang mengambil kursus bahasa Inggris dan yang tidak, dan apakah factor-faktor yang mempengaruhi kemampuan berbicara antara siswa yang mengambil kursus bahasa Inggris dan yang tidak.

Adapun beberapa program yang diselenggarakan di lembaga kursus bahasa Inggris, seperti praktek percakapan, semua siswa harus berbahasa Inggris setiap kali pertemuan, dan barang siapa yang berbicara selain berbahasa Inggris akan mendapatkan hukuman membayar seribu rupiah untuk satu kesalahan. semua Program ini tidak ada diselenggarakan di sekolah. Secara keseluruhannya program yang ada di kursus bahasa Inggris tersebut seharusnya membuat kemampuan siswa yang mengambil kursus lebih baik dari siswa yang tidak mengambil kursus bahasa Inggris. Berdasarkan penelitian singkat penulis, penulis menemukan kemampuan berbicara siswa yang mengambil kursus bahasa Inggris tidak sesuai dengan kenyataannya, penulis menemukan fenomena sebagai berikut: Sebagian siswa yang mengambil kursus masih malu untuk menunjukkan keaktifan mereka dalam proses belajar mengajar, sebagian lainnya tidak berani untuk berkomunikasi didalam kelas.

Penelitian ini dilaksanakan di pondok pesantren Nurul Islam dengan subjek penelitian siswa madrasah aliyah pondok pesantren Nurul Islam dengan menggunakan teknik total sampling untuk siswa yang mengambil kursus bahasa Inggris dan proportional random sampling untuk siswa yang tidak mengambil kursus. Untuk memperoleh data penulis menggunakan rumus sebagai berikut

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan data analisis dengan menggunakan "t" tes adalah 0.486, dan Df=22 pada tingkat 5% adalah 2.07 dan pada 1% adalah 2.82 (2.07 > 0.486 < 2.82). dengan menggunakan SPSS adalah 0.523 Df=22 (2.07 > 0.523 > 2.82). jadi Ho adalah ditolak, artinya tidak ada perbandingan yang signifikan pada kemampuan berbicara antara siswa yang mengambil kursus dengan siswa yang tidak mengambil kursus. Kesimpulannya adalah kemampuan berbicara siswa dipengaruhi oleh beberapa factor diantaranya siswa mengikuti program bahasa Inggris dengan aktif.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning language, There are four skills that we should have, they are listening, Speaking, Reading, and writing. Speaking is one of the most important skills that must be mastered, Because speaking has function to communicate with someone else. Speaking is a key for communication. Speaking is also an important aspect that should be learnt. The success of students in speaking is measured through the accuracy and fluency of their speaking ability. In speaking, the students are expected to be able to speak and interact orally from one to each other, to get or to convey the information. Pertaining to statement above, Bygate (1987; in Nunan 199:40) says that further feature of oral interaction is that participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

Communicative competence is the goal as a language classroom. it can be said that the goal of English classroom is to produce a learner who is able to communicate or speak English well. In addition, William Littlewood (1991:92) tells that the learner should need to use the foreign language for communication purpose. So, the students of English as a foreign language are expected to use English in speaking.

There are two ways to communicate to others, they are written language and spoken language. Although written language has used to communicate,

spoken language is still the most effective way to communicate. Why is it like that? If we want to express our feeling or tell about our opinion directly, written language is not effective to used.

According to Kalayo (2006: 225) the ability to function in another language is generally characterized in term of being able to speak that language. when someone asks, "Do you know another language?" they generally mean, "can you speak another language?"

Nowadays, in Indonesian education institution, English has offered from the lowest educational institution levels up to the highest ones. It indicates that our government has been trying hard to develop Indonesian human resources to be equal to other countries in the world, especially in the field of education and technology.

Private Islamic Senior High School Nurul Islam is one of the Senior High Schools that is located in Taluk Kuantan. there are many students that studying at this school. in this institution, English is a compulsory subject that must taught to the learners. they have been teaching by the professional teachers in various sciences. English lesson has been taught twice a week, it means one hundred and eighty minutes a week, the total of study English for one semester is seventy two hours.

There are two English teachers, they are Mr. Khairan and Miss. Rika, both of them are professional English teacher who graduated from English Department. English subject especially in speaking have been taught based on KTSP curriculum that have a standart competence to express the meaning in short

conversation in environment. And the base competence is to express the meaning in conversation clearly that include asking and answer something, giving and getting information. As for the goal of teaching speaking is to make the students be able speak English well.

In teaching and learning process the teachers need something like method (Drs. Sriyono:19:1978), they can choose one of the method or bundle of some method, but the importanting the method is suitable with the goal of learning, such as in MA Nurul Islam the teacher use variety of method especially in teaching speaking they use discussion, so that every body in teaching and learning process should speak English. and sometimes the students asked by the teachers to telling a story in front of the class, all of them just to make the students be able speak English.

Beside that, to improve the students' ability especially in speaking ability the teacher can use some media that will help the teacher be easier to transferring the lesson to the students, in MA Nurul Islam to improve students speaking ability they use some media like tape recorder that contents of English conversation, the students listen to the record and than they practice with their friends, and sometime the students asked to retell the conversation by their own word.

As we know, English is taught as one of important materials, If the students want to improve their ability in English including speaking, writing, etc, they must follow the additional course in or out of their school. They do it twice or three times a week. It is different from the system of Senior High School level.

There are many language courses such as English Course. English Course is one of techniques and strategies to improve the students' ability. Sumardi Suryabrata (1989:30) said the good way of learning and the aspect that can influence students' ability are making a positive thought toward the exercised learned, developing the good learning habit, learning techniques such as the way attend the class, the way of learning outside the class, and the way of asking, giving any comments and discussing, in this research is English Course. like in Taluk Kuantan, called California English Course (CEC), this English Course is registrated in Kuansing Goverment. many students take English course there. This courses is held in morning into evening. The students can choose the time taht is suitable with them. Therefore, it does not interrupt other activities, especially formal education activity. through these courses, it is expected to be able to increase students' ability school.

There are many levels that the students can follow such as elementary and intermediate that include conversation focus and grammar. Especially in conversation, the students are guided by the teachers to be smart English conversation or speak English, especially in daily context. They have different system than Senior High School level, in teaching and learning process the students should speak English, if they speak Indonesia or another one they get fanismant like one thousand for one mistake. It means every body should speak Englis here. (California English Course Document)

In teaching and learning process the students who take English Course should be better ability than the students who do not take English course, Because,

The system in English course is different than the system in the Senior High School, For example the students in English course much practice and much time for study than the students who do not take English course. beside that the students who do not take English course always do every task that is given by the teacher, Although it is difficult to them

All of the explanation above explain that there are many aspects that can influence students' ability, one of them is the way of learning. beside that, the students who take English course have much time and more guidance than the students who do not take English course. All of the system and program in English Course institution should make their students have better ability than the students who do not take English Course.

Based on the observation and short research of the writer, the writer found that ability, especially in speaking ability of the students who take English course isn't suitable with what it should be.

The writer found the facts from the phenomena as follows:

1. Some students who take English course are still shy to express their activeness in teaching and learning process.
2. Some students who take English course aren't brave to ask the teacher in teaching and learning process.
3. Some students who take English course do not speak English in teaching and learning process
4. Some students who take English course still get difficulties to express their Idea directly.

Based on the phenomena above, The writer is interested in carrying out the research antitled “ **THE DIFFERENCE OF SPEAKING ABILITY BETWEEN STUDENTS WHO TAKE ENGLISH COURSE AND THOSE WHO DO NOT AT PRIVATE ISLAMIC SENIOR HIGH SCHOOL NURUL ISLAM OF GUNUNG TOAR DISTRICT OF KUANSING REGENCY** “

B. The Problem

1. The Identification of the Problem

1. Why are some students who take English course still shy to express their activeness in teaching and learning process?
2. Why are some students who take English course don't brave to ask to the teacher in teaching and learning processs?
3. What are the aspects that make the students who take English course still get difficulties to express their idea directly?
4. What are the factors influencing the equality of the speaking ability between those students who take English course and do not take English course?

2. The limitation of the Problem

Based on the identification of the problems above, the writer limits the problems on speaking ability between those students who take English course and do not take English course and the factors influence the speaking ability between those students who take English course and do not take English course.

3. The Formulation of the Problem

The problems are formulated as follows:

1. Is there any significant difference on the speaking ability between the students who take English course and those who do not?
2. What are the factors that influence the speaking ability between those students who take English course and who do not?

C. The Reason for Choosing the Tittle

1. The topic is very relevant to the students of English Education Department.
2. The topic is very important to be discussed because it is very crucial in mastering English.
3. To add the writer's knowledge in research activities.

D. The Objectives and Significances of the Research

1. The Objectives of the Research

Specipically, this research intends:

1. to find out the significant difference on the speaking ability between the students who take English course and those who do not take English course.
2. To find out the factors that influence the speaking ability between the students who take English course and those who do not take English course.

2. The Significances of the Research

1. To provide some imformation about the students' speaking ability at the private Islamic Senior High School. Nurul Islam

2. To provide a scientific investigation on the intricacies encountered by the students in the aspects of the speaking.

E. Definitions of the Term

As to avoid misunderstanding of the terms used in this research, the writer needs to explain the term as follows:

1. Difference

According to Dra. Aswarni Sujud (1998:247) “Comparative” is study about the similarities and differences about the things, people, working procedures, critics, and ideas. In this research differentiate about the students’ ability between those students who take English course and who do not take English course. In learning speaking.

2. Speaking

Speaking is a key to communication. Speaking is also an important aspect that should be learnt. The success of students in speaking is measured through the accuracy and fluency of their speaking ability. In speaking, the students are expected to be able to speak and interact orally each other either, to get or to convey the information. Pertaining to statement above, Bygate (1987; in Nunan 199:40) says that further feature of oral interaction is that participants need constantly to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what.

3. Ability

Ability is capacity or power to do something physical or mental (Oxford Advanced learner's Dictionary, as Hornby, 1998; in Jumri 2006:6). In this research, speaking ability is the ability of a student to exchange her/his Idea, share difference information feeling or something in his or her mind to other by using spoken language.

4. Students

It means that (undergraduate or post graduate) a person who is studying at college polytechnics or university (Hornby, 1997:858). In this research, the students of private Islamic Senior High School Nurul Islam kuansing in academic year 2009-2010 who are choosen to be sample.

5. English Course

English Course is one of Non-formal education institutions for peple who want to learn English at the short time, course in Indonesia is a place for teaching about acquisition, Cleverness, Skill and knowledge in short time (Peter Ssalim:1991).

CHAPTER II

REVIEWS OF RELATED LITERATURES

A. Theoretical Framework

1. The Concept of Speaking

Speaking is the capability to use a language. Speaking is intelligible speech (free online dictionary, at Google.com). Roza Nortti (2004:13) also says that speaking is a productive skill since it produces Ideas, Messages or suggestions. Speaking is uttering word in more formal situation. So, One purpose of speaking is to make the learner understand.

Based on the opinions of some experts about speaking above, It is clear that speaking is a skill that is needed in learning a language. Speaking is one of skill that used to understand the language used by people. Speaking skill is so important for us, It is because through speaking, People can recognize any Message, Ideas, Suggestions or other important informations.

Linguist had tried to analyzes the process of the speaking. Woolbert (1927; in prof. Dr. Henry G.T, 1981:17) analyzes the ways someone speak. They are

- A speaker as a goal, a thought which are going to possessed by others.
- A speaker is a language user, he/she forms thought and feeling become words.
- A speaker is a person who conveys his purpose and hearers and the others through his sounds.
- A speaker is something that has to be observed.

2. The Purpose of Speaking

The main purpose of speaking is to Communicate to others. Communication arises when language is used as such interpersonal behavior, which goes beyond meaning full and truthful manipulation of language symbols (Mary Newton, 1976: 56).

Actually, Three general purposes of speaking, They are:

1. To inform.
2. To entertain.
3. To persuade.

Sometimes, Thos purposes combine to be one idea in a compersation in the same time, Like in a compersation we want to imform, To entertain and to persuade someone about something. These purpposes indicate that teaching English is to make learners able to use English for any topics and expressions. Learners are expected to be able to produce the language that they had learned.

Brown (1994: 24) says succesfull language learners, In their realistic appraisal of them-selves as vulnerable being yet capable of accomplising tasks, must be willing to become “gamblers” in the game of language, To attemp to produce and to intrepret that is a bit beyond their absolute certainly.

Another experts, Tomy Lynch and Kenneth Anderson has been writen the book about study speaking, Their aims are:

1. To active and extend the learners’ linguistic competence.
2. To increase their comfidence in using spoken English
3. To develop their ability to analyze and evaluate spoken performance

4. To sharpen their strategic competence in face to face interaction.(Tomy L and Kenneth A, 1992:3)

The aims indicate that increasing speaking skills as complete skills is crucial effort is done by the teacher to the students, Or by the expert to language user. Some activities can be done by the teacher to their students, To increase their language ability, Such as:

1. Stating the students' Ideas about something.
2. Asking and answering questions based on the information given
3. Talking about something that will be done

3.The problem in speaking

Many students have problem in speaking, Roza Narti (2004: 14-15) says the problems are as follows:

1. The language educators have spent countless hours improving condition of linguistic habit into their students and correcting them for making the same errors they made when they were learning English.
2. Majority of students cannot speak the language because dissatisfaction with language learning among the students and the general public.
3. Learners don't know grammar.

These problems may be caused by:

- a. The teacher seem dislike hearing the incorrect grammar in the Classroom.
- b. One vision of the goals is deleted by the obsession with the means of achieving those goals.

- c. The language educators have stressed linguistic competence more than communication competence.
- d. The possibility of getting students to communicate each other in the foreign language was not part of the model of foreign language learning.
- e. Teacher emphasizes communication activators may be at their linguistic or psychological capability.

4. The Component of Speaking

Shohib Budiman, 2004: 10) speaking ability focuses on five components, they are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

1. Pronunciation

Pronunciation is probably the most neglected aspect is English language (John H, 1978: 55). All words are made up of sound and speakers of language need to know these sounds. So they will understand what is said to them and be understood in their turn.

An important part of learning the spoken language is in the learning and teaching pronunciation. Therefore, As an English teacher. You not only teach well in pronunciation, But you also make it possible for the students to acquire good pronunciations by mistating you.

2. Grammar

Grammar or structure is important in speaking. Communication in speaking will run smoothly if grammar can be understood. Therefore, Speakers

must be aware of the grammar used in speaking. Eckersly (1961; in Roza Norti, 2004:16) also says that grammar taught has three major objectives, they are:

- a. It's used to make the students understand the grammar.
- b. It's used to get the students to comprehend and provide the answer of any grammatical problems.
- c. It's also used to make the students can practice grammar in their daily life.

The objectives indicate that grammar must be used and taught in teaching English.

3. Vocabulary

Language students need to learn the lexis of the language. They need to learn what words mean and how they use. Meaning that, The students need to have plenty of vocabularies, since repeating words happened because the learners does not know substitutions words. Vocabulary is normally studied in dialogue or conversation.

4. Fluency

Speaking is an activity or reproducing words orally. Therefore, it is important to have fluency as having the capability of other components of speaking. In Longman Dictionary (1992:141), Fluency is the feature which gives speech the qualities of being natural and normal, Including native-like use of Pausing, Rhythm, Intonation, Strees, Rate of speaking, and use of interjections and interruptions.

In second and foreign language teaching, fluency described a level of proficiency in communication, which include:

- a. The ability to produce written or spoken language with ease
- b. The ability to speak with a good but not necessarily perfect command of Intonation, Vocabulary, and Grammar.
- c. The ability to communicate Ideas effectively.
- d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

5. Comprehension

Comprehension, For oral communication, Requires a subject to respond to speech as well as to initiate it. Since speaking is an activity of reproducing words orally in which there is a process of exchanging ideas between a speaker and a listener, It is important to have comprehension as the next components of speaking.

Shohib Budiman, (2003: 10) says that comprehension is the complex skill which involves combining all of the speaking skill to get a message from the communication.

B. The Factor Influencing Ability of the Students

Many factors influencing the speaking ability of the students, one of them is the student's motivation in practice speaking (Andre Kurniawan, 2007: 52). Motivation plays an important role in language learning, especially in speaking subjects. If the students have high motivation, automatically they will more

diligent to practice their speaking, And if their speaking is good, They will get better ability in speaking subject.

Andri Kuarniawan, (2007:7) that in studying the target language, there are two types of motivation, they are:

a. Integrative Motivation

Integrative Motivation is employed when learners wish to integrated themselves into the culture of the target language community, to identify themselves with and become a part of that. In this case, they desire to know as much as possible about the culture of the target community.

b. Instrumental Motivation

Instrumental Motivation describes a situation in which learners believe that the mastery of target language will be instrumental in getting them a better job position or status.

The second factors are students' attitudes toward speaking practice. The high of speaking ability is determined by students' attitudes (Shohib Budiman, 2003:60). Shohib says that theoretically, students learning activities in which involves their ability. For Example, In speaking Class, Teachers sometimes give corrections to students' mistake directly or indirectly. Each student will have different and it will be followed by her or his attitudes toward the correction but the others cannot. Because of different attitudes, Their ability will be different too. For instance, When they have positive attitudes towards teacher' correction, Their speaking ability will be better.

C. The Concept of the Course

A course as one of the place of non-formal education implemented outside formal education is implemented by society and handled more by independent private institution. A course as one of educational unity outside school has an institutional duty realize external school educational aim as stated government rule number 73 in 1991 about external school education.

One of the aspect can influence the students ability is the way of learning, Oemar Hamalik (1983:30), the good way of learning is making planning in learning, Reviewing the material, Discussion, Asking and memorizing, Going to library and etc, include learning in the outside of the school, it means taking English course.

According to Soelaiman Joesoef (2008: 56) learning in the outside the school or English course is one of strategy to complete the program are run in the school in teaching and learning process, Especially in learning English speaking

“any English language course over any other except in as much that we feel that your kids will return from an English learning experience a lot more enthused if it has taken place in an English speaking country where they have had to speak English to survive. Maybe by survive we only refer to your children obtaining a few sweets in shop by speaking in English but I am sure any kid would consider this as a matter of survival”.

http://www.bicon2009.org.uk/English_language_courses_for_children_in_English_speaking_countries

Umberto Sihombing (2001:89). Says that the external education is to develop and to increase life status and quality. Therefore, the aim of implementation of the course is to widen society participation in learning

learning opportunity and to increase society quality through education, and to increase optimal teaching learning process and prepare the students in order to develop their personality becomes can provide the wider work opportunity.

Nur Azizah (2008:1) said the difference of English course and school can be seen in it's institution, the English course managed by society or certain group, they can make a decision by themselves, the students can also choose the time that suitable with them.

Beside that, Bukhori (2002:4) said the difference of the students who take English course and who do not can be seen on their motivation, the students who take English course more motivate than the students who do not take English course.

All of the explanation above explain that the English course is one of the way of learning to increase the students speaking ability in teaching and learning process at the school.

1. Characteristic of the Course

There are some characteristics of the course as follows:

- a. more effective and efficient, It is because educational program and content can be spesific and based on students needed.
- b. The content and the aim of education are always directly oriented to society's life.
- c. More instrumental. It means more flexible, Easier and can produce something in a short time.
- d. Students age is not limited and age does not to be same age in the level.

2. The Purpose of English Course

The purpose of English course implementation is to expand society participation in distribution of studying opportunity and to increase society quality through education, to increase teaching and learning process for reaching optimal application and result as well as to prepare students as to improve says that a course has a function as the substitution, Complementary, Extra and proponent of school educational stages that can prepare establishment staff with more flexible.

For students, A complex community needs knowledge and various skill related to the need and it should be ability in a short time. The course can improve their knowledge and skill. These courses are held in the morning to evening. The students are free chosen the program and the time that they need. According to Peter Salim (1991 in Lesi Virasiswati, 2005:8), course in Indonesia is a place for teaching about acquisition, Cleverness, Skill and Knowledge in short time.

3. The Different Concept of Learning English at School and Course

Mastering of foreign language particularly language which dominant used by international is one of accesses to reach succeed in all part of field. Teaching of foreign language has also getting change. Usually, There are four ironically, Profuse of structure also inhibit communication skill. The emphasize of difference curriculum school and course are interesting to be observed.

Using of English as the first foreign language and support from the foreign language institution such as Ford Foundation, the British Council and also policy in the formal education. English has been taught legally as foreign language in school.

4. Learning Speaking at Formal School

Learning English at the junior high school and Senior High School must have two purposes, The first, students should prepare themselves to make them can read English text book until university level and the last level of formal education, The ability in English is still using as decisive factor to get job and age interesting payment.

There are many vacancy advertising sign up fluency of English as one of the main requirements. Although, Children have taught english in years at school their result of graduation is still low generally.

The curriculum in Indonesia has change (Dardjowidjojo, 2000) teaching of language should more emphasize in speaking, Not only in structure, In curriculum (1984, 1994, and 2004) are aspire to built students' ability to communicate English actively. However, Those curriculum are not run well.

5. Respon of English Course

Englis course has developed to responds the needs in society from legal vice course of foreign country until private course. While, Schools are still in the form of teaching structure and memorize structure. But, Course emphasize speaking skill. Some course are not reluctant to promote program "can speak English only in three months" to attract consumer, In addition, Course provide native speaker to increase students' ability in speaking. Native speaker program is offered more expensive thtan local teacher.

Usually in teaching, The native speaker teacher offered their program more expensive than the local teacher. Although, the native teacher does not

competence yet. (Anita Lie, 2007), the mentality of post colonialism is precisely done by local people who do not appreciate the English native speaker instructor speaks English that they do not have any experience even though they are not educated than the local instructor who speaks English fluently, Has experience and educated.

D. Accuracy and Fluency

Processes of teaching English include fluency and accuracy which are building up together. Schools are to emphasize the decision. Although, English curriculum has changed several times. In fact, Students in class still memorize long list of verbs. On the other hand, the activities in courses are made interesting and fun in games and chance to use English.

The variety of students population in Indonesia and the variety of people's necessity, Educators have to analyze again about the aim, Design and the implementation of foreign language curriculum. In fact, Not all of Indonesia children have chance and necessity to speak or able to communication on foreign language. For this context, Allocation in teaching English for sixth year multiple (At least) two hours a week would be wasted.

Supposed that English still being taught as foreign language at the school as the reason for the access level, Every region must have independence to make the aim and make design for foreign language curriculum according to their Potential and their necessity. For several regional, The reading skill is more important. While the other regional (As like as the regional supply for Indonesian blue-collar worker and craftsmen employed overseas), It might be that the students

has to improve the spoken competence in foreign language (Speaking skill English, Arabian, Chinese) although the nation has strategy for long time and they do not trap anymore as the supplier worker with a minimum salary.

Schools are difficult to meet students' need in those variations of teaching, English course can fill each other in teaching English program.

E. Relevant Research

There is a lot of previous research regarding with students' speaking ability. One of which was conducted by Shohib Budiman (2003). In his correlation research, he focuses his research on the correlation between students' attitudes on speaking practice and their speaking achievement. In his research, he found out that there is significant correlation between students' attitudes toward speaking practice and their speaking achievement. Furthermore, he also found out that both high and low speaking achievements have strong correlation to the students' attitudes toward speaking practice. The high of speaking achievement is determined by students' attitudes and vice versa.

Another research was done by Nurrokhmah Yunita (2008), in her research she focuses on the comparison between student who are graduating from Islamic senior high school and senior high school. She found that there is no significant difference on speaking achievement those students graduating from Islamic senior high school and senior high school.

E. Operational Concept

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out the research. It is necessary to clarify briefly the variables used in this study.

Variable is the object of research (Suharsimi Arikunto, 2002:96). There are two variables used in this study namely variable X is speaking ability those students who take English Course and Y is the speaking ability those students who do not take English Course.

In this research, the writer concludes several indicators to be operated which described operational concept. The indicators are:

1. The students are able to express their idea directly
2. The students are able to communicate among them
3. The students are able to speak English in short conversation
4. The students are able to ask the teacher in teaching and learning process
5. The students are able to speak English in teaching and learning process

The ability of students in this research is the knowledge and skill of students about English speaking in numeral form. It comes from the evaluation of the test. The good ability is obtained from the good test.

The good test must have validity and reliability. (Arthur Hughes, in Bukhori 2002:12) states that a test is said to be valid if it measures accurately what it is intended to measure and the test is said reliable if the score actually obtained on the test on particular occasion likely to be very similar to those which

would have obtained if it had been administrated to the same students with the same ability but at different time.

The students speaking ability will be tasted by using some questions in short conversation in the topic about introduction. That includes five characters as follows:

1. About students' personality
2. About students' family
3. About students' education
4. About students' hobbies
5. About students' activities

To evaluate the students speaking' ability in this researches as follows the category level of speaking ability below:

TABLE I
The Category Level of Speaking Ability

Proficiency	Level 5	Level 4	Level 3	Level 2	Level 1
Pronunciation	5	4	3	2	1
Grammar	5	4	3	2	1
Fluency	5	4	3	2	1
Vocabulary	5	4	3	2	1
comprehension	5	4	3	2	1

1. Pronunciation

5 = has few traces of foreign accent

4 = always intelligible, though one is conscious of a definite accent

3 = pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding

2 = very hard to understand because of pronunciation problems. Must frequently be asked to repeat

1 = pronunciation problems so severe as to make speech virtually unintelligible

2. Grammar

5 = makes few (if any) noticeable errors of grammar or word order

4 = occasionally makes grammatical and or word order error which do not.

However, obscure meaning

3 = makes frequent errors of grammar and word which occasionally obscure meaning.

2 = grammar and word order make comprehension difficult. Must often rephrase sentences or restrict him / her to basic pattern

1 = error in grammar and word order so severe as to makes speech virtually unintelligible

3. Fluency

5 = speech as fluency and effortless as that a native speaker

4 = speed of speech seems to be slightly affected by language problem

3 = speed and fluently as rather strongly affected by language problem

2 = usually hesitant, often into silence by language limitation

1 = speech is also halting and fragmentary as to make conversation

4. Vocabulary

5 = use of vocabulary and idiom is virtually that a native speaker

4 = sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequacies

3 = frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary

2 = misuse use of word and very limited vocabulary make comprehension quite difficult.

1 = vocabulary limitation as extreme as to make conversation virtually impossible

5. Comprehension

5 = appears to understand every without difficult

4 = understanding nearly everything at normal speed although occasionally repetition may be necessary

3 = understanding meet of what is said at slower than normal speech with repetition

2 = has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition

1 = cannot be said to understand even simple conversation English

The students speaking ability can be formed in words or numeral form with same categories, Muhibbin Syah (1995:150) as follows,

TABLE II
The Classification of Speaking Ability

No	Level	Percentage	Category
1	Level 5	81-100	Excellent
2	Level 4	61-80	Very good
3	Level 3	41-60	Good
4	Level 2	21-40	Fair
5	Level 1	0-20	Bad

Furthermore, the writer also studies about the factors influencing speaking ability those students taking English course and who are not taking English course. The operational concept of the factors influencing the speaking ability those students taking English course and who are not taking English course are:

1. Students have English book about speaking.
2. Students interested to speak English
3. Students practice their English conversation with their friends
4. Students review their speaking course
5. Students do program planning in previous course
6. Students communicate with their friends in English whenever and wherever they are
7. Students have English group to practice their speaking skill
8. Students have self-confidence in English conversation
9. Students follow English program actively
10. Students prepare their self before examination

F. The Assumption and the Hypothesis

1. The Assumption

The writer assumes that the speaking ability those students who take English course can be better than the students who do not take English course. It is because all of the system, Regulation occurred in English course and the time that they have for study.

2. The Hypothesis

H₀: there is no significant difference on the speaking ability between the students who take English course and those who do not take English course.

H_a: there is significant difference on the speaking ability between students who take English course and those who do not take English course.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and the Time of the Research

The location of this research is at the private Islamic Senior High School Nurul Islam of Gunung Toar District of Kuansing Regency. The reason why the writer chooses this location is that because speaking course is also taught at this school as one of the major courses. This research will be conducted from Augustus 2010 to December 2010.

B. The Subject and the Object of the Research

The subject of this research are all of the students of private Islamic Senior High School Nurul Islam of Gunung Toar district of Kuansing Regency. While, The object of this research is speaking ability between those students who take English Course and those who do not take English Course.

C. The Population and the Sample of the Research

The population of this research was all of the students in private Islamic Senior High School Nurul Islam Gunung Toar district of Kuansing Regency. The number of students is 136 that consist of 64 students IPS departments, 50 IPA departments, and 20 students who take a course, but only 12 students who take English course, and 8 students take computer course. Here, students are divided randomly into five classes 1, 2, 2 IPA 3 IPA, and 3 IPS. In this research, the writer will use 3 technique samplings. Because the total subjects of each group in this research are different, So technique sampling is used by the writer in this research is total sampling technique and proportional random sampling (Suharsimi

Arikunto, 2002: 111-119). As a result, they are 24 students to be sample of this research. It consists of 12 students who take English course and who not.

D. The Research Design

The design of this research is comperative research. Comperative research is an investigation upopn two different components, Two things to be investigated comparatively. It's consist of two variables namely variable X (dependent variable) is speaking ability and the variable Y (independent variable) is the students who take English Course and who do not.

E. The Technique of the Data Collection

1. Test Technique

This technique is used to collect the data about the ability the students that comes from the score of the test which is made by the writer, The materials of the test based on the syllabus that is given at the private Islamic Senior High School year of MA PP Nurul Islam Kuansing.

2. Questioner

Questioner is a rresearch instrument consisting of series of questions to be answered by one the resppndent. Questioner consists of multiple choice answers. This technique is used to know the factor influencing of speaking ability between those students who take English Course and who do not take English Course.

F. The Data Analysis Technique

In this research the writer uses T-test as the main technique to analyze the data. T-test is developed by William Seely Gosset. He is statistic consultant from Irlandia In 1915.

The Formula is:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

T_o = Significan level

M_x = The mean of variable x

M_y = The mean of variable y

SD_x = Standard deviation of variable x

SD_y = Standard deviation of variable y

N = The number of the cases

I = Constsnt number

a. Look for the mean of variable x and variable y

1. The mean of variable x

$$M_x = M + i \left[\frac{\sum fx}{N} \right]$$

2. The mean of variable y

$$M_y = M + i \left[\frac{\sum fy}{N} \right]$$

b. Look for standard deviation of variable x and variable y

1. Standard deviation of variable x

$$SD_x = i \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx}{N} \right]^2}$$

2. Standard deviation of variable y

$$SD_y = i \sqrt{\frac{\sum fy^2}{N} - \left[\frac{\sum fy}{N} \right]^2}$$

Where:

$\sum fx^l$ = The total multiplication among frequent of variable X with x^l

$\sum fy^l$ = The total multiplication among frequent of variable Y with y^l

M^l = The calculation mean.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Data of Student's Speaking Ability

The data of student's speaking ability is taken by the writer from the task by using some questions in short conversation in the topic about introduction that include five characters as follows, about students personality, about students family, about students education, about students hobbies, and about students activities. Because the data consists of some parts, so the writer needs to count the mean of it. To find the mean, the writer counts up each of data, and the result is in the table below.

TABLE III
THE SCALE OF STUDENT SPEAKING ABILITY

The score ability level	Category
80-100	Excellent
70-79	Very good
60-69	Good
50-59	Fair
0-49	Bad

TABLE IV
THE SPEAKING ABILITY BETWEEN STUDENTS WHO TAKE ENGLISH
COURSE AND THOSE WHO DO NOT

No	Students who take English course		Students who do not take English course	
	Student	Ability	Student	Ability
1	A	78	M	63
2	B	78	N	67
3	C	78	O	73
4	D	73	P	75
5	E	79	Q	77
6	F	77	R	78
7	G	75	S	76
8	H	75	T	75
9	I	70	U	78
10	J	70	V	75
11	K	67	W	70
12	L	71	X	73
Total		891	Total	880
High		79	High	78
Low		67	Low	63
Mean		74,25	Mean	73,33

The table above shows us that there are 11 students who take English course and 10 students who do not take English course got “70”. Moreover, only 1 student who takes English course and 2 students who do not take English course got “60”.

While, the mean of speaking ability those students who take English course is 74, 25, and the mean of speaking ability those students who do not take English course is 73,33. It means that both of speaking ability those students who take English and who do not got “70”.

2. The Data of Influencing of Student's Speaking Ability

The data of influencing of students' speaking ability is gotten by giving questionnaires to objects of this research. Questionnaire guidance consists of 10 question triple choice.

TABLE V
THE STUDENTS GIVE COMMENT IN TEACHING AND LEARNING
PROCESS

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	33%	3	25%
B	OFTEN	1	8%	5	42%
C	SOMETIMES	5	42%	3	25%
D	SELDOM	2	17%	1	8%
E	NEVER	0	0%	0	0%
TOTAL		12	100%	12	100%

The table IV above shows that the students who take English course, there are 33% of respondents choose always, 8% of respondents often, 42% of respondents choose sometimes, 17% of respondents choose seldom and there are no students that never have English book about speaking. While, the students who do not take English course, there are 25% of respondents choose always, 42% of respondents choose often, 25% of respondents chose sometimes, 8% of respondents choose seldom and there are no students give any comment in teaching and learning process.

TABLE VI
THE STUDENTS COMMUNICATE IN ENGLISH AMONG THEM

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	25%	4	33%
B	OFTEN	2	17%	4	33%
C	SOMETIMES	5	42%	2	17%
D	SELDOM	1	8%	2	17%
E	NEVER	1	8%	0	0%
TOTAL		12	100%	12	100%

The table V above shows that the students who take English course, there are 25% of respondents choose always, 17% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and 8% of respondents choose never interested to speak English. While, for the students who do not take English course, there are 3% of respondents choose always, 33% of respondents choose often, 17% of respondents choose sometimes, 17% of respondents choose seldom and there are no students communicate in English among them.

TABLE VII
THE STUDENTS SPEAK ENGLISH IN DAILY CONVERSATION

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	2	17%	4	33%
B	OFTEN	1	8%	0	0%
C	SOMETIMES	6	50%	5	42%
D	SELDOM	2	17%	1	8%
E	NEVER	1	8%	2	17%
TOTAL		12	100%	12	100%

The table VI above shows that the students graduating from Islamic Boarding School, there are 17% of respondents choose always, 8% of respondents choose often, 50% of respondents choose sometimes, 17% of respondents choose seldom and there are 8% of respondents choose never practice their English conversation with their friends. While, for the students who do not take English course, there are 33% of respondents choose always, 0% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and there are 17% of respondents choose never practice their English in daily conversation.

TABLE VIII
STUDENTS ASK THE TEACHER WHEN THEY DO NOT UNDERSTAND
ABOUT THE LESSON

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	0	0%	1	8%
B	OFTEN	1	8%	2	17%
C	SOMETIMES	3	25%	4	33%
D	SELDOM	6	50%	3	25%
E	NEVER	2	17%	2	17%
TOTAL		12	100%	12	100%

The table VII above shows that the students who take English course, there are 0% of respondents choose always, 8% of respondents choose often, 25% of respondents choose sometimes, 50% of respondents choose seldom and there are 17% of respondents choose never review their speaking course. While, for the students choose often, 33% of respondents choose sometimes, 25% of respondents choose seldom and there are 17% of respondents choose never ask the teacher when they do not understand.

TABLE IX
THE STUDENTS PRACTICE THEIR ENGLISH IN THE CLASS

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	1	8%	1	8%
B	OFTEN	2	17%	3	25%
C	SOMETIMES	5	42%	4	33%
D	SELDOM	3	25%	2	17%
E	NEVER	1	8%	2	17%
TOTAL		12	100%	12	100%

The table above shows that the students who take English course, there are 8% of respondents choose always, 17% of respondents choose often, 42% of respondents choose sometimes, 25% of respondents choose seldom and there are 8% respondents choose never do program planning in previous course. While, for the students who do not take English course, there are 8% of respondents choose always, 25% of respondents choose often, 33% of respondents choose sometimes, 17% of respondents choose seldom and there are 17% respondents choose never practice their English.

3.The Data of Influencing Factors of Student's Speaking Ability

The data of influencing factors of students' speaking ability is gotten by giving questionnaires to objects of this research. Questionnaire guidance consists of 10 question triple choice.

TABLE X
STUDENTS HAVE ENGLISH BOOK ABOUT SPEAKING

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	4	33%	3	25%
B	OFTEN	1	8%	5	42%
C	SOMETIMES	5	42%	3	25%
D	SELDOM	2	17%	1	8%
E	NEVER	0	0%	0	0%
TOTAL		12	100%	12	100%

The table IV above shows that the students who take English course, there are 33% of respondents choose always, 8% of respondents often, 42% of respondents choose sometimes, 17% of respondents choose seldom and there are no students that never have English book about speaking. While, the students who do not take English course, there are 25% of respondents choose always, 42% of respondents choose often, 25% of respondents chose sometimes, 8% of respondents choose seldom and there are no students that never to have English book about speaking.

TABLE XI
STUDENTS INTEREST TO SPEAK ENGLISH

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	3	25%	4	33%
B	OFTEN	2	17%	4	33%
C	SOMETIMES	5	42%	2	17%
D	SELDOM	1	8%	2	17%
E	NEVER	1	8%	0	0%
TOTAL		12	100%	12	100%

The table V above shows that the students who take English course, there are 25% of respondents choose always, 17% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and 8% of respondents choose never interested to speak English. While, for the students who do not take English course, there are 3% of respondents choose always, 33% of respondents choose often, 17% of respondents choose sometimes, 17% of respondents choose seldom and there are no students that interested to speak English.

TABLE XII
STUDENTS PRACTICE THEIR ENGLISH CONVERSATION WITH THEIR FRIENDS

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	2	17%	4	33%
B	OFTEN	1	8%	0	0%
C	SOMETIMES	6	50%	5	42%
D	SELDOM	2	17%	1	8%
E	NEVER	1	8%	2	17%
TOTAL		12	100%	12	100%

The table VI above shows that the students graduating from Islamic Boarding School, there are 17% of respondents choose always, 8% of respondents choose often, 50% of respondents choose sometimes, 17% of respondents choose seldom and there are 8% of respondents choose never practice their English conversation with their friends. While, for the students who do not take English course, there are 33% of respondents choose always, 0% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and there are 17% of respondents choose never practice their English conversation with their friends.

TABLE XIII
STUDENTS RIVIEW THEIR SPEAKING COURSE

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	0	0%	1	8%
B	OFTEN	1	8%	2	17%
C	SOMETIMES	3	25%	4	33%
D	SELDOM	6	50%	3	25%
E	NEVER	2	17%	2	17%
TOTAL		12	100%	12	100%

The table VII above shows that the students who take English course, there are 0% of respondents choose always, 8% of respondents choose often, 25% of respondents choose sometimes, 50% of respondents choose seldom and there are 17% of respondents choose never review their speaking course. While, for the students choose often, 33% of respondents choose sometimes, 25% of respondents choose seldom and there are 17% of respondents choose never review their speaking course.

TABLE XIV
STUDENTS DO PROGRAM PLANNING IN PREVIOUS COURSE

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	1	8%	1	8%
B	OFTEN	2	17%	3	25%
C	SOMETIMES	5	42%	4	33%
D	SELDOM	3	25%	2	17%
E	NEVER	1	8%	2	17%
TOTAL		12	100%	12	100%

The table above shows that the students who take English course, there are 8% of respondents choose always, 17% of respondents choose often, 42% of respondents choose sometimes, 25% of respondents choose seldom and there are 8% respondents choose never do program planning in previous course. While, for the students who do not take English course, there are 8% of respondents choose always, 25% of respondents choose often, 33% of respondents choose sometimes, 17% of respondents choose seldom and there are 17% respondents choose never do program planning in previous course.

TABLE XV
STUDENTS COMMUNICATE WITH THEIR FRIENDS IN ENGLISH
WHENEVER AND WHEREVER THEY ARE

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	1	8%	2	17%
B	OFTEN	3	25%	3	25%
C	SOMETIMES	5	42%	4	33%
D	SELDOM	2	17%	2	17%
E	NEVER	1	8%	1	8%
TOTAL		12	100%	12	100%

The table IX above shows that the students who take English course, there are 8% of respondents choose always, 25% of respondents choose often, 42% of respondents choose sometimes, 17% of respondents choose seldom and there are 8% of respondents choose never communicate with their friends in English whenever and wherever they are. While, for the students who do not take English course, there are 17% of respondents choose always, 25% of respondents choose often, 33% of respondents choose sometimes, 17% of respondents choose seldom and there are 8% of respondents choose never communicate with their friends in English whenever and wherever they are.

TABLE XVI
STUDENTS HAVE ENGLISH GROUP TO PRACTICE THEIR SPEKING
SKILL

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	1	8%	1	8%
B	OFTEN	2	17%	2	17%
C	SOMETIMES	2	17%	3	25%
D	SELDOM	1	8%	2	17%
E	NEVER	6	50%	4	33%
TOTAL		12	100%	12	100%

The table X above shows that the students who take English course, there are 8% of respondents choose always, 17% of respondents choose often 17% of respondents choose sometimes, 8% of respondents choose seldom and there are 50% respondents choose have English group to practice their speaking skill. While, for the students who do not take English course, there are 8% of respondents choose always, 17% of respondents choose often, 25% of respondents chose sometimes, 17% of respondents choose seldom and there are 33% respondents choose never have English group to practice their speaking skill.

TABLE XVII
STUDENTS HAVE SELF CONFIDENCE IN ENGLISH CONVERSATION

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	2	17%	1	8%
B	OFTEN	3	25%	4	33%
C	SOMETIMES	4	33%	3	25%
D	SELDOM	2	17%	2	17%
E	NEVER	1	8%	2	17%
TOTAL		12	100%	12	100%

The table XI above shows that the students who take English course, there are 17% respondents choose sometimes, 17% of respondents choose seldom and there are 8% of respondents choose never have self confidence in English conversation. While, for the students who do not take English course, there are 8% of respondents choose always, 33% of respondents choose often, 25% of respondents choose sometimes, 17% of respondents choose seldom and there are 17% of respondents choose never have self confidence in English conversation.

TABLE XVIII
STUDENTS FOLLOW ENGLISH PROGRAM ACTIVELY

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	5	42%	4	33%
B	OFTEN	3	25%	2	17%
C	SOMETIMES	4	33%	5	42%
D	SELDOM	0	0%	1	8%
E	NEVER	0	0%	0	0%
TOTAL		12	100%	12	100%

The table XII above shows that the students who take English course, there are 42% of respondents choose always, 25% of respondents choose often, 33% of respondents choose sometimes, 0% of respondents choose seldom and there are no students that never communicate follow English program actively. While, for the students who do not take English course, there are 33% of respondents choose always, 17% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and there are no students that never follow English program actively.

TABLE XIX
STUDENTS PREPARE THEMSELVES BEFORE EXAMINATION

ITEMS	ALTERNATIVE ANSWERS	WHO TAKE ENGLISH COURSE		WHO DO NOT	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
A	ALWAYS	2	17%	2	17%
B	OFTEN	2	17%	3	25%
C	SOMETIMES	7	58%	5	42%
D	SELDOM	1	8%	1	8%
E	NEVER	0	0%	1	8%
TOTAL		12	100%	12	100%

The table XIII above shows that the students who take English course, there are 17% of respondents choose always, 17% of respondents choose often, 58% of respondents choose sometimes, 8% of respondents choose seldom and there are no students that never prepare their self before examination. While, for the students who do not take English course, there are 17% of respondents choose always, 25% of respondents choose often, 42% of respondents choose sometimes, 8% of respondents choose seldom and there are 8% of respondents choose never prepare their self before examination.

1. The Data Analysis

a. The Step of Calculating The “t” Test

TABLE XX
THE SCORE OF SPEAKING ABILITY THOSE STUDENTS WHO TAKE
ENGLISH COURSE

SCORE (X)	f
79-80	1
77-78	4
75-76	2
73-74	1
71-72	1
69-70	2
67-68	1
Total	$N= 12$

TABLE XXI
THE SCORE OF SPEAKING ABILITY THOSE STUDENTS WHO DO NOT
TAKE ENGLISH COURSE

SCORE (y)	f
77-78	3
75-76	4
73-74	2
71-72	0
69-70	1
67-68	1
65-66	0
63-64	1
Total	$N= 12$

TABLE XXII
CALCULATION TABLE OF SPEAKING ABILITY THOSE STUDENTS WHO
TAKE ENGLISH COURSE

SCORE	f	X	x'	fx'	x'^2	fx'^2
79-80	1	79.5	3	3	9	9
77-78	4	77.5	2	8	4	16
75-76	2	75.5	1	2	1	2
73-74	1	73.5	0	0	0	0
71-72	1	71.5	-1	-1	1	1
69-70	2	69.5	-2	-4	4	8
67-68	1	67.5	-3	-3	9	9
Total	$N = 12$	-	-	$\Sigma fx' = 5$	-	$\Sigma fx'^2 = 45$

TABLE XXIII
CALCULATION TABLE OF SPEAKING ABILITY THOSE STUDENTS WHO
DO NOT TAKE ENGLISH COURSE

SCORE	f	Y	y'	fy'	y'^2	fy'^2
77-78	3	77.5	4	12	16	48
75-76	4	75.5	3	12	9	36
73-74	2	73.5	2	4	4	8
71-72	0	71.5	1	0	1	0
69-70	1	69.5	0	0	0	0
67-68	1	67.5	-1	-1	1	1
65-66	0	63.5	-2	0	4	0
63-64	1	63.6	-3	-3	9	9
Total	$N = 12$	-	-	$\Sigma fy' = 24$	-	$\Sigma fy'^2 = 102$

Calculating the mean (M) and the standard deviation (SD) of speaking ability those students who take English course and who do not take English course based on the calculating tables above:

From the calculating table of speaking ability those students who take English course:

$$\begin{aligned} M' &= \frac{73 + 74}{2} \\ &= \frac{147}{2} \\ &= 73.5 \end{aligned}$$

$$N = 12 \quad \sum fx' = 5 \quad \sum fx'^2 = 45 \quad M' = 73.5 \quad i = 2$$

Mean of speaking ability those students who take English course:

$$\begin{aligned} M_x &= M' + i \left[\frac{\sum fx'}{N} \right] \\ &= 73.5 + 2 \left[\frac{5}{12} \right] \\ &= 73.5 + 2 (0.417) \\ &= 73.5 + 0.834 \\ &= 74.334 \end{aligned}$$

Standard Deviation of speaking ability those students who take English

course:

$$\begin{aligned}SD_x &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\&= 2 \sqrt{\frac{45}{12} - \left[\frac{5}{12}\right]^2} \\&= 2 \sqrt{37.5 - (0.417)^2} \\&= 2\sqrt{37.5 - 0.173889} \\&= 2\sqrt{3.576111} \\&= 2 \times 1.891 \\&= 3.782\end{aligned}$$

From the calculating table of speaking ability those students who do not take English course:

$$\begin{aligned}M' &= \frac{69 + 70}{2} \\&= \frac{139}{2} \\&= 69.5\end{aligned}$$

$$N = 12 \quad \sum fx' = 24 \quad \sum fx'^2 = 102 \quad M' = 69.5 \quad i = 2$$

Mean of speaking ability those students who do not take English course:

$$\begin{aligned}M_y &= M' + i \left[\frac{\sum fy'}{N} \right] \\&= 69.5 + 2 \left[\frac{24}{12} \right] \\&= 69.5 + 2 (2) \\&= 69.5 + 4 \\&= 73.5\end{aligned}$$

Standard Deviation of speaking ability those students who take English course:

$$\begin{aligned}SD_y &= i \sqrt{\frac{\sum fy'^2}{N} - \left[\frac{\sum fy'}{N} \right]^2} \\&= 2 \sqrt{\frac{102}{12} - \left[\frac{24}{12} \right]^2} \\&= 2 \sqrt{8.5 - (2)^2} \\&= 2\sqrt{8.5 - 4} \\&= 2\sqrt{4.5} \\&= 2 \times 2.121 \\&= 4.242\end{aligned}$$

Calculating t_0 :

$$\begin{aligned}t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{12-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\&= \frac{74.334 - 73.5}{\sqrt{\left(\frac{3.782}{\sqrt{12-1}}\right)^2 + \left(\frac{4.242}{\sqrt{12-1}}\right)^2}} \\&= \frac{0.834}{\sqrt{\left(\frac{3.782}{3.317}\right)^2 + \left(\frac{4.242}{3.317}\right)^2}} \\&= \frac{0.834}{\sqrt{(1.140)^2 + (1.279)^2}} \\&= \frac{0.834}{\sqrt{1.2996 + 1.635841}} \\&= \frac{0.834}{\sqrt{2.935441}} \\&= \frac{0.834}{1.713} \\&= 0.486\end{aligned}$$

It can be interpreted as follows:

- a. H_0 is rejected if the $t > t_{\alpha}$, it means that there is significant difference between both variables X and Y.
- b. H_0 is accepted if the $t < t_{\alpha}$, it means that there no significant difference between both variables X and Y.

The Hypothesis Examination

From the t-test calculation, the calculation of t is 0.486, and 22 degree of freedom. In the t table, we can find out the $df = 22$, where at 5% is 2.07 and at 1% is 2.82. it means that $t = 0.486$ is lower than t in both of significant 5% and 1% ($2.07 > 0.486 < 2.82$). So, H_0 is accepted, it means that there is no significant difference on the speaking ability those students who take English course and who do not.

Based on the analysis output of SPSS, the calculated are out put group statistics shows the mean of speaking ability those students who take English course is 74.2500 and the mean of the speaking ability those students who do not take English course is 73.3333, while N of each sell is 12. The standard deviation of speaking ability those students who take English course is 3.98006 and the standard deviation of speaking ability those students who do not take English course is 4.57927. Standard error mean of speaking ability those students who take English course is 1.14895 and

Standard error means of the speaking ability those students who do not take English course are 1.32192.

Independents samples test shows the result of Levine's test for equality of variances. In this part, hypothesis is tested are:

H_0 = Equal variances assumed

H_a = Equal variances not assumed

It can be interpreted as follows:

- a. If probabilities > 0.05 , so null hypothesis is accepted
- b. If probabilities < 0.05 , so null hypothesis is rejected. (Hartono, 2005 : 132)

In analysis of Levine's test, we can find the number of significant is 0.944, it is upper than 0.005, it means that the null hypothesis is accepted, so we can conclude that equal variance assumed. Furthermore, the data is used is the data in equal variance assumed column.

The output shows t_0 is 0.523, df is 22. The mean difference between the speaking ability those students who take English course and the speaking ability those students who do not take English course are 0.9167. The standard error mean difference of speaking ability those students who take English Course and the speaking ability those students who do not take English course is 1.75144. The lower difference of speaking ability those speaking ability those students who do not take English course is 2.71560; the upper difference of speaking ability those speaking ability those students who do not take English Course is 4.54894.

If t_0 is 0.523, we will compare it with “ t ” table. In the ‘ t ’ table, we can find out the $df = 22$, where at 5% is 2.07 and at 1% is 2.82. So we can see that t_0 is lower than t -table in both of significant 5% and 1% ($2.07 > 0.523 < 2.82$). It means that H_0 is rejected, and H_0 is accepted, H_0 stated that there is no significant difference on the speaking ability between those students who take English Course and who do not.

Based on the step calculating the “ t ” test and the step of analysis of SPSS, the writer found the same result that there is no significant difference on the speaking ability between those students who take English course and who do not at the private Islamic senior high school Nurul Islam of Gunung Toar district of Kuansing Regency.

**3. The Factor Influence the Speaking Ability Between those Students who
Take English Course and who do not**

TABLE XXIV
THE RECAPITULATION ON TABLE OF THE FACTORS INFLUENCING
THE SPEAKING ABILITY THOSE STUDNETS WHO TAKE ENGLISH
COURSE

NO	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	4	33%	1	8%	5	42%	2	17%	0	0%		
	20		4		15		4		0		43	71.7%
2	3	25%	2	17%	5	42%	1	8%	1	8%		
	15		8		15		2		1		41	68.3%
3	2	17%	1	8%	6	50%	2	17%	1	8%		
	10		4		18		4		1		37	61.7%
4	0	0%	1	8%	3	25%	6	58%	2	17%		
	0		4		9		12		2		27	45%
5	1	8%	2	17%	5	42%	3	25%	1	8%		
	5		8		15		6		1		35	58.3%
6	1	8%	3	25%	5	42%	2	17%	1	8%		
	5		12		15		4		1		37	61.7%
7	1	8%	2	17%	2	17%	1	8%	6	50%		
	1		4		6		4		30		45	75%
8	2	17%	3	25%	4	33%	2	17%	1	8%		
	10		12		12		4		1		39	65%
9	5	42%	3	25%	4	33%	0	0%	0	0%		
	25		12		12		0		0		49	81.7%
10	2	17%	2	17%	7	58%	1	8%	0	0%		
	10		8		21		2		0		41	68.3%
	21		20		46		20		13			

High or low the speaking ability those students who take English course and who do not take English course is strongly influenced by many factors. It means that there are some dominant factors influencing the speaking ability those students who take English course and who do not, one of them is individual factors.

The factors can be interpreted as follows:

- a. If the total percentage $\geq 50\%$ = the factors is influential
- b. If the total percentage $< 50\%$ = the factors isn't influential

1. Factors influencing the speaking ability those students who take English course.

These factors related to the speaking ability those students who take English course. It can be seen the item number 9 is students follow English program actively, the total number is 49 and the percentage is 81.7%. The item number 7 is students have English group to practice their speaking skill, the total number is 45 and the percentage is 75%. The item number 1 is the students have English book about speaking, the total number is 43 and the percentage is 71.7%. The item no 2 is students interested to speak English, the total number is 41 and the percentage is 68.3%. The item number 10 is students prepare their self before examination, the total number is 41 and the percentage is 68.3%. The item number 8 is students have self confidence in English conversation, the total number is 39 and the percentage is 65% and the percentage is 61.7%. The item number 6 is students communicate with their friends in English whenever and wherever they are, the total number is 37 and

the percentage is 61.7%. The item number 5 is students do program planning in previous course, the total number is 35 and the percentage is 58.3%. The item numbers 4 (students review their speaking course) isn't influential factors, because the total percentage is 45%, it means that it is < 50%.

2. Factors influencing the speaking ability those students who do not take English course

These factors related to the speaking ability those students who do not take English course. It can be seen from item number 1 is the students have English book about speaking, The total number is 46 and the percentage is 76.7%. The item no 2 is students interested to speak English, the total is 46 and the percentage is 76.7%. The item number 9 is students follow English program actively, the total number is 45 and the percentage is 75%. The item number 7 is students have English group to practice their speaking skill, the total number is 42 and the percentage is 70%. The item number 6 is students communicate with their friends in English whenever and wherever they are, the total number is 40 and the percentage is 66.7%. The item number 10 is students prepare their self before examination, the total number is 40 and the percentage is 66.7%. The item number 3 is students practice their English conversation with their friends, the total number is 39 and the percentage is 65%. The item number 8 is students have self confidence in English conversation, the total number is 36 and the percentage is 60%. The item number 5 is students do program planning in previous course, the total number 35 and the percentage

is 58.3%. The item number 4 is students Review their speaking course, the total number is 33 and the percentage is 55%.

3. The comparison of factors influencing ability between those students who take English course and who do not.
 - a. The first factor influencing the speaking ability those students who take English course is students follow English program actively. While, for those students who do not take English course, there are two factors as the first influencing factors, they are students have English book about speaking and students interested to speak English.
 - b. The second factor influencing the speaking ability those students who take English course is students have English group to practice their speaking skill. While, for those students who do not take English course, the second factors is students follow English program actively.
 - c. The third factor influencing the speaking ability those students who take English course is students have English book about speaking. While, for those students who do not take English course, there is one factor as the third influencing factors, it is students communicate with their friends in English whenever and wherever they are and students prepare their self before examination.
 - d. The fourth factor influencing the speaking ability those students who take English course are students interested to speak English and students prepare their self before examination. While, for those students who do not take English course, the fourth influencing factors are students

communicate with their friends in English whenever and wherever they are and students prepare their self before examination.

- e. There are one factors as the fifth factors influencing the speaking ability those students who take English course, it is students follow English program actively. While, for those students who do not take English course, the fifth influencing factors is students review the speaking course.
- f. The sixth factor influencing the speaking ability those students who take English course are students review their speaking course and students have self-confidence in English conversation. Those students who do not take English course, it is students follow English program actively.
- g. The seventh factor influencing the speaking ability those students who take English course is students ask the lecture when they do not understand. For the students who do not take English course is students ask the lecture when they do not understand.
- h. The eight factor influencing the speaking ability those students who do not take English course is students do program planning in previous course.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusions

1. Research Conclusion

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn for this research are as follows:

- a. The research proves that there is no significant difference on the speaking ability those students who take English course and who do not at the private Islamic senior high school Nurul Islam of Gunung Toar District of Kuansing Regency. It means that the alternative hypothesis is **REJECTED** and the null hypothesis is **ACCEPTED**. This result based on the step of calculating 't' test and step of analyzing SPSS.

Based on the step of calculating 't' test, t_0 is 0.486, and 22 degree of freedom. In the 't' table, we can find out the $df = 22$, where at 5% is 2.07 and at 1% is 2.82. It means that $t_0 = 0.486$ is lower than t_t in both of significant 5% and 1% ($2.07 > \mathbf{0.486} < 2.82$). So H_0 is accepted, and H_a is rejected.

Based on the step of analyzing SPSS, t_0 is 0.523, $df = 22$, where at 5% is 2.07 and at 1% is 2.82. So we can see that t_0 lower than t-table in both of significant 5% and 1% ($2.07 > 0.523 > 2.82$). It means that H_0 is accepted, and H_a is rejected.

- b. the factors influencing student's speaking ability, like research finding as presented in previous chapter, the writer concludes that there are two

dominant factor influencing student's speaking ability both students who take English course and who do not. The first is their motivation in speaking practice including have English book, practice English conversation, review the speaking course, make program planning, and do program planning in previews course. The second factors is their altitudes toward speaking practice including student's self-confidents in English conversation, follow the speaking class diligently, follow English program actively, communicate in English, and prepare their self before examination.

B. The Suggestion

1. Suggestion for the Teachers

A teacher is one of the most important educational components in selecting instructional material and in choosing appropriate strategies in teaching learning process. Based on the research conclusion above the writer suggest the teacher as follows:

- a. The teacher in English course should be able to find out the relevant strategies to increase students speaking ability.
- b. The teacher should revise the curriculum that applied in the English course.
- c. Always evaluate all of the system and role in teaching and learning process.

2. Suggestion for the Students

It is suggested to the all of English students to improve their speaking practice by:

- a. Keeping their motivation to always practice their English whenever and wherever

- b. Changing their bad habits, such as laziness, speaking in other language, etc
- b. Always evaluating them-selves.

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