

**A COMPARISON ON SPEAKING ABILITY BETWEEN STUDENTS
TAKING ENGLISH COURSES AND THOSE RELYING ON
CLASSROOM COURSES AT THE SECOND YEAR
OF SMU 05 PEKANBARU**



BY

LOLA SISKA YUNITA

NIM. 10414024418

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

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CLASSROOMCOURSES AT THE SECOND YEAR
OF SMU 05 PEKANBARU**

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(S.Pd)



BY

LOLA SISKA YUNITA

NIM. 10414024418

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The thesis entitled “*A Comparison on Speaking Ability between Students Taking English Courses and Those Relying on Classroom Courses at the Second Year of SMU 05 Pekanbaru*”. That is written by Lola Siska Yunita NIM. 10414024418. It is accepted and approved to be examined in the meeting of the final examination of Undergraduate Committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 20 Jumadil Akir 1432 H

May 23, 2011 M

Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. Promadi, M.A., Ph D.

EXAMINER APPROVAL

The thesis entitled “*A Comparison on Speaking Ability between Students Taking English Courses and Those Relying on Classroom Courses at the Second Year of SMU 05 Pekanbaru*” is written by Lola Siska Yunita, NIM. 10414024418. It has been approved and examined by the Examination Committee of Undergraduate Degree on Rajab 13, 1432 H/June 15, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Rajab 13, 1432 H
June 15, 2011 M

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. Syafaruddin, M.Ag.

Riza Amelia, SS.,M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

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Pekanbaru, May 12th 2011

The Writer

Lola Siska Yunita

ABSTRACT

Lola Siska Yunita (2011): A Comparison on Speaking Ability between Students taking English Courses and Those Relying on Classroom Courses at the Second Year of SMU 05 Pekanbaru.

There are four English skills that must be mastered by the learners, namely: speaking, reading, writing, and listening. Speaking has a role in conveying the messages correlated with other skills in oral form. Based on competence standard and common competence of English lesson at SMU 05 Pekanbaru especially in speaking ability in daily life, the learners hoped to express the meaning of simple review in daily life.

Most of students of SMU 05 Pekanbaru take English courses to reach the better speaking ability. In fact, their speaking ability is same as the students relying on classroom courses. Therefore, the writer is interested in conducting this research in accordance with the symptoms the writer has a problem that should be known namely “Is there any significant difference between students taking English courses and those relying on classroom courses in their speaking ability?”

This research was conducted on May 2009. The subject of this research was the second year students of SMU 05 Pekanbaru and the object of this, was the difference on speaking ability between students taking English course and those relying on sufficing classroom courses. The numbers of population were 160 students where 80 students were taking courses. The writer took 25% of the populations both of students taking courses and those relying on classroom courses. The total of the samples were 40 students. In this research the writer used stratified random sampling technique.

To collect the data required, the writer applied the test dealing with speaking ability in simple review in daily life. The test consists of 9 questions asked by randomly and the time was about 2 minutes for each question. After data obtained, the techniques of data analysis used was a causal comparative, the writer computed by using T- test as shown below:

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

The research finding shows that there is no significant difference on speaking ability between students taking English courses and those relying on classroom courses. It is proved by finding the t-observation (1.373) that is smaller than t-table either at the level significance 5% or at the level significance 1% ($2.72 > 1.373 < 2.02$). It means that there is no significant difference of speaking ability between variable X and variable Y.

Meanwhile, the first and second formulation has been answered that the speaking ability of the students taking English course is higher than the students relying on classroom course, and the speaking ability of the students relying on classroom course is lower than the students taking English course. The fourth formulation also has been answered that speaking ability of students taking extra English course influenced by internal and external factors.

ABSTRAK

Lola Siska Yunita (2011): Perbandingan Pada Kemampuan Berbicara antara Siswa yang Mengambil Kursus Bahasa Inggris dan Siswa yang hanya Belajar Bahasa Inggris di Kelas pada Siswa Kelas XI SMU 05 Pekanbaru.

Ada empat keahlian bahasa Inggris yang harus dikuasai oleh siswa, yakni: berbicara, membaca, menulis, dan mendengar. Berbicara memiliki peranan didalam penyampaian pesan-pesan yang berhubungan dengan keahlian-keahlian lainnya didalam bentuk langsung. Berdasarkan kompetensi dasar dan kompetensi umum dari pelajara bahasa Inggris di SMU 05 Pekanbaru khususnya pada kemampuan berbicara dalam kehidupan sehari-hari, siwa diharapkan dapat mengungkapkan arti dari tinjauan sederhana dikehidupan sehari-hari.

Banyak dari siswa SMU 05 Pekanbaru mengambil kursus bahasa Inggris untuk mencapai kemampuan berbicara yg lebih baik lagi. Pada kenyataannya, kemampuan berbicara mereka sama dengan siswa yang hanya belajar bahasa Inggris di kelas. Oleh karena itu, Penulis tertarik dalam mengadakan penelitian ini sesuai dengan gejala-gejala masalah Penulis yang harus diketahui yakni “Adakah perbedaan yang berarti antara siswa yang mengambil kursus bahasa Inggris dan siswa yang hanya belajar bahasa Inggris di kelas.?”

Penelitian ini dilaksanakan pada bulan May 2009. subjek pada penelitian ini adalah siswa-siswa kelas dua SMU 05 Pekanbaru dan objek pada penelitian ini adalah kemampuan berbicara antara siswa yang mengambil kursus bahasa Inggris dan yang hanya belajar di kelas. Angka populasinya adalah 160 siswa dimana 80 siswa mengambil kursus tambahan. Penulis mengambil 25% dari jumlah populasi baik dari siswa yang mengambil kursus tambahan maupun yang hanya belajar di kelas. Jumlah dari seluruh sampel adalah 40 siswa. Penulis menggunakan teknik pembagian sampel acak pada penelitian ini.

Untuk mengumpulkan data yang dibutuhkan, peneliti menggunakan tes yang berhubungan dengan kemampuan berbicara pada tinjauan sederhana dalam kehidupan sehari-hari. Tes tersebut terdiri dari 9 pertanyaan yang ditanyai secara acak dan waktunya sekitar 2 menit untuk setiap pertanyaan. Setelah data diperoleh, teknik analisis data yang digunakan adalah perbandingan sebab musabab, penulis menghitung dengan menggunakan tes T seperti yang ditunjukkan dibawah ini:

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Penemuan riset menunjukkan bahwa tidak ada perbedaan yang meyakinkan pada kemampuan berbicara antara siswa yang mengikuti kursus bahasa Inggris dan siswa yang hanya belajar di kelas. Hal ini dibuktikan dengan mendapati t-observasi (1.373) lebih kecil dari t tabel baik pada level signifikan 5% atau pada

level signifikan 1% ($2.72 > 1.373 < 2.02$). Hal ini berarti bahwa tidak ada perbedaan yang signifikan pada kemampuan berbicara antara variabel X dan variabel Y.

Sementara itu, rumusan pertama dan kedua telah dijawab yakni bahwa kemampuan berbicara siswa yang mengikuti kursus bahasa Inggris lebih tinggi dari siswa yang hanya belajar bahasa Inggris dikelas, dan kemampuan berbicara siswa yang hanya belajar dikelas lebih rendah daripada siswa yang mengikuti kursus bahasa Inggris. Hal ini terbukti dari penemuan bahwa rata-rata dari variabel X lebih tinggi dari rata-rata variabel Y, dimana $M_x = 47.875$ dan $M_y = 41.625$. Rumusan yang keempat pada masalah di penelitian ini juga telah terjawab bahwa kemampuan berbicara siswa yang mengambil bahasa Inggris dipengaruhi oleh faktor internal dan eksternal.

ملخص

هذا البحث بالموضوع : مقارنة مهارة التكلم بين تلاميذ إتخاذ إضافية التعلم و تلاميذ الذين يتعلمون اللغة الإنجليزية بتلاميذ صف الحادى عشر فى المدرسة المتوسطة الحكومية ٠٥ باكن بارو.

هناك اربع مهارات اللغة الإنجليزية التى لابد استيعابها التلاميذ يعنى : مهارة التكلم و مهارة القراءة و مهارة الكتابة و مهارة الاستماع. مهارة التكلم لديه وظيفية فى التوصل الرسالة التى تتعلق بمهارات الأخرى. على أساس اختصاص الأساسية و اختصاص العام من التعليم للغة الإنجليزية بمدرسة المتوسطة الحكومية ٠٥ باكن بارو خصوصا فى مهارة التكلم فى حياة اليومية. فالمتوقع من التلاميذ يستطيع ان تذكر المعنى من استعراض بسيطة فى حياة اليومية.

اكثر من تلاميذ فى المدرسة المتوسطة الحكومية ٠٥ باكن بارو تأخذ إضافية التعلم ليواصل الى احسن مهارة التكلم. فى الواقع مهارة التكلمهم منخفض من تلاميذ الذين يتعلمون اللغة الإنجليزية فقد فى الفصل. لأن ذلك الكاتبة مهمة بتنفيذ هذا البحث بالظواهر المشكلة التى لا بد ليعرفها يعنى : "هل هناك مقارنة بين تلاميذ إتخاذ إضافية التعلم و تلاميذ الذين يتعلمون اللغة الإنجليزية فى الفصل" ٢

هذا البحث يستقدم فى شهر مايو ٢٠٠٩. اما مبحوث هذا البحث تلاميذ الصف الحادى عشر فى المدرسة المتوسطة الحكومية ٠٥ باكن بارو و موضوعه مهارة التكلم بين تلاميذ إتخاذ إضافية التعلم و تلاميذ الذين يتعلمون اللغة الإنجليزية فى الفصل. المجتمع هذا البحث ١٦٠ تلاميذ حينما ٨٠ تلاميذ تأخذ إضافية التعلم. تأخذ الكاتبة ٢٥% من مجموعة المجتمع و هم تلاميذ إتخاذ إضافية التعلم و تلاميذ الذين يتعلمون اللغة الإنجليزية فى الفصل. المجموعة من العينة ٤٠ تلاميذ. تستقدم الكاتبة طريقة توزيع عينة عشوائية فى هذا البحث.

ثم لجمع البيانات يستعمل الكاتبة الإختبار التى تتعلق بمهارة التكلم فى استعراض بسيطة فى حياة اليومية. تلك الإختبارات تؤسس من ٩ الأسئلة التى تشتملها عشوائية فى وقت اربع دقائق لكل الأسئلة. بعد توجد البيانات تستقدم طريقة تحليل البيانات مقارنة سبب المسبب. يستقدم رمز الإختبار T مايلى:

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Supervisor Approval

Examiner Approval

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CHAPTER I

INTRODUCTION

A. The Background

English has important roles in International communication. Most people use English in their daily activities. English is used as a tool of communication. It means we are connected by language to do our activities. Without language we cannot interact each others.

Nowadays, English has been taught in Indonesia. There are four skills that are taught in English learning, they are; listening, reading, writing, and speaking. According to Harmer, (1991:53) By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, too; they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously.

There are four skills of speaking components that students must have to convey the message to other students such as; vocabularies, pronunciation, grammatical structure, and other aspects that have relation ship with speaking. However, it is clear that speaking has a role in conveying the messages correlated with other skills.

Speaking is one of the ways in which some one can convey his or her ideas, opinion and feeling in oral form, speaking is commonly performed in face to face although sometimes people are talking in the electronic screen or in the broad cast.

This statement is supported by Harmer (1991:53), “In face to face interaction, the speaker can use a whole range of facial expression, gestures and general body language to help to convey the messages”.

To reach the better speaking ability, many parents enroll their children into courses or give the extra curricular. They think that regular course is not enough to increase their children’s English ability. According to Suharsimi (1991:59), intra curricular is an activity done in schedule for a program that arranged in nationality.

Extra curricular is an additional activity, outside program schedule that commonly chosen by the students’ themselves. In conclusion, all of Indonesian students must master speaking English and practice it in their daily activities if they want to follow the global era.

SMU 05 Pekanbaru is one of the Senior High School in Riau Province. The second year students have been studying speaking. We have an assumption that English study program has been familiar with them to speak orally each other. Based on purpose to reach, English lesson in SMU 05 is focus on language ability in oral and written both respective and productive aspect. Based on Competence standard and common competence of English Lesson in Senior High School especially in speaking ability, there are two competences standard in speaking: 1. to express the meaning of transactional and interpersonal conversation in daily life, 2. to express the meaning of short functional and monolog text contains of recount, narrative, procedure, descriptive, news item, spoof, report, analytical

exposition, hortatory exposition, explanation, discussion, and simple review in daily life. (English Syllabus of SMU 05).

Most of the students of SMU 05 Pekanbaru take English courses. In English courses, the students learn more completely than at school. It is because the school systems are limited. The objectives and the contents have been arranged systematically already. It is clear that many other needs of study does not include in the objectives and the contents of school systems.

On the other hand, English courses give different system from school. From Kemdiknas (2010) explain that; course institution is a non-formal education who take care of social life who needs education with function as substitute, extra or complementary of formal education to support achievement education. The subject learning and the exercises are complete and other needs of study can be reached. The learning situations are designed to feel comfortable. Further more, a good condition help students to learn more effective. To support this commitment, one of an English Course is facilitating with best facilities, they are; Internet corner and Wifi Zone, classroom with classroom companion unit, Plasma TV in students lounge area, Interactive multimedia lab in modern application, and strategic and simple location. (EF:2010:2)

There should be the speaking ability of the students taking English courses are higher than students relying on classroom courses. In fact, their speaking ability is same as the students who do not take it.

The writer found the following symptoms:

1. The speaking ability of some students taking English courses is same as students' relying on classroom courses.
2. The speaking ability of some students relying on classroom courses is better than students taking English courses.
3. Some of the students' English scores are low even though they take English courses.
4. Some of the students have limited vocabularies.
5. Some of the students often make mistake in grammar while speaking.

Based on the symptoms above, the writer is very interested in carrying out a research entitled:

“A Comparison on Speaking Ability between Students Taking English Courses and Those Relying on Classroom Courses at The Second Year of SMU 05 Pekanbaru”.

B. The Problem

1. The Identification of the Problem

The problems of the research were identified in the following identification:

1. How is the speaking ability of students taking English courses?
2. How is the speaking ability of the students relying on classroom courses?
3. What aspects cause the students taking English course have high capabilities in speaking?

4. What aspects cause the students relying on classroom courses have low capabilities in speaking?
5. Why do the students relying on classroom courses have high capabilities in speaking ability?
6. Why do the students taking English courses still have low capabilities in speaking?

2. The Limitation of the Problem

The writer limited the problem into The comparison on speaking ability between students taking English course and those relying on classroom courses at the second year of SMU 05 Pekanbaru and the internal and external factors influence speaking ability of students taking English course and those relaying on classroom courses.

3. The Formulation of the Problem

The writer specified the problem discussed in the following formulated question:

1. How is the students' speaking ability who took English course?
2. How is the students' speaking ability who rely on classroom course?
3. Is there any the significant difference between the students taking English courses and those relying on classroom courses in their speaking ability at the second year of SMU 05 Pekanbaru?

4. What internal and external factors influence speaking ability of students taking extra English course and those relying on classroom courses?

C. The Reason for Choosing the Title

1. This topic is very important to be investigated, because it will give us information on the comparison of speaking ability between students taking English courses and those relying on classroom courses.
2. The title is attractive to investigate, and the writer would like to know the comparison on speaking ability between students taking English courses and those relying on classroom courses.
3. As far as the writer is concerned, this title has never been investigated by any other researchers.

D. The Objectives and the Needs of the Study

1. The Objectives of the Study

1. To know the difference of speaking ability between students taking English courses and those relying on classroom courses.
2. To know students' speaking ability who take English course.
3. To know factors influence speaking ability of students taking English course and those relying on classroom courses.

2. The Needs of the Study

This research would be beneficial as it:

1. Tells the influence of English Course Program on students' speaking ability.
2. Parents and teacher get a reference about the contribution of English Course Program to students' speaking ability.

E. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the terms applied in this study, it is necessary to explain the terms used in this research explicitly:

1. Comparative Study

According to Hornby, (1998:84), comparative study is an investigation upon two different components, two things to be investigated comparatively. Comparative study in this paper is defined as a study to compare the speaking ability between students who take English courses and those relying on sufficing classroom courses.

2. Speaking Ability

Speaking ability is a ability of students in applying communication that expresses the ideas, feeling, and message by using the voice to the people (Pertaining the Oxford Learners Pocket Dictionary).

3. English Courses

According to Suharsimi, (1990:59) stated that courses is an additional activity, outside program schedule that commonly the activity is chosen by the students themselves. From Kemdiknas (2010) explain that;

course institution is a non-formal education who take care of social life who needs education with function as substitute, extra or complementary of formal education to support achievement education. Courses in this paper is additional activity that chosen by students to increase their English.

4. Classroom Courses

According to Nunan, (1991:8) stated that classroom courses are extremely complex places where the moment by moment decisions which teachers have to make transform and translate plans into action. Classroom course in this paper is a place at school where the students study and teachers transform knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frame Work

1. The Nature of Speaking

Speaking is one of the most important competencies that should be mastered by English students, because by having good speaking ability they will be able to communicate in English.

Speaking is a subject that uses oral communication, where the speaker conveys his goals to the listener directly. It is suggested to master speaking in order to be successful in learning the second language.

To communicate in English we should have good speaking ability because our competence in language skill depends on our speaking ability.

Speaking or conversation for people is sometimes regarded as a source of relief from and more serious language work, enabling them to help develop communicative ability. As communicative means, speaking is able to relate one another in oral form that refers to the particular aspects as social relationship and social expectation. It can be proven with the ways of people express their language to their interlocutors that describe about the aspects.

Hughey, et al (1983: 48) define that “speaking is communicative act which depends upon an awareness of social relationship and social expectation.”

Then Weir (1993: 35) states that speaking involves the ability of using language to satisfy two particular demands in which we try and ensure its

presence in our spoken interaction. According to Hammer (1983: 48) speaking is a great of expressive possibilities at speaker's command, a part from the actual words he uses allowing to vary intonation, and stress that help show which part of what he is saying are more or less important. He can moreover re-phrase what he is saying or speeding up (or slow down) that depends on the feedback that he gets from his listener.

The existence of speaking is influenced with where the speaking or conversation takes place. Environment often changes the performances of speaking, clearly belonging various intonation, stress, speed and slow based on expression and feedback experienced by both speaker and listener during the conversation process. The form of the speaking performance is caused by a collaboration of meaning negotiation resulted in a conversation done by them.

Richards, (1987: 189) explain that speaking is a conversational competence as a complex set of abilities that involve many components, including: pronunciation, listening, and grammar skill. In the same case, (Kramsch 1986 in Malley, Pierre 1995 : 59) states that speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. It means that anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions and arriving at the closest possible match between intended, perceived, and anticipated meanings.

Placing the appropriate sentences is a consideration, frequently happens into negotiation of meaning as a response of the language used in both speaker

and listener that describe the role of communicative competence, helpfully select sentences produced to characterize what, how, when, and where the sentences are worthily used.

More over, (Bygate, 1987 in Nunan, 1991: 40) explains that oral interaction can be characterized in term of routines and negotiations. The routines can conventionally be focused on either information or interaction that information routines contains expository (e.g. description, instruction, comparison) and evaluative (e.g. explanation, justification, prediction, decision). Interaction routines contain service and social. Meanwhile, negotiations contain about negotiation of meaning and negotiation of interaction.

Negotiation of meaning is the process of speaking involves some routines on feedback that occurs between speaker and listener toward understanding about messages or information communicated in an interaction. It is also becoming a consideration of the learning of speaking that should be understood by listeners in producing their sentences in speaking, so that what target of their speaking is achievable. In other words, understanding about what they are talking about should suit with where they are.

In addition to the ideas above, Littlewood (1981: 47) discusses that there are some advantages of learning speaking that can perform in helping develop communicative ability:

- a. It opens up a rich stimulus for communicative interaction, namely: the varied experiences, interest, and opinions of the learners.

- b. It thus provides a context for a wide range of communicative function and domain of meaning learners must practice the skills required for managing longer session of social interaction such as introducing a new topic, turn- taking or sustaining the conversation through difficult process.
- c. It provides learners with opportunities to express their own personality and experience in using the language as means of handling their own social relationship.

In the same case, Ur (1990: 120) supports the ideas and concludes that the characteristics of successful speaking ability are: (1). learners talk a lot, (2). participant is event, (3) motivation is high, (4). Language is an acceptable level.

In addition, Zainil (2008: 3) states that there are two basic practices for the learners or the students of English to do everyday in order to communicate in English internationally: first, speak English to everyone in your community without thinking of grammar and translation. Second, make opportunities to communicate in English outside the classroom.

In conclusion, speaking is collaborative form referring to negotiation of meaning that contains social expectation and awareness into oral forms as a complex set of abilities that involve many components, including: pronunciation, listening, and grammar skill in language skill depends on our speaking ability.

Furthermore, according to William Little Wood (in Sopidiyana, 2007:3), speaking can perform in helping develop communicative ability, for example:

1. it opens up a rich stimulus for communicative interaction, namely the varied experiences, interest and opinion of the learners.
2. it thus provides a context for a wide range of communicative functions, and domains of meaning. In addition, learners must practice skills required for managing longer sessions of social interaction, such as introducing a new topic, turn taking or sustaining the conversation through difficult periods.
3. it provides learners with opportunities to express their own personality and experience through the foreign language.

It is clear that speaking is the important skill in language.

2. The Components of Speaking

Hammer (1983: 24) discusses the concepts of communicative efficiency referring to English standard and the ability of conveying thought and purposed efficiently viewed from the different levels of students that involve: grammar skill, situation and context, pronunciation and accent.

1. Grammar

Having a grasp of the major grammatical concept is essential for the learners to have communicative efficiency. Clearly, for students communicating efficiently, they need to know the former, need to know how to talk what happened in different situations.

2. Situation and Context

Language always happens in situation and in order for students to be able to use it they should realize in what situations of language are used. In the teaching of communicative efficiency, students should take place in such a way and learn language and situations, context that occurs at the same time.

3. Pronunciation and Accent

Communicative competence supposes that the students can say what it is they want to communicate. The possession of foreign accent is not necessary to get efficiency in speaking. In this term, the teacher should make the students aware that understanding of message in conversation is important as target achieved. Therefore, teacher and students should insist on a level of pronunciation that ensures communicative efficiency.

4. Skills

The existence of skills possessed by the students can take a higher level of English in receptive skill than in the productive skills. The communicative efficiency of the skills, of course, enables the students to perform English efficiently in performance.

3. Purposes for Speaking

One of the most useful schemes for analyzing interaction from a functional perspective is that by Martin Bygate, (1987; in Kalayo and Hadi, 2007: 228). Bygate suggests that conversations can be analyzed in terms of routines. Routines are conventional (and therefore predictable) ways of presenting information. He

discusses two types of routines: informational routines (these would encompass what I have called transactional language) and interactional routines (corresponding to my interactional (social category)).

4. Speaking Ability

Speaking develops naturally and early in language as first manifestation of language used by human. Speaking is one of the communicative means relating to people in social relationship and social expectation. Speaking or conversation for learners is sometimes regarded as a source of relief from more serious language work enable to help develop communicative ability.

In this case, the students who learn English are seriously required to master the ability to speak. The ability involves the five components; they are pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation includes vowel, consonant and stress and intonation pattern. Grammar means the ability to use a sentence in general and structure use. Vocabulary includes the right and appropriate used of the word. Comprehension for an oral communication requires a subject to response the speech as well as to initiate its fluency includes the ease and speed of the flow of speech, (Harris, 1974; in Sopidiyana:2007:12).

In accordance with the ideas above we can conclude that, if the English students already master these components, they will have good speaking ability.

We have to consider five factors to evaluate the speaking ability :

1. The consonant or vocal is in the right speech.

2. The intonations of sounds are satisfying.
3. The right speech is reflect that the speaker understand what the language she/he use.
4. The words is in the right form and right order.
5. The speaker speak fluently as the native speaker.

5. Factors Influencing the Speaking Ability

To gain the ability of learning, it is very necessary for one to consider some factors, which can instill the ability. Muhabbin in Eli Tri Ulfah (2007:12) divides the factors into three sections, namely:

1. The Internal Factors

These factors come from the students themselves that consist of physiological aspects as the organ of the body, and physical aspects such as intelligence, attitude, interest, talent and motivation.

2. The External Factors

These factors consist of social environment such as; family, teacher, society and friends and non-social environment such as; house, school equipment, and atmosphere.

3. Approaching

It consist of high approaching (speculative and activity), middle approaching (analytical and deep) and low approaching (reproductive and surface).

6. Extra Courses and Classroom Courses

BIMBEL is an abbreviation from study of leadership. Its term came from a view of institution who cares to reach educated quality of students into knowledge and we called is course institution. Its offer study of leadership of students to understanding and ability in education at a short time. Hamdi (2009:1). Suharsimi (1990:59), states that extra curricular is an additional activity, outside program schedule that commonly chosen by the students themselves. English is one of the subject that mostly chosen by people.

Extra courses can increase the quality of someone. From Kemdiknas (2010), explain that; course institution is a non-formal education that take care of social life who needs education with function as substitute, extra or complementary of formal education to support achievement education. According to Isjoni, (2007:6), non-formal education or extra courses give more attention to public needs without carrying out academic aspects. Thus, the courses can increase knowledge, skill, professionalism, productivity, and competence in getting a chance.

Non-formal education has a function to develop potency of student which is pressure to knowledge and functional ability and professional attitude development. Wikipedia (2010) (edited on February 12th 2010 at 14:34) Further more, a good condition help students to learn more effective. To support this commitment, one of an English Course is facilitating with best facilities, they are; Internet corner and Wifi Zone, classroom with classroom companion unit, Plasma

TV in students lounge area, Interactive multimedia lab in modern application, and strategic and simple location. EF (2010:2)

The advantages above, always get the first consideration of parents to enroll their children in extra courses.

Intra curricular or classroom courses are the place for teaching and learning in formal institution. According to Nunan (1991:8), classroom courses are extremely complex places where the moment by moment decisions which teachers have to make transform and translate plans into action. Brown (2000 : 225-226) discusses that some difficulties, able to weaken the students' motivation in speaking, refers to Clustering, Rate of delivery, Redundancy, stress, Rhythm, and Intonation, Reduced forms, Interaction, colloquial language, Performance variable.

Further more, Nunan (1991: 49) supports the ideas and adds that the difficulty of a task and the success one has in achieving one's communicative goal will be partly determined by the skills of one's interlocutor(s).

Ur (1996: 121) discusses that there are problems of speaking activity experienced by students, they are:

1. Inhibition.

Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say.

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participant.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother- tongue use.

They may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.

Further more, Brown and Yule 1983, Brown 1987 (in Nunan 1991: 47) state that the problems and difficulties generated by the speaker in speaking are caused with motivation problem.

Of the explanation communicated by the experts above, it can be concluded that Motivation is the main factor of influencing the difficulty of learning speaking, resulting problems experienced by learners. Actually, the teachers should consider viewing this motivation as important aspect and a trigger to emerge the students' awareness in learning speaking, so that what is expected in the learning of speaking is achievable.

Commonly classroom courses do not completely by facilities that given by course institution to solve the problems above.

B. The Relevant Research

In this relevant research, the writer uses three titles to avoid the title is same, namely:

1. The title is “The title is “The Correlation between Students’ Activity in Speaking Course and Their Speaking Ability at the Second Semester Students of English Education Department of Tarbiyah and Teachers Training Faculty of UIN SUSKA RIAU” that was written by Nora (2007). Based on her research, she says that in learning English, especially speaking subject, students should be active. If the students are only silent, they will get nothing. One way of successful learning may be seen from learning activity, the higher students’ activity, the higher ability students will get. It is clear that the students’ activity in speaking English will determine the students’ ability.

2. The title is “The Effectiveness of Learning English at English Course Plus Pekanbaru” that was written by Riri (2007). Based on her research, she says that many people try to increase their ability in such ways. One of the ways is by joining or taking English course. English courses, are principally designed to give chance to the people to obtain sufficient knowledge in the field of English. English course is suitable not only for students but also for job seekers respectively.

Furthermore, she also found out that learning English at English Course Plus Pekanbaru is influenced by some factors, such as the intelligence of students in learning English, teachers and their ways in teaching and learning process, facilities in learning and students’ motivation in learning and doing exercises.

3. The title is “The Difference Motivation in Learning English Between Students Who Take English Course and Who do not at SMPN 21” that was written by Eni Susanti (2009). Based on her research, she found out that motivation of the students who take English course is good. It can be seen from the obtained percentage of 80.37%. The motivation of students who do not take English Course in learning English categorized as enough. It can be seen from the percentage of 73.04%. She also found that there was a significant difference between motivation of the students who take English course and who do not take English course in learning English at SMPN 21 Pekanbaru.

C. The Operational Concept

The operational concept is the concept used to avoid misunderstanding about the research. The indicators of speaking ability are limited as follows: pronunciation, vocabulary, grammar, and fluency.

Table 2.3.1
Indicators of Speaking Ability

Indicator	Level	Meaning
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. Most frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word orders make comprehension difficult. Must often rephrase sentences or restrict himself/herself to basic patterns
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Makes few errors of vocabulary
	4	Consistent use of appropriate words throughout
	3	Makes minor lexical problems, but vocabulary generally appropriate
	2	Vocabulary usually inaccurate except for occasional correct words
	1	Vocabulary inaccurate or not response
Fluency	5	Their speech is natural and continuous
	4	Makes few unnatural and discontinuous
	3	Speech is generally natural and continuous, occasional slight stumbling or pauses at unnatural points in the utterances
	2	Some definite stumbling, but manages to rephrase and continue
	1	Long pauses, utterance left or no response

So, based on the description above the classification of students' speaking ability can be drawn as follows:

Table 2.3.2
The classification of speaking ability

No	Level	Category
1.	Level 5	Excellent
2.	Level 4	Very Good
3.	Level 3	Good
4.	Level 2	Fair
5.	Level 1	Bad

David Harris in Sopidiyana, 2007 : 17

D. The Assumption and The Hypothesis

1. The Assumption

1. Taking extra English course can influence students' speaking ability.
2. The speaking ability of students taking English courses and those relying sufficing classroom courses are various.

2. The Hypothesis

H₀ : there is no significant difference of speaking ability between students taking English course and those relying on sufficing classroom course at the second year of SMU 05 Pekanbaru..

H_a : there is a significant difference of speaking ability between students taking English course and those relying on sufficing classroom course at the second year of SMU 05 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design belongs to causal comparative studies. There are two variables in this research. They are variable X and variable Y. Variable X is the speaking ability of students taking English course and variable Y is the speaking ability of students relying on classroom courses.

B. The Location and Time of the Research

The study was carried out at the second year students of SMU 05 Pekanbaru. It was conducted on May 2009.

C. The Subject and Object of the Research

The subject of the study is the second year students of SMU 05 Pekanbaru and the object of the research is the difference on speaking ability between students taking English course and those relying on sufficing classroom courses.

D. The Population and the Sample of the Study

The population of this study is the second year students of SMU 05 Pekanbaru. It Consists of five classes that have 160 students and the population of students

taking English course is 80 students. Because the number of population is relatively big, the writer took 25% from total number of population. It means, 20 persons of them were involved as the samples for the students taking English courses.

The writer also took 20 students as the samples for the students relying on sufficing classroom courses. The technique used in this research is stratified random sampling.

Table 3.4.1
The number of the population and sample taken

No	Classification	Population	Sample
1.	The students taking English courses	80	20
2.	The students relying on sufficing classroom course	80	20
	Total	160	40

E. The Data Collection Technique

In order to get data for this research, the writer applied the techniques as follows:

- a. Test (Speaking test): this technique was carried out to know the influence of English courses toward the students' speaking ability and to know the students; ability in speaking. The test consisted of 9

questions asked randomly for 2 minutes for each question. The questions are as shown below:

1. What did you know about SMU 05 before you enter to study in SMU 05?
 2. Why do you decide to study in SMU 05?
 3. How do you feel after you join with SMU 05?
 4. Why do you feel like that?
 5. When do you feel proud to study in SMU 05?
 6. What is your Favorites lesson?
 7. Why do you like it?
 8. Do you like English?
 9. Where will you go after you graduate your study? Will you continue to the university or looking for a job?
- b. Questionnaire: this technique is used to collect the data about the students.

F. The Technique of Analyzing the Data

In this research the data was collected from two different subjects. To find out the t_0 the writer computed by using T-test as shown:

$$t_0 = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where :

t_0 = the t-test

Mx = Mean Variable x

My = Mean Variable y

SD_x = Standard deviation of variable x

SD_y = Standard deviation of variable y

N = Number of cases

1 = Constant Number

(Hartono: 152)

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of Research Instrument

Research instrument means what the writer uses to collect the data in the research. The data presented were obtained through test (interview test). The test was a group of questions used to measure the speaking ability of students taking English courses and those relying on sufficing classroom courses at the second year of SMU 05 Pekanbaru.

B. The Data Presentation

In this chapter, the writer presents the scores of students taking English courses and scores of students relying on classroom courses. The data were collected through the following procedures:

1. Both groups (students taking English courses and students relying on classroom courses.) were asked to answer the writer's question.
2. The answers were recorded into cassette. They were collected to evaluate the speaking ability of students who take extra English course and those relying on classroom courses.
3. The writer used rater to evaluate the speaking test of students taking English courses and those relying on classroom courses. There were two readers that gave the scores.

1. The Data of the Students' Scores of Speaking Test

The data of the students' scores of speaking test as the result of the research are presented in the following table:

Table 4.2.1
The Score of Students Take English Courses at The Second Year Students of SMU 05 Pekanbaru

No.	Students	Score		Score	Final Score
		Reader I	Reader II		
1	Students 1	12	13	12.5	62.5
2	Students 2	8	6	7	35
3	Students 3	11	12	11.5	57.5
4	Students 4	12	11	11.5	57.5
5	Students 5	12	11	11.5	57.5
6	Students 6	8	6	7	35
7	Students 7	12	10	11	55
8	Students 8	12	8	10	50
9	Students 9	8	6	7	35
10	Students 10	8	10	9	45
11	Students 11	8	6	7	35
12	Students 12	8	10	9	45
13	Students 13	13	12	12.5	62.5
14	Students 14	12	11	11.5	57.5
15	Students 15	9	10	9.5	47.5

16	Students 16	9	8	8.5	42.5
17	Students 17	8	9	8.5	42.5
18	Students 18	8	6	7	35
19	Students 19	8	7	7.5	37.5
20	Students 20	13	12	12.5	62.5
	Total			191.5	957.5

From the table above, we can know the total score is 191.5 while the highest score is 12.5 and the lowest score is 7. The scores were given by two readers. Each score was added and divided.

For example: Reader I = 12

Reader II = 13

$$= 12 + 13$$

$$= 25 : 2 = 12.5$$

$$\text{Final Score: } \frac{12.5}{20} \times 100 = 62.5$$

Table 4.2.2
The Score of Students Relying on Classroom Courses at The Second
Year of SMU 05 Pekanbaru

No.	Students	Score		Score	Final Score
		Reader I	Reader II		
1	Students 1	8	7	7.5	37.5
2	Students 2	6	6	6	30
3	Students 3	8	7	7.5	37.5
4	Students 4	8	11	9.5	47.5
5	Students 5	8	7	7.5	37.5
6	Students 6	8	6	7	35
7	Students 7	8	7	7.5	37.5
8	Students 8	8	9	8.5	42.5
9	Students 9	6	8	7	35
10	Students 10	8	6	7	35
11	Students 11	12	8	10	50
12	Students 12	8	10	9	45
13	Students 13	7	6	6.5	32.5
14	Students 14	8	10	9	45
15	Students 15	6	8	7	35
16	Students 16	13	11	12	60
17	Students 17	8	10	9	45
18	Students 18	8	9	8.5	42.5

19	Students 19	8	11	9.5	47.5
20	Students 20	12	10	11	55
	Total			166.5	832.5

From the table above, we can know the total score is 173 while the highest score is 13 and the lowest score is 6.5. The scores were given by two readers. Each score was added and divided.

For example: Reader I = 8

Reader II = 7

$$= 8 + 7$$

$$= 15 : 2 = 7.5$$

$$\text{Final Score: } \frac{7.5}{20} \times 100 = 37.5$$

2. Data Presentation of Students' Speaking Test between Students

Taking English Courses and Those Relying on Classroom Courses

Table 4.2.3
The Distribution of Frequency of Students' Speaking Test
Who Take English Courses

No	Score	Frequency	Percentage
1	12.5	3	62.5
2	11.5	4	57.5
3	11	1	55
4	10	1	50
5	9.5	1	47.5
6	9	2	45
7	8.5	2	42.5
8	7.5	1	37.5
9	7	5	35
	Total	20	957.5

Based on the table above, it can be seen that there are 3 (62.5 %) students get score 12.5, 4 (57.5 %) students get score 11.5, 1 (55%) student get score 11, 1 (50%) student get score 10, 1 (47.5%) student get score 9.5, 2 (45%) students get score 9, 2 (42.5%) students get score 8.5, 1 (37.5%) student get score 7.5, and 5 (35%) students get score 7. the total frequency was 20.

Table 4.2.4
The Distribution of Frequency of Students' Speaking Test
Who Rely on Classroom Courses

No	Score	Frequency	Percentage
1	12	1	60
2	11	1	55
3	10	1	50
4	9.5	2	47.5
5	9	3	45
6	8.5	2	42.5
7	7.5	4	37.5
8	7	4	35
9	6.5	1	32.5
10	6	1	30
	Total	20	832.5

Based on the table above, it can be seen that there are 1 (60%) student get score 12, 1 (55 %) student get score 11, 1 (50%) student get score 10, 2 (47.5%) students get score 9.5, 3 (45%) students get score 9, 2 (42.5%) students get score 8.5, 4 (37.5%) students get score 7.5, 4 (35%) student get score 7, 1 (32.5%) students get score 6.5, and 1 (30%) student get score 6. The total frequency was 20.

3. Factors Influence The Speaking Ability of Students Taking English Course

Table 4.2.5
Factors Influence the Speaking Ability of
Students Taking English Courses

Students	Factors
1	I think I can speak English well because my family usually use English in our home, but that is not enough for me, because my parents use standard English. So, I think I need more vocabulary for speaking, listening and writing. So I get English lessons in LIA.
2	I think I am not good in speaking, writing and listening, because there is nobody wanna talk with English language with me, besides, I don't like to study about grammar/whatever about that about listening, I am just not usual to listening all about English, except song or conversations in a movie.
3	I think I like English so much but my friend didn't want talk English although teacher ask us to speak English
4	I'm not like English very much that's why I am hard to understand it.
5	My friend seldom speak English to me.
6	In my home there is no one can speak English.
7	I like English but my mum asking me to enter English courses. So I follow what she said.
8	I think I can speak English little. I want to speak well but my mother and father at home do not understand English.
9	I like English but I can not talk with English. I don't know why.
10	I like English, so my parents ask me to join in English course. But I can not increase my English because of my environment speak Indonesian daily.

Based on the statements given by students above, the writer has been conclude that speaking ability of students taking English courses influenced by external and internal factors, These factors come from the students' environment. Although they have high motivation and high interesting in English but their

family, society, and friends could not speak English. So, they could not practice their English.

Further more the internal factor also influenced them. They take English courses because asked by their parents. It's not from them selves.

C. TEST ANALYSIS

According to the title of this chapter; (“A Comparison on Speaking Ability between Students Taking English Courses and Those Relying Classroom Courses at the Second Year of SMU 05 Pekanbaru”), the writer analyzed the Mean, Standard Deviation, Significant level and looked for df (degree freedom).

Table 4.3
The Calculation of Variable X

Score (x)	Frequency (f)	FX	FX ²
62.5	3	187.5	35,156.25
60	0	0	0
57.5	4	230	52900
55	1	55	3025
52.5	0	0	0
50	1	50	2500
47.5	1	47.5	2,256.25
45	2	90	8100
42.5	2	85	7225
40	0	0	0
37.5	1	37.5	1,406.25
35	5	175	30625
	∑ 20	∑ 957.5	∑ 143,193.75

$$M_x = \frac{\sum fx}{N} = \frac{957.5}{20} = 47.875$$

$$SD_x = \sqrt{\frac{\sum fx^2}{N} - \frac{(\sum fx)^2}{N}}$$

$$= \sqrt{\frac{143193.75}{20} - \frac{(957.5)^2}{20}}$$

$$= \sqrt{7159.68 - 2292.01}$$

$$= \sqrt{4867.67} = 69.76$$

Table 4.4
The Calculation of Variable Y

Score (Y)	Frequency (f)	FY	FY ²
60	1	60	3600
57.5	0	0	0
55	1	55	3025
52.5	0	0	0
50	1	50	2500
47.5	2	95	9025
45	3	135	18225
42.5	2	85	7225
40	0	0	0
37.5	4	150	22,500
35	4	140	19,600
32.5	1	32.5	1,056.25
3	1	30	900
	Σ 20	Σ 832.5	Σ 87,656.25

$$M_y = \frac{\sum FY}{N}$$

$$= \frac{832.5}{20}$$

$$= 41.625$$

$$\begin{aligned}
SD_y &= \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2} \\
&= \sqrt{\frac{87656.25}{20} - \left(\frac{832.5}{20}\right)^2} \\
&= \sqrt{4382.81 - 1732.64} \\
&= \sqrt{2650.17}
\end{aligned}$$

Table 4.5

The Calculation of Speaking Ability of Students Taking English Course and Those Relying on Classroom Courses

Students Taking English Course	Final Score	Students Relying on Classroom Courses	Final Score
Students 1	62.5	Students 1	37.5
Students 2	35	Students 2	30
Students 3	57.5	Students 3	37.5
Students 4	57.5	Students 4	47.5
Students 5	57.5	Students 5	37.5
Students 6	35	Students 6	35
Students 7	55	Students 7	37.5
Students 8	50	Students 8	42.5
Students 9	35	Students 9	35
Students 10	45	Students 10	35
Students 11	35	Students 11	50
Students 12	45	Students 12	45
Students 13	62.5	Students 13	32.5
Students 14	57.5	Students 14	45
Students 15	47.5	Students 15	35
Students 16	42.5	Students 16	60

Students 17	42.5	Students 17	45
Students 18	35	Students 18	42.5
Students 19	37.5	Students 19	47.5
Students 20	62.5	Students 20	55
Mean of students taking English course= 47.875		Mean of students relying on classroom course= 41.625	

Based on the table above, it can be seen that mean of students taking English course (47.875) is higher than mean of students relying on classroom courses (41.625).

$$\begin{aligned}
 t_0 &= \frac{Mx - My}{\sqrt{\left\{ \frac{SDx}{\sqrt{N-1}} \right\}^2 + \left\{ \frac{SDy}{\sqrt{N-1}} \right\}^2}} \\
 &= \frac{47.875 - 41.625}{\sqrt{\left\{ \frac{69.76}{19} \right\}^2 + \left\{ \frac{51.47}{19} \right\}^2}} = \frac{6.25}{\sqrt{(3.67)^2 + (2.70)^2}} = \frac{6.25}{\sqrt{(13.46) + (7.29)}} \\
 &= \frac{6.25}{\sqrt{20.75}} = \frac{6.25}{4.55} = 1.373
 \end{aligned}$$

The t computed is 1.373. So, it means that H_0 is accepted and H_a is rejected because t obtained is smaller than null. In other words, there is no significance difference of speaking ability between students taking English courses and those relying on classroom courses.

By observing the data analysis, it can be described that the coefficient of T-Test is 1.373. To prove whether there is a significant difference or not at the 5% grade of significance, or at the 1% grade of significance, the level of the T-Test: (1.373) and the table were computed by getting firstly the degree of freedom (df). Then, to get the level of "df", the following formula was used:

$$\begin{aligned}df &= (N1+N2)-2 \\ &= (20+20)-2 \\ &= 40-2 \\ &= 38\end{aligned}$$

The degree of freedom is 38. The table at the 5% grade of significance = 2.02, while in the level of significance 1% = 2.72. So, we can analyze that t_0 is lower than t-table in 5% or 1%. It can be read that $2.72 > 1.373 < 2.02$.

Based on that score, the writer can conclude that the second hypothesis can be accepted. It means that there is no difference of speaking ability between students taking English courses and those relying on classroom courses at the second year of SMU 05 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Research Conclusion

Based on the result of the data analysis in chapter IV, the conclusion can be drawn as the following:

1. There is no significant difference on speaking ability between students taking English course and those relying on classroom courses. It is proved by finding the t-observation (1.373) that is smaller than t- table either at level significance 5% or at the level significance 1% ($2.72 > 1.373 < 2.02$). It means that, there is no significant difference on speaking ability of variable X and variable Y. In other words, there is no significant difference on speaking ability between students taking English course and those relying on class room courses at the second year of SMU 05 Pekanbaru.
2. The speaking ability of the students taking English courses is higher than the students relying on classroom courses. It is proved by finding that the Mean of variable X is higher than the Mean of variable Y, where $M_x = 47.875$ and $M_y = 41.625$
3. Based on the writer's finding research that there is no significant difference of speaking ability between students taking English courses and those relying classroom courses at the second year students of SMU 5 Pekanbaru. It caused by external factor. These factors come from the

4. Based on the writer's finding research that there is no significant difference of speaking ability between students taking English courses and those relying classroom courses at the second year students of SMU 5 Pekanbaru. It caused by students' environment. Although they have high motivation and high interesting in English but their family, society, and friends could not speak English. So, they could not practice their English. Further more the internal factor also influenced them. They take English courses because asked by their parents. It's not from them selves.

B. The Suggestion

Based on the conclusion stated above, here, the writer tries to give some suggestions, as follow:

1. Suggestion for Teacher

1. The teachers have to give motivation to the students in order to speak English in their daily activity.
2. The teachers should give the speaking task to the students both in the classroom interaction and out of the classroom setting.

2. Suggestion for Students

1. The Students should practice their English everyday.
2. The Students should master many vocabularies to improve their English.
3. The students may not be afraid to make mistakes in speaking English, because mistakes can be improved through frequent speaking exercises

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Appendix I

TEST

- The questions are as shown below:
 1. What did you know about SMU 05 before you enter to study in SMU 05?
 2. Why do you decide to study in SMU 05?
 3. How do you feel after you join with SMU 05?
 4. Why do you feel like that?
 5. When do you feel proud to study in SMU 05?
 6. What is your Favorites lesson?
 7. Why do you like it?
 8. Do you like English?
 9. Where will you go after you graduate your study? Will you continue to the university or looking for a job?

Appendix II

The Data of Speaking Test between Students Taking English Courses and Those Relying on Classroom Courses

- a. The Data of Speaking Test of Students Taking English Courses

Student 1: first question: *I know that Smyou SMU five a good school and SMU five is a favourite senior high school in Pekanbaru.*

Second question: *because my parents suggest me to study in SMU five and I think SMU five is a good school.*

Third question: *I feel happy and satisfied because SMU five can make me more smart than before.*

Fourth question: *Huu amm I feel so proud in in to study in SMU five when amm I get more lesson and I can understand it so I feel proud just it.*

Fifth question: *ahhmmm I like physic, because mmm physic can mmm make me think think and think just not only remember remember remember just mmm I get mmm one mmm one one mm exercise mm about physics that's not mmm if that's I think there is skin not the exercise so I like it and after I get and I reach the mmm the answer of it I feel satisfied and and this can make me happy.*

Sixth question: *I like it too because mmm my parents always do it in my home.*

Seventh question: *mmm my parents suggest me to to get mmm mmm mm to be a doctor doctor of faculty faculty in USU.*

Student 2: first question: *mmm before I in a SMA lima SMA five is a school mm one of the best in Pekanbaru.*

Second question: *mmbe because ee I I want I want feel mm the mm mm the school ee far ee far from my my home.*

Third question: *ee mm yes, mm when I when I in SMA five I mm enjoy and I understand ee ee about there there lesson mm yang teach teach it by teacher in school.*

Fourth question: *yes, I I like*

Fifth question: *nau ee I I don't oh ya I don't I don't have any any any plan for next because I am still confused.*

Student 3: first question: *I know that SMU five is ee very good to school and my brother school in here so I know that SMU lima is great.*

Second question: *emm I am very happy in here because I know I can join in here ee and this ee same with ee the the other students aright my brain.*

Third question: *I am very happy because SMU five is great.*

Fourth question: *eemm eemm I am I feel ee so proud to study in SMU lima is every time I study in here.*

Fifth question: *yes, I like it.*

Sixth question: *emm my favourite lesson is mmm..my favourite lesson is mmm actually I like ee I like ee I don't know what is in English.*

Seventh question: *yes, I will continue to the university and I hope I can come to USU in Medan.*

Student 4: first question: *ee I know SMU five is a famous school in Pekanbaru and I think SMU five is favourite school for many people.*

Second question: *what? Because eee I love SMU five beside that ee I think if I study here I can be ee smart students*

Third question: *after I am join in SMU five I feel very very happy and I am enjoy study here.*

Fourth question: *I feel emm I I feel enjoy when I study with teacher*

Fifth question: *mmm seni, iya.*

Sixth question: *not yet, because ee if I speak English I don't understand ee if I speak English I don't understand ee about grammar.*

Seventh question: *I want to go I want to go Jogja. Yeah. You are welcome.*

Student 5: first question: *eee before I can study here eee sm I think sm SMU five is favourite school and the third favourite school in Pekanbaru after SMU one and eight.*

Second question: *I am very happy and ee proud ee because I can ee be remember the sm SME SSME five.*

Third question: *eee I am so ee I can eee I can eee well at I I I know I can be the study in ee student be student in SMA five.*

Fourth question: *mathematic.*

Fifth question: *yes.*

Sixth question: *because first English language is the International language and we must ee go we must speak English and if we can speak English we can easier to get a job.*

Seventh question: *eee I want to go to eemm the ba.. continue to university ee the I want go to UNPAD.*

Student 6 : first question: *mm SMA lima SMAN five is famous in Pekanbaru.*

Second question: *eee because SMUN Lima five is stud student in very smart and clever.*

Third question: *yes, because English is the happy and enjoy.*

Fourth question: *every time..*

Fifth question: *eee go university.*

Student 7 : first question: *mmm I don't know any thing about SMU 5 eee there just I I just know about SMA Lima is one of the good school in Pekanbaru.*

Second question: *ee I don't know I don't have decide about it ee I just eee follow yes, yes my parents.*

Third question: *I I just enjoy it I am happy because I meet ee a ot of news friends.*

Fourth question: *sorry, ee when I when I get ee ee rank eethre rank in this school eeeh in this class, sorry.*

Fifth question: *yes, because I want I want English I feel so enjoy abou it and ahh ee with with english I can I I can more about ee word semi meeting word.*

Sixth question: *yes.*

Seventh question: *eee maybe in Universitas of Indonesia..*

Student 8 : first question: *emm SMU lima is emm one of the best school in Pekanbaru eemm and SMU lima many people talking about it.*

Second question: *I feel good I feel enjoy and I eemeem I like mm in this scholl.*

Third question: *mm English English study and eehistory.*

Fourth question: *because I ee its mm it's a simple lesson I I like because eee eewith English we can ee around the world ee and the go to other country.*

Fifth question: *mmm ee I want to Bekasi go to Bekasi kebidanan school.*

Student 9: first question: *I know SMU five ee before I mm before I go to there ee SMU five ee the third in the best school in in Pekanbaru.*

Second question: *I feel so happy because eee I want to be the the student in a SMU five.*

Third question: *ee I am I am happy because ee because SMU five eee has has many teacher and friend is si nice.*

Fourth question: *chemistry I like English because English eee International language in world.*

Fifth question: *I will be to I ee go to eee university.*

Student 10 : first question: *eee SMU five ee I think I think SMU five ee is ee SMU with is the best and ee favourite.*

Second question: *yes, mmm I feel enjoy and happy.*

Third question: *because eee mmm.....*

Fourth question: *eee mmmm mmmm Kimia.*

Fifth question: *mmm mmmm yes ee university UNRI.*

Student 11 : first question: *I know SMU five from my family just my family just my brothers just in SMA five.*

Second question: *because I think SMA lima just one of the eee favourite school in the Pekanbaru.*

Third question: *I feel so happy because eee I don't must to go to school not for long time to go to school I I think SMA lima SMA five just near from my home.*

Fourth question: *eee when I think SMA five can make me sukses in my life I think I very proud it.*

Fifth question: *my favourite lesson is chemistry biology and bahasa English of course. Because I think with English we can do anything in the world. Because English is the first statement to enter any Universtiy..yes, english is International language.*

Sixth question: *I think I will to go to USA I hope I can the International university.*

Student 12 : first question: *eee I know SMU five is one of the best SMU in Pekanbaru.*

Second question: *eee I feel so happy because SMU five has ee teacher and and the the great teacher and the friend is eee good.*

Third question: *eee baecause eee SMU five has the great teacher and the sudent is very very nice.*

Fourth question: *eee when SMU five wins he mmm like ee mengikuti Olimpiade.*

Fifth question: *eee biologist mmm Mathematic and English...because English is the inportant language in the world.*

Sixth question: *eee I will go to University.*

Student 13 : first question: *I know SMA five eee from my friend because ee SMA five eee the best in third in Pekanbaru.*

Second question: *eee because SMA five is a good school and I like SMA five.*

Third question: *eee I feel ee when I when I playing football football eemmm playing football and ee and can be me happy.*

Fourth question: *my favourite my favourite lesson is a eee mm Kimia, biologist and and eee sport.*

Fifth question: *eee eeee eee no no yes..*

Sixth question: *eee I want to to university.*

Student 14: *tion: I think many student and my friends school here and it is one of my favourite school.*

Second question: *ee I feel happy because ee I can study here very well and I have much friend.*

Third question: *I feel happy when my friend basrah ee can ee champion ship in civil qualification in other school.*

Fourth question: *my favourite my favourite lesson is eh my favourite lesson are sport, English, science only that. Eee I think english is one of important language because ee if we go to somewhere ee we must speak english with other for communication.*

Fifth question: *ee I will continue to university. You're welcome.*

Student 15: first question: *ee I know SMU negeri five ee from my friend ee Hapis and Isra eee because SMU lima is my favourite school.*

Second question: *ee because ee SMU Negeri lima ee I am can fine and enjoy in here.*

Third question: *because eee SMU Negeri five ee a school is good eh favourite my favourite ee example football basket ball e te ce.*

Fourth question: *when I am playing with my friend ee playing football and I ee study with friend.*

Fifth question: *eee my favourite lesson is eee sport eee Kimia and Matematik*

Sixth question: *eee yes.*

Seventh question: *ee because English very apa namanya difficult.*

Eigth question: *ee I want to ee polis AKPOL.*

Student 16: first question: *I know about SMA five I will SMA five is one of many ee is one eh SMA five is one of many good school in Pekanbaru.*

Second question: *yes, eh eh beside that the location is very strategi with my house so I eee so I want to join with SMA five.*

Third question: *eee I am very happy I an very enjoy.*

Fourth question: when I get the high score in many test.

fifth question: *eee my favourite lesson is English, because with English I can speak with many people in the world and English mmm and sorry and the teach teacher of English is very-very friendly.*

sixth question: *maybe in university.*

Student 17: first question: *mmm I know abat SMA five ee because SMA five is good.*

Second question: *because emm very like SMA lima.*

Third question: *I am very happy.*

Fourth question: *because my teacher is because my teacher is nice mmm and and.....*

Fifth question: *yes, I like*

Sixth question: *eee like ee fisika.*

Seventh question: *universitas universitas.*

Student 18: first question: *I know from my friend in SMU five is very good and famous with smart children and good teacher I know about SMAN five is very good and the teacher nice.*

Second question: *ee I feel very enjoy and very happy.*

Third question: *because my friend very nice to me.*

Fourth question: *when I get good tes and I can follow olimpiade Bahasa Indonesia.*

Fifth question: *My favourite lesson is English study.*

Sixth question: *because because I can understand with this lesson and the teacher can make me enjoyed with her.*

Seventh question: *maybe to uni university.*

Students 19: first question: *I know from my friend in SMU five is very good and famous with smart children and good teacher.*

Second question: *eee because I can meet many people many friend and friendly teacher.*

Third question: *I feel very enjoyd and very happy.*

Fourth question: *mmm because because my friend very nice to me.*

Fifth question: *mmmm when I get good I get good test and I can follow olimpiade mmm Indonesian*

Sixth question: *my favourite lesson is ee English study.*

Seventh question: *because I can understand ith the this lesson and the teacher can make me enjoyed with her.*

Eigth question: *mmmm maybe ee to university.*

Student 20: first question: *I don't know anything about SMU five hehe but my parents teach here.*

Second question: *because my parent told me to study here, so that's why.*

Third question: *it's fun great and I happy here.*

Fourth question: *eee because I have many friends here and I have a boy friend here too.*

Fifth question: *not yet.*

Sixth question: *English of course.*

Seventh question: *because English so easy we just to practice our English everyday with our friends and with your family maybe. Its International language so its mmm easy for me.*

Eigth question: *I go to University.*

b. The Data of Speaking test of students relying on classroom courses.

Student 1: first question: *I think is SMAN five is a famous in Pekanbaru that SMAN nine and SMAN eight.*

Second question: *I am very happy because this is my friend is nice.*

Third question: *when when I I do I do it and I am together. Yes.*

Fourth question: *little*

Fifth question: *because this is favourite, biology.*

Sixth question: *eee university, iyaa.*

Student 2: first question: *eee I ee I think SMU lima ee good school and ee SMU lima ee have more class.*

Second question: *because ee I I have ee activities ee because I have more activities.*

Third question: *I am happy and enjoy school in SMA lima.*

Fourth question: *because SMA lima is very-very funny.*

Fifth question: *eee when*

Sixth question: *eee my favourite lesson ee kimia and biology.*

Seventh question: *yes because English very excited funny and eee make me comfort.*

Eighth question: *ee I am I need eee dokter kedokteran yes. Thank you.*

Student 3: first question: *eee SMU five is a good senior high school in Pekanbaru is a take place below SMAN eight and SMAN one is a famous school in Pekanbaru.*

Second question: *mm I feel very happy very very happy. Ee because I have many friends and I know the understand the lesson from the teacher and I can follow it.*

Third question: *ee when together with my friend when the teacher not come to school when when raise when raise time, that's it.*

Fourth question: *yes.*

Fifth question: *yes because english is a international language we must know English if we want to if we want to go international .*

Sixth question: *I will go to university.*

Student 4: first question: *ee SMU five is a favourite school in Pekanbaru ee I want to study in SMU lima.*

Second question: *ee I am very happy because eee I can ee meet my friend ee in other school.*

Third question: *eee when when I meet my friend with with meet my friend everyday.*

Fourth question: *yes I like ee because English is very funny and interesting*

Fifth question: *yes.*

Sixth question: *eee Medan or Jakarta Medan in STAN and yes.*

Student 5: first question: *I think SMU five is one of a favourite school in Pekanbaru.*

Second question: *I am very happy, because I like the teacher and ee SMU dive ee famous school in Pekanbaru.*

Third question: *everyday every time.*

Fourth question: *little.*

Fifth question: *biology.*

Sixth question: *I will go to university.*

Student 6: first question: *eee I eee I think SMU SMU five is famous school in Pekanbaru.*

Second question: *mm happy because I I found best friend here I found teacher good.*

Third question: *when when I get the cheerleaders competition and and the teame winner.*

Fourth question: *little.*

Fifth question: *universitas.*

Student 7: first question: *eee in my in my opinion SMU lima is very favourite school and big.*

Second question: *funny happy and enjoy.*

Third question: *because my friend friendly and and diligent and clever.*

Fourth question: *eee every day every time.*

Fifth question: *speak Indonesian, Indonesian language.*

Sixth question: *No, because English hardly I I am cn not speak English.*

Seventh question: *I will continue to the university.*

Student 8: first question: *SMU lima ee is famous school and one of ee best eee in Riau.*

Second question: *I am very happy because I like the teacher and I have ee friend mmmvery very good.*

Third question: *when I am ee together with my friend.*

Fourth question; *little.*

Fifth question: *physic, matematic.*

Sixth question: *university.*

Student 9: first question: *eee in my opinion SMA five ee one of best school in Pekanbaru.*

Second question: *yaa because one of best school one of best school in Pekanbaru.*

Third question: *happy I am happy.*

Fourth question: *eee yaa because I am I am I have ee friend many friend eee dan yaa*

Fifth question: *eee ketike yes meet my friends*

Sixth question: *no, ee I can I can*

Seventh question: *eee university. You're welcome.*

Student 10: first question: *SMA lima is good in my opinion is my favourite school.*

Second question: *mm because SMU lima is near my home and school in Pekanbaru.*

Third question: *I am happy mmm because I like the teacher and study wel well*

Fourth question: *no, mmm eee difficult.*

Fifth question; *mmm e university.*

Student 11: first question: *in my opinion SMU five is a good is SMU five is a good school because eee I think that SMU five is one of the favourite school.*

Second question: *eee because eee I can a follow a study with with good.*

Third question: *eemm ee I can feel the enjoy because e SMU five is adicipline school and the teacher is a bad is a good teacher.*

Fourth question: *e part of English I like but not all of.*

Fifth question: *ee when every time but ee if if my situation well I can proud to study with good.*

Sixth question: *mmm I will continue the university and then I'll looking for job too.*

Student 12 : first question: *ee Smu five ee best one best one best one senior high schoolin Pekanbaru.*

Second question: *because SMAn SMU five have a good teacher.*

Third question: *I am very excited and happy.*

Fourth question: *because in SMU five I I have eeemuch friend, yes.*

Fifth question: *I feel I proud to study in SMU five when when I I a give eee learn learning in inclass.*

Sixth question: *yes, because English is a a lang international language*

Seventh question: *yes*

Eigth question: *I will go to university.*

Student 13: first question: *I think SMU lima is famous sxhool in Pekanbaru.*

Second question: *because SMU lima I am very happy.*

Third question: *ee because SMU lima one of the famous school in Pekanbaru.*

Fourth question: *when I when I do it.*

Fifth question: *I don't like,mmm because English*

Sixth question: *art*

Seventh question: *Informatika technology.*

Student 14: first question: *eee SMU lima is famous school in Pekanbaru ee and I know that mmm and then SMU lima is near from my home.*

Second question: *I am I am decide to study here because ee this school is very very near from my home.*

Third question: *eee after I am join to SMU five I feel better then better then and then I I I I am fine a many many many friend and apa nice teacher any more.*

Fourth question: *I feel happy because ee when when eee when I yes I think I feel happy when I getting high score and many more.*

Fifth question: *eee I don't like.*

Sixth question: *I like matematic, physic, biology I think that's all.*

Seventh question: *I will go to going to Bandung or Jakarta. That's all. You're welcome.*

Student 15: first question: *because SMU five is famous school.*

Second question: *I am very happy.*

Third question: *be because because I like the teacher and I can study well.*

Fourth question: *when I am together with my friend.*

Fifth question: *little.*

Sixth question: *to go to Andlas university.*

Student 16: first question: *I know SMU five before I enter to study here about the place and it's one of famous school in Pekanbaru.*

Second question: *because I think ee SMU five have a good quality for the student to next generation.*

Third question: *I feel so proud because ee ee I think that I have many friend best friends here and the good teacher good lesson so when I so I am so I am to get olimpiade here.*

Fourth question: *yes, I do I like English so much.*

Fifth question: *of course.*

Sixth question: *ee want to Indonesia university or Riau university.*

Student 17: first question: *ee I know ee SMU five from my friend ee my friend is Ade and Randy and they are know SMU lima too.*

Second question: *mmm ee because I like the teacher the friend and the ekskul from SMA lima is good.*

Third question: *ee usually I feel happy because the friend is very very good add usually feel sad because the teacher teaching me is not good.*

Fourth question: *ee when the football club football SMA five winner the cup like pelajar cup.*

Fifth question: *ee my favourite lesson is English ee and art Arab language and epp sport ee football and the last chemistry.*

Sixth question: *eee because ee I want to study in eee Malaysia or ee Singapore, so I must can speak English good.*

Student 18: *first question: eee I think SMU five is a good school and yaa I want to school in this school.*

Second question: *ee this ee one of my family study in this school so I want to join her.*

Third question: *I like it I enjoy to study in SMU five and I have many friends too.*

Fourth question: *mmm maybe ee I feel proud ee study in SMU five while I join eethe ee olimpiade or something like that.*

Fifth question: *I like English and computer I think*

Sixth question: *because ee English ee because I think we must ee learn English ee much is than other ee language.*

Seventh question: *ee I will I will go to university.*

Student 19: *first question: ee think SMA lima is one of ee best ee senior high school in Pekanbaru.*

Second question: *ee because ee my old sister school here and all of my friend school here too.*

Ee I feel Smu SMU five is ee is ee good good place to studyee and I I I it's simple to get a lessson in well with school in here.

Fourth question: eee when I when I get ee I get eee high point.

Fifth question: ee my favourite lesson is matematic.

Sixth question: ee I I like Englsih too bec but no not not to like it.

Seventh question: eee I go to university but I don't know where.

Student 20: first question: *ok well when I am study in junior high school I decide to school here because I think this is best school in my town.*

Second question: *I am very glad to school here because I know mmm little little student can school here because to enter this school we have ee test.*

Third question: *ok basicly every time I very proud to school here but I must ee I am proud when I know that my friend many my friend many of my friend can not school in national schoool so thanks god I can school here.*

Fourth question: *ee English of course.*

Fifth question: *because I think English is ee important language to introduct our self to people from other countries ee example like we have a we have a friend that come from other countries like China or Arabian. Yes we we can not use their language we can not ee speak English.*

APPENDIX III

**TABLE IV.2.2.1
THE SCORES OF STUDENTS TAKING EXTRA ENGLISH COURSES**

STUDENT S	PRONUNCIATION		GRAMMAR		VOCABULARY		FLUENCY		SCORE
	LEVEL	CATEG ORY	LEVE L	CATEGOR Y	LEVEL	CATEGOR Y	LEVE L	CATEGORY	
1	3	good	3	good	3	good	3	good	12
2	2	fair	2	fair	2	fair	2	fair	8
3	3	good	2	fair	3	Good	3	good	11
4	3	good	3	Good	3	Good	3	Good	12
5	3	good	3	Good	3	Good	3	Good	12
6	2	fair	2	Fair	2	Fair	2	Fair	8
7	3	Good	3	Good	3	Good	3	Good	12
8	3	Good	3	Good	3	Good	3	Good	12
9	2	Fair	2	Fair	2	Fair	2	Fair	8
10	2	Fair	2	Fair	2	Fair	2	Fair	8
11	2	Fair	2	Fair	2	Fair	2	Fair	8
12	2	Fair	2	Fair	2	Fair	2	Fair	8
13	3	Good	3	Good	3	Good	4	Very good	13
14	3	Good	3	Good	3	Good	3	Good	12
15	2	Fair	3	Good	2	Fair	2	Fair	9
16	2	Fair	2	Fair	2	Fair	3	Good	9
17	2	Fair	2	Fair	2	Fair	2	Fair	8
18	2	Fair	2	Fair	2	Fair	2	Fair	8
19	2	Fair	2	Fair	2	Fair	2	Fair	8
20	3	good	3	Good	3	good	4	Very good	13

READER I

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APPENDIX IV

TABLE IV.2.2.2

THE SCORE OF STUDENTS RELYING ON CLASSROOM COURSES

STUDENTS	PRONUNCIATION		GRAMMAR		VOCABULARY		FLUENCY		SCORE
	LEVEL	CATEGORY	LEVEL	CATEGORY	LEVEL	CATEGORY	LEVEL	CATEGORY	
1	2	Fair	2	fair	2	Fair	2	fair	8
2	1	Bad	2	Fair	1	Bad	2	Fair	6
3	2	Fair	2	Fair	2	Fair	2	Fair	8
4	2	Fair	2	Fair	2	Fair	2	Fair	8
5	2	Fair	2	Fair	2	Fair	2	Fair	8
6	2	Fair	2	Fair	2	Fair	2	Fair	8
7	2	Fair	2	Fair	2	Fair	2	Fair	8
8	2	Fair	2	Fair	2	Fair	2	Fair	8
9	2	Fair	2	Fair	1	Bad	1	Bad	6
10	2	Fair	2	Fair	2	Fair	2	Fair	8
11	3	Good	3	Good	3	Good	3	Good	12
12	2	Fair	2	Fair	2	Fair	2	Fair	8
13	2	Fair	1	Bad	2	Fair	2	Fair	7
14	2	Fair	2	Fair	2	Fair	2	Fair	8
15	2	Fair	1	Bad	1	Bad	2	Fair	6
16	3	Good	3	Good	3	Good	4	Very good	13
17	2	Fair	2	Fair	2	Fair	2	Fair	8
18	2	Fair	2	Fair	2	Fair	2	Fair	8
19	2	Fair	2	Fair	2	fair	2	Fair	8
20	3	good	3	Good	3	good	3	Good	12

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APPENDIX V

**TABLE IV.2.2.1
THE SCORES OF STUDENTS TAKING EXTRA ENGLISH COURSES**

STUDEN TS	PRONUNCIATION		GRAMMAR		VOCABULARY		FLUENCY		SCORE
	LEVE L	CATEGORY	LEVE L	CATEGORY	LEVE L	CATEGORY	LEVE L	CATEGORY	
1	3	Good	3	good	3	Good	4	Very good	13
2	2	Fair	1	Bad	1	Bad	2	Fair	6
3	4	Very good	2	Fair	3	Good	3	Good	12
4	2	Fair	3	Good	3	good	3	Good	11
5	4	Very good	2	Fair	3	Good	2	Fair	11
6	2	Fair	1	Bad	2	Fair	1	Bad	6
7	3	Good	2	Fair	3	Good	2	Fair	10
8	2	Fair	2	Fair	2	Fair	2	Fair	8
9	2	Fair	1	Bad	1	Bad	2	Fair	6
10	3	Good	2	Fair	3	Good	2	Fair	10
11	2	Fair	1	Bad	1	Bad	2	Fair	6
12	3	Good	2	Fair	3	Good	2	Fair	10
13	4	Very good	2	Fair	3	Good	3	Good	12
14	2	Fair	3	Good	3	Good	3	Good	11
15	3	Good	2	Fair	2	Fair	3	Good	10
16	2	Fair	2	Fair	2	Fair	2	Fair	8
17	2	Fair	2	Fair	2	Fair	3	Good	9
18	2	Fair	1	Bad	1	Bad	2	Fair	6
19	2	Fair	2	Fair	1	Bad	2	Fair	7
20	4	Very good	2	Fair	3	good	3	Good	12

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APPENDIX VI

TABLE IV.2.2.2

THE SCORE OF STUDENTS RELYING ON CLASSROOM COURSES

STUDENTS	PRONUNCIATION		GRAMMAR		VOCABULARY		FLUENCY		SCORE
	LEVEL	CATEGORY	LEVEL	CATEGORY	LEVEL	CATEGORY	LEVEL	CATEGORY	
1	2	fair	2	fair	1	bad	2	Fair	7
2	2	fair	1	Bad	1	Bad	2	Fair	6
3	2	Fair	2	fair	1	Bad	2	Fair	7
4	4	Very good	2	Fair	3	Good	2	Fair	11
5	2	Fair	2	Fair	1	Bad	2	Fair	7
6	2	Fair	1	Bad	1	Bad	2	Fair	6
7	2	Fair	2	Fair	1	Bad	2	Fair	7
8	2	Fair	2	Fair	3	Good	2	Fair	9
9	2	Fair	2	Fair	2	Fair	2	Fair	8
10	2	Fair	1	Bad	1	Bad	2	Fair	6
11	2	Fair	2	Fair	2	Fair	2	Fair	8
12	2	Fair	2	fair	3	Good	3	Good	10
13	2	Fair	1	bad	2	Fair	1	Bad	6
14	2	Fair	2	Fair	3	Good	3	Good	10
15	2	Fair	2	Fair	2	Fair	2	Fair	8
16	3	Good	2	Fair	4	Very good	2	Fair	11
17	2	Fair	2	Fair	3	Good	3	Good	10
18	2	Fair	2	Fair	3	Good	2	Fair	9
19	3	Good	2	Fair	3	Good	3	Good	11
20	2	Fair	2	fair	3	Good	3	good	10

READER II

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