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DIFFERENCES OF SPEAKING ABILITY BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER AT SMP IT AL - IZHAR PEKANBARU



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**DIFFERENCES OF SPEAKING ABILITY BETWEEN ENGLISH
COURSE TAKER AND NON-ENGLISH COURSE TAKER AT
SMP IT AL - IZHAR PEKANBARU**



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By

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SIN. 12010415383

Thesis

Submitted as partial fulfillment of the requirements
for Bachelor Degree of English Education
(S.Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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I am entirely responsible for the content of this thesis. Other's opinion finding include in this thesis are quoted in accordance with ethical standards.

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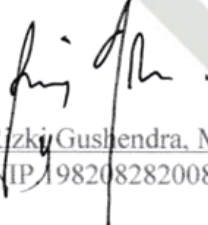
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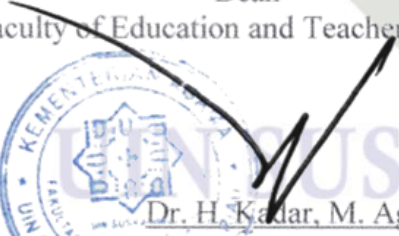

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Finally, the researcher realized that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much. May Allah, the Most high, the Ruler of the Universe, bless us. Aamiin.

Pekanbaru, December 20th, 2024

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ABSTRACT

M. Sayyafal Azzam, (2025): “Differences of Speaking Ability Between English Course Taker and Non-English Course Taker at SMP IT Al-Izhar Pekanbaru”

This study aims to find out the significant differences in speaking ability between English course takers and non-English course takers at SMP IT Al-Izhar Pekanbaru. The research is quantitative research with a causal-comparative research design. The population of this study consisted of 45 eighth-grade students at SMP IT Al-Izhar Pekanbaru in the academic year of 2024/2025. A total of 28 students were selected as the sample using a purposive sampling technique, consisting of 14 students who took English courses and 14 who did not. The instrument used to collect data was a speaking test, with data analyzed using an Independent Sample T-test through SPSS 27. The results indicated that the Sig. (2-tailed) value was $0.004 < 0.05$, showing there is a significant difference in speaking ability between the two groups. In conclusion, the null hypothesis (H_0), which states there is no significant difference in speaking ability between English course takers and non-English course takers, is rejected, and the alternative hypothesis (H_a), which states there is a significant difference, is accepted.

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ABSTRAK

M. Sayyafal Azzam, (2025): “Perbedaan Kemampuan Berbicara Antara Siswa yang Mengikuti Kursus Bahasa Inggris dan yang Tidak Mengikuti Kursus Bahasa Inggris di SMP IT Al-Izhar Pekanbaru”

Penelitian ini bertujuan untuk mengetahui perbedaan signifikan dalam kemampuan berbicara antara siswa yang mengikuti kursus bahasa Inggris dan yang tidak mengikuti kursus bahasa Inggris di SMP IT Al-Izhar Pekanbaru. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian kausal-komparatif. Populasi dalam penelitian ini terdiri dari 45 siswa kelas VIII SMP IT Al-Izhar Pekanbaru pada tahun ajaran 2024/2025. Sebanyak 28 siswa dipilih sebagai sampel menggunakan teknik purposive sampling, terdiri dari 14 siswa yang mengikuti kursus bahasa Inggris dan 14 siswa yang tidak mengikuti kursus. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, dengan data dianalisis menggunakan uji Independent Sample T-test melalui SPSS 27. Hasil penelitian menunjukkan bahwa nilai Sig. (2-tailed) adalah $0,004 < 0,05$, yang menunjukkan adanya perbedaan signifikan dalam kemampuan berbicara antara kedua kelompok. Kesimpulannya, hipotesis nol (H_0), yang menyatakan tidak ada perbedaan signifikan dalam kemampuan berbicara antara siswa yang mengikuti kursus bahasa Inggris dan yang tidak mengikuti kursus, ditolak, dan hipotesis alternatif (H_a), yang menyatakan adanya perbedaan signifikan, diterima.

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ملخص

اختلاف قدرة التحدث بين الطلاب الذين يشاركون " (٢٠٢٥) سيفافال عزام. في دورات لغة إنجليزية والذين لا يشاركون في دورات لغة المدرسة المتوسطة الإسلامية المتكاملة إنجليزية في مدرسة في بيكانبارو

الطلاب تهدف هذه الدراسة إلى معرفة وجود فرق ذو دلالة إحصائية في مهارة التحدث بين الذين يشاركون في دورات لغة إنجليزية والذين لا يشاركون في هذه الدورات في مدرسة المتوسطة الإسلامية المتكاملة في بيكانبارو. هذه الدراسة هي دراسة كمية بتصميم بحثي سببي. في بيكانبارو المتوسطة الإسلامية المتكاملة تتكون عينة البحث من ٤٥ طالبًا في الصف الثامن في مدرسة المدرسة المتوسطة. تم اختيار ٢٨ طالبًا كعينة ٢٠٢٥/ في بيكانبارو للعام الدراسي ٢٠٢٤ الإسلامية المتكاملة باستخدام تقنية العينة الهادفة تتكون من ١٤ طالبًا يشاركون في دورات لغة إنجليزية و ١٤ طالبًا لا يشاركون في دورات لغة إنجليزية. أداة جمع البيانات المستخدمة هي اختبار التحدث، وتم تحليل البيانات باستخدام. يشاركون فيها < ٠.٠٤. أظهرت نتائج البحث أن قيمة كانت ٠. اختبار للعينات المستقلة عبر برنامج SPSS ٢٠.٠. مما يشير إلى وجود فرق ذو دلالة إحصائية في مهارة التحدث بين المجموعتين. عليه، تم رفض الفرضية الصفرية، التي تقول بعدم وجود فرق ذو دلالة إحصائية بين الطلاب البديلة التي الذين يشاركون في دورات لغة إنجليزية والذين لا يشاركون فيها، وتم قبول الفرضية البديلة. تفيد بوجود فرق ذو دلالة إحصائية.

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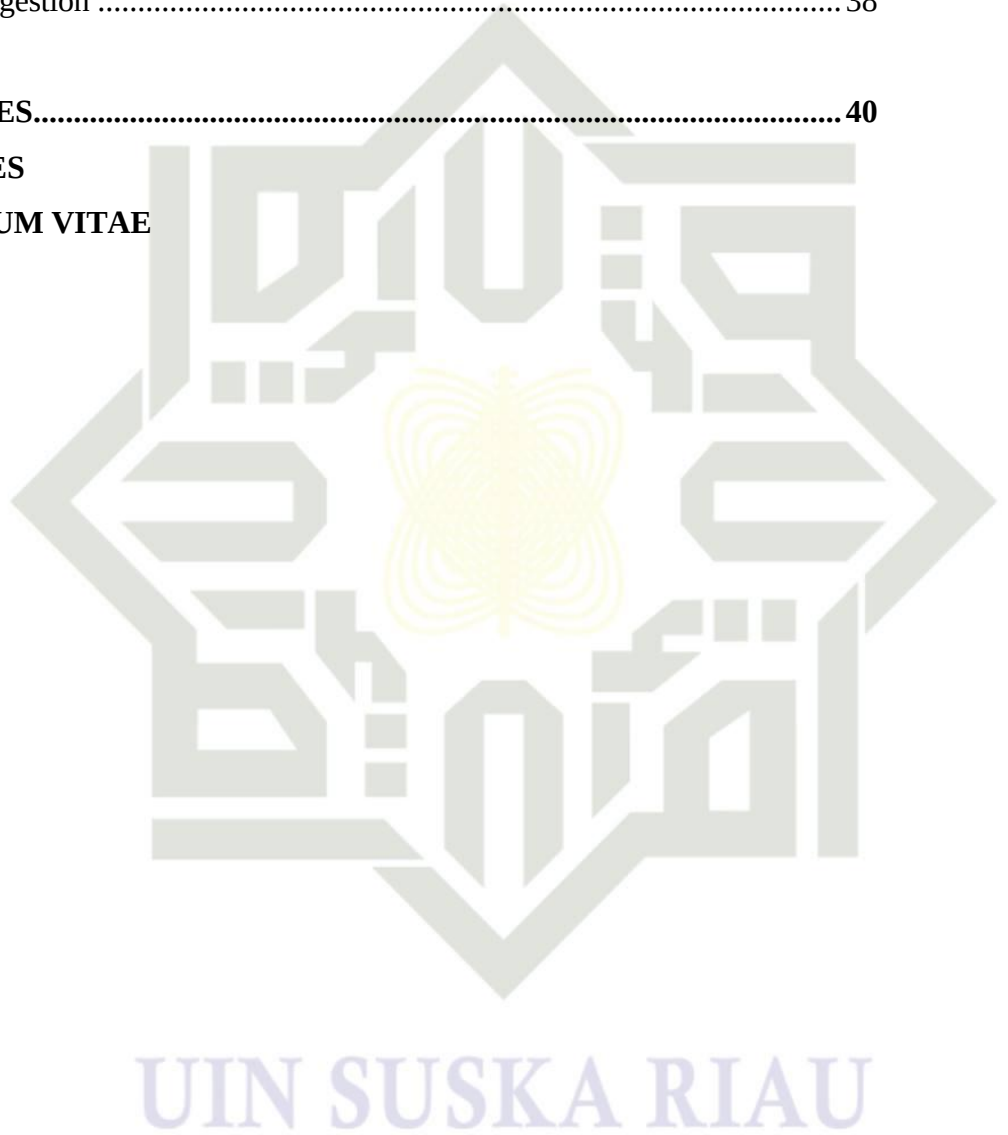
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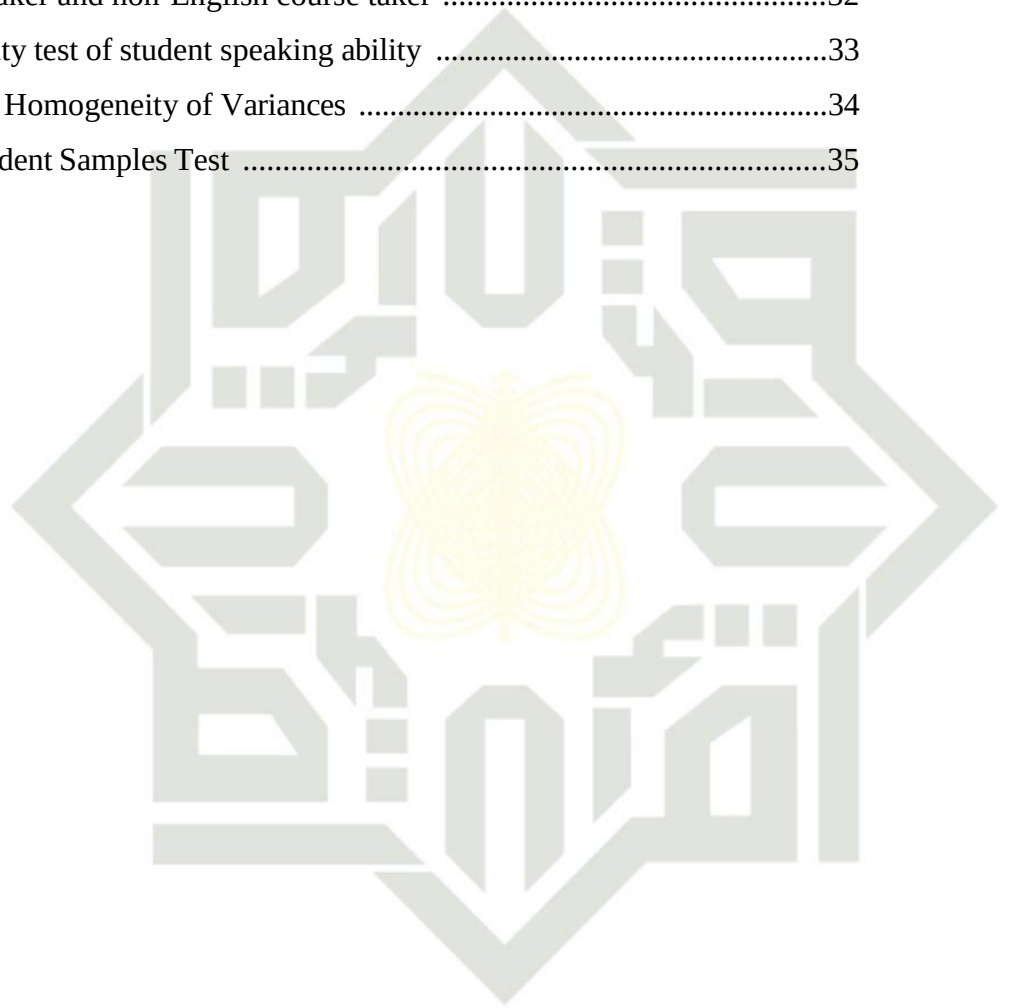


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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English speaking abilities are very important for every individual to have. One of the abilities that must be mastered in English is the ability to speak. This speaking ability is an indicator of a person's success in understanding and communicating with other people in English. Therefore, research on the comparison of speaking ability between English course participants and non-English course participants is an interesting thing to research.

According to Harmer (1991), speaking is a productive skill that serves to realize language in communication. He emphasizes that in the learning process, students should be given the opportunity to speak as much as possible to improve their speaking ability. It is a fundamental form of human communication that involves the production and reception of spoken language, often in a social or interactive context. Speaking involves the coordination of various physical and cognitive processes, including the movement of the lips, tongue, and vocal cords to produce sounds, as well as the processing and interpretation of auditory information by the listener (Brown and Yule, 1984).

In this context, research conducted by Smith (2018) in the journal International Journal of English Language Education shows that English course Taker have better speaking abilities compared to non-English course

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taker. This can be caused by the structured learning environment and focus on developing speaking abilities in English courses. Apart from that, research conducted by Johnson (2017) in the journal *Language Teaching Research* also shows that English course participants have higher motivation in learning to speak compared to non-English course participants.

However, research conducted by Brown (2000) in the book *English Language Learning Strategies* shows that there are other factors that also influence a person's speaking ability, such as internal motivation, opportunities to practice, and self-confidence. Therefore, the comparison between English course participants and non-English course participants in speaking ability needs to be investigated further to understand the factors that influence English speaking ability.

Thus, this study aims to identify differences in speaking ability between English course participants and non-English course participants. It is hoped that this research can provide a deeper understanding of the factors that influence the ability to speak English, so that it can provide appropriate recommendations for developing English language learning programs in the future.

Based on the preliminary which was interview conducted by the researcher in October 2024 which consisted of 46 8th grade students at Smp IT Al-Izhar Pekanbaru. The researcher choose 28 students to be interviewed which consisted of 14 students who took English Course and 14 students who did not took the english course. The researcher found that the speaking ability of the students who took English courses had more

enthusiasm for learning English at school, some students who took English course understood more about the lessons taught by the teacher, some students who attended English course had better grades than before after they attended English course.

The students who attend English Course assume that they understand the lesson better and get satisfying results. As Tama (2014), The National Reading Panel (NRP; National Institute of Child Health and Human Development) explained that when students join English course, they have better speaking ability than students who do not join. Furthermore, problems related to the differences between English course taker and non English course taker have been investigated by previous studies, such as research by Heng-Tsung Danny et.al (2016) found This study explored the relationships among language proficiency, two selected test-taker characteristics, and integrated speaking test performance. In connection with these findings, researcher feel interested in conducting research with the title: **"Differences of Speaking Ability Between English Course Taker And Non-English Course Taker at SMP IT Al Izhar Pekanbaru"**.

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B. Problem of the Research

1. Identification of the Problem

Based on the phenomena found by researcher during Pre-research, researcher identified several problem in the learning process of students at SMP IT Al-Izhar Pekanbaru on the following identifications “The difference in speaking ability between students who take English courses and students who do not take courses”.

2. Limitation of the Problem

This study focuses only on the differences in speaking ability between students who take English courses and those who do not at SMP IT Al-Izhar Pekanbaru. The study is limited to 8th-grade students who are enrolled in formal English courses or do not participate in additional English courses.

3. Formulation of the Research Problem

Based on the problems above, the researcher formulated the problems in the research as a question Is there any significant difference on speaking ability of English course taker and non-English course taker?

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C. Objective and Significant of the Research

1. Objective of the Research

Based on the problem of the study, the purpose of this study is to describe the significant difference on speaking ability of english course taker and non english course taker.

2. Significant of the Research

Related to the objectives of the research above, the significance of the research:

- a. For the Researcher to increase knowledge about the difference in speaking ability between students who take English language courses and do not take English language course at Smp IT Al Izhar School.
- b. For the Students, this research is expected to be useful and valuable as a reference in developing students' speaking skills.
- c. For teachers at Smp IT Al Izhar School as evaluation material and knowledge in developing and improving speaking skills in students.

D. Definition of the Key Term

1. Differences

Sujud (1998) stated that comparative is the study of similarities and differences about objects, people, work procedures, criticism, and ideas. In this study, what is compared is the students' ability between

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students who take English courses and those who do not take English courses. In learning to speaking.

2. Speaking Ability

An individual's ability to convey thoughts or information orally clearly, accurately, and effectively (Brown, 2004). This competence includes things like vocabulary use, fluency, pronunciation, good structure, and ability to have meaningful discussions or deliver presentations. To successfully communicate and interact in both personal and professional contexts, one need to have effective speaking abilities.

3. English Course Taker

English course taker are students enrolled in formal English language learning programs, whether at language schools, universities, or through private tutors. Richards and Schmidt (2010). In this research, English course takers are students of SMP IT Al-Izhar Pekanbaru who are currently or have previously taken English courses.

4. Non-English Course Taker

Someone who has not taken or has yet to take a specific course or program to enhance English language abilitys, or someone who has not taken courses focusing on English language aspects (Lee, 2019). In this research, Non English course takers are students of SMP IT Al-Izhar Pekanbaru who have never participated in private English or English courses.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Speaking ability

a. Definition of Speaking Ability

Ability can be explained as the ability to perform a particular task or activity effectively, often acquired through training, practice and experience. Here are some definitions from experts about abilities Gagne (1974), "The Conditions of Learning and Theory of Instruction" Gagne defines ability as the ability to perform a specific behavior that produces a desired result. According to Anderson (1982), in the article "Acquisition of Cognitive Ability" describes abilities as an outcome of learning that show changes in cognitive representations associated with a specific task.

Speaking is a productive ability which requires a lot of back-up factors like knowledge, confidence, self and enthusiasm. When people hear someone speak, they pay attention to what the speaker sounds like automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and native/nonnative speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of

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themselves to others. According to Levis, J (2004), by using speed pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.

b. Components of speaking

According to Kathy Bailey (2005), in the book "Practical English Language Teaching" Speaking provides a practical perspective on speaking skills. Some of the componnts she emphasizes are Topic and Idea Selection, Interaction Skills, Formal and Informal Speaking Skills.

Next to Brown (1994) states "Principles of Language Learning and Teaching", mastering the components of speaking goes beyond just learning technical skills. By mastering the speaking components, speakers not only improve their ability to express themselves clearly and confidently but also enhance their overall competence in communication.

Then to Hughes (2017), in "Teaching and Researching Speaking" speaking consists of five components that are important to master in order to speak effectively. Here are the components of speaking according to Hughes:

1) Accent/pronunciation

Pronunciation refers to the way a person pronounces words in a language Hughes (2005). Hughes emphasizes that

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pronunciation covers various. Includes vowels, consonants, stresses, and intonation patterns. In speaking perfect pronunciation of all sounds is not necessary in order to communicate, but lack of the ability may influence sounds of the words that utterance. If the students are having difficulty with any given sound, the teacher should assist them by describing tongue and lip movements.

2) Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar" Beverly(2007, p.1). The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Communication in speaking will run smoothly if its grammar can be understood. In order to understood, the students should organize the words in the sentences compactly and efficiently. They should build grammatical sentences in order the listener can easily catch the meaning carried in their utterances

3) Vocabulary

Vocabulary items or word choices also become one of important components in speaking because as many as people mastering the vocabulary so make their communication understandable. Vocabulary items are needed to talk. Vocabulary

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is normally studied in dialogue or conversation. This way will help the students to be more active in communication

4) Fluency

In second language learning, fluency is most often described in metaphorical language. Lack fluency is therefore said to be slow and uneven speech, we could point to the following as phenomena that we may wish to consider as helping to define

5) Comprehension

According to Hughes (2005), comprehension involves the ability to extract meaning from words, sentences, and texts in written or spoken form. It involves various skills such as reading, listening, grammar, vocabulary, and contextual analysis to extract meaning and convey a proper understanding of a given message. Here are some component aspects of comprehension based on Hughes:

- a) Language Knowledge: This involves knowledge of the structure of language, including grammar, syntax, and morphology.
- b) Vocabulary: Vocabulary knowledge involves knowledge of the words and phrases used in the language.
- c) Background Knowledge: Background knowledge involves knowledge of the context in which the text is written or spoken.

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- d) Language Structure: Language structure involves the way how words and phrases are used to form sentences and texts.

c. Problem of speaking

There are several speaking problems faced by students namely lack of speaking teachers in teaching speaking , lack of fluency and naturalness in speaking , students feel embarrassed when speaking English, lack of pronunciation, fear of students making mistakes, and lack of grammar knowledge (Susanti et al., 2020). There are several problems with speaking ability that teachers may encounter when helping students speak in the classroom (Tuan & Mai, 2015). The first problem students often encounter is inhibition. Students frequently experience self-consciousness when speaking in another language in class. They fear making errors, receiving criticism, or looking foolish. They try to avoid bringing attention with their speech. Second, students frequently complain that they lack ideas and the will to express themselves. Furthermore, problems in speaking includes inaccurate vocabulary, lack of mastery in grammar, lack of correct pronunciation, lack of English input outside the calssroom, lack of self confidence, and lastly, the lack of language development in curriculum (Wahyuning sih & Afandi, 2020).

According to Tuan & Mai (2015). Here are some problems for speaking ability that teachers can come across in helping

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students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use.

1) Inhibition

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

2) Blank and have no motivation

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

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3) Low of Participation

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

4) Using of mother tongue

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates.

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2. English Course

a. Definition of English Course

English courses provide structured opportunities for language learners to practice and improve their English abilities in a supportive environment. These courses often incorporate a variety of teaching methods, activities, and materials to cater to different learning styles and needs. (Brown, 2007). While Based on Oxford Advanced learner's dictionary, tutorial course has some definition such as (Hornby, 1995) :

- a) Course is an activity concerning a tutor.
- b) Lesson is something which is learned or thought.
- c) English course is an activity which is learned or thought by someone concerning to a tutor.

b. English Course Essentials

Productive English course consists of a complex set of behaviors that can best be taught by demonstrating effective techniques, allowing practice in real tutoring situations, and giving opportunities for reflection and discussion. Over time, this guided training approach steadily closes the gap between actual and optimal tutoring performances. English courses have several components that are essential for improving speaking, writing, listening and reading skills. First, vocabulary is the ability to use the right words and their meanings in the context of speaking. In addition, grammar

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is the proper sentence structure and the use of words in logical and meaningful sentences. Functions are the ability to use language to communicate effectively, such as speaking, writing, and listening. English courses also involve reading, the ability to read and understand the content of a text fluently and clearly, and listening, the ability to listen and understand the content of a conversation fluently and clearly. Finally, speaking is the ability to speak and express ideas orally fluently and clearly, while writing is the ability to write and express ideas in writing fluently and clearly. Thus, taking an English course can improve career opportunities and critical thinking and communication skills.

c. Advantages of English Course

Taking an English course has some significant benefits. Firstly, it provides a clear and organized learning structure, making it easier for learners to understand and master the material provided. In addition, the course comes with experienced expert guidance, assisting learners in overcoming difficulties and improving speaking skills. Regular speaking practice in this course also helps improve speaking fluency and boost confidence. The course also comes with a progress measurement system, allowing learners to see their progress and adjust learning strategies accordingly. In addition, the course provides the opportunity to join a community of other learners, making it easy to interact and share experiences. The course

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also helps improve vocabulary and speaking skills, allowing learners to communicate more effectively. Thus, taking an English course can improve confidence, analytical skills, communication skills, and creative thinking skills, thereby enhancing career opportunities and critical thinking and communication skills.

B. Relevant Research

There are some study researches concerned with this study. The researcher wrote some of them as previous of this study. The previous study that used by the researcher are:

The first study was conducted by M. Budi Tama (2014) entitled “A Comparative Study Between The Students Who Join English Course and Those Who Do Not Join English Course in Mastering Vocabulary at Tenth Grade of SMA 1 Pangkalan Bun”. The study was aimed at investigating the difference of English vocabulary mastery by the students who join English course and those do not join it at SMAN 1 Pangkalan Bun. It is because they have different vocabulary learning ways. The study used quantitative comparative approach with Ex-post Facto design in finding out the answer of problem of the study. The population of the study consisted of two classes of the tenth grade of SMAN 1 Pangkalan Bun. The total number of students was 40 students, who join English course, and do not join English course. The researcher chose the students who join English course that consists of 20 students and the students who do not join English course that consists of 20 students as the sample. The results showed that there was no significant

difference in vocabulary mastery scores between English course participants and non-participants.

The second research was presented by Longga Dwi Trisna (2019). The research aimed to analyze whether there is significant comparison or not in students' speaking ability based on external English course and non-external English course. This research use quantitative research. This research use purposive sampling to took sample. This research use one class to interview and test. This research took 33 students as a sample, After interview and test the result of the research there is students who take an external English course and students who doesn't. From all 33 students 15 of them take an external English course and 18 does not take an external English course..The result of test and interview is the students speaking ability does not completely related to weather they take an external English course or not. Because when it comes to language, we have to use it to master it. The students have to use it even when they not in class so they will used to using it. The other factor that determined students ability, and there is circle and habits. It can be conclude that H_0 is accepted and H_a is rejected. It is suggested to the future researchers who are interested in deeper studying about how to make the students more excited to learn English especially speaking

The third research is done by Putri Asifa (2021). The aim of this research compare between students who attend English Course and students who do not attend English Course in their reading comprehension at SMAN

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1 Tanah Putih, Rokan Hilir. Therefore, the hypothesis in this research is —there is a significant difference between students who attend and do not attend English course in their reading comprehension at SMA Negeri 1 Tanah Putih, Rokan Hilir. This research used quantitative research approach with ex-post facto research design to find the answer of difference between students who attend and do not attend English Course. The total number random sample of this research is 40 students, and writer took equal randomly for students who attend and do not attend English course until reached 20 students who attend English course and 20 students who do not attend English course. Both of students were given multiple-choice test to gain their reading comprehension score. After getting the data of test score, the writer analyzed the data using independent sample t-test technique formula to test the hypothesis. It was found that the result of observed was 1,199 and the t table was 1,729 at 5% of significance level with the degree of freedom (df) was 38. It showed that t observed was lower than t table and the hypothesis is accepted. It means that there is a significant difference between students who attend and do not attend English course in their reading comprehension at SMA Negeri 1 Tanah Putih, Rokan Hilir.

Based on previous research mentioned the research has some similarity to understand the effect of participation in English language courses on students' vocabulary acquisition, speaking ability, and reading acquisition. Although each used a quantitative approach with an Ex-post Facto research design, there were differences in the focus of the variables

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studied and the sampling method. The results were also mixed: one study found significant differences, while another did not, and one highlighted other factors that influenced the results. Thus, despite variations in findings and approaches, these three studies provide valuable insights into the factors that contribute to students' English proficiency at the senior high school level.

C. Operational Concept

An operational concept is a complex process of interaction between the text and the reader. It involves the ability to understand and extract meaning from the text, as well as applying it in the right context (Hughes, 2007). This term is used in various fields such as military operations, business strategies, and technological developments. This research is quantitative research which focuses on the student speaking ability.

In this study, researcher only used one variable or a single variable, a single variable is a variable that only reveals one variable to describe the elements or factors in each symptom that includes the variable Nawawi (1992). In this study researcher chose speaking ability as a single variable.

According to Brown (2004), "measurable aspects" of speaking ability refer to concrete aspects that can be measured or observed in evaluating one's speaking ability. In his teaching context, Brown identifies several important components that form part of effective speaking ability. Here are some of the "measurable aspects" according to Brown:

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1. Fluency: How smoothly and without hesitation the participants can speak.
2. Accuracy: The level of grammatical correctness and the use of appropriate structures.
3. Vocabulary: The range and appropriateness of words used in speaking.
4. Pronunciation: The clarity and correctness of word pronunciation.
5. Comprehension: The ability to understand and respond to conversations in English.

Each of these aspect can be measured using various evaluation methods, such as oral tests, direct observation, analysis of recorded conversations, or self-assessment and assessment by others. Using these indicators, research on speaking ability can provide a comprehensive understanding of the development and effectiveness of language learning.

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that there is a significant difference in speaking ability between students who take English courses and those who do not.

2. Hypothesis

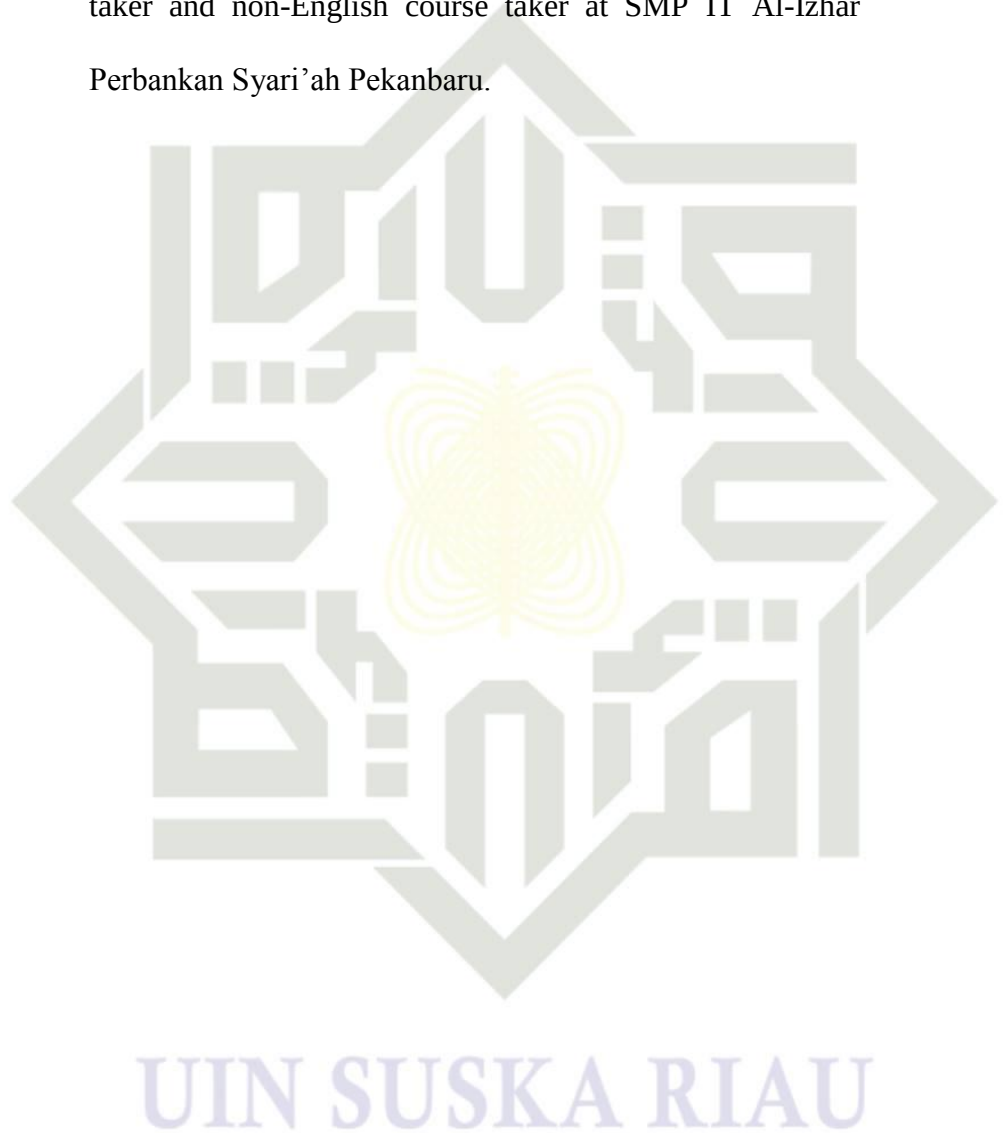
Based on the assumption above, the hypothesis of this research can be formulated as follows :

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H_0 : There is no significant difference between English course taker and non- English course taker student at SMP IT Al-Izhar Pekanbaru.

H_a : There is a significant difference between English course taker and non-English course taker at SMP IT Al-Izhar Perbankan Syari'ah Pekanbaru.



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study used quantitative research method. According to Creswell (2014), Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured typically on instruments, so that numbered data can be analyzed using statistical procedures.

This research used Causal-comparative research in which the researcher should determine the causes or consequences of differences that exist among the group. Causal-comparative research, also known as ex post facto research, is a type of non-experimental research design that seeks to identify cause-and-effect relationships between variables. Causal-comparative research is a study conducted to explore causation in relationships between variables by comparing different groups (Najera, J. 2022).

Ex post facto research is research that seeks the effect of an independent variable on a dependent variable by comparing groups that differ in an already existing independent variable. Ex post facto research is to investigate past events to find out the factors that influence that event.

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B. Location and Time of the Research

The research was conducted in October 2024 at SMP IT Al-Izhar Pekanbaru which is located in HR. Soebrantas Km 15 street.

C. Subject and Object Research

The subjects of this research were all VIII grade students at SMP IT Al- Izhar Pekanbaru. While The object of this research is the speaking ability between students who take English courses and those who do not take English courses.

D. Population and Sample

1. Population of the Research

Population is a group of individuals with qualities and characteristics that have been determined by researcher to study and draw conclusions Casteel, A.(2021). In this research, the researcher selected the Eight grade students at SMP IT Al-Izhar Pekanbaru as the population of the research. The total number of population is 45 students. They are divided into 2 classes.

Table III. 1
Population of the Research

No.	Classes	Total of Students
1.	Ibnu Al Nafis	22
2.	Ibnu Rusyd	23
Total of Students		45

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2. Samples of the Research

The sample determination was carried out based on purposive sampling, which is better known as a consideration sample. Sugiyono (2012), says 'purposive sampling is a sampling technique with certain considerations'. And the one who determines the sample here is the researcher.

In this study, there were 2 classes consisting of students who took courses and students who did not take courses in the eighth grade of SMP IT Al-Izhar. So, the researcher took 28 students in total consisting of 14 students who took the course and 14 students who did not take the course.

E. Technique of Collecting Data

1. Speaking Test

In this research, the test was used to collect the data. The researcher tested the respondents to know the extent of their speaking achievement. After the data collected, the research compared the speaking ability of English course taker and non-English course taker by using speaking test. The steps of the test below:

- a. Each participant was given the some topic of descriptive text.
- b. Participants was given time about 5-10 minutes to prepare before the start of the speaking test.
- c. Participants were asked to speak for 3-5 minutes on a given topic.

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- d. Participants are also expected to speak fluently and clearly, have good pronunciation, grammar, and vocabulary selection, and demonstrate a good comprehension of the topics discussed.
- e. The speaking tasks was recorded.

The researcher took a rubric score to determine students' speaking ability based on the test. The scoring rubric for speaking is from Curriculum 2013 for eleventh grade students researcher adopted from the thesis Lukluatul Hasanah (2021) about the speaking ability. The speaking assessment itself was conducting by the raters.

Table III. 2

Rubric of speaking test for Eight grade students

Criteria	Rating Scores	Description
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.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and restrict himself to basic pattern.
	1	Errors in grammar and word order as severe as to make conversation virtually impossible.
Pronunciation	5	Speech consists of almost appropriate pronunciation.
	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 of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	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 of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech is quite flowing style, mostly easy to understand.
	4	Speed of speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problem.
	2	Usually hesitant; often forced into silence by language limitation.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Ideas highly organized, covers all of the elements of the story.
	4	Ideas well organized, covers all of the elements of the story.
	3	Understand careful, somewhat simplified speech. Ideas less organized, some missing parts of the elements of the story.
	2	Ideas less organized, covers only the main element of the story.
	1	Unorganized ideas, a lot of missing parts of the elements.

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2. Validity of the Test

Best and Kahn (1997), state that a test is valid if it is measures what it claims to measure. It means that the test must have good validity so that the test can measure the aspects which has been measured. In this research, there were several aspects in measuring validity of the test. They are :

a. Content Validity

Best and Kahn (1997), stated Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed . Content validity is based upon careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists”. It means that the content validity is based on the material, and the material is agreement with the objectives of learning.

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students’ speaking ability at the Eight grade of senior high school.

b. Construct Validity

Best and Kahn (1997), stated Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for speaking ability.

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In this research, the researcher made a speaking test that can measure the students' speaking ability where the scoring covers five criteria of speaking that are adapted from Brown. They consist of : Fluency, Accuracy, Vocabulary, Pronunciation, Comprehension.

F. Technique of Analyzing Data

1. Descriptive Analysis

The descriptive analysis provide an overview or description of data into information that is clearer and easier to understand. Descriptive statistics table presents the data of mean, standard deviation, number of samples, maximum value, and minimum value. These data are numerical measures that are very important for sample data. The descriptive statistical test was carried out using SPSS 27.0 version.

2. Normality Test

The normality test aims to determine the level of normality of the sample under the research. The normality test was tested using the Shapiro-Wilk statistic with a significance level of 0.05 which was analyzed using the SPSS 23.0 version. The purpose of testing normality was to find out whether the data distributed by the researcher was spread normally or not.

The value for the normality test can be interpreted as follows:

If (sig) > 0,05 = the data is normal

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If (sig) < 0,05 = the data is not normal

3. Homogeneity Test

The homogeneity test is to determine whether the two data samples are taken from a population that has the same variance, in this case the researcher uses SPSS 23,0 version. The value for homogeneity test can be interpreted as follows:

If (sig) > 0,05 = the data is homogeneous

If (sig) < 0,05 = the data is not homogenous

4. Independent Samples T Test

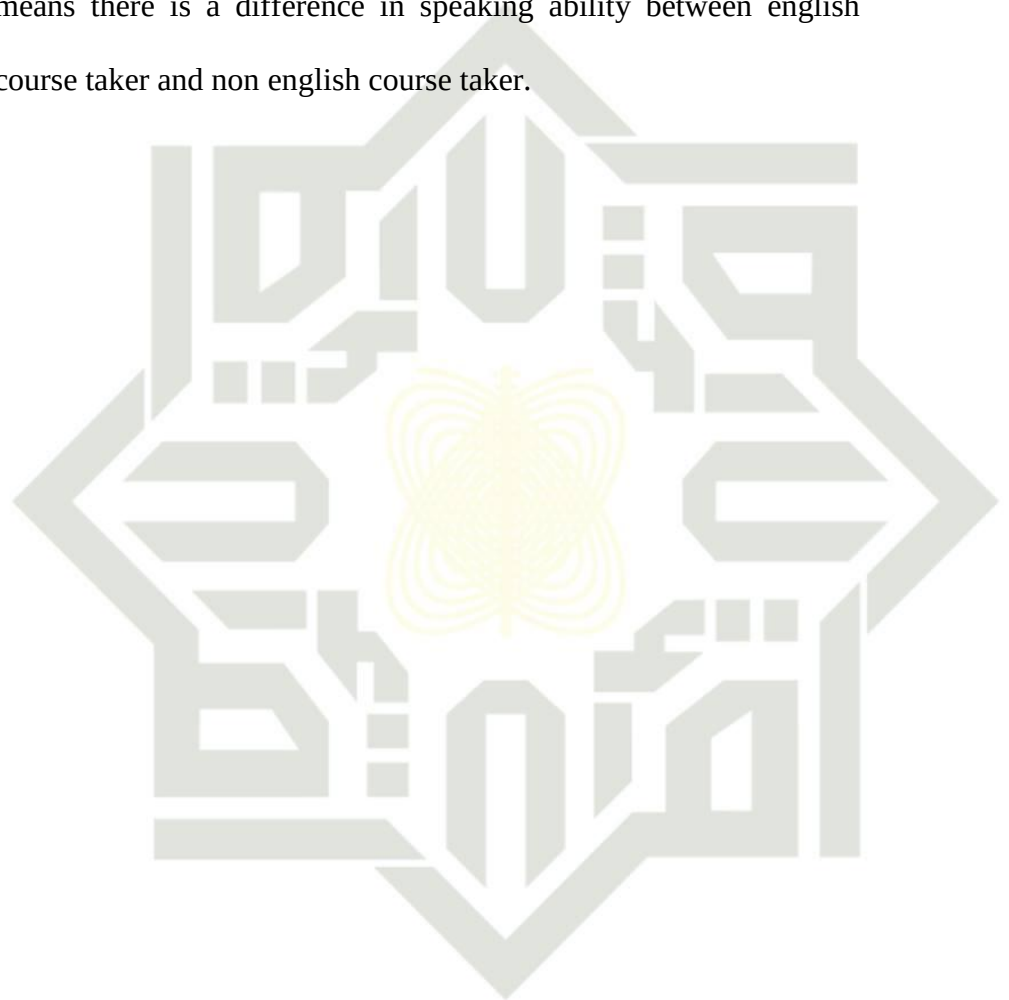
To analyze the data, independent sample T-test was used. According to Prayitno (2017), Independent samples T Test is two means used to test two means of two independent groups of data. In addition, Prayitno (2017) also said the basic criteria for testing the Independent Sample T Test hypothesis using the t test. The t test is used to determine one by one or partially the effect of the independent variable on the dependent variable. Partial influence of the independent variable on the dependent variable. The t test here is used to test the hypothesis by comparing t count and t table.

To find the t table can use the formula reference as follows: At significance ($\alpha/2$) with degrees of freedom (df). After the t table is known, it can be tested with the criteria mentioned in Priyatno (2017) as follows:

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1. If $-t \text{ table} \leq t \text{ count} \leq t \text{ table}$ then H_1 is denied, which means there is no difference between english course taker and non english course taker.
2. If $-t \text{ count} < -t \text{ table}$ or $t \text{ count} > t \text{ table}$ then H_1 is accepted, which means there is a difference in speaking ability between english course taker and non english course taker.



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CHAPTER V

CONCLUSION AND SUGGESTION

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A. Conclusion

Based on the results of the analysis that has been conducted, this study can be concluded that there is a significant difference in speaking ability between students who take English courses and those who do not take English courses. Students who took English courses had a higher mean score (73.43) than students who did not take courses (66.18). This shows that English course have important thing to improving students' speaking ability. The independent sample t-test results show that the significance value (0.004) is smaller than 0.05, which means there is a significant difference between the two groups. Thus, it can be concluded that attending English courses has a positive influence an makes an important contribution in improving students' speaking ability specifically at SMP IT Al Izhar Pekanbaru.

B. Suggestion

Based on the conclusion above and considering the difference of speaking ability between English course taker and non English course taker at SMP IT Al- Izhar Pekanbaru, the researcher would like to propose some suggestions that hopefully would be useful for the development of English speaking ability. As follow;

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1. Suggestion for Students

Students are advised to be more active in attending English courses and take advantage of opportunities to practice speaking both inside and outside the classroom. Using English regularly in daily conversation will help improve fluency and confidence in speaking. In addition, students are also advised to join extracurricular activities related to English.

2. Suggestion for Teachers

Teachers are expected to focus more on developing students' speaking ability by providing more intensive speaking practice. Interactive teaching methods based on daily conversations can make students more comfortable in using English.

3. Suggestions for Future Researchers

Researcher are advised to expand the research sample so that the research results are more representative and can be generalized to a wider population. Further research can also consider other factors that can affect speaking ability, such as students' motivation level or the use of English outside the classroom. English language learning, especially in improving students' speaking skills at IT Junior High School Al Izhar Pekanbaru.

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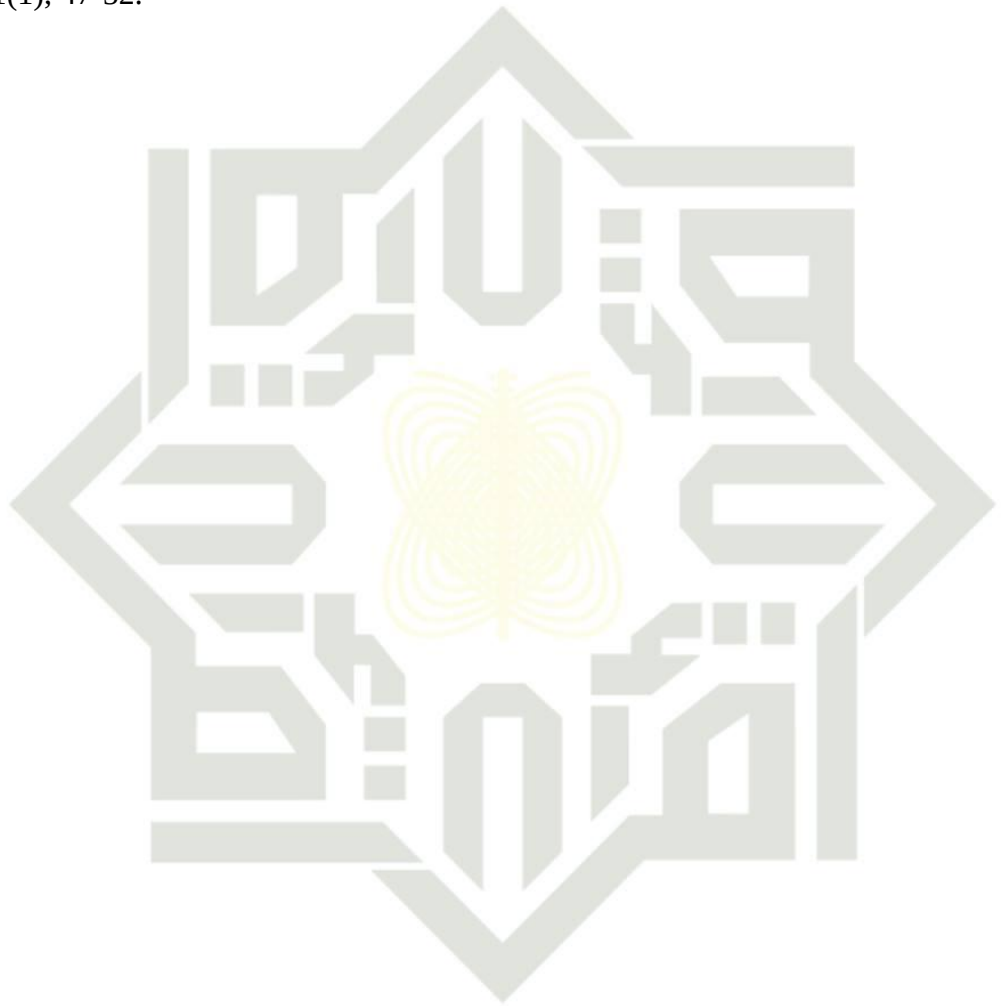
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Sugiyono. (2012). *Metode penelitian administrasi: Dilengkapi dengan metode R&D*. Bandung: Alfabeta

Sugiyono. (2018). *Quantitative, qualitative, and R&D research methods* (Ed.). Bandung: Alfabeta.

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UIN SUSKA RIAU



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APPENDIX I

Research Instrument

UIN SUSKA RIAU



Nama

: M Sayyaf Al Azzam

Sekolah

: SMP IT Al Izhar Pekanbaru

Mata pelajaran

: Bahasa Inggris

This activity is part of a research study and will not be used for any other purposes. Please follow the instructions below carefully!

Instruction for student:

1. Read the Text Carefully

- o Read the text slowly and carefully.
- o Make sure you understand it. If any word is unclear, feel free to ask for help.

2. Understand the Story

- o Think about what the story is about.
- o Focus on the main idea and key details.

3. Tell the Story in Your Own Words

- o After reading, explain the story using your own words.
- o Keep it simple and clear.

4. Time

- o You will have 5–10 minutes to read and prepare.
- o You will have 3–5 minutes to retell the story.

5. Recording

The researcher will record your voice during the retelling session and the recording will only be used for research purposes.

Thank you for your participation in this research!

UIN SUSKA RIAU

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APPENDIX II

Students' Result of Speaking Test

UIN SUSKA RIAU



SPEAKING ABILITY SCORE OF NON-ENGLISH COURSE TAKER

Students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
Students 1	4	3	4	3	4	72
Students 2	4	3	3	3	3	64
Students 3	4	3	4	4	3	72
Students 4	3	3	4	3	3	64
Students 5	3	3	3	3	3	60
Students 6	4	4	4	4	3	76
Students 7	4	3	3	3	3	64
Students 8	4	2	3	3	3	60
Students 9	4	2	4	3	3	64
Students 10	4	4	4	4	3	76
Students 11	4	3	3	3	3	64
Students 12	4	3	3	4	3	68
Students 13	3	3	4	3	4	68
Students 14	4	3	4	3	4	72

SPEAKING ABILITY SCORE OF ENGLISH COURSE TAKER

Students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
Students 1	4	3	4	4	3	72
Students 2	3	5	4	3	5	80
Students 3	4	3	5	4	3	76
Students 4	4	3	4	3	3	68
Students 5	4	3	4	3	4	72
Students 6	4	5	3	4	4	80
Students 7	3	4	5	3	3	72
Students 8	4	3	3	3	3	64
Students 9	4	3	3	4	3	68
Students 10	4	3	4	3	4	72
Students 11	4	3	4	3	4	72
Students 12	4	3	3	4	4	72
Students 13	4	3	4	3	3	68
Students 14	5	4	3	3	3	72

Rater


 Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

State Islamic University of Sultan Syarif Kasim Riau



SPEAKING ABILITY SCORE OF NON-ENGLISH COURSE TAKER

Students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
Students 1	3	3	4	3	3	64
Students 2	4	3	3	3	4	68
Students 3	5	5	5	5	5	100
Students 4	3	4	4	4	4	76
Students 5	4	4	5	4	4	84
Students 6	3	4	4	3	4	72
Students 7	4	4	4	4	4	80
Students 8	3	4	4	3	4	72
Students 9	2	3	3	3	3	56
Students 10	3	4	4	3	4	72
Students 11	4	5	5	4	4	88
Students 12	3	4	4	3	3	68
Students 13	3	3	4	3	3	64
Students 14	4	4	5	4	4	84

SPEAKING ABILITY SCORE OF ENGLISH COURSE TAKER

Students	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total Score
Students 1	2	3	3	2	3	52
Students 2	4	4	4	4	4	80
Students 3	3	3	4	3	3	64
Students 4	4	4	5	4	4	84
Students 5	4	3	4	3	3	68
Students 6	3	4	4	3	4	72
Students 7	4	3	3	2	4	64
Students 8	3	3	3	3	3	60
Students 9	3	3	3	2	3	56
Students 10	4	2	3	3	3	60
Students 11	3	4	4	3	3	68
Students 12	3	3	4	3	3	64
Students 13	3	3	4	3	3	64
Students 14	2	3	3	2	3	52

Rater

Yuwari

Kurnia Budiyaniti, M.Pd

1. Hak Cipta Ditangguhkan: Penelitian ini tanpa melanggar hak cipta atau hak kekayaan intelektual.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX III

Thesis Guidance Letters

UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 22 Mei 2023

2. Dilarang menguraikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Nomor: Un.04/F.H.4/PP.00.9/8254/2023

Biasa

Pembimbing Skripsi

Kepada

Yth. Rizki Amelia, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MUHAMMAD SAYYAFAL AZZAM

NIM 12010415383

Jurusan : Pendidikan Bahasa Inggris

Judul : COMPARATIVE STUDY OF SPEAKING ACHIEVEMENT BETWEEN
ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER
BY ELEVENTH GRADE AT SMKN 4 PEKANBARU

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihatirkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004



Jl. H. R. Soebrantas No.155 Km.18 Tampar Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

1. UIN SUSKA RIAU	Hak Cipta Dilindungi Undang-Undang	Unin.04	Biaya Pembelian	Repa Yth.	Dose Peka	Assan	sebag	Agar Reda Saud
2. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:								
3. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah								
4. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.								
5. Dilarang menjual dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.								

Agar da
Redaksi
Saudara

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 17 Mei 2024

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

NIM : 12010415383

Jurusan : Pendidikan Bahasa Inggris

Judul : COMPARATIVE STUDY OF SPEAKING ACHIEVEMENT BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER BY ELEVENTH GRADE AT SMKN 4 PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m

an, Dekan

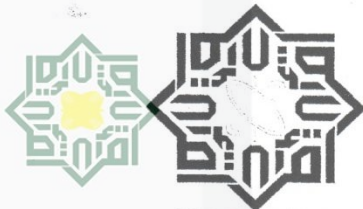
Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004



Tembusan :



UIN SUSKA RIAU

KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Andia, M.Pd
- a. Nomor Induk Pegawai (NIP) : 198309202023212036
3. Nama Mahasiswa : M. Sayyaf Al-Azzam
4. Nomor Induk Mahasiswa : 12010415383
5. Kegiatan : Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	28 Mei 2024	Background		
2.	24 Juni 2024	Chapter I		
3.	1 Juli 2024	Chapter II: Theorizing		
4.	8 Juli 2024	Operational Concept		
5.	15 Juli 2024	Chapter III: Research Design		
6.	25 Juli 2024	Review all chapters		
7.	29 Juli 2024	Acc to join proposal		

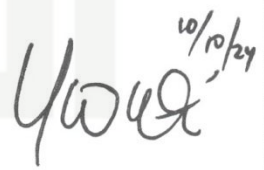
Pekanbaru, 29 Juli 2024
Pembimbing,

Rizki Andia, M.Pd
NIP. 198309202023212036

1. Hak cipta dilindungi Undang-Undang.
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : M. Sayyaf Al Azzam
Nomor Induk Mahasiswa : 12010415383
Hari/Tanggal Ujian : Selasa/30 Juli 2024
Judul Proposal Ujian : DIFFERENCES OF SPEAKING ABILITY BETWEEN
ENGLISH COURSE TAKER AND NON-ENGLISH COURSE
TAKER AT SMP IT AL - IZHAR PEKANBARU
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Dr. Faurina A, M. Hum	PENGUJI I		
2. Kurnia Budiyantri, M. Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru,.....Oktober 2024
Peserta Ujian Proposal



M. Sayyaf Al Azzam
NIM. 12010415383



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APPENDIX IV

Research Letters

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Pekanbaru, 16 Oktober 2024 M

Nomor : B-22455/Un.04/F.II/PP.00.9/10/2024

Biasa

1 (Satu) Proposal

Mohon Izin Melakukan Riset

Kepada

Yth. Kepala Kantor

Kementerian Agama Kota Pekanbaru

Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Muhammad Sayyafal Azzam
NIM	: 12010415383
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Differences Of Speaking Ability Between English Course Taker And Non-English Course Taker At SMP IT Al - Izhar Pekanbaru
Lokasi Penelitian : SMP IT Al - Izhar Pekanbaru
Waktu Penelitian : 3 Bulan (16 Oktober 2024 s.d 16 Januari 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan



Dr. H. Kadar, M.Ag.
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Halaman 1 dari 1
UIN SUSKA RIAU
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id



YAYASAN DAAR EN NISWAH

SEKOLAH MENENGAH PERTAMA ISLAM TERPADU AL IZHAR SCHOOL
AKREDITASI A

Jl. HR. Soebrantas KM. 15 Pekanbaru (Depan UIN Suska Riau) Panam

- NSS : 20.4.09.60.07.087 - NIS : 200870 - NPSN : 10495151 - HP : 081277831857

161/SMPITA/XI/2024

Pekanbaru, 21 November 2024

Pemberitahuan

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
di
Tempat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : DEWI SANTRI, S.Pd
Jabatan : Kepala SMPIT Al Izhari School

Menerangkan bahwa:

Nama : MUHAMMAD SAYYAF AL AZZAM
NIM : 12010415383
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Yang tersebut di atas benar telah melakukan penelitian guna penyusunan skripsi di SMPIT Al Izhari School Pekanbaru dengan judul:

"DIFFERENCES OF SPEAKING ABILITY BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE AT SMP IT AL IZHAR PEKANBARU"

Demikian surat ini kami sampaikan dan atas kerjasamanya kami mengucapkan terima

kasih

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Kepala Sekolah



DEWI SANTRI, S.Pd



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
JL. ABDUL RAHMAN HAMID KOTA PEKANBARU



SURAT KETERANGAN PENELITIAN

Nomor : BL.04.00/Kesbangpol/2826/2024



1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/69558 tanggal 21 Oktober 2024, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

Nama : MUHAMMAD SAYYAFAL AZZAM
NIM : 120104153830
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JORONG PASAMAN BARU DESA LINGKUNGAN AUA KEC. PASAMAN KAB. PASAMAN BARAT-SUMATERA BARAT
Judul Penelitian : DIFFERENCES OF SPEAKING ABILITY BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER AT SMP IT AL-IZHAR PEKANBARU
Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
- Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
- Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
- Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 23 Oktober 2024

a.n. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU

Sekretaris

HADI SANJOYO, AP, M.Si

PEMBINA TINGKAT I

NIP. 19740410 199311 1 001

Tembusan

- Yth : 1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.



PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Bina Widya
Kode Pos. 28293 Telp. (0761) 42788, 855287 Fax. (0761) 47204
PEKANBARU

website : www.disdikpku.org email : _disdikpku@yahoo.com

Pekanbaru, 29 Oktober 2024

Kepada Yth,
SMP IT AL IZHAR PEKANBARU

di -

Pekanbaru

Nomor : 000/Disdik.Sekretaris.1/0397/2024

Lampiran :

Perihal : Izin Melaksanakan Riset / Penelitian

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : BL.04.00/Kesbangpol/2826/2024 tanggal 23 Oktober 2024 perihal Izin Riset / Penelitian, atas nama :

Nama	: MUHAMMAD SAYYAF AL AZZAM
NIM	: 12010415383
Mahasiswa	: PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU
Judul Penelitian	: DIFFERENCES OF SPEAKING ABILITY BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER AT SMP IT AL IZHAR PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP IT AL IZHAR PEKANBARU, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

an. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris



VEMI HERLIZA, S.STP.,M.H
Pembina Tingkat I/IVb
NIP. 19781031 201407 2 003

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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 08 Oktober 2024

Un. 04/F.II.3/PP.00.9/22035/2024

Biasa

Mohon Izin Melakukan PraRiset

Kepada

Yth. Kepala Sekolah

SMP IT Al Izhar School Pekanbaru

di

Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Muhammad Sayyafal Azzam
NIM	: 12010415383
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

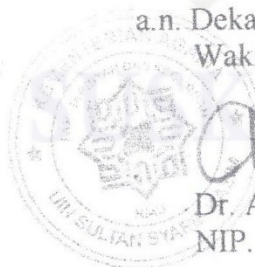
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan

Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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SEKOLAH MENENGAH PERTAMA ISLAM TERPADU AL IZHAR SCHOOL
AKREDITASI A

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145/SMPITA/X/2024

Pekanbaru, 15 Oktober 2024

Pemberitahuan

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
di
Tempat

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : DEWI SANTRI, S.Pd
Jabatan : Kepala SMPIT Al Izhari School

Menerangkan bahwa:

Nama : MUHAMMAD SAYYAFAL AZZAM
NIM : 12010415383
Semester/Tahun : IX (Sembilan)/2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : tarbiyah dan Keguruan UIN Suska Riau

Telah kami setuju untuk melaksanakan Prariset di SMPIT Al Izhari School sebagai syarat mendapatkan data yang berhubungan dengan penelitiannya.

Demikian surat ini kami sampaikan dan atas kerjasamanya kami mengucapkan terima kasih.

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Kepala Sekolah



DEWI SANTRI, S.Pd

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APPENDIX V

Documentation

UIN SUSKA RIAU



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CURRICULUM VITAE

Sayyaf Al Azzam was born on April 19, 2001, in Jakarta. He is the first child of Mr. Muhajir and Mrs. Leny Syamza. Currently, he resides at Jalan Manunggal, Pekanbaru, Riau. He began his at SMP IT Darul Hikmah and graduated in 2016. Subsequently, he pursued his high school education at Pondok Pesantren Baitul Quran, Subang, and graduated in 2019.



In 2020, Sayyaf Al Azzam was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau. During his studies, he actively participated in fieldwork programs to enhance his academic and professional skills. In September 2023, he completed the KKN (Kuliah Kerja Nyata) program in Pulau Sipan Village, Kuantan Singingi Regency, Riau. Following this, in September 2023, he joined the Pre-Service Teacher Practice (PPL) program at SMK Telkom.

To fulfill the requirements for earning an undergraduate degree in English Education, He conducted research and completed his thesis entitled **“DIFFERENCES STUDY OF SPEAKING ABILITY BETWEEN ENGLISH COURSE TAKER AND NON-ENGLISH COURSE TAKER AT SMP IT AL IZHAR PEKANBARU”**.

UIN SUSKA RIAU

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