CHAPTER I

INTRODUCTION

A. Background of Study

In our country, English is a foreign language that has been learned since elementary level to university English language has four basic skills they are listening, speaking, reading, and writing Students must learn these four basic skills simultaneously By understanding and mastering them, students must have the great opportunity to get high achievement

Speaking ability is an important instrument in communication. In Collins English Dictionary 6th Edition 2003, "Speaking is able to speak a particular language " While in Webster's ninth new college dictionary, (1990 697), "Speaking is totter words or articulate sounds with ordinary voice to express thought, opinion or feeling orally, to make a request and to express the feelings by others than verbal meaning " According to Burn and Joyce as quoted in Rahmah's paper (2005 17)

"Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information Furthermore he explains that speaking requires learners not only know how to produce specific points of language such grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why, and in ways to produce language (sociolinguistic competence) "

From what Burn and Joyce explain, we know the scopes of speaking are linguistic competence and sociolinguistic competence. It means the learners

beside must be competence in arranging grammatical sentences when they are communicating, utter words with good pronunciation – understandable, and have various vocabulary, they also should know the situation and consider when, why, and in what way they must express the thought or message

In the communicative model of language teaching, instructors help their students by providing authentic practice that prepares students for real-life communication situations They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation As effort of helping students develop the ability of speaking, an educational institution, in this case Darussalam Modern Islamic Boarding School, applies various regular programs to support the need One of them is weekly English speech program

In this paper writer will discuss about the students' response to weekly English speech (WES) program. "Speech is the vocalized form of human communication It is based upon the syntactic combination of lexicals and names that are drawn from very large (usually >10,000 different words) vocabularies ... ." (www.en.wikipedia.org) In other definition, speech is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners

In the pre-observation, the writer found that students' responses to an extra-curricular, in this case weekly English speech program were varying Some

of them gave positive responses while some others gave negative responses. This situation remarked with feeling of happy or unhappy, like or dislike against the program. With the vary responses they gave then the vary results automatically come up. There are students with good speaking achievement and bad achievement as well.

Based on this background, the writer is fascinated to observe students' response to weekly English speech (WES) program. Therefore, the writer entitles this paper as **THE INFLEUNCE OF STUDENTS' RESPONSE TO WEEKLY ENGLISH SPEECH PROGRAM TO THEIR SPEAKING ABILITY** (A Study of Grade Two High School at Darussalam Islamic Boarding School in Garut)

B. Statements of Research Problem

Speaking is a skill used by someone in daily life communication whether at school or outside. Obviously, speaking is an interactive process of constructing meaning involves producing, receiving, and processing information (Brown, 1994). The skill is acquired by much repetition, it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages

By conducting weekly English speech program, the students' speaking ability at Darussalam Islamic Boarding School is expected to be better because they have much chance to practice speaking. Based on the background above, writer formulated the statements of research problem as follows

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1. How is the reality of students' response to weekly English speech program?

2. How good is students' achievement in speaking ability?

3. How high is the influence of students' response to weekly English speech program to their speaking ability?

Ahmadi (2003:64) defines, "Response is an illustration of memory from the observation, where the observed object is no more in the room and time of observation." Therefore, if the observation has stopped and the impression the only remains, that phenomenon named response. Response is interrelated with the memory that lies deep in individual awareness after conducting the observation to an object. It means, response is not an observation but recalling the happened imagination – the past, future of present.

In this research, "Response" defined as students' judgment to something. The subject matter of their responses is a weekly English speech program. This extra-curricular program conducted once a week. The extra-curricular is held beyond the formal period, conducted in or out the school environment, which the purpose is to enrich and enlarge the existing students' knowledge and ability (Usman, 1993:23)

The weekly English speech program that observed is something can influence students' speaking ability. In this research, response could be shown from their attitude of following the program and questionnaire given to them.

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C. The Aims of Study

The aims of this study as follows.

1. To know the students' response to weekly English speech program.
2. To know the students' achievement in speaking ability.
3. To describe the influence between students' response to weekly English speech program and their speaking ability.

D. Rationale

Refer to the Language Testing International website, writer summaries that to measure the speaking ability, we can observe the accuracy, fluency, vocabulary, and grammar of students. In this case, Harris (1969:81) adds "Pronunciation and Comprehension" as a component that can be observed as well.

Sardiman (2004:43-45) states that, "The response has an influence on student learning achievement. If students' response to teaching and learning process is good, then will bring encouragement to self-learners, which is preceded by a good response then the students will perform their activities well too, which in turn would affect their speaking ability achievement."

The response that referred to in this research is second-class high school students' responses of Darussalam Islamic Boarding School against weekly English speech program. There are three parts of the indicator (Soemanto, 2003:26)

1. Positive responses

a Pleasure

b Agreed

2 Response to neutral (indifferent)

3 Negative responses

a Deny

b No interest

c Do not accept

The explanation above can be concluded that the ability of students' speaking is affected by student responses to weekly English speech program. For ease in understanding this study, that way of thinking about the relationship between student responses against weekly English speech program and students' speaking ability can be seen to the chart below.
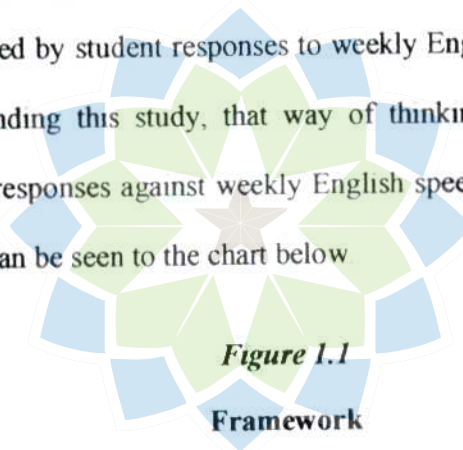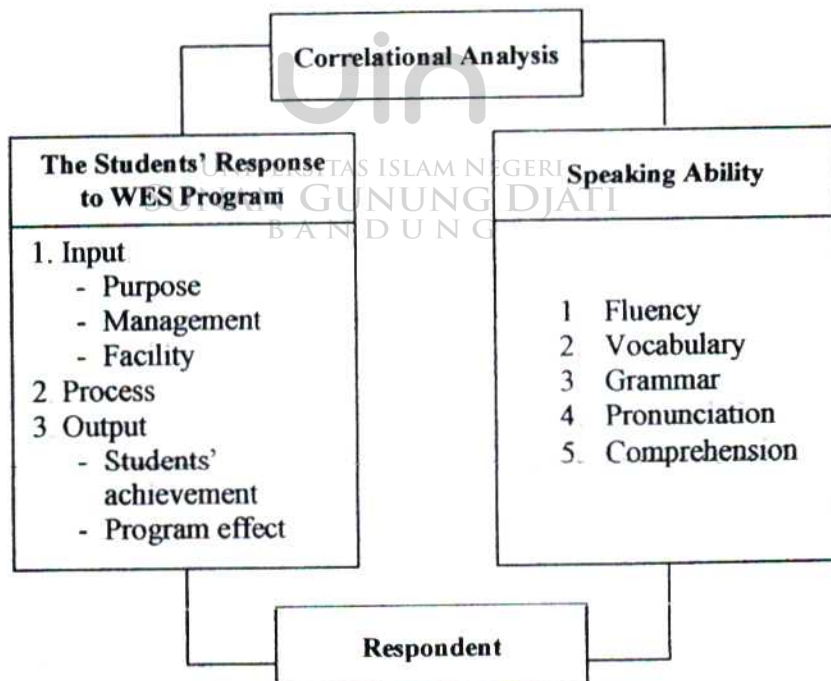
Figure 1.1

Framework

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                 ┌──────────────────────────┐
                 │  Correlational Analysis  │
                 └──────────────────────────┘

┌──────────────────────────┐   ┌──────────────────────────┐
│ The Students' Response    │   │  Speaking Ability        │
│     to WES Program        │   │                          │
├──────────────────────────┤   │                          │
│ 1. Input                  │   │                          │
│     - Purpose             │   │  1  Fluency              │
│     - Management          │   │  2  Vocabulary           │
│     - Facility            │   │  3  Grammar              │
│ 2  Process                │   │  4  Pronunciation        │
│ 3  Output                 │   │  5  Comprehension        │
│     - Students'           │   │                          │
│       achievement         │   │                          │
│     - Program effect      │   │                          │
└──────────────────────────┘   └──────────────────────────┘

                 ┌──────────────────────────┐
                 │        Respondent        │
                 └──────────────────────────┘
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E. Hypothesis

Hypothesis research is the temporary answer towards a research problem until proved trough collected data (Arikunto, 1998:67). In the research pointed to examine the hypothesis, there must be a clarification to the variables and correlation between variables, they are "Students' response to Weekly English Speech Program" (Variable X), and "Students' Speaking Ability" (Variable Y)

Therefore, with the limitation to the case involved the student attending the weekly English speech program, this research steps on the hypothesis *"The positive students' response to weekly English speech program, the better students' speaking ability"*, and on the contrary as well

According to Borg and Gall (1997:61), "There are two kinds of hypothesis, they are Alternative hypothesis (Ha) explains there is a relation or correlation between variable X and Y, and Null hypothesis (Ho) explains there is no relation or correlation between variable X and Y."

From the explanation above, we can conclude that

- *"The positive students' response to weekly English speech program, the better students' speaking ability"* as Ha hypothesis

- *"The negative students' response to weekly English speech program, the worse students' speaking ability"* as Ho hypothesis

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F. Population and Sample

Population in this study is urgently needed to collect the data or information that is useful in making or taking summary of a research. Arikunto (2006:130) defines, "Population as the whole subject research". The population of this study is the grade two of senior high school students at Darussalam Islamic Boarding School that is located in Sindangsari-Kurnia-Kersamanah-Garut.

According to Ali (1985:54), "Sample is a part that is taken from whole population that is thought can represent the research trough techniques". In line with this, Arikunto (2006:134) says

"Sample is a part of population. Whereas, total of samples is determined as follows: if the population is less than 100 respondents sample can be taken from all of population, so that this research is research of population. If the population more than 100 respondents, sample can be taken 10-15 % or more than 20-25 %".

Based on consideration above, writer will take 30 students of grade two senior high school as the sample of this research, (25% from population).

Table 1.1

Population and Sample

No	Class	Interpretation	Population		Amount	Sample
			Male	**Female**		
1	V B		20	19	39	10
2	V C	XI	19	23	42	10
3	V D		22	20	42	10
Amount			61	62	123	30

G. Method of Research

In this research, writer uses descriptive method. It means that this research will try to describe the existing phenomenon. Descriptive method aimed to organize and analyze numeric data that could give description in order, brief and clear about a symptom, a phenomenon or a situation so could arise the understanding or the meaning (Sudijono, 2003 4). The form used in this research is correlation research The writer then, from the obtained data, will analyze it and serve it systematically

H. Data Collection Procedures

1 Literature Technique

This technique is used to find the relevant basis theories taken from the books relating to the particular needs for the research being done

2 Observation

"Observation is the way of investigating through direct and systematic investigation The main use of observation is for examining a phenomenon of a behavior while it is going on". (Siregar and Shohamy, 1989 162) This technique used to investigate the school condition

3 Interview

Interview technique is a conversation with specific purposes. Two sides that are the interviewer who asks the questions and the interviewee who gives the answers upon the questions hold the

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conversation (Moleong, 2000:135). In this case, writer should try to interview the headmaster, the instructors, and others sources that could give the information to this research to complete and clarify the data got from observation

4. Questionnaire

   Questionnaire is a set of written questions that is used to get information from respondent, in meaning about his privacy or something he knows (Arikunto, 1996:140). In addition, according to Sudijono (2003:27), "Questionnaire is the way of collecting data by proposes the written questions trough a list of questions that were prepared before to get the data which are not got from observation and interview". The reason of using this technique is not only to efficiency the time, in the same time it can arise the needed data but also to allow respondent answers every single question without intimidation, doubtful, and afraid

5. Test

   Test is a list of questions or drills, or other instruments that is used to measure the competency, knowledge, intelligence, skill, or talent owned by individual or group (Arikunto, 1998:139)

6. Data Analysis

   When the data are collected then data will be analyzed to know how far the correlation of these two variables. Therefore, we can know students' response to this program to their speaking ability

a. Analysis of partial variable X

This analysis used to know the reality of students' response to weekly English speech program got from questionnaire and observation. In addition, the steps as follows:

1) Testing normality of variable X, includes

    a. Determining Range (R)

$$R = H - L + 1$$ (Sudjana, 2000 47)

    b. Determining Class Interval (K)

$$K = 1 + 3.3 \log n$$ (Sudjana, 2000 47)

    c. Determining the Length of Interval (P)

$$P = \frac{R}{K}$$ (Sudjana, 2000 47)

    d. Testing central tendency, includes

      - Counting Mean (M)

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i}$$ (Sudjana, 2000 67)

      - Determining the Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f}\right)$$ (Sudjana, 2000 79)

      - Calculating Modus

$$Mo = b + p \, (b1/b1+b2)$$ (Sudjana, 2000 77)

    e. Counting the Standard Deviation (SD)

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{n-1}}$$ (Sudjana, 2000 95)

    f. Making table of observation and expectation frequency variable X

g. Determining chi square (x^2)

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$
(Sudjana, 1989 270)

Note: x^2 = Chi square

Oi = Observation frequency

Ei = Expectation frequency

h. Determining the degree of freedom (df)

df = K – 3
(Sudjana, 2000 293)

i. Determining X^2 table using 5% significance level

j. Testing the normality

When X^2count < X^2 table, then the distribution is normal

When X^2count > X^2 table, then distribution is not normal

b. Analysis of partial variable Y

This analysis used to know the reality of students' speaking ability got from test. And the steps as follows

1) Testing normality of variable Y
2) Classification of variable Y by determining central tendency

c. Analysis of correlation between variables

This analysis used to know the correlation between "Students' response to weekly English speech program" (variable X) and "Students' speaking ability" (variable Y), the steps as follows:

1) Determining the coefficient of correlation.

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$
(Sudjana, 2000 369)

2) Testing the significance of correlation

    a Determining t_{table}

$$t = rxy\sqrt{\frac{n-2}{1-rx^2}}$$
(Sudjana, 2000 377)

    b Determining degree of freedom

$$df = n - 2$$
(Sudjana, 1989 380)

    c Determining t_{table} using significance level

    d Testing criteria

- If $t_{count} > t_{table}$ then alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected

- If $t_{count} < t_{table}$ then alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted

And if one of the two variables distributes not-normal, then the formula hypothesis used is

$$Z = \frac{1}{2}\ln\left(\frac{1+r}{1-r}\right)$$
(Sudjana, 2000 377)

    e Counting the square of meaningfulness correlation

$$k = \sqrt{1 - r^2}$$

After knowing it, for knowing level of correlation between variable X and variable Y, with formula

$$E = 100 (1 - k)$$
(Gaos, 1983 116)

Determining the value of correlation, the writer uses the criteria of coefficient as follows

0,01 – 0,20   (the correlation is very low, then it is disregarded)

0,21 – 0,40   (the correlation is low)

0,41 – 0,70   (the correlation is enough)

0,71 – 0,90   (the correlation is high)

0,91 – 1,00   (the correlation is very high)

<div align="right">(Sudijono, 2003:180)</div>