STUDENTS' EFFORTS IN ENHANCING THEIR SPEAKING SKILL

(A Descriptive Study at Fifth Semester Students of English Education Department in IAIN Zawiyah Cot Kala Langsa)

THESIS

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STATEMENT OF APPROVAL

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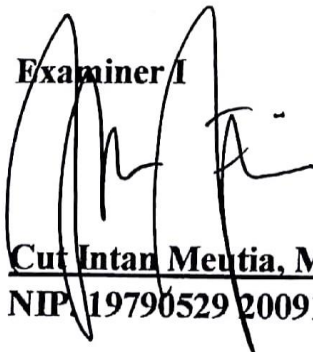Wednesday, January 31th 2018 M

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Dengan ini menyata bahwa skripsi saya yang berjudul *"Students' Effort In Enhancing Their Speaking Skill (A Descritive Study At Fifth Semester Students Of English Education Department In IAIN Zawiyah Cot Kala Langsa)"* adalah benar hasil usaha saya sendiri. Apabila dikemudian hari ternyata/ terbukti hasil plagiasi karya orang lain atau dibuat orang, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

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Thus, the writer knows that this thesis is not perfect, because the writers' ability is limited. The writer need suggestion and critics from the readers to make it better and improve our knowledge. Hopefully this thesis has function to give the lecturer information from this study.

Wassalamu'alaikum Wr. Wb

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ABSTRACT

Halimatunnisa, 2017. Students' Efforts in Enhancing Their Speaking Skill (A Descriptive Study at Fifth Semester Students of English Education Department in IAIN Zawiyah Cot Kala Langsa). Skripsi English Department. Tarbiyah and Teachers Training Faculty. State Institute for Islamic Studies (IAIN) Langsa.

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This study aimed to find out the efforts that students made in enhancing their speaking skill conducted at the fifth semester students 2017 of English Education Department of IAIN Zawiyah Cot Kala Langsa. The study took a qualitative study as the research design. The framework of this study about students' efforts was promoted by Pace and Kuh (1998). The subject of the study was 24 students which was selected by using purposive sampling technique. In obtaining the data, the writer used interview and questionnaire. The results of the interview and questionnaire revealed that the fifth semester students 2017 made some efforts in enhancing their speaking skill such as reading English books, taking detailed notes in the class, wathcing English movies, and performing English communication with their friends.

Keywords : Students' Efforts and Speaking

CHAPTER I

INTRODUCTION

A. **Background of Study**

Communication is a process of exchanging information, ideas, thoughts, fellings, and emotions through speech, body language or writen. In education field, English communication has one of the stakeholders to support the learning process.[1] English oral communication is not easy for foreign language students who seldom used it in their society. Foreign language learning is more complex concept than simply mastering new information and knowledge because it involves variations of personality traits and social components. Additionally, in human interaction, numerous attemps have been made to classify the function of speaking. Useful distinction between two function of speaking, the first one is interaction fuctions of speaking, in which serves to determine and maintain social relation, and the second fuction is transactional fuctions, which focus on the exchange of information.

Speaking is the most important skills of the four skills (listening, reading, writing, and speaking) that we know. The goal of learning English is to give learners the ability to use English effectively and accurately in communication. However, not all learners after many years studying English can communicate fluently and accurately because they have lack vocabularies. In the most study case

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[1] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* Volume 4, No.3, 2015, p. 2

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in around us, learners know how to write the sentence in English but they cannot speak directly.

Speaking is a language skill that is developed in child life, which is produced by listening skill. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.[2] Its form and meaning are depending on the context in their experiences, the physical environment, and the purposes for speaking. It is often spontaneous from people, and the topic of the speaking can evolve. In fact, most of students have gotten difficulties to speak even though they have a lot of vocabularies and have written them well. The students problem are afraid of making mistake.

Furthermore, speaking as oral communication and speaking is one of skills in English learning. This becomes one important subject that a teacher should give. That is why some teachers have big challenges to enable their students to master English well, especially speaking English in class or out of the class.

At the elementary stage, some students can not understand English. Their pronunciation is poor so they think they cannot learn English. Sympathetic understanding for their frustration is essential. The teacher must gently but firmly discourage them from withdrawing and encourage them to listen more and to imitate. Mistakes in pronunciation are not easily corrected since habits of poor pronunciation have been formed. Their listening ears are not keen at first. The teachers efforts often seem to produce nothing and the students progress is often

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[2] Emma Rosana Febrianti, *Teaching Speaking of English As A Foreign Language: Problems And Solutions,* Volume 1, No.2, 2011, http://id.portalgaruda.org/?ref=browse&mod=viewarticle&article=96563, accessed on December 4, 2016

slow. These mistakes should be corrected repeatedly and patiently until new habits are formed.

A new problem will appear at the beginning of the intermediate stage while they not only find it hard to express themselves, but also make mistakes once they open their mouths. Speaking is a skill, not like riding a bicycle, practice is the only way to improve it. So the teachers should be patient and sympathetic to give instruction to the students.

Actually, errors and mistakes are an unavoidable and even valuable part in a foreign language learning. If students are making mistakes they are learning and practicing. If they do not make mistakes and do not correct mistakes, they will never become perfect. Therefore correction should be gentle without making a big fuss. Thus the teacher corrects the mistake without discouraging the students. Sometimes silly but interesting mistakes make the class burst into laughter, and the students become embarrassed.

Most of students think that speaking is described as an activity or the ability to express oneself in a situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan says that *"Speaking is a manner to communicate that give the influence in our life"*.[3] It means that speaking as a course of communication influences our individual life strongly.

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[3]Grace Stovall Burkart, Teaching Speaking,http://www.nclrc.org/essentials/speaking/stratspeak.htm, accessed on Desember 4, 2016

For the beginning students at English Education Department, speaking skill is a key to enhance their ability in this department. Students of English Education Department have to take a speaking subjects, it was start from Speaking I (in the third semester), Speaking II (in the fourth semester), and Speaking III (in the fifth semester). So, the writer choose the fourth semester students as the subject of the study because they have studied the speaking I at previous semester. Therefore, they will understand how to speak well when they are in English class. The writer also consider to chose this semester because in this semester, the students have learned about the main subject in English language such as grammar, reading, writing, translation, listening, etc,. In this semester they also more understand how to improve or develop their speaking skill, not only in the classroom but also at outside of the classroom.

This study investigated the students' effort in enhancing speaking skill. Therefore, the writer connected the effort from the concept of motivation. Motivation has a big role in students' effort in enhancing their speaking skill. Gardner states that the motivation constructed the primary factor to influence students on English learning.[4] Motivation for language learning can not only include the goal orientation but also the combination of effort, desire to achieve the goal of learning the language and attitudes toward learning the language. In the other words, effort is influenced by motivation. Students who intensively motivate themselves in making efforts in speaking tend to be better in speaking skill.

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[4] Indra S, Sofyan A.G, Nurul Inayah, *A Study On The EFL Students' Effort In Speaking Skill,* http://etd.unsyiah.ac.id/index.php?p=show_detail&id=19547, accesed on December 4, 206

Crookes and Schimts as cited in Mas Darul state that "Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language."[5] It means that students who are most successfull when a learning target language at least will imitate not only the culture itself but also desire and integrate into society in which language is used.

There are two kinds of motivation, the integrative motivation and the instrumental motivation. The integrative motivation relates with learner's willingness to be able to communicate or takes part with the target language community. Whereas, the instrumental motivation relates to the reasonable function from learning the target language, for example, passing an exam, reading an international newspaper, etc.

The students' effort can be defined as a motivation process of actions and goals design to achieve their need.[6] The students make their own effort in enhancing speaking skill and the effort could be vary among students depend on their own ways. Every student make different effort which result in different progress too. The different progress occur because the efforts are done in certain ways, facilities, and experience of the students. Therefore, students have to find effort in order to develop their speaking skill.

Effort is related to the students attempt to improve their skill.[7] When the students have a great deal of effort in class, it means they are motivated to learn,

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[5] Mas Dahrul Ihsan, *"Students' Motivation in Speaking English."* Public 1 (2016): 32

[6] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 2

[7] Rizka, K., Suhartono, L., Rosnija, E, *Improving Students' Motivation In Speaking By Using Agony Column Technique. (Jurnal Pendidikan dan Pembelajaran), 3(7), 2014, p. 3*

it can be seen from they are not falling asleep during the class and show more active engagement in the class. Certainly, students who have huge effort will be more attracted to do something to i`mprove their skills especially in speaking.

In addition, Nurhanifah states that students made some efforts to improve their speaking skill such as trying to speak English with their teacher or their friends, using dictionary to check new words and pronunciation, and taking chance to speak english in the classroom.[8]

In this study, based on the theories above, the writer aims at investigating the efforts made by the fifth semester students of English Education Department of IAIN Zawiyah Cot Kala Langsa in enhancing their speaking skills.

B. Research Question

The research question of this study can be formulated as follow:

What efforts are made by the fifth semester students of English Education Department of IAIN Zawiyah Cot Kala Langsa in enhancing their speaking skill?

C. The Objectives of Study

The research objective of this study is to find out the efforts of the fifth semester students of English Education Department of IAIN Zawiyah Cot Kala Langsa in enhancing their speaking skill.

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[8] Devie Nurhanifah, *"The Problems of Second Grade Students of SMPN 4 Malang in Learning English and the Efforts Made to Overcome Them"*, (http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/19346, accessed on June 3, 2017

D. The Significances of Study

The theoritical benefit of this research is as an input in English teaching process, and as a reference for another researcher who want to conduct a further research in English teaching speaking process.

The practical benefit of this research for the lectures is as a guidance to make the speaking class more interesting by creating good classroom management in teaching speaking, and to get learners' attention while teaching speaking. For the students, the benefit of this research is to motivate them to enhance their speaking skill by making some useful efforts. For the other researcher the result of this study can provide some input to conduct another investigation in the same topic.

E. The Scope of Study

The scope of this study is limited only on the effort of the fifth semester students in the academic year of 2017/2018 in enhancing their speaking skill as one of the language skills that is taught at English Education department at Institut Agama Islam Negeri Langsa (State Institute for Islamic Studies). In this study, the researcher identified the effort that students made based on the seven activities scales from Pace and Kuh. They are library activities, course learning, campus facilities, club and organization, personal experiences, art music and theatre , and topics of conversations.[9]

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[9] Gonyea, R.M., Kish, K.A., Kuh, G.D., Muthiah, R.N., & Thomas, A.D. (2003). *College Student Experiences Questionnaire: Norms for the Fourth Edition. Bloomington,* IN: Indiana University Center for Postsecondary Research, Policy, and Planning. Page 4

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking Skill

1. Definition of Speaking

Speaking is the process of conveying expression, idea, and opinion by talking. According to Florez as cited in Syahputra states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[10] Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. In addition, speaking is one of the productive skills. Chaney view in Utami states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. However, the use of gesture or body language as non-verbal message is also a part of speaking.[11]

According to Bailey and Savege as cited in Darmanto "speaking in a second or foreign language has often been viewed as the most demanding of the four skills".[12] The purpose of speaking is for communication. Communication function is not only as a tool to interact with other people but also a media to solve all problems faced by them.

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[10]Indra S, Sofyan A.G, Nurul Inayah, *"A Study On The EFL Students' Effort In Speaking Skill"* accesed on June 03, 2017

[11] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill"*, p. 2

[12] Agung Darmanto, *Strategies For Developing Speaking Skill Used By Students Of English Education Department: A Case Study,* 2014, p.2

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Speaking skill is one of the ways to interact with people in social community. According to Harmer and Gower as cited in Utami from the communicative point of view, speaking has many different aspects that include in two major categories: accuracy is involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities. Fluency is the ability to keep going when speaking spontaneously. Moreover, accuracy is ability to produce correct sentences by using correct grammar and vocabulary, and fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other word, the speaker can read, understand and respond the language clearly and concisely while relating meaning and context.[13]

Burkart states that many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Language learners need to recognize that speaking involves three areas of knowledge:

a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when

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[13] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 3

precise understanding is not required (interaction/relationship building)

c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.[14]

2. Aspects in Speaking

According to Heaton stated in Utami, there are four components in speaking skill. The components are fluency, vocabulary, accuracy, and comprehensibility. Speaking is the process of conveying expression, idea, and opinion by talking. Speaking is often spontaneous, open ended, and evolving. These four aspects are most important things in language learning and become the reason why students should develop and enhance these aspects.

a. Fluency

Speaking is the production skill that is included in two main categories: accuracy and fluency. Gower, Philips and Walter in Derakhshan states that accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously".[15]

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[14] Grace Stovall Burkart, *"Teaching Speaking, The Essential of Language Teaching"*, (http://www.nclrc.org/essentials/speaking/spindex.htm), accessed on Desember 4, 2016

[15] Ali Derakhshan, Atefeh Nadi Khalili & Fatima Beheshti, *Developing EFL Learner's Speaking Ability, Accuracy and Fluency,* Vol. 6, No. 2, 2016, p. 178

According to Segalowitz stated in Solcova the term of fluency is an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately.[16] The signs of fluency include a reasonably fast speed of speaking and only a small number pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Therefore, Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

Foster and Skehan view in Abimanyu propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.[17]

b. Accuracy

According to Nation stated in Utami accuracy is the extent to which students' speech matche what people actually say when they use the target language.[18] Without the use of accuracy, the speaker cannot produce correct utterances and the listener will not understand the meaning of what the speaker talks about. It is possible that listener will loose their interest to join in the conversation. Bartram and Walton stated in Chang Siew Lee, accuracy in

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[16] Petra Solcova, *English Language and Literatureand Teaching English Language and Literature for Secorndary Schools,* Masaryk University (2011), p. 65

[17] Sapta Abimanyu Singh, *Aspects of Speaking Performance,* http://saptaabimanyu.blogspot.co.id/2013/02/aspects-of-speaking-performance.html accessed on June 04, 2017

[18] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 3

spoken English refers to "utterances as near as to a native speaker's as possible" in terms of grammar, vocabulary, and pronunciation.[19]

c. Vocabulary

Vocabulary is one of the most important language components. Learners will be difficult to understand the sentences without mastering vocabulary. Wilkins in Nihayah et al says "without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[20]

Vocabulary is one of the language aspects which should be master by the students. Learning vocabulary is important because it helps students in speaking, writing, reading and listening. Camaron in Nihayah states that a person said to know a word if they can recognize its meaning when they say it.[21] It means that people can be said understand words if they know the meaning and also understand the words.

d. Comprehensibility

Comprehensibility is how to understand the meaning from oral or written language. Utami, Regina & Wardah states that lack of language control is known as errors in speech or writing that generally block comprehensibility.[22] Moreover, comprehensibility is the awareness of avoiding error in speaking and control the use of language to prevent the confusion.

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[19] Chang Siew Lee, *Accuracy and Fluency in Spoken English Among The ESL Learners In Tertiary Institution,* Universiti Malaysia Sarawak, 2008, p. 8

[20] Miskatun Nihayah, T. Yekusty, Hanip P., Improving Students' Vocabulary Mastery Through Fan-n-pick Technique, (*http://ejournal.unpak.a.id/download.php?file=mahasiswa&id=673&name=Journal%20(Miskatunihayah%20031108194).pdf* access on June 05, 2017, p. 2

[21] Miskatun Nihayah, T. Yekusty, Hanip P., Improving Students' Vocabulary Mastery Through Fan-n-pick Technique, p. 3

[22] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill", ,* p. 2

Thus, the students who have low comprehend in conversation will be difficult to understand it.

3. Factors Affecting Speaking

Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

a. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton suggest include time pressure, planning, the standard of performance and the amount of support.[23]

b. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen in Tuan And Mai states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.[24]

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[23] Kamonpan Boonkit, "*Enhancing the development of speaking skills for non-native speakers of English",* public 2 (2010), p. 1306

[24] Tuan, Nguyen Hoang and Tran Ngoc Mai, *"Factors Affecting Students' Speaking Performance At Le Thanh High School."* Volume 3, No. 2 (2015) p. 9

c. Listening ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin in Tuan And Mai shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process.[25] In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

d. Topical knowledge

Topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer stated in Tuan And Mai certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not.

e. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. According to Baker and

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[25] Tuan, Nguyen Hoang and Tran Ngoc Mai, *"Factors Affecting Students' Speaking Performance At Le Thanh High School."* p. 9

Westrup suggest that the teachers should always correct the students' mistakes positively and with encouragement.[26]

B. Motivation

Effort is a part of motivation. Someone who have pretension sure will do an effort to get it. To get its effort we sure need motivation in ourself. Therefore, the writer connected this research with motivation. Scarcella & Oxfort stated that motivation is an important factor in learning a second and foreign language. It is defined as the individual's attitudes, desires, and effort. Moreover, Ryan and Deci in Rochelle at al define motivation as concerning energy, direction, persistence and equifinality-all aspects of activation and intention. In the field of second language acquisition (SLA), motivation has been identified as one of the key factors that determine L2 achievement and attainment.[27] It serves as an impetus to generate learning initially and later as a sustaining force to the tedious process of acquiring a target language.

Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language.[28] In learning language process, Waseem and Jiben define Motivation can be called the desire, need or urge to learn, do, achieve or acquire something. Students with high motivation tend to do more activities that influence their performance to be better.

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[26] Cagri Tugrul Mart, *"Developing Speaking Skills through Reading,"* International Journal of English Linguistics; Vol. 2, No. 6, 2012, p. 91

[27] Rochelle Irene L., D. Pulido, E. Miraflores, A. Ignacio, M. Tacay and Janifer L, *"A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students"* (Philippine ESL Journal), Volume 4, 2010, p. 3

[28] Mas Dahrul Ihsan, *"Students' Motivation in Speaking English.",* p. 32

1. **Theory of Motivation**

a. **Gardner's Social Psychological Model**

Gardner stated in Waseem and Jibeen, in Gardner's social psychological model, motivation is devided into integrative motivation and instrumental motivation.[29] Firstly, integrative motivation. According to Saville & Troike in Ahmadi, integrative motivation is based on interest in learning L2 because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the L2 using speech community; in any case, emotions or affective factors are dominant.[30] Integrative motivation happens when a language learner has a willingness to involve himself in daily habits of target language group.

Gardner in Fazli and Seyyedrezaei believed that, integrative motivation refers to a positive attitude close the L2 community and the want to get close to the community and even become a participant in a group of that community.[31] In the other word, the integrative motivation refers to the act of welcoming and respecting another cultural community, customs, and values in community.

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[29] Filza Waseem and Tahira Jibeen, *Anxiety amongst Learners of English as a Second Language: An Examination of Motivational Patterns in the Pakistani Context,* (International Journal of Humanities and Social Science), vol. 3, no. 16, 2013, p. 175

[30] Mohammad Reza Ahmadi, *The Effect of Integrative and Instrumental Motivation on Iranian EFL Learners' Language Learning,* vol. 3, issue 2, p. 8

[31] Sara Fazli and Seyyed Hassan Seyyedrezaei, *A Review on the Importance of Task-based Language Teaching in Motivating Language Learners,* (Journal of Language and Linguistics), vol. 2(2), 2016, p. 44

Secondly, Instrumental motivation. Waseem and Jibeen states that instrumental motivation also called rational, pragmatic and utilitarian, refers to the individual's desire to acquire a second language in order to use it for operational purposes, to pass an examination, acquire a job, or visit a foreign country.[32] It means that students motivation toward learning language refer to the adventage that is reached from mastering the language. In the field of language learning, for instance, learners with instrumental motivation may want to learn the language in order to enter college, have high score in international English proficiency exams such as IELTS, TOEFL, etc., get a job, or gain public recognition at school, college or society.

b. Self-determination Theory

Self-determination theory consists of two types of motivation that is instrinsic and extrinsic. Firstly, intrinsic motivation. Deci and Ryan argue that intrinsic motivation is potentially a central motivator of the educational process: Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation and a context of autonomy, this motivational wellspring in learning is likely to flourish.[33] It means that instrinsic motivation refers to some kinds of expected rewards after doing activities.

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[32] Filza Waseem and Tahira Jibeen, *Anxiety amongst Learners of English as a Second Language: An Examination of Motivational Patterns in the Pakistani Context,* (International Journal of Humanities and Social Science), p. 175

[33] Zoltan Dornyei, *Motivation and Motivating Foreign Language Classroom,* (The Modern Language Journal) Volume 78, No. 3, Autumn 1994, page 275

Secondly, extrinsic motivation. Extrinsic motivation can be seen as people's behaviour to conquer a desired consequence such as real rewards or to avoid a vulnerable punishment. Extrinsically motivated behaviours are the ones that the induvidual performs to receive some extrinsic regard (e.g., good grades) or to avoid punishment.[34] In addition, students who have extrinsic motivation only learn target language just to get certain adventages for their life.

c. Attribution Theory

Harvey and Martinko states that attribution is a causal explanation for an event or behavior. Heider as cited in Harver and Martinko argued that all people are "naive psycologists" who have an innate desire to understand the causes of behaviours and outcomes. Attribution theory holds that attribution for these behaviors and outcomes ultimately help to shape emotional and behavioral responses.[35] Slavin in Zareian and Jodaei explaine that attribution theory in terms of four factors, that is : ability, effort, perceived difficulty, of a task and luck.[36]

C. Effort

Harvey and Martinko say that effort also known as part of causal atrribution. When peoples' poor performance such as low intellegence is not going to change in the future because of insufficient effort, in the same time people could improve their performance by working harder and make more effort. Effort is the amount of

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[34] Zoltan Dornyei, *Motivation and Motivating Foreign Language Classroom,* p. 273-284

[35] Paul Harvey and Mark Martinko, *Attribution Theory and Motivation*, (chapter 7), 2010, page. 147-148

[36] Zareian, G., Jodaei, H., Motivation in Second Language Acquisition: A State of the Art Article, (International Journal Soc.Sci. & Education, 5 (2), 2015, page. 304

time and energy that students expend in meeting the formal academic requirements establishes by their teacher, theirself or their school.[37]

Students' effort in learning activities refers to the action of the behaviour that students' do in improving their skill. According to Pace sated in Pass that "quality of student effort is defined as how much voluntary behaviour or personal investment a student makes for their education.[38] It has been examine as how often students carry out learning activities, such as taking detailed notes during class." Students adapt to improve their understanding. Therefore, "effort is allocated to learning activities", and the students have chance higher level of mastery may be achieved. Pass in Utami states that the intensity of student effort is conceptualized as the student's perception of how hard he or she works on activity.[39]

The students' effort is the motivation process of actions and goals design to achieve their need. Effort is a kind of behavior activities in learning process. Effort rises from the motivation process. According to Schunk, Pintrich & Meece in Utami states that "motivation is a process rather than a product. As process we do not observe motivation directly but rather we infer it from actions (e.g., choice of tasks, effort, and persistence)". Motivation provided a direction and intensity to achieve the goals.[40]

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[37] William Carbonaro, *Tracking, Students' Effort, and Academic Achievement,* Volume 78, 2005, page 28

[38] Michael W. Pass, *"Quality of Student Effort : I mproving Through Achievement Master y and Psychological Needs",* Volume 2, Issue 3, 2013, p.44

[39] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 3

[40] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 2

In this study the writer referring college activities scales from College Students Experience Questionnaire (CSEQ) from Pace and Kuh in determining the students' efforts in enhancing their speaking skill.

1. **Collage Activities Scale**

Collage activities scale is one of the section included in College Students Experience Questionnaire (CESQ). This Questionnaire was developed by Pace and Kuh to investigate the quality of students' effort related to their academic achievements. The CSEQ is based on a simple but powerful premise related to student learning: *The more effort students expend in using the resources and opportunities an institution provides for their learning and development, the more they benefit*. Pace coined the term quality of effortto describe this unique interaction between students and their campus environments.[41] College activities consist of 13 scales, that is:

1. Library Experiences

2. Computer and Information Technology

3. Course Learning

4. Writing Experiences

5. Experiences with Faculty

6. Art, Music, and Theater

7. Campus Facilities

8. Clubs and Organizations

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[41] Gonyea, R.M., Kish, K.A., Kuh, G.D., Muthiah, R.N., & Thomas, A.D. (2003). *College Student Experiences Questionnaire: Norms for the Fourth Edition. Bloomington,* IN: Indiana University Center for Postsecondary Research, Policy, and Planning. Page 4

9. Personal Experiences

10. Student Acquaintances

11. Scientific and Quantitative Experiences

12. Topics of Conversation

13. Information in Conversations

In this study adapted only 7 scales and all the activities here related to the speaking activities, that is library activities, course learning, campus facilities, club and organization, personal experiences, art music and theatre , and topics of conversations.

a. Library

Library activity refers to the students' activity related to the use of the library. However, library is not only a campus facility that allow the students to read some books or scientific works, but it also functioned as a place to make discussion or sharing about knowledge. Several activities that students do in library such as, reading books, finding some language references, discussing or practicing English communication, etc.

b. Course Learning

Course learning scale refers to the activities inside the classroom to develop or enhance students' speaking skill. Some activities that students do in course learning sure related to the performance of speaking such as, working on a class assignment, project, or persentation with other students or trying to explain material from a course to someone else.

c. Art, Music and Theatre

Art, music and theatre are related to the activities that allow the students to show their ability in art. The activities can be a media to practice students' ability in speaking such as join in drama class, make discussion about art, join or watch art competition.

d. Campus Fasilities

Campus facilities scale refers to how the students use the faculties in their campus effectively. There are many facilities provided around the campus such as going to language center to practice English or using campus learning lab to improve study or academic skills.

e. Club and Organization

Club and organization refers to the media that are useful to improve speaking skill. Students may find kinds of club or organization that actively involve English communication inside or outside campus and join in some activities that will improve the language skill such as join in debate or speech club in campus, work in campus committee or students organization.

f. Personal Experience

Personal experience related to self-attempt in improving speaking skill. For example, asking the family to communicate by using English, asking friends to be the speaking corrector and sharing with friends about speaking performances.

g. Topics of Conversation

Topics of conversation scale refers to the material that students used in conversation to improve their speaking skill. It also the kinds of issues that students report spending time talking about with peer.[42]

D. Previous Study

A study on an analysis of students' effort to improve speaking skill conducted by Utami, Regina and Wardah which revealed that students effort in improving speaking skill are varied. Effort is the students' action of selfregulated by controlling the activities that they want to do in improving speaking skill. Students have done some activities that included in seven college activities scales. The college activities including library experience, course learning, art, music and theater activity, campus facilities, clubs and organization, personal experience, and speaking experience.

Based on the result of the data analysis, there are specific efforts that students used as their frequently activities to improve their speaking skill. Cohen, Susan J. Weaver, and Tao-Yuan Li stated that learners allow controlling their learning process in coordinating their efforts to plan, organize, and evaluate target language performance. Therefore, the activities would help students to solve their problem that they get in speaking such as tend to be quite, having many pauses, lack of vocabulary, inaccurate pronunciation, and misunderstanding about the information.

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[42] Gonyea, R.M., Kish, K.A., Kuh, G.D., Muthiah, R.N., & Thomas, A.D. *College Student Experiences Questionnaire: Norms for the Fourth Edition. Bloomington*, IN: Indiana University Center for Postsecondary Research, Policy, and Planning, 2003, Page 4

Meanwhile, the second finding of this research was about the dominant aspects of speaking skill that mostly developed by the fourth semester students. The data has been calculated with percentage of each aspect. The result showed that there were 63.04% in accuracy, 58.19% in vocabulary, 62.17% in fluency and 72.19% in comprehensibility.[43]

In the other research, a study on EFL students'efforts in speaking skill conducted by Syahputra, Gani dan Inayah at second semester students in English Education Department of Syiah Kuala University found that the students did some activities to improve their weaknesses in mastering speaking skill. The activities were done in order to achieve a better speaking performance. From the questionnaire, the writer analyzed 35 items which are divided into seven sections of college activities scales related to the students' efforts in developing speaking skill. In the following table presented the results of questionnaire given to 65 students.The data showed that "Speaking experience" had the highest frequency (M=1.28) among the other activities scales, followed by "Personal experience" (M=1.1), "Course learning" (1.07), "Library" (M=1.06), "Art, music and theatre" (M=0.82), "Campus facilities" (0.80), and "Club and organization" (M=0.40). The students' most chosen effort was the speaking experience. In speaking experience the students ask their friends and families to communicate by using English. The reason why the students chose speaking experience because they did not need formal time and place to speak English.[44]

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[43] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* p. 8

[44] Indra S, Sofyan A.G, Nurul Inayah, *A Study On The EFL Students' Effort In Speaking Skill,* accesed on June 04, 2017

CHAPTER III

RESEARCH METHOD

A. Kind of Research

The kind of this research is quanlitative research. Qualitative is the data that shaped from sentence, words or picture.[45] Qualitative research is a broad methodological approach that encompasses many research methods. The aim of qualitative research may vary with the disciplinary background. Qualitative research is used to gain an understanding of underlying resons, opinions, and motivation. It is also used to uncover trends in thought and opinions, and dive deeper into the problem.[46]

The strength of qualitative research is its ability to provide complex textual description of how people experience a given research issue. It provides information about the "human" side of an issue that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of induviduals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent.[47]

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[45] Sugiyono, *Statistika untuk Penelitian,* Bandung: Alfabeta, 2010, p.23
[46] Klaus Bruhn Jensen and Nicholas W.Jankowski, *A Handbook of Qualitative Methodologies for Mass Communication Researc,* Taylor & Francis: e-Library, 2002, p. 2
[47] Qualitative Research Mehods: A Data Collector's Field Guide, Qualitative Research Methods Overview (Module 1), p. 1-2

The three most common qualitative methods, explained in detail in their respective modules, are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data.

1. Participant observationis appropriate for collecting data on naturally occurring behaviors in their usual contexts.

2. In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored.

3. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.[48]

B. Place and Time of The Research

This research took a place at English Language Education Department of IAIN Zawiyah Cot Kala Langsa. The researcher chose this location because the reaseach already in there and the researcher know well about the problem. And the researcher was done a simple observation in English Language Education Department. The researcher spent 2 month for conducting the research from august to september.

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[48] Qualitative Research Mehods: A Data Collector's Field Guide, Qualitative Research Methods Overview (Module 1), p. 2

C. Subject Of The Research

To find out the data for this research, the researcher considered view part of subject of this research. The qualitative research, subject of the reseach must be able to inform important facets and perspective related to the phenomenon being studied. The subject of this research is the fifth semester students at English Education Depatment in academic year of 2017/2018. The subject of this research taking by purposive sampling. This research use purposive sampling. This sample do by taking subject that not based on strata, random, or area but based to the existence of specific purpose.[49] This technique usually conducted because some consideration, for example reason of limitation of time, energy, and fund, so it cannot take big and far sample. Therefore, the researcher will take 5 people in one of the unit in fifth semester students.

The researcher will give all of questionnaire to all students in one of the unit in fifth semester students to attempt the indicator from the theory according to Pass and Kuh.

D. Data Collecting Technique

1. Interview

Interviews conducted by the researcher to the students to examine how the interests and experiences of students when following the learning. It is a way of data collecting that used to get direct information from interviewee.[50] In this study,

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[49] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Penelitian*, p. 183

[50] Riduawan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, p.74

the writer conducted interview by using inguided interview. In this interview, the interviewer asks some question to the interviwee freely, but the interviewer also remember about the data that will collected. The writer provide four questions related with efforts that students make to enhance their speaking skill. During the interview, the dialogue was recorded by using phone recorder.

2. Questionnaire

Questionnaire is one of the most popular methods of conducting scholarly research. It is a number of question written which used to get information from respondents about the things that they know. Furthermore, Arikunto divide two kinds of questionnaire, namely, open-ended questionnaire and close-ended questionnaire.[51] Open-ended questionnaire allow the respondent to answer the question with their own answer. Whereas, close-ended questionnaire provide some answer and the respondents just choose one of the answers.

So, in this research, the writer used close-ended questionnaire. The questionnaires were adapted by College Student Experiences Questionnaire (CSEQ) from Pace and Kuh. The questionnaires were checklist. The questionnaire is divided into 7 collage activities scale sections. In every section of this questionnaire were divided into 5 question. So, the total of this questionnaire are 35 questions.

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[51] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Penelitian*, p. 195

E. The Procedures of Data Analysis

The questionnaire was analyzed by using mean score of each statements in questionnaire. According to Sugiono, the pattern of mean score is $Me = \dfrac{\sum Xi}{n}$

Each frequency has a point: very often (4 point), often (3 point), occasionnally (2 point) and never (1 point), (see appendix 2)

The interview was analyzed by using data coding, data reduction, data display, and conclusion.
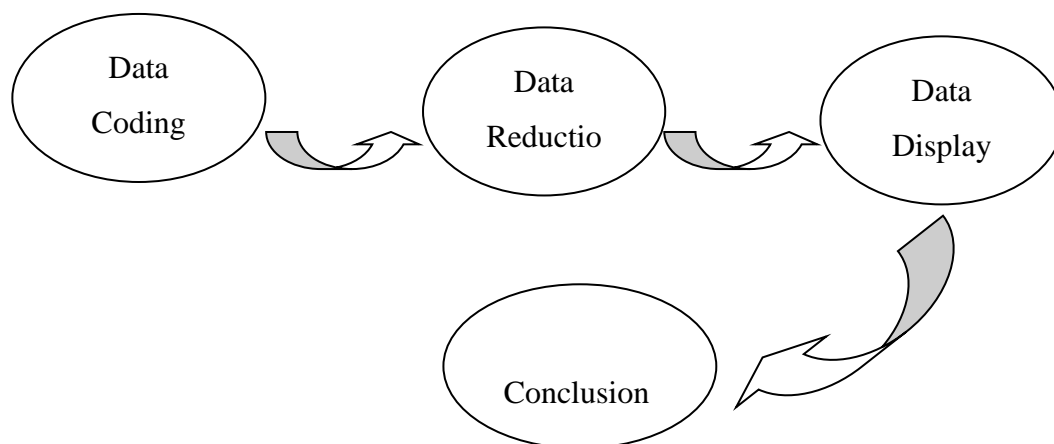
Figure 5.1 The Scheme of Qualitative Data Analysis Components

1. Data Coding

Coding is the process of organizing and sorting your data. Codes serve as a ways to label, compile and organize your data. This also allow to summarize and synthesize what is happening in the data.[52] In linking data collection and interpreting the data,s coding becomes the basis for developing

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[52] Center for Evaluation and Research, http://programeval.ucdavis.edu/documents/Tips_Tools_18_2012.pdf accessed on August 14, 2017

the analysis. In this study, the writer analyzed by using axial coding. In this coding, the writer will confirm that the concepts and categories accurately represent interview responses and explore how the concepts and categories are related.

2. Data Reduction

Miles and Huberman describe that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.[53] In data reduction, the writer will separate the useful data fron unuseful data. The writer will take the data which have information related to the students' efforts in enhancing speaking skill.

3. Data Display

Miles and Huberman say that Data display provides "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.[54] Data displays permits the writer to extrapolate from the data enough to begin to identify systematic patterns and interrelationships.[55]

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[53] Qualitative data analysis, http://results.mu.ac.in/myweb_test/Research%20 Methadology-Paper-3/Chapter-11.pdf, accessed on August 14, 2017

[54] Analyzing qualitative data, https://www.nsf.gov/pubs/1997/nsf97153/chap_4.htm accessed on August 14, 2017

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Research Setting

To get representative data and appropriate with the objective of research, the researcher should understand the characteristic location of research. The researcher decides to do research in Institut Agama Islam Negeri Langsa (State Institute for Islamic Studies). This selected as location to do research because this college has English department as one of other department and the researcher knows the characterisctics of students.

Institut Agama Islam Negeri Langsa is one of Institutions in Langsa City, established in 1980, address *Meurandeh – Langsa City, Aceh.* In this institution consist of five faculties, such as *Tarbiyah Faculty, Dakwah, Ayariah, Ekonomi & Bisnis Islam dan Ushuluddin.* At the beginning of the establishment, this program of study namely *Tadris Bahasa Inggris.* After the changing of the status from STAI into Institution, program of undergraduate (S1) of Tarbiyah Department Tadris English was gotten permission. Based on the decision of the coordinator of Kopertais (The Coordinator of Islamic Private College) region V Aceh Number 8832/KOPERTAIS/V/2006.

The Implementation of the learning started in the year 2007 until now. In this point, it can be assumed that this study has been carried out the program for 10 years. At the present, this study program gets B (good) in accreditation, based on

the decision of the governing of the National Accreditation Board (BAN-PT) Number : 0999/SK/BAN-PT/Akred/S/VI/2016 in June 2016. Now, the total of English Education Department students are 350 students.

2. Implementation of Research

Before doing research, the researcher complete the research permission from administrative Staff of Tarbiyah Faculty. The research permit was signed by the Dean of tarbiyah faculty in Number 3047/In.24/FTIK/TL.00.9/09/2017 on 13 September 2017 for the purpose of conducting research in the location. After that the reseach permit was given to the head of English department and asked to conduct research in the department.

To collect the data, the researcher met the students directly in the class, boarding house or in the campus environment. The distribution of instrument was on date 13th September 2017 until 25th September 2017. After finishing collecting the data, the researcher report directly to the staff of academic Tarbiyah faculty that the researcher has done the research. The staff of academic Tarbiyah faculty then made affidavits to state that the research has finished conducting the research.

3. Preparing of Instrument

The instruments used in this study were interview and qustionnaire which related about students' effort in speaking skill. The researcher prepare the instrument in the form that will cunduct to interviewee directly. The interview was consist of 5 question which related to the research problem. After submitting the

instrument, the data were ready to analyze. To analyze data, the researcher used data coding, data reduction and data display.

In addition, the researcher also used questionnaire to supported the data interview. In this questionnaire, the researcher used standard instrument about quality students effort (QE), it is called College Student English Questionnaire (CSEQ). It is done to get additional information and it is also related to the result from data interview. From the interviewee the researcher did an interview and after this the researcher distributes a questionnaire to the respondents who have been set before.

4. Research Result

This is the result of interview that the researcher conducted toward five fifth semester students of English Language Education Department of IAIN Zawiyah Cot Kala Langsa. The interviewer asked to the students regarding their effort in enhacing speaking skill. According to the result of the interview, in generally some of the students did efforts to enhance their speaking skill, that was appear by their passion toward language. This was shown by interviewing from one of the students whose state it. The answer below related to the question number 1.

One of the students pointed out that:

> *"Yes, I like to practice English with my close friend, because I want to communicate ftuently with people in English Department"*

From the statement above, it can be a reason why the fifth semester students 2017 in English Language Education Department like to practice English

because they want to develop their communicative skill with people in English Department especially with the lecturer who always talking English in the class.

Another students also pointed out that:

> *"I like to practice English very much to my friends in the class especially in Speaking subject, because I want to be a good teacher who can speak properly with students, so i will try better to it"*

From the statement above, it can be an information that as a student who will be a teacher, they think that they must have a high ability in speaking English because a good English teacher is a teacher who have to be able to communicate by using English well. The writer considered that it was one of effort which students do to make their speaking will enhance. Another students also state that:

> *" I don't like to practice English. Actually, I do not like English because I do not understand this language and I am not interested in English Department. When I listen some friends talking in English I feel interested but when I want to try talking in this language, I cannot do it. So that is the reason why I am very lazy to practice English"*

From the statement of the students above, the writer regard that the students have low motivation from themselves, they have lack motivation in speaking especially in English Department because they do not know why English is one of the important languages in the world. If they know, they will try to motivate themselves to make an effort in their college activity particularly in English subject such as: speaking, writing, reading, vocabulary, listening, translation.

The interview also shows that most of the students conduct efforts to improve their english. They make an activities with their friends to depelop their speaking. This appeared from the answer that related to the interview question number 2 that was described as follow:

"I often communicate in English with my friend in the campus to speak English fluently"

From the statement above, it shoed that the students often practice English in many occasions, they hope by always speak in English with their friends in every activity in the campus, they will be able to improve their speaking particularly for their communication because they want to communicate fluently and bravely with their lecturer and their friends in other units. But in another students also pointed out that:

"Honestly, I seldom speak in English. I feel difficult to speak in English directly, but I often send message and chat via BBM, WA and Messenger with my friends in English"

From the above interview result, it indicated that the students have low effort in speaking because they feel afraid to speak directly and they need a view second to think about vocabulary and tenses. They also feel nervous if they speak in front of many people. Especially when they have to speak in speaking subject. But most of the student feel more comfortable if they talked through social media by sending messages.

The interview also shows that most of the students made an effort to improve their English with their habits. These habits emerge from their activities. This appeared from the answer that related to the interview question number 3. One of the the students pointed out that:

"I improve speaking skill with memorizing vocabulary. I read books or comics, it was one of the way to remember many vocabulary"

From the statement above, most of students chose remembering vocabulary as an effort that they did to improve their speaking skill. The activities

that they did can make a habitual which help them to remember English vocabulary. Another students stated that:

> *"I communicate with foreigner in social media such as facebook, so when we are chatting and I do not know what she/he said, I am looking for the meaning in dictionary and using google translate"*

From the statement above, the students have an effort in speaking with many occasion in their activity. They tried to communicate with foreigner directly. It was one of the ways to improve their speaking skill because to communicate with foreigner need some braveness which emerge from themselves. Braveness appear from high motivation to do something that they think it is an important thing for themselves.

The interview also shows that efforts are the most important things which help the students significantly to develop their speaking skill. Efforts that they made contributes benefits for them. This is shown by the answer from interview which related to the question number 4. One of the students pointed out that:

> *"I practice with my close friends. I watch English movies. Watching English movie can makes me know how to pronounce English well and know the meaning of sentences that I never heard. And I always listen to English music and then I read the lyrics to know the meaning. These efforts that I always do in my activity"*

From the statement above, the students have some efforts that help them to enhance their speaking skill. Practicing English, watching English movies, and listening the English song is the effort that they did in their daily activities. Especially for listening to the music, most of the students who researcher asked in the college said that listening the music was helped them to enhance their speaking because if they are bored, they will take their smartphone and listen the music and see the lyrics of song. If they did not know the meaning, they will see the traslation

of the lyrics from google. Therefore, it will make they know and remember word by word from the lyrics. It was becoming a habitual that they did in some activies. These habitual was becoming the benefits for themselves. Another students pointed out different view that:

> *"Effort that I think can help me to improve my speaking skill is often practicing and talking in English with colleges friends and close friends. But I did not do that because I'm too lazy to do it. If most of English Department students do an effort through listening the music or watching movies, I did not do like them because English music make my head very dizzy and confuse, whereas the English movie make me more confuse between watching movie or reading the subtittle"*

From the statement above, it could be concluded that not all of students can make their effort to themselves. They need more motivate to make their aware if effort is very important thing in their life and their activity, effort is very useful for us because without effort we cannot know how much the useful that our did. The key of effort is the motivation in the mind. Therefore if someone have high motivation, they will have efforts to do something that they think will help them in their activities. Another students added out that:

> *"I am taking notes when the lecturer explain in the class, I write the words or sentences that I think it was important explanation from my lecturer about the subject which I learned"*

From the statement above, most of the students think that taking notes during the class was very important in their college activities. They can improve their communicative skill from making notes in every lecture. So it will help them if they did not know what someone means, they can open the notes and know the meaning what of someone said.

In the research result, the writer intend to devide the result become two parts: the result of interview from the students and the result of questionnaire. The result of questionnaire is the supported data from interview result. From the questionnaire, the writer analyzed 7 college scale sections which related into students' efforts in enhancing speaking skill. In every section of this questionnaire were divided into 5 questions. So, the total number of the questionnaire are 35 questions. The following table are the result of questionnaires which was given to 24 students in the fifth semester.

Table 4.1 The Result of Questionnaire

Number of Activities Scale	Activities Scale	Mean
1	Library	2,46
2	Course Learning	2,83
3	Art, Music and Theatre	2,08
4	Campus Facilities	2,63
5	Club and Organization	1.83
6	Personal Experience	2,84
7	Topic of Conversation	2,28

The result of questionnaire above reflected on the activities that students made to enhance their speaking skill. The data above showed that "Personal Experience" is the highest frequency (M = 2,84) among the other activities scales, followed by "Course Learning" (M = 2,83), "Campus Facilities" (M = 2,63), "Library" (M = 2,46), "Topic of Conversation" (M = 2,28), "Art, Mucic and Theatre" (M = 2,08), and "Club and Organization" (M=1,83). Further, the researcher explained activities scale respectively. Each activity scale was completed with table which showed the mean score of each questionnaire statements.

a. Library

In this section of activities scales, the students responded 5 statements related to the library activities.

Table 4.2 Library Scale

Number of Questionnaire item	Statements of library activities	Mean
1	I use the library as a quiet place to study and overviewing speaking material that already known.	2,24
2	I read books related to the formula and pattern of sentence.	2,44
3	I develop my vocabulary mastery by reading many resources	2,68
4	I find references to plan acivities that promote speaking.	2,12
5	I discuss certain topic to practice accent and fluently of speaking.	2,84

The table above reflect to students' efforts in enhancing speaking skill that related with library activity. In this first scale showed about five statements that related to the effort in enhancing speaking skill which activities of students in environment library. The questionnaire item number 5 get a high mean score (M = 2,84) which was *"I discuss certain topic to practice accent and fluently of speaking"*. The students consider that it is the effort of library activities which support in enhancing their speaking skill.

b. Course Learning

In this section of activities scales, the students responded 5 statements related to the course learning activities.

Table 4.3 Course Learning Scale

Number of Questionnaire item	Statements of course learning activities	Mean
1	I take detailed notes during class	2,68
2	I summarize major point and information from your class notes or discussion	2,72
3	I Work on a class assigmnet, project, or presentation with other students	3,08
4	I apply speaking skill learned in class to other areas (job interview, other courses, with family or society)	2,44
5	I work on a paper or journal where I have to relate my idea into written form	3,24

The table above reflect to students' efforts in enhancing speaking skill that related to the course learning activity. The questionnaire item number 3 get the highest mean score (M = 3,08) *"I Work on a class assigmnet, project, or presentation with other students"*. It means that students agree that work on a paper which related with their idea can help them to enhance speaking skill.

c. Art, Mucis and Theatre

In this section of activities scales, the students responded 5 statements related to the art, music and theatre activities.

Table 4.4 Art, Mucis and Theatre Scale

Number of Questionnaire item	Statements of art, mucis and theatre activities	Mean
1	I participate in art activity that requires English speaking skill (drama class, poetry, music, etc.)	2,08
2	I discuss the opinion about art, music, or drama critics with other students	1,96
3	I watch movie or drama performance inside or outside the campus	3,04

| 4 | I join in art competition (i.e. Esacoustic or external art competition) | 1,8 |
| 5 | I compose a song or produce a theatrical work and perform it. | 1,52 |

The table above reflect to students' efforts in enhancing speaking skill that related to the art, music and theatre activity. The questionnaire item number 3 get the highest mean score (M = 3,2) *"I watch movie or drama performance inside or outside the campus".* It means that students agreed that watching movie or drama performance inside or outside the campus is effort that their made in enhancing speaking skill because watch movie or drama can know the meaning of the actor said with subtittle in there.

d. Campus Facilities

In this section of activities scales, the students responded 5 statements related to the campus facilities activities.

Table 4.5 Campus Facilities

Number of Questionnaire item	Statements of campus facilities activities	Mean
1	I meet other students at some campus location for discussion (american corner, library, mosque, etc.)	2,68
2	I using language center to improve or practice speaking skill by communicating with native speakers.	2,32
3	I go to a lecture or panel discussion	3,04
4	I attend to academic workshops or seminars in academic activity center (AAC) or auditorium.	2,32
5	I use campus classroom to study or make a discussion outside college time.	2,8

The table above reflect to students' efforts in enhancing speaking skill that related to the campus facilities activity. The questionnaire item number 3 get the highest mean score (M = 3,04) *"I go to a lecture or panel discussion"*. It means that most of students agree that effort that students made in enhancing speaking skill by going to lecture and making the discussion to practice English in the campus.

e. **Club and Organization**

In this section of activities scales, the students responded 5 statements related to the club and organization activities.

Table 4.6 Club and Organization

Number of Questionnaire item	Statements of club and organization activities	Mean
1	I join in English club like speaking club, debate club, etc.	1,84
2	I work on a campus commite, students' organization (ZEC, HMJPBI, etc.)	2,12
3	I work on campus publication or press (i.e. Cot Kala FM)	1,68
4	I meet with faculty member or staff advisor to discuss the activities of group or organization	1,88
5	I manage or provide leadership for a club or organization, inside or outside campus.	1,64

The table above reflect to students' efforts in enhancing speaking skill that related to the club and organization activity. The questionnaire item number 2 get the highest mean score (M = 2,12) *"I work on a campus commite, students' organization (ZEC, HMJPBI, etc.)"*. It means that most of students agree that effort

that students made in enhancing speaking skill by working on a campus commite or students' organization because in the organization they can share their ideas and try to talk in English with other member.

f. Personal Experience

In this section of activities scales, the students responded 5 statements related to the personal experience activities.

Table 4.7 Personal Experience

Number of Questionnaire item	Statements of personal experience activities	Mean
1	I ask my friends or family to communicate by using English	2,76
2	I share with another students about the performance of speaking that has been mastering (prononciation, vocabulary, grammar, accent, etc.)	3
3	I take a test to measure personal abilities like TOEFL, IELTS, etc	2,24
4	I ask a friend to tell me what he really think about me related to your speaking ability	3,04
5	I ask my friends and lecturers to correct the errors that I have made during conversation	3,16

The table above reflect to students' efforts in enhancing speaking skill that related to the personal experience activity. The questionnaire item number 5 get the highest mean score (M = 3,16) *"I ask my friends and lecturers to correct the errors that I have made during conversation".* It means that most of students agree that effort that students made in enhancing speaking skill by asking their friends and lecturers to correct the errors during conversation because the most of students will

make a mistake when they are talking, so they will ask to their friend who hear the errors pronounciation and correct them.

g. *Topic of Conversation*

In this section of activities scales, the students responded 5 statements related to the topic of conversation activities.

Table 4.7 Topic of Conversation

Number of Questionnaire item	Statements of topic of conversation activities	Mean
1	I use current events in the news when I talk with my friends	2,6
2	I make a group to discuss about art (painting, poetry, dance, movies, cinema, etc.)	2,08
3	I share the ideas and views of other people such as writer, philosopher, historian to my friends	2,12
4	I discuss about social issues (i.e. peace, justice, human rights, race relation, etc.) to practise speaking skill.	2,32
5	I take the topic about international relation (i.e. human rights, free trade, etc.) to make group debate in class	2,28

The table above reflect to students' efforts in enhancing speaking skill that related to the personal experience activity. The questionnaire item number 1 get the highest mean score (M = 2,6) "I use current events in the news when I talk with my friends". It means that most of students agree that effort that students made in enhancing speaking skill by using current events in the news in talking to the friends because the new news for the students is very interesting topic to make a conversation in the class.

Therefore, related to the data above, the writer made the recapitulation table of most selected efforts from the students in enhancing their speaking skill, the table as follow:

Table 4.8 Table of Most Selected Efforts from Students in Enhancing Speaking Skill.

No	The most selected efforts in speaking
1	I discuss certain topic to practice accent and fluently of speaking.
2	I work on a class assignment, project, or presentation with other students
3	I watch movie or drama performance inside or outside the campus
4	I go to a lecture or panel discussion
5	I work on a campus commite, students' organization (ZEC, HMJPBI, etc.)
6	I ask my friends and lecturers to correct the errors that I have made during conversation
7	I use current events in the news when I talk with my friends

5. **Discussion**

In this section, the writer intended to discuss the result from the result of interview and questionnaire section based on the data that already presented before. Based on the result of study, the writer found that students did some activities to cover and improve their weaknesses in mastering speaking skill. The activities were done in order to achieve a better speaking performance. Most of the students do the efforts and achieve the enhancement of speaking skill.

The interview result reveals that the students who like to practice English make a lot of effort to develop their speaking skill. They try to optimize a few efforts

by practicing it regularly. They tended to consistent and confident with their effort. It was have evidence by questionnaire from Pass and Kuh that get high mean score from library scale which the statement is "I discuss certain topic to practice accent and fluently of speaking". With always practice, it can make develop their ability. Harvey and Martinko explains that effort also known as part of causal attribution.[56] When peoples' poor performance such as low intelligence is not going to change in the future because of insufficient effort, in the same time, people could improve their performance by working harder and optimize the efforts.

In addition, students' efforts were created from their motivation to develop their speaking skill. Lucas, Pulido, Miraflores, Ignacio, Tocay and Lao simply defined motivation as the individual's attitudes, desires, and efforts.[57] It means that the students who have desire to be a better English speaker must have efforts as part of motivation.

From the result of interview, the reseacher found that not all the students have same efforts to improve their speaking. The most of the students more choose communicate with foreigner in social media to pcatice their speaking. According to Pace state in Pass that students efforts in learning activities refers to the action of the behaviour that students do in improving their skill.[58] It means that activities that

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[56] Paul Harvey and Mark Martinko, *Attribution Theory and Motivation*, (chapter 7), 2010, page. 147-148

[57] Lucas, R.I., Pulido, D., Miraflores, E. Ignacio, A., Tacay, M., & Lao, J., *A study on the intrinsic motivation factors in second language learning among selected freshmen students.* Philippine ESL Journal, volume 4, 2010, page. 3

[58] Michael W. Pass, *"Quality of Student Effort : I mproving Through Achievement Master y and Psychological Needs",* Volume 2, Issue 3, 2013, p.44

students do can appear from their action that can give a benefit for themselves in improve their ability.

However, from the result of interview, the researcher found that not all students have efforts to improve their speaking. There are several students that did not have effort in English Education Department. The researcher conducted that they have lack of motivation, because they regard that it was not very important in their activities in college. Scarcella & Oxfort stated that motivation is an important factor in learning a second and foreign language.[59] Motivation for language learning can not only include the goal orientation but also the combination of effort, desire to achieve the goal of learning the language and attitudes toward learning the language. In the other words, effort is influenced by motivation. Students who intensively motivate themselves in making efforts in speaking tend to be better in speaking skill.

From the result of interview that supported by questionnaire, the writer found that students asked their friends or family to communicate by using English, asked their friend and lecturer to correct the errors that students have during conversation and met other students at some campus location for discussion. Those efforts were match with the research finding from Nurhanifah and Widanti found that there are several efforts made by class VIII SMPN 4 Malang in overcoming speaking problems, such as trying to speak in English with the teacher, their friends, or their family, checking in the dictionary when they did not know the English word

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[59] Rochelle Irene L., D. Pulido, E. Miraflores, A. Ignacio, M. Tacay and Janifer L, *"A Study on the Intrinsic Motivation Factors in Second Language Learning Among Selected Freshman Students"* (Philippine ESL Journal), Volume 4, 2010, p. 3

they want to say, and taking the chance to speak English in the classroom.[60] Therefore, students need to make this efforts in order to develop their speaking skill.

Meanwhile, the other interview result and questionnaire result about students' efforts in enhancing speaking skill included some activities such as taking detailed notes during class, developing vocabulary mastery by reading many resources, watching movie or drama performance, and working on campus committee were match with research finding from Utami, Regina and Wardah who mentioned in their research finding of the forth semester students of English Education Study Program of Tanjung Pura University Pontianak that students done some effort in improving their speaking skill such as taking detailed note in classroom learning activities, watching drama performance and join in campus organization.[61] It can be concluded that the research finding between the two researchers are in line.

In short, the implication of effort to language learning is very significant. The students who have weaknesses in mastering some skills in language learning should make efforts to cover their weaknesses. It is undeniable that effort in language learning will contribute to the students' ability in language. The students need to motivate themselves to optimize their effort, so that their language learning sklil will enhance.

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[60] Nurhanifah and Widanti, *The Problems of Second Grade Students of SMPN 4 Malang in Learning English and the Efforts Made to Overcome Them,* http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/19346, accessed on June 06, 2017

[61] Nuzulul Dwi Utami, Regina, Wardah, *"An Analysis On Students' Effort To Improve Speaking Skill",* Volume 4, No.3, 2015, p. 6

CHAPTER V

CONSLUSSION AND SUGGESTION

A. Conclusion

This study aimed to describe the efforts made by fifth semester students in enhancing their speaking skill. Pertaining to this aim, based on the research findings and discussion, it can be concluded that:

1. The fifth semester students batch 2017 at English Education Departmen of Institut Agama Islam Negeri Langsa (State Institute for Islamic Studies) mame many kinds of efforts to enhance their speaking skills. There are students with many efforts but they are inconsistent. Meanwhile, there are some students with few consistent efforts, such as practicing English with friends, taking notes in the learning, reading books, phone conversation and watching movie or drama.

2. The students who have high motivation tend to optimize their efforts only in few activities. It indicated that they can focus more on enhancing their speaking skills through those few efforts.

B. Suggestion

1. Suggestion for Students of English Education Program

In this study, the researcher found that the efforts that students made in enhancing speaking skill are commonly the matter of speaking and the

use of facilities to support students' speaking skill. So, the writer gave some suggestion as follow:

a. The students should be active in doing activities that promote English speaking. Some activities, for instance, practicing English speaking with friends in campus environment or family outside campus would be very good way in enhancing speaking skill.

b. Students may use certain campus facilities that related to the process of developing speaking skill like language center, library, and places that provide free internet connection access for browsing English stuff.

2. **Suggestion for English Lecturers**

Regarding to the students' efforts in enhancing their speaking in this study, the writer recommends the English lecturers some suggestion as follow:

a. The lecturer should be more active in facilitating the students in learning and practicing English speakin skill as one of the productive skills.

b. The lecturer has to help the students in promoting activities that useful for their English speaking skill development.

3. **Suggestion for Other Researcher**

In this study, the writer focused on students' efforts in enhancing their speaking skill. Therefore, it is expected that this research can be a

reference for other researchers to conduct the study about speaking

efforts in speaking skill.

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APPENDIX 1

An Interview Guide About Students' Efforts in Enhancing

Their Speaking Skill

1. Do you like to practice English? Explain your reason!

2. How often do you speak English?

3. What do you do to improve your speaking skill?

4. What efforts do you think will help you to improve your speaking skill?

Transcription

Notes :
A = interviewer
B = interviewee

Date   : September 13, 2017

Location   : 18.3.08 New Tarbiyah Building

Interviewer   : The writer of this study

Interviewee   : M

Time   : 12:10

A   : Do you like to practice English? Explain your reasons!

B   : Yes, I like to practice English because English is interesting language and
        I want to communicate fluently with people in English Department.

A   : How do you often speak English?

B   : I sometimes speak English

A   : What do you do to improve your speaking skill?

B   : I improving speaking skill with often read books and then remember the
        vocabulary that I never know

A   : What is your score in speaking subject?

B   : Speaking I I got A score and speaking II I got B score

A   : What efforts do you think will help you to improve your speaking skill?

B   : I often talk in English with my close friend and then sometimes I watched
        a movie. Effoet that I think can help my speaking is always trying to
        practicing English with my friends

Date   : September 13, 2017

Location   : 18.3.08 New Tarbiyah Building

Interviewer   : The writer of this study

Interviewee   : N

Time   : 12:59

A   : Do you like to practice English? Explain your reasons!

B   : I like to practice English because English is international language, so it is very useful to communicate with people in the other country. And I want to make my English fluent, because it can make easy in every situation.

A   : How do you often speak English?

B   : I often speak English with my foreigner friends by phone communication. I also practice with my roomate in the boarding house

A   : What do you do to improve your speaking skill?

B   : I improve speaking skill with memorizing vocabulary. I do it because it was very important to communicate fluently in English. Additionally, tenses is one of important things to improve speaking skill.

A   : What is your score in speaking subject?

B   : I got A- score in speaking I and B score in speaking II

A   : What efforts do you think will help you to improve your speaking skill?

B   : Efforts that I think can help me to improve speaking is very much. But the important effort is always practice with my friends in the college or in the boarding house. And I watched English movie. With watching, we can

know how to pronounce the words in English well and know the meaning

of sentences that we never heard.

A   : What is your motivation to always learning English?

B   : Many things that motivated me and many people that motivate me in

speakin. For example my lecturer, she is Mrs. Shafrida Wati. I want to like

her because her language style when she speak is very good. Another

motivation is I want to get schoolarship in overseas. So that is why I study

hard in English.

Date   : September 13, 2017

Location   : 18.3.08 New Tarbiyah Building

Interviewer   : The writer of this study

Interviewee : HM

Time   : 15:22

A   : Do you like to practice English? Explain your reasons!

B   : I like to practice English very much because when I listen my friend who

is talking in English, it was make me interesting. But when I try to speak

directly, it was very difficult. However, I have to practice it.

A   : How do you often speak English?

B   : I seldom speaking English. Actually, i feel difficult to speak it directly, but

I often send Messege or chat with my friends in English.

A   : What do you do to improve your speaking skill?

B : I always listening well when people in around me talking, especially my lecturer and then I repeted what she/he said. I can remember the vocabularies that I never know and I know how to pronounce it. One thing that I feel can improve speaking skill is memorizing vocabularies. Because of it, I often open dictionnary. And sometimes, I read book and I make underline in the sentence or word which i did not know and then i looking for in the dictionary.

A : What is your score in speaking subject?

B : I got bad score in speaking subject. I got E score in speaking I and II. It was happen because I am not join in final test and I sometimes absence in the class.

A : What efforts do you think will help you to improve your speaking skill?

B : The efforts that will help me in improve speaking is listening the music and watching the movie. I have to give more attention when the actors are saying. I do that to know the pronounciation.

A : What is your motivation to always learning English?

B : Motivation that give me spirit is my friends. I feel jealous with my friends who can speak English well. And my Friends always mock me if my English is bad, whereas I know if my friends just joke with me, but sometimes it was become my motivation.

Date : September 13, 2017

Location : 18.3.08 New Tarbiyah Building

Interviewer : The writer of this study

Interviewee : N

Time   : 15:31

A   : Do you like to practice English? Explain your reasons!

B   : I do not like pracetice English because it was difficult if I lack vocabularies

A   : How do you often speak English?

B   : I seldom speaking in english because i do not have friends that can help me to talk in English.

A   : What do you do to improve your speaking skill?

B   :I read books or comics, it was one of the way to increase many vocabularies. Besides, we have to remember vocabularies, know about tenses. And we have to understand to use tenses when we are talking.

A   : What is your score in speaking subject?

B   : I got A- score in speaking I and speaking II.

A   : What efforts do you think will help you to improve your speaking skill?

B   : I try to practice English with my close friend and I ask to her if I do not understand what she said. I think this is my best effort which will help me in enhance my speaking skill.

Date   : September 13, 2017

Location : 18.3.08 New Tarbiyah Building

Interviewer : The writer of this study

Interviewee : SA

Time   : 15:43

A   : Do you like to practice English? Explain your reasons!

B   : I do not like to practice English, but I like to listen if someone talking in English. Actually, I am not interesting in English but after I always listen other students in the college speak this language, I little interested. So, I choose this department, and after several semester, English make me more confuse.

A   : How do you often speak English?

B   : Honestly, I seldom speak English. But sometimes my close friends invite me to speak english and i response when they are talking with me, but when I do not know how to answer their question, I use indonesian language.

A   : What do you do to improve your speaking skill?

B   : I improve my speaking skill with learn more about grammar and remembering the vocabularies. I communicate with foreigner in facebook. So, when we are chatting and I do not know she / he said, I looking for the meaning in google translate or online dictionary.

A   : What is your score in speaking subject?

B   : I got c score in speaking I and B score in speaking II. I got bad score in speaking I subject because I was in bore condition and it is always make me lazy to learn.

A   : What efforts do you think will help you to improve your speaking skill?

B : Efforts that think will help me to improve my speaking skill is talking in english with close friends, but i did not do it because I am too lazy to do it. If the most of peaople do an effort through listening the music or watching the movie, I do not like both of them. Because english music makes my head very dizzy and confuse. And english movie make me more confused. Am I watch movie or read the subtittle?

A : What is your motivation to always learning English?

B : I push to convince my self if I want to success in here. Because in the beginning, I believe that I will be able to in this department, but the reality is not. In english department, I feel difficult to master the subjects. My friends is very support me in here. She believe that I can do the best in English. From her believe, I will try to do something that useful for me.

APPENDIX 2

College Students Experience Questionnaire (CSEQ)

Adapted from Pace and Kuh (1998)

> Think about each statement by itself and indicate how true it is. Do not be influenced by your answer to other statements. Mark your responses by checklist the box at the right side of each statements. There are four response scale, they are very often, often, occasionally, and never.

Collage Activities Scales	Very Often	Often	Occasionally	Never
Library				
I use the library as a quiet place to study and overviewing speaking material that already known.				
I read books related to the formula and pattern of sentence.				
I develop my vocabulary mastery by reading many resources				
I find references to plan acivities that promote speaking.				
I discuss certain topic to practice accent and fluently of speaking.				
Course Learning				
I take detailed notes during class				
I summarize major point and information from your class notes or discussion				
I Work on a class assigmnet, project, or presentation with other students				
I apply speaking skill learned in class to other areas (job interview, other courses, with family or society)				
I work on a paper or journal where I have to relate my idea into written form				
Art, Music And Theatre				

I participate in art activity that requires English speaking skill (drama class, poetry, music, etc.)				
I discuss the opinion about art, music, or drama critics with other students				
I watch movie or drama performance inside or outside the campus				
I join in art competition (i.e. Esacoustic or external art competition)				
I compose a song or produce a theatrical work and perform it.				
Campus Facilities				
I meet other students at some campus location for discussion (american corner, library, mosque, etc.)				
I using language center to improve or practice speaking skill by communicating with native speakers.				
I go to a lecture or panel discussion				
I attend to academic workshops or seminars in academic activity center (AAC) or auditorium.				
I use campus classroom to study or make a discussion outside college time.				
Club And Organization				
I join in English club like speaking club, debate club, etc.				
I work on a campus commite, students' organization (ZEC, HMJPBI, etc.)				
I work on campus publication or press (i.e. Cot Kala FM)				
I meet with faculty member or staff advisor to discuss the activities of group or organization				
I manage or provide leadership for a club or organization, inside or outside campus.				
Personal Experience				
I ask my friends or family to communicate by using English				
I share with another students about the performance of speaking that has been mastering (prononciation, vocabulary, grammar, accent, etc.)				

I take a test to measure personal abilities like TOEFL, IELTS, etc				
I ask a friend to tell me what he really think about me related to your speaking ability				
I ask my friends and lecturers to correct the errors that I have made during conversation				
Topic of Conversation				
I use current events in the news when I talk with my friends				
I make a group to discuss about art (painting, poetry, dance, movies, cinema, etc.)				
I share the ideas and views of other people such as writer, philosopher, historian to my friends				
I discuss about social issues (i.e. peace, justice, human rights, race relation, etc.) to practise speaking skill.				
I take the topic about international relation (i.e. human rights, free trade, etc.) to make group debate in class				

College Students Experience Questionnaire
(CSEQ)

Collage Activities Scales	Mean
Library	
I use the library as a quiet place to study and overviewing speaking material that already known.	2,24
I read books related to the formula and pattern of sentence.	2,44
I develop my vocabulary mastery by reading many resources	2,68
I find references to plan acivities that promote speaking.	2,12
I discuss certain topic to practice accent and fluently of speaking.	2,84
Mean Score	**2,464**
Course Learning	**Mean**
I take detailed notes during class	2,68
I summarize major point and information from your class notes or discussion	2,72
I Work on a class assigmnet, project, or presentation with other students	3,08
I apply speaking skill learned in class to other areas (job interview, other courses, with family or society)	2,44
I work on a paper or journal where I have to relate my idea into written form	3,24
Mean Score	2,832
Art, Music And Theatre	**Mean**
I participate in art activity that requires English speaking skill (drama class, poetry, music, etc.)	2,08
I discuss the opinion about art, music, or drama critics with other students	1,96

I watch movie or drama performance inside or outside the campus	3,04
I join in art competition (i.e. Esacoustic or external art competition)	1,8
I compose a song or produce a theatrical work and perform it.	1,52
Mean Score	2,08
Campus Facilities	**Mean**
I meet other students at some campus location for discussion (american corner, library, mosque, etc.)	2,68
I using language center to improve or practice speaking skill by communicating with native speakers.	2,32
I go to a lecture or panel discussion	3,04
I attend to academic workshops or seminars in academic activity center (AAC) or auditorium.	2,32
I use campus classroom to study or make a discussion outside college time.	2,8
Mean Score	2,632
Club And Organization	**Mean**
I join in English club like speaking club, debate club, etc.	1,84
I work on a campus commite, students' organization (ZEC, HMJPBI, etc.)	2,12
I work on campus publication or press (i.e. Cot Kala FM)	1,68
I meet with faculty member or staff advisor to discuss the activities of group or organization	1,88
I manage or provide leadership for a club or organization, inside or outside campus.	1,64
Mean Score	1,832
Personal Experience	**Mean**

I ask my friends or family to communicate by using English	2,76
I share with another students about the performance of speaking that has been mastering (prononciation, vocabulary, grammar, accent, etc.)	3
I take a test to measure personal abilities like TOEFL, IELTS, etc	2,24
I ask a friend to tell me what he really think about me related to your speaking ability	3,04
I ask my friends and lecturers to correct the errors that I have made during conversation	3,16
Mean Score	2,84
Topic of Conversation	**Mean**
I use current events in the news when I talk with my friends	2,6
I make a group to discuss about art (painting, poetry, dance, movies, cinema, etc.)	2,08
I share the ideas and views of other people such as writer, philosopher, historian to my friends	2,12
I discuss about social issues (i.e. peace, justice, human rights, race relation, etc.) to practise speaking skill.	2,32
I take the topic about international relation (i.e. human rights, free trade, etc.) to make group debate in class	2,28
Mean Score	2,28

Analyse of Questionnaire

No	Respondent	Library					Course Learning					Art, music and theatre					Campus Fasilities					Club and Organization					Personal Experience					Topic of conversation				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	BP	1	3	3	2	3	2	3	4	3	3	1	1	4	1	1	2	1	4	2	2	1	1	1	1	1	3	3	1	3	2	4	1	2	1	1
2	PN	3	2	3	3	4	3	3	4	4	3	4	3	2	4	1	4	2	4	3	2	3	4	1	2	2	4	4	3	3	4	2	3	3	4	3
3	HM	2	3	3	1	3	3	3	2	2	4	1	1	3	1	1	2	2	2	2	3	2	1	1	1	1	2	3	1	3	4	4	2	3	4	4
4	MRS	2	3	4	3	2	2	3	2	3	2	4	4	4	4	3	3	2	3	1	3	3	3	1	1	4	3	3	3	3	3	2	3	3	2	3
5	DR	2	3	3	1	4	4	4	4	3	4	2	3	4	1	1	3	3	4	2	3	2	4	1	1	1	4	3	1	4	4	4	2	3	4	4
6	SA	4	3	3	2	3	3	3	3	2	2	1	2	3	2	1	3	2	2	1	2	2	3	1	2	1	3	4	4	4	4	3	2	2	2	2
7	EH	2	2	3	1	3	2	4	4	2	4	1	3	3	1	2	3	3	3	4	4	1	1	1	1	1	3	3	3	3	4	3	1	1	2	1
8	Y	2	3	3	2	4	4	4	3	3	4	1	1	4	1	1	4	3	1	2	2	1	1	1	1	1	2	3	2	4	3	4	2	3	2	2
9	MA	2	2	3	3	3	2	2	2	3	2	4	2	4	2	2	2	3	4	2	2	4	4	1	3	2	2	3	3	3	3	3	3	3	2	2
10	M	2	2	1	1	2	2	1	3	1	2	1	1	2	1	1	2	1	4	2	2	1	1	1	1	1	2	3	2	4	4	2	1	1	1	1
11	RM	2	2	3	2	2	3	3	3	1	3	1	1	3	2	1	3	2	4	2	4	1	1	1	4	1	2	4	2	3	3	2	3	2	2	2
12	DL	3	2	3	2	2	3	3	3	1	3	4	1	3	2	1	3	2	4	2	4	1	1	1	2	1	3	3	2	4	3	3	3	2	2	2
13	RW	2	2	1	1	2	3	1	2	1	2	2	1	2	2	4	2	4	4	4	2	2	1	1	1	2	2	2	2	1	2	1	1	1	2	2
14	N	3	2	2	2	3	4	4	3	2	4	3	4	2	2	2	4	4	4	2	3	2	4	4	4	3	4	3	3	3	3	3	3	2	2	2
15	MYH	2	3	4	2	2	4	3	3	4	3	1	1	2	1	1	2	3	2	2	2	3	3	1	2	2	2	2	2	1	1	1	1	1	1	1
16	ZU	2	3	2	2	3	3	3	3	2	4	3	2	3	2	1	2	2	3	2	3	2	2	1	3	1	3	3	3	3	3	2	2	3	2	2
17	N	2	1	1	1	2	2	2	3	3	3	1	1	2	1	2	2	2	3	2	2	2	1	1	1	1	3	3	1	3	3	2	2	1	1	1
18	ES	2	2	3	3	3	1	1	3	1	3	3	2	2	1	1	3	2	2	2	2	1	3	1	3	1	3	3	2	3	3	4	1	4	4	4
19	MS	3	2	2	2	2	3	2	3	2	3	2	3	4	2	1	3	3	2	3	3	2	1	1	2	2	3	3	2	3	3	3	2	1	3	3
20	SN	3	2	2	2	4	3	3	4	4	3	4	3	2	4	1	4	3	3	4	3	3	4	1	2	2	4	4	3	3	4	2	3	2	4	3
21	NF	3	3	4	4	3	3	3	2	2	3	2	1	3	1	1	3	2	2	2	3	1	1	1	1	1	2	2	2	3	3	3	3	2	2	2
22	NM	2	3	2	3	3	2	3	4	3	4	1	2	4	1	1	2	2	2	2	3	2	1	1	1	1	3	3	1	2	1	1	2	1	2	1
23	NA	2	3	3	2	3	3	3	4	3	4	3	2	4	1	1	3	2	4	3	4	2	4	13	2	2	3	3	4	3	3	3	3	3	2	2
24	M	2	3	3	2	1	2	2	3	2	4	1	2	4	1	1	2	1	3	1	2	1	1	1	1	1	3	3	1	3	4	3	1	1	1	2

Nilai Rata-Rata	2,24	2,44	2,68	2,12	2,84	2,68	2,72	3,08	2,44	3,24	2,08	1,96	3,04	1,8	1,52	2,68	2,32	3,04	2,32	2,8	1,84	2,12	1,68	1,88	1,64	2,76	3	2,24	3,04	3,16	2,6	2,08	2,12	2,32	2,28