

**THE COMPARISON OF THE STUDENT ABILITY IN ENGLISH
SPEAKING BETWEEN COURSE AND NON COURSE AT
SMAN 1 RANTAU SELAMAT**

THESIS

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1437 H / 2015 M**


It has been Defended in Sidang Munaqasyah in front of the Council of
Examiners for Thesis and has been Accepted as Partial
Fulfilment of the Requirement for Sarjana
Degree (S-1) in Teacher Education of
Tarbiyah Faculty

Tuesday, Desember 19th, 2015 M

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ACKNOWLEDGEMENT

First of all, the writer would like to extend her everlasting thanks to the Almighty God, Allah SWT, who has given her blessing and health so that she could accomplish her thesis entitled "The Comparison of Students' Ability In English Speaking Between Course Students And Non Course Students Of SMAN 1 Rantau Selamat." in partial fulfillment of the requirements for the thesis examination at the Department of English , Faculty of Tarbiyah, IAIN Zawiyah Cot Kala.

On this occasion, the writer would like to express her deep gratitude to the Head of the Department, **Zulfitri, M.A.**, for his fatherly advice. The writer first supervisor **Nina Afrida, M.Pd** for the approval of this thesis. The wrier would also like to extend her thanks to her and **Wahidah, M.Ed** as her second supervisors who has spent their valuable time to rectify this thesis, and have given their precious advice and suggestions in the process of this thesis writing. Further, she would like to thank all her lecturers who have given her very useful knowledge during her study and also to all the staff who have given facilities to her in completing this thesis.

Her thanks is also to the head master of SMAN 1 Ranto Selamat and all the staff and the teacher who have allowed her to take the sample of research there. Her sincere gratitude is also addressed to her beloved parents, father **Nurdin**, her mother **Nurhadiah** for their prayer during the time of her study and the process of the writing of this thesis. and her beloved sister and brother, **Hayatun Nanda** and **Teuku Muhammad Fadil**, for their spirit and support. In addition, she does not forget to convey her thanks to her

uncle, **Ridwan Ab** who has given her financial to finish her study. to her boy friend **Azhari** and all her friends for their valuable contribution during the writing of this thesis.

Finally, she hopes that this thesis will be much useful for the readers especially for those who have special attention to the speaking ability.

Langsa, 2/July 2015

The writer,


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ABSTRACT

Firiani. 2015. The Comparison Students' Ability In English Speaking Between Course Students And Non Course Students Of SMAN 1 Ranto Selamat.. Thesis: IAIN of Zawiyah Cot Kala Langsa: Faculty of Tarbiyah

Speaking is an important aspect in learning English. The present study is to compare Students' Ability In English Speaking Between Course Students And Non Course Students. This research is based on Ex Post Facto approach which also called Causal Comparative approach. This approach focuses on the analysis of the effect of the independent variable toward dependent variable. This research to know if student who take the course have better ability in speaking students who did not take the course.

The population of this study was the 2014/2015 academic year students of tenth grade at SMA Negeri 1 Rantau Selamat which consisted of 6 classrooms containing 145 students. By using random sampling in which each unit of the population was given an equal chance of being selected and the students were given questionnaire to know the course and non course students. As the total number of the population is 145 students, the sample of the research was 30 students (15 Course students and 15 Non Course Students). Each sample were taken in one class. Both of course and non course students were given speaking ability test. The test were test1 and test 1. In test 1 each students tell some of the topic of himself and in test 2 the student were debate about the certain topic of the writer. The speaking ability were analyzed through five criteria: Fluency, grammar, pronunciation, vocabulary and comprehension. After getting the score, then the writer compare the course and non course students by using t-test.

Based on the analysis of the data gathered during this study, it can be concluded that there was a significant difference of students' speaking ability between course and non course students. From the data analysis, the result of the calculation shows that the mean of non course students (M_x) is 1,1 and the mean of course students (M_y) is 2. The value of t significance difference is 0,45. It means that there is a significant different between course and non course student. Course student is more fluently than non course student.

Keyword: *Speaking Ability, Course, Non Course.*

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Langsa, July 2015

The writer,

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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is fundamental to human communication. Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

Speaking ability is the capacity of a speaker to tell something well to other persons as his listeners. Thereby the listeners can catch or understand his message or what he say and then give respond as an evident of the oral communication could run smoothly.

According to Marcos, the ability of communication is related to the rules of languages use and the rule of grammar.¹ From this statement the students should learned more about the rules of language so that they can speak well. More over in Oxford Dictionary, Speaking is defined as the ability to use language.

According to Harmer in Sherly Novita states that “good speaking activities can and should be extremely engaging for the students”. Teaching speaking is not easy, moreover if the students do not use English in their daily life as well. The

¹ Marcos, K. 1998. Learning a Second Language. New York: Routledge Publication

students will not have a courage to speak without enough knowledge and bravery. Besides, there are many aspects that discourage the students to speak.

English teaching learning process at school must be able to give experience for students to have a chance to win a competitive competition. As we all know that mostly Indonesian students have some difficulties to improve their skills in English nevertheless as the demand of this competitive era, we have to be able to speak, to listen, to write and to read English.

According to Harmer in Sherly Novita claimed

There are three mains reasons for getting students to speak in their classroom. Firstly, speaking activities provide rehearsal opportunities chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Every one can see how well they are doing: but how successful they are, and also what language problems they are experiencing. And finally, the more students have oppurtunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, student gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious taught.²

The students have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill:

Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about

² Novita, Sherly. 2013. *The Use of FILM In Teaching Speaking Ability to the Tenth Grade Student of SMA Negeri 1 IdiRayeuk Kab. Aceh Timur* . Langsa: Ministry of Education and Culture Teacher Training and Education Faculty of Samudra University. P. 5

trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

Nothing to say

Even they are not inhibited, we often hear students complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

Nowadays we can study English language anywhere and any place, whether in school, in course, in community, etc. Every place offers different method and rule in study English. Almost people take a chance to study at school because it is compulsory as a prerequisite to get certificate. Differ with course, It is un compulsory.

Usually, people take the course just want to have a skill in certain subject. Both of Course and non Course use difference method and purpose. In formal education, the main focus of study is to a achieve a curriculum. The students have to study and do exercise correctly. On contrary, in course, the students is learn in order to have additional skill of a certain field.

In formal education, teacher push the students to have ability in understanding the lessons and the students are capable in doing exercise. The subject of lesson is vary, such as, Social, mathematic, science, etc. It will make student cannot pay attention in one subject and the time to study is limited.

In Course, the purpose of learning language is to make to student able to use English whether in writing and speaking. The methods of study more focus into practice without worry of doing mistake in grammar. In the course, the students have more oppurtunity to practice their speaking with a native speaker who invited at the course to guide them to speak well.

In speaking, mastering a number of words, pronunciation and grammar are very important for a speaker. Speaking is a complex skill that needs different abilities which often develop at different rates. The speaker can communicate effectively with others if he/she has mastered English.

In other hand the student who take the course as an extra activity after school make them more fluency in speaking English. Course is a place to enlarge English speaking ability because its prepare good curriculum to enlarge the speaking ability. Course is one chosen by a student from a number of optional

subjects or courses in a curriculum. courses tend to be more specialized. Courses usually have fewer students.³

In Oxford writes course is series of lessons, lectures.⁴ So the students who takes the course will enlarge their speaking ability because they have been taught by a specific subject and by a specific teachers.

From the brief information above, there are difference in terms of speaking skill between student who take course and not. the writer is interested in writing a research entitled “The Comparison Students’ Ability In English Speaking Between Course Students And Non Course Students Of SMAN 1 Ranto Selamat.”

B. Research Question

The problem that the writer would like to observe in this study :

1. Do the students who took English course have better speaking ability in SMAN 1 Rantau Seulamat than students who did not take English course?

C. Objective of the Study

Based on the formulation of problem above, the writer investigated this study to meet the following objective:

³http://en.wikipedia.org/w/index.php?title=Course_%28education%29&action=edit 1 Oktober 2014

⁴ Bull, Victoria. 2008. Oxford Learner’s Pocket Dictionary, New York: Oxford University Press. P.100

1. To investigate the speaking ability of students who took English course and who did not take English course

D. The Scope of the Study

In this scientific writing, the writer only focuses on “ student’s speaking ability between students who took English course and who did not take English course in tenth grade students of SMAN 1 Ranto Selamat Kab. Aceh Timur.

E. Significance of the Study

- 1) By having read this study, the teachers of English are expected to increase their strategy in teaching speaking and the writer hopes that this study will give a contribution in the educational side to the development of language teaching
- 2) It is expected that this study will overcome the difficulties of students’ in speaking English
- 3) It is expected that this study to be one of the references for other researchers to get information about course and non course students ability
- 4) The writer will indirectly enlarge her knowledge and get experience by doing this study.

F. Hypotheses

Good Carter in Sherly Novita states, hypothesis is a guiding idea, tentative

explanation or statement of probabilities, serving to initiate and guide observation and search for relevant data and other consideration and to predict certain result of consequences.⁵

In this study, the writer took hypothesis as follow:

1. Students who took English course have better speaking ability in SMAN 1 Rantau Seulamat than students who did not take English course.

G. Terminology

To make the study clearly about the research, it is necessary to explain some terms that found in the title:

1. Comparison study is explanation of similarities and differences, but comparison tends to emphasize differences or contrast rather than similarities.
2. Course is the place to take the extra study where the students will teach by a specific teacher for a specific subject.
3. Non Course is the activities of study in a formal place where in teaching learning process the teacher will teach students based on the curriculum of government.
4. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information.

⁵ Novita, Sherly. 2013. *The Use of FILM In Teaching Speaking Ability to the Tenth Grade Student of SMA Negeri 1 IdiRayeuk Kab. Aceh Timur*. Langsa: Ministry of Education and Culture Teacher Training and Education Faculty of Samudra University. P. 3