

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of the Research location

1. Brief History of SMA Darul Hijrah Puteri

Pondok Darul Hijrah Puteri Martapura was built in land about 4 hectares. This land is taken from Pondok Pesantren Darul Hijrah Putera that located behind the mosque of pondok putera, and then move to Batung Cindai Alus by approval of H. Syahrani and H. Bakran who has given their land for waqf. The existence of *SMA* Darul Hijrah Puteri and Pondok Pesantren Darul Hijrah Puteri is not apart from the existence of Pondok Pesantren Darul Hijrah putera.

SMA Darul Hijrah Puteri is located on Batung Cindai Alus Rt 002, district Martapura, Banjar regency, South Kalimantan. 10 kilometers from Martapura city, 2 kilometers from Loktabat main street, 6 kilometers from Banjarbaru municipality and 35 kilometers from South Kalimantan province , Banjarmasin. It is located on the border of Banjarbaru city and Banjar regency.

Pondok Pesantren Darul Hijrah Puteri was founded by four alumnee of Pondok Modern Gontor Ponorogo Indonesia, namely Drs. H. Nasrul Mahmudi, Drs. H. Syahrudi Ramli, K. H. A. Ghazali Muchtar, and K. H.

Zarkasyi Hasbi Lc, on 1995. Pondok Pesantren Darul Hijrah Puteri located on Batung Cindai Alus that inhabitant mostly work as farmer.

The main purpose of establishing this boarding school is to participate in developing this country, especially in instructional and educational sector, as stated in the following statement:

- 1) Spread abroad Islamic syariat everyday experience in society.
- 2) Form and develop moslem personality which kind hearted, spiritual and physical health, knowledgeable, competent and be autonomous with respectful to society.
- 3) Skilled, stand alone, productive appropriate with program study which have learned in order to increase safe standard life.
- 4) Form and develop Indonesian citizen which have spirit of pancasila; with found and organize education from kindergarten to university.

In educational system, Pondok Darul Hijrah Puteri applies modern method and technique in instructional and educational process. The process of its teaching and learning runs into two levels of education. The first one is the secondary level called Islamic Teacher Education or Tarbiyah al Muallimin al Islamiyah (TMI) that consists of junior and senior high school, and the other one is university level, namely; Institute of Islamic Education Science or Sekolah Tinggi Ilmu Tarbiyah, that was opened in 2003.

Since this boarding was founded, it has been a lot of progress and improvements. Number of the students increase from year to year, firstly the total number of students were 52 students and now the total numbers of students in this boarding school are about 800 students. The government, especially through its department or religious affairs, has given more attention to develop this boarding school by giving some important facilities like language laboratory, and natural science laboratory.

2. Description of School Facilities of SMA Darul Hijrah Puteri

SMA Darul Hijrah has been supported by many facilities. Clearly, the data can be seen in in this table:

Table 4.1 List of Facilities in Senior High School of Darul Hijrah Islamic Boarding.

No.	Room	Total
1.	Classroom	11
2.	Laboratory	1
3.	Library	1
4.	Administration room	1
5.	Headmasters' room	1
6.	Teachers' room	1
7.	BP/BK room	1
8.	Student Intra Organizations' room	1
9.	Mosque	1

10.	Basket field	1
11.	Volley field	1
12.	School Healthy unit room	1
13.	Toilet for Teacher	5
14.	Toilet for Students	7
15.	Dormitory	2

3. Description of Teachers, Administration Staff, students Condition of SMA Darul Hijrah Puteri

In academic year 2013/2014, the total numbers of students who administratively registered at SMA Darul Hijrah Puteri are 294 students. They are 130 students from class X, 89 students from class XI and 75 students from class XII. Furthermore, the data can be seen in appendix.

SMA Darul Hijrah Puteri has 48 teachers. From 48 teachers at the school, they teach different subject and have educational background and five of them are English teacher. Some of them are university graduation can be seen in the appendix.

The condition of organizers and another staff in organizing the administration in SMA Darul Hijrah puteri can be seen in the appendix.

B. Findings

1. Description of Students Speaking English Outside the classroom

To know the description speaking English outside the classroom the writer uses five categories to evaluate. 1 is for very poor category, 2 is for poor category, 3 is for fair category. 4 is for good categories and 5 is for excellent categories, it can be seen in this table.

Table 4.2 The Students' Ability in Grammar, Pronunciation and Comprehension of English.

No	Name by Code	Grammar	Pronunciation	Comprehension
1.	F.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	N. I.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	S. K.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	R.K.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	S. M.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	I.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	S. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	N. S. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9	V.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	N. R. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11	H. D.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	A. I. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	H. D.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	E.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	L. T.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

16.	N. F.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	D. S.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	K.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	L. M.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.	W. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.	A. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22.	M.S. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.	H.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24.	M. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25.	Y. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
26.	K. N.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
27.	L. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
28.	S.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
29.	F. E.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
30.	E. Z. N.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Note: The value signs by using bold.

Based on the table 4.2 the writer can conclude the description about students' grammar, pronunciation and comprehension speaking English in outside the classroom, can be seen:

a. Grammar

As shown on the table above, the highest score of students speaking ability in grammar is 3 and the lowest score is 2.

To know more closely about students' speaking ability of grammar in speaking English outside the classroom, it can be seen in this following table:

Table 4.3 The student's speaking ability in grammar

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	0	0
3.	Fair category (3)	19	63,4%
4.	Poor category (2)	11	36,6%
5.	Very poor category (1)	0	0
	Total	30	100

From the table above shows that the student's speaking ability in grammar is fair category with 19 students (63,4%) have score 3, there are 11 students (36,6 %) get poor category.

b. Pronunciation

As shown on the table above, the highest score of students speaking ability in pronunciation is 3 and the lowest score is 2.

To know more closely about students' speaking ability of pronunciation in speaking English outside the classroom, it can be seen in this following table:

Table 4.4 The Student's Speaking Ability in Pronunciation.

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	0	0
3.	Fair category (3)	12	40%
4.	Poor category (2)	18	60%
5.	Very poor category (1)	0	0
	Total	30	100

From the table above shows that the student's speaking ability in pronunciation is poor category with 18 students (60%) have score 2 and 12 students (40 %) get poor category.

c. Comprehension

As shown on the table above, the highest score of students' speaking ability in comprehension of English is 3 and the lowest score is 2.

To know more closely about students' speaking ability of comprehension in speaking English outside the classroom, it can be seen in this following table:

Table 4.5 The Student's Speaking Ability in Comprehension of English

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0

2.	Good category (4)	0	0
3.	Fair category (3)	23	76,6%
4.	Poor category (2)	7	23,4%
5.	Very poor category (1)	0	0
	Total	30	100

According to the table above shows that The Student's Speaking Ability in Comprehension of English is fair category with 23 students (76,6%) have score 3 and 7 students (23,4 %) get poor category.

2. Description About Students Learning English In The Classroom

To know the description speaking English inside the classroom the writer is using five categories to evaluate it. 1 is for very poor category, 2 is for poor category, 3 is for fair category. 4 is for good categories and 5 is for excellent categories, for more details it can be seen in this table.

Table 4.6 The Students' Ability in Grammar, Pronunciation and Comprehension of English.

No	Name by Code	Grammar	Pronunciation	Comprehension
1.	F.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	N. I.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	S. K.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	R. K. N.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	S. M.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

6.	I.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	S.R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	N. S. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	V.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	N. R. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	H. D.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	A. I. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	H. D.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	E.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	L. T.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	N.F.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	D. S.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	K.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	L. M.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.	W. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
21.	A. A.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
22.	M. S. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
23.	H.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
24.	M. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
25.	Y. L.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
26.	K. N.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
27.	L. R.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
28.	S.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
29.	F. E.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
30.	E. Z. N.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Note: the value signs by using bold.

Based on the table above the writer can conclude the description about students' grammar, pronunciation and comprehension of learning English in the classroom, it can be seen in this table:

a. Grammar

As shown on the table above, the highest score of students speaking ability in grammar of learning English in the classroom is 4 and the lowest score is 2.

To know more closely about students' speaking ability of grammar in learning English in the classroom, it can be seen in this following table.

Table 4.7 The Student's Speaking Ability in Grammar

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	8	26%
3.	Fair category (3)	21	70%
4.	Poor category (2)	1	4%
5.	Very poor category (1)	0	0
	Total	30	100

Based on the table above shows that the student's speaking ability in grammar is fair category with 21 students (70%) have score 3, 8 students

(26%) get good category, they have score 4 and just 1 students (4%) in very poor category.

b. Pronunciation

Based on the table above, the highest score of students speaking ability in pronunciation is 4 and the lowest score is 2.

To know more closely about students' speaking ability of pronunciation in learning English in the classroom, it can be seen in this following table:

Table 4.8 The Student's Speaking Ability in Pronunciation

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	5	16%
3.	Fair category (3)	18	60%
4.	Poor category (2)	7	24%
5.	Very poor category (1)	0	0
	Total	30	100

Based on the table above shows that the student's speaking ability in pronunciation is fair category with 18 students (60%) have score 3, 5 students (16%) get good category, they have score 7 (24%) in poor category.

c. Comprehension

As shown on the table above, the highest score of students speaking ability in comprehension of learning English is 4 and the lowest score is 3.

To know more closely about students' speaking ability of comprehension in learning English in the classroom, it can be seen in this following table:

Table 4.9 The Student's Speaking Ability in Comprehension of English

No	Category	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	7	23,4%
3.	Fair category (3)	23	76,6%
4.	Poor category (2)	0	0
5.	Very poor category (1)	0	0
	Total	30	100

Based on the table above shows that the student's speaking ability in comprehension of English is fair category with 23 students (76,6%) have score 3, and 7 students (23,4%) get good category.

Next the writer will combine all test result that is the description comparison between students' speaking English outside and inside the classroom at third Intensive of Darul Hijrah boarding school in three

components of speaking (grammar, pronunciation and comprehension) can be seen in this table:

Table 4.10 Frequency the Description Students' Speaking English outside the Classroom.

No	Categories	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	0	0
3.	Fair category (3)	54	60%
4.	Poor category (2)	36	40%
5.	Very poor category (1)	0	0
	Total	90	100%

Table 4.11 Frequency the Description Students' Speaking English inside the Classroom.

No	Categories	Frequency	Percentage
1.	Excellent category (5)	0	0
2.	Good category (4)	20	23%
3.	Fair category (3)	62	68%
4.	Poor category (2)	8	9%
5.	Very poor category (1)	0	0
	Total	90	100

As shown the two tables above, it knows that speaking English outside the classroom is in fair category with 54 students (60%) have score 3 and learning English in the classroom is also in fair category with 62 students (68%) have score 3. It means that the description comparison between speaking English outside and inside the classroom at The Third Intensive Grade of Darul Hijrah Islamic Boarding School for girls is fair category.

3. Factors that Influence Student's Speaking English outside and inside the Classroom at the third Intensive Grade of Darul Hijrah Islamic Boarding School for Girls academic year 2013/2014. The factor defines in two types they are internal and external factors.

a. Factors That Influence Student's Speaking English Outside and inside The Classroom in internal, such as:

1. Student's Interest in learning English

a) Student interest in attendance the English lesson is very high.

Such as in the table:

Table 4.12 Student Attendance the English lesson.

No	Category	Frequency	Percentage
1.	Always attend	20	66,6%
2.	Often attend	10	33,4%
3.	Seldom attend	0	0
4.	Never	0	0

	Total	30	100
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From the table above shows 20 students (66,6%) stated always attend the class and 10 students (33,4%) stated often attend the class. It means that students attend the lesson of English very high category then other lesson in this boarding school. There is no one said seldom attends and never attends the lesson of English.

b) Student interest based on in English subject can be seen in this table.

Table 4.13 Frequency of student interests on in English subject.

No	Category	Frequency	Percentage
1.	Very like	10	33%
2.	Quite like	15	50%
3.	Less like	4	13%
4.	Dislike	1	4%
	Total	30	100

From the table above shows the answer from their conversation that 10 students (33%) stated very like English lesson, 15 students (50%) stated quite like of English lesson, 4 students (13%) stated less like with English lesson and 1 student (4%) stated said that she is dislike with English lesson.

- c) Student interest base on the attention in English subject can be seen in this table:

Table 4.14 Frequency of Students Interest in Attention of English Subject:

No	Category	Frequency	Percentage
1.	Always attention	10	33%
2.	Often attention	15	50%
3.	Seldom attention	5	17%
4.	Never attention	0	0
	Total	30	100

From this table above shows that student interested in attention English subject base on the answer of student that 10 student (33%) stated always attention in English subject, 15 students (50%) stated often attention, 5 students (17%) stated answer that seldom attention, and no one answers never attention.

- b. Factors That Influence Student's Speaking English Outside and Inside The Classroom in external, such as:

1. Students' activity

- a). Students' activity in the classroom can be seen in the table below:

Table 4.15 Frequency students' activities in make a note of record in the classroom.

No	Category	Frequency	Percentage
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1.	Always make a note of record	10	33%
2.	Often make a note of record	13	43%
3.	Seldom make a note of record	7	24%
4.	Never make a note of record	0	0
	Total	30	100

From the table above shows 10 students (33%) stated always making a note of record, 13 students (43%) stated often making a note of record, 7 students (24%) stated seldom making a note of record and no one answered never making a note of record.

Next, about students' practice English in the classroom can be seen in the following table:

Table 4.16 Frequency students' practice English in the classroom can be seen in the table:

No	Category	Frequency	Percentage
1.	Always practice	5	16%
2.	Often practice	8	27%
3.	Seldom practice	14	47%
4.	Never practice	3	10%
	Total	30	100

From this table above shows 5 students (16%) stated always practice English, 8 students (27%) stated often practice English, 14 students (47%) stated seldom practice English and 3 students (10%) never practice English.

Based on interview with the teacher known that she does not ask the students to speak English in the classroom, and they may use Indonesian. So, this situation makes the students forget the correct pronunciation. It means that they seldom practice their pronunciation can be seen in the following table:

Table 4.17 Frequency of students' practice pronunciation in English.

No	Category	Frequency	Percentage
1.	Always practice	5	16%
2.	Often practice	8	28%
3.	Seldom practice	12	40%
4.	Never practice	5	16%
	Total	30	100

From this table above shows 5 students (16%) stated always practicing their pronunciation, 8 students (28%) stated often practicing their pronunciation, 12 students (40%) stated seldom

practicing their pronunciation and 5 students (16%) never practicing their pronunciation.

b). Students' activity outside the classroom

To know their activity in speaking English outside the classroom, firstly we must know about their using English language in daily activity in dormitory can be seen in this table:

Table 4.18 Frequency of students' ability in speaking English in dormitory.

No	Category	Frequency	Percentage
1.	Always practice	2	6%
2.	Often practice	10	34%
3.	Seldom practice	18	60%
4.	Never practice	0	0
	Total	30	100

From this table above shows 2 students (6%) stated always practicing their speaking, 10 students (34%) stated often practicing their speaking, 18 students (60%) stated seldom practicing their speaking and no one students answer never practicing their speaking in daily activity in dormitory.

Second to know their speaking English weather they use grammar or not when they speak to their friend, teacher and other people in daily activity, it can be seen in this table:

Table 4.19 Frequency of using grammar in speaking English in dormitory.

No	Category	Frequency	Percentage
1.	Always using	0	0
2.	Often using	3	10%
3.	Seldom using	21	70%
4.	Never using	6	20%
	Total	30	100

From this table above shows no one students stated always using grammar, 3 students (10%) stated often using grammar, 21 students (70%) stated seldom using grammar and 6 students (20%) answer never using grammar in dormitory.

Third to know their habitual in repair their pronunciation in speak English in dormitory, it can be seen in this table:

Table 4.20 Frequency of habitual in repair pronunciation in speak English.

No	Category	Frequency	percentage
1.	Always repair	7	24%
2.	Often repair	14	46%
3.	Seldom repair	9	30%
4.	Never repair	0	0
	Total	30	100

From this table above shows 7 students (24%) stated always repairing, 14 students (46%) stated often repairing, 9 students (30%) stated seldom repairing their pronunciation and no one students answer never repairing their pronunciation in speak English.

2. Teacher's skill in teaching English

Based on the interview known the teacher uses any technique in teaching and learning process. The technique is based on the item of lesson. The explanation can be seen in this table:

Table.4.21 Frequency of Clarity the teacher's explanation in English lesson.

No	Category	Frequency	Percentage
1.	Very clear	10	34%
2.	Enough clear	15	50%
3.	Less clear	5	16%
4	Not clear	0	0
	Total	30	100

From the table above shows 10 students stated that teacher's explanation in English lesson is very clear (34%), 15 students (50%) stated that explanation is enough clear and 5 students (16%) stated that teacher's explanation in English lesson is less clear. No one answer stated that teachers' explanation is not clear.

Then, the writer will discuss about teacher's guidance in teaching and learning process. It can be seen in this table:

Table.4.22 Frequency about teacher gives the guidance in teaching and learning English.

No	Category	Frequency	Percentage
1.	Always guidance	10	33%
2.	Often guidance	13	45%
3.	Sometime guidance	5	16%
4.	Never guidance	2	6%
	Total	30	100

From the table above shows 10 students (33%) stated that teacher always guidance in learning English, 13 students (45%) stated often guidance, 5 students (16%) answered sometime guidance and 2 students (6%) stated that teacher never guidance in learning English.

Next, in learning and teaching process the teacher gives motivation for all of the students in the last meeting. The frequency can be seen in this table:

Table.4.23 Frequency of motivation by the English teacher in the school

No	Category	Frequency	Percentage
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1.	Always motivation	18	60%
2.	Often motivation	7	23%
3.	Sometime motivation	5	17%
4.	Never motivation	0	0
	Total	30	100

From the table above shows 18 students (60%) stated that teacher always motivate the students, 7 students (23%) stated that teacher often motivate, 5 students (17%) said that teacher sometimes motivate and no one students said that teacher never motivate in learning English process.

3. English Book that Owned by The Students

Table.4.24 Frequency of Ownership of the English dictionary by the students class third Intensive.

No	Category	Frequency	Percentage
1.	Have and own dictionary	30	100%
2.	Have dictionary but borrow	0	0
3.	Does not have dictionary	0	0
	Total	30	100

From the table above shows all of the students stated they have and own English dictionary (100%).

Next about ownership of the English text book or hand book for the students of class third Intensive. Can be seen in this table:

Table.4.25 Frequency of Ownership of the English Text Book by The Students class third Intensive.

No	Category	Frequency	Percentage
1.	Have and own book	30	100%
2.	Have book but borrow	0	0
3.	Does not have book	0	0
	Total	30	100

Based on the table above, it knows clearly that all of the students of third Intensive have and own the English book is 30 students or 100%.

4. School Environment

School facilities in this school are very supported the student to speak English in dormitory and classroom. Frequency condition about school facilities can be seen in this table:

Table.4.26 Frequency of Condition about School Facilities in learning speaking English.

No	Category	Frequency	Percentage
1.	Very support	6	20%
2.	Enough support	12	40%

3	Less support	8	26%
4.	Does not support	4	14%
	Total	30	100

From the table above shows 6 students (20 %) stated that school facilities very support, 12 students (40%) stated that school facilities enough support, 8 students (26%) stated that school facilities less support, and 4 students (14%) stated that school facilities do not support in teaching and learning process.

Table.4.27 Frequency of Condition about dormitory Environment in speaking English class third Intensive:

No	Category	Frequency	Percentage
1.	Very support	13	43%
2.	Enough support	7	23%
3.	Less support	10	34%
4.	Never support	0	0
	Total	30	100

Based on the table above, it knows clearly that the students which is answered the dormitory environment very support in English learning about 13 (43%), 7 students (23%) answered enough support and 10 students (34%) answered less support and no one answered does not support.

Table.4.28 Frequency of Exercise Speaking English Language in dormitory.

No	Category	Frequency	Percentage
1.	Once a month	0	0
2.	Twice a month	30	100%
3.	Every month	0	0
	Total	30	100

Based on the table above shows no one students (0%) stated that in exercise speaking learning English once a month, 30 students (100%) stated that exercise speaking learning English twice a month, and no one students (0%) stated that every month exercise speaking learning English in dormitory.

5. Family

From the result of interview knows that the students' family of third intensive very motivate for learning speaking English language. Can be seen in this table:

Table.4.29 Frequency of Motivation by Parents

No	Category	Frequency	Percentage
1.	Always motivate	12	40%
2.	Often motivate	10	33%
3.	Sometimes motivate	8	27%

4.	Never motivate	0	0
	Total	30	100

From the table above shows 12 students (40%) stated that parents always motivate in English learning, 10 students (33%) answered that parent often motivate, 8 students (27%) answered that parent sometimes motivate and no one answered that parent never motivate at leaning speaking in English.

6. Punishment

Punishment is very supported for speaking English outside the classroom to learn English in the classroom. Examples of the punishment are memorizes vocabulary, writing essay, writing sentences and words.

C. Discussion

After all the obtained data were presented in findings as result of this research, they are also needed to be discussed. The writer is going to discuss the effectiveness of speaking English outside the classroom to learn English in the classroom and factors that influence students' speaking, it knows from discusses below:

1. The description comparison between students speaking English outside and inside the classroom at the third Intensive Grade of Darul Hijrah Islamic Boarding School for Girls academic year 2013/2014.

a. About grammar in speaking English outside and inside the classroom.

The result as described in table 4.3 shows that student's speaking English outside the classroom in grammar is fair category with 19 students (63,4%) have score 3, 11students (36,6 %) get poor category, 0 (0%) students get score 5 (excellent category), 0 (0%) students get score 4 (good category and 0 (0%) students get score 1 (very poor category).

Then shows about students' speaking English inside the classroom in grammar based on the table 4.7 is fair category with 21 students (70%) have score 3, 8 students (26%) get good category they have score 4 and just 1 students (4%) in very poor category, 0 (0%) students get score 5 (excellent category) and 0 (0%) students get poor category they have score 2.

Therefore it can be knows that the student grammar in speaking English outside the classroom to learn English in the classroom is fair category because grammar has many rules and students have difficulties in applying the correct grammar in speaking English.

From the result above the writer can conclude that grammar in speaking English outside and inside the classroom is fair category.

b. About pronunciation in speaking English outside and inside the classroom.

The result as described in table 4.4 that from table above shows about student's speaking English outside the classroom in pronunciation is poor category with 18 students (60%) have score 2 and 12 students (40 %) get poor category, 0(0%) students get score 5 (excellent category) and 0 (0%) students get score 4 (good category).

Then based on table 4.8 shows about students speaking English in the classroom in pronunciation is fair category with 18 students (60%) have score 3, 5 students (16%) get good category, they have score 7 (24%) in poor category, 0 (0%) students get score 5 (excellent category) and 0 (0%) students get score 1 (very poor categories).

Therefore it can be known that the students' pronunciation in the description comparison between speaking English outside and inside the classroom is fair category. Because English is quite difficult, the writing and the pronunciation of the word is different.

From the result above the writer can conclude that pronunciation in speaking English outside and inside the classroom is fair category.

- c. About comprehension in speaking English outside and inside the classroom.

The result as described in table 4.5 shows about that student's comprehension in speaking English outside the classroom is fair category with 23 students (76,6%) have score 3 and 7 students (23,4 %) get poor category, 0 (0%) students get score 5 (excellent category), 0 (0%) students get score good category and 0 (0%) students get 1 (very poor category).

Then based on table 4.9 shows about students comprehension speaking English inside the classroom is fair category with 23 students (76,6%) have score 3, and 7 students (23,4%) get good category, 0 (0%) students get score 5 (excellent category), 0 (0%) students get score 2 (poor category) and 0 (0%) students who got score 1 (very poor categories).

Therefore it can be known that the student comprehension in speaking English outside and inside the classroom is fair category, because students can understand easily the topic speaking English outside the classroom.

From the result above the writer can conclude that comprehension in speaking English outside the classroom to learn English in the classroom is fair category

2. Factors that Influence Student's Speaking English outside and inside the Classroom at the third Intensive Grade of Darul Hijrah Islamic Boarding School for Girls academic year 2013/2014. The factor defines in two types they are internal and external factors.

a. Internal Factor

1. Students Interest

Interest is important aspect in learning. Students who are very interested in a lesson would be easy to accept the lesson, and will try to achieve a good achievement in learning English.

From the table above 4.12 shows 20 students (66,6%) stated always attend the class and 10 students (33,4%) stated often attend the class. There is no one said seldom attends and never attends the lesson of English. From the table above 4.13 shows the answer from their conversation that 10 students (33%) stated very like English lesson, 15 students (50%) stated quite like of English lesson, 4 students (13%) stated less like with English lesson and 1 student (4%) stated said that she is dislike with English. Also the table 4.14 shows that student interested in attention English subject base on the answer of student that 10 students (33%) stated always attention in English subject, 15 students (50%) stated often attention, 5 students (17%) stated answer that seldom attention, and no one answers never attention.

So, the writer concludes that students' interest in English subject is large. It means students' interest have less effect on their ability in speaking because students' interest is large but their score ability is fair category.

b. External Factor

1. Students Activity

a. Students' activity in the classroom

Student activity in the classroom is very important to improve their ability in English.

Based on the table 4.15 shows those 10 students (33%) stated always making a note of record, 13 students (43%) stated often making a note of record, 7 students (24%) stated seldom making a note of record and 0 (0%) students answered that they never making a note of record. Also the table 4.16 shows 5 students (16%) stated always practicing English, 8 students (27%) stated often practicing English, 14 students (47%) stated seldom practicing English and 3 students (10%) never practicing English. Also the table 4.17 shows 5 students (16%) stated always practicing their pronunciation, 8 students (28%) stated often practicing their pronunciation, 12 students (40%) stated seldom practicing their pronunciation and 5 students (16%) never practicing their pronunciation. So, the writer concludes that the

students' activity in the school including fair category. It means students' activity have effect on their speaking English outside the classroom to learn English in the classroom because students' activity is fair category.

b. Students' activity outside the classroom

Based on the table 4.18 shows 2 students (6%) stated always practicing their speaking, 10 students (34%) stated often practicing their speaking, 18 students (60%) stated seldom practicing their speaking and no one students answer never practicing their speaking in daily activity in dormitory. Also the table 4.19 shows 0 (0%) students stated always using grammar, 3 students (10%) stated often using grammar, 21 students (70%) stated seldom using grammar and 6 students (20%) answer never using grammar in dormitory. Also the table 4.20 shows 7 students (24%) stated always repairing, 14 students (46%) stated often repairing, 9 students (30%) stated seldom repairing their pronunciation and no one students answer never repairing their pronunciation in speak English.

So, the writer concludes that students' activity outside of the school including fair activity, because students' activities are enough support, it makes students speaking English outside and inside the classroom in fair category.

2. Teacher's skill in teaching English

Teacher's skill in teaching English is very important. From the table 4.21 shows 10 students stated that teacher's explanation in English lesson is very clear (34%), 15 students (50%) stated that explanation is enough clear and 5 students (16%) stated that teacher's explanation in English lesson is less clear. No one answer stated that teachers' explanation is not clear. Also the table 4.22 shows 10 students (33%) stated that teacher always guidance in learning English, 13 students (45%) stated often guidance, 5 students (16%) answered sometime guidance and 2 students (6%) stated that teacher never guidance in learning English. Also the table 4.23 shows 18 students (60%) stated that teacher always motivate the students, 7 students (23%) stated that teacher often motivate, 5 students (17%) said that teacher sometimes motivate and no one students said that teacher never motivate in learning English process.

So, the writer concludes if teacher skill in teaching and learning English process including enough skillful. It mean that teacher's skill in teaching English have effect on students' ability in speaking, because teacher's skill in teaching English is skillful and student's score ability is fair category.

3. English Book that Owned by The Students

English book that owned by the students is very important for the students because it can help teacher and students in teaching and learning process. They are the students' ownership of dictionary and the students' ownership of the English book

Based on the table 4.24 shows all of the students stated they have and own English dictionary (100%). Also the table 4.25 shows all of the students of third Intensive have and own the English book is 30 students or 100%. So, the writer concludes that students have enough books and dictionary. It means English book that owned by students' have less effect on their ability in speaking, because English book that owned by students' is enough book, so students speaking English outside and inside the classroom in fair category.

4. School Environment

Based on the table 4.26 shows 6 students (20 %) stated that school facilities very support, 12 students (40%) stated that school facilities enough support, 8 students (26%) stated that school facilities less support, and 4 students (14%) stated that school facilities do not support in teaching and learning process. Also the table 4.27 known clearly that the students which is answered the dormitory environment

very support in English learning about 13 (43%), 7 students (23%) answered enough support and 10 students (34%) answered less support and no one answered does not support. Also the table 4.28 shows no one students (0%) stated that in exercise speaking learning English once a month, 30 students (100%) stated that exercise speaking learning English twice a month, and no one students (0%) stated that every month exercise speaking learning English in dormitory. So, the writer concludes environment school including enough support.

It means school environment have effect on their ability in speaking English outside the classroom to learn English in the classroom, because school environment is enough support and students speaking English outside and inside the classroom in fair category.

5. Family

Based on the table 4.29 shows 12 students (40%) stated that parents always motivate in English learning, 10 students (33%) answered that parent often motivate, 8 students (27%) answered that parent sometimes motivate and no one answered that parent never motivate at leaning speaking in English. So, the writer concludes family including enough support. It means family has effect on their ability in speaking; because family is enough support and it makes

students speaking English outside and inside the classroom in fair category.

6. Punishment

Punishment very supported for speaking English outside the classroom to learn English in the classroom. Examples of the punishment are memorizes vocabulary, writing essay, writing sentences and words but students speaking English outside and inside the classroom in fair category