

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Location

1. Brief History of MTs Raudhatussyubban Sungai Lulut

Establishment of MTs Raudhatussyubban started on the premise that in Sungai Lulut and the villages in the surrounding areas do not have a junior high school, while children who graduated from both in SD and MI quite a lot who want to continue their education.

At that time, three classes of MI Raudhatussyubban building were rehabilitated, the momentum was utilized to establish MTs Raudhatussyubban.

The desire was based on the expectation of a number of people around the areas to establish a nuanced religious secondary school.

On the initiative of the Sungai Lulut youth who was a student in IAIN Antasari, Muhammad Idris Haji Masykur who invited more friends negotiate how to take advantage of the three classes of rehabilitation, it was agreed to establish MTs Raudhatussyubban in the academic year 1985.

Since it was built until now there are two people having even taken hold to be headmaster in this school, they are Drs. M. Idris HM from first founding until 2009, and the second headmaster is Abdul Hakim, SHI from 2010 until now.

2. Description of School Facilities of MTs Raudhatussyubban Sungai Lulut

There are some school facilities of MTs Raudhatussyubban Sungai Lulut that can be seen on the following table:

Table 4.1 School Facilities of MTs Rudhatussyubban Sungai Lulut

No	Room	Number of Room	Condition
1.	Headmaster Office	1	Good
2.	Teachers Office	1	Good
3.	Classroom	13	Good
4.	Library	1	Good
5.	School Health Unit	1	Good
6.	Economic Enterprise	1	Good

3. The Description about Teacher, Administration Staffs, and Students at MTs Raudhatussyubban Sungai Lulut

a. Teacher

In Academic year 2012-2013 MTs Raudhatussyubban Sungai Lulut has 34 teachers. Based on the writer observation, this school has two English Teacher, they are Indy Rofina, S. Pd.I and Masrani,S.PdI. But the writer just takes one teacher who teach in seventh grade. The teacher is Masrani, S. Pd.I.

Indy Rofina was born in Banjarmasin on March, 31 1981 with background education S1 in IAIN, Tarbiyah Faculty, and English Department. She teaches in class VIII C, VIII D, IX A, IX B, IX C, and IX D. It is six classes.

Masrani was born in Banjarmasin, on May 29 1962 with background education S1 in IAIN, Tarbiyah Faculty, and English Department. He has been teaching 27 year in 1986. He teaches in Classes VII A, VII B, VII C, VII D, VII E, VIII A, and VIII B. It is seven classes.

b. Administration staff

MTs Raudhatussyubban Sungai Lulut has two administrations staff. They are M. Anshari and Muhammad Nor Aripin.

To know about the administration staff and employees 'condition at this school, it can be seen on the appendix 2.

c. Students

For the year 2012/2013, the total numbers of the students at MTs Raudhatussyubban Sungai Lulut are 457 Students. It consists of 166 from class VII, 144 Students are from class VIII, and 147 students from class IX. To be clearer about the students at MTs Raudhatussyubban Sungai Lulut it can be seen on the appendix 3.

B. Findings

It has described in the previous chapter, there are two statements of problem that have to be answered in this research. The first problem is about how the teacher uses English 900 (book one) in teaching and learning English and the second is how the students' speaking ability toward English 900 (book one) is. The data for the first problem is according to observation and interview and for the second problem is according to students' score of the test.

1. How does the teacher use English 900 (book one) in teaching and learning English?

Based on observation at the seventh grade of MTs Raudhatussyubban Sungai Lulut and interview to the English teacher, the researcher has got much information and experience about teaching and learning especially for teaching and learning English through English 900 (book one) at the seventh grade of MTs Raudhatussyubban Sungai Lulut.

According to the teacher, English 900 is used as supplementary material. The teacher does not use the book all the time when teaching English in the class. Usually the teacher uses English 900 (book one) after learning LKS book a week or more. It will take a week or more when the teacher uses English 900 (book one).

Based on the interview to the English teacher, English 900 (book one) is used because the students have difficulties in learning English. The teacher chose English 900 because the content of the book is about daily life conversation, the book introduces base sentences, and the book provides the easy words or sentences to the difficult words or sentences, as well as the book use patterns and drills.

Because of limited time, the researcher just observed one unit of English 900 (book one). The researcher took unit 6 because the teacher teaches the students that unit. For some information, the researcher writes base sentences of unit 1 to unit 6 as follow:

Unit 1 Greetings

1. Hello.
2. Good morning.
3. I'm John Smith.
4. Are you Bill Jones?
5. Yes, I am.
6. How are you?
7. Fine, thanks.

8. How is Helen?
9. She's very well, thank you.
10. Good afternoon, Mr. Green.
11. Good evening, Mrs. Brown.
12. How are you this evening?
13. Good night, John.
14. Good-bye, Bill.
15. See you tomorrow.

Unit 2 Classroom Expressions

16. Come in, please.
17. Sit down.
18. Stand up, please.
19. Open your book, please.
20. Close your book, please.
21. Don't open your book.
22. Do you understand?
23. Yes, I understand.
24. No, I don't understand.
25. Listen and repeat.
26. Now, read, please.
27. That's fine.
28. It's time to begin.
29. Let's begin now.

30. This is Lesson One.

Unit 3 Identifying Objects

31. What's this?

32. That's a book.

33. Is this your book?

34. No, that's not my book.

35. Whose book is this?

36. That's your book.

37. And what's that?

38. Is that a book?

39. No, it isn't.

40. It's a pencil.

41. Is it yours?

42. Yes, it's mine.

43. Where's the door?

44. There it is.

45. Is this book his?

Unit 4 Identifying Objects

46. What are these?

47. Those are books.

48. Where are the books?

49. There they are.

50. These are my pencils.

51. Where are your pens?
52. They're over there.
53. Are these your pens?
54. Yes, they are.
55. Those are mine.
56. These are your books, aren't they?
57. No, they aren't.
58. They're not mine.
59. These are mine, and those are yours.
60. Those aren't your pens, are they?

Unit 5 Identifying People by Occupation

61. Who are you?
62. I'm a student.
63. Who is that over there?
64. He's a student, too.
65. Is that lady a student?
66. No, she isn't.
67. Those men aren't students, either.
68. Am I your teacher?
69. Yes, you are.
70. That man is a teacher, isn't he?
71. Yes, he is.
72. Who are those people?

73. Maybe they're farmers.

74. Aren't they students?

75. I really don't know.

Unit 6 Introduction and Courtesies

76. What's your name?

77. My name is Jones.

78. What's your first name?

79. My first name is Bill.

80. How do you spell your last name?

81. Jones. J-O-N-E-S.

82. What's your friend's name?

83. His name is John Smith.

84. John and I are old friends.

85. Are you John's brother?

86. No, I'm not.

87. This is Mt. Jones.

88. How do you do?

89. Mrs. Jones, this is Mr. John Smith.

90. Very pleased to meet you.

The researcher did observations to know the use of English 900 (book one) in teaching and learning English. To know more about the observation can be seen as follow:

a. First Observation, on May 13th, 2013, class VII C

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students' condition.
- The teacher asked the students to remember what they already memorized.
- The teacher asked the students to read base sentences from unit 1 to unit 5 together.
- The teacher wrote the material (15 base sentences in unit 6) on the whiteboard.

The teacher said that the material was about Introductions and Courtesies.

- The students wrote the material on their notebook.
- The teacher explained about the material.

The teacher translated the base sentences and the students wrote the translation. The teacher used both native language and target language in the classroom.

- The teacher read the base sentences and asked the students to repeat after him.

The teacher asked the students to repeat several times. The teacher emphasized the difficult words or sentences. The teacher corrected students' mispronunciation by modeling the proper sounds in the target language.

- Then the teacher asked the boys to read the base sentences. After that the teacher asked the girls to read it.

- Then the teacher asked about the students' difficulties.
- The end of the class, the teacher asked the students to memorize the base sentences they already learned with the translation.

b. Second Observation, on May 14th, 2013, Class D

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students' condition.
- The teacher asked the students to remember what they already memorized.
- The teacher asked the students to read base sentences from unit 1 to unit 5 together.
- The teacher gave the copy of material unit 6 of English 900 (book one).

The teacher said that the material was about Introductions and Courtesies.

- The teacher explained about the material.

The teacher gave the students the copy of material unit 6 of English 900 (book one) which the base sentences were already translated by the teacher. The teacher used both native language and target language in the classroom.

- The teacher read the base sentences and asked the students to repeat after him.

The teacher asked the students to repeat several times. The teacher emphasized the difficult words or sentences. The teacher corrected students' mispronunciation by modeling the proper sounds in the target language.

- Then the teacher asked the students to read the base sentences individually.
- The teacher asked the students to translate '*Question and Answers*' without dictionary. They could see the translation of the base sentences as reference.
- Then the teacher asked about the students' difficulties.
- The end of the class, the teacher asked the students to memorize the base sentences they already learned with the translation.

c. Third Observation, on May 14th, 2013, Class B

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students' condition.
- The teacher asked the students to remember what they already memorized.
- The teacher asked the students to read base sentences from unit 1 to unit 5 together.
- The teacher gave the copy of material unit 6 of English 900 (book one).

The teacher said that the material was about Introductions and Courtesies.

- The teacher explained about the material.

The teacher gave the students the copy of material unit 6 of English 900 (book one) which the base sentences were already translated by the teacher. The teacher used both native language and target language in the classroom.

- The teacher asked the students to see on their copy of material about base sentences and then asked the students to read the base sentences and asked the students to repeat after him.

The teacher asked the students to repeat several times. The teacher emphasized the difficult words or sentences. The teacher corrected students' mispronunciation by modeling the proper sounds in the target language.

- Then the teacher asked the students to read the base sentences individually.
- The next teacher used chain drills. The teacher addressed the student nearest him with, 'What is your name?' The student, in turn, responded, 'My name is Rian Andika Tinungki.' The student understood through the teacher' gestures that he was to turn to the student sitting beside him and asked her name. The student, in turn, said her lines in reply to him. When she has finished, she asked the student on the other side of her. This chain continued until all of the students have a chance to ask and answer the question.
- Then the teacher selected three students to perform for the rest of the class. The teacher asked one of the selected students to introduce his friend.
- After that the teacher asked the students to see the next page '*Question and Answers*'.

The teacher asked the students to read after him.

- Then the teacher asked the students to translate ‘*Question and Answers*’ without dictionary. They could see the translation of the base sentences as reference.
- Then the teacher asked about the students’ difficulties.
- The end of the class, the teacher asked the students to memorize the base sentences they already learned with the translation.

d. Fourth Observation, on May 14th, 2013, Class A

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students’ condition.
- The teacher asked the students to remember what they already memorized.
- The teacher asked the students to read base sentences from unit 1 to unit 5 together.
- The teacher gave the copy of material unit 6 of English 900 (book one).

The teacher said that the material was about Introductions and Courtesies.

- The teacher explained about the material.

The teacher gave the students the copy of material unit 6 of English 900 (book one) which the base sentences were already translated by the teacher. The teacher used both native language and target language in the classroom.

- The teacher asked the students to see on their copy of material about base sentences and then asked the students to read the base sentences and asked the students to repeat after him.

The teacher asked the students to repeat several times. The teacher emphasized the difficult words or sentences. The teacher corrected students' mispronunciation by modeling the proper sounds in the target language.

- Then the teacher asked the students to read the base sentences individually.
- After that the teacher asked the students to see the next page '*Question and Answers*'.

The teacher asked the students to read after him.

- Then the teacher asked the students to translate '*Question and Answers*' without dictionary. They could see the translation of the base sentences as reference.
- Then the teacher asked about the students' difficulties.
- The end of the class, the teacher asked the students to memorize the base sentences they already learned with the translation.

e. Fifth Observation, on May 14th, 2013, Class E

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students' condition.
- The teacher asked the students to remember what they already memorized.
- The teacher asked the students to read base sentences from unit 1 to unit 5 together.
- The teacher gave the copy of material unit 6 of English 900 (book one).

The teacher said that the material was about Introductions and Courtesies.

- The teacher explained about the material.

The teacher gave the students the copy of material unit 6 of English 900 (book one) which the base sentences were already translated by the teacher. The teacher used both native language and target language in the classroom.

- The teacher asked the students to see on their copy of material about base sentences and then asked the students to read the base sentences and asked the students to repeat after him.

The teacher asked the students to repeat several times. The teacher emphasized the difficult words or sentences. The teacher corrected students' mispronunciation by modeling the proper sounds in the target language.

- Then the teacher asked the students to read the base sentences individually.
- After that the teacher asked the students to see the next page '*Question and Answers*'.

The teacher asked the students to translate '*Question and Answers*' without dictionary. They could see the translation of the base sentences as reference.

- Then the teacher asked about the students' difficulties.
- The end of the class, the teacher asked the students to memorize the base sentences they already learned with the translation.

f. Sixth Observation, on May 16th, 2013, Class D

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students' condition.
- The teacher asked the students to read base sentences from unit 6 together.
- After that the teacher asked the students to see the next page '*Substitution Drills*'.

The first drill the teacher leads was a single-slot substitution drill in which students will repeat a sentence from the dialog and replace a word or phrase in the sentence with the word or phrase the teacher gave them. This word or phrase is called cue.

The teacher began by reciting a line from dialog, 'Hello. What is your name? Are you a student?' Following this he said the phrase, 'a teacher.' He paused, then said, 'Hello. What is your name? Are you a teacher?'

From his example the students realized that they were supposed to take the cue phrase ('a teacher'), which the teacher supplies, and put it into its proper place in the sentence. The teacher said some phrase according to English 900 (book one).

And then the second drill the teacher leads was a multiple-slot substitution drill. This is essentially the same type of drill as the single-slot the teacher used. However with this drill, students must recognize what part of speech the cue word was and where it fitted into the sentence.

The teacher started off by having the students repeated the original sentence from the dialog, 'It is a pleasure to meet you, Mr. Smith.' Then he gave them cue 'I am pleased.' The students understand and produce, 'I

am pleased to meet you, Mr. Smith.’ The teacher said some cues according to English 900 (book one). The teacher said, ‘Very good’ when the students could answer the question correctly.

- Then the teacher asked about the students’ difficulties.
- Then the teacher asked the students to memorize the base sentences they already learned with the translation.

g. Seventh Observation, on May 21st, 2013, Class A

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students’ condition.
- The teacher asked the students to read base sentences from unit 6 together.
- Then the teacher asked the students to memorize the base sentences they already learned with the translation.

The students’ names are called randomly.

- At the same time, the teacher also asked the students to translate ‘*Substitution Drill*’.

h. Eighth Observation, on May 21st, 2013, Class E

The topic was introductions and courtesies

The procedure:

- The teacher greeted the students and asked students’ condition.
- The teacher asked the students to read base sentences from unit 6 together.
- After that the teacher asked the students to see the next page ‘*Questions and Answers*’.

The students were asked the meaning of the dialog in ‘*Question and Answers*’ individually.

There were some students that do not bring the copy of the material. As punishment the teacher asked those students to stand in front of the class.

- Then the teacher asked some students to read the base sentences in front of the class.
- Then the teacher asked about the students’ difficulties.
- After that the teacher asked the students to see the next page ‘*Conversation*’.

The teacher asked the students to translate ‘*Conversation*’ number one and two.

English 900 is used based on principles of Audio-Lingual Method. Based on observation, the researcher concludes some principles that the teacher applied when teaching and learning as follow:

Table 4.2 Result of Observation

No.	Observation	Principles
1	The teacher introduces a new dialog.	Language forms do not occur by themselves; they occur most naturally within a context.
2	The language teacher introduces the dialog by modeling it; at other times, he corrects mispronunciation by modeling the proper sounds in the target language.	One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.
3	The students repeat each line of the new dialog several times. When the lesson ends for the day, students are asked to memorize 15 base sentences.	Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.

4	The teacher corrects students' mispronunciation. The teacher also uses a repetition drill with this line.	It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.
5	The teacher initiates a chain drill in which each student greeted another.	The purpose of language learning is to learn how to use the language to communicate.
6	The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
7	The teacher says, 'Very good,' when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.
8	The teacher uses spoken cues.	Students should learn to respond to both verbal and nonverbal stimuli.
9	The teacher conducts substitution drills.	Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
10	When the students can handle it, the teacher poses the question to them rapidly.	Students should 'overlearn,' for example learn to answer automatically without stopping to think.
11	The teacher provides the students with cues; he calls on individuals; he smiles encouragement.	The teacher should be like an orchestra leader - conducting, guiding, and controlling the students' behavior in the target language.
12	New vocabulary is introduced through lines of the dialog; vocabulary is limited.	The major objective of language reaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.
13	Students are given no grammar rules; grammatical points are taught through examples and drills.	The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.

2. How is the students' speaking ability toward English 900 (book one)?

To know about students' speaking ability toward English 900 (book one), the researcher conducted a test on May 28th – June 1st 2013 at MTs Raudhatussyubban Sungai Lulut for 10 questions.

Based on the result of oral test of the seventh grade students of MTs Raudhatussyubban Sungai Lulut academic year 2012/2013, it is found the data that the highest score is 88 and the lowest score is 38. The accumulated score is 2832. The test result can be seen in this following table:

Table 4. 3. The Students' Test Result

Subject Number	Score
1.	88
2.	85,2
3.	83,6
4.	82,4
5.	82,4
6.	81,6
7.	80,4
8.	77,6
9.	75,6
10.	74,8
11.	73,2
12.	73,2
13.	72,8
14.	72,8
15.	72
16.	71,6
17.	71,2
18.	70,8
19.	70,8
20.	70,4
21.	70,4
22.	70
23.	69,6
24.	69,2
25.	68,4

26.	67,6
27.	66,8
28.	66,8
29.	64,8
30.	63,2
31.	62
32.	62
33.	60,8
34.	59,6
35.	57,2
36.	56,4
37.	50
38.	47,6
39.	46
40.	43,2
41.	42
42.	38

Table 4.4. The Frequency Distribution of the Students' Test Result and the Classification

No.	Score	F	%	Category
1.	0 - <50	5 students	11,90%	Very Low
2.	50 - <60	4 students	9,52%	Low
3.	60 - <70	11 students	26,19%	Fair
4.	70 - <80	15 students	35,71%	Good
5.	80 - 100	7 students	16,67%	Excellent
	Total	42 students	100%	

From the table above, it shows that the students' speaking ability toward English 900 (book one) based on its categories there are 5 students in very low category which the percentage is 11,90%, 4 students (9,52%) get the score 50-<60 (low category), 11 students (26,19%) who get the score 60-<70 (fair category), 15 students (35,71%) who get the score 70-<80 (good category) and there are 7 students (16,67%) who get the score 80-100 (excellent category).

To know the students' speaking ability toward English 900 (book one) of the seventh grade students in MTs Raudhatussyubban Sungai Lulut academic year 2012/2013, the researcher uses the mean as follows:

$$M = \frac{\sum X}{N} = \frac{2832}{42} = 67,43$$

Based on the data above, the total score is 2832 of 42 students. The mean score is 67.43 shows that the students' speaking ability toward English 900 (book one) of the seventh grade students in MTs Raudhatussyubban Sungai Lulut academic year 2012/2013 is categories into fair category.

C. Discussion

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

1. How does the teacher use English 900 (book one) in teaching and learning English?

The result from the observation can be seen on the table below:

Table 4.5 Result of Observation

No.	Observation	Principles
1	The teacher introduces a new dialog. It is 15 base sentences in Unit 6.	Language forms do not occur by themselves; they occur most naturally within a context.
2	The language teacher introduces the dialog by modeling it; at other times, he corrects mispronunciation by modeling the proper sounds in the target language.	One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.
3	The students repeat each line of the new dialog several times. When the lesson ends for the day, students are asked to memorize 15 base	Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the

	sentences.	learning.
4	The teacher corrects students' mispronunciation. The teacher also uses a repetition drill with this line.	It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.
5	The teacher initiates a chain drill in which each student greeted another.	The purpose of language learning is to learn how to use the language to communicate.
6	The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
7	The teacher says, 'Very good,' when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.
8	The teacher uses spoken cues.	Students should learn to respond to both verbal and nonverbal stimuli.
9	The teacher conducts substitution drills.	Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.
10	When the students can handle it, the teacher poses the question to them rapidly.	Students should 'overlearn,' for example learn to answer automatically without stopping to think.
11	The teacher provides the students with cues; he calls on individuals; he smiles encouragement.	The teacher should be like an orchestra leader - conducting, guiding, and controlling the students' behavior in the target language.
12	New vocabulary is introduced through lines of the dialog; vocabulary is limited.	The major objective of language reaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.
13	Students are given no grammar rules; grammatical points are taught through examples and drills.	The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.

From the table above, there are some principles did not occur when teaching and learning that the researcher observed. The first principle is ‘the native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.’ In teaching, the language teacher used both native language and target language in the classroom. To give meaning teacher translated the word into native language or asked students to look up in their dictionary.

The second is ‘the major challenge of foreign language reaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas his students will probably experience difficulty.’ The teacher did not do a contrastive analysis of the target language and the students’ native language in order to locate the places where his students will have trouble.

The next is ‘speech is more basic to language than the written form. The “natural order” - the order children follow when learning their native language - of skill acquisition is: listening, speaking, reading, and writing.’ The students did some written work with the dialog and the sentence drills. But, the teacher asked them to translate it into their native language. According to observation can be seen that the teacher also used Grammar Translation method when teaching English.

And the last is ‘language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.’ According to the observation, the teacher did not present information about culture. He taught based on what the content of the book is.

From the observation, the researcher concluded that the teacher used some of principles of Audio-Lingual method. The teacher also used Grammar Translation method. To support this statement, the teacher used native language and asked students to translate the dialog and the sentence drills into their native language.

Some techniques of Audio-Lingual method the teacher also used are dialog memorization, repetition drill, chain drill, single-slot substitution drill, and multiple-slot substitution drill.

2. How is the students’ speaking ability toward English 900 (book one)?

The presented data on the previous subchapter shows that there are 5 students in very low category which the percentage is 11,90%, 4 students (9,52%) get the score 50-<60 (low category), 11 students (26,19%) who get the score 60-<70 (fair category), 15 students (35,71%) who get the score 70-<80 (good category) and there are 7 students (16,67%) who get the score 80-100 (excellent category) with the total score is 2832 of 42 students. The mean score is 67.43 shows that the students’ speaking ability toward English 900 (book one) of the seventh grade students in MTs Raudhatussyubban Sungai Lulut academic year 2012/2013 is categories into fair category.