

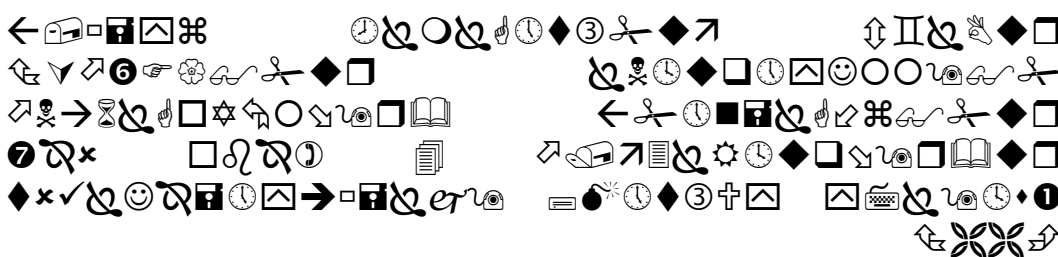
# CHAPTER I

## INTRODUCTION

### A. Rationale

Basically, every human being that born into the world always has a preference to communicate each other, individually or grouply. This preference had motivated them to create symbol or tool that used in communication. The symbol is named language. We do know that spoken language developed well before written language.<sup>1</sup> So, the language is a medium to express an idea, thought, opinion, wish and feeling. Language is a system communication by sound operating through the organ of speech and hearing among members of a given community, and using vocal symbol processing arbitrary conventional meaning.

There are many language used for communication to each other. It is related with the holy Al-Qur'an :



English is one of the languages used for communication in the world and it is the most popular. So that, in the field of education there are many scientific references or literature written in English. It can be found at libraries, mainly

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<sup>1</sup>George Yule, *The Study of Language an Introduction*, (Australia: Cambridge University Press, 1985), p. 1.

university or institutes. In this case, besides being as the international communication, English is also used as a scientific language.

English as the foreign language in Indonesia, it can be considered as the instrument to provide and develop science and technology, as well as art culture for the importance of national development. Because of English is one of the important language of the world society, thus, English in Indonesia is also looked as the important communication instrument to develop Indonesian relationship with other nation in the world.

Remember the function of English language is very important, so it is learned and taught at Indonesian Schools, from the junior high schools up to universities. Even the elementary schools, it has been taught since the latest year. This is purposed the students can master the language.

Speaking is the one of important things in English language, because with speaking we can do conversation with other people, as writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either four or five components are generally recognized in analysis of the speech process like pronunciation, grammar, vocabulary, fluency and comprehension.<sup>2</sup> But, in my thesis I will explain about speaking ability according to their grammar because to speaking well, we must know about grammar and with it our English will be good or more grammatical.

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<sup>2</sup>David P. Harris, *Testing English as a First Language*, (USA: McGraw-Hill Book Company, 1969), p. 81.

Some students in some Islamic Boarding School, grammar is not very important for them because the important one is that always speak English every day and each of them can understand what their friends say to him/her. H. C. Witherington and W. H. Burton, said that "The process of learning is doing, reaching, understanding, experiencing. The products of learning are all achieved by learner through his own activity".<sup>3</sup> But in Islamic Senior High School, it's more different, they are not too good in speak but they are more grammatical than Islamic Boarding School students.

Based on the prior observation of graduated Islamic Boarding School students and Islamic Senior High School Students at Tarbiyah Faculty IAIN Antasari Banjarmasin in the first semester, the writer perceives that the speaking ability of the graduated Islamic Boarding School students and Islamic Senior High School Students in IAIN Antasari Banjarmasin are different because they have different way or different rule in their school to make their speaking well.

To know more closely about their speaking ability, so the writer conducts a research on the title "THE COMPARATIVE STUDY OF STUDENT'S ABILITY IN SPEAKING BASED ON THEIR EDUCATIONAL BACKGROUND OF THE FIRST SEMESTER STUDENTS IN ENGLISH DEPARTMENT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2007/2008"

In this title, the writers try to research how the comparative study of English Department students about their speaking ability, because many people

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<sup>3</sup>Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 1997), p. 70.

say that the graduated students from Islamic Boarding School can speak English more fluently than Islamic Senior High School but less in grammar. On the contrary, the graduated from Islamic Senior High School Students are better in grammar but not to fluently in speaking. So, the writer interested to know those statements are that true or not, And to make this research clear, the writer will explain about the title.

**1. Comparative Study:** In English dictionary, we will find the word like compare, comparable, comparative, and comparison. The word compare its mean to consider people or things in order to find ways in which they are similar or different, comparable is a similar standard or size, that can be compared with somebody or something, comparative is the form of an adjective or adverb that expresses a greater amount, quality, size, etc, and comparison is an act of comparing.<sup>4</sup>

Suharsimi Arikunto said that: “*Penelitian komparasi pada dasarnya adalah penelitian yang berusaha untuk menemukan persamaan dan perbedaan, baik tentang benda, orang, prosedur kerja, ide, kritik terhadap orang, kelompok, terhadap suatu ide atau suatu prosedur kerja*”.<sup>5</sup>

So, the comparative study is a study between two object or subject that we want to know about the ability in each other, with some test or research.

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<sup>4</sup>Oxford University Press, *Oxford ESL Dictionary*, (New York: Oxford University Press, 2004), P.134

<sup>5</sup> Dr. Suharsimi Arikunto, *Prosedur Penelitian: suatu pendekatan praktek*, (

**2. Educational Background:** connected with or providing education is the meaning from educational and background is past experience, work, and type of education, and training, etcetera.<sup>6</sup> Educational background here is meaning the graduated school of students that writer makes to be sample in this research or past type of education of the students that is sample in this research. Educational background here divided in two things, they are:

a. Islamic Senior High School

Islamic religious school is same with *madrasaa*. The Arabic word *madrasa* (plural: *madaris*) generally has two meanings: (1) in its more common literal and colloquial usage, it simply means “school”; (2) in its secondary meaning, a *madrasa* is an educational institution offering instruction in Islamic subjects including, but not limited to, the Qur’an, the sayings (*hadith*) of the Prophet Muhammad, jurisprudence (*fiqh*), and law for senior high school students.<sup>7</sup>

So, the Islamic Senior High School is a school for senior students that input some Islamic subject in their learning and teaching.

b. Islamic Boarding School

Islamic Boarding School is “a school where some on all of the pupils live during the term”<sup>8</sup>. Islamic Boarding School is “A school in which pupils receive board and lodging as well as instruction”.<sup>9</sup> So, Islamic Boarding School Islamic students is an Islamic school that using a

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<sup>6</sup> *Ibid*, p. 43 and 217.

<sup>7</sup> www.Google.com, <http://HarounFazul/madrasass/2007/10/03>.

<sup>8</sup> Oxford University Press, *Op. cit.*, p. 70.

<sup>9</sup> www.Google.com, <http://Wordnet/DefinitionIslamicBoardingSchool/2003/P.1.7>

special place for their students learn while their school there, and this school usually called *Pesantren*.

Based on the some explanation, this research has purposes to know the comparative study between the graduated Student from Islamic senior High School and Islamic Boarding School Students in their Speaking ability like their grammar and how fluently their speaking English in Tarbiyah Faculty, English Department IAIN Antasari Banjarmasin.

### **B. Statement of the Problems**

Concerning with the topic, the problems in this study can be formulated as follows:

1. How student's ability in speaking is are based on their educational background in the first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008?
2. What are the Differentiates aspects of the students' based on their educational background in speaking ability of the first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008?

### **C. Reason for Choosing the Title**

There are some reasons make the writer to conduct this title, they are:

1. English is an International language that has become the main communication device in the field of science and technology; furthermore it is now widely spoken by many people in the world.

2. The speaking ability between the Islamic Boarding School Students and Islamic Senior High School students are different because it is depend on the rule of school.
3. Remind that speaking is one of the important skills in English. So, it is interesting to know about their ability in speaking.

#### **D. Purpose of the Research**

Based the problems above, there are two purposes that Writer has, they are:

1. To know the comparative in speaking ability between the graduated students of Islamic Boarding School and Islamic Senior High School based on their Educational Background.
2. To know the aspects that differentiates in the speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School.

#### **E. Significance of Study**

The results that are going to be achieved in this study are expected to:

1. This study can be information, consideration, and inputs for English Lecturers at IAIN Antasari Banjarmasin in improving education quality, especially Speaking Subject.
2. The result of this study can be information and comparison for the next researcher.
3. This study will enrich the writer's knowledge.

## **F. Organization of Content**

This study is divided into five chapters as follows:

The first chapter contains introduction that involves: rationale, statement of the problems, reason for adopting the title, purpose of the study, significance of study, and organization of contents.

The second chapter contains theoretical review on related field which involves the meaning of speaking, the function of speaking English grammatically, the differences between the graduated students from Islamic Boarding School and Islamic Senior High School Students in speaking ability.

The third chapter contains method of research which involves subject and object study, data and source of data, technique of data processing and data analysis, and research procedures.

The fourth chapter contains report of research result which involves general description about the object of study, presentation of data and data analysis.

The fifth chapter contains closure which involves conclusion and suggestion.



## BAB II

### THEORETICAL REVIEW

#### A. Language and Society

Language is a vital part of human activity. Through language humans can utilize forms of recorded or written expressions. It is the fundamental means by which ideas, thoughts, feelings and emotions are communicated. Through language, we know about history, and marvelous literature of our own and other cultures<sup>10</sup>.

Communication involves more than one person. One expresses ideas or thoughts speaking or writing, and others receive them through reading or listening. Effective communication depends entirely upon the knowledge of the language and its skillful use by all people involved<sup>11</sup>. Therefore, when someone speaks or writes he/she makes real their knowledge. Likewise a deaf person who uses gesture signs indicates that he/she makes real their knowledge of a language<sup>12</sup>.

Harry further stated the second purpose of language as a means of releasing tension or reacting to a specific personal incident. The third purpose of language, which is considered the most important one, is as a means of thinking. Thinking involves the mental manipulation of symbols, which represent certain meanings.

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<sup>10</sup>Andi Irlina, "*The Varieties of English Spoken in Kotabaru South Kalimantan*", Laporan Hasil Penelitian, (Banjarmasin: Perpustakaan IAIN Antasari, 2005), p. 10. Its not published.

<sup>11</sup>*Ibid.*, p. 10.

<sup>12</sup>*Ibid.*, p. 10.

A particular language such as English can be described by a grammar, which is made up of a set of rules and the stock of words, i.e. lexicon. The rules help us to understand aspects of a language clearly, such as syntax, morphology, semantics and phonology.

A Language is always the medium and sometimes the object of formal study at school. Therefore all of the activities done at school should use a language<sup>13</sup>. In short, language is something important for everybody to know, whether in spoken or written forms. Because it is the medium through which the manners, moral, and mythology of a society are passed on to the next generation and the basic ingredient in virtually every social situation.<sup>14</sup>

## **B. The Concepts of Language**

According to Mary Finocchiaro, there is definition of language, that is:

1. Language is mean by which results of human though and action is passed on.
2. Language is cultural product subject to laws and principles that are unique to it and partially reflective of general properties of the human mind.
3. Language is a system of arbitrary, vocal symbols which permits all people in a given culture or other people who have learned the system of that culture, to communicate or interact.<sup>15</sup>

According to Imam D. Djauhari, “Language is a means of communication”.<sup>16</sup>

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<sup>13</sup>*Ibid.*, p. 11.

<sup>14</sup>*Ibid.*, p. 11.

<sup>15</sup> Mary Finocehiaro, *English as a Second Language: From Theory to practice*, (New York: Regents Publishing Company Inc.1982), p. 3.

<sup>16</sup>Imam D. Djauhari, *Mastery On English Grammar*,(Surabaya: Penerbit Indah,1986), p. 7

According to FX. Surana:

*“Bahasa adalah alat manusia untuk menyampaikan buah pikiran dan perasaan serta keinginan pada orang lain dengan sistem tanda-tanda yang digunakan dan dinyatakan dengan sadar”*.<sup>17</sup>

From the definition above, writer can conclude that language is human instrument to express meaning, desire to other through out oral, written and sing consciously to get the previous goal.

### **C. English as an International Language**

English has been an international language for a long time. It has spread globally all over the world. It is found in every country in the world. It is also becoming the international language of printed information as well as electronic media such as television, radio, computer, etc.

In some countries English is a native language, in other countries it is a second language or a foreign language. About 350 million people in the world use English as a mother tongue or native language. Its why English called as an international language in the world.

#### **1. English as a Native Language (ENL)**

As it has been mentioned previously that the status of English may vary from country to country. It may the has function as a native language or a mother tongue, it may has the function as a second or an official language or it may has the function as a foreign language.

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<sup>17</sup>FX. Surana, *Ikhtisar Tata Bahasa Indonesia*, (Solo: Tiga Serangkai, 1960), p. 41

Most people in countries in which English function as a mother tongue or native language use English as the medium of daily communication. However, it is not always spoken in an identical manner. Many dialects exist in countries where English is a native language, distinguished by vocabulary, grammar or pronunciation differences.

The main communities of ENL speakers are the UK, USA, Ireland, Canada, Australia, New Zealand, Barbados, Jamaica, Trinidad, and New Zealand. Fisherman in wells, however, points out 10 countries in which English used as a native language<sup>18</sup>.

The Differences exist among the varieties of English mentioned above often lead to problems of intelligibility. Therefore, it is worth recognizing that many varieties of English exist all over the world, whether as standard or non-standard forms.

## **2. English as a Second Language (ESL)**

English as a second language may have the function as an official language, which is the language is used in law, government, education, business, and the media. Examples of countries in which English has the function as a second language include Botswana, Cameroon, Fiji, Gambia, Ghana, India, Lesotho, Liberia, Malawi, Malta, Mauritius, Namibia, Nauru, Nigeria, Philippines, Zimbabwe, Sierra, Leone, Singapore, South Africa, Swaziland, Tanzania, Western Samoa, and Zambia.<sup>19</sup>

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<sup>18</sup>*Ibid.*, p. 16.

<sup>19</sup>*Ibid.*, p. 16.

### **3. English as a Foreign Language (EFL)**

English as a foreign language may have a function as the first foreign language of education, the most important foreign language in tourism, business, media, and the language which is commonly used in students' text books. The countries where English has this function are China, Japan, France, Germany, Mexico, Israel, Indonesia, and all other countries where English does not function as a first or second language. English in these countries usually has no official status<sup>20</sup>.

### **4. Standardness and Non Standardness English**

#### **a. Standard English**

Standard English as proposed by McArthur (1998:115) has been associated for a long time with education and learning. Standard English is widely perceived and often defined as the speech and writing produced by educated people without adequate explanation of what is meant by the term "educated" people. What speakers of English are likely to agree with as being Standard English are closely related to two major norms. Received Pronunciation (RP) established in United Kingdom, and General American and Network Standard developed in the USA.

Received Pronunciation as the standard of English language was first known as Queen's English. The criteria for judging the Queen's English is not adequately available except that according to British and Irish people it is an accentless speech. The claim that Received pronunciation is the best model of pronunciation

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<sup>20</sup>*Ibid.*, p. 17.

is actually based on the fact that it is elitist and class-related as well as being spoken by educated people, but mostly on account that it is only truly non or supra regional accent of English in existence.<sup>21</sup> In simpler words, the standard of English according to RP view is that the accent that does not tend to any regional dialect or accent, but the accent which is characterized as belonging to England.

In the USA, a standard language is primarily marked by an accent which is closely referred to both General American and Network Standard. In this sense, the English used by newscasters in the “voice of America” could be considered as standard American English. According to Trudgill and Hannah, Standard English in the USA is the English which is widely taught to students of EFL and ESL in North America, e.g. English written and spoken by educated speakers in the USA and Canada including Latin American and other areas of the world.

Besides the two best-known homelands of English, e.g. United Kingdom and USA, English has also developed the status of Standard English in Asia and Africa. The existence of English on these two continents is heavily influenced by Australia English, New Zealand English, and South African English. An important point to keep in mind is in the fact that English in these two areas might be different from that of other areas.

#### **b. Non standard English**

Based on the description of standardness of English above, it seems that the definition of non-standard English would be very difficult to reveal. This is because the standardness of English it self does not have any formal authority.

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<sup>21</sup>*Ibid.*, P. 18

Cheshire in Trudgill suggests that the term non-Standard English refers to an accent that is not categorized as Received Pronunciation in the UK or General English in the USA.

#### **D. The Meaning of English Speaking Ability**

##### **1. The Urgency English**

In the year 2006 Speaking English language is very important in interaction orally. Now, many bonafide companies as private are property and government's property executing recruitments with requirement of employee's candidate can speak English. If we pay attention from the requirements, it is very important for us to master English language skill. We can comprehend, because the good company will develop the effort too foreign and inter-states interaction will not quite of the English Speaking Ability, and with it we also have to associate with foreigner who uses English. The efficacy of inter-states cooperation can base on into the interaction in using the English conversation.

Speaking ability of English in interaction orally, will make us as a host in our country, we will be able to present the information about the beauty, and the unique, the place of tour, friendliness, several of nation's cultures and our developments that we have reached. So that, the cooperation opportunity of economic, politic and culture social will be affecting positively for new employment field will open widely, all these we get because we fluently associate and converse English, and which like lies exploit this opportunity is people who can associate to use the English.

The urgency of English in interaction is world window up to profession efficacy, communication, the human resource development and technologist in all areas.

Now global atmosphere has felt progressively and emulation in getting the job opportunity is tightened. Many opportunities and chances to be grabbed by people who have prepared their selves in English communication. It has common, young people graduated Islamic Senior High School and Islamic Boarding School have to be able to communicate by English language. In GBPP English book SMP/MTs/SMA/MA/SMK year of 1994, barely expressed that purpose instruction of English language is for communications international orally, this designate that English is very important in interaction, because clever people can be able to communicate in English, so easy for him to associate with whom, but some people feel difficult to associate with the other, because unable to communicate with the other people.

The document also expresses that student who study the language in the reality is learning to communicate with using the language which is been studied. However in reality, have not enough many graduates capable to do it yet, this of course very concern. Because young people are not ready to anticipate the emulation, students claimed to see to the future, eclectic and have a reliable human energy. This factor that must to be needed to support by speaking ability in English. However, many opportunities to develop the resource into many states are not exploited only course of interaction where we have do not skillful to converse in English. But students don't be despair, hopefully tomorrow day



speaking English is better than today, because English is very important in interaction, even as a friend of humanity, and a friend of the world, and job opportunities wait for us when we associate and communicate in English.

## 2. The Concepts of Ability

The word of ability is from able that means “having enough power, skill or resources to do something”. The meaning of ability is “the condition of being able to do or to accomplish skill in doing”.<sup>22</sup>

Anderson defined ability as “(1) the power, strength or knowledge to do something, (2) a skill or talent”.<sup>23</sup> In Oxford Advanced Learner’s Dictionary the definition of ability is “the mental or physical power or skill that makes it possible to do something”.<sup>24</sup>

According to Hadari Nawawi, ability consists of two kinds, that is:

*Kecakapan nyata (achievement) atau aktual ability dan kecakapan potensial (capacity) atau potential ability. Jadi kecakapan nyata adalah kemampuan seseorang yang dapat mengerjakan, sedang kecakapan potensial yang disebut kapasitas yakni kemampuan yang masih belum nyata atau mungkin, sehingga seseorang dapat belajar mengerjakannya.”*<sup>25</sup>

In the other meaning, ability can be said as a skill is: “ability is sufficient power, capacity (to do something), legal competence (to act); cleverness, talent, mental power, undoubted ability; his manifold abilities.”<sup>26</sup>

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<sup>22</sup>Noah WEBSTER, *Webster’s Elementary Dictionary*, (New York: William Collins Publishers, 1980), p. 2.

<sup>23</sup>Sandra Anderson and Kay Cullen, *Chambers Student’s Dictionary*, (Singapore: SNP, 1986), p. 1.

<sup>24</sup>Oxford University Press, *Op. cit.*, p. 1.

<sup>25</sup>Hadari Nawawi, *Metode Penelitian Sosial*, (Pontianak: Gajah Mada University Press, 1983), p. 28.

<sup>26</sup>M. E. Suhendar and Pien Supiah, *Mata kuliah MKDU Bhs. Ina*, (Bandung: Pioner Jaya, 1992), p. 5.

From some definition above, the writer concludes that ability is individual power or skill in doing something well by using knowledge or skill owned. So the ability on speaking can be meant the power or skill required to master in speaking English.

### **3. The Concepts of Speaking**

An especial purpose in conversing is to communicate with the others. So that can submit the effective information, the speaker should really comprehending of speaking content, beside have to be able to evaluate his effect of communications to hearer, so not only what does to speak it, but how is to tell it.

#### **a) Pronunciation Ability**

##### **1) Pronunciation Accuracy**

A speaker has to accustom to use the words or language sounds correctly. Pronunciation of the language less precisely can lessen attention of hearer even can generate misunderstanding.

##### **2) Appropriate Intonation Sentence.**

According to intonation will represent the separate fascination in conversing, even can become determinant factor of effectiveness converse. Although the problem discussed not interest if told with appropriate intonation will generate the fascination, so that the hearer can interested in.

##### **3) Loudness of Voice**

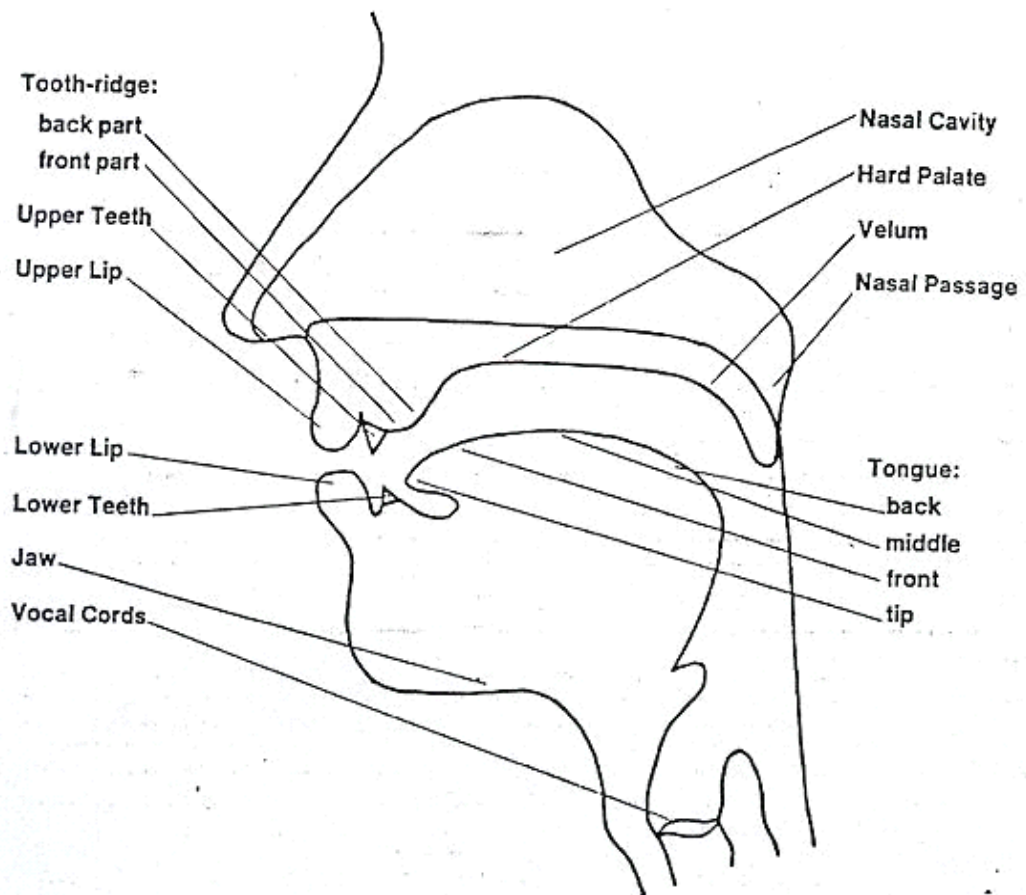
Level loudness of voice adapted by the situation, place and amount of hearers. Speaker voice has to can arrested and heard by all hearers.

#### **4) Fluency and the Gift of the Gab**

The speaker talking fluently, it is of course will facilitate the hearer comprehend the discussion content, on the contrary, the speaker by snatches will result the lack of understanding of hearer. Of course the discussion becomes less fluent.

Picture 2.1 The Physiology of Pronunciation

# The Organs of Speech



**b) Mastery of Vocabulary**

Vocabulary is one of important component in learning English, student's English skill depends on the owned vocabulary. More vocabulary they have, easier for them to communicate in English. In English learning process must be emphasized on the student's. English vocabulary can be mastered if the teacher wants to be successful in teaching English. However it does not mean that the other components are neglected.

Accuracy of word choice (diction) in conversing also can influence the fluency of communications. The right word choice (Quip), also the meaning with immeasurable and recognized by the hearer, will be more draw and easy to comprehended.

How many new words can be taught by English teacher for every one lesson? This is depending on the student's ability for every stage. Finocchiaro mentioned "children of eight or nine may learn four or five; secondary school student may learn fifteen or twenty; while highly motivated university student may absorb thirty or more words".<sup>27</sup>

**c) Mastery of structure sentence**

This matter concerning usage of sentence. Usage of effective sentence will be easy for the hearer catches and comprehend. Effectiveness also influenced by used sentence-saying formation. Effective sentence is to be expected hit the target, so that can generate influence, leave the message, or generate the effect.

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<sup>27</sup>Mary Finocchiaro, *English as a second Language: From Theory to practice*, (New York: Regents Publishing Company Inc, 1982), p. 73.

**d) Mastery of listening Comprehension**

Speaking activity in this case can be said the conversation, is activity of communications of two direction, because in it are both sides, that is speaker and listener. Both parties determine effective or not the activity.

Especial purpose of speaking is to communicate, the speaker submit the discussion effectively mean to comprehend his discussion content. He speaks so that his mind is owned by the others; because speaker wants the hearer will correct and listen his discussion. In this case, the hearer should ready to hear and comprehend what he listened, so that happened the effective communications.

**E. The Quick Trick to Master and Converse English**

The people use various ways to can speak English. For example, for all students to get the high result, for student of university can comprehend the English literature, for worker can get the work craved, for viewed as the literate people, for duty learn in foreign country, to extend the effort beyond the country, to communicate with tourist foreign countries, etc. But final purpose according with the era growth is mastering of speaking English.

In learning theory that developed by some experts, learning the structure only as a monitor means to the language used it. Its function as a means to repair someone's language. By having structure, which has been studied, the speaker will be safe to converse. Unhappily, when he converses, usually the speaker has no time to repair the language that he said, because his time is briefest. In conversing is needed the spontaneity like: vocabulary, phrase and the sentence that used is not good from uttering facet, the sentence pattern and its verb form.

However, if the information understandable [comprehensible] by opponent speak precisely, it's meant that the conversation activity have succeeded.

The greatest of men and women have gone through this harrowing experience. The fear of speaking is rated as only second to the fear of snakes and before the fear of dying. Most of it is stereotypical. People who can speak in the presence of many people are considered to be smart, intelligent and outgoing; whereas those who prefer to be quiet are considered to be not very intelligent. Effortless ability to speak is construed as smartness. This is not so. Your intelligence has got nothing to do with your public speaking verve.

It's all in the attitude. Once you can make yourself believe it's no big deal. Just, don't give your mind to scary speculations. Be yourself, be clear of your words, and try to like people sitting in front of you.

Here is the quick way to master speaking ability in English from writer's perception, there are the ways:

1. Because we tend to more concentrate into the language form/like correct utterance, correct information, and correct language.
2. The function of language like apologizing, asking to help, expressing the agreement, giving the suggestion, and others are especial purpose of people have language, it's exactly overruled. Even some one has mastered the structure well and correctly.

Directly, it will be able to functioned in every day actively, but this opinion entirely is not true. At the present time, society learn the language generally more tend to converse verbally, people tend to use the simple and brief

sentences but the meaning and vocabulary is easy to be understood. People learn the language perfectly and concentrate on the function and forms, his expectation are can speaks English perfectly. The perfection is meant in structure, in sentence pattern, utterance, intonation, vocabulary and others. Truly, the perfection functioned the language will be supported by domination perfection of his language form. But, is there any perfect in this world? So far, there is no research guarantee that the people master the structure sveltely, will be able to use the knowledge in conversing. Specially converse the English orally.

Other constraints are not available the opportunity to exercise, this constraint become harder caused by ascription that English-speaking with work friend in office just for to be swank. Actually, using the English in office business will slow down the solution. But this constraint can be overcome if we say “When there is a will there is a way”.

The fast way to master and be able to converse English are:

1. The practicing conversation result will be maximally if our friend has ability and knowledge of good structure in order to we can ask about the long we use.
2. Make a habitual to read the English books, hear the radio that use English, and watching television that has English program also will help us to master English.
3. Many new sentence pattern and new vocabularies can be obtained from various information media and communication through acuties. In society we often hear “coffee morning English club”. And “English conversation club”.



And courses by training conversation of English language. “Practice makes perfect”, proverb word.

4. Grow the self confidence feel. And don't be worry to make mistake of structure, this mistake not always make the people do not want to converse English, but as for as he doesn't results misunderstanding or broken of communications. Expert of some sciences growth of language there is an opinion that the language's mistake have made by student, exactly is fore runner the happening of growth in their learning.
5. Learning by doing. At the same time use our language, which has studied, we will be able to repair its structure, we can repair the mistake if we have much time to contemplate or monitor back to word, fares and the sentence we say. “You learn from your lesson” aphorism word, opponent speaks usually agreeing our question or sentence wisely, maybe we don't feel the correction.
6. More concentrate on efficacy forwarding of information to talking opponent, if talking opponent understand what we say, from our communications facet have succeeded. Concentrate on the structure exactly will pursue fluency communicate, because before talking, early the speaker have to choose the utterance, expression, vocabulary, sentence pattern, and other language elements which assumed precise very correct. This matter can result petal of communications, because talking opponent might not patient to wait and leave him.
7. Speak comprehensible and have a meaning, in meaning is not simply memorizing the sentence patterns or selected question. Which really wish the

answer and forgiveness utterance when we really using the natural language. Which at the same time will push the happening the communications of two directions, this situation will take place naturally, if was difference information gap that we have, with the information owned by our talking opponent.

8. Accustom our self always speaking English language every day, even with family, in school, in office with workers, the things the above is true in order to add someone ability in English.

The greatest of men and women have gone through this harrowing experience. The fear of speaking is rated as only second to the fear of snakes and before the fear of dying.

But, most of it is stereotypical. People who can speak in the presence of many people are considered to be smart, intelligent and outgoing; whereas those who prefer to be quiet are considered to be not very intelligent. Effortless ability to speak is construed as smartness. This is not so. Your intelligence has got nothing to do with your public speaking verve.

It's all in the attitude. Once you can make yourself believe it's no big deal, you can speak in front of 10s, 100s, 1000s of people. Just, don't give your mind to scary speculations. Be yourself, be clear of your words, and try to like people sitting in front of you.

Beside the explanation about the fast way to master and be able to converse English, here are a few tips that you can use to improve your speaking skills. They are:

1. Why do you want to speak?

Once you know why you want to speak, your confidence gets a boost. Is it important for your business? Is it important for your job? Are you pursuing a noble cause that you want to promote through your speech? Do you want to join politics in the near future?

Think hard why you want to speak and write it down on a piece of paper and then read it again and again. Is it worth taking the risk (the word “risk” is misplaced here, but I’m trying to drive in a point)? If you find yourself saying “yes”, then half the battle is won.

2. Make your intentions clear assertively

You, on your own, become assertive once you know why you want to speak. Put emphasis on your words, but don’t over-do it. I remember attending a workshop where an e-learning expert was giving a presentation. She was so assertive that in a few minutes she became a nuisance and everybody was feeling awkward and funny.

3. Make eye contact

Look in the eyes of your audience. Try to make as much eye contact as possible. It will put you at ease. It also shows whatever you are saying you are saying it with a conviction.

4. Be flexible

To keep yourself in a relaxed state, keep your body flexible. Don’t stiffen your shoulders, arms and legs. Take deep breaths. Imagine a soothing beam of

white light permeating your limbs and feel its serene touch from within. Does it sound superfluous?

#### 5. Use questions

Asking questions makes your speaking session interactive. Get their input. You begin to converse with your audience and this makes you comfortable. You strike a friendly note and your audience no longer seems intimidating. Most precarious issues in the international politics have been resolved through two-way communication.

#### 6. Posture well

Use your posture and body language to your advantage. A few points above I had mentioned that you should keep your limbs relaxed while talking. A relaxed posture is a good posture.

#### 7. Listen

If you listen well, then you speak well. All good speakers are good listeners too. If you listen, you know what other people are thinking of. By listening, you gauge the atmosphere in the room and adjust yourself accordingly.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Subject and Object of Research**

##### **1. Subject of Research**

The subject of this research is 57 students in the first semester of English department IAIN Antasari Banjarmasin academic year 2007/2008. 28 students from Islamic Senior High School and 29 students from Islamic Boarding School Students.

##### **2. Object of Research**

The object of this research is the English Speaking Ability in the first semester of English department IAIN Antasari Banjarmasin Academic year 2007/2008, and the aspect that influence their English speaking ability.

#### **B. Data and Source of data**

##### **1. Data**

###### **a. The primary data consists of**

- 1) the data of the comparative students' educational background in speaking ability of the first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008, which contains:
  - a) The comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin.

- b) The aspects that compared in speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School at first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008.

**b. Secondary Data**

- 1) A brief history of English Department in IAIN Antasari Banjarmasin.
- 2) Description about teachers, student's Educational background, and administration staff condition.

**2. Source of Data**

- a. Respondents: 57 college Students from different educational background at the first semester in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008, who become the subject in this research.
- b. Informant: English lecturer, college students at the first semester in English Department and Administration staff.

**C. Technique of Data Collection**

The method of data collection in this study is as follow:

**1. Oral test**

Through this way, the writer directly makes communication and do oral test with the subject of data and they are twenty graduated Students from different educational background of the first semester in IAIN Antasari Banjarmasin. In

This test the writer use some question about anything like their daily activities, their family, etc.

## **2. Interview**

Beside that the writer does interview with the lecturer, and administration staffs to obtain data that related to the primary or secondary data.

## **3. Observation**

This technique is used to observe directly the Comparative Studies of students' educational background in speaking ability of the first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008, and it is also used to observe the related data in this research

## **4. Documentary**

This technique is aimed at looking for all written reports for documents which perhaps keep any detailed data about teachers, students, administration staff, and college facilities and so on.

### **D. Technique of Data Processing and Data Analysis**

#### **1. Technique of data processing**

##### **a. Editing**

This technique is used in the purpose of reexamining all the collected data to make certain whether they are already complete or not.

##### **b. Coding**

The writer classifies all data that had been edited before, in accordance with the kinds and matters by making certain codes on all collected data.

**c. Frequency Computation**

After those data are coded properly and classified, then each answer given by the respondents is tallied soon.

**d. Tabulating**

The writer tabulates all the collected data based on the frequency computation by using the formula of Sujiono.

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage of data

F = Frequency of answer

N = Total number of respondents who answer.

**c. Interpretation**

The writer interprets the collected data by using the following categories:

80 < 100 = Excellent

60 < 80 = High

40 < 60 = Fair

20 < 40 = Low

0 < 20 = Bad



## 2. Data Analysis

After all the collected data have been processed, then the writer analysis them by descriptive qualitative analysis, and make conclusion by using the “t” or “t” test formula of Anas Sudijono:<sup>28</sup>

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The application way to use students “t” or test “t” or (to) code formulas:

- a. Looking for Mean Variable X (Variable I), as follow the formula:

$$\bar{X} = \frac{\sum X_1}{N_1}$$

- b. Looking for Mean Variable Y (Variable II), as follow the formula:

$$\bar{X} = \frac{\sum X_2}{N_2}$$

- c. Looking Standard Deviation for Variable I, as follow the formula:

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

- d. Looking Standard Deviation for Variable II, as follow the formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N_2}}$$

- e. Looking Standard Error for Mean Variable I, as follow the formula:

$$SE_{MX} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

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<sup>28</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: CV Rajawali, 1987), p. 297-299.

f. Looking *Standard Error for Mean Variable II*, as follow the formula:

$$SE_{MX} = \frac{SD_2}{\sqrt{N_2 - 1}}$$

g. Looking *Standard Error for Comparative Mean Variable I and Mean Variable II*, as follow the formula:

$$SE_{M_x - M_y} = \sqrt{SE_{M_x^2 - M_y^1} + SE_{M_y^2}}$$

h. Looking  $t_0$ , as follow the formula :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Explanation:

$t_0$  = Students “t” or “t” test.

$M_x, M_y$  = Average number of Mean Variable I, and Average number of Mean Variable II.

SE = Standard Error

N = Number of Cases

$\Sigma X, \Sigma Y$  = Total of multiplying every interval frequency.

$SD_x, Sd_y$  = Standard deviation of Variable I, and Standard deviation of variable II.

Table 3.1 Data, Source of Data and TDC (Technique of Data Collecting)

No	Data	Source of Data	TDC
1	<p>The Comparative Studies of students' educational background in speaking ability of the first semester students in English Department IAIN Antasari Banjarmasin Academic Year 2007/2008 which contains:</p> <p>a. The Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin. To know the compare, so writer do some research to know :</p> <ol style="list-style-type: none"> <li>1. Student's ability to answer the question in English.</li> <li>2. Student's ability to make the question in English</li> <li>3. Student's ability of English pronunciation.</li> <li>4. Student's ability in expressing their mind in English.</li> </ol>	<p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p>	<p>oral test</p> <p>Oral test</p> <p>Oral test</p> <p>Oral test</p>
	<p>b. To know the aspects that differentiates in speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School.</p>	<p>Students</p>	<p>Interview/ observation</p>
2.	<p>Secondary Data</p> <p>a. A brief history of English Department in IAIN Antasari Banjarmasin.</p> <p>b. Description about teachers, student's Educational background, and administration staff condition.</p>	<p>Head of English Department/ Document.</p> <p>Students, Administration staff / Document</p>	<p>Interview/ Documentary</p> <p>Interview/ Documentary</p>

## **E. Research Procedure**

Some step that are passed though in this research, they are:

### **1. Preliminary Step**

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's advisor.

### **2. Preparatory Step**

- a. To hold a seminary on this search proposal.
- b. To ask dean of Tarbiyah Faculty for written mandate to conduct research.
- c. To make data instrument.
- d. To give written Mandate to conduct research to the research location.

### **3. Research Step**

- a. To conduct all respondents and information that are need to obtain the data.
- b. To collect data.
- c. To process in the procedural way, then analyze them properly.

### **4. Organization step**

All the obtained data are complete, the writer soon organize them in the form of this study based on continual guide and consultation with the writer advisor. After that, this study is approved and ready to examine in the opening form.

## **CHAPTER IV**

### **REPORT OF RESEARCH RESULT**

#### **A. Description of the Research Location**

##### **1. The brief History about Antasari State Institute for Islamic Studies Banjarmasin**

The research has been done at Antasari State Institute for Islamic Studies Banjarmasin. It is located at Jl. A.Yani, Km. 4,5 East Banjarmasin, Banjarmasin Regency.

The position of the Institute is described as follows:

- a. The north of the Institute to the house of resident
- b. The south of the Institute to the house of resident
- c. The west of the Institute to the house of resident
- d. The east of the Institute to the house of resident

This Institute is located on a strategic position. The Institute can be got easily because it nearly enough to the street of province and street regency. It is also located in the central of province.

Antasari State Institute for Islamic Studies Banjarmasin has 4 Faculties which each faculty has various majors. Furthermore it can be seen in the following table.

Table 4.1 Faculties, Major/Study at Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2007/2008

No	Faculty	Major	Educational Grade
1	Tarbiyah	Pendidikan Agama Islam (PAI)	S1
		Pendidikan Bahasa Arab (PBA)	S1
		Tadris Bahasa Inggris (TBI)	S1
		Tadris Matematika (TMTK)	S1
		Kependidikan Islam (KI)	S1
		- Prodi AMPI (adm/manaj. Pend. Islam)	S1
		- Prodi BK (Bimbingan Konseling Islam)	S1
Program Akta IV	S1		
2	Syari'ah	Akhwal Al Syakhshiyah (AS)	S1
		Muamalat (MUA)	S1
		Perbandingan Hukum Dan Madzhab (PHM)	S1
		Siyasah Jinayah (SJ)	S1
		Perbankan Syari'ah	D3
3	Ushuluddin	Perbandingan Agama (PA)	S1
		Tafsir Hadits (TH)	S1
		Aqidah Filsafat (AF)	S1
4	Dakwah	Komunikasi dan Penyiaran Islam (KPI)	S1
		Bimbingan dan Penyuluhan Islam (BPI)	S1
		Pengembangan Masyarakat Islam (PMI)	S1

Antasari State Institute for Islamic Studies Banjarmasin is led by a rector who is helped by three rector deputies and each faculty is led by a dean. The following table is described about it:

Table 4.2 Leader of Antasari State Institute for Islamic Studies Banjarmasin

No	Name	Position
1	Prof. Dr. H. Kamrani Buseri, MA	Rector
2	Drs. H. Akh.Fauzi Aseri, MA	Deputy Rector 1
3	Drs. H. Ridani Fidzi, M.Pd	Deputy Rector 2
4	Dra. Hj. Masyitah Umar, M.Hum	Deputy Rector 3
5	Drs. H. Syaifuddin Sabda, M.Ag	Dean of Tarbiyah Faculty
6	Drs. H. Fahmi Al-Amruzy, MH., M.Hum	Dean of Syari'ah Faculty
7	Dr. H. A. Athailah, MA	Dean of Ushuluddin Faculty
8	Drs. H. Mukhyar Sani, MA	Dean of Dakwah Faculty

## 2. The brief History about English department of Tarbiyah Faculty

English Department of Tarbiyah Faculty has been accredited on July 22<sup>th</sup>, 2000. The reality shows that English Department is the most favorite major at Tarbiyah Faculty. The number of students increases every year. Based on the number of students who enroll approximately 200 candidates for every year, however, only 35% could be accepted at English Department. Besides, the input of student candidates is relatively heterogenic; they are not only from Islamic Senior High School, Islamic Boarding School, but also General Senior High School. They tend to choose general major because of their skill.

Based on *Buku Kenang-Kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department was found in 1984 with the first head Drs. H. Abdul Kadir Munsyi, Dipl. Ad. Ed and the secretary Drs. H. Ahdi Makmur, M.Ag, and then Drs. H. Syarifuddin Syukur, MA as the head of English Department with Drs. H. Ahdi Makmur, M.Ag as the secretary and was closed in the academic year of 1988/1989. Then in academic year 1997/1998 it had been opened for the second time and named English Department, which was led at that time by Drs. H. Ahdi Makmur, M.Ag and Drs. Saadillah as the Secretary of the Department, and then the secretary is substituted by Drs. H. Husnul Yaqin, M.Ed. But, since 2003, the secretary in English Department was Dra. Hj. Wardah Hayati. Then, In September 2005 until October 2006, the head of English Department is Drs. H. Isa Anshari, MZ, and Dra. Nida Mufidah, M.Pd as the secretary. Because Drs. H. Isa Anshari MZ passed away, so the head of English Department has been changed by Drs. Anang Syaifuddin, since January 2007 and Dra. Nida Mufidah, M.Pd still as the secretary, but on September 2007 he resigns from the position, because he is very busy. So, there is no head of English Department and Now, as a secretary in English Department, Dra. Nida Mufidah, M.Pd that must handle many problems in English Department.

The main purpose of this Department is to participate in developing this country, especially in educational world. It is based on the facts, which still many Islamic Schools without English teacher who has educational background of English. Thus, Tarbiyah Faculty in this case, English Department has a responsibility to provide English teacher.



Curriculum that is used in this department contains 160 SKS, which covers institute subject, Faculty subjects and major subjects. It takes about four years in finishing the study.

English Department has 26 lecturers from many different educational background and university graduated. Here is the data about lecturers of English department.

Table 4.3 Description of English Department Lectures of Tarbiyah Faculty of IAIN Antasari Banjarmasin Academic Year 2007/2008

No	Name	Status
1.	Drs. Syarifuddin Syukur, M.A.	Head of Lector
2.	Drs. H. Husnul Yaqin, M.Ed	Head of Lector
3.	Drs. Anang Syaifuddin, MA	Head of Lector
4.	Drs. H. Bahransyah L. Satha	Head of Lector
5.	Drs. H. Ahdi Makmur, M.Ag	Head of Lector
6.	Drs. H. Abd. Kadir, M.Dip.Ad.Ed	Head of Lector
7.	Drs. Syaiful Bahri Djamarah, M.Ag	Lector
8.	Dra. Nida Mufidah, M.Pd	Lector
9.	Dra. Hj. Wardah Hayati	Lector
10.	Dra.Dina hermina, M.Pd	Lector
11.	Drs. Saadillah	Lector
12.	Nur Laila kadariyah, S.Ag	Assistant
13.	M. Noor Effendi, S.Ag., S.S	Assistant
14.	Nani Hizriani, S.Pd	Lecturer

No	Name	Status
15.	Rusnadi, S.Pd.I	Lecturer
16.	Rahmila Murtiana, S.S	Lecturer
17.	Ridha Fadillah, S.Pd	Lecturer
18.	Anasabiqatul Husna, S.S	Non permanent
19.	Mujiburrahman, M.A	lecturer
20.	Raida Asfiana, S.Pd	Non permanent
21.	Dra. Andi Irlina, M.Hum	lecturer
22.	Mutia Nailly, M.Hum	Non permanent
23.	Drs. H. Fahmi	lecturer
24.	Drs. Said Ahmad, S.Pd.I	Lecturer
25.	Mahdarianata, M.Pd	Lecturer
26.	Pahriadi,S.Pd	Lecturer

The Description about English lecturer above is all lecturers that teach in English Department which included permanent and non permanent lecturer. Permanent lectures are lecturers that always or still teach in English department continuously. Non permanent lectures do not continue in teaching at English Department, the lecturer can teach in other faculties and other universities. Here are the special lecturers or permanent lecturers that teach at English Department in Tarbiyah Faculty IAIN Antasari Banjarmasin are:

Table 4.4 The Description of Special Lectures of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin Academic Year 2007/2008

No	Name	Status	Education
1.	Drs. H. AHDI MAKMUR, M.Ag.	Permanent Lecturer	S2 IAIN Syarif Hidayatullah
2.	Drs. H. SYARIFUDDIN SYUKUR, M.A.	Permanent Lecturer	S2 Pakistan
3.	Drs. H. HUSNUL YAQIN, M.Ed.	Permanent Lecturer	S2 Australia
4.	Drs. ANANG SYAIFUDDIN, M.A.	Permanent Lecturer	S2 USA
5.	Drs. SAADILLAH	Permanent Lecturer	S1 IAIN Antasari
6.	Drs. SYAIFUL BAHRI DJAMARAH, M.Ag	Permanent Lecturer	S2 IAIN Antasari
7.	Dra. DINA HERMINA, M.Pd	Permanent Lecturer	S2 IKIP Yogyakarta
8.	Dra. NIDA MUFIDAH, M.Pd	Permanent Lecturer	S2 UNLAM
9.	Dra. Hj. WARDAH HAYATI	Permanent Lecturer	S1 UNLAM
10.	NURLAILA KADARIYAH, S.Ag	Permanent Lecturer	S1 IAIN Antasari
11.	M. NUR EFFENDI, S.Ag, S.S	Permanent Lecturer	S1 Universitas Indonesia
12.	Dra. ANDI IRLINA, M.Hum	Permanent Lecturer	S2 Universitas Hasanuddin
13.	NANI HIZRIANI, S.Pd	Permanent Lecturer	S1 Univ. Muh. Malang
14.	RUSNADI, S.Pd.I	Permanent Lecturer	S1 IAIN Antasari
15.	RIDHA FADILLAH, S.Pd	Permanent Lecturer	S1 Univ. Islam Malang
16.	RAHMILA MURTIANA, S.S	Permanent Lecturer	S1 Universitas Diponegoro
17.	RAIDA ASFIHANA, S.Pd	Candidate Lecturer	S1 UNLAM
18.	SUSANNAH MARIE SCHOEF, M.A	English Language Fellow From Usa	California University

*Source of data from English Department Administration.*

Table 4.5 Description about the staff of English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin in Academic Year 2007/2008

No	Name	Graduated	Year
1	Saidil Imani	S1 IAIN Antasari Banjarmasin	2007

### 3. **Vision and Mission of Tarbiyah Faculty IAIN Antasari Banjarmasin**

Tarbiyah Faculty of Antasari State Institute of Islamic Studies has vision and mission in to make education can be receiving to other people in Indonesian Country and in the world. They are:

**Vision:**

To be the centre of Prominent Islamic Education in Indonesia.

**Mission:**

- 1) To contribute service in developing knowledge.
- 2) To develop Islamic education, technology and art through study, research and public service.
- 3) To give the best model in life on the ground of Islamic values and national culture.

### 4. **Strength and Weaknesses of English Department Curriculum of IAIN Antasari Banjarmasin**

Curriculum contains some problems which should be developed for students, to evaluate and to interpreter the result of learning, materials and facilities used, teachers' quality demanded. Curriculum is not only a mental planning but also in general is shaped into written work. The strength and weaknesses should be evaluated to develop curriculum to be standard one which has sufficient competence. Miss Dra. Nida Mufidah, M.Pd says in her writing that The Strength and Weaknesses of English Department Curriculum of IAIN Antasari Banjarmasin could be seen as follows:

Table 4.6 Strength and Weaknesses of English Department Curriculum of IAIN Antasari Banjarmasin

No	Strength	No	Weaknesses
1.	The content of curriculum is appropriate with society needs.	1.	Too many credits should be taken; 160 SKS (including English A and English B from PPB/Center for Language Service of IAIN Antasari)
2.	Most Lecturers are graduates S2 and some still studying S2/S3 in and overseas universities.	2.	Lack of English lecturers (S2)
3.	Many new students enroll into English Department	3.	Only 35% students could be approved.
4.	85 % students write their paper in English, and most have sufficiency of English skill mastery	4.	Lack of facilities (class room, laboratory)
5.	Available English references	5.	No recruitment forms other department for English Department graduates. No more from Religious Affair Department English graduates of IAIN Antasari compared to public university.
6.	English Department graduates have more Islamic Insight.	6.	Only few students could finish at eighth semester, averagely they finish at ninth semester.
7.	Part timer lecturers from other universities have participated to teach.	7.	Low salary for them
8.	The potency of learning English for lecturers in students	8.	No native speaker, but Arabic Department has one.

From the data, many of students says that point 3, 6, and 8 are more feel in their major. So, it can influence students in learning English.

#### 5. The Description of Students' Condition at the first semester in English Department Antasari State Institute for Islamic Studies Banjarmasin.

Antasari State Institute for Islamic studies in the first semester at English Department academic year 2007/2008 has 63 students from selection test IAIN Antasari and from special line in their each school. 2 transferred students from other faculty, and beside that, In English department has 6 students from another line. So, English Department academic year 2007/2008 has 71 students. To be clear, it can be seen in the following table:

Table 4.7 The Description Of The Students Condition at Antasari State Institute Of Islamic Studies In English Department Academic Year 2007/2008

No	Generation	Sex		Total
		Male	Female	
1.	1999/2000	2	0	2
2.	2000/2001	7	4	11
3.	2001/2002	10	4	14
4.	2002/2003	21	37	58
5.	2003/2004	13	52	65
6.	2004/2005	17	26	43
7.	2005/2006	17	44	61
8.	2006/2007	19	48	67
9.	2007/2008	27	44	71
<b>Total</b>		<b>133</b>	<b>259</b>	<b>392</b>

Table 4.8 The Class Description of the Student's Condition at Antasari State Institute of Islamic Studies in English Department Academic Year 2007/2008

No	Class	Sex		Total
		Male	Female	
1	A	11	21	32
2	B	16	15	31
3	Special line	-	6	6
4	Transfer Students	-	2	2
<b>Total</b>		<b>27</b>	<b>44</b>	<b>71</b>

Table 4.9 The Description of the First Semester Students Educational Background at Antasari Sate Institute of Islamic Studies In English Department Academic Year 2007/2008

No	Graduated	Sex		Total
		Male	Female	
1	Islamic Senior High School	9	24	33
2	Boarding High School	15	15	30
3	Senior High School	3	5	8
<b>Total</b>		<b>27</b>	<b>44</b>	<b>71</b>

## 6. Facilities in Faculty College

Now a day, this Faculty for English Department has complete enough facilities. It is has 5 room for learning and teaching process, 1 room for head master, administration staff, and for the lecturer.

Beside that, this faculty has a library, a language Laboratory, a Mosque, a projector and some teaching media.

Table 4.10 Number of Faculty College Facilities

No	Facilities	Number	Condition
1.	Office	1 Buah	Good
2.	Class Room	5 Buah	Good
3.	Library	1 Buah	Good
4.	Language Laboratory	1 Buah	Good
5.	Computer	1 Buah	Good
6.	Overhead Projector	1 Buah	Good
7.	Tape Recorder	1 Buah	Good

## B. Data Presentation

After writer give some information about the location of research, so to finish this research, writer did some technique to collect the data with Oral test, interview, documentary and observation. This research was done from 1<sup>st</sup> November until 1<sup>st</sup> January 2008; writer did this research in English Department IAIN Antasari Banjarmasin academic year 2007/2008.

### 1. The Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin

#### a. Student's Ability to Answer the Question in English

Here, the writer gives some question to subject and they answers the questions directly by uses English. The purpose of part 1 is to know their vocabulary, and grammar in speaking English. The test between the graduated of



Islamic Senior High School students with Islamic Boarding School Students in Oral test part 1.

Table 4.11 Results of Oral Test Students Part 1, to Know Students Ability in Answer Questions

No	Graduated	F	Total Score	Mean
1.	Islamic Senior High School Students	28	406	14,5
2.	Islamic Boarding School Students	29	434	14,9
<b>Total</b>		<b>57</b>	<b>840</b>	<b>14,7</b>

In part 1 of oral test, the students of Islamic Boarding School get higher score than students of Islamic Senior High School. From the object of research, Islamic Senior High School Students get mean score 14,5 and Islamic Boarding School Students get mean score 14,9.

#### **b. Student's ability to make the question in English**

In this test the writer asks to subject to make some question in English. It is meant to know their ability in making question and to know their vocabulary and grammar in speaking English.

Table 4.12 Results of Oral Test Students Part 2, to Know Students Ability to Make Question in English

No	Graduated	F	Total Score	Mean
1.	Islamic Senior High School Students	28	480	17,1
2.	Islamic Boarding School Students	29	490	17
<b>Total</b>		<b>57</b>	<b>970</b>	<b>17,0</b>

In the part 2 of oral test, the students from Islamic Senior High School get higher score than Islamic Boarding School Students. From the subject of research, Islamic Senior High School Students get mean score 17,1 and Islamic Boarding School Students get mean score 17.

### c. Student's Ability of English pronunciation

In this test the writer want to know the students ability in pronunciation with read some similar word and to know how fluently their speaking in English.

Table 4.13 Results of Oral Test Students Part.3, To Know Students Ability of English Pronunciation

No	Graduated	F	Total Score	Mean
1.	Islamic Senior High School Students	28	595	21,3
2.	Islamic Boarding School Students	29	642	22,1
<b>Total</b>		<b>57</b>	<b>1237</b>	<b>21,7</b>

In part 3, it same that the students from Islamic Boarding School Students get higher score than Islamic Senior High School. Islamic Senior High School Students get mean score 21,3 and Islamic Boarding School Students get total score 22,1.

### d. Student's ability in expressing their mind in English

In this test, the writer asks about the subject opinion about English and about their new college to know their ability in speaking English.

Table 4.14 Results of Oral Test Students Part 4, To Know Students Ability in Expressing Their Mind in English

No	Graduated	F	Total Score	Mean
1.	Islamic Senior High School Students	28	605	21,6
2.	Islamic Boarding School Students	29	735	25,3
<b>Total</b>		<b>57</b>	<b>1340</b>	<b>23,5</b>

In part 4, the students from Islamic Senior High School Students in give expression less than Islamic Boarding School Students. It is can looked from their score, Islamic Senior High School get mean score 21,6 and Islamic Boarding School Students get mean score 25,3.

The comparative both Islamic Senior High School Students and Islamic Boarding School Students can looked from how many percent they can answer that question. Here are the percent of oral test from 57 subjects in English Department between the graduated from Islamic Senior High School Students with Islamic Boarding School Students.

Table 4.15 The Percentage Score for Islamic Senior High School Students

No	Categories	F	P
1.	Excellent (80 < 100)	9	32,1
2.	High (60 < 80)	18	64,3
3.	Fair (40 < 60)	1	3,6
4.	Low (20 < 40)	-	-
5.	Bad (0 < 20)	-	-
<b>Total</b>		<b>28</b>	<b>100</b>

From the table, 18 people (64,3 %) from 28 students in Islamic Senior High School Students answer the test with high categories. And it is the biggest percentage than the other percentage that 32,1 % (9 People) for Excellent categories and 3,6 % (1 person) for fair categories. It is mean the students from Islamic Senior High School are good enough in answer the speaking ability in oral test

Table 4.16 The Percentage Score for Islamic Boarding School Students

No	Categories	F	P
1.	Excellent (80 < 100)	15	51,7
2.	High (60 < 80)	13	44,8
3.	Fair (40 < 60)	1	3,5
4.	Low (20<40)	-	-
5.	Bad (0<20)	-	-
<b>Total</b>		<b>29</b>	<b>100</b>

From the table, 15 people (51,7 %) from 29 students in Islamic Boarding School Students get excellent categories. It is the biggest percentage than the other that 44,8 % (13 people) for High categories and 3,5 % (1 person) for fair categories. From the percentage it mean the students from Islamic Boarding School are better in speaking ability than Students from Islamic Senior High School.

To know the comparative study between Islamic Senior High School Students and Islamic Boarding School Students, we make *t* or test “t”. And to keep the subject identity, so the writers just use number for identification the subject.

Table 4.17 The Result Of Sample Speaking Ability Test

No	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
1	92	57	16,8	-22,6	282,24	510,76
2	93	77	17,8	-2,6	316,84	6,76
3	72	84	-3,2	4,4	10,24	19,36
4	71	100	-4,2	20,4	17,64	416,16
5	81	86	5,8	6,4	33,64	40,96
6	75	69	-0,2	-10,6	0,04	112,36
7	85	78	9,8	-1,6	96,04	2,56
8	69	78	-6,2	-1,6	38,44	2,56
9	67	73	-8,2	-6,6	67,24	43,56
10	74	100	-1,2	20,4	1,44	416,16
11	74	100	-1,2	20,4	1,44	416,16
12	71	86	-4,2	6,4	17,64	40,96
13	80	82	4,8	2,4	23,04	5,76
14	76	84	0,8	4,4	0,64	19,36
15	89	76	13,8	-3,6	190,44	12,96
16	67	83	-8,2	3,4	67,24	11,56
17	70	71	-5,2	-8,6	27,04	73,96
18	67	64	-0,2	-15,6	67,24	243,36
19	83	90	7,8	10,4	60,84	108,16
20	79	90	3,8	10,4	14,44	108,16
21	81	89	5,8	9,4	33,64	88,36

No	Score		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X	Y				
22	72	87	-3,2	7,4	10,24	54,76
23	67	60	-8,2	-19,6	67,24	384,16
24	75	63	-0,2	-16,6	0,04	275,56
25	67	72	-8,2	-7,6	67,24	57,76
26	71	74	-4,2	-5,6	17,64	31,36
27	82	70	6,8	-9,6	46,24	92,16
28	55	81	-20,2	1,4	408,04	1,96
29	-	84	-	4,4		19,36
<b>Σ</b>	<b>2105</b>	<b>2308</b>	<b>7,4</b>	<b>-0,4</b>	<b>1984,12</b>	<b>3607,04</b>
<b>M</b>	<b>75,2</b>	<b>79,6</b>				
<b>ΣN</b>	<b>28</b>	<b>29</b>				

Based on the table, the writer can result about the Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin with “t” formula. The result of test which writer did, the average students from Islamic Senior High School get High Category (75,2) in answer test and Islamic Boarding School Students get High Category too (79,6) in answer test. The comparative studies between Islamic Senior High School in speaking ability based on the test and result from “t” or “to” formula is 1,70 with  $t_2$  (table) 5% is 2,00 and 1% is 2,65 (  $2,00 > 1,70 < 2,65$ ). So, the writer can conclude that between Islamic Senior High School and Islamic Boarding School is not find a significant comparative in their

result. If  $t_0$  more little than  $t_2$  with average in each of two sample is true or agree, it mean the differences or comparative average from that sample is not significant different or not significant comparative, but rather not intentionally (by Chance) caused by Error Sampling.

**2. The aspects that differentiates in speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School.**

**a. Environment of school**

Environment is one of the important factors that support the success do education. A good environment will produce a good education too. But, if the environment is not a good environment, the success of education may be will delayed. M. Hasbi Ansari said “*Lingkungan adalah segala sesuatu yang ada disekitar anak didik, baik berupa benda-benda, peristiwa yang terjadi, maupun kondisi masyarakat terutama yang memberikan pengaruh lunak anak didik, yaitu lingkunagn dimana proses pendidikan berlangsung dilingkungan dimana anak-anak bergaul sehari-hari*”.<sup>29</sup>

Based on the result with Interview and observation. In general, Islamic Boarding School Students have more support Environment than Islamic Senior High School. In improving for speaking ability, the location for Islamic Boarding School usually in a special area and special place that just far from public or society to make the students more concentration in their learning and can focus to their lesson. And in general, Islamic Senior High School usually not in special area, the school area usually in the city or town in one area that near from public

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<sup>29</sup> M. Hasbi Ansari, *Pengantar Ilmu Pendidikan*, (Subaraya: Usaha Nasional, 1983), p. 41.

or society to make easy the students go to school, because the students still stay at their home not in special area like Islamic Boarding School. It is make the students from Islamic Senior High School Students not to focus to their lesson, the special for English lesson.

#### **b. Teaching Facilities**

Teaching Facilities in English learning is very important in teaching and learning process. Teaching learning process will be executed smoothly if supported by the complete facilities. Among the facilities which needed in teaching learning activity and the special for English Speaking that are: Classroom, library, laboratory, the required books or the supporting book and some of teaching media to make Easy in teaching learning. The function of teaching facilities is to support teaching and learning process and to make students easier in understanding their lesson.

Based on interview with some informant, some of Islamic Boarding School has more complete facilities in teaching learning process, in the special for language learning they have more complete facilities than Islamic Senior High School like Language Laboratory, library, some media, and native speaker that special come to teach them in language learning. Islamic Senior High School have complete facilities too in teaching and learning process but it is more limited especially if the located of the Islamic Senior High School if far enough from city such as in deepening or village, the facilities sometimes not enough to support the students learning. The facilities like Library and language laboratory are seldom



in each of Islamic Senior High School except favorite or famous Islamic senior High School and it is located in a big city.

### **c. School Method**

School Method is very important thing in teaching and learning process because with professional method or with good method the process of teaching and learning can be good too.

In general, the school method in Islamic Senior High School and Islamic Boarding School is not too different because it is same from Islamic method. The different from this school is from the rule of school to obligate the students to speak. In English, from observation and did some interview, the writer found that at Islamic Boarding School are applied two languages, they are Arabic and English. The students of Islamic Boarding School is obligated speak with English and Arabic in each week. A week for Arabic and a week for English, if they not do that rule they will be got punishment and beside that the students get add lesson in speaking English like English government, English lesson, etc. In Islamic Senior High School, practice speaking English is just in the classroom or nor practice direct every day in the school. Students usually get add lesson from English course or extracurricular tutorial lesson in their school.

## **C. Data Analysis**

### **1. The Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin**

To compare the speaking ability of student's from Islamic Senior High School and Islamic Boarding School, the writer did 4 test to making it is clear, the

test are about students ability in answer question, making question, reading of similar word, and expressing mind in English. The total score of the test are 100 and the writer divided different value in each of test to make the test objective.

**a. Students' Ability to Answer the Question in English**

In answer the English question, structure is needed, because English is like other language which has the language grammar. Speaking English without grammar, will make the fatality because in appropriate with the meaning accepted by the listener. From score 100 for all of test, the score for this test is 20, with value for each item is 4. So, each of students that can get the right answer they will get 4 point for each of item question.

Based on the table 4.9, informed that 28 people from Islamic Senior High School and 29 people from Islamic Boarding School members of sample who following the test ability to answer the question in English, from Islamic Senior High school included with average 14,5 and Islamic Boarding School included with average 14,9. To get the last score, the writer account the score from test of students ability to answer the question in English with amount 840 divided into 57 and got the last result that is 14,7.

In reality, result of test which writer did, answer ability the question through mastery of structure students between Islamic Senior High School and Islamic Boarding School are not too different it is looked from the result of their average in each school.

**b. Students' ability to ask the question in English**

In asking, word pronunciation ability or sentences have to be said correctly, fluent and fluently needed to emphasize. In order to accord by what be expressed, even for asker and who answer the question. From score 100 for all of test, the score for this test is 25, with value for each item is 5. So, each of students that can get the right answer they will get 5 point for each of item question.

Based on the table 4.10, informed that 28 people from Islamic Senior High School and 29 people from Islamic Boarding School members of sample who following the test ability to ask the question in English, from Islamic Senior High school included with average 17,1 and Islamic Boarding School included with average 17. To get the last score, the writer account the score from test of students' ability to ask the question in English with amount 970 divided into 57 and got the last result that is 17.

In reality, result of test which writer did, students' ability in asking the question in English students between Islamic Senior High School and Islamic Boarding School are not too different it is looked from the result of their average in each school.

**c. Students' Ability in Expressing their Mind in English**

In speaking English, mastering of English vocabulary is very important, because more mastering of vocabulary will increase in their speaking ability.

Mastery of vocabulary factor is very important in improving the speaking ability. It has been proven from research, the student who has many vocabularies, in the fact he has the high ability in speaking, and also on the contrary, the student

who has a few of vocabulary will has low ability in speaking. From score 100 for all of test, the score for this test is 25, with value for each item is 1,7. So, each of students that can get the right answer they will get 1,7 point for each of item question.

Based on the table 4.11 informed that 28 people from Islamic Senior High School and 29 people from Islamic Boarding School members of sample who following the test ability of English vocabulary. From Islamic Senior High school included with average 21,3 and Islamic Boarding School included with average 22,1. To get the last score, the writer account the score from test of students ability to ask the question in English with amount 1237 divided into 57 and got the last result that is 21,7.

In reality, result of test which writer did, students' ability in asking the question in English students between Islamic Senior High School and Islamic Boarding School are not too different it is looked from the result of their average in each school.

#### **d. Students Ability in Expressing their Mind in English**

Language is tool of communication, in order to be able communicate in English language. In speaking, to express our face is so needed if we are in the sorrowful of course our feeling in speaking is the sorrowful too.

Based on the table 4.12 informed that 28 people from Islamic Senior High School and 29 people from Islamic Boarding School members of sample who following the test ability to expressing mind. From Islamic Senior High school included with average 21,6 and Islamic Boarding School included with average

25,3. To get the last score, the writer account the score from test of students ability to ask the question in English with amount 1340 divided into 57 and got the last result that is 23,5.

In the fact, students' ability in expressing their mind in English students between Islamic Senior High School and Islamic Boarding School are not too different it is looked from the result of their average in each school.

Based on the data, the writer concludes that The Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin based on the test of "t" or "t<sub>0</sub>" formula that writer did with 57 people of sample, the last result is 1,70 with t<sub>2</sub> (table) 5% is 2,00 and 1% is 2,65 (2,00>1, 70<2, 65). So, that mean between Islamic Senior High School and Islamic Boarding School do not find a significant comparative in their result, because If  $t_0$  more little than  $t_2$  with average in each of two sample is true or agree, it mean the differences or comparative average from that sample is not significant different or not significant comparative, but rather not intentionally (by Chance) caused by Error Sampling.

The ability of each students in speaking are different, it is can show with their rule in answer the question. Many of students answer the question ungrammatically and afraid to speak. Although their answer is not too different and not too bad, but students from Islamic Boarding School students more good in answer each of question, more fluently in speaking English.

## **2. The aspects that differentiates in speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School**

### **a. Environment of School**

Environment is one of the important factors that support the success education. A good environment will produce a good education too. But, if the environment is not a good environment, the success of education may be will delayed.

The result of observation shows that the environment of Islamic Boarding School Students is very support to improve students' ability in speaking English. It is caused the location of Islamic Boarding School usually in a special area and special place which far from public or society to make the students more concentration in their learning and can focus to their lesson. Islamic Senior High School usually is not in special area, the school area usually in the city or town in one area that near from public or society to make easy the students go to school, because the students still stay at their home not in special area like Islamic Boarding School. It is make the students from Islamic Senior High School Students less in focus to their lesson, the special subject for English lesson.

### **b. School Facilities**

Teaching learning process will be implemented smoothly if supported by the complete facilities. The prepared facilities will be a consideration for a teacher and student. The lack of facilities will make a trouble in teaching learning activity.

In generally, the students from Islamic Senior High School and Islamic Boarding School Students are having enough facilities in teaching learning

activity such as English text book and the related books in supporting the English lesson.

Based on observation and from did interview the writer get result that Islamic Boarding School has more complete facilities in teaching learning process than Islamic Senior High School like Language Laboratory, library, some media, and native speaker that special come to teach them in language learning. Islamic Senior High School have complete facilities too in teaching and learning process but it is more limited especially if the located of the Islamic Senior High School if far enough from city such as in deepening or village, the facilities sometimes not enough to support the students learning. The facilities like Library and language laboratory are seldom in each of Islamic Senior High School except favorite or famous Islamic senior High School and it is located in a big city.

### **c. School Method**

In general, the school method in Islamic Senior High School and Islamic Boarding School is not different because it is the same from Islamic method. The differenced from these schools is from the rule of each school. The result of observation shows that of Islamic Boarding School rule do to improve students' ability in speaking English. It is caused the Islamic Boarding School obligate the students to use English conversation in all condition and If they do not do that rule they will be get punishment and the students get add lesson in speaking English like English government, English lesson, etc. In Islamic Senior High School, English conversation just in the classroom or nor practice direct every day in the school and to add their lesson, usually the students follow English course or extracurricular tutorial lesson in their school.

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this chapter, the writer concludes the result of the research as follow:

1. The Comparative studies in speaking ability between the graduated students from Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin based on the test of “t” or “to” formula that writer did with 57 people of sample, get the last result - 1,70. That mean between Islamic Senior High School and Islamic Boarding School do not find a significant comparative in their result.
2. The aspects that compared in speaking ability between the graduated Students of Islamic Boarding School and Islamic Senior High School in IAIN Antasari Banjarmasin, consist of:
  - a. School environment for Islamic Boarding School is more support than Islamic Senior High School. It is based on the located of their each school.
  - b. School Facilities at Islamic Boarding School is more complete than Islamic Senior High School because Islamic Boarding School in general is private or not government property while Islamic Senior High School is government property.
  - c. School methods in each of school are not too different in support speaking English students. The difference from this school is the rule at Islamic Boarding School and Islamic Senior High School in practice speaking English.



**B. Suggestions**

The students from Islamic Senior High School should practice their speaking English and are not be afraid in making mistakes and still practice your ability in English.

The students from Islamic Boarding School should more practice their English to add their skill in speaking English and practice their English grammar.

The writer suggest that with this research can help English lecturer in English Department especially in Speaking subject in teach the new students based on their ability in Speaking English.