THE INFLUENCE OF THE FIRST LANGUAGE TOWARD STUDENTS' SPEAKING ABILITY AT GRADE XI IPA OF SMA N 8 JAMBI CITY

A THESIS

Submitted as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd.) in English Education

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APPROVAL SHEET FOR THESIS

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STATEMENT

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1. The thesis that I wrote with the title The Influence of The First Language Toward Students' Speaking Ability At Grade XI IPA of SMA N 8 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

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MOTTO

“Dan janganlah kamu membunuh dirimu. Sungguh, Allah Maha Penyayang kepadamu.”

(QS. An-Nisa’ 4: Ayat 29)

“Tolong bertahan hidup demi hal kecil. Demi bertemu musim hujan selanjutnya, demi indomie di jam dua pagi, demi musik kesukaan kamu. Bertahan, sekecil apapun alasannya.”

(Quora)

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ABSTRACT

Alawiyah, Wiwin. 2022: The Influence of The First Language Toward Students' Speaking Ability At Grade XI IPA of SMA N 8 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Efa Silfia M.Pd. The Second Advisor Kartika Dewi, M.Pd.

A simple way to find out the influence of the first language on speaking ability is to give a test in the form of a speaking test. This research uses quantitative as a research design and descriptive as a research methodology. The study took the student population of class XI IPA at Sma N 8 Jambi City in the 2021/2022 school year, and the sample was students of class XI IPA 4 and XI IPA 1 in the academic year 2021/2022. This study uses a test given to the respondents as a research instrument, and then the results of the test are assessed and analyzed. The author asks students to conduct a speaking test according to the theme that has been determined by the author. From the author's test, it was found that the scores obtained by experimental and control class students were normal. This is evidenced by the normality test conducted by the author. In addition, the average score in the experimental class was 14.07 and the average score in the control class was 14.52. Then the t test is done to see if there is an influence on the results of the author's study. The result obtained is that there are differences in scores in experimental classes and control classes.

Keywords: First language, speaking ability.

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The researcher is sure that this thesis would not be completed without help, supports, and suggestion from several sides. Thus, the researcher would like to expresses the deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis.

Therefore, the author would like to express his deepest gratitude to:

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2. Dr. H. Abdoel Gafar S.Pd., M.Pd. as the Dean of Teachers Training and Education Faculty Batanghari University.
3. Ridho Praja Dinata, M.Pd. as Chairman of English Language Education Department.
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7. The biggest thanks especially to my lovely mom (Almh) Rts. Asnah as the best mom in the world and my lovely dad H. Cekwan Muhammad who always prays, supports me, gives me love and affection, gives me the material I need, always tries to do what's best for me. I can survive and spirit to face everything until today just because of them.
8. Thank you to all my brothers and my sisters, thank you for supporting me during this time.
9. Thank you to all my friends, thank you for giving me the support.
10. Last but not least. I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, for just being me at all times.

Last but not least, the writer realized that this thesis is far for being perfect. Therefore, it is a pleasure for her to have critiques and suggestions to make this thesis better and useful for the further research.

Jambi, March 17th 2022
The Researcher

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DEDICATION

All praise and gratitude be to Allah SWT, the Almighty, for giving the writer strength, knowledge, ability, guidance, and His showers of blessings to finish the research study. Peace and blessing be upon Prophet Muhammad and on his family, all of his Companions, and his followers.

This thesis I dedicate to my parents, to the first one I dedicate to my father H. Cekwan Muhammad, thank you for all the support. Then I dedicate to (Almh) my mother Rts. Asnah, thank you for all the support of mother during this time, during my life always prayed for my smoothness in compiling this thesis. Thank you so much. And this I dedicate my thesis to all my brothers and my sisters thank you for all the support

I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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CHAPTER I

INTRODUCTION

1.1 Background

The goal of teaching high school pupils speaking abilities is for them to use language in everyday communication at school and in their environment outside of school. Students will become familiar with the sentences they use in speaking as a result of speaking. Speaking is one of the four abilities needed to acquire a foreign language, and it is given in high school English classes. That is stated in the English syllabus based on the 2013 curriculum. The purpose of English classes in high school is to help students develop their communicative competence in interpersonal, transactional, and functional discourses by using various spoken and written English texts in a coherent manner using linguistic elements. Teaching speaking can mean teaching students to communicate in the targeted language, because speaking cannot be separated from conversation.

So as long as students engage in conversation, they are directly involved in speaking engagement. Since English is the primary goal of language teaching, students can use the target language to communicate, interact, ask and answer questions orally in classroom speaking activities. It helps students communicate effectively and correctly in English. However, it is not uncommon for students to be able to answer questions about the text but do not utter a good sentence when asked by the teacher why they chose to answer the question. Not just because they don't know the answer or do not

have enough vocabulary, but because they do not know how to say it in spoken English. Furthermore, this phenomenon is caused not only by existing factors, but also by their second language acquisition.

First language acquisition is very important because it is the baby's first attempt to respond and express everything on his mind. In addition, the acquisition of this first language also affects the acquisition of language. The acquisition of the mother tongue is closely related to the social development of the child. Basically, the process of obtaining a child's language is gradually formed in response to environmental stimuli. Saville and Troike (2006:1) points out that when you are a very young child, you begin to learn at least one language, which linguists call your first language, perhaps without much thought, and very little effort or conscious effort awareness.

Individuals experience problems when they make a lot of speech errors as a result of their first language interference. In this study, Indonesian influences English because students use Indonesian incommunication. Learning process students can have the ability to speak good in English, but in reality though learning English takes a long time, it is generally observed that students cannot speak yet full sentence without making mistakes. That error causes intervention from the first language when speaking English, but there are some mistakes that are not caused by interference.

English as a foreign language in Indonesia is taught in schools, so students are almost always familiar with the first language. This situation can cause disruption. Learn English from your current first language. Harmer (2001) claims that the mother tongue barrier has two potential causes: a

learner's limited knowledge of vocabulary and the transfer of code as areas of development of language acquisition of "first language barriers in learning". However, this is an important influence that needs to always be considered when learning and teaching English speaking skills.

Based on explanation above the researcher interested to arise the title is “The Influence of The First Language Toward Students’ Speaking Ability At Grade XI IPA of SMA N 8 Jambi City”.

1.2 Identification of The Problem

Based on the explanation elaborated above, the researcher attempts to formulate the problems as follow:

1. Students have difficulty translating words from their native language into English.
2. The main cause of problems and errors in language foreign language is a disturbance that comes from the native language of the students.
3. What are the factors that cause interference in speaking ability.

1.3 Limitation of The Problem

Regarding to the background of the problem, the researcher focuses on the influence of the first language toward students’ speaking ability at grade XI IPA of SMA N 8 Jambi City.

1.4 Formulation of The Research

Based on the research background described above, is there any influence of the first language toward students’ speaking ability at grade XI IPA of SMA N 8 Jambi City?

1.5 Objectives of The Research

This study aims to find out whether there is a significant influence on the first language toward students' speaking ability.

1.6 Significance of The Research

This research is expected to have two major benefits, they are theoretical and practical benefits.

1. Theoretically

   The results of this study are expected to contribute to the development of educational materials, enrich the literature review on the influence of the first language on foreign languages in speaking activities, thereby providing a better understanding of the influence of the first language on foreign languages in speaking activities for high school students number 8 Jambi City.

2. Practically

   1. For students as research subjects, it is hoped that students can benefit from the research. They can learn how the first language affects the second language.

   2. For English teachers, it is hoped that the teacher can improve the technique of teaching speaking so that students can know how to speak English properly and correctly.

   3. For other researcher, this research is expected to provide information or references to be developed for further research, researchers hope other researchers evaluate, revise, reconstruct, or modify this research and write further research for other levels and purposes.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. First Language

   Nordquist (2019) in most cases, the term native language refers to the language that a person acquires in early childhood because it is spoken in the family and or it is the language of the region where the child lives. Also known as a mother tongue, first language, or arterial language.

2. Speaking

   Speaking is a process of interaction where speaker intend to build meaning through producing, receiving and processing information (Bailey, 2005).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories

2.1.1 The Definitions of First Language

According to Roike (2006:4) First language acquisition is a language acquired during childhood and its condition begins around the age of three.

According to Nordquist (2019) In the case of the term language refers to the language that a person acquires in childhood because it is used in the family and/or the language of the region in which the child lives. Also known as the language is the first language or language of the arteries.

According to Madisha (2018) the first language is the language that the baby acquires from birth to about 7 or 8 years of age. They can continue to learn the language even after many years to master all the idioms of sentence structure and many other fields. Children learn languages naturally and easily by listening to their parents communicate with them or even by listening to other children talk to them.

From the various meanings of the above first language is that humans have mastered since the beginning of their lives through interaction with fellow members of their language communities, such as family and environmental communities. The first language is an initial process obtained by children in knowing sounds and symbols called languages.

2.1.2 How to Get The First Language

Language acquisition has a definition that is the process by which the child mastered and mastered the first language obtained spontaneously or unintentionally. Language acquisition is the process by which a child acquires their iu language from infancy to puberty. Furthermore, in obtaining this first language according to Chomsky (2005) every child is born with a special ability to speak and this is not owned by other living beings. Chomsky also agrees that the acquisition of the first language is greatly helped by the presence of LAD (Language Acquisition Device) or more commonly known as the language acquisition machine. Language acquisition is activated because the stimulus is associated with the response. If the answer is in accordance with what is expected he gets hadith otherwise he gets punished from this repetition is formed habit.

According to Stork and Widdowson (1974:134), Language acquisition and language acquisition is a process by which children acquire abilities and skills in their native language where they acquire their first language because of their potential and strong influence on the environment around school. Both factors are potential in the self and the environment has a strong influence on the acquisition of language. Fluency and language acquisition occur through strong social relationships with native speakers in linguistic environments. The environment has an important role in language recovery. Language acquisition is generally not obtained formally or through an educational system and is not obtained by studying syntax or grammar.

Based on the above theory, a child has an excellent ability to capture, produce, and use words for understanding and communication. This ability

involves a variety of language skills such as language rules (syntax), sound (phonetics), and a very large and wide vocabulary.

2.1.3 Speaking

According to Shiamaa (2006:13) Speaking is one of the four skills of compassion (to listen and speak). It is a means by which learners can communicate with others to achieve a particular goal or to express their expected intentions and views. Also people who know the language in the "speakers" of that language. Furthermore, the context of speech is the most commonly used language skill.

According to Burns & Joyceas citedin Torky (2010, p. 31) Speech is defined as an interactive meaning loading process involving the production of reception and processing of information. Its form and meaning depend on the context in which it occurs and the purpose of speech.

According to Bailey (2005) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and proceessing information.

From the difference in understanding of speaking skills above, speaking skills are related to communication. Speech is the ability to use language appropriately to express ideas of opinions or feelings in order to provide or obtain information and knowledge from other communicators.

2.1.4 Function In Speaking

Some linguists have sought to classify speech functions in human interaction. Brown and Yule (2000), as cited in Richards (2008), explain that the

functions of speaking are divided into three categories including are talk as interaction, talk as transaction and talk as perfomance.

Below are the explanations of each function of speaking:

1. Talk as interaction

   The main function of this type is to focus on social interaction in communication. This is about how people get their message across to others and therefore they need to use their speech skills to communicate.

2. Talk as transaction

   The main function of this type is to focus on social interaction in communication. It's about how people get their message across to others and therefore they need to use their speech skills to communicate.Furthermore, talk as transaction has several main features as follows:

   1) Focus to the main information
   2) Only focus to the message and not the participants
   3) Use communication strategy to make someone understood
   4) Use the frequent questions, repetitions, and comprehension checks
   5) Use the negotiation and digression
   6) Linguistic accuracy is not always important.

3. Talk as performance

   In this case, the speech activity is more focused on the monologue than the dialogue. The speech served as a performance that appeared in public lecture speeches of public announcements and storytelling. Example: provides class reports debate student experiences and sales presentations. The main features of talk as performance are:

1) Focus to the message and the participant
2) It reflects organization and squencing
3) Form and accuracy is always important
4) Language is more like written language
5) It is often monologic.

In conclusion, there are three functions of speaking that are categorized by the expert including "talk as interaction, talk as transaction, and talk as performance". These are the kinds of speaking activities that people usually use in daily life according to their different functions.

According to Brown (2004: 141-142), there are types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

1. Imitative speaking

   Speaking is the ability to imitate (parrot back) a word or phrase or maybe a sentence. Imitation is the ability to imitate a word phrase or perhaps a sentence. Imtitatvie is not only part of the level of phonology and oral production but also includes some of the lexical and grammatical features of language.

2. Intensive speaking

   Intensive is the creation of short word forms of spoken language designed to express competence in a narrow range of lexical or phonological phonetic grammatical relationships such as rhythmic accent antonyms and period elements. For example, reading sentences aloud and completing dialogue.

3. Responsive speaking

Responsive includes a short orolan of a light orolan casual greeting and simple requests and comments. On the other hand responsiveness is interaction and examination of understanding.

4. Interactive speaking

Interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges and/or multiple participants. For example, interviews, discussions, games, and role-playing.

5. Extensive speaking

Extensive type include oral presentation speeches and storytelling where the audience's opportunity for oral interaction is very top or ruled out. This type requires more action and interaction with the listener.

2.1.5 Assessment of Speaking

Assessment on speaking can be a very judgmental issue, in which people tend to relate on native/nonnative speakers on the basis of pronunciation (Luoma, 2004). Additionally, Nunan (1999) It is considered that speaking requires a person to be fluent in the pronunciation of good vocabulary and fluency in structural or grammatical components. Speaking also requires functional competence i.e. answering questions completely and logically. Another skill is strategy skills where the speaker can use improvement strategies when a conversation is interrupted. And the last is sociological competence. This requires the speaker to use language appropriate context.

This theory then developed as the criteria of speaking test assessment. However, the design of speaking assessment may vary; depend on the types of speaking assessed. Then, what should to be tested? (Nunan, 1999).

1. Grammar

   Candidates are assessed how to use it in sentence structures using it properly and correctly and avoid grammatical errors in expressions.

2. Vocabulary

   The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they.

3. Comprehension

   Understanding the context of the conversation and able to give appropriate response according to the question.

4. Fluency

   Fluency in language indicates that the tone of voice in a conversation is well communicated. Speaks confidently and can answer certain topics without having to worry too much about word choice.

5. Pronunciation

   Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

6. Task

   Task deals with finishing the command given during the speaking test.

Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes (Luoma, 2004). To ensure speaking skill assesssment is

trustworthy, there are factors that should come into consideration (Hughes, 2003; Luoma, 2004; Nunan, 1999):

1. Practically

The first principle of making language assessment is practically. Before deciding a test, we need to analyze how practical the test is to be used considering the time constraint of running and interpreting the scoring of the best, budget limitation, and facilities.

2. Validity

Accurate and consistent measurements must be provided to establish a valid test. It should measure what it is supposed to measure by excluding all irrelevant variables that need to be tested. When testing speaking skills, essay writing is not a valid test because it does not provide information about the candidate's speech loading. As a result, it may not result in real testability. Depending on the speaking style the test designer must decide which speech to test as this will affect the test design. Using interview tests to imitate speech can invalidate the assessment.

3. Reliability

Accurate and consistent measurements must be provided to establish a valid test. It should measure what it is supposed to measure by excluding all irrelevant variables that need to be tested. When testing speech writing skills an essay is not a valid test because it does not provide information about the candidate's speech loading. As a result, it may not result in real testability. Depending on the style of speech the test designer must decide which speech to test as this will affect the test design. Using interview tests to imitate speech can invalidate judgment.

4. Authenticity

It refers to the contextual language or the language used. Students are asked to present something related to their values. In this case, the resulting language is authentic.

One goal of language testing is its backwash effect. It tells both teacher and learners of the effect of the learning and teaching (Hughes, 2003, p.53). As it is important, therefore, this issue should also be explored in designing a test.

2.2 Previous Study

Studies that are related to this research had been conducted by other researchers that focused on online learning. Those are: The first research was *"How Does the First Language Have an Influence on Language Learning? A Case study in an English ESL Classroom"*. It was conducted by Yanilis Romero and Milton Pájaro Manjarres in 2017. Perspectives on language learning and teaching bring a wide range of important aspects that need to be considered; some of them include culture and native language. These two features play an important role that might be overseen once language teachers start instructing. The first language or L1 (regardless of the country) becomes the first source for a learner to understand how a language works, specially to young learners who are in the concrete operation phase, as they tend to monitor how they acquire and learn foreign languages. Interestingly, the learning of foreign languages helps students to understand their native one, and they resort to their schemes of L1 to relate to the L2. In this sense, it is relevant to point the importance of students' first language when learning a foreign or second language. In other words, these encodings are not equal for all languages and for this reason, language instructors

need to be aware of this situation in order to understand how the students learn, depending on the place they come from and the language they have as mother tongue. This study had the purpose of conducting a Contrastive Analysis (CA) about the language learning process developed by the learner chosen in order to create a Language Learner Profile (LLP) based on the data collected. The purpose of all this is to help the student to do better at his language learning process.

The second previous research was *"The Influence of First Language Lexicalization on Second Language Lexical Inferencing: A Study of Farsi-Speaking Learners of English as a Foreign Language"*. It was conducted by T. Sima Paribakht. The study was conducted in November 2005. This article reports on an introspective study that examined the relationship between first language (L1;Farsi) lexicalization of the concepts represented by the second language (L2; English) target words and learners' inferencing behavior while reading English texts. Participants were 20 Farsi-speaking university students of English as a foreign language. The results indicate that these learners knew fewer, and inferred meanings for more, nonlexicalized target words than lexicalized words. Although they used similar types and proportions of knowledge sources when inferring meanings for both groups of words, they were far less successful in decoding the meanings of the nonlexicalized words. Lexicalization in the L1 may be one of the factors influencing learnes' differential success in L2 text comprehension and vocabulary development.

Researchers use quantitative methods. Descriptive quantitative analyses of the data were carried out for L, NL, and total L2 words with respect to the number of words for which meanings were inferred by the participants, relative

frequencies of use of different KSs, patterns and sequences of KSs used in inferring the target word sets, level of success in identifying an appropriate word meaning, and level of retention of the L2 target words after inferencing.

The third previous research was *"The Use of First Language (L1)in EFL Classrooms:Teachers' Practices and Perspectives"*. It was conducted by Hanna Sundari, Rina Husnaini Febriyanti. The study was conducted in April 2021. This article reports teaching English in the context of foreign language needs vigorous efforts and strong commitment, especially for non-native English-speaking teachers to maintain professionalism and to achieve the success of learning language. Generally, it is believed that a teacher should be a language model for the learners by providing a great deal of input in the target language and applying the L2 only policy. However, some teachers finally decide to use their first language (L1) or mix it with the target language (L2) while teaching. This qualitative study investigated the frequencies, functions, and teachers' perceptions of their (L1) use in EFL classes. Twenty English teachers from lower secondary schools in Jakarta, Indonesia were asked to participate. The data were collected through classroom observations, in-depth interviews, and focus group discussions. The finding obtained that the frequency of the L1 was seemingly noticeable but not overused. Moreover, teachers used first language mostly for activity objective, translation, comprehension check, and activity instruction. The finding also revealed that the majority of the teachers decided to mix first language and target language with different proportions. Meanwhile, the others decided to use a small portion of target language. Only few teachers consistently tried to instruct mostly

in target language. The finding implies the need for teachers to enhance the usage of first language (L1) during the teaching process to get maximal result.

Previous studies above show that first language is a topic that is often discussed by many people. From what the researchers have researched before, they have the same main theme, which is the first language. However the researcher will take a different perspective on the first language. The researcher will take perspective on what the influence of first language toward language speaking ability. Thus, researcher were interested in taking up the topic titled "The Influence of The First Language Toward Students' Speaking Ability at Grade 11 IPA of SMA N 8 Jambi City".

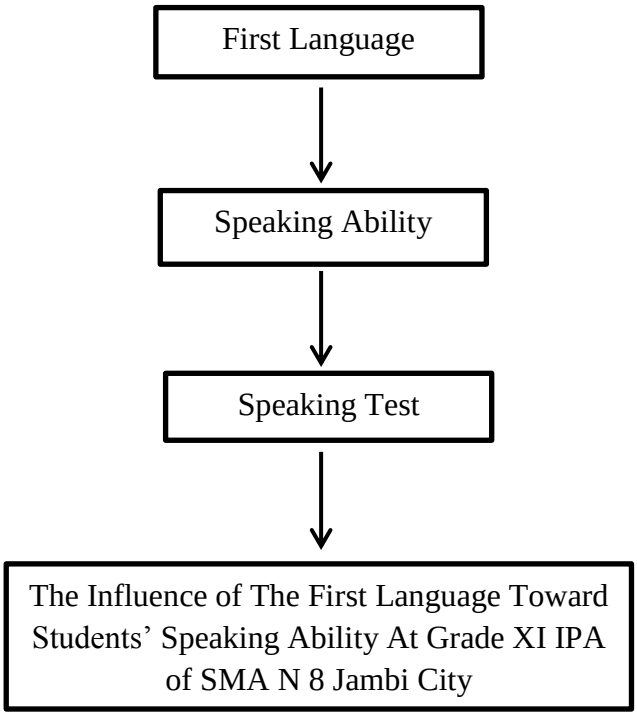
2.3 Conceptual Framework

The study focused on the influence of first language toward speaking ability. The first way to observe this research is to provide speaking tests such as story telling to students.

Then, the students take the test at a certain time in class. In general, they will follow the length of class hours, which is 2x45 minutes in 1-2 meetings (depending on the school system, whether it still applies the capacity of 50% of incoming students or not).

Then, the researcher assessed each student's story he told in front of the class in the form of concrete scores. Then, analyze the data generated through tests. From the results obtained quantitatively, researchers will explain the findings in the form of descriptions to find and conclude what the influence of the first language toward speaking ability. This research framework is described in the scheme below.

Figure 1.
Conceptual Framework



2.4 Hypothesis

Suggests that the hypothesis is a statement in quantitative research whose research make predictions or conjectures about the outcome of relationships between attributes or special features (Creswell 2015). The hypothesis in this study is:

H_0 : There is any significance influence of first language toward students' speaking ability of students.

H_1 : There is no any significance influence of first language toward students' speaking ability of students.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher choose quantitative as a research design and descriptive as research methodology of this study. According to Creswell (2014:32) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Matthews & Ross (2010) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

According to Addle and Clark (2003:13), descriptive research is designed to describe group, activities, or event with focus on structure, attitude, or behavior. Ary, et.al. (2010) says that descriptive research studies are designed to obtain information in concerning the current status of phenomena.

Based on the expert opinion, the researcher concludes that a quantitative descriptive study is a research design and method that uses a range of numerical data to describe the existing findings and is clarified with a description that explains the findings in narrative form. In this study, the researcher used descriptive research because the researcher explained what the effect of the first language was on speaking ability.

3.2 Population and Sample

3.2.1 Population

Accordinng to Creswell (2014) stated that the populltion is a group of individuals (or group of organizations) with some general characteristics that can be indentified and studied by researcher. The population of this research is the eleventh grade students of SMA N 8 Jambi City in academic year 2021/2022. There are classes at the eleventh grade which consist of students for each classes.

Table 1.
Population of The Research

No	Class	Population
1	XI IPA 1	36
2	XI IPA 2	35
3	XI IPA 3	38
4	XI IPA 4	38
5	XI IPA 5	37
6	XI IPA 6	38
7	XI IPA 7	35
8	XI IPA 8	35
Total:		**292**

Source: Administration of SMA N 8 Jambi City

3.2.2 Sample

According to Creswell (2014) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. When the population is large, and research is unlikely to study

everything in the population, for example. Limited funds, effort and time then the research can use samples taken from the population.

Based on the number of populations and samples that have been established, sampling technique that the author did cluster sampling. According to Burke and Christensen (2014: 359) cluster sampling is a form of sampling in which clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks) rather than single-unit elements (such as individual students, teachers, counselors, and administrators) are randomly selected.

The characteristics of this study are homogeneous (the same) so sampling using cluster random sampling techniques. This technique is used by determining a larger area to the smallest area. So, the population of this research is the at grade XI IPA at State SMA N 8 Jambi City. Thus the researcher took a random sample from the cluster, so that the subject of the study is class XI IPA 4 as an experimental class, and class XI IPA 1 as a control class.

Table 2.
Sample of the Research

No	Class	Students		Total
1	XI IPA 4	MALE	FEMALE	
		20	18	38
2	XI IPA 1	8	28	36

Source: Administration of SMA N 8 Kota Jambi.

3.3 Setting of The Research

The researcher will conduct this study in SMA N 8 Jambi City. It is located on Jl. Marsda Surya Dharma No.Km. 8 Kenali Asam Bawah, Kec. Kota Baru. In academic year 2021/2022.

3.4 Research Instrumental

The tools or media to obtain research data are contained in the research instrument.

According to Borg (1991: 271), test is an instrument for assessing individual differences along one or more that given a dimension of behavior. Meanwhile, according to Brown (1994: 384), test in plain words is a method to measure a person's ability or knowledge in a given domain which a numerical score can be assigned. Based on several expert opinions about the test, the researcher concludes that the test is a set of techniques, procedures, and items used to assess the ability of individual differences as long as one or more numerical scores can be given. The researcher will give a test in the form of a speaking test, namely by story telling with the theme "Family" that the researcher have determined. The test will done in pairs.

The following are the assessment criteria for speaking skills:

Tabel 3.
Oral proficiency scoring categories

Score	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension	Task
1	Often make mistake	Inadequate vocabulary so unable to express anything.	There are often mistakes in pronunciation	(No specific fluency description. Refer to other four language areas for implied level of fluency	Can only understand simple statements if delivered in slow speech, repetition, or paraphrasing.	Can ask and answer questions on topics very familiar to him.
2	Can handle the basic structure pretty well but the grammar isn't very controllable.	Some conversations are imprecise because they have little vocabulary to express themselves.	Often quite wrong but the accent is understandable	Can handle confidently but not with most situations.	Can get the gist of most conversations.	Able to meet routine social and work demands but still needs help dealing with complications or difficulties
3	Grammar control is good and can speak with a fairly accurate structure.	His vocabulary is wide enough that he rarely has to look up words in coonversation.	The accent may still be unfamiliar but the mistakes are rarely distracting.	Rarely gropes for words, and can discuss certain comoetencies.	Comprehension is quite complete at a normal rate of speech.	Can participate effectively in most conversations.
4	Errors in grammar are quite rare, so it	High level of vocabulary accuracy so	Errors in pronunciation are quite rare	Be able to use the language fluently	Can understand any conversati	Would rarely be taken for a native

Score	Grammar	Vocabulary	Pronunciation	Fluency	Comprehension	Task
	is considered capable of using language accurately in all needs.	you can understand and participate in any conversation.		and be able to participate any conversation within this range of experience -with a high level of fluency.	on withi the range of his experience.	speaker but can respond appropriately even in unfamiliar situations.
5	There are no grammatical errors so it is considered equivalent to an educated native speaker.	Has a very wide vocabulary including idioms, colloquialisms, and related cultural references, so that it it fully accepted by native speakers.	Equivalent to and fully accepted by educated native speakes.	Has complete fluency in the language.	Equivalent to that of an educatednative speaker.	Speaking proficiency equivalent to that of an educated native speaker.

(Brown, 2004, p.406-407)

3.5 Technique of Data Collection

This study will use the test as research instrument to collect the data to know the influence of first language toward speaking ability. The result of the test will show the influence of first language toward speaking ability.

3.5.1 Test

According Airisian & Russel, (2008) says that test is a formal, systematic procedure used to gather information about students achievement or other

cognitive skill**.** In this study, the researchers will give a test to be determined. Where students are given the task of making stories telling about their families. Students are asked to create a story about their family, then they will tell the story in front of the class. Researchers give time in accordance with the hours of lessons that have been provided.

3.6 Technique of Data Analysis

After the data collection is complete, the researcher will analyze the data found. The incoming data came from tests given to students sampled in the study. The test is given in the form of story telling with the theme "Family" in English.

The primary data used is the results of tests that have been done by students. This test is given to find out exactly the influence of first language use toward speaking activity. Then, the interview will be used as supporting data and also as a basis for finding out the source of the student's problem. With both of these methods, researchers can tell if the resulting data supports or contradicts each other.

This test is used to show the influence of the first language toward speaking activity of students. The test is determined by the researcher using story telling with a family theme. The students will be required to write their stories based on the conditions and orders given. Then they will tell the story in front of the class. Errors in this test will show how influential the use of first language toward speaking ability of students.

After the test results, the researcher determined category classification to classify students' score. There are 5 classification which are used in this research :

Table 4.
Scale Description

Scale	Mean Range	Verbal Interpretation
5	4,51-5.00	Excellent
4	3,51-4,50	Good
3	2,51-3,50	Fair
2	1,51-2,50	Poor
1	1,00-1,50	Very Poor

To get quantitative result, the researcher uses the presentation formula as follow:

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

P: Percentage
F: The total number of subjects made mistake
N: The total number of the subjects

3.6.1 Test of Normality (Liliefors test)

Normality tests are conducted to find out whether the data taken comes from normal distributed populations or not. Steps to calculate the liliefors test:

1. Sort data from smallest to largest.
2. From the data is searched for the Z score respectively. With the formula: Zi = Xi – Mean/sd.
3. From the Z score and using the normal distribution list, the odds of F(Zi) are calculated.
4. Then calculated the proportion of Z_1, Z_2, Z_3 … and so on. It is smaller or the same as Zi. Then divide the number of samples.
5. Calculate the difference F(Zi) – S(Zi). Determine the absolute price.
6. The most L_{hitung} price sought.

7. The calculation is compare to L_{table} in the table "critical values for liliefors test". If $L_{hitung} < L_{table,}$ then the data is normal.

3.6.2 t Test

The test is useful to find out whether there is an influence. Partial (self) given free variable (X) to variable bound (Y). This test means proving what is the first hypothesis is the influence of first language and the second hypothesis is the speaking ability.

1) If the significance values is less than 0.05 or $t_{hitung} > t_{tabel}$ then there is the effect of variable X on variable Y.
2) If the sig value > 0.05, or $t_{hitung} < t_{table}$ then there is no effect of variable X on variable Y.

After obtaining the results of the t_{table} count, then see distributed table $t_{hitung.}$

3.6.3 Standard Deviation

To calculate the standard deviation of the sample is used formula:

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{n}}$$

S = standard deviation
fi = group frequency
xi = middle value x to-i
x = data average value
n = average number

After quantitatively analyzing the data, the researcher performs a descriptive analysis of the test results. That is, after being analyzed in the form of numbers or analyzed quantitatively, the test results are then reanalyzed,

summarized and written in narrative form. Then researchers found out the influence of first language on speaking ability.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

This research was conducted on students of grade XI IPA 4 and XI IPA 1 sma 8 Kota Jambi in the 2021/2022 school year. Researchers conducted a study for 2 (two) weeks to find data and facts about the influence of first language toward speaking ability. The study was conducted on 20 male and 18 female students in grade XI IPA 4 (experiment class) and 8 male students and 28 female students in grade XI IPA 1 (control class). The study was conducted for 2 (two) weeks precise on February 21st, 2022, and February 28th, 2022.

The researcher explains the results of the study below. Researchers use the test as a tool used to obtain data consisting of speaking tests that serve to determine the influence of the first language on the activity of speaking. Students are asked to tell stories in accordance with the theme that has been given, namely telling stories about their families. The test was given to the students to measure the students' speaking ability before and after the treatment was given. It is intended to find out how influential first language has on a student's speaking ability. The results of this test have been further analyzed about the influence of first language toward speaking ability.

4.1.1 The Influence of The First Language Toward Speaking Ability

The result of this research is analyzed in numeral form. Those data described influence of first language toward speaking ability. The researcher

listed the students' scores in speaking test. The result of this researches presented as follows:

4.2 The Result of Speaking Ability Test

This section describes and analyzes tests in experimental and control classes. In experimental classes the test is given after the class is given treatment, while the direct control class is given the test.

4.2.1 Experimental Class

The experimental class of the study was class XI IPA 4 of SMA N 8 Jambi City. It consists of 38 students. Who has been given treatments. Then they will be given a test in the form of a speaking test. After the treatment and test were given, the scores from all students were obtained. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely: grammar, vocabulary, pronunciation, fluency, comprehension, task (Brown, 2001).

Based on the score contained in table 5 in appendix 2:

From the table above, the researchers describe the findings as follows. Obtained students' grammar scores after the treatment Students who get a score of 1 there are 3 students. That it has a percentage as large as 7,8%. Students who got a score of 2 there were 8 students, so that it has a percentage as large as 21%. Students who get a score of 3 there are 20 students, so that it gets a percentage of 52,6%. Students who get a score of 4 there are 7 students, it has a percentage of 18,4%. No student gets a score of 5. Then the average sample value of 2,81 which has a fair predicate.

The vocabulary score was obtained. Students who get a score of 1 there are 11 students. That it has a percentage as large as 28,9%. Students who got a score of 2 there were 5 students, so that it has a percentage as large as 13,1%. Students who get a score of 3 there are 11 students, so that it gets a percentage of 28,9%. Students who get a score of 4 there are 11 students, that it gets a percentage of 28,9%. No students gets a score of 5. Then the average sample value of 2,57 which has a fair predicate.

From the table above, researchers describe the findings of pronunciation scores as follows. Students who get a score of 1 there are 24 students, so that it has a percentage as 63,1%. Students who got a score of 2 there were 5 students, that it has a percentage as large as 13,1%. Students who get a score of 3 there are 8 students, so that it gets a percentage of 21%. Students who get a score of 4 there are 2 students, it has a percentage of 5,2%. No student gets a score of 5. Then the average sample value of 1,68 which has a poor predicte.

Then the fluency value is known. From the table above, the researchers describe the findings as follows. Students who get a score of 1 there are 8 students, it has a percentage 21%. Students who got a score of 2 there are 17 students, it has a percentage 44,7%. Students who got a score of 3 there are 9 students, so that it gets a percentage of 23,6%. Students who get a score of 4 there are 4 students, so that it gets a percentage of 10,5%. No student gets a score 5. Then the average sample value of 2,23 which has a poor predicate.

From the table above can be seen the student comprehension score. Students who got a score of 1 there are 10 student. It has a percentage of

26,3%. Students who got a score of 2 there are 10 students, so that it has a percentage as large as 26,3%. Students who got a score 3 there are 16 students, so that it has a percentage as large as 42,1%. Students who got a score 4 there are 2 students, it has a percentage of 5,2%. No student get a scoreof 5. Then the average sample value of 2,26 which has a poor predicate.

From the table above, the researchers describe the findings as follows. Students who got a score of 1 there are 5 student, so that it has a percentage as large as 13,1%. Students who got a score of 2 there are 14 students, it has a percentage as large as 36,8%. Students who got a score of 3 there are 14 students, so that it gets a percentage of 36,8%. Students who got a score of 4 there are 5 student, that it has a percentage as large as 13,1%. No student gets a score of 5. Then the average sample value of 2,5 which has a poor predicate.

4.2.2 Control Class

The control class of the study was class XI IPA 1 of SMA N 8 Jambi City. It consists of 36. This class is not given treatment and is immediately given a test in the form of speaking tests. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely: grammar, vocabulary, pronunciation, fluency, comprehension, task (Brown, 2001).

Based on the score contained in table 6 in appendix 3:

From the table above, the researchers describe the findings as follows. Obtained students' grammar scores. Student who got a score of 1 there are 5 students. That it has a percentage as large as 13,8% .Students who got a score

of 2 there were 13 students, so that it has a percentage as large as 36,1%. Students who got a score 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score 4 there are 6 students. That it has a percentage as large as 16,6%. No student gets a score of 5. Then the average sample value of 2,52 which has a moderate predicate.

The vocabulary score was obtained. From the table above, the researchers describe the findings as follows. Students who got a score of 1 there are 4 students. That it has a percentage as large as 11,1%. Students who got a score of 2 there are 10 students, so that it has a percentage as large as 27,7%. Students who got a score of 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 4 there are 6 students, that it has a percentage as large as 16,6%. No student get a score of 5. Then the average sample value of 2,66 which has a moderate predicate.

From the table above, researchers describe the findings of pronunciation scores as follows. Students who got a score of 1 there are 7 students. That it has a percentage as large as 19,4%. Students who got a score of 2 there are 17 students, so that it has a percentage as large as 47,2%. Students who got a score of 3 there are 10 students, so that it has a percentage as large as 27,7%. Students who got a score of 4 there are 2 students, that it has a percentage as large as 5,5%. No student get a score of 5. Then the average sample value of 2,19 which has a poor predicate.

Then the fluency value is known. From the table above, the researchers describe the findings as follows. Students who got a score of 1 there are 5 students. So that it has a percentage 13,8%. Students who got a score of 2

there are 17 students, so that it has a percentage as large as 47,2%. Students who got a score of 3 there are 12 students, so that it has a percentage as large as 33,3%. Students who got a score of 4 there are 2 student, that it has a percentage as large as 5,5%. No student get a score of 5. Then the average sample value of 2,72 which has a poor predicate.

From the table above can be seen the student comprehension score. Students who got a score of 1 there is students. That it has a percentage as large as 2,7%. Students who got a score of 2 there are 14 student, so that it has a percentage as large as 38,8%. Students who got a score of 3 there are 18 students, so that it has a percentage as large as 5%. Students who got a score of 4 there are 3 students, that it has a percentage as large as 8,3%. No student get a score of 5. Then the average sample value of 2,63 which has a moderate predicate.

From the table above, the researchers describe the findings as follows. Students who got a score of 1 there are 2 students. That it has a percentage as large as 5,5%. Students who got a score of 2 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 3 there are 16 students, so that it has a percentage as large as 44,4%. Students who got a score of 4 there are 1 students, that it has a percentage as large as 2,7%. No student get a score of 5. Then the average sample value of 2,47 which has a poor predicate.

1. Normality of the Test

The normality test is conducted before calculating the t-test. The normality test is conducted to know whether the data from the two classes have been normally distrubuted or not. The result can be seen as follows:

1) The result of normality test from the experimental class

a. Normality test from grammar score.

From the normality test table above obtained L_0 = 0,097813 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,143728 then $L_0 < L_{table}$ which is 0,097813 < 0,143728 this means the sample is distributed normally at a confidence level of 95%.

b. Normality test from vocabulary score.

From the normality test table above obtained L_0 = 0,043276 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,143728 then $L_0 < L_{table}$ which is 0,043276 < 0,143728 this means the sample is distributed normally at a confidence level of 95%.

c. Normality test from pronuncition score.

From the normality test table above obtained L_0 = 0,143584 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,143728 then $L_0 < L_{table}$ which is 0,143584 < 0,143728 this means the sample is distributed normally at a confidence level of 95%.

d. Normality test from fluency score.

From the normality test table above obtained L_0 = 0,143366 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,143728 then

L_0 < L_{table} which is 0,143366 < 0,143728 this means the sample is distributed normally at a confidence level of 95%.

e. Normality test from comprehension score.

From the normality test table above obtained L_0 = 0,107555 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,143728 then L_0 < L_{table} which is 0,107555 < 0,143728 this means the sample is distributed normally at a confidence level of 95%.

f. Normality test from task score.

From the normality test table above obtained L_0 = 0,12584 with n = 38 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,12584 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

2) The result of normality test from the control class

a. Normality test from grammar score.

From the normality test table above obtained L_0 = 0,091782 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,091782 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

b. Normality test from vocabulary score.

From the normality test table above obtained L_0 = 0,120522 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,120522 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

c. Normality test from pronunciation score.

From the normality test table above obtained L_0 = 0,12444 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,12444 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

d. Normality test from fluency score.

From the normality test table above obtained L_0 = 0,124853 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,124853 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

e. Normality test from comprehension score.

From the normality test table above obtained L_0 = 0,114363 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,114363 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

f. Normality test from task score.

From the normality test table above obtained L_0 = 0,137639 with n = 36 and α = 0,05 of the critical table L obtained L_{table} = 0,147666 then L_0 < L_{table} which is 0,137639 < 0,147666 this means the sample is distributed normally at a confidence level of 95%.

2. Data Analysis of the Students Score

After finishing the normality test, the data was calculated by using t-test to know the significant the influence of first language toward speaking ability in experimental class and control class. The data from test of experimental and

control classes. The calculation result of the score of the experimental class (X) and the control class (Y) is presented as follows:

Based on statistical data on the calculation of experimental class and control class scores in appendix 4 and 5.

According to the data above, the result of both classes further in each class was calculated by using T-test. Based on the results of the calculated values using the t test and calculating df in appendix 6, the results obtained: $\sum x^2 =$ 529,76 and $\sum y^2 =$ 242,97 with a value of df = 72. Then the results of the t test obtained are

t-test 0,625 < t-table = 0,625 < 1,666

The level confidance is 0,05 or 5%. The value of test was 0,0625. It mean that t-test < t-table because t-table is 1,666.

4.2 Hypothesis Testing

After obtaining the value by using T-test, the hypotheses can be tested as follow:

H_0 : There is any significance influence of first language toward speaking ability of students.

H_1 : There is no any significance influence of first language toward speaking ability of students.

Based on calculating data by using t-test, it showed that:

1. The value t_o was 0,625
2. df was 72.

It could be concluded that $T_o < T_t$, so Null Hypothesis (H_0) was rejected, meanwhile Hypothesis One (H_1) was accepted. There are differences

in scores in experimental classes and control classes. So there is no influence of first language toward speaking ability on students.

4.3 Discussion

To determine if there is a first language influence toward speaking ability at grade XI IPA of SMA N 8 Jambi City. The researchers gave tests to the two classes which were experimental and class control classes. There were 38 students in the experiment class. Meanwhile, there were 36 students in the control class. Both classes conducted tests by conducting speaking tests in accordance with the theme given with the theme that had been given by the researcher.

Before giving the test, the researchers gave treatment to an experimental class at one meeting. While in the control class, researchers are not given treatment, but directly provide tests. Students are given a test in the form of a speaking test, to find out the score obtained by students, researchers use speaking assessment, aspects assessed are grammar, vocabulary, pronunciation, fluency, comprehension, and task.

Based on the analysis data used t-test, it was found that the t-test (To) is 0.625. This means that the To is smaller than the t-table (Tt). Then, for DF is 72. That is, the results showed that the experimental class had no first language influence toward speaking ability.

After doing this study and getting the results of this study, researcher learned that there is no influence of first language toward speaking ability. The study focused on looking at the influence of first language.

Based on the above explanation, researcher concluded that there was no first language influence toward students' speaking ability at grade XI IPA of SMA N 8 Jambi City.

BAB V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After the researcher conducted research and analysed data using the selected instrument to the students in class XI IPA 4 as an experimental class, and XI IPA 1 as a control class SMA N 8 Jambi City. With research that focuses on the influence of first language toward speaking ability, in general, it can be concluded that:

1. Researchers have calculated the data with t-tests and it shows that the average scores of experimental and control classes have differences. To = 0.625 smaller than Tt = 1,666. It can be concluded that there is no first language influence on speaking ability for students at grade XI IPA of N 8 Jambi City High School rejected.
2. After treatment, the researchers concluded that there was no first language influence toward speaking ability at grade XI IPA.

5.2 Suggestions

Based on the conclusions above, the researcher gave the following suggestions:

1. Teachers

The results of this study are a reflection of the students' abilities, in which the teaching teachers should pay more attention to grammatical aspects and ensure that students understand them with various methods that can be used by teachers. The teacher plays a big role in ensuring students' understanding of a learning topic.

2. Students

For students, the results obtained in this study can be used as a reflection to correct themselves and understand each other's inabilities. The researcher hopes that the students will be able to recognize their respective incompetence and be brave enough to find a way out of the problem.

3. Future Researchers

For future researchers, this research is only limited to finding what the students have difficulty in understanding the simple future tense. Furthermore, future researchers can look for the causes of the difficulties that have been disclosed in this study. So the nature of the research is to complement this research.

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APPENDIX 1
STUDENTS' TEST

1. Please write your name, and your class.
2. Please write a text about the topic given "tell me about your family"

Name:

Class:

APPENDIX 2
The Students' Score of Experimental Class

No	Students' Label	Component of Speaking					
		Gram	Vocab	Pronun	Fluen	Comp	Task
1	Student 1	3	4	1	1	3	3
2	Student 2	2	1	1	2	2	3
3	Student 3	3	1	1	3	2	2
4	Student 4	3	3	1	1	2	2
5	Student 5	2	1	1	1	1	1
6	Student 6	3	2	1	1	3	1
7	Student 7	2	1	1	1	1	2
8	Student 8	2	2	1	3	2	3
9	Student 9	3	3	1	3	2	3
10	Student 10	4	3	2	2	1	2
11	Student 11	3	3	2	4	4	3
12	Student 12	2	1	1	2	1	1
13	Student 13	2	3	1	2	3	3
14	Student 14	3	4	2	2	1	3
15	Student 15	3	3	3	2	3	4
16	Student 16	4	3	3	2	2	4
17	Student 17	4	2	4	3	3	3
18	Student 18	3	4	1	3	2	2
19	Student 19	4	2	3	2	3	2
20	Student 20	3	4	1	2	2	4
21	Student 21	3	2	3	1	2	2
22	Student 22	3	4	3	2	3	3
23	Student 23	1	1	1	2	1	1
24	Student 24	3	1	3	3	3	2
25	Student 25	2	1	1	2	1	1
26	Student 26	3	4	1	4	1	4
27	Student 27	2	1	1	1	1	2
28	Student 28	3	3	1	2	3	3
29	Student 29	1	1	1	2	1	2
30	Student 30	4	4	4	4	4	4
31	Student 31	1	3	1	2	3	2
32	Student 32	3	1	3	4	3	2
33	Student 33	3	4	1	3	3	3
34	Student 34	4	3	1	3	3	2
35	Student 35	3	3	1	3	2	2
36	Student 36	4	4	2	2	3	3
37	Student 37	3	4	3	2	3	3
38	Student 38	3	4	1	1	3	3
	Total	**107**	**98**	**64**	**85**	**86**	**95**
	Average	**2,81**	**2,57**	**1,68**	**2,23**	**2,26**	**2,5**

APPENDIX 3
The Students' Score of Control Class

No	Students' Label	Component of Speaking					
		Gram	**Vocab**	**Pronun**	**Fluen**	**Comp**	**Task**
1	Student 1	3	4	3	3	3	3
2	Student 2	3	3	1	3	2	3
3	Student 3	2	3	2	2	2	3
4	Student 4	2	4	2	2	2	3
5	Student 5	4	4	3	3	1	3
6	Student 6	3	3	1	1	3	3
7	Student 7	2	2	3	3	1	2
8	Student 8	2	2	3	3	2	3
9	Student 9	4	4	2	1	2	3
10	Student 10	4	3	3	2	1	4
11	Student 11	2	1	3	2	4	3
12	Student 12	2	1	4	4	1	2
13	Student 13	1	2	3	3	3	2
14	Student 14	2	3	2	2	1	2
15	Student 15	2	4	3	3	3	3
16	Student 16	2	3	1	3	2	1
17	Student 17	3	3	1	3	3	3
18	Student 18	3	4	2	2	2	2
19	Student 19	3	3	2	2	3	3
20	Student 20	3	3	1	1	2	2
21	Student 21	4	3	2	2	2	4
22	Student 22	3	3	2	2	3	3
23	Student 23	3	3	2	2	1	2
24	Student 24	3	3	3	3	3	3
25	Student 25	3	3	2	2	1	3
26	Student 26	2	2	1	1	1	2
27	Student 27	3	1	1	1	1	2
28	Student 28	2	3	2	2	3	2
29	Student 29	1	2	2	3	1	3
30	Student 30	1	2	2	2	4	3
31	Student 31	2	2	2	2	3	2
32	Student 32	1	1	2	2	3	2
33	Student 33	1	2	2	2	3	2
34	Student 34	3	3	4	4	3	4
35	Student 35	4	2	3	3	2	3
36	Student 36	2	2	2	2	3	2
	Total	**91**	**96**	**79**	**83**	**86**	**95**
	Average	**2,52**	**2,66**	**2,19**	**2,30**	**2,26**	**2,63**

APPENDIX 4

Statistical Calculation of Experimental Class.

No	(X_1)	$(X_1)^2$
1	15	225
2	11	121
3	12	144
4	12	144
5	7	49
6	11	121
7	8	64
8	13	169
9	15	225
10	14	196
11	19	361
12	8	64
13	14	196
14	15	225
15	18	324
16	18	324
17	19	361
18	15	225
19	16	256
20	16	256
21	13	169
22	18	324
23	7	49
24	15	225
25	8	64
26	17	238
27	8	64
28	15	225
29	8	64
30	24	576
31	12	144
32	16	256
33	17	289
34	16	256
35	14	196
36	18	324
37	18	324
38	15	225
Total	**535**	**8062**
Average	**14,07**	**212,15**

APPENDIX 5

Statistical Calculation of Control Class.

No	(X_2)	$(X_2)^2$
1	19	361
2	15	225
3	14	196
4	15	225
5	18	324
6	14	196
7	13	169
8	15	225
9	16	256
10	17	289
11	15	225
12	14	196
13	14	196
14	12	144
15	18	324
16	12	144
17	16	256
18	15	225
19	16	256
20	12	144
21	17	289
22	16	256
23	13	169
24	18	324
25	14	196
26	9	81
27	9	81
28	14	196
29	12	144
30	14	196
31	13	169
32	11	121
33	12	144
34	21	441
35	17	289
36	13	169
Total	**523**	**7841**
Average	**14,52**	**217,80**

APPENDIX 6

T test

$$\sum \boldsymbol{x^2} = \sum X^2 - \frac{\sum X^2}{N}$$

$$\sum \boldsymbol{x^2} = 8062 - \frac{(535)^2}{38}$$

$$\sum \boldsymbol{x^2} = \frac{306.356 - 286.225}{38}$$

$$\sum \boldsymbol{x^2} = \frac{20.131}{38}$$

$$\sum \boldsymbol{x^2} = 529{,}76$$

$$\sum \boldsymbol{y^2} = \sum Y^2 - \frac{\sum Y^2}{N}$$

$$\sum \boldsymbol{y^2} = 7.841 - \frac{(523)^2}{36}$$

$$\sum \boldsymbol{y^2} = \frac{282.276 - 273.529}{36}$$

$$\sum \boldsymbol{y^2} = \frac{8747}{36}$$

$$\sum \boldsymbol{y^2} = 242{,}97$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{N_x + N_y}{N_x . N_y}\right]}}$$

$$t_o = \frac{14{,}07 - 14{,}52}{\sqrt{\left[\frac{529{,}76 + 242{,}97}{38 + 36 - 2}\right]\left[\frac{38 + 36}{38.36}\right]}}$$

$$t_o = \frac{0{,}45}{\sqrt{\left[\frac{772{,}73}{72}\right]\left[\frac{74}{1.368}\right]}}$$

$$t_o = \frac{0{,}45}{\sqrt{[10{,}73]\ [0{,}05]}}$$

$$t_o = \frac{0{,}45}{\sqrt{0{,}53}}$$

$$t_o = \frac{0{,}45}{0{,}72}$$

$$t_o = 0{,}625$$

$$df = \left(N_x + N_y - 2\right)$$

$$df = (38 + 36 - 2)$$

$$df = 72$$

APPENDIX 7
Normality Test From Experimental Class
Normality test from grammar score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	20	-3,17646	0,000745	0,026316	0,02557
2	30	-2,48868	0,006411	0,052632	0,046221
3	40	-1,8009	0,035859	0,078947	0,043088
4	55	-0,76923	0,220879	0,289474	0,068595
5	55	-0,76923	0,220879	0,289474	0,068595
6	55	-0,76923	0,220879	0,289474	0,068595
7	55	-0,76923	0,220879	0,289474	0,068595
8	55	-0,76923	0,220879	0,289474	0,068595
9	55	-0,76923	0,220879	0,289474	0,068595
10	55	-0,76923	0,220879	0,289474	0,068595
11	55	-0,76923	0,220879	0,289474	0,068595
12	65	-0,08145	0,467543	0,473684	0,006141
13	65	-0,08145	0,467543	0,473684	0,006141
14	65	-0,08145	0,467543	0,473684	0,006141
15	65	-0,08145	0,467543	0,473684	0,006141
16	65	-0,08145	0,467543	0,473684	0,006141
17	65	-0,08145	0,467543	0,473684	0,006141
18	65	-0,08145	0,467543	0,473684	0,006141
19	70	0,262443	0,60351	0,605263	0,001753
20	70	0,262443	0,60351	0,605263	0,001753
21	70	0,262443	0,60351	0,605263	0,001753
22	70	0,262443	0,60351	0,605263	0,001753
23	70	0,262443	0,60351	0,605263	0,001753
24	75	0,606333	0,727853	0,815789	0,087936
25	75	0,606333	0,727853	0,815789	0,087936
26	75	0,606333	0,727853	0,815789	0,087936
27	75	0,606333	0,727853	0,815789	0,087936
28	75	0,606333	0,727853	0,815789	0,087936
29	75	0,606333	0,727853	0,815789	0,087936
30	75	0,606333	0,727853	0,815789	0,087936
31	75	0,606333	0,727853	0,815789	0,087936
32	80	0,950223	0,829001	0,894737	0,065736
33	80	0,950223	0,829001	0,894737	0,065736
34	80	0,950223	0,829001	0,894737	0,065736
35	85	1,294114	0,902187	1	0,097813
36	85	1,294114	0,902187	1	0,097813
37	85	1,294114	0,902187	1	0,097813
38	85	1,294114	0,902187	1	0,097813

Normality test from vocabulary score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	30	-1,69827	0,044728	0,078947	-0,03422
2	30	-1,69827	0,044728	0,078947	-0,03422
3	30	-1,69827	0,044728	0,078947	-0,03422
4	35	-1,44014	0,074914	0,184211	-0,1093
5	35	-1,44014	0,074914	0,184211	-0,1093
6	35	-1,44014	0,074914	0,184211	-0,1093
7	35	-1,44014	0,074914	0,184211	-0,1093
8	40	-1,182	0,118603	0,263158	-0,14455
9	40	-1,182	0,118603	0,263158	-0,14455
10	40	-1,182	0,118603	0,263158	-0,14455
11	45	-0,92386	0,177779	0,289474	-0,11169
12	60	-0,14945	0,4406	0,421053	0,019547
13	60	-0,14945	0,4406	0,421053	0,019547
14	60	-0,14945	0,4406	0,421053	0,019547
15	60	-0,14945	0,4406	0,421053	0,019547
16	60	-0,14945	0,4406	0,421053	0,019547
17	65	0,10869	0,543276	0,5	0,043276
18	65	0,10869	0,543276	0,5	0,043276
19	65	0,10869	0,543276	0,5	0,043276
20	70	0,366827	0,643126	0,605263	0,037863
21	70	0,366827	0,643126	0,605263	0,037863
22	70	0,366827	0,643126	0,605263	0,037863
23	70	0,366827	0,643126	0,605263	0,037863
24	75	0,624965	0,734003	0,710526	0,023477
25	75	0,624965	0,734003	0,710526	0,023477
26	75	0,624965	0,734003	0,710526	0,023477
27	75	0,624965	0,734003	0,710526	0,023477
28	80	0,883103	0,81141	0,789474	0,021936
29	80	0,883103	0,81141	0,789474	0,021936
30	80	0,883103	0,81141	0,789474	0,021936
31	85	1,14124	0,873115	1	-0,12688
32	85	1,14124	0,873115	1	-0,12688
33	85	1,14124	0,873115	1	-0,12688
34	85	1,14124	0,873115	1	-0,12688
35	85	1,14124	0,873115	1	-0,12688
36	85	1,14124	0,873115	1	-0,12688
37	85	1,14124	0,873115	1	-0,12688
38	85	1,14124	0,873115	1	-0,12688

Normality test from pronuncition score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	10	-1,75514	0,039618	0,052632	0,013014
2	10	-1,75514	0,039618	0,052632	0,013014
3	25	-1,00575	0,157267	0,184211	0,026943
4	25	-1,00575	0,157267	0,184211	0,026943
5	25	-1,00575	0,157267	0,184211	0,026943
6	25	-1,00575	0,157267	0,184211	0,026943
7	25	-1,00575	0,157267	0,184211	0,026943
8	30	-0,75596	0,224837	0,368421	0,143584
9	30	-0,75596	0,224837	0,368421	0,143584
10	30	-0,75596	0,224837	0,368421	0,143584
11	30	-0,75596	0,224837	0,368421	0,143584
12	30	-0,75596	0,224837	0,368421	0,143584
13	30	-0,75596	0,224837	0,368421	0,143584
14	30	-0,75596	0,224837	0,368421	0,143584
15	35	-0,50616	0,306371	0,394737	0,088366
16	40	-0,25637	0,398833	0,526316	0,127483
17	40	-0,25637	0,398833	0,526316	0,127483
18	40	-0,25637	0,398833	0,526316	0,127483
19	40	-0,25637	0,398833	0,526316	0,127483
20	40	-0,25637	0,398833	0,526316	0,127483
21	45	-0,00657	0,497378	0,631579	0,134201
22	45	-0,00657	0,497378	0,631579	0,134201
23	45	-0,00657	0,497378	0,631579	0,134201
24	45	-0,00657	0,497378	0,631579	0,134201
25	50	0,243221	0,596083	0,684211	0,088128
26	50	0,243221	0,596083	0,684211	0,088128
27	60	0,74281	0,771202	0,736842	0,03436
28	60	0,74281	0,771202	0,736842	0,03436
29	65	0,992605	0,839549	0,815789	0,023759
30	65	0,992605	0,839549	0,815789	0,023759
31	65	0,992605	0,839549	0,815789	0,023759
32	70	1,2424	0,892955	0,894737	0,001781
33	70	1,2424	0,892955	0,894737	0,001781
34	70	1,2424	0,892955	0,894737	0,001781
35	75	1,492194	0,932176	0,947368	0,015193
36	75	1,492194	0,932176	0,947368	0,015193
37	85	1,991784	0,976803	1	0,023197
38	85	1,991784	0,976803	1	0,023197

Normality test from fluency score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	20	-2,685724719	0,003619	0,026315789	0,022697155
2	25	-2,311887579	0,010392	0,052631579	0,042239639
3	30	-1,938050438	0,026309	0,078947368	0,052638834
4	40	-1,190376158	0,116949	0,105263158	0,011686132
5	43	-0,966073873	0,167004	0,131578947	0,035424661
6	45	-0,816539017	0,207096	0,210526316	0,003430357
7	45	-0,816539017	0,207096	0,210526316	0,003430357
8	45	-0,816539017	0,207096	0,210526316	0,003430357
9	48	-0,592236733	0,276846	0,236842105	0,040003932
10	50	-0,442701877	0,328991	0,315789474	0,013201219
11	50	-0,442701877	0,328991	0,315789474	0,013201219
12	50	-0,442701877	0,328991	0,315789474	0,013201219
13	55	-0,068864736	0,472549	0,473684211	0,001135566
14	55	-0,068864736	0,472549	0,473684211	0,001135566
15	55	-0,068864736	0,472549	0,473684211	0,001135566
16	55	-0,068864736	0,472549	0,473684211	0,001135566
17	55	-0,068864736	0,472549	0,473684211	0,001135566
18	55	-0,068864736	0,472549	0,473684211	0,001135566
19	58	0,155437548	0,561762	0,5	0,061761808
20	59	0,230204976	0,591034	0,526315789	0,064717963
21	60	0,304972404	0,619806	0,657894737	0,038088322
22	60	0,304972404	0,619806	0,657894737	0,038088322
23	60	0,304972404	0,619806	0,657894737	0,038088322
24	60	0,304972404	0,619806	0,657894737	0,038088322
25	60	0,304972404	0,619806	0,657894737	0,038088322
26	62	0,45450726	0,675268	0,710526316	0,0352582
27	62	0,45450726	0,675268	0,710526316	0,0352582
28	63	0,529274688	0,701693	0,763157895	0,061465351
29	63	0,529274688	0,701693	0,763157895	0,061465351
30	64	0,604042116	0,727092	0,868421053	0,141328873
31	64	0,604042116	0,727092	0,868421053	0,141328873
32	64	0,604042116	0,727092	0,868421053	0,141328873
33	64	0,604042116	0,727092	0,868421053	0,141328873
34	65	0,678809544	0,751371	0,894736842	0,143366115
35	78	1,650786109	0,950609	0,947368421	0,00324045
36	78	1,650786109	0,950609	0,947368421	0,00324045
37	80	1,800320966	0,964095	1	0,035904986
38	80	1,800320966	0,964095	1	0,035904986

Normality test from comprehension score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	10	-2,107694733	0,017528702	0,052631579	0,03510288
2	10	-2,107694733	0,017528702	0,052631579	0,03510288
3	15	-1,863212438	0,031216192	0,078947368	0,04773118
4	20	-1,618730143	0,052752669	0,105263158	0,05251049
5	22	-1,520937225	0,064137796	0,131578947	0,06744115
6	25	-1,374247848	0,084682375	0,157894737	0,07321236
7	28	-1,227558471	0,10980638	0,210526316	0,10071994
8	28	-1,227558471	0,10980638	0,210526316	0,10071994
9	30	-1,129765553	0,129287513	0,236842105	0,10755459
10	45	-0,396318668	0,345934979	0,263157895	0,08277708
11	47	-0,29852575	0,382650963	0,289473684	0,09317728
12	48	-0,249629291	0,401437022	0,315789474	0,08564755
13	50	-0,151836373	0,439657997	0,342105263	0,09755273
14	51	-0,102939914	0,45900533	0,368421053	0,09058428
15	53	-0,005146996	0,497946655	0,394736842	0,10320981
16	54	0,043749463	0,517447945	0,421052632	0,09639531
17	55	0,092645922	0,53690757	0,447368421	0,08953915
18	58	0,239335299	0,594577202	0,5	0,0945772
19	58	0,239335299	0,594577202	0,5	0,0945772
20	60	0,337128217	0,631989877	0,526315789	0,10567409
21	62	0,434921135	0,668190164	0,578947368	0,0892428
22	62	0,434921135	0,668190164	0,578947368	0,0892428
23	63	0,483817594	0,685742336	0,605263158	0,08047918
24	64	0,532714053	0,702884232	0,657894737	0,04498949
25	64	0,532714053	0,702884232	0,657894737	0,04498949
26	66	0,630506971	0,735818528	0,710526316	0,02529221
27	66	0,630506971	0,735818528	0,710526316	0,02529221
28	67	0,67940343	0,751558862	0,736842105	0,01471676
29	68	0,728299889	0,766784985	0,763157895	0,00362709
30	69	0,777196348	0,781478532	0,789473684	0,00799515
31	70	0,826092807	0,795624276	0,815789474	0,0201652
32	72	0,923885726	0,822227092	0,842105263	0,01987817
33	75	1,070575103	0,857819738	0,868421053	0,01060131
34	73	0,972782185	0,834669216	0,894736842	0,06006763
35	75	1,070575103	0,857819738	0,947368421	0,08954868
36	75	1,070575103	0,857819738	0,947368421	0,08954868
37	80	1,315057398	0,905754694	1	0,09424531
38	80	1,315057398	0,905754694	1	0,09424531

Normality test from task score experimental class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	30	-2,30406	0,01061	0,052632	0,042022
2	30	-2,30406	0,01061	0,052632	0,042022
3	40	-1,56521	0,058767	0,078947	0,02018
4	45	-1,19578	0,115891	0,131579	0,015688
5	45	-1,19578	0,115891	0,131579	0,015688
6	49	-0,90024	0,183997	0,157895	0,026102
7	50	-0,82635	0,204302	0,236842	0,03254
8	50	-0,82635	0,204302	0,236842	0,03254
9	50	-0,82635	0,204302	0,236842	0,03254
10	55	-0,45692	0,323863	0,289474	0,034389
11	55	-0,45692	0,323863	0,289474	0,034389
12	57	-0,30915	0,378603	0,342105	0,036497
13	57	-0,30915	0,378603	0,342105	0,036497
14	59	-0,16138	0,435896	0,394737	0,04116
15	59	-0,16138	0,435896	0,394737	0,04116
16	60	-0,0875	0,465139	0,5	0,034861
17	60	-0,0875	0,465139	0,5	0,034861
18	60	-0,0875	0,465139	0,5	0,034861
19	60	-0,0875	0,465139	0,5	0,034861
20	62	0,060275	0,524032	0,552632	0,0286
21	62	0,060275	0,524032	0,552632	0,0286
22	63	0,134161	0,553362	0,578947	0,025585
23	64	0,208046	0,582404	0,657895	0,075491
24	64	0,208046	0,582404	0,657895	0,075491
25	64	0,208046	0,582404	0,657895	0,075491
26	65	0,281932	0,611002	0,736842	0,12584
27	65	0,281932	0,611002	0,736842	0,12584
28	65	0,281932	0,611002	0,736842	0,12584
29	70	0,651359	0,742593	0,789474	0,046881
30	70	0,651359	0,742593	0,789474	0,046881
31	75	1,020787	0,846322	0,868421	0,022099
32	75	1,020787	0,846322	0,868421	0,022099
33	75	1,020787	0,846322	0,868421	0,022099
34	80	1,390214	0,917768	0,921053	0,003285
35	80	1,390214	0,917768	0,921053	0,003285
36	85	1,759642	0,960766	1	0,039234
37	85	1,759642	0,960766	1	0,039234
38	85	1,759642	0,960766	1	0,039234

APPENDIX 8
Normality test from control class

Normality test from grammar score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1,821618836	0,03425642	0,027777778	0,006478643
2	43	-1,542957598	0,061420532	0,055555556	0,005864977
3	44	-1,450070518	0,073519428	0,083333333	0,009813906
4	45	-1,357183439	0,087361466	0,138888889	0,051527423
5	45	-1,357183439	0,087361466	0,138888889	0,051527423
6	47	-1,17140928	0,120717152	0,166666667	0,045949515
7	49	-0,985635121	0,162156099	0,194444444	0,032288346
8	50	-0,892748042	0,185996058	0,277777778	0,091781719
9	50	-0,892748042	0,185996058	0,277777778	0,091781719
10	50	-0,892748042	0,185996058	0,277777778	0,091781719
11	55	-0,428312644	0,334211757	0,361111111	0,026899354
12	55	-0,428312644	0,334211757	0,361111111	0,026899354
13	55	-0,428312644	0,334211757	0,361111111	0,026899354
14	56	-0,335425565	0,368652043	0,388888889	0,020236846
15	57	-0,242538485	0,40418147	0,444444444	0,040262974
16	57	-0,242538485	0,40418147	0,444444444	0,040262974
17	60	0,036122753	0,51440776	0,5	0,01440776
18	60	0,036122753	0,51440776	0,5	0,01440776
19	62	0,221896912	0,587802933	0,583333333	0,004469599
20	62	0,221896912	0,587802933	0,583333333	0,004469599
21	62	0,221896912	0,587802933	0,583333333	0,004469599
22	63	0,314783992	0,623537166	0,611111111	0,012426055
23	64	0,407671071	0,658242411	0,75	0,091757589
24	64	0,407671071	0,658242411	0,75	0,091757589
25	64	0,407671071	0,658242411	0,75	0,091757589
26	64	0,407671071	0,658242411	0,75	0,091757589
27	64	0,407671071	0,658242411	0,75	0,091757589
28	66	0,59344523	0,723558387	0,805555556	0,081997169
29	66	0,59344523	0,723558387	0,805555556	0,081997169
30	68	0,779219389	0,782074755	0,861111111	0,079036356
31	68	0,779219389	0,782074755	0,861111111	0,079036356
32	76	1,522316025	0,936035043	0,888888889	0,047146154
33	77	1,615203104	0,946866641	0,916666667	0,030199974
34	79	1,800977263	0,964146768	0,972222222	0,008075454
35	79	1,800977263	0,964146768	0,972222222	0,008075454
36	80	1,893864342	0,970878491	1	0,029121509

Normality test from vocabulary score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-2,05769	0,01981	0,055556	0,035746
2	40	-2,05769	0,01981	0,055556	0,035746
3	45	-1,62297	0,052298	0,111111	0,058813
4	45	-1,62297	0,052298	0,111111	0,058813
5	50	-1,18825	0,117368	0,166667	0,049298
6	50	-1,18825	0,117368	0,166667	0,049298
7	55	-0,75352	0,225568	0,194444	0,031124
8	56	-0,66658	0,252521	0,222222	0,030299
9	57	-0,57963	0,281081	0,25	0,031081
10	59	-0,40574	0,342466	0,277778	0,064688
11	60	-0,3188	0,37494	0,388889	0,013949
12	60	-0,3188	0,37494	0,388889	0,013949
13	60	-0,3188	0,37494	0,388889	0,013949
14	60	-0,3188	0,37494	0,388889	0,013949
15	62	-0,14491	0,442392	0,416667	0,025725
16	63	-0,05796	0,476889	0,472222	0,004667
17	63	-0,05796	0,476889	0,472222	0,004667
18	64	0,028982	0,51156	0,583333	0,071773
19	64	0,028982	0,51156	0,583333	0,071773
20	64	0,028982	0,51156	0,583333	0,071773
21	64	0,028982	0,51156	0,583333	0,071773
22	65	0,115926	0,546145	0,666667	0,120522
23	65	0,115926	0,546145	0,666667	0,120522
24	65	0,115926	0,546145	0,666667	0,120522
25	70	0,55065	0,709063	0,722222	0,013159
26	70	0,55065	0,709063	0,722222	0,013159
27	72	0,72454	0,765633	0,777778	0,012145
28	72	0,72454	0,765633	0,777778	0,012145
29	75	0,985374	0,83778	0,833333	0,004447
30	75	0,985374	0,83778	0,833333	0,004447
31	77	1,159264	0,876826	0,861111	0,015715
32	80	1,420098	0,92221	0,972222	0,050012
33	80	1,420098	0,92221	0,972222	0,050012
34	80	1,420098	0,92221	0,972222	0,050012
35	80	1,420098	0,92221	0,972222	0,050012
36	85	1,854822	0,968189	1	0,031811

Normality test from pronunciation score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1,445199979	0,074200861	0,111111111	0,03691025
2	40	-1,445199979	0,074200861	0,111111111	0,03691025
3	40	-1,445199979	0,074200861	0,111111111	0,03691025
4	40	-1,445199979	0,074200861	0,111111111	0,03691025
5	41	-1,35077675	0,088383479	0,138888889	0,05050541
6	44	-1,067507063	0,142871463	0,194444444	0,051572981
7	44	-1,067507063	0,142871463	0,194444444	0,051572981
8	46	-0,878660604	0,189792663	0,25	0,060207337
9	46	-0,878660604	0,189792663	0,25	0,060207337
10	48	-0,689814146	0,245155536	0,305555556	0,06040002
11	48	-0,689814146	0,245155536	0,305555556	0,06040002
12	49	-0,595390917	0,275791098	0,333333333	0,057542236
13	48	-0,689814146	0,245155536	0,361111111	0,115955575
14	49	-0,595390917	0,275791098	0,388888889	0,113097791
15	50	-0,500967688	0,308196932	0,416666667	0,108469735
16	55	-0,028851542	0,488491497	0,472222222	0,016269274
17	55	-0,028851542	0,488491497	0,472222222	0,016269274
18	56	0,065571687	0,526140584	0,555555556	0,029414971
19	56	0,065571687	0,526140584	0,555555556	0,029414971
20	56	0,065571687	0,526140584	0,555555556	0,029414971
21	57	0,159994916	0,56355746	0,583333333	0,019775873
22	59	0,348841374	0,6363958	0,611111111	0,025284689
23	60	0,443264603	0,671212822	0,666666667	0,004546156
24	60	0,443264603	0,671212822	0,666666667	0,004546156
25	62	0,632111062	0,736342846	0,694444444	0,041898402
26	64	0,82095752	0,794164767	0,75	0,044164767
27	64	0,82095752	0,794164767	0,75	0,044164767
28	65	0,915380749	0,820004109	0,944444444	0,124440335
29	65	0,915380749	0,820004109	0,944444444	0,124440335
30	65	0,915380749	0,820004109	0,944444444	0,124440335
31	65	0,915380749	0,820004109	0,944444444	0,124440335
32	65	0,915380749	0,820004109	0,944444444	0,124440335
33	65	0,915380749	0,820004109	0,944444444	0,124440335
34	65	0,915380749	0,820004109	0,944444444	0,124440335
35	79	2,237305957	0,987366825	0,972222222	0,015144603
36	80	2,331729186	0,990142529	1	0,009857471

Normality test from fluency score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1,87329	0,030514	0,027778	0,002736
2	44	-1,47247	0,070447	0,055556	0,014892
3	45	-1,37226	0,084991	0,138889	0,053898
4	45	-1,37226	0,084991	0,138889	0,053898
5	45	-1,37226	0,084991	0,138889	0,053898
6	49	-0,97144	0,165665	0,194444	0,02878
7	49	-0,97144	0,165665	0,194444	0,02878
8	50	-0,87123	0,191813	0,305556	0,113742
9	50	-0,87123	0,191813	0,305556	0,113742
10	50	-0,87123	0,191813	0,305556	0,113742
11	50	-0,87123	0,191813	0,305556	0,113742
12	55	-0,3702	0,355615	0,333333	0,022282
13	56	-0,27	0,393581	0,388889	0,004692
14	56	-0,27	0,393581	0,388889	0,004692
15	57	-0,16979	0,432586	0,416667	0,01592
16	58	-0,06959	0,472261	0,472222	3,88E-05
17	58	-0,06959	0,472261	0,472222	3,88E-05
18	60	0,130824	0,552043	0,611111	0,059068
19	60	0,130824	0,552043	0,611111	0,059068
20	60	0,130824	0,552043	0,611111	0,059068
21	60	0,130824	0,552043	0,611111	0,059068
22	60	0,130824	0,552043	0,611111	0,059068
23	62	0,331236	0,629767	0,638889	0,009122
24	64	0,531647	0,702515	0,805556	0,103041
25	64	0,531647	0,702515	0,805556	0,103041
26	64	0,531647	0,702515	0,805556	0,103041
27	64	0,531647	0,702515	0,805556	0,103041
28	64	0,531647	0,702515	0,805556	0,103041
29	64	0,531647	0,702515	0,805556	0,103041
30	65	0,631853	0,736259	0,861111	0,124853
31	65	0,631853	0,736259	0,861111	0,124853
32	70	1,132882	0,871368	0,888889	0,017521
33	75	1,633911	0,948861	0,944444	0,004417
34	75	1,633911	0,948861	0,944444	0,004417
35	80	2,13494	0,983617	1	0,016383
36	80	2,13494	0,983617	1	0,016383

Normality test from comprehension score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	45	-2,413649932	0,007896814	0,027777778	0,019880964
2	55	-1,12254447	0,130815505	0,111111111	0,019704394
3	55	-1,12254447	0,130815505	0,111111111	0,019704394
4	55	-1,12254447	0,130815505	0,111111111	0,019704394
5	56	-0,993433924	0,160249268	0,166666667	0,006417399
6	56	-0,993433924	0,160249268	0,166666667	0,006417399
7	57	-0,864323378	0,193705136	0,222222222	0,028517087
8	57	-0,864323378	0,193705136	0,222222222	0,028517087
9	58	-0,735212832	0,231104943	0,277777778	0,046672835
10	58	-0,735212832	0,231104943	0,277777778	0,046672835
11	59	-0,606102286	0,272223417	0,305555556	0,033332139
12	60	-0,47699174	0,316684002	0,416666667	0,099982665
13	60	-0,47699174	0,316684002	0,416666667	0,099982665
14	60	-0,47699174	0,316684002	0,416666667	0,099982665
15	60	-0,47699174	0,316684002	0,416666667	0,099982665
16	62	-0,218770648	0,413414356	0,527777778	0,114363421
17	62	-0,218770648	0,413414356	0,527777778	0,114363421
18	62	-0,218770648	0,413414356	0,527777778	0,114363421
19	62	-0,218770648	0,413414356	0,527777778	0,114363421
20	64	0,039450445	0,515734369	0,611111111	0,095376742
21	64	0,039450445	0,515734369	0,611111111	0,095376742
22	64	0,039450445	0,515734369	0,611111111	0,095376742
23	66	0,297671537	0,617023065	0,666666667	0,049643601
24	66	0,297671537	0,617023065	0,666666667	0,049643601
25	67	0,426782083	0,665230971	0,722222222	0,056991251
26	67	0,426782083	0,665230971	0,722222222	0,056991251
27	69	0,685003175	0,753329041	0,777777778	0,024448736
28	69	0,685003175	0,753329041	0,777777778	0,024448736
29	70	0,814113721	0,792210097	0,805555556	0,013345459
30	71	0,943224268	0,827216898	0,833333333	0,006116435
31	72	1,072334814	0,858215162	0,861111111	0,002895949
32	74	1,330555906	0,90833241	0,888888889	0,019443521
33	75	1,459666452	0,927809117	0,916666667	0,01114245
34	77	1,717887544	0,957091435	0,944444444	0,012646991
35	79	1,976108637	0,975928763	0,972222222	0,003706541
36	80	2,105219183	0,982363883	1	0,017636117

Normality test from task score control class.

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	45	-1,98987	0,023303	0,055556	0,032253
2	45	-1,98987	0,023303	0,055556	0,032253
3	50	-1,4027	0,080354	0,111111	0,030757
4	50	-1,4027	0,080354	0,111111	0,030757
5	55	-0,81552	0,207387	0,194444	0,012943
6	55	-0,81552	0,207387	0,194444	0,012943
7	55	-0,81552	0,207387	0,194444	0,012943
8	56	-0,69809	0,242562	0,25	0,007438
9	56	-0,69809	0,242562	0,25	0,007438
10	57	-0,58065	0,280738	0,277778	0,00296
11	58	-0,46322	0,321605	0,305556	0,016049
12	59	-0,34578	0,364754	0,333333	0,03142
13	60	-0,22835	0,409689	0,5	0,090311
14	60	-0,22835	0,409689	0,5	0,090311
15	60	-0,22835	0,409689	0,5	0,090311
16	60	-0,22835	0,409689	0,5	0,090311
17	60	-0,22835	0,409689	0,5	0,090311
18	60	-0,22835	0,409689	0,5	0,090311
19	62	0,006524	0,502603	0,583333	0,080731
20	62	0,006524	0,502603	0,583333	0,080731
21	62	0,006524	0,502603	0,583333	0,080731
22	63	0,123959	0,549326	0,638889	0,089563
23	63	0,123959	0,549326	0,638889	0,089563
24	64	0,241394	0,595375	0,722222	0,126847
25	64	0,241394	0,595375	0,722222	0,126847
26	64	0,241394	0,595375	0,722222	0,126847
27	65	0,358829	0,640139	0,777778	0,137639
28	65	0,358829	0,640139	0,777778	0,137639
29	70	0,946005	0,827927	0,861111	0,033184
30	70	0,946005	0,827927	0,861111	0,033184
31	70	0,946005	0,827927	0,861111	0,033184
32	75	1,53318	0,937384	0,944444	0,00706
33	75	1,53318	0,937384	0,944444	0,00706
34	75	1,53318	0,937384	0,944444	0,00706
35	80	2,120355	0,983012	1	0,016988
36	80	2,120355	0,983012	1	0,016988

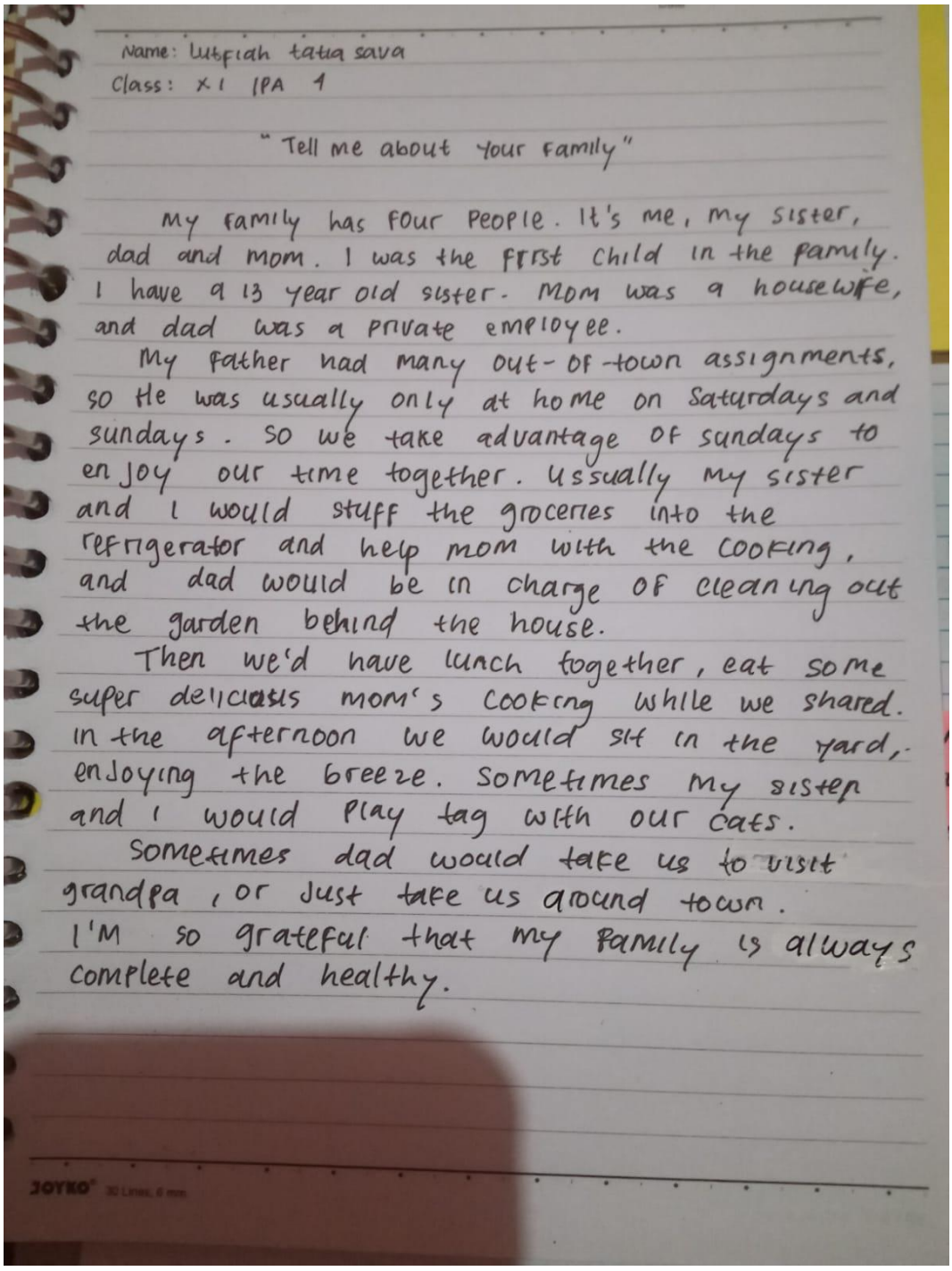
APPENDIX 9
T TABLE

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	**d.f**
1	3,078	6,314	12,706	31,821	63, 657	**1**
2	1,886	2,920	4,303	6,965	9,925	**2**
3	1,638	2,353	3,182	4,541	5,841	**3**
4	1,533	2,132	2,776	3,747	4,604	**4**
5	1,476	2,015	2,571	3,365	4,032	**5**
6	1,440	1,943	2,447	3,143	3,707	**6**
7	1,415	1,895	2,365	2,998	3,499	**7**
8	1,397	**1,860**	2,306	2,896	3,355	**8**
9	1,383	1,833	2,262	2,821	3,250	**9**
10	1,372	1,812	2,228	2,764	3,169	**10**
11	1,363	1,796	2,201	2,718	3,106	**11**
12	1,356	1,782	2,179	2,681	3,055	**12**
13	1,350	**1,771**	2,160	2,650	3,012	**13**
14	1,345	1,761	2,145	2,624	2,977	**14**
15	1,341	1,753	2,131	2,602	2,947	**15**
16	1,337	1,746	2,120	2,583	2,921	**16**
17	1,333	1,740	2,110	2,567	2,898	**17**
18	1,330	1,734	2,101	2,552	2,878	**18**
19	1,328	1,729	2,093	2,539	2,861	**19**
20	1,325	1,725	2,086	2,528	2,845	**20**
21	1,323	1,721	2,080	2,518	2,831	**21**
22	1,321	1,717	2,074	2,508	2,819	**22**
23	1,319	1,714	2,069	2,500	2,807	**23**
24	1,318	1,711	2,064	2,492	2,797	**24**
25	1,316	1,708	2,060	2,485	2,787	**25**
26	1,315	1,706	2,056	2,479	2,779	**26**
27	1,314	1,703	2,052	2,473	2,771	**27**
28	1,313	1,701	2,048	2,467	2,763	**28**
29	1,311	1,699	2,045	2,462	2,756	**29**
30	1,310	1,697	2,042	2,457	2,750	**30**
31	1,309	1,696	2,040	2,453	2,744	**31**
32	1,309	1,694	2,037	2,449	2,738	**32**
33	1,308	1,692	2,035	2,445	2,733	**33**
34	1,307	1,691	2,032	2,441	2,728	**34**
35	1,306	1,690	2,030	2,438	2,724	**35**
36	1,306	1,688	2,028	2,434	2,719	**36**
37	1,305	1,687	2,026	2,431	2,715	**37**
38	1,304	1,686	2,024	2,429	2,712	**38**
39	1,303	1,685	2,023	2,426	2,708	**39**

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	**d.f**
40	1,303	1,684	2,021	2,423	2,704	**40**
41	1,303	1,683	2,020	2,421	2,701	**41**
42	1,302	1,682	2,018	2,418	2,698	**42**
43	1,302	1,681	2,017	2,416	2,695	**43**
44	1,301	1,680	2,015	2,414	2,692	**44**
45	1,301	1,679	2,014	2,412	2,690	**45**
46	1,300	1,679	2,013	2,410	2,687	**46**
47	1,300	1,678	2,012	2,408	2,685	**47**
48	1,299	1,677	2,011	2,407	2,682	**48**
49	1,299	1,677	2,010	2,405	2,680	**49**
50	1,299	1,676	2,009	2,403	2,678	**50**
51	1,298	1,675	2,008	2,402	2,676	**51**
52	1,298	1,675	2,007	2,400	2,674	**52**
53	1,298	1,674	2,006	2,399	2,672	**53**
54	1,297	1,674	2,005	2,397	2,670	**54**
55	1,297	1,673	2,004	2,396	2,668	**55**
56	1,297	1,673	2,003	2,395	2,667	**56**
57	1,297	1,672	2,002	2,394	2,665	**57**
58	1,296	1,672	2,002	2,392	2,663	**58**
59	1,296	1,671	2,001	2,391	2,662	**59**
60	1,296	1,671	2,000	2,390	2,660	**60**
61	1,296	1,670	2,000	2,389	2,659	**61**
62	1,295	1,670	1,999	2,388	2,657	**62**
63	1,295	1,669	1,998	2,387	2,656	**63**
64	1,295	1,669	1,998	2,386	2,655	**64**
65	1,295	1,669	1,997	2,385	2,654	**65**
66	1,295	1,668	1,997	2,384	2,652	**66**
67	1,294	1,668	1,996	2,383	2,651	**67**
68	1,294	1,668	1,995	2,382	2,650	**68**
69	1,294	1,667	1,995	2,382	2,649	**69**
70	1,294	1,667	1,994	2,381	2,648	**70**
71	1,294	1,667	1,994	2,380	2,647	**71**
72	1,293	1,666	1,993	2,379	2,646	**72**
73	1,293	1,666	1,993	2,379	2,645	**73**
74	1,293	1,666	1,993	2,378	2,644	**74**
75	1,293	1,665	1,992	2,377	2,643	**75**
76	1,293	1,665	1,992	2,376	2,642	**76**
77	1,293	1,665	1,991	2,376	2,641	**77**
78	1,292	1,665	1,991	2,375	2,640	**78**

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	**d.f**
79	1,292	1,664	1,990	2,374	2,640	**79**
80	1,292	1,664	1,990	2,374	2,639	**80**
81	1,292	1,664	1,990	2,373	2,638	**81**
82	1,292	1,664	1,989	2,373	2,637	**82**
83	1,292	1,663	1,989	2,372	2,636	**83**
84	1,292	1,663	1,989	2,372	2,636	**84**
85	1,292	1,663	1,988	2,371	2,635	**85**
86	1,291	1,663	1,988	2,370	2,634	**86**
87	1,291	1,663	1,988	2,370	2,634	**87**
88	1,291	1,662	1,987	2,369	2,633	**88**
89	1,291	1,662	1,987	2,369	2,632	**89**
90	1,291	1,662	1,987	2,368	2,632	**90**
91	1,291	1,662	1,986	2,368	2,631	**91**
92	1,291	1,662	1,986	2,368	2,630	**92**
93	1,291	1,661	1,986	2,367	2,630	**93**
94	1,291	1,661	1,986	2,367	2,629	**94**
95	1,291	1,661	1,985	2,366	2,629	**95**
96	1,290	1,661	1,985	2,366	2,628	**96**
97	1,290	1,661	1,985	2,365	2,627	**97**
98	1,290	1,661	1,984	2,365	2,627	**98**
99	1,290	1,660	1,984	2,365	2,626	**99**
Inf.	1,290	1,660	1,984	2,364	2,626	**Inf.**

APPENDIX 10
Students' Test Experimental Class



Name: Lutfiah tatia sava
Class: XI IPA 1

"Tell me about your family"

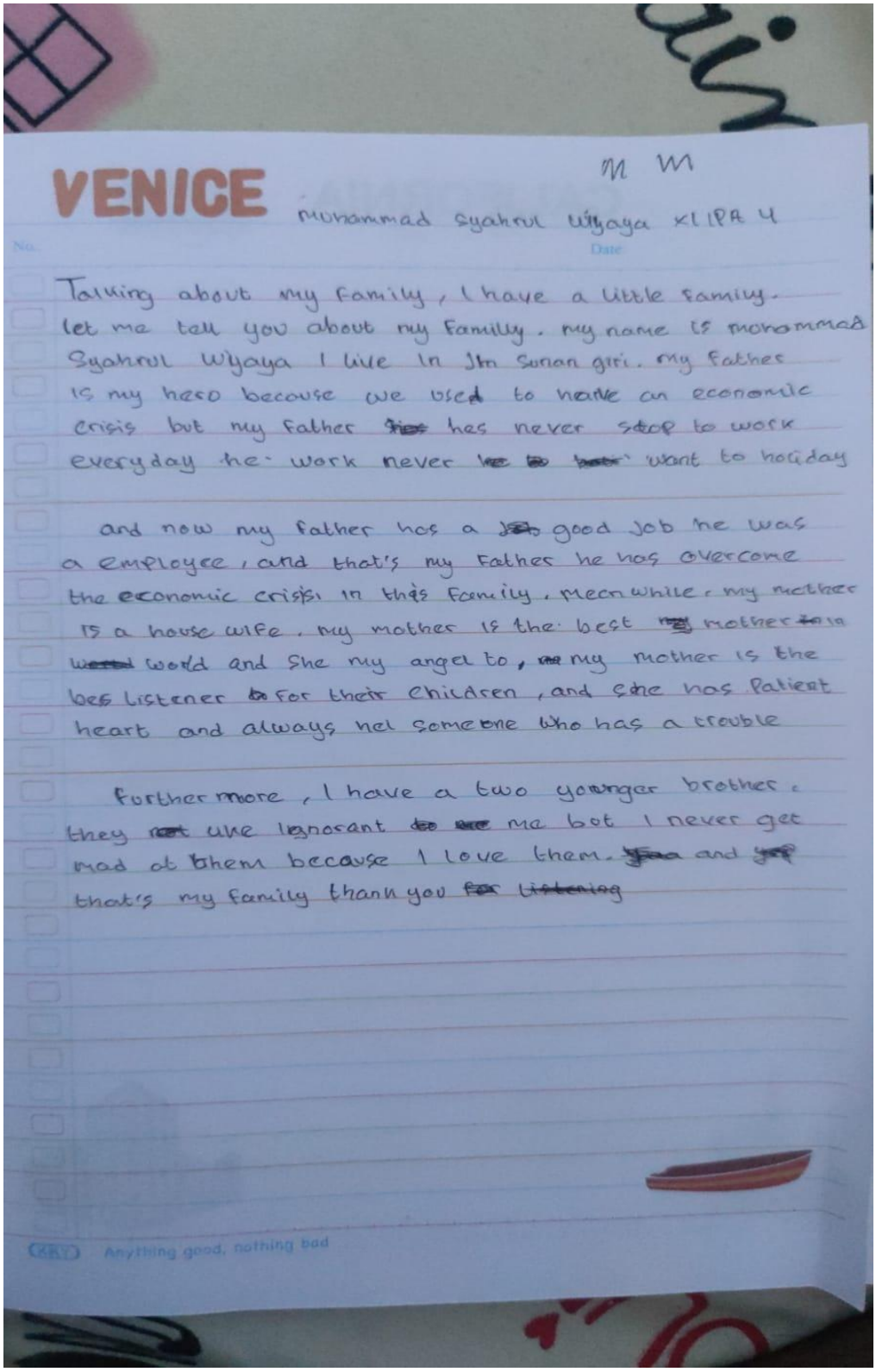
My family has four people. It's me, my sister, dad and mom. I was the first child in the family. I have a 13 year old sister. Mom was a housewife, and dad was a private employee.

My father had many out-of-town assignments, so he was usually only at home on Saturdays and sundays. So we take advantage of sundays to enjoy our time together. Ussually my sister and I would stuff the groceries into the refrigerator and help mom with the cooking, and dad would be in charge of cleaning out the garden behind the house.

Then we'd have lunch together, eat some super delicasis mom's cooking while we shared. In the afternoon we would sit in the yard, enjoying the breeze. Sometimes my sister and I would play tag with our cats.

Sometimes dad would take us to visit grandpa, or just take us around town. I'M so grateful that my family is always complete and healthy.

JOYKO



VENICE

Muhammad Syahrul Wijaya XI IPA 4

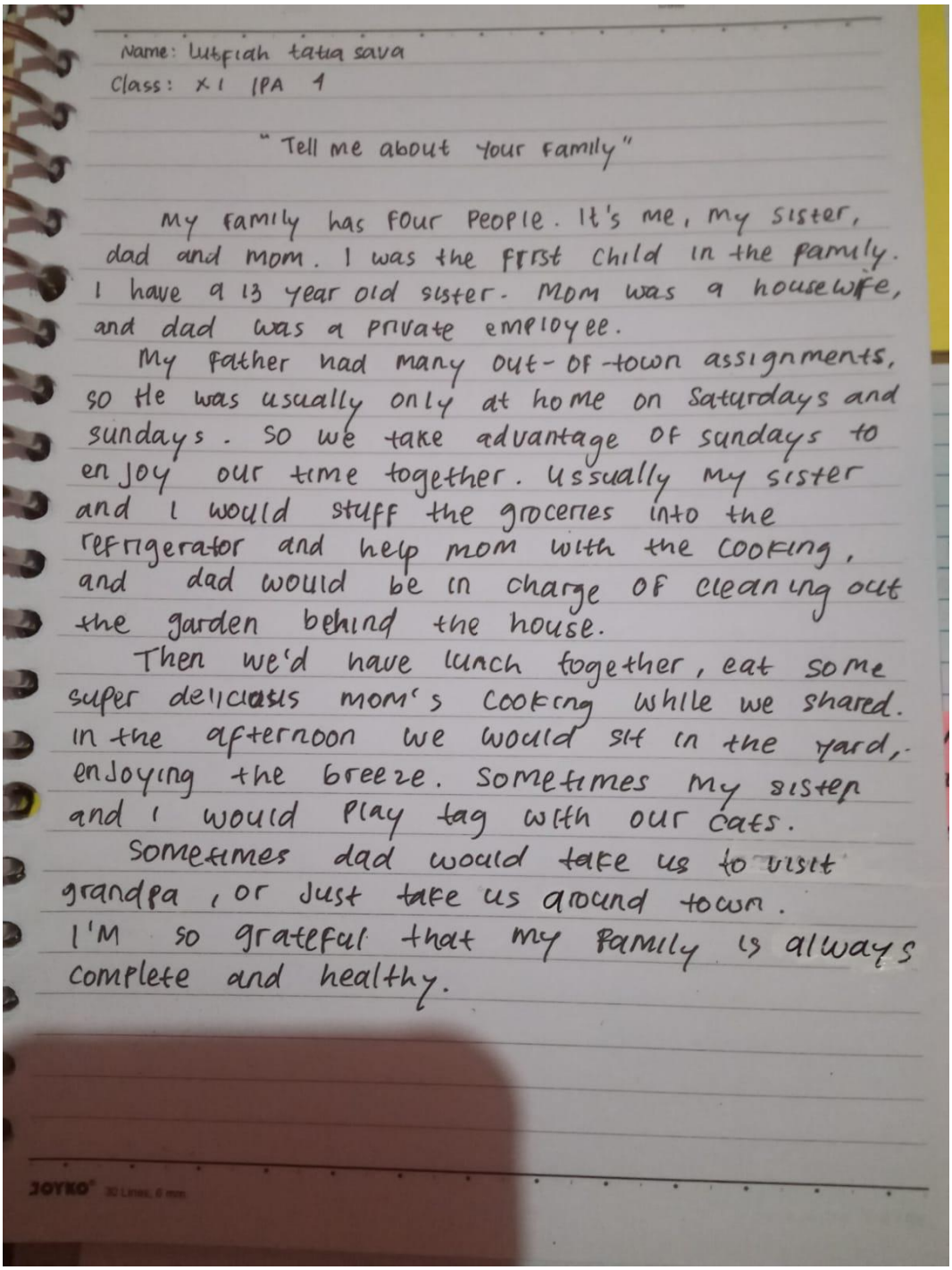
No. Date

Talking about my family, I have a little family. let me tell you about my family. my name is mohammad Syahrul Wijaya I live in Jln Sunan giri. my father is my hero because we used to have an economic crisis but my father has never stop to work everyday he work never want to holiday

and now my father has a good job he was a employee, and that's my father he has overcome the economic crisis in this family. meanwhile, my mother is a house wife. my mother is the best mother in world and she my angel to, my mother is the best listener for their children, and she has patient heart and always hel someone who has a trouble

further more, I have a two younger brother. they like ignorant me but I never get mad at them because I love them. and that's my family thank you for listening

(KBY) Anything good, nothing bad



Name: Lutfiah tatia sava
Class: X I IPA 1

"Tell me about your family"

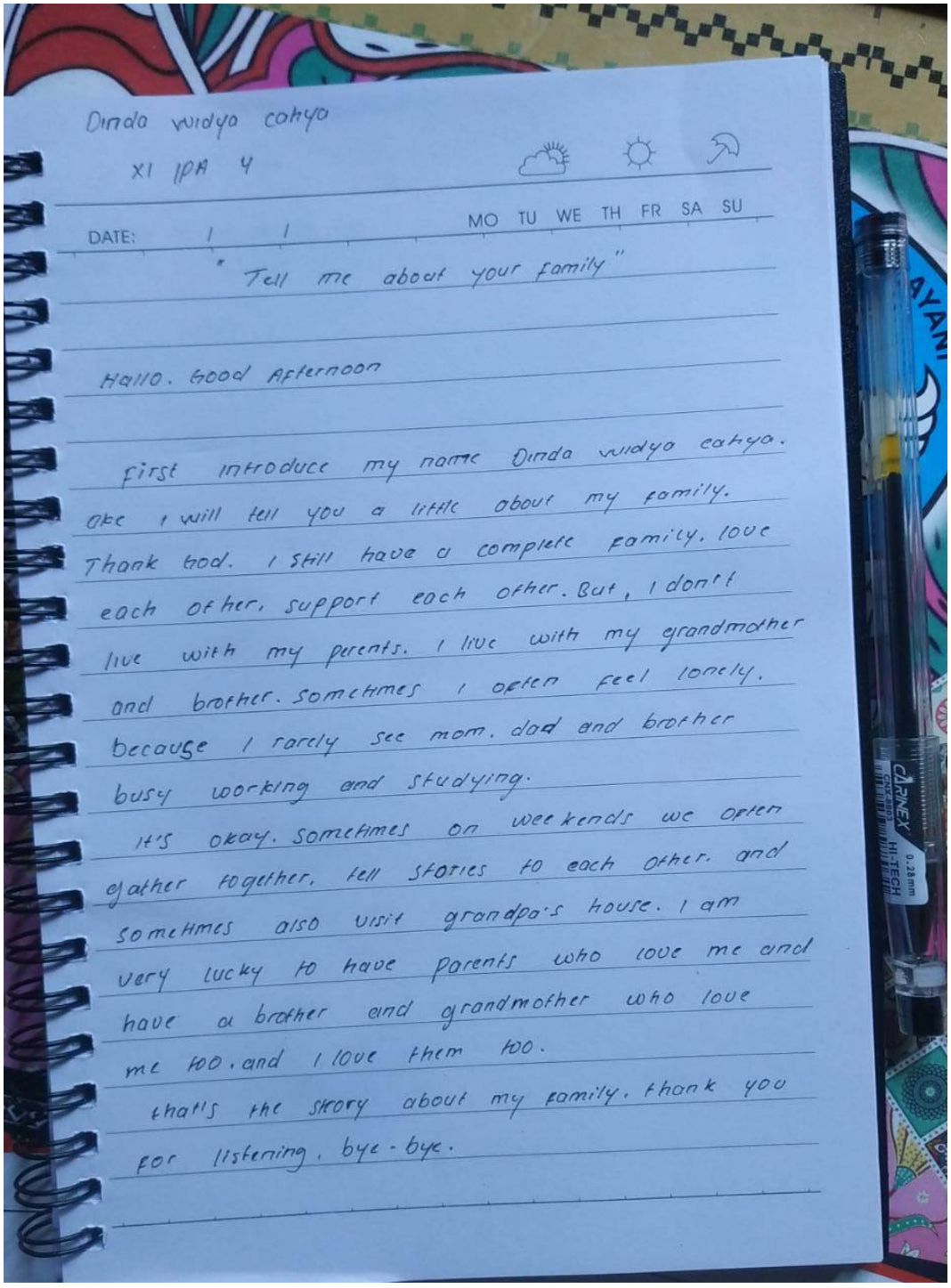
My family has four people. It's me, my sister, dad and mom. I was the first child in the family. I have a 13 year old sister. Mom was a housewife, and dad was a private employee.

My father had many out-of-town assignments, so he was usually only at home on Saturdays and sundays. So we take advantage of sundays to enjoy our time together. Ussually my sister and I would stuff the groceries into the refrigerator and help mom with the cooking, and dad would be in charge of cleaning out the garden behind the house.

Then we'd have lunch together, eat some super deliciasis mom's cooking while we shared. In the afternoon we would sit in the yard, enjoying the breeze. Sometimes my sister and I would play tag with our cats.

Sometimes dad would take us to visit grandpa, or just take us around town.
I'M so grateful that my family is always complete and healthy.

JOYKO



Dinda widya cahya
XI IPA 4

DATE: / / MO TU WE TH FR SA SU

"Tell me about your family"

Hallo. Good Afternoon

First introduce my name Dinda widya cahya. Oke I will tell you a little about my family. Thank God. I still have a complete family, love each other, support each other. But, I don't live with my parents. I live with my grandmother and brother. Sometimes I often feel lonely, because I rarely see mom, dad and brother busy working and studying.

It's okay. Sometimes on weekends we often gather together, tell stories to each other, and sometimes also visit grandpa's house. I am very lucky to have parents who love me and have a brother and grandmother who love me too, and I love them too.

that's the story about my family. thank you for listening, bye-bye.

APPENDIX 11
Students' Test Control Class

No.

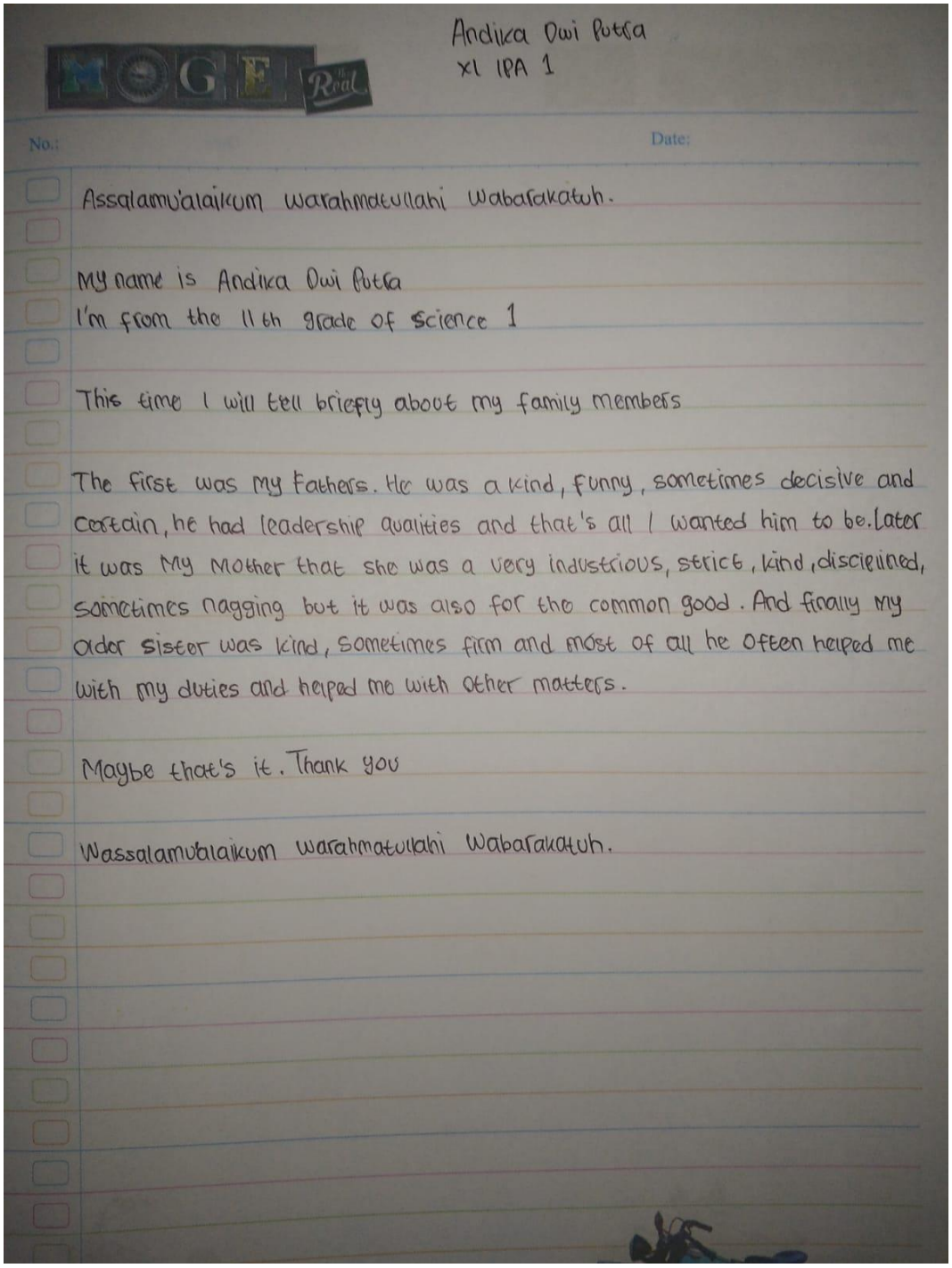
Date . .

My Family

Talking about family, Let me tell you about my family. I would like to introduce my self as well as my Family. My name is Salsabila, you can call me bila, I am 17 years old and I was born in Jambi. I'm the third child in my family. I have two older sisters. The first is Shintya Mia Dini, she is 25 years old. she is married and has one son. Her son name is Sultan Khalid Baihaqi. Now, sultan is 2 years old. He is so cute and handsome. He likes to eat chocolate. and I love him so much. The second is Meisy Dwi Natasya, she is 21 years old, and now she studies in Poltekes Kemenkes Jambi. I have a younger brother. His name is Yusuf Faiz Al-arkan. He is 7 years old. He likes foutball so much.

My father is the leader. He is the best man that I have. My father job is a civil servant. His name is Yanya. Meanwhile my mother is a houswife. Her name is Riska Diana. But my mother is a taylor also. My Mother has a good personality, she has a patient heart and always help someone who has a trouble. My mother is the best listener ever. My mother is my angel and my mother is my Figure in the ~~word~~ world.

CS Dipindai dengan CamScanner



Andika Dwi Putra
XI IPA 1

No.: Date:

Assalamu'alaikum warahmatullahi Wabarakatuh.

My name is Andika Dwi Putra
I'm from the 11th grade of Science 1

This time I will tell briefly about my family members

The first was my fathers. He was a kind, funny, sometimes decisive and certain, he had leadership qualities and that's all I wanted him to be. Later it was My Mother that she was a very industrious, strict, kind, disciplined, sometimes nagging but it was also for the common good. And finally my older sister was kind, sometimes firm and most of all he often helped me with my duties and helped me with other matters.

Maybe that's it. Thank you

Wassalamualaikum warahmatullahi Wabarakatuh.

"My Family"

My family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists 4 people. It is a small family. There are my grandmother, my mother, my sister, and me in my family.

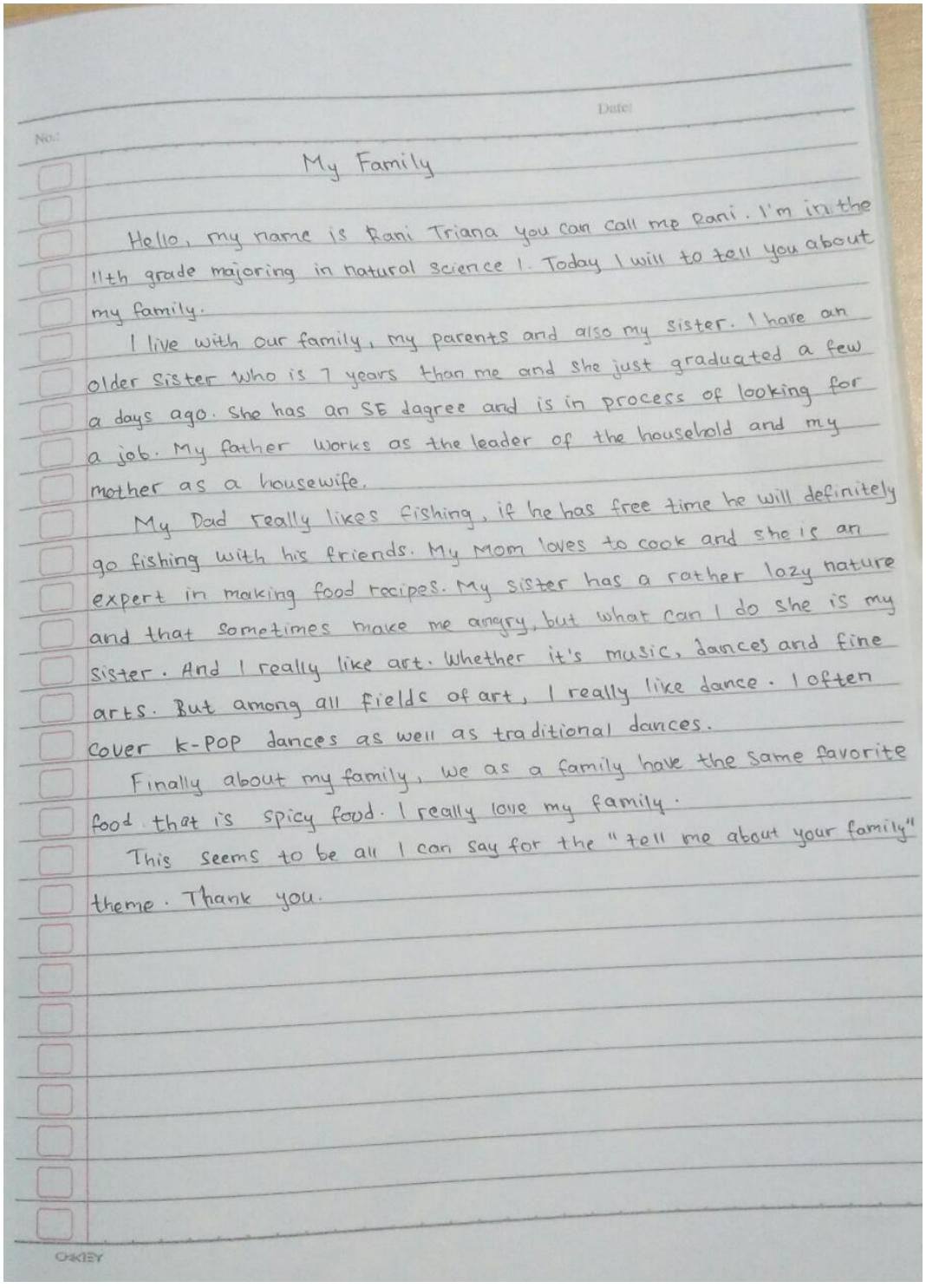
My family is a lovely family. My grandmother's name is Suwami. She is about 78 years old. She is a calm and kind grandmother that I have ever had. She likes to play with his grandchild and always helps his grandchild when we need his help. My mother is the best one. Her name is Wiwik. He is about 44 years old. She is an independent woman and is also a loving mother. The food that she cooks is the best and is really delicious. The, I have one sister. My sister's name is Ajeng. She is about 2 years old. She is about 4 year old [illegible] t older than me. She is my lovely sister because i like to share my thoughts to her and also do our hobbies together, such as watching movies and trying new recipes.

My grand mother, mother, sister, and I like to have a quality time together. The time of gathering together with my family members are the best and cannot be replaced with anything else. We like to spend our time doing many things together, such as having lunch or dinner together in the dining room, watching television together, or just having a small talk together. I feel so blessed to have such a nice and lovely family with every family member who loves and cares about me as I love and care about them as well

Arimbi Satyaningtyas
XI IPA1

22-7-2022

OKEY



No.:

Date:

My Family

Hello, my name is Rani Triana you can call me Rani. I'm in the 11th grade majoring in natural science 1. Today I will to tell you about my family.

I live with our family, my parents and also my sister. I have an older sister who is 7 years than me and she just graduated a few a days ago. She has an SE dagree and is in process of looking for a job. My father works as the leader of the household and my mother as a housewife.

My Dad really likes fishing, if he has free time he will definitely go fishing with his friends. My Mom loves to cook and she is an expert in making food recipes. My sister has a rather lazy nature and that sometimes make me angry, but what can I do she is my sister. And I really like art. Whether it's music, dances and fine arts. But among all fields of art, I really like dance. I often cover k-pop dances as well as traditional dances.

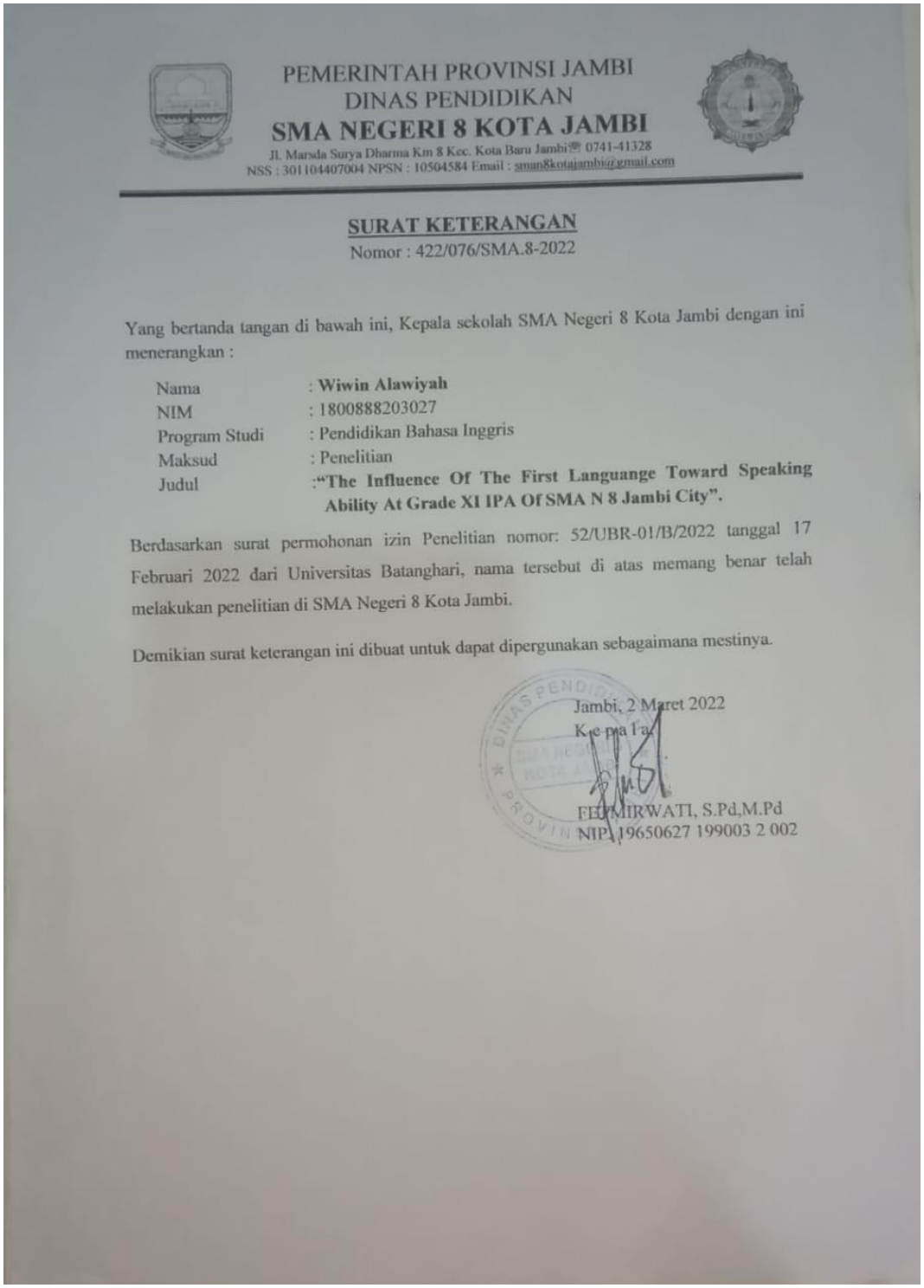
Finally about my family, we as a family have the same favorite food that is spicy food. I really love my family.

This seems to be all I can say for the "tell me about your family" theme. Thank you.

OXIEY

Appendix 12

Research Letter



PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com

SURAT KETERANGAN
Nomor : 422/076/SMA.8-2022

Yang bertanda tangan di bawah ini, Kepala sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama	: **Wiwin Alawiyah**
NIM	: 1800888203027
Program Studi	: Pendidikan Bahasa Inggris
Maksud	: Penelitian
Judul	:**"The Influence Of The First Languange Toward Speaking Ability At Grade XI IPA Of SMA N 8 Jambi City".**

Berdasarkan surat permohonan izin Penelitian nomor: 52/UBR-01/B/2022 tanggal 17 Februari 2022 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 2 Maret 2022
Kepala,

HERMIRWATI, S.Pd,M.Pd
NIP. 19650627 199003 2 002