

**A COMPARATIVE STUDY OF STUDENTS' SPEAKING SKILL BASED
ON EXTERNAL ENGLISH COURSE AND NON EXTERNAL ENGLISH
COURSE AT ELEVENTH CLASS OF TOURISM SMK N 2 JAMBI**

A THESIS PROPOSAL

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of Sarjana Pendidikan in English Educational Study Program**



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APPROVAL

This Thesis “ A COMPARATIVE STUDY OF STUDENTS’ SPEAKING SKILL BASED ON EXTERNAL ENGLISH COURSE AND NON EXTERNAL ENGLISH COURSE AR ELEVENTH CLASS OF TOURISM SMK N 2 JAMBI’. Written by Longga Dwi Trisna, students number 1300888203040 has been corrected and approved to be examined in front of the team of examiners.

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I honestly declare that the thesis I wrote does not contain the works or part of the works of other people, except those cited in the quotations and references, as a scientific paper should.

Jambi, January 30th, 2019

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All praise to Allah SWT; The Lord, The Most Merciful, who always blessing us. May peace and salutation be given to the great prophet Muhammad SAW. This thesis is realization of efforts and invocations. I learned so many things through the process of writing this thesis and I really grateful for it.

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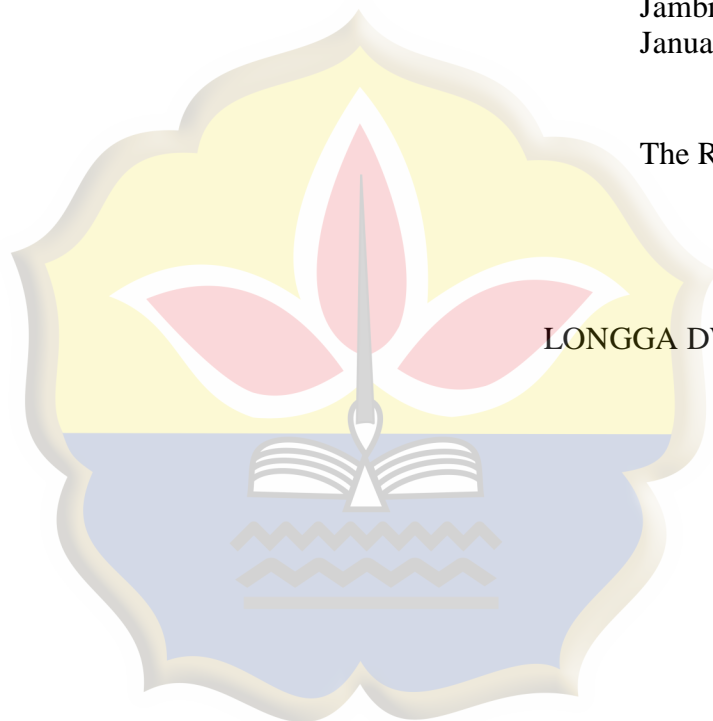
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Finally, the researcher realizes this thesis still far for being perfect, therefore constructive suggestion and advise is always welcome for the improvement of this thesis greatly appreciated. Hopefully, this thesis will be useful for all reader.

Jambi
January 29 , 2019

The Researcher

LONGGA DWI TRISNA



DEDICATION

This thesis is dedicated with love and gratitude to:

Ibudan Ayah.

Thank you so much for everything you have done for me.



MOTTO

“It’s not about doing your best anymore. But, doing better!”

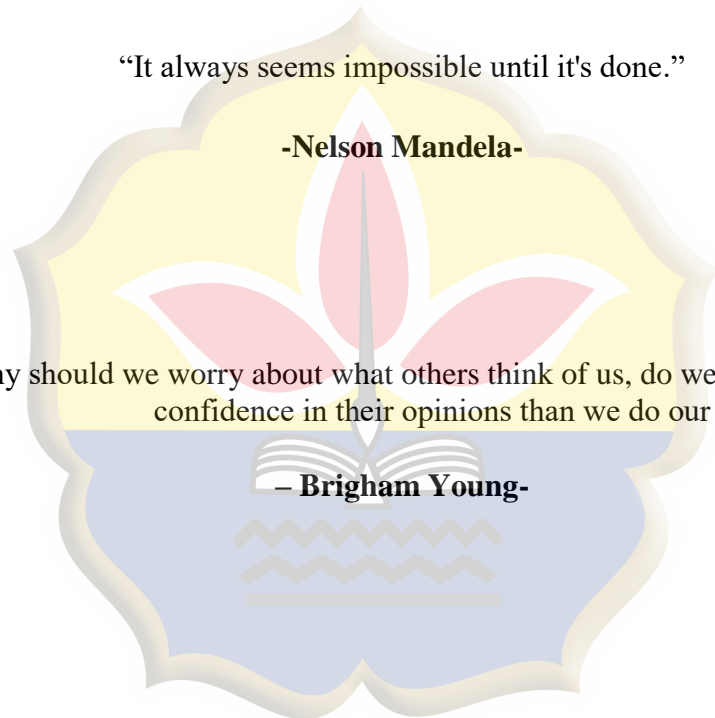
-Anonym-

“It always seems impossible until it's done.”

-Nelson Mandela-

“Why should we worry about what others think of us, do we have more confidence in their opinions than we do our own?”

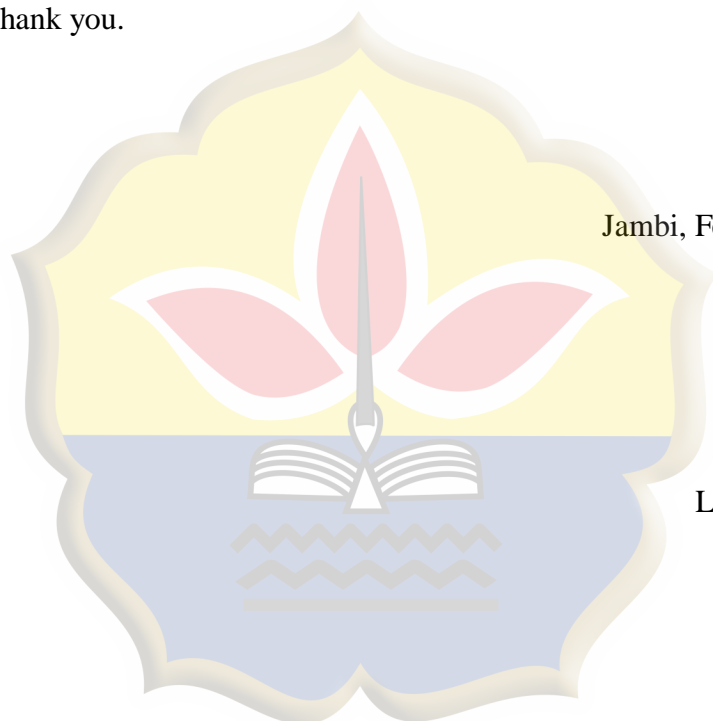
– Brigham Young-



PREFACE

First of all, thanks to Allah SWT because of the help of Allah, I finished my thesis entitled “A Comparative Study of Students’ Speaking Achievement Based on External English Course and Non External English Course at Eleventh Class of Tourism SMK N 2 Jambi”. This thesis is one of the requirement for the degree of sarjanapendidikan (S.Pd) in English education.

Thank you to all individuals who helps in the process of writing this thesis. Hopefully, this thesis can be beneficial to all, especially to the researcher and the readers. Thank you.



Jambi, February 29, 2019

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ABSTRACTS

Trisna, Dwi, Lungga. 2019 “*A Comparative Study of Students’ Speaking Skill based on External English Course and Non External English Course at Eleventh Class of Tourism Smk N 2 Jambi*”. A Thesis, English Education Study Program. Faculty of Teacher Training and Education. Batanghari University. Advisor Dra. Hj. Wennyta, M.Pd. Co-Advisor Khidayatul Munawwaroh, M.Pd.

Keyword : Speaking Skill, Intensive Course

This research use quantitative research. This research use purposive sampling to took sample. This research use one class to interview and test. This research took XII Tourism as a sample, XII Tourism consist of 33 students. After interview and test the result of the research there is students who take an external English course and students who doesn't. From all 33 students 15 of them take an external English course and 18 does not take an external English course. In percent form, approximately 45,45% of students take an external English course and approximately 54,54% of students doesn't. The result of test and interview is the students speaking ability does not completely related to weather they take an external English course or not. Because when it comes to language, we have to use it to master it. The students have to use it even when they not in class so they will used to using it. The other factor that determined students ability, and there is circle and habits. It can be conclude that H_0 is accepted and H_a is rejected. It is suggested to the future researchers who are interested in deeper studying about how to make the students more excited to learn English especially speaking. The future researchers can use this research as a reference.

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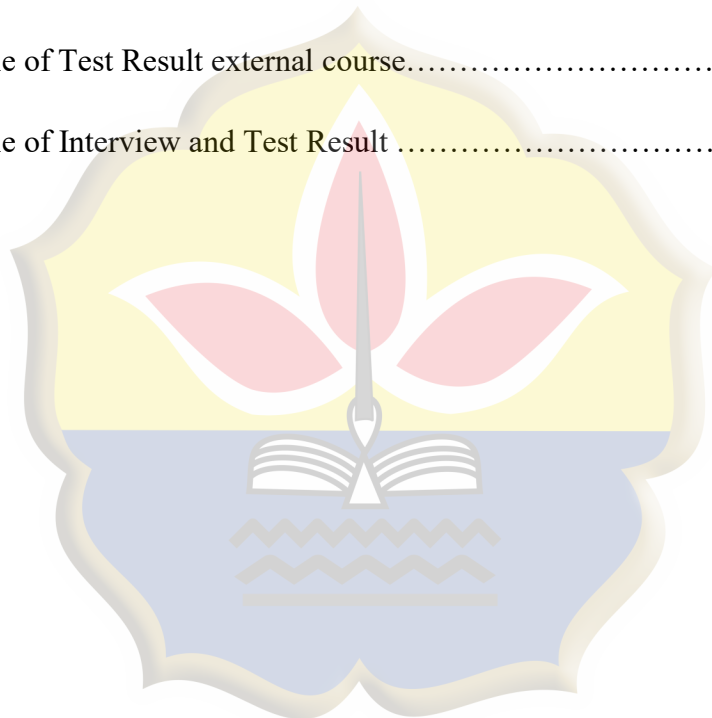
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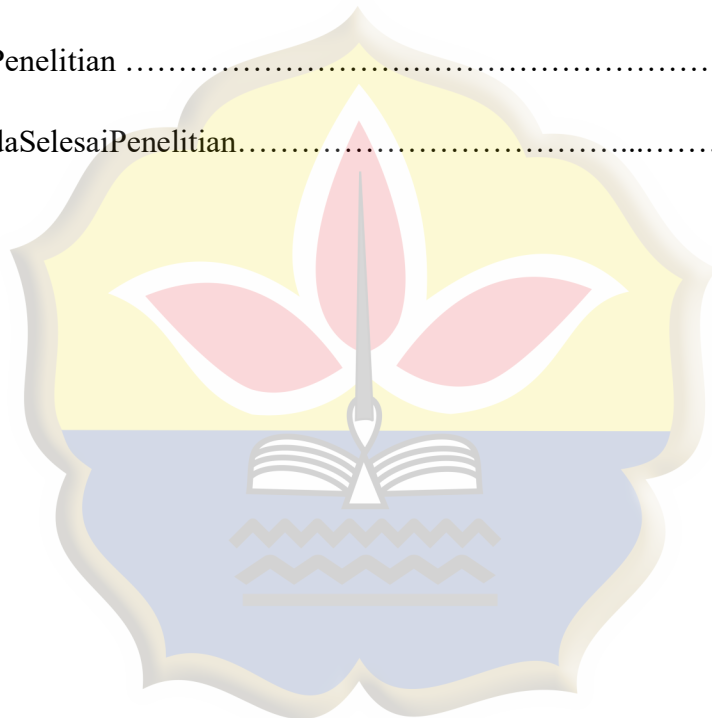
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CHAPTER I

INTRODUCTION

This chapter present some aspects dealing with the topic of the research. They are background of the research, formulation of the research, limitation of the research, purpose of the research, benefit of the research, definition of key terms, and hypothesis.

1.1 Background of the Research

Language is a communication tool used by humans as a means to convey the thought, ideas, attitudes and feelings. Human get along and communicate to seek information and control their thoughts, attitudes and actions using language, both spoken language and written language. This support by the statement of GorysKeraf and Abdul Chaer (2010), they say that language is a symbol system in the form of sound, used to speak, collaborate, communicate and identification. That's why the use of language is important, especially the use of the international language which is English.

Language is means of communication of human beings. Language can be written, spoken or signal forms. Santrock (2011;58) states that “Language is a form of communication---whether spoken, written, or signed--- that is based on a system of symbols.” From those symbols, it is combined to the words then those words are combined become sentences that usually spoken by humans to convey the meaning which is called a language. According to Santrock (2011;58) “Language consist of the words used by a community (vocabulary) and the rules

of varying and combining them (grammar and syntax). Language helps people communicate easily in their community. In each community, they have their own language. However, when one community would like to communicate with other communities from different language backgrounds, they need to use a language which each of them can speak with.

English is a language widely use in the world. Many people from different countries are able to speak English. English has an important role in many aspects of life. English is use in technology, education, science, career and also a primary means in communication. English is on of foreign language that is thaught in Indonesia. The objective of teaching English in Indonesia schools is as follows :

- (a) develop communicative skills in oral and written forms. The skills are listening, reading, writing and speaking,
- (b) build the importance of learning English as one of foreign language to be main learning material, and
- (c) develop an understanding about interrelation between language and culture and expanded sight, so the students have cross cultural sight and involve in (Depdiknas, 2003;14).

In the era of globalization, English is number one of international language. Because English is a mother language of certain country and used as a second language by a lot of different countries in the world. And in Indonesia, English is the first foreign language that school thought us. The students who want to learn English should master four language aspects, such as speaking, listening, reading and writing. These four aspects are related to each other. Taking all of these aspects are among the most needed method in the ability of English.

Among the four skills, speaking is the most important one due to the large number of the students who wants to study English in order to be able to use English for communicative purpose. It can be understood because English can use widely to communicate with other people. Besides that, according to Jack and Willy (2002:201) speaking English is really needed because somebody can be said to have ability in English when they can speak English well. A large percentage of the world's language learners study English in order to develop proficiency in speaking.

Speaking is one of the ways in communication which is needed in human life; with communication human can be to convey the message to another human being. Tarigan (1985:8) said that speaking as a means of communication that greatly affect the lives of individuals human beings. AlsoKundharu (2014:55) say that speaking is an important communication tool to express themselves as members of society. In relation to the function of the language, speaking use as a means to gain knowledge adapt, learn, and environmental control.

To mastering speaking ability, the students not only talk, but also they need to know what are they talking about and have a good pronunciation. The way to improve the speaking ability is to speak as much as we can, and we have to practice it every day. Because in language we have to make it a habit, and when make speaking in English is a habit we will know when we said the wrong words, and also practice make us perfect in speaking English. Also, when we speaking frequently in English, that can improve our vocabulary. Because speaking ability depends on how good the students can express their idea and their feeling through

the words; it is because if the students has a lot of English word, the easier they can speak.

Since English is a foreign language in our country, most students especially senior high school students or students in university are not familiar with it (Hetrakul, 1995). KavinHetrakul also said that they use English more frequently only inside of class and less frequent outside the class. Where as, students' limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Even though some of them are take some English course outside of school, but they still did not use it frequently when they are not in class. This case brings a problem that make students have difficulties to communicate in English.

Based on the statement above, the researcher interested to analyze the speaking skill of students on SMK N 2 and the students who choose to study in Vocational High School usually preparing themselves to go straight to the working world. Because in State Vocational School, they are more focus to learn about lessons in their major than the general lessons like English and based on Hetrakul's statement that even though some of them are take some English course outside of school, but they still did not use it frequently when they are not in class. But, in UPW they learn about how to be a good guide for the tourism, and talking straight to the tourist about the places of the excursion. So, from all of the majors, I think UPW is the most suitable class for me to do my research.

Based on the expert explanation above, the researcher concluded that speaking is such an important skill because with speaking we can communicate,

and speaking is a tool to express our thoughts and ideas to other people. And because of that, the researcher is interested in doing research entitled **“The Comparison of Students’ Speaking Skill Based on External English Course and Non External English Course at Eleventh Class of Tourism SMK N 2 Jambi”**.

1.2 Formulation of the problem

Based on the background above, the researcher formulated the problem as follows :

Is there any significant comparison of students speaking skill based on external English course and non-external English course at eleventh class of tourism SMK N 2 Jambi.

1.3 Limitation of the research

In relation to the background above that students have less ability in speaking English, the researcher focus on students’ speaking skill who take external English course and non-external English course at eleventh class of tourism SMK N 2 Jambi.

1.4 Purpose of the research

The research is aimed to analyze whether there is significant comparison or not in students’ speaking skill based on external English course and non-external English course.

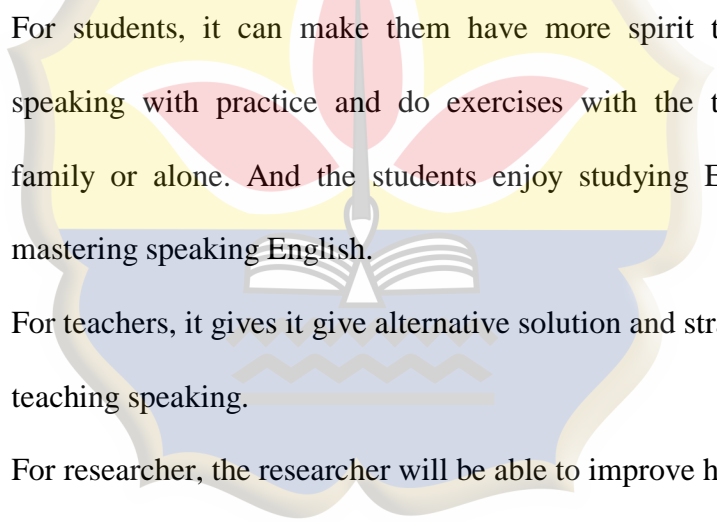
1.5 Benefit of the research

1.5.1 The Theoretical Benefits

The researcher expected this research can give good information and can be used as reference for other researcher who wants to conduct research about speaking.

1.5.2 Practical Benefits of The Research

The benefits of this research for students, teachers, researchers and readers:

- 
- a. For students, it can make them have more spirit to explore their speaking with practice and do exercises with the teacher, friends, family or alone. And the students enjoy studying English and can mastering speaking English.
 - b. For teachers, it gives it give alternative solution and strategy when they teaching speaking.
 - c. For researcher, the researcher will be able to improve her knowledge in writing good paper, and to improve her knowledge in analyzing students' ability to speak English. So, the researcher can know the effectiveness in developing student speaking ability.
 - d. For reader, through this study, the reader can take it and use the result of this research as a comparative study and as references in making their thesis about students' ability in speaking English.

1.6 Definition of Key Terms

From the title, the researcher will give some key definition in order to avoid misunderstanding, some terms are clarified as follows :

Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Intensive Course

Intensive courses- also known as accelerated, time- shortened, block format, compressed course, flexible, as well as alternative (Scott & Conrad, 1992; Wodkowski, 2003) are the courses in which the number of sessions or the length of course or class time is shorter than the usual format of the schedule. To

Carrington (2010), there are some courses which are not well suited for compressed or intensive scheduling. These courses include those which are part of a sequence and therefore require the students to make use of prior knowledge as well as courses which need more analysis than memorization. Investigating the impact of course scheduling on student success in accounting, Carrington (2010) found out that a significant association between course scheduling and student performance is found to exist. Gallow&Odu (2009) examined the relationship between scheduling of classes and achievement in college algebra and found that students' performance was lower when taking the course intensively. Van Scyoc& Gleason (1993) did a similar research in microeconomics. The study concluded that students in compressed courses learned and retained at least as much knowledge as students in the traditional length courses. Petrowsky (1996) who also examined microeconomics courses found that summer schedule (compressed) did better than spring (traditional schedule) on tests which involved simple recall of information but worse on tests which involved comprehension, application, and analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature in this chapter deals with the theories related to the research. It covers theory of speaking, types of speaking, components of speaking skills, purpose of learning speaking, previous studies, and conceptual framework.

2.1. Theory of speaking

Speaking is one of the major language skills, which has distinctive characteristic from others. Speaking is one of the four skills in English subject as a tool to communicate to each other. In this case, out of the four skills; Listening, Speaking, Reading and Writing; Speaking skills is the key element of the success of the language learning. It is a main component in a language. Language has to be spoken that is why in order for learner to master it, and must be able to speak it. There are many definition of speaking of speaking that have been proposed by some expert. According to Wilson (1983:5) defines speaking as “Development of the relationship between speaker and listener”. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what they want to speak or to communicate, they must be able to evaluate the effects of their communication to the listener, they have to understand any principle that based their speaking either in general or in individual.

Speaking is the productive oral skill. Many people feel that speaking in new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in *real time*: usually the person you are talking with is waiting for you to speak right then. Second, when you speak, you cannot edit or revise what you wish to say, as you can if you are writing. Although it is quite difficult, Bygate (1997:viii) says, “Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is also the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business.” It means, however difficult speaking is, it still should be learned and get attention from teachers and learners because it plays the important role in society.

According to Richard (2008), mastery of speaking ability in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses, though how best to approach the teaching of oral skills has long been the focus. And according to Mc Shane and Gilinow, Ability is the aptitudes and learned capabilities required to successfully complete a task. In other word, students’ speaking English ability is the students’ natural aptitudes learning capabilities required to successfully complete and improve students speaking English skill.

Based on the previous definitions of speaking above, we can point out that speaking is one of language skill which is so important for life because it involves our communication, like having conversation, sharing information and knowledge, and express feeling, ideas, opinion, etc.

2.2 Types of Speaking

There are essentially types of speaking, according to Richards(2008), there are three types of speaking, they are : Speaking as Interaction, Speaking as Transaction, and Speaking as Performance. First, Speaking as Interaction, this type of speaking is focus on the speaker and how they wish to present themselves to others than on the message. It has some main feature. First, it has social function which reflect the role of a relationship and identity in communication. Second, speaking as interaction could happen in formal and casual conversations that need the conversational conventions. Third, speaking show the degree of politeness to use variation of general words in conversational register. The last is speaking as interaction tends to jointly constructed, because interaction itself mean communicative with someone (Oxford, 2012).

Second, Speaking as Transaction, the focus is on the message that speaker presented which need to understood clearly. Burns (1998) distinguish speaking as transaction into two types, first is the situation where the focus is on giving and receiving information while the participants concentrate primarily on what speakers said. Second type is transactions that focus on obtaining goods or services. The main features of speaking as transaction are; it has primarily focus

on the message. There may be frequent questions, repetitions, comprehension checks, negotiation and digression. In addition, speaking as transaction is not always emphasizing linguistics accuracy.

Third, Speaking as Performance, which refers to the public talk, tend to be in the form of monologue, and often follows by a recognizable format and closer to a written language than spoken language. The main features of speaking as performance are; the focus is both on message and audience. It is language is more like written language which organized and sequenced in the right form and very accurate. The most prominent characteristic in speaking as performance is it more like monologue.

2.3 The Components of Speaking Skills

Students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect influencing how well people speak English. The components are :

a. Fluency

It refers one's ability to speak smoothly and easily. Hornby (1995:451) defines that fluency as the quality of being able to speak smoothly and readily. It means that someone can speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation be unable to speak fluently. On the other hand, someone can speak fluently even though they makes error in pronunciation and

grammar. According to Brown (1997:4) fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for items needed to express the message.

b. Grammar

It conducts with one's ability to organize words into sentences grammatically correct and the ability to apply grammatical rules appropriately. According to Heaton (1978:5) that students' ability to manipulate structure and distinguish appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. It is also stated by Hornby (1995:571) that grammar is the study and practice of the rules by which words change their forms and are combined into sentences. It is why grammar is very useful to develop students speaking competence. If they master grammar, it is easy for them to speak fluently. We can combine sentences systematically in writing, speaking and understand easily in reading and listening.

c. Vocabulary

Vocabulary is the basic language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Hornby (1995:1331) defines vocabulary is the total number of words of language or vocabulary is arrange of words known to, or used by

a person in trade, profession etc. From the definition it can be inferred that vocabulary is word or list of words with their meaning and they are known by their speaker and used to communicate among those speaker and it is employed by language group or individual.

d. Pronunciation

It measures one's ability to pronounce English sounds correctly, includes its aspects like stress, intonation, etc. Hornby (1995:928) defines pronunciation is the way in which language is spoken, way in which a word is pronounced. Based on the definition above, we know that the pronunciation is an important component of language. It refers to one language to other because each language has different way to speak, including its speak like accent, stress, and intonation. According to Gerrard (2001:11) pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

e. Comprehension

Comprehension is one of the many components that should be paid attention to increase students speaking competence to make them speak

well. Hornby (1983:263) states that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. From the explanation above, it can be inferred that comprehension is the students' ability to understand a task which is given by teacher and how the students respond it correctly.

2.4 Purpose of Learning Speaking

English is as a first foreign language in Indonesia is as a subject in many schools in this country. English is an official subject included in national curriculum. And English is also as one of the subjects tested in national examination in junior and senior high school . There is also an English major in the level of University. Nowadays, for those who get a job requirement interview is also in English. In other word, English is very important to be learned.

According to Gillis (2013), the ability to put words together in a meaningful way to convey thoughts, opinions, and feelings provides the speaker with four important advantages in speaking skill. First, ability to inform, persuade and direct. Speaking clearly and confidently can gain the attention of an audience. The speaker with well-chosen words in a well-delivered presentation will gain the attention longer, because the message is effective, informative and understood.

Second, the ability to stand from the rest. In addition, the ability to stand before others and speak effectively is not an ordinary ability, because most of people has problem with speaking directly. The speaker which honed and develop

their speaking skill could be more prominent in many ways. Third, have benefit derivatively. Well-developed verbal skills can improve self-confidence. A growing sense of comfort from speaking in front of more audience, and reputation for excellence in speaking can increased over time. The last is career enhancement. The companies always seek for employee with good speaking ability. It will always become an important skill and well worth the effort in fully developing.

2.5 Previous Studies

In accomplishing the research, the writer uses the previous research dealing with the topic of study as guidance.

Nasiri and Shokrpour(2015) conducted research in India entitled “Comparison of Intensive and Non Intensive English Courses and Their Effects on Student’s Performance in an EFL University Context”. The aim of this study determining whether the students attending the intensive course had a better gain than those in non- intensive one or not. In order to analyze the data, Paired t-test was administered on the data. The results, in spite of what was expected, did not reveal a significant difference, i.e. the intensive course did not lead to the students' outperformance, and neither did it compensate their weakness. Therefore, this paves the way for more research taking factors such as the students' attitude about intensive courses into consideration.

Second study is by John V. Kucsera and Dawn M. Zimmaro (2010) entitled "Comparing the Effectiveness of Intensive and Traditional Courses". The

present study investigated differences in the effectiveness of instructors from a variety of departments who taught the same course in both intensive and traditional formats within the same year, while controlling for many confounding variables. Results indicated that intensive courses did not significantly differ from traditional courses in overall instructor ratings on student evaluations of teaching effectiveness when confounding variables were taken into account. Conversely, intensive courses received significantly higher overall course ratings on student evaluations than did traditional courses, even after controlling for class size and probable grade in course. These findings provide further evidence that negative beliefs concerning intensive courses may be unjustified, and intensive courses may be as or more effective than those presented in traditional formats.

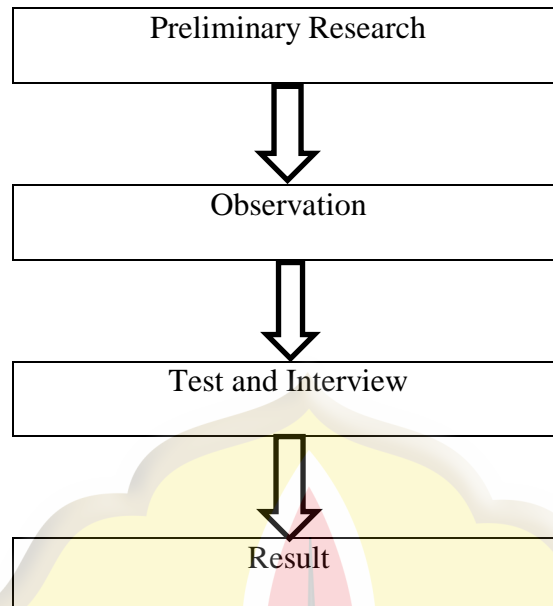
The last study is Jayakaran Mukundan, Elaheh Hamed Mahvelati & Vahid Nimehchisalem (2012) entitled “The Effect of an Intensive English Program on Malaysian Secondary School Students’ Language Proficiency“. This study investigated the effect of an intensive English program on a group of Malaysian Secondary School students (n=30) following a single group quasi-experimental design. Paired samples t-test was used to analyze the students’ scores before and after the treatment that lasted four weeks. The results indicated that the students scored significantly higher ($p = .000 < .05$) at post-test. The study has useful implications for English as a Second Language (ESL) teachers, researchers, and curriculum developers. Further research is required before the findings of the study can be generalized.

The diversity of my research with the previous above are, first the title of the research is **“The Comparison of Students’ Speaking Skill Based on External English Course and Non-external English Course at Eleventh Class of Tourism SMK N 2 Jambi ”**. In this research focus on students’ speaking ability on intensive English course and what is the different with students who did not take an intensive English course by telling a story. The research will use quantitative method. This research will use purposive sampling, to take one class as sample. In technique of collecting data the researcher will do the following steps : observation, questionnaire and test. Finally, after observation and test the researcher get the valid result.

2.6 Conceptual Framework

Conceptual framework is basic presumption of the research which is thought as a frame of theories or a starting or a starting point of thinking that is used in a research. In this research the researcher just focus on discussion about **“The Comparison of Students’ Skill Based on External English Course and Non External English Course at Eleventh Class of Tourism SMK N 2 Jambi ”**, this research is to find out Is there any differences on speaking ability of students who join external English course and students who does not.

Furthermore, the researcher carried on the research based on the following framework :



The research with title **“The Comparison of Students’ Speaking SkillBased on External English Course and Non External English Course atEleventh Class of Tourism SMK N 2 Jambi ”**. There are some plan in this research; firstly, preliminary of the research. The researcher come to SMK N 2 Jambi to check situation and condition the eleventh grade students and give the license letter to research. Second, the researcher will do observation. The researcher look the teacher teaching English in classroom. The researcher also looking for information about the number of members SMK N 2 Jambi.

Third, the researcher give a test to the sample. The researcher ask the students to telling a story about historical place in Indonesia. The test is to find out the differences the speaking ability of the students who taking intensive

English course and the students who doesn't. Fourth, the researcher give some question to interview the students. The researcher give questions to find out are the students taking external English course or not and to find out how they improve their speaking. Finally, finding the result. After give the test and interview to the students, the researcher assess the result based on the criteria. After getting the average score, the researcher will know the differences between the students who take the intensive English and who does not.

2.7 Hypothesis

According to Sushil Dev Bhattaraisa hypothesis is defined as a proposition which can be put to test for determining the validity. That is a hypothesis is a tentative generalization, the validity of which remains to be tested.

Based on the theoretical explanations described above, the hypothesis or preliminary statement that may be purposed are :

H_0 = There is no significant differences of students' speaking achievements based on external English course and non-external English course at SMK N 2 Jambi.

H_a = There is significant differences of students' speaking achievements based on external English course and non-external English course at SMK N 2 Jambi.

CHAPTER III

RESEARCH METHEDODOLOGY

This chapter present some method use in this research. It covers research method, population and sample, technique of data collection, and technique of data analysis.

3.1 Research Method.

The research is a kind of quantitative research. According to Scott and Usher (2011) , quantitative researcher use precisely delineated categories. Quantitative researchers use method that treat the data as extensional. Then, according to Morrel and Carrol (2010) stated, quantitative studies are linked to statistics. Most statistical studies phrase their question in the form of hypothesis.

In addition according to Ary et.al (2010) quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. In this research, the researcher use the method to find out “The comparison of students’ speaking skill based on external English course and non-external English course at SMK N 2 Jambi”. The researcher will be used 1 class as sample.

Based on experts’ explanation above the researcher concluded, quantitative research is a study whose results are presented with numbers. A quantitative researcher is conducted to answer the statement from hypothesis above.

3.2 Population and sample

3.2.1 Population

According to Ary et.al (2010) described, population is defined as all members of any well-defined class of people, events, or objects. Then, according to Polit and Beck, population refers to aggregate or totality of those confirming to set of specification. According to Scott & Usher (2011) population is made before the survey is completed. The research itself is likely to furnish to more information about the population. The researcher focus in the eleventh grade students.

Table 3.2.1
Total of students in SMK N 2

No	CLASS	TOTAL MEMBERS
1	XI AK 1	37
2	XI AK 2	39
3	XI AK 3	39
4	XI AK 4	38
5	XI TI 1	38
6	XI TI 2	40
7	XI TI 3	40

8	XI UPW	37
9	XI ADM 1	38
10	XI ADM 2	38
11	XI PEMASARAN 1	37
12	XI PEMASARAN 2	39
13	XI PEMASARAN 3	40
14	XI BC 1	40
15	XI BC 2	40
		580

3.2.2 Sample

According to Lohr (1999) said that sample should be representative in the sense that each sample unit will represent the characteristics of known number of its unit in the population. The sample of this research in the eleventh grade students. The research use purposive sampling. And then, according to Cohen (2007) In purposive sampling, the researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs. In addition, according to Ary et.al (2010) In purposive sampling—also referred to as judgment sampling—sample elements

judged to be typical, or representative, are chosen from the population. The assumption is that errors of judgment in the selection will counterbalance one another. Researchers often use purposive sampling for forecasting national elections. In each state, they choose a number of small districts whose returns in previous elections have been typical of the entire state. The researcher use purposive sampling because it is suitable to use in this research.

3.3 Technique of Data Collecting

In this research, to collecting data, the researcher will give a questionnaire, and test to students. The researcher give the questionnaire to students to qualification the students who take the external English course and who does not. The researcher will qualified the students who take the external English minimum 3 months into the “external English course” and students who does not take the external English course and who take external English course less than 3 months into “non-external English course”.

The test is the researcher will ask the students to talking about historical place. The researcher will ask the students who take an external English course and who does not. After that the researcher will asks the students to stand up in front of the class and talking about historical place. The researcher will assess students' speaking ability by looking at their Pronunciation; It measures one's ability to pronounce English sounds correctly, includes its aspects like stress, intonation, etc. Vocabulary; is word or list of words with their meaning and they are known by their speaker and used to communicate among those speaker and it is employed by language group or individual. Fluency; It refers one's ability to speak smoothly

and easily. Grammar; It conducts with one's ability to organize words into sentences grammatically correct and the ability to apply grammatical rules appropriately. This test will take 3 till 5 minutes for each student, and this test will take 90 minutes in total.

3.4 Technique of Data Analysis

The data that will be analyzes are **“The Comparison of Students Speaking Skill Based on External English Course and Non External English Course at Eleventh Class of Tourism SMK N 2 Jambi”**. According to Sugiyono (2015:335) data analysis is the process of searching and arranging systematically the data that have been obtained by researcher.

The researcher will assess students' speaking ability based on the criteria above. Based on Hornby (1995), there are five components of speaking competence and those components will be used as the rubric score.

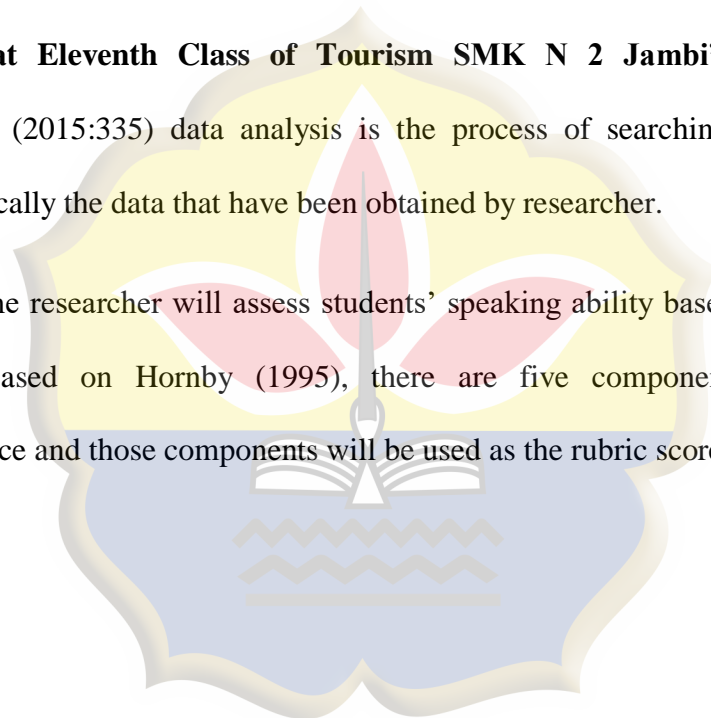


Table 3.4.1

Rubric Score

SCORING RUBRIC FOR SPEAKING				
		ASPECT	SCORE	DESCRIPTION
		Pronunciation	5	<input type="checkbox"/> Easy to understand and has native speaker's accent
			4	<input type="checkbox"/> Easy to understand with certain accent
			3	<input type="checkbox"/> There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
			2	<input type="checkbox"/> Difficult to understand because there is problem in pronunciation, asked to repeat
			1	<input type="checkbox"/> The serious pronunciation so it can not be understood
		ASPECT	SCORE	DESCRIPTION
		Grammar	5	<input type="checkbox"/> There is no or little mistake in grammar
			4	<input type="checkbox"/> Sometimes makes mistake in grammar, but it does not influence the meaning
			3	<input type="checkbox"/> Often makes mistake in grammar and it influences the meaning
			2	<input type="checkbox"/> There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
			1	<input type="checkbox"/> The grammar mistake is so bad so it is difficult to understand

		ASPECT	SCORE	DESCRIPTION
		Vocabulary	5	<input type="checkbox"/> Using vocabulary and expression like native speaker
			4	<input type="checkbox"/> Sometimes using vocabulary which is not appropriate
			3	<input type="checkbox"/> using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
			2	<input type="checkbox"/> Using wrong vocabulary and it is limited so it is difficult to understand
			1	<input type="checkbox"/> vocabulary is so limited so conversation impossible to occur

		ASPECT	SCORE	DESCRIPTION
		Fluency	5	<input type="checkbox"/> Speech is smooth as a native speaker's.
			4	<input type="checkbox"/> The fluency is disturbed by language problem
			3	<input type="checkbox"/> The fluency is disturbed more by language problem
			2	<input type="checkbox"/> . Speech is frequently hesitant and jerky; sentences may be left uncompleted
			1	<input type="checkbox"/> Speech is so halting and fragmentary that conversation is virtually impossible.

		ASPECT	SCORE	DESCRIPTION
		Comprehend	5	<input type="checkbox"/> Understand all without any difficulties
			4	<input type="checkbox"/> Understand almost all, although there is repetition in certain part
			3	<input type="checkbox"/> Understand most of what she/he talks in slow speaking
			2	<input type="checkbox"/> Difficult to understand what she/he talks
			1	<input type="checkbox"/> Can not understand although in simple conversation

Source :Hornby (1995)

After the researcher test the students, the researcher will summing up all the score that exist on each criteria. Then divided by the number of the criteria to get the average score. The formula to count the average score is :

$$X = \frac{X_1 + X_2 + \dots + X_n}{n}$$

x = merupakannilai data

n = sample size

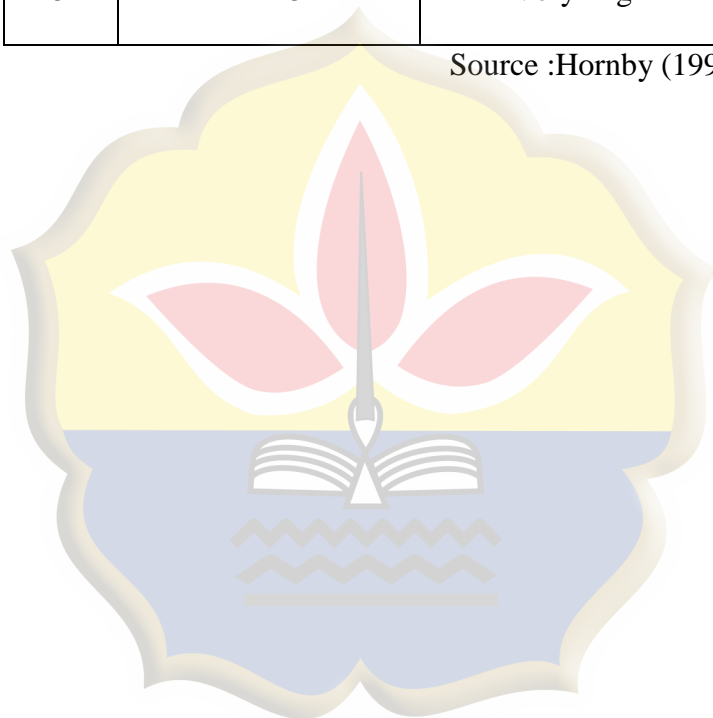
And after we got the average score, we can classify them in the table below to acknowledge their achievement stage in speaking.

3.4.2

Table of Average Result

No	Score	Category
1	0-5	Very Low
2	6-10	Low
3	11-15	Average
4	16-20	High
5	21-25	Very High

Source :Hornby (1995)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is divided in two parts. The first part is the research findings and the second part is discussion. This chapter will answer problem of the research chapter I. The statements of the problems to be discussed “is there any significant differences of students speaking achievement based on external English course and non-external English course at eleventh grade students of tourism SMK N 2 Jambi”?.

4.1 Findings

This research took the eleventh grade students of SMK N 2 Jambi as a research population. The researcher take one class as a sample, there is XI Tourism class, XI Tourism consist of 33 members. The researcher was start on September 27th 2018 to October 4th 2018. The researcher present the data from test and interview.

Table 4.1.1
Table of interview result

No	Name	Criteria
1	Student 1	Course
2	Student 2	Course
3	Student 3	No course.
4	Student 4	No course.
5	Student 5	No course.
6	Student 6	No course.

7	Student 7	No course.
8	Student 8	Course
9	Student 9	Course
10	Student 10	No course.
11	Student 11	No course.
12	Student 12	Course
13	Student 13	Course
14	Student 14	No course.
15	Student 15	Course.
16	Student 16	No course.
17	Student 17	No course.
18	Student 18	No course.
19	Student 19	No course.
20	Student 20	No course.
21	Student 21	Course.
22	Student 22	Course.
23	Student 23	Course.
24	Student 24	Course.
25	Student 25	Course.
26	Student 26	Course.
27	Student 27	No course.
28	Student 28	No course.

29	Student 29	No course.
30	Student 30	Course.
31	Student 31	Course.
32	Student 32	No course.
33	Student 33	No course.

The 33 students are from eleventh class of tourism. From all 33 students 15 of them take an external English course and 18 does not take an external English course. In percent form, approximately 45,45% of students take an external English course and approximately 54,54% of students doesn't. Based on the table above the researcher found that from 15 students who take an external English course, there are some of them who have a good speaking ability and some of them have an average speaking ability. Same as the 18 students who does not take an external English course, they also a good and average speaking ability.

Table 4.1.2

Table of test result non-external course

[illegible]

Table 4.1.3**Table of test result external course**

No	Name	P	G	V	F	C	Total
1	Student 1	3	4	3	2	3	15
2	Student 2	3	2	2	2	2	11
3	Student 8	2	2	3	2	2	11
4	Student 9	3	4	3	2	2	14
5	Student 12	1	2	3	2	2	10
6	Student 13	2	3	3	2	2	12
7	Student 15	2	3	3	3	2	13
8	Student 21	3	3	3	2	2	13
9	Student 22	3	3	3	3	3	15
10	Student 23	2	3	3	1	2	11
11	Student 24	3	3	3	2	2	13
12	Student 25	2	3	3	2	2	12
13	Student 26	2	3	2	1	2	10
14	Student 30	2	2	3	1	1	9
15	Student 31	3	3	3	2	3	14
Total							183
Main							12,2

Based on the table above, the researcher got the result that 13 of students have a good speaking ability, and they are divided from students who take an

external English course and non-external English course. In percent form approximately 39,39% of students that have a good speaking ability. Beside that 20 students have average speaking ability, and the are also divided from students who take an external English course and non-external English course. In percent form approximately 60,60% of students that have an average speaking ability.

In addition, the researcher concluded that students' speaking ability does not just come from course, but is also depend on their circle and habits. If they use English in their daily activity, their ability will also improve naturally. Detail explanation will be discuss in discussion part.

4.2 Discussion.

Based on the researcher's finding from the interview, the students divided into two groups, there is students who take an external English course and non-external English course. The result is there are 15 students who take external English course and have various ability. Some of them take a long term in English course and use English in daily activity, and that makes they have a good speaking ability. Some of them only use English when they are learning English in class, and that's make their ability is low.

The researcher found the result from the test that 13 of students have a good speaking ability, and they are divided from students who take an external English course and non-external English course. In percent form approximately 39,39% of students that have a good speaking ability. From 13 students, 7 from them take an external English course and have a good speaking ability because

they use English in daily activity, they often listen an English song, watching English movie and some of them try to talk in English with their friends and family. 6 of them does not take an external English course have a good speaking ability because they like to read, they use English in daily activity, they often listen an English song, watching English movie and some of them try to talk in English with their friends and family.

Table 4.2.1
Table of interview and test result

No	Name	Criteria	Mean
1	Student 1	Course	15
2	Student 2	Course	11
3	Student 3	No course.	12
4	Student 4	No course.	10
5	Student 5	No course.	19
6	Student 6	No course.	11
7	Student 7	No course.	13
8	Student 8	Course	11
9	Student 9	Course	14
10	Student 10	No course.	13
11	Student 11	No course.	10
12	Student 12	Course	10
13	Student 13	Course	12

14	Student 14	No course.	12
15	Student 15	Course.	13
16	Student 16	No course.	14
17	Student 17	No course.	10
18	Student 18	No course.	8
19	Student 19	No course.	12
20	Student 20	No course.	14
21	Student 21	Course.	13
22	Student 22	Course.	15
23	Student 23	Course.	11
24	Student 24	Course.	13
25	Student 25	Course.	12
26	Student 26	Course.	10
27	Student 27	No course.	10
28	Student 28	No course.	13
29	Student 29	No course.	8
30	Student 30	Course.	9
31	Student 31	Course.	14
32	Student 32	No course.	10
33	Student 33	No course.	11

Based on the table above, the researcher got the result that the students who take an external English course, not all of them got a good score, some of

them also got below the average score. Same as the students who does not take an external English course not all of them have a low score, some of them also have a good score.

There is 5 criteria that specify their score in speaking ability. There are pronunciation, grammar, vocabulary, fluency, comprehend. Pronunciation measures one's ability to pronounce English sounds correctly, includes its aspects like stress, intonation, etc. Grammar ability to organize words into sentences grammatically correct and the ability to apply grammatical rules appropriately. Vocabulary is the total number of words of language or vocabulary is arrange of words known to, or used by a person in trade, profession etc. Fluency as the quality of being able to speak smoothly and readily. Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.

There is some of them have a good amount of vocabulary but not really good in grammar and pronunciation. Some of them have a really good pronunciation and comprehend but does not have enough vocabulary. Also some of them have a good grammar but so poor in pronunciation and fluency. After all, there is none of the students who have all of the criteria completely.

We can see that the fact their taking external English course or not taking it does not always related with their skill or their achievement in speaking. For example, student 12 is taking an external English course for a year and a half but when I ask her to speak up, she is really stumbling like really hard for her to say those words. I think that is because she barely use it in her daily life an only using

English when she is in class and just for some moments. But for student 31, he is taking an English course just almost a year but his skill is on top from the student 12, and he told me that the reason his skill is because he is watching movie with English subtitle. And he was involved in Duta Bahasa that makes him practice his English even harder than before.

After that we can see the result of student 18 is very low, that is because he never join an English course before, and never interest to use English in his daily life, not even watching a movie or playing games. But we can also see in student 5 result, her score is on top on everyone in her class even though she never take an English course before, and when I asked her how she can reach this stage of her skill, she told me that beside she learn English in class, she really love watching movie and she sometimes follow how the people in film talk and repeat it. Also she sometimes talk to her siblings using English.

Based on the explanation above, the researcher take a point that the students speaking ability does not completely related to weather they take an external English course or not. Because when it comes to language, we have to use it to master it. The students have to use it even when they not in class so they will used to using it. The other factor that determined students ability, and there is circle and habits.

CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the research with test and interview. The researcher make some conclusion the concerning the result of this research. Furthermore, related to the conclusion the researcher also gives some suggestions.

5.1 Conclusion

Based on the result of this research, the researcher can conclude that :

1. Based on the result of the research there is students who take an external English course and students who doesn't. From all 33 students 15 of them take an external English course and 18 does not take an external English course. in percent form, approximately 45,45% of students take an external English course and approximately 54,54% of students doesn't.
2. Based on the hypothesis it was not significant result. The result of test and interview is the students speaking ability does not completely related to weather they take an external English course or not. Because when it comes to language, we have to use it to master it. The students have to use it even when they not in class so they will used to using it. The other factor that determined students ability, and there is circle and habits. It means that H_0 is accepted and H_a is rejected.

5.2 Suggestion

Based on the conclusion above, the following points are suggested to the following people.

1. The students.

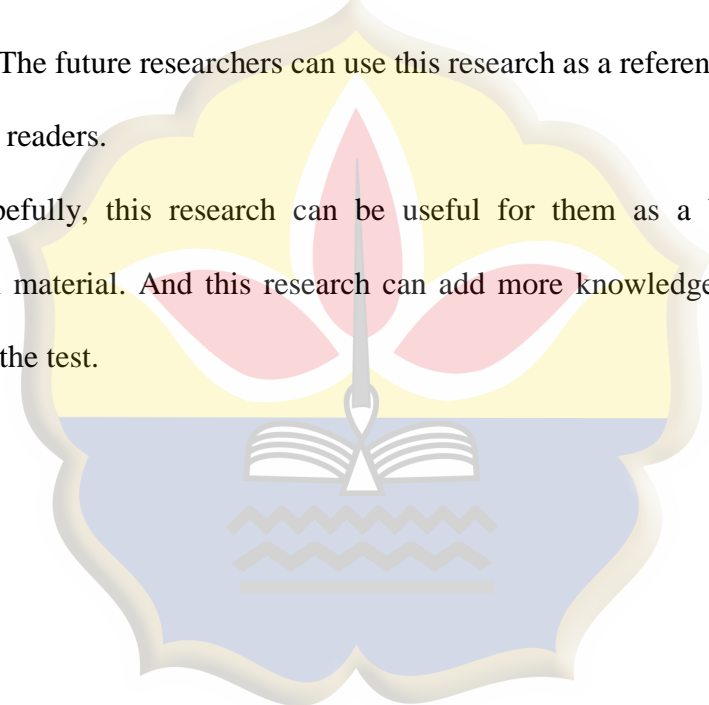
To increase the speaking ability not only from English course but also from other factor, like circle and habits. Students can improve their speaking ability not only when they are learning English in class. But also by talking in English in their daily activity, listen to music, reading books and watching movie.

2. To future researchers.

It is suggested to the future researchers who are interested in deeper studying about how to make the students more excited to learn English especially speaking. The future researchers can use this research as a reference.

3. To the readers.

Hopefully, this research can be useful for them as a benchmarks and evaluation material. And this research can add more knowledge for them about analyzing the test.



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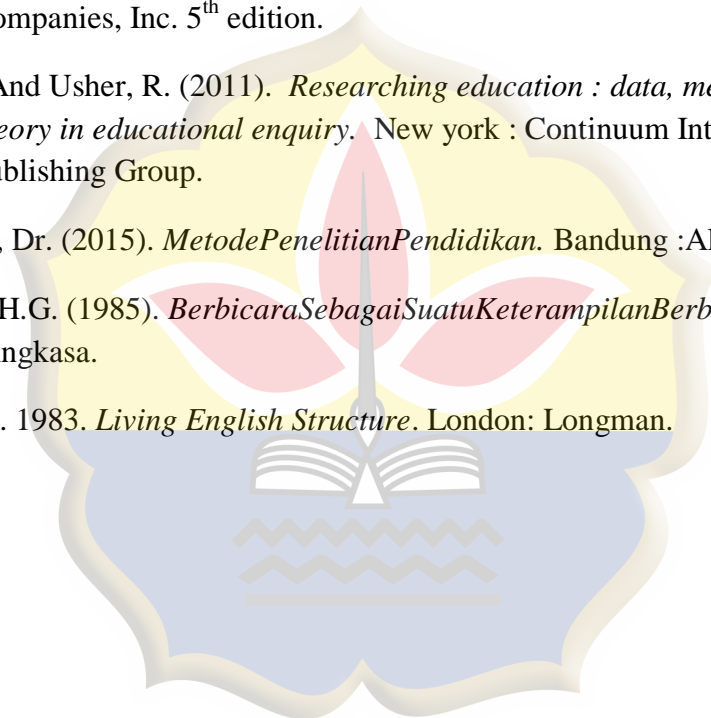
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APPENDIX 1

Lesson Plan for the Sample

School : SMK N 2 Kota Jambi

Subject : Speaking

Class : XI Tourism

Time : 1x 120 minutes

General objective : Students can show the teacher their ability stage in speaking English about a Historical Place or Entertainment Spot in Indonesia.

Learning activity :

1. FIRST MEETING

1.1.Learning objective

Siswa dapat menceritakan tentang tempat bersejarah atau tempat rekreasi di Indonesia.

1.2 Procedure

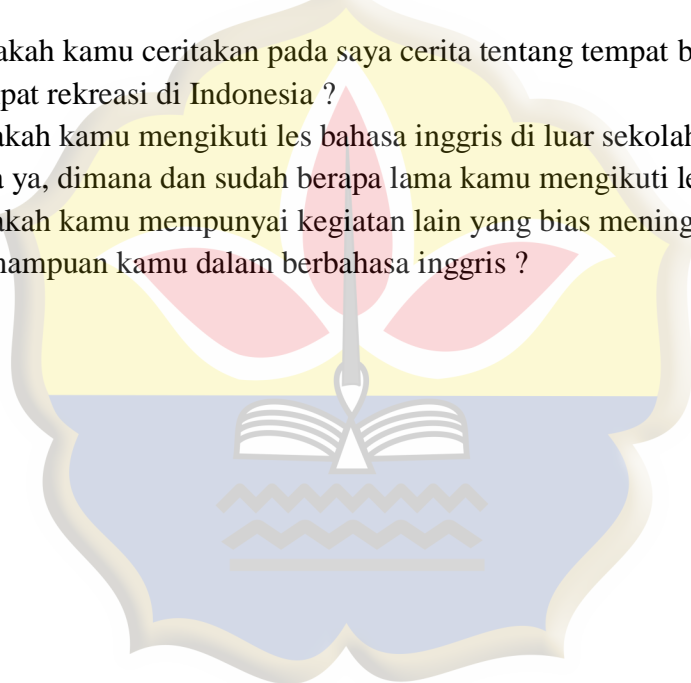
Prosedur	Uraian kegiatan	Alokasi waktu	Media/alat
Kegiatan awal	Take a roll	5'	-
Kegiatan inti	a. Guru menjelaskan secara singkat tentang historical place.	10'	
	b. Guru meminta siswa untuk story telling tentang historical place dan guru menginterview siswa satu per satu	100'	
Kegiatan akhir	Guru dan siswa merangkum pelajaran hari ini	5'	

The questions of test and interview

1. Can you tell me story about a historical place or vacation place in Indonesia ?
2. Do you take any external English courses ?
3. If yes, where and how long you have been there ?
4. Do you have another activity to improve your speaking ability ?

Pertanyaan untuk tes dan wawancara

1. Bisakah kamu ceritakan pada saya cerita tentang tempat bersejarah atau tempat rekreasi di Indonesia ?
2. Apakah kamu mengikuti les bahasa inggris di luar sekolah ?
3. Jika ya, dimana dan sudah berapa lama kamu mengikuti les ?
4. Apakah kamu mempunyai kegiatan lain yang bias meningkatkan kemampuan kamu dalam berbahasa inggris ?



APPENDIX 2

TRANSCRIPT OF INTERVIEW

Student 1 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Yes I can.

Okay, Hesti's garden geopark merangin was build in 2016 by hj.esmindar haris or familiarly knows as hesti. Hesti's garden is located in muaro madras village jangkat subdistrict merangin distric, jambi. Hesti's garden is a garden that has area of up 21 hectar and in this geopark there are dozen types of flowers, not only local flowers but also flowers that are from aboard. In this park there is also a plastic house which is fill with flowers, ad hesti's garden also profides a gallery containing books on finish flowers. Tourist can learn and increase knowledge about various types of flowers. For tourist ticket price are not charged free when entering this park, well hesti's garden is open from 8am until 4pm.

Q : Do you take any external English courses ?

A : Yes, of course.

Q : Where and how long you have been studying there ?

A : In ohio, 4 years.

Q : Do you have another activity to improve your speaking ability ?

A : yes, studying at home, re-reading the lesson, translate new words and talking with my brother.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 2 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Derawan, also called the Hawai of Indonesia is situated in the province of East Kalimantan. Derawan archipelago consists of 31 islands, some even uninhabited. Most famous islands of this archipelago are Maratua, Sangalaki, and Kakaban. This region is a great diving and snorkeling area. Many endangered species can be found here, like the giant green turtle, dolphins, manta rays, stingless jellyfish and barracuda's. The waters here change from green to deep blue.

Q : Do you take any external English courses ?

A : Yes I do,

Q : Where and how long you've been studying there ?

A : In OHIO, for a year.

Q : Do you have another activity to improve your speaking ability ?

A : No, only in class.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 3 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : yes I can.

One of a place you can visit in Indonesia is Jogjakarta, this place have beautiful cultural tourism. Tourism of jegleg Borobudur. Borobudur is buddhis temple located in magelang central java, Indonesia. This Borobudur temple is a popular temple in Jogjakarta. Because in this temple u can learn about the history of the founding of the temple, and this is a good place to see the sunrise. Moreover Jogjakarta is also well known as student city because there are many education institute over the place.

Q : Do you take any external English courses ?

A : No

Q : Do you have another activity to improve your speaking ability ?

A : So Infrequently

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 4 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Yes I can.

Garuda wisnu kencana cultural. A briefieterd GWK is a tourist park in the southern park of the island of bali. This tourist park is located in unggasan village south kuta district bandung legency about 40km foot of Denpasar the capital province of bali in the cultural park area it this plan to establish landmark of mascot of bali namely the giant size of statue of a lot wisnu who is raiding mount garuda as high as 120m.

Q : Do you take any external English courses ?

A : No, I don't.

Q : Do you have another activity to improve your speaking ability ?

A : Not really.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 5 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : yes I can. Danau toba or toba lake is one of the most popular destination in Indonesia, especially in medan, north Sumatra. Danau toba is the largest volcanic lake in Indonesia, even in the south west asia. Which make it more special is taken from samosir island, an island that settled in the middle of the lake. Lake toba is an area of 1707km we can say it bigger than Singapore. It form by a giant lake

volcanic eruption from 70.000 years ago. It is probably the largest air surgeon caldera on earth. Pulau samosir or Samosir island, the island in the middle was join to the caldera by a narrow. Which was cut trough to unable posture pass. Samosir island is a cultural center of the batak trade. The indigeneous from north Sumatra by the eruption of the super volcano or mount toba was estimate to cause most death of an extinction of several species of living creatures. The eruption of mount toba has change the earth weather and that start from the ice age that effect the world civilization. Lake toba is actually more like a see than a lake considering its size.

Q : Do you take any external English courses ?

A : No I don't.

Q : Do you have another activity to improve your speaking ability ?

A : yes, I learn at home. I read a lot of article in English and also watching movie.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 6 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : One of a place that you can visit in Indonesia is Yogyakarta. Because it has beautiful object like Borobudur temple. You can visit it in Yogyakarta and it look so beautiful. And Yogyakarta have another vacation place also.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : Not really.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 7 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : The story of Tangkuban Perahu Bandung is indeed very legendary and full of natural beauty and controversial. Behind the beauty and the cold district, this tourist attraction keep a million mysteries of a case that based on the writer saying is a case of incest or inbreeding which was happened in the past, and this thing had become the background of this mountain's name. This mountain that is still fairly active is located in an area of natural attractions Bandung adjacent to Lembang which also an excellent tourism areas in West Java, the uniqueness and of course the beauty panorama and the cool air able to attract a lot number of tourists to visit this very beautiful place at the weekend, especially when the long holiday season arrives.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : Listen to English song.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 8 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : The Gili Islands are a major draw in [Lombok](#), which has risen in popularity among backpackers and tourists in recent years. These picturesque islands offer beaches that rival those of Bali in their beauty, as well as opportunities for diving and even snorkeling at a turtle sanctuary. If you're looking for more turtle action, you can check out a turtle hatchery where hundreds of these creatures are born each year. Kayaking is also popular in the Gilis, and if you're seeking a place to reconnect with your mind and body, you will find several options for yoga classes. The Gili Islands provide a more relaxed, though still stimulating, alternative to popular Bali.

Q : Do you take any external English courses ?

A : Yes I do,

Q : Where and how long you've been studying there ?

A : I take a private English course for six months.

Q : Do you have another activity to improve your speaking ability ?

A : No, only in class.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 9 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Toraja is one of beautiful place in Indonesia. It has mountainous road and green hill over the place. In this place you can see tradition such like rambu solo. Rambu solo is a funeral ceremony in this place, the ceremony will hold for days and spend so much money. People in Toraja has believe that as long as they are not bury the douches is the one who is aisle. Usually people who have died will be given a formalin so that it can prevent the compous quickly while rambu solo is running.

Q : Do you take any external English courses ?

A : No I don't.

Q : Do you have another activity to improve your speaking ability ?

A : I usually watching English movie and listen to songs.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 10 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Padang is the capital city of west Sumatra, and becomes the larger city of the western of Sumatra island. During the Dutch colonial, Padang is one of major city in Sumatra, together with Medan, Batam, Palembang and Pekanbaru. Has awarded by Adipura award for 17 times and Adipura kencana 3 times as the cleanest and greenest city in Indonesia.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : I usually watching movie/tv shows and listen to songs.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 11 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Kuta is a very beautiful beach, Kuta is located in badug regency is close to the Ngurah Rai airport, is about 9km from Denpasar. Kuta is a beach that ia very popular not only in Indonesia but international. In Kuta beach there are variety of

facilities including accommodation restaurant as well as very famous surfing spot in the world.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No.

Q : not even watching movie or listening to songs ?

A : well, I usually watching English movie.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 12 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Ubud is the cultural heart of Bali, and it's here you'll find the Sacred Monkey Forest, a serene space where you can feel the ancient majesty of the island. At this Hindu temple, you'll see many long-tailed macaques, a species of monkey commonly seen throughout Southeast Asia. The temple also makes an interesting visit because Balinese Hinduism combines aspects of several different religions, making it unique among other types of Hinduism practiced today. The forest is near Padangtegal, a small village that has drawn artists of all varieties for many

years, and the temple, artistry, and stunning natural backdrop make a trip to the forest and village a must-do in Bali.

Q : Do you take any external English courses ?

A : Yes I do,

Q : Where and how long you've been studying there ?

A : I take a private lesson for almost a year.

Q : Do you have another activity to improve your speaking ability ?

A : Sometimes I watch an English movie.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 13 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Gentala Arasy bridge is one of the icon in Jambi. This bridge was build 2012 and was introduced by Jusuf Kalla as vice president at the time. Actually there are two object in this location, the tower of Gentala Arasy and Pendestrian bridge. But most people prepare to call it Gentala Arasy bridge. Thank you.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : well, I usually listen to songs.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 14 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Yes, I can.

Lawang Sewu is historical building in Indonesia located in Semarang city, central java. It was build in 1904 and completed in 1907, it is located at the tugumuda area. However, lawang sewu was build on 27 February 1904 under the name of Nederlands Indische Spoorweg Maatschappij initially the office administration activities were conducted at Semarang gudang station but with the rapid development of the railway network.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : I play games with English and sometimes I translate it.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 15 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Mount Rinjani is a Mountain in Lombok West Nusa Tenggara. This mountain is the second high volcano in Indonesia. This mountain has altitude of 3726m, this mountain is a favorite place for climbers. In this mountain there is segara anak lake, many tourist come to see it because the lake is very beautiful. This mountain has a beautiful view, there we can see sunrise and sunset. And climbing mount rinjani is certainly an unforgettable memory and experience.

Q : Do you take any external English courses ?

A : Yes I was. But not anymore.

Q : Where and how long you've been studying there ?

A : In LIA The Hook, for a year.

Q : Do you have another activity to improve your speaking ability ?

A : yes, I listening to music and watching movie.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 16 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Mount bromo east java is one of tourist attraction in Indonesia. Which is a favorite for both domestic and foreign tourist. This mountain has an altitude 2329. Not only the view of the sunrise, the main tourist attraction of mount bromo, but there are many attraction around bromo that are rarely explore by tourist. Interesting tourist spot in bromo are often overload because generally visitor only visit for public location such as mount climb to see sunrise and tallatubbies hill.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : Just watching movie/tv shows and listen to songs.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 17 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : beras basah is a small island located in the Straits of Makassar east of the island of Borneo. Administratively, this island is under the government of Bontang City, East Kalimantan Province. This island is now a tourist destination and divers are interested in the beauty of the underwater scenery. o be able to visit this island there are several accesses which all come from several docks or ports from Bontang City. The fastest access is via the Badak NGL pier by using a speed

boat which takes approximately fifteen minutes. Alternative access through Tanjung Limau and Tanjung Laut docks in Bontang City by using a small motorized boat that takes approximately one hour.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 18 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Komodo Island this island is the original habitat of the famous hot blooded animal, komodo dragon. This island is an occasionally managed by the government to be use as komodo national park. The island is place for the habitat of this giant lizard had been claim by Unesco as world heritage center this is because Komodo can only be seen in this area.

Q : Do you take any external English courses ?

A : No

Q : Do you have another activity to improve your speaking ability ?

A : No

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 19 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Mount Bromo or in Indonesian, Gunung Bromo, is an active volcano and part of the Tengger massif, in East Java, Indonesia. At 2,329 metres it is not the highest peak of the massif, but is the most well known. The massif area is one of the most visited tourist attractions in East Java, Indonesia. The volcano belongs to the Bromo Tengger Semeru National Park. The name of Bromo derived from Javanese pronunciation of Brahma, the Hindu creator god.

Q : Do you take any external English courses ?

A : No

Q : Do you have another activity to improve your speaking ability ?

A : watching a movie and sometimes I singing.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 20 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Lake Toba is a large natural lake in Indonesia which is in sulfur volcano caldera. This lake has a length of 100km, wide of 30km and depth of 505m. this lake is located in the middle of the northern part of Sumatra with a surface elevation of about 900m.

Q : Do you take any external English courses ?

A : No

Q : Do you have another activity to improve your speaking ability ?

A : No.

Q : not even play games, watching movie or listening to song ?

A : well sometimes I listen to song.

Q : do you translate it ?

A : no.

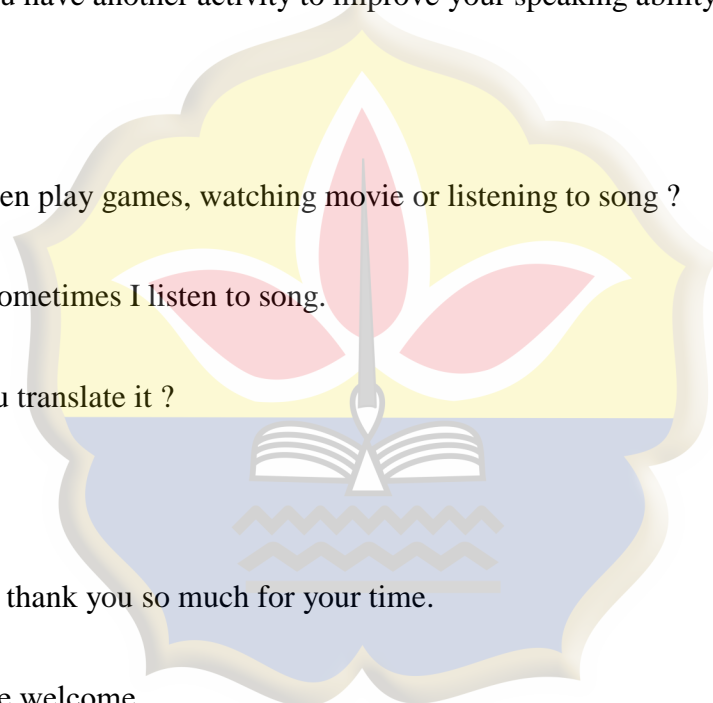
Q : Okay, thank you so much for your time.

A : You're welcome.

Student 21 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Parangtritis is located 27 km south of Yogyakarta and easily accessible by public transportation that operate up to 17:00pm as well as private vehicles. The afternoon before sunset is the best time to visit this most popular beach in



Yogyakarta. But if you arrive sooner, it will not hurt for going up to Tebing Gembirawati behind this beach. From there, we can see the whole area of Parangtritis Beach, southern sea, up to the horizon. Parangtritis Beach is very closely related to the myth of Ratu Kidul. Many Javanese people believe that Parangtritis Beach is the gate of Ratu Kidul's magical kingdom who controls the southern sea. Hotel Queen of the South is a resort that is named according to this the legend. The legend says if you want to visit this beach you can't wear green clothes.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : at MEI rawasari since I was in six grade till now.

Q : Do you have another activity to improve your speaking ability ?

A : No. Only at class.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 22 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Parangtritis is one of the attractive beaches near Jogjakarta. It is located about 27km from Jogjakarta. Parangtritis may be reached in two ways, through Kretek village or through Imogiri and Siluk Village. Parangtritis beach is a lovely beach with many impressive phenomena, naturally and supra naturally. Parangtritis is an enchanting sloping beach combined with rocky hills, dunes and a white sandy beach. Besides being famous as recreational spot, parangtritis is also a sacred places. Many people come to the beach to do meditation, up to now this area remaining functioned as the place to perform the traditional ceremony called Labuhan. Many hotels and restaurants are available for sunbath lovers.

Q : Do you take any external English courses ?

A : No.

Q : Not at all ?

A : well, I was take a privat external course for few months.

Q : Do you have another activity to improve your speaking ability ?

A : sometimes I watching movie in English.

Student 23 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Indonesia's most famous volcano, Krakatau, in 1883 was the largest in recorded history. The eruption severely impacted climate conditions around the world and took a devastating toll on human life on nearby Java and Sumatra.

Anak Krakatau, "Child of Krakatau," is the youngest of the islands formed by the 1883 eruption, and forced itself above the surface in 1930. This young and volatile volcano continues to rise higher out of the sea and have significant eruptions.

Anak Krakatau still belches smoke and fire, and tourists can visit Krakatau's child for a reminder of the awesome, unseen power just beneath the surface at every turn in Indonesia.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : I was take a private course for four months.

Q : Do you have another activity to improve your speaking ability ?

A : No. not really.

Q : Okay, thank you so much for your time.

A : You're welcome

Student 24 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Komodo Island in one of national park location in Flores, is part of Indonesia archipelago and it fill in with komodo dragon living free in their habitat. This island has been appointed as komodo conservation with beautiful landscape of

mountain and dry forest that are suitable for the biggest lizard living. Komodo island is a beautiful island with white sandy beach and pure forest full by many tropical animals like bird, deer, chicken, snake and other animals.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : I was take a private lesson for a year.

Q : Do you have another activity to improve your speaking ability ?

A : No. Only at class.

Q : Okay, thank you so much for your time.

A : You're welcome

.Student 25 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Ubud is a town in the Gianyar regency and is known as the real expressions and culture center point of Bali. Unmistakable from different zones of Bali, Ubud does not have a shoreline, but rather sits among rice paddies, terraces, and rich backwoods situated in the encompassing lower regions. Ubud, a must-see community, boasts of a wealth of craftsmanship exhibitions that now house Balinese craftsmen, and guests can likewise watch a wonderful Tek Tok

performance at the Bali Culture Center in Ubud, another style of Balinese moving blended with conventional components that was made in 2013.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : In MEI for 8 months.

Q : Do you have another activity to improve your speaking ability ?

A : Listen to music. That's it.

Q : Okay, thank you so much for your time.

A : You're welcome

Student 26 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : The Gili Islands comprise three islands, Gili Meno, Gili Air, and Gili Trawangan, all situated off the shoreline of Lombok. The biggest and most populated of these is Gili Trawangan, yet even there, there are just fundamental streets and transport comes as bikes or steeds and trucks. There are no autos and no police, which is the reason numerous travelers make the excursion by ship or speed boat from Bali to make tracks in an opposite direction from everything and to locate a tranquil retreat from the busier towns of Senggigi in Lombok or Bali.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : I take private course for almost a year.

Q : Do you have another activity to improve your speaking ability ?

A : no I don't. only in class.

Q : Okay, thank you so much for your time.

A : You're welcome

Student 27 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Candi Muaro Jambi archeological site in Muaro Jambi is the widest complex of Hindu/Buddhist religion in Southwest Asia with an area of 398hectar this is most likely legacy of kingdom of sriwijaya and the kingdom of malay. This temple complex is located in Muaro Sebo district, Muaro Jambi, Jambi Regency, Indonesia. Muaro jambi temple is the largest temple in Sumatra Island. And since 2009 muaro jambi temple complex has been in unesco list to become the world heritage site.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No

Q : Okay, thank you so much for your time.

A : You're welcome

Student 28 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : The National Monument is a tower with the height of 132m the typical part of the building that become special characteristic of it is the top covered with gold. There is a museum at the base part of the tower with the size of 80x80m. Everyone can visit the museum to learn the history of Indonesia. There is also a room called Ruang Kemerdekaan. It is located in the top of monas and it can be reached by using stairs at north and south door. And if you go to the southern site of the building you will find an elevator then can be used to access the top where we will find the observation and the flame.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 29 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Berhala island is located in the Indonesian province Jambi. The island mostly are formed of the big rocks with the green canopy as the alleviation get high and absolutely with sand. The beach was clean particularly and amazingly, the water on the curtain depth like around 3 on ward meters. Sadly there was no dealing equally but I did swim anyway so basically I was fine with it.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No, but sometimes I listen to English song.

Student 30 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Kota tua Jakarta also known as Old Batavia is a small area in Jakarta, Indonesia. This particular region has a area of 1,3 square km across the north Jakarta and West Jakarta. At kota tua area you can see old buildings with architecture style influence by the Dutch or European architecture style, Chinese and even some of them with combination of Dutch and Chinese architecture.

Some of the old buildings at kota tua occupied as museum by Governor of Jakarta.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : sometimes I watched Korean Drama with English subtitle.

Student 31 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Danau Kaco or Mirror Lake, this unique lake is located in the middle of the Kerinci Seblat National Park, Kerinci District with blue water color that contrasts with the green foliage of trees around it. This lake can be reached from River City to a nearby village, Lempur village, within 45 minutes with four wheel drive vehicles. Further along the forest walk for 2.5 – 3 hours trip while enjoying the chirping of birds and other endangered species. When arriving at the lake, it is like heaven. It's like in fairy tales, which is dramatic o blue with green trees and leaves surrounded. There is small waterfall near the lake, and it just so wonderful. Local said the the blue color comes from the high mineral contained by the water.

Q : Do you take any external English courses ?

A : Yes

Q : Where and how long you have been studying there ?

A : I was take a private lesson for a year, but not anymore.

Q : Do you have another activity to improve your speaking ability ?

A : yes, I usually watch movie with English subtitle and I was on Duta Wisata.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 32 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Raja Ampat, the islands-regency in West Papua Province. With all the spectacular wonders above and beyond its waters, as well as on land and amidst the thick jungles, this is truly the place where words such as beautiful, enchanting, magnificent, and fascinating gets its true physical meaning. You will find 27 species of fish that are only here. In addition there is also five species of sea turtle. You can imagine the unique of this tourist destination, you can do so many things here such as fishing in the traditional Papuan way.

Q : Do you take any external English courses ?

A : No.

Q : Do you have another activity to improve your speaking ability ?

A : Maybe just listen to songs.

Q : Okay, thank you so much for your time.

A : You're welcome.

Student 33 :

Q : Can you tell me story about a historical place or vacation place in Indonesia ?

A : Once upon a time the Prambanan live with a King name Ratu Boko. Ratu

Boko is famous with his bad behavior , he also cruel and like to eat human.

Because he is cannibal and also a giant. Many people at prambanan want to losing ratu boko, but no one can losing his and someday there is handsome and powerful man name bandung bondowoso.

Q : Do you take any external English courses ?

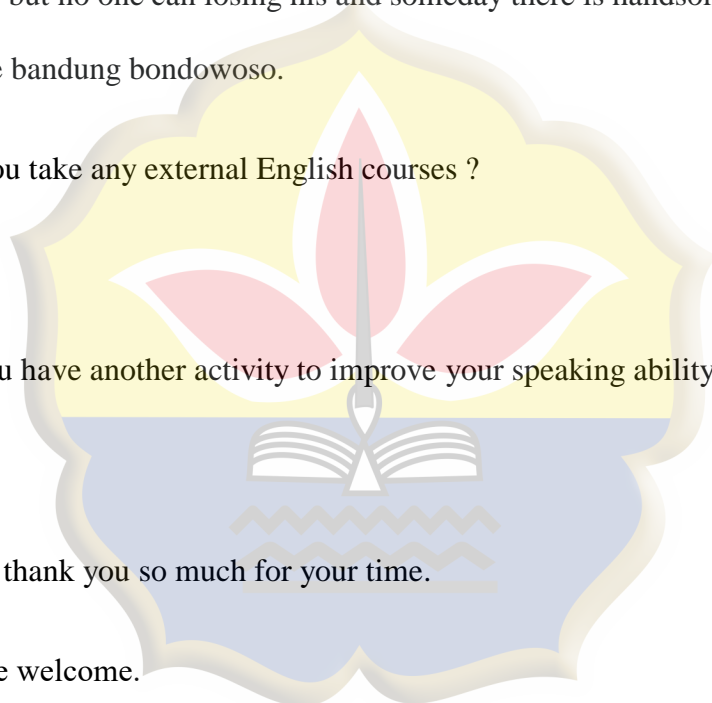
A : No.

Q : Do you have another activity to improve your speaking ability ?

A : No.

Q : Okay, thank you so much for your time.

A : You're welcome.



APPENDIX 3

Photo Documentation



The students of XI Tourism.



The students try to find their topic to talk about.



During the interview



