

**THE STUDENTS' EFFORTS
IN DEVELOPING THEIR ENGLISH SPEAKING SKILLS
IN AL FATTAH ENGLISH COURSE JOMBANG**

THESIS

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**ENGLISH STUDY PROGRAM
LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF CULTURE STUDIES
UNIVERSITY OF BRAWIJAYA**

2011

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IN DEVELOPING THEIR ENGLISH SPEAKING SKILLS
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THESIS

presented to
University of Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

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2011**

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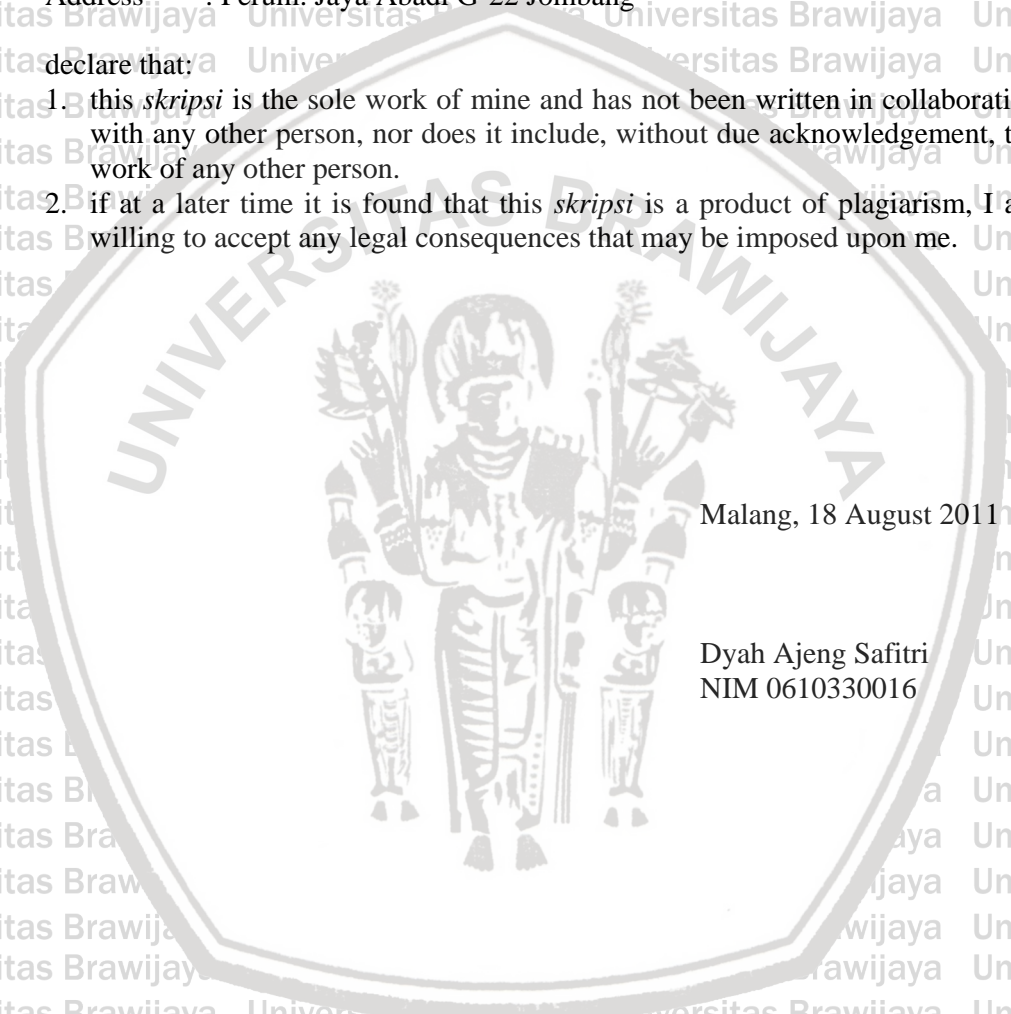
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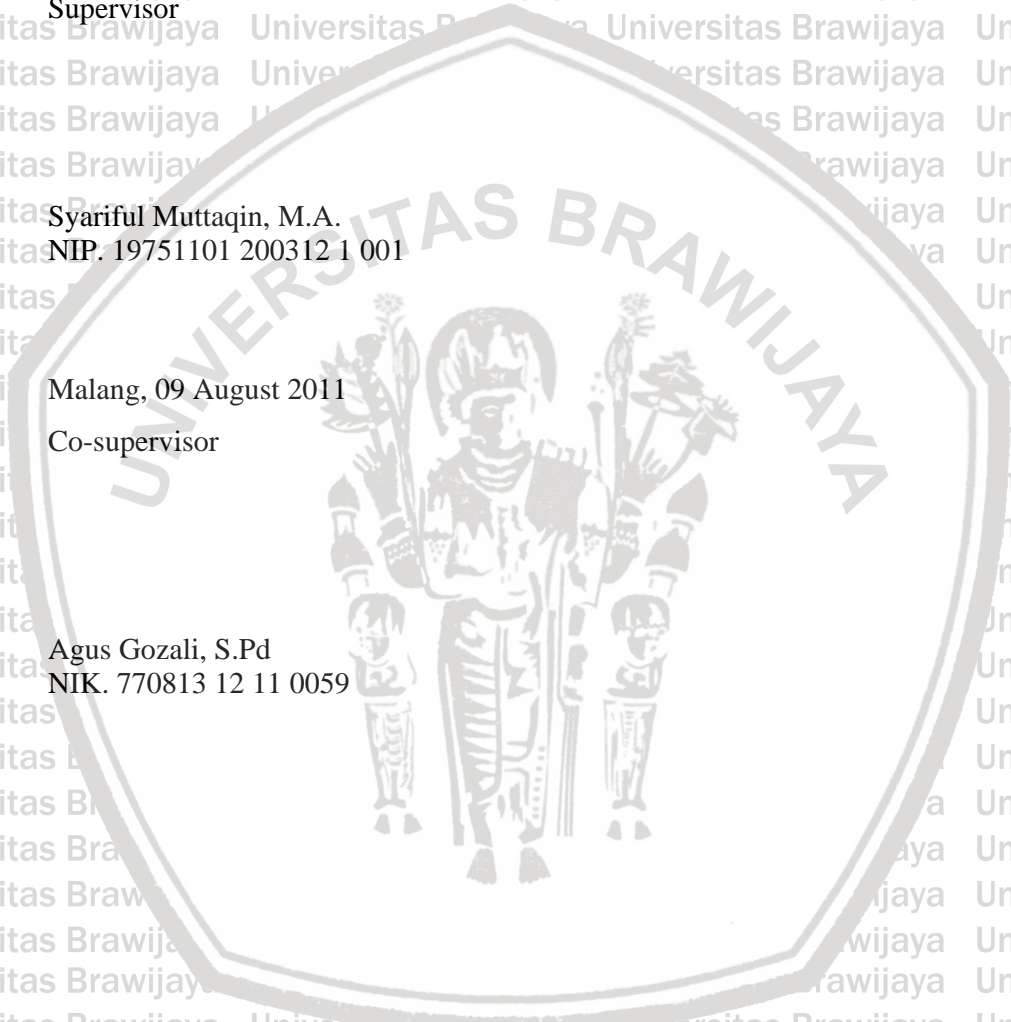
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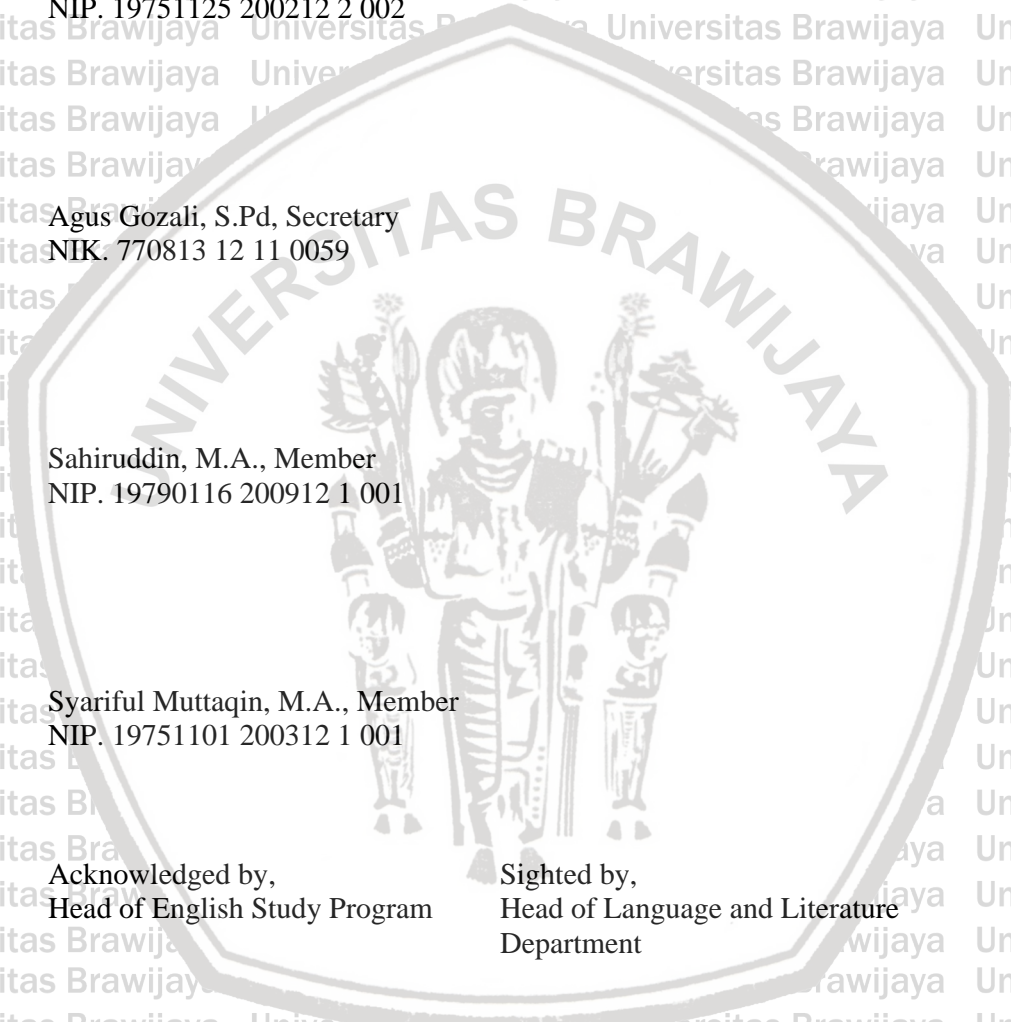
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ABSTRACT

Safitri, Dyah Ajeng. 2011. **The Students' Efforts in Developing Their English Speaking Skill in Al Fattah English Course Jombang**. English Study Program. Language and Literature Department. Faculty of Culture Studies. University of Brawijaya. Supervisor: Syariful Muttaqin, Co-supervisor: Agus Gozali.

Keywords: students' efforts, speaking skill development

English is a language which is mostly used by people around the world for communication. English in Indonesia is not regarded as a second language, but still a foreign language. From this condition some people have an idea about establishing an English course, because they feel that English given in school or formal institution is not enough. The writer conducted a research about students' efforts in developing their English speaking skill in Al Fattah English Course (AEC) Jombang. In order to make English become a habitual language, AEC applies an obligation of speaking English in AEC area for the students. There are two problems in this research: (1) What are the efforts of AEC students to develop their English speaking skills? (2) To what extent do the students benefit from the English speaking obligation in AEC?

This research is a case study with qualitative approach. The data were taken from questionnaire for 18 students of AEC who have been studying there for six months and guided interview for one of AEC teacher.

The study reveals that the efforts done by AEC students to develop their English speaking skill are: joining English club at school, watching English program on TV or listening to English program on radio, reading English magazines and newspapers, practicing speaking English with family, with friends, with English teachers, practicing English by the students themselves, and listening to western songs. It is also shown that the students feel they have improved their speaking fluency, grammar accuracy, vocabulary, and pronunciation accuracy after joining AEC.

From this study, the researcher concludes that the speaking obligation in AEC is one of the important factors that support the development of students' speaking skill. The fluency in speaking is considered as the important result after the students joining AEC. The researcher suggests for the next researchers to make deeper analysis about speaking obligation to get better understanding about foreign language learning.

ABSTRAK

Safitri, Dyah Ajeng. 2011. **Usaha Siswa dalam Mengembangkan Kemampuan Berbicara Bahasa Inggris di Al Fattah English Course Jombang**. Program Studi Sastra Inggris. Jurusan Bahasa dan Sastra. Fakultas Ilmu Budaya. Universitas Brawijaya. Pembimbing: (I) Syariful Muttaqin, (II) Agus Gozali.

Kata Kunci: usaha siswa, perkembangan kemampuan berbicara

Bahasa Inggris adalah bahasa yang digunakan oleh banyak orang di dunia sebagai alat komunikasi. Bahasa Inggris bukan merupakan bahasa kedua di Indonesia melainkan bahasa asing. Keadaan ini membuat beberapa orang mempunyai ide untuk mendirikan lembaga kursus Bahasa Inggris, karena mereka menganggap bahwa Bahasa Inggris yang diberikan di sekolah atau instansi formal saja tidak cukup. Penulis mengadakan penelitian tentang usaha yang dilakukan siswa dalam mengembangkan kemampuan berbicara Bahasa Inggris di Al Fattah English Course (AEC) Jombang. Untuk membuat Bahasa Inggris menjadi bahasa yang biasa digunakan oleh siswa, AEC menerapkan keharusan berbicara Bahasa Inggris di lingkungan AEC. Rumusan masalah pada penelitian ini adalah: (1) Usaha apa sajakah yang dilakukan oleh siswa AEC untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris? (2) Apa keuntungan siswa yang didapatkan dari kewajiban berbicara Bahasa Inggris di AEC?

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Data diperoleh melalui kuesioner untuk 18 siswa yang mengikuti kursus di AEC selama enam bulan dan wawancara dengan salah satu guru.

Beberapa usaha yang dilakukan oleh siswa AEC untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris disamping mengikuti kursus di AEC, antara lain: mengikuti *English club* di sekolah, melihat program berbahasa Inggris di TV atau mendengarkan program berbahasa Inggris di radio, membaca majalah dan koran berbahasa Inggris, berlatih berbicara Bahasa Inggris dengan keluarga, teman, guru Bahasa Inggris, dan berlatih sendiri, serta mendengarkan lagu-lagu dalam Bahasa Inggris. Setelah mengikuti kursus di AEC siswa mengalami peningkatan kemampuan berbicara, ketepatan penggunaan *grammar*, peningkatan *vocabulary*, dan ketepatan pengucapan.

Peneliti menyimpulkan bahwa keharusan berbicara Bahasa Inggris merupakan salah satu faktor pendukung perkembangan kemampuan berbicara siswa. Peneliti memberi saran kepada peneliti berikutnya untuk melakukan penelitian yang lebih mendalam mengenai keharusan berbicara Bahasa Inggris untuk mendapatkan pemahaman yang lebih baik berkaitan dengan pembelajaran bahasa asing.

ACKNOWLEDGEMENTS

My highest gratitude is delivered upon Allah who gives His blessing for me to accomplish this thesis in order to fulfill my Bachelor Degree in Study Program of English at University of Brawijaya Malang. My first gratitude is sent to my family who always support, advise, and pray for me during my study.

I would like to give my gratitude goes to my supervisor, Syariful Muttaqin, M.A. and my co-supervisor, Agus Gozali, S.Pd. I also acknowledge my examiners, Fatimah, M.Appl.Ling. and Sahiruddin, M.A., for their precious inputs for the betterment of this paper. This thesis would not be finished well without their assistance and supports. I thank them very much for spending their time in guiding me to complete my thesis.

My special gratitude is sent to the teacher and owner of AEC who gave me permission for conducting a research and gave me information I needed. The last gratitude is sent to the students of AEC as the participants who gave me information I needed.

Malang, 18 August 2011

The Writer

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CHAPTER I

INTRODUCTION

1.1. Background

Communication is the way to interact one another to get information, and show human identity. It has an important role in human life. Communication can be successfully done by the use of language since, as widely known, language is the main vehicle of human being to have communication with others. Language is used to deliver message and ideas from speakers to their interlocutors as they engage in social living.

Language, as we know is one of the important aspects in our life. Through language, we will be able to communicate, share our ideas, give and get informations, and many others. Wardaugh (1986, p.1) claims that when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. A code is mostly known as a language.

In language learning, each community has their own code that differentiates them from others. The common code or language which is commonly used in a community can be called as the first language. The development of the first language happens in the children phase in natural setting. While second language is acquired when growing adult. Eventhough both of them are about language acquisition, there are some differences between acquiring first language and acquiring second language (Fatimah, 2009). The first distinction is about the success of the learner in first language acquisition is more guaranteed than the second language learner. Second, in first language acquisition children normally

achieve perfect first language mastery, while adults in second language acquisition are unlikely to achieve perfect second language mastery. Then, in second language acquisition we commonly find fossilization, which in first language acquisition is unknown yet. During first language acquisition learners develop clear intuitions about correctness, but second language acquisition learners are often unable to use their intuitions whether the grammar is correct or not.

Crystal (in Talbot et al, 2003, p.258) points out that “almost 85 percent of international organizations in the world use English as the official language.”

English therefore, has become the most widely used second language in the world and, thus many people who do not have knowledge of English are motivated to learn. As a foreign language, there are many ways to learn English in Indonesia.

School and English course are the examples of the media. School is one example of formal institution while English course is an example of informal institution. In recent years in our country the phenomenon of the growing of English course is increasing each year. This happens because of the English competence necessity of people in Indonesia to compete in this globalization era.

English in Indonesia is still English as a Foreign Language. That is why our people still have difficulties in speaking English. This also happens in some schools. Students feel that English is difficult because they are not accustomed to speak and use English in daily conversations. Students only get the theory in their school and rarely use English when they are outside English class.

This condition inspires some people to build English course in order to help students who have low English competence or high motivated students who want

to increase their English. It affects to the spreading of English course which offers different solutions in learning English to students through many ways.

One of well-known English courses in Jombang is Al Fattah English Course (AEC). AEC is one of the well-known English courses in Jombang, which was first built on March 3rd 2002. The first idea of Al Fattah English Course was from the owners of AEC. This English course now has two locations. First location is on Kauman Utara IIB/40 Jombang and the second location is on Jl. Wahab Hasbulloh Sambong Santren, Jombang. The classes are divided into novice 1 (for elementary students from 1st until 3rd grade), novice 2 (for elementary students from 4th until 6th grade), pre-elementary (for high school students and publics), elementary (for high school students and publics), and intermediate. The activities cover vocabulary memorizing, grammar understanding, short story reading, and conversation. The students are required to speak English after two months studying there. If they break the rule, they must pay one hundred rupiahs per word. This rule has been used since AEC was established. Besides, students are also obligated to attend debate and speech contest twice a week, both become the participant, supporter or audience. This condition encourages the AEC's students to acquire English as well, especially in performing their English competence.

The requirement of speaking English in AEC area will form a habit in use it in daily communication. It means the speaking habit formed after the requirement of speaking applied among AEC students.

From the facts above, the writer is interested in searching the efforts done by the students at Al Fattah English Course to develop their speaking skill. The

writer wants to investigate the effects of speaking English as the requirement for AEC's students to their English competences.

The writer has some expectations to all related people, either individual or party, to take some benefits from this research. The first is for the writer herself is expected to get experiences and knowledge in doing a research in a particular subject, especially Second Language Acquisition. The second is to give deep understanding to the academic members of English Department about language acquisition especially about English speaking habit and its effect to English speaking skill and to add some information about this study to the readers out of the institution. The third is to give more consideration for AEC to continue the learning method in order to create more students who are able to speak English. The last is to prove the theory to the related field; in this case is Second Language Acquisition.

1.2. Problems of the Study

Based on the background above, the problems of the study are:

1. What are the efforts of Al Fattah English Course students to develop their English speaking skill?
2. To what extent do the students benefit from the English speaking obligation in AEC?

1.3. Objectives of the Study

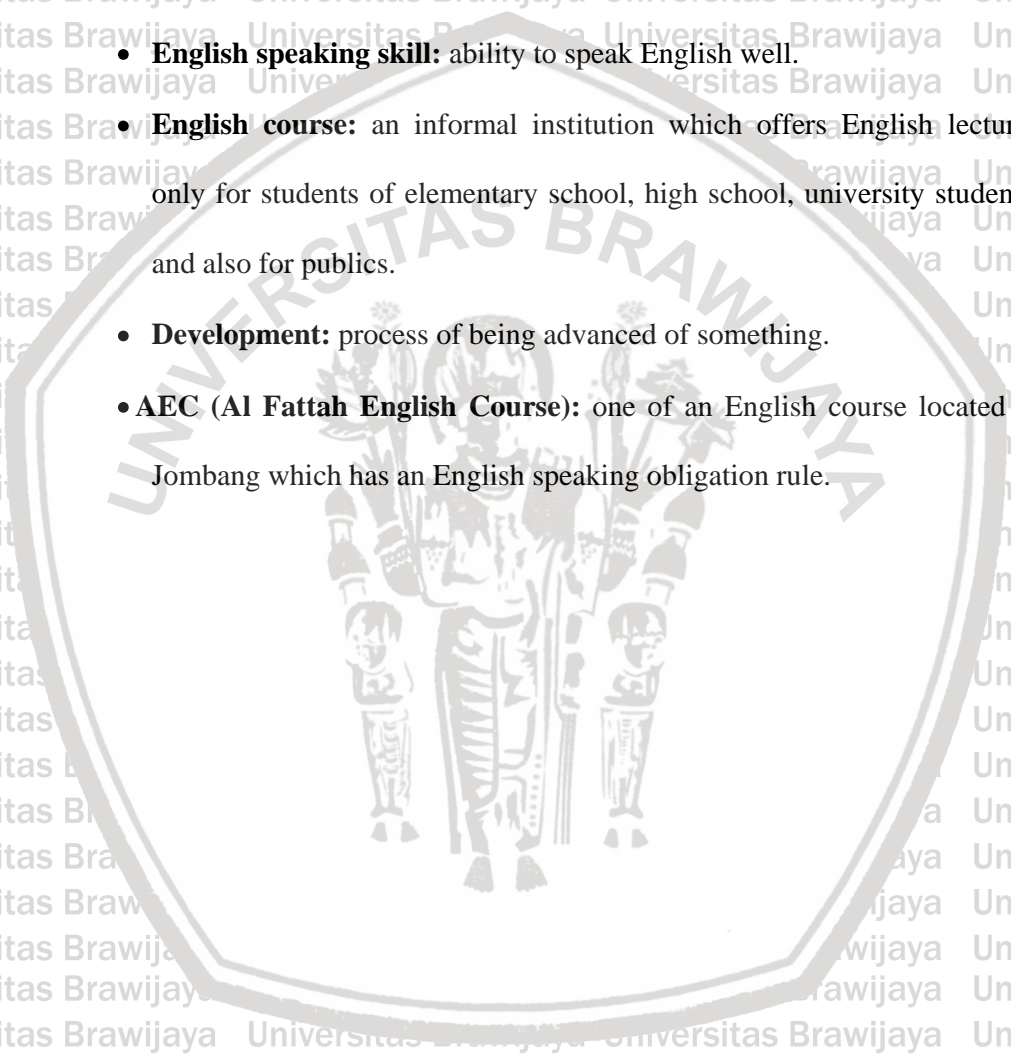
In line with the problems of the study, the objectives of the problems are:

1. To find out the efforts of Al Fattah English Course students to develop their English speaking skill.

2. To reveal the students benefit from the English speaking obligation in AEC.

1.4 Definition of Key Terms

- **English speaking skill:** ability to speak English well.
- **English course:** an informal institution which offers English lectures only for students of elementary school, high school, university students, and also for publics.
- **Development:** process of being advanced of something.
- **AEC (Al Fattah English Course):** one of an English course located in Jombang which has an English speaking obligation rule.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Frameworks

This chapter presents the review about the theories that are used in this research. They are theory of second language acquisition, theory of competence and performance, theories of stimulus and response from some psychologists, theory of second language learning, and the theory of teaching and learning speaking. Besides this chapter also presents the previous studies which have the similar field with this research.

2.1.1 Second Language Acquisition

Second language or L2 is a language which is used in addition to L1 or native language in a certain community. As for Crystal (2003) second language (L2) is “a language other than one’s mother tongue used for a special purpose such as business, government and education”. Meanwhile, Klein (1986, p.3) says that first language is the language that is exposed to a child from the very beginning, and it is generally known as mother tongue. Second language is a language that is learned after someone achieved his or her mother tongue or first language.

Crystal (1987, p.368) claims that the term second language acquisition is used when the emphasis is on the natural, unconscious way in which a learner can assimilate a foreign language in a natural learning situation. It is strengthened by Krashen (1985, p.1) “ acquisition is subconscious process identical in all important ways to the process children utilize in acquiring their first language, while learning is a conscious process that results in ‘knowing about’ language”.

Crystal (1987, p.368) also points out that second language learning takes place in classrooms when students are following a structured course with a teacher.

Dulay, Burt, Krashen (in Setiyadi, 2006, p.21) state that second language acquisition means learning a new language in a foreign language context as well as learning a new language in a host language environment. From this statement, there are some people argued there is no difference between English as a second language and English as a foreign language.

Eventhough Krashen states that there is no distinction between English as a second language and English as a foreign language, he differentiates the two ways of developing ability in target language (TL) into acquisition and learning (Setiyadi, 2006, p.21). Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about the target language (Setiyadi, 2006, p.21).

So, in short it can be said that there are some arguments in differentiating English as foreign language and English as second language, and also the term of acquisition and learning.

2.1.2 Stimulus-Response Theories

Learning is a process of giving exercise or experience to a person or a group of people. There are some theories about learning process, which are introduced by the psychologists. One of the theories is Stimulus-Response theory by the behaviourists. This theory has an argumentation that behaviour, included language

behaviour, is started with a stimulus which creates a response as the consequence of the stimulus (Chaer, 2003, p.84). There are many theories about Stimulus-Response by the behaviourists.

2.1.2.1 Classical Conditioning by Pavlov

Pavlov is a Russian psychologist who had done an experiment about stimulus-response. Pavlov (in Chaer, 2003, p.84) used a dog in his experiment, and here are the results:

- Unconditioned stimulus causes unconditioned response, for example the process of saliva production of the dog (unconditioned response) when given some foods (unconditioned stimulus).
- Conditioned stimulus causes conditioned response, for example the ringing of the bells which indicates the foods giving (conditioned stimulus) creates the production of saliva of the dog (conditioned response).

From this experiment, Pavlov concludes that learning is the long process of conditioned response. Although Pavlov's theory was the first theory of stimulus-response theory group, many psychologists consider that learning is not a conditioned response but is the result of cooperative efforts of all related sides.

Eventhough Pavlov's theory was not suitable with other psychologists' opinion, it is still used as an example or comparison.

2.1.2.2 Connectionism Theory by Thorndike

This theory is proposed by Edward L. Thorndike, a United States psychologist, which started with an experiment called *trial and error*. This

experiment also used an animal as Pavlov's, but this time Thorndike used a cat for his experiment. He did a research to animal's behaviour first before human's. In this experiment Thorndike placed a cat into a big cage. To open the cage's door, the cat must push a hinge so it can easily go out. The first time the cat placed in the cage, it was confused and did not know what it might do. When it scratched for many times, finally it pushes the hinge and can go out. This experiment was continued for many times, and the process of the cat opening the door by pushing the hinge became faster and faster.

Chaer (2003, p.85), stated based on Thorndike's statement:

“Dari eksperimen dengan kucing itu, Thorndike berpendapat bahwa pembelajaran merupakan suatu proses menghubungkan-hubungkan di dalam sistem saraf dan tidak ada hubungannya dengan *insight* atau pengertian. Karena itu pembelajarannya disebut *connectionism* atau *S-R bond theory* (teori gabungan stimulus-respons). Yang dihubung-hubungkan di dalam sistem saraf adalah peristiwa-peristiwa fisik dan mental dalam proses pembelajaran itu.”

From his experiment with a cat, Thorndike states his connectionism theory through two primary laws (Chaer, 2003, p.86):

1. *The law of exercise*, means that a connection will be strengthened if the practice with a feedback is continued and will be weakened if it is discontinued. The law of exercise also can be said as *the law of habit formation* which can be divided into two:
 - a. The law of use; if a stimulus or S is often followed by response or R, the connection between S and R is strengthened through exercise.
 - b. The law of disuse; if an S is not often followed by a R.

2. *The law of effects*, which is also known as reinforcement, stated that when a connection between a stimulus and response is positively rewarded, it will be strengthened and when it is negatively rewarded, it will be weakened. Thorndike (<http://129.7.160.115/inst5931/Behaviorism.html>) later revised this "law" when he found that negative reward, (punishment) did not necessarily weaken bonds, and that some seemingly pleasurable consequences do not necessarily motivate performance

This theory suggested three principals (Chaer, 2003, p.87):

- Finishing a work for an organism will create satisfaction.
- The connection of S-R will be strengthened if there is a stimulus followed by satisfying response.
- The connection of S-R can be strengthened through exercises.

Besides, theory of connectionism also has some key concepts mention below:

- A reinforcer; is any event that strengthens the behaviour it follows, which is divided into two:
 1. positive reinforcer are favourable events or outcomes that are presented after the behavior.
 2. negative reinforcer involve the removal of an unfavourable events or outcomes after the display of a behaviour.
- Punishment is the presentation of an adverse event or outcome that causes a decrease in the behaviour it follows. There are two kinds of punishment:
 1. Positive punishment sometimes referred to as punishment by application, involves the presentation of an unfavourable event or outcome in order to weaken the response it follows.

2. Negative punishment occurs when a favourable event or outcome is removed after behaviour occurs.

(<http://psychology.about.com/od/behavioralpsychology/a/introopcond.htm>)

This theory proposes two primary laws related to connectionism in learning.

Besides, it also mentions about the punishment that is considered as the supporting item in learning process.

2.1.2.3 Operant Conditioning by Skinner

B.F. Skinner was an American psychologist who is recognized as a pioneer of neobehaviourism, a new form of behaviourism. As the previous experiments by other behaviourists, Skinner here also used an animal for his experiment. Here is the illustration of Skinner's experiment with a mouse:



Figure 2.1 Skinner's Experiment with a Mouse

The explanation of this illustration is; the food is a reinforcer; the event of pushing the lever is called reinforcing event; the mouse receiving the food is reinforcing stimulus; mouse's behaviour is called conditioned response (Chaer, 2003, p.89). This mouse will repeat its action pushing the lever because it will receive food as the reward of its action.

Skinner's model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behaviour or a random act that approaches it.

Skinner remarked, "The things we call pleasant have an energizing or strengthening effect on our behaviour" (Skinner, 1972, p. 74).

In this study, the data are analyzed by employing the theories owned by Thorndike about connectionism and Skinner about operant conditioning.

2.1.3 Second Language Learning

It is quite difficult for some people to differentiate the terms of acquisition and learning. However, Yule (2000, p.191) explains these two terms as below:

"The term acquisition, when used of language, refers to the gradual development of ability in a language by using it naturally in communicative situations. Then the term 'learning', however, applies to a conscious process of accumulating knowledge of the vocabulary and grammar of a language."

From this statement, we can conclude that the thing that differentiates learning and acquisition is the process. In acquiring language, the natural situation takes place. This means language acquisition is an unconscious process. While learning is a conscious process of acquire language, because it is set in a particular situation. Learning second language is the activity of learning the second language that is placed in a particular situation, in this case in language teaching at school (Yule, 2000, p.191). Activities related to acquisition are those who experienced by young child, and by people who 'pick up' another language from long periods spent in daily interaction in another country (Yule, 2000, p.191).

2.1.4 Teaching and Learning Speaking

When we use oral communication, it is called as speaking. Speaking is the verbal use of language to communicate with other, which contains many purposes

(Fulcher, 2003, p.23). To reinforce the speaking ability, there should be an activity that could strengthen it. The reinforcing activity is through teaching and learning.

2.1.4.1 Teaching Speaking

Teaching process in speaking may help the students to get deeper understanding and enable to perform it orally. However, teaching speaking is not as simple as we imagine. A teacher should have particular techniques in teaching speaking. According to Brown (2001, p.275), there are seven principles for designing speaking techniques:

1. Use techniques that cover the spectrum of learner needs, from language-based on focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

Besides these principles, a teacher should consider things that make speaking difficult in order to find the suitable solutions. From Brown (2001:270), he explains that the following characteristics of spoken language that makes it difficult to learn are clustering; redundancy; reduced forms; performances variables; colloquial language; rate of delivery; stress, rhythm, and intonation; and the last is interaction. From these difficulties, there are six categories of oral

production that the students are expected to carry out in the classroom (Brown, 2001, p.271):

1. Imitative

The purpose of imitation is not for meaningful interaction, but for focusing on some particular element of language form. It can be done by drilling vocabularies.

2. Intensive

The activity of intensive speaking includes practicing some phonological or grammatical aspect of language.

3. Responsive

Responsive is short replies to teacher- or student – initiated questions or comments.

4. Transactional (dialogue)

The purpose of transactional is conveying or exchanging specific information.

5. Interpersonal (dialogue)

This dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Extensive monologue is for students at intermediate and advance levels in the form of oral reports, summaries, or short speeches.

Ur (1996, p.121) mentions the things that a teacher can do to solve some of speaking problems: use group work, base the activity on easy language, make a

careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, and keep students speaking the target language.

2.1.4.2 Learning Speaking

Learning second language speaking is not easy as learning a primary language, because we rarely use or never use the second language in our daily communication. However, learning second language for adolescent or adult is much more difficult than learning primary language for children. Besides, there are many motives in learning second language. For example a students who will study abroad or for business purpose.

In learning second language speaking, learners should consider the pronunciation, intonation, accuracy, and fluency. As stated by Fulcher (2003, p.25):

“The outer manifestation of speech is sound. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning. Second language learners therefore need a knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word, and an understanding of intonation.”

While the terms accuracy and fluency are the two concepts that refer to the accuracy of structure and vocabulary in speech as one component of assessment, and the quality and speed of delivery as a separate component (Fulcher, 2003, p.27). Accuracy (Fulcher, 2003, p.28) includes word order and omission; pronouns and relative clauses; tense; and prepositions.

Learners also have some strategies in speaking second language, as stated by Canale and Swain (in Fulcher, 2003, p.31), strategies for speaking are

achievement strategies and avoidance (or reduction) strategies. Achievement strategies are used by the learners when they want to express something but lack in second language knowledge (Fulcher, 2003, p.31). The most common achievement strategies (Fulcher, 2003, p.32) are overgeneralisation or morphological creativity, approximation, paraphrase, word coinage, restructuring, cooperative strategies, code switching, and non-linguistic strategies. While in avoidance strategies, it is divided into two types: formal avoidance and functional avoidance. These strategies are used by the learners to help them in order to master the speaking ability, and each learner could have different strategies in learning speaking.

2.2 Previous Studies

These previous studies inspire the writer to do a research in the same field.

The previous studies can help the writer to develop the research related to Second Language Acquisition.

The first study is The Implementation of English Conversation Club as an Extracurricular Activity at SMP Negeri 18 Malang by Fitriingsih. This study was conducted to describe the implementation of *English Conversation Club* (ECC) as an extracurricular activity at SMP Negeri 8 Malang. The purpose of this program is to establish more opportunities to speak English in daily and natural contexts with comfortable environment and to prepare the students indirectly to be ready to compete in speaking.

In her study, Fitriingsih used descriptive-qualitative design by using some instruments to collect the data; such as the headmaster and instructor interview

guides, field notes, the teachers' and she students' questionnaires. The findings of her study were as follows. The purposes of conducting the ECC were to establish more opportunities to speak English in daily and natural contexts with comfortable environment and to indirectly prepare the students to be ready to compete in speaking. These purposes were supported by the implementation of name five games, classroom and pairs discussion, whispering games, story completion, storytelling, conversation, and role-play as the classroom activities conducted in the ECC.

The next findings refer to the students' and the teachers' opinions about the ECC, whose results were both positive. The students considered the ECC as an important extracurricular program to be followed and to be improved. The ECC program gave positive effect on their speaking skill, which can be seen through the questionnaires. The program, as the students said, was considered to be an appropriate medium for them to speak English freely. Regarding with that, the teachers agreed that ECC should be conducted throughout the school years to help students achieve betterment in speaking English.

The similarity of this previous study with the writer's study is both of them investigate the conversation in daily and natural context in English club, not placed in a classroom or formal class. The difference is in Fitriingsih's study did not use the theory of behaviourists as the writer does.

The title of the second study is Using 3-D Animation Movies as Media to Improve the Speaking Ability of The Students at YASPA English Training (YET) Course, Trenggalek by Prilla Lukis Wediyantoro.

In this study, Prilla wanted to improve the speaking ability of the students of YET Course, because he saw the fact that some of the students of YET feel depressed when they should perform a given conversation by the teacher, because they feel shy if they make mistakes. That is why Prilla used 3-D animation to help these students to speak up with their own words. The activities is after watching 3-D movie, the students must answer the questions, describe the character and retelling the story.

The result of Prilla's study was the 3-D animation movie strategy is one of the appropriate strategies to solve the students' problem in speaking because after the implementation of the 3-D animation movie strategy, the result is quite surprising. This strategy can stimulate the students to speak English well. The students who are usually active become more active and the students who are usually passive in speaking class become active and confident to express their ideas in English orally. It can happen because the strategy the researcher applies is interesting for them. The activities are fun and exciting.

The similarity of Prilla's study and the writer's study is about the ways to improve the students' ability in speaking English through fun and informal activities. The difference is in Prilla's study, he used 3-D movie as the media to improve the students' speaking ability, while in the writer's study does not use a media.

By comparing with the two previous studies, this study is worth to do because it has a different focus. This study considers the role of students' efforts and English speaking obligation in a particular area, in this case is Al Fattah English Course, to the development of their English speaking skills.

CHAPTER III

RESEARCH METHODS

3.1 Type of Research

This study was conducted to find out the effort to develop English speaking skill. The writer used qualitative approach and the type of the study is a case study. It employs an in-depth study of a single unit which aimed to arrive at a detailed description and comprehension of an entity (Ary et al, 2002, p.27).

According to Denzin and Lincoln (in Creswell, 1998, p.15) “qualitative research involves the studied use and collection of variety of empirical materials – case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts—that describe routine and problematic moment and meaning in individuals’ lives”. As for Creswell (1998, p.15) qualitative research is an inquiry process of understanding base on distinct methodological traditions of inquiry that explore a social or human problem.

Walton (in Neuman, 2003, p.33) indicates that the logic of the case study is to demonstrate a causal argument about how general social forces shape and produce results in particular setting.

3.2 Data Source

The writer took the data by distributing the questionnaires to the 18 students of Al Fattah English Course who had joined this course for six months and interviewing the teacher of Al Fattah English Course. Besides those two instruments, the writer also used documents of the students’ scores. The writer

distributed the 18 questionnaires to the 18 students of an elementary class and collected them completely. The writer chose this class because this class was on their last month of the course, so the writer could get the scores of mid-term test and final test in order to compare the development of the scores. The data source from the questionnaire was the answers of AEC students. The students were asked to answer these following questions. The first question was about their interest in English and their reasons of their answers. The second question was about the importance of English and the reasons of their answers. The third question was about the importance of speaking English and the reasons of their answers. The fourth was about the students efforts in order to improve their English ability, especially in speaking. The fifth question was about the frequency of practicing speaking English outside the school and besides taking English course in AEC. The sixth question was about the partner of the students in practicing speaking English in AEC area. The seventh question was about their opinion related to the requirement of using English for communication in AEC area and its effect to their English speaking ability improvement. The eighth question was the opinion of AEC students about the kinds of improving abilities in speaking English after joining AEC. The last two questions were about the role of speaking English requirement in AEC area to the English speaking ability improvement of AEC students and their opinion about the requirement. Meanwhile the writer got the other data source from the interview by interviewing the teacher of AEC with these questions: (1.) When AEC was established and the founder of AEC and its background; (2.) how long he has been teaching in AEC; (3.) the basic concept of AEC to develop the English ability of students; (4.) The activities in AEC for the

students related to the improvement of speaking skill; (5.) When AEC started the rule which required students to speak English in AEC area; (6.) The effectiveness of the rule in supporting students' speaking skill development; (7.) The opinion of the rule was the main factor which determined the students success in speaking English; (8.) The opinion about the development skill in English of D class students.

After distributing the questionnaires to 18 AEC's students, the writer put the data in list, then counted the percentages result of each options. For example, question number one, how many percent of students that will choose option 'a'. For the data taken from interviewing the teacher of Al Fattah English Course, the writer crosschecked it with the data from students' questionnaire and then analyzed the data to find the answer of the research problems.

3.3 Data Collection

The key instrument of this study is the writer herself. As stated by Ary et al (2002, p.424) in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing the data he tries to analyze with his comprehension and knowledge on the topic being discussed. In attempting to get the data required for this study, the writer takes several steps in collecting the data:

1. Writing down the schedule of the course of AEC students
2. Arranging the questionnaire and interview list,
3. Distributing the questionnaire to the related students,
4. Interviewing the teacher.

3.4 Data Analysis

Data analysis is the process of arranging interview transcript, questionnaire and other materials that the researcher obtained in order to increase his or her own understanding. According to Moustaka (in Creswell, 1998, p.148-149) the data analysis involves: data measuring, data reading, data describing, data classifying and data interpreting.

The writer analyzed them by using the following process.

1. Reading the whole data from questionnaire and interview guide.
2. Analyzing data from questionnaire using frequency count. The data got from each option chosen is divided by the total number of the students in the class and multiplied by 100 % to find the percentage of students who choose it. So, the pattern of the option percentage is
$$\frac{\text{option chosen}}{\text{of students}} \times 100\% = \text{result in percent}$$
3. Analyzing the data from interview by crosschecking it with the data got from questionnaire.
4. Drawing the conclusion.

CHAPTER IV FINDING AND DISCUSSION

4.1 Finding

This part presents the finding of this study about the efforts of AEC students in developing their English speaking skill and also about the students' benefits from the speaking obligation in AEC.

In this section, the researcher presents the obtained data from the questionnaires to 18 AEC students, who have been studying at AEC for six months. This class is one of several classes of the elementary level. Besides, the researcher also interviews one of the AEC teachers and the director all at once.

Before the researcher presents the data concerning the research problems, the students' backgrounds related to the interest and the importance of English for AEC students are discussed.

From the questionnaire, the writer finds about the students' interest in English and also their reasons why they are interested in English. The table of this finding is shown below:

Table 4.1 The Students' Interest in English

| The students' interest in English | Number | Percentage | Reasons |
|-----------------------------------|--------|------------|---|
| Like English very much | 11 | 61% | <ul style="list-style-type: none">• English is important for their lives;• English is interesting and fun;• English can increase self confidence;• English is an international language. |
| Like English at | 7 | 39% | <ul style="list-style-type: none">• English is interesting |

| | | | |
|----------------|----|------|--|
| moderate level | | | language: |
| | | | <ul style="list-style-type: none"> • English is fun; • English can be used to communicate with foreigners; • English can be used to study abroad. |
| Total | 18 | 100% | |

About the speaking skill among other skills, the students give their answers as follows:

Table 4.2 Students' Opinion about the Importance of English Speaking Skill

| The importance of English speaking skill | Number | Percentage | Reasons |
|---|---------------|-------------------|--|
| English speaking skill is very important | 12 | 67% | <ul style="list-style-type: none"> • English skill is needed in applying job; • English need to be practiced; • English is needed to communicate with foreigners; • In learning English, more practices are better in order to strengthen the English knowledge itself; • In learning a language, a learner must be able to use it in any forms, both orally and written. |
| English speaking skill is important | 5 | 28% | <ul style="list-style-type: none"> • English can be used for communication with foreigners or when they go abroad; • English speaking skill determines the meaning of the utterances. |
| English speaking skill is quite important | 1 | 5% | <ul style="list-style-type: none"> • English can be used to communicate with foreigners. |
| Total | 18 | 100% | |

From the questionnaire, it can be shown that most students of AEC (67%) have a high interest and awareness in English speaking skill. By having these, students will do a lot of efforts to improve their English speaking skill. Their efforts are presented in the next part.

4.1.1 The Efforts of AEC Students to Develop English Speaking Skill

The researcher uses two instruments which are questionnaire for eighteen AEC students and interview guideline for the teacher of AEC to find the answers of the problems.

Based on the questionnaire result, the students do some efforts besides joining AEC to develop their English speaking skill. The table of students' efforts is shown below:

Table 4.3 The Efforts of AEC Students

| No. | The Efforts of AEC Students in Developing English Speaking Skill | Number | Percentage |
|-----|--|--------|------------|
| 1. | Joining English club at school | 3 | 7% |
| 2. | Watching English TV program or listening to the radio | 15 | 35% |
| 3. | Reading English magazines and newspapers | 4 | 9.3% |
| 4. | Practicing English with family | 7 | 16.3% |
| 5. | Practicing English by themselves | 3 | 7% |
| 6. | Practicing English with English teacher | 4 | 9.3% |
| 7. | Practicing English with friends | 3 | 7% |
| 8. | Practicing English with classmates | 2 | 4.6% |
| 9. | Practicing English with friends in AEC and other English course | 1 | 2.3% |
| 10. | Listening to western songs | 1 | 2.3% |
| | Total | | 100% |

From the questionnaire result, the researcher finds that most of the students or 35% respondents chose watching English program on television and listening to English program on radio.

The students give various answers to explain the efforts they do. Most students (15 students or 35% respondents) choose watching TV program or listening to the radio; some students (7 students or 16.3% respondents) choose practicing English with family; few students (4 students or 9.3%) choose reading English magazines and newspapers; few students (3 students or 7% respondents) chose joining English club at school. Besides those choices, the students also have their own efforts that are not mentioned in the questionnaire. Few students (4 students or 9.3% respondents) practice English with English teachers; few students (3 students or 7% respondents) practice English by themselves; it means they do not practice English with a partner. Few students (3 students or 7% respondents) practice English with friends; few students (2 students or 4.6% respondents) practice English with classmates; only one student (2.3% respondent) practices English with friends in AEC and other English courses; and the other student (2.3% respondent) choose to listen to western songs. These efforts are the additional factors that support the students in develop their English speaking skill beside activities in AEC.

Meanwhile, the frequency of practicing speaking English outside the school and besides taking English course in AEC is nine students (50%) are often practicing English and the nine others (50%) are sometimes practicing English.

In speaking English in AEC area, the students mention the partners in practicing English. The result is shown on the table below:

Table 4.4 Partner in Practicing English in AEC

| No. | Partner in practicing English in AEC area | Number | Percentage |
|-----|---|--------|------------|
| 1. | Classmates in AEC | 2 | 8.3% |
| 2. | All friends in AEC | 16 | 66.7% |
| 3. | Smarter friends in AEC | 2 | 8.3% |

| | | | |
|----|----------------|---|-------|
| 4. | Teacher in AEC | 4 | 16.7% |
| | Total | | 100% |

From the table, most students (16 students or 66.7 % respondents) practice English with all friends in AEC; few students (4 students or 16.7 % respondents) practice English with teacher in AEC; few students (2 students or 8.3 % respondents) practice with their classmates in AEC; and few students (2 students or 8.3 % respondents) practice English with smarter friends in AEC. It means that most students prefer to practice speaking English in AEC area with all friends in AEC to improve their speaking ability.

4.1.2 The Students Benefit from the English Speaking Obligation in AEC

The second problem of this study is about the students' benefits from the speaking obligation in AEC. AEC or Al Fattah English Course has a purpose to make the students fluent in speaking English correctly. To reach this purpose, AEC focuses its concept to speaking in all classroom activities. There are additional activities besides classroom activities: English speech, English debate, and English speaking area. For the last activity (English speaking area), AEC applies punishment system to the students who have been studying there for two months. The form of the punishment is the students must pay one hundred rupiahs for each non-English word they utter. Based on the interview, this way is effective to develop students' speaking skill because it creates English community in AEC and also creates English speaking habit.

Based on the result of one item in questionnaire, it is found that all students (100% respondents) think that the rule to speak English in AEC area can help to improve their English speaking skill. They argue that the rule of using English while they are speaking with others in AEC area can improve their English

speaking skill because: (1) English needs to be practiced in order for the fluency in using English; (2) because by using English continually, it will be a habit in using it; (3) because environment supports someone's ability in using a certain language; (4) because the rule can develop English ability.

Based on the questionnaire result, the researcher finds that 18 students of AEC (100%) or the respondents of this research agree that after joining AEC their English speaking ability was improved. The improving ability covers the fluency, grammar accuracy, vocabulary, and pronunciation accuracy.

To make the data easier to understand, the table of the improvement of English speaking ability of AEC students is shown below.

Table 4.5 The Improvement of English Speaking Ability

| No. | The Improvement of English Speaking Ability | Number | Percentage |
|-----|---|--------|------------|
| 1. | Fluent in speaking | 13 | 26.5 % |
| 2. | Accurate in using grammar | 12 | 24.5 % |
| 3. | Improvement vocabulary | 14 | 28.5 % |
| 4. | Accurate in pronouncing each word | 10 | 20.4 % |
| | Total | | 100% |

From the table above, we can see that most students (14 students or 28.5 % respondents) feel that their vocabulary increased; many students (13 students or 26.5 % respondents) say that they more fluent in speaking; many students (12 students or 24.5 % respondents) state that they more accurate in using grammar; and the rests (10 students or 20.4 % respondents) say that they more accurate in pronouncing each word. From this result, speaking fluency is the second option which is mostly chosen (13 respondents) after vocabulary improvement (14

respondents). This result shows the agreement of AEC students that their English speaking skill fluency generally improved after joining English course in AEC.

The resource person of this interview, Imam Purnomo (teacher and director of AEC), also states that the requirement of speaking English in AEC area is one of the important factors in speaking English mastery for the students, even though it is not the main important factor.

“Ya. Meskipun tidak yang utama, ya. Tapi sangat mendukung kegiatan itu. Karena setiap pembelajaran kita juga berbahasa Inggris. Kemudian ditunjang dengan kegiatan di luar kelas tadi.”

(Yes, even though it is not the main factor but this activity can support the students in speaking English mastery. All of our learning materials are in English form. Besides, there are other outside activities that support the English speaking mastery.)

He also states that during the course activity, the students show the significant development:

“Sangat signifikan sekali. Kenapa? Karena waktu mereka datang tidak bisa Bahasa Inggris sama sekali. Setelah itu, setelah proses pembelajaran selama enam bulan, mereka ya.. sangat, ya hampir keseluruhan siswa bisa berbahasa Inggris.”

(It is really significant; because the students could not speak English at all at first time they study here. After six months studying here, almost all of them can speak English well.)

From this quotation, the students' speaking skills, especially the D class, have been improved during the six month study. The development can be seen from the comparison between the first time they entered AEC and the six months after. The teacher says that all students at D class could not speak English at all, and after six months almost all of them can speak English fluently.

4.2 Discussion

In this section, the researcher made a general discussion about the findings of the research she has done, which includes the efforts of AEC students to

develop their English speaking skill and how English speaking habit improve students' English speaking skill.

AEC or Al Fattah English Course is an English course located in Jombang, East Java which has been established on March 2002. AEC has a concept in teaching English to its students by emphasizing speaking concept in every teaching and learning process. So, after writing, vocabulary memorizing, grammar, listening, and reading activity the students must tell what they got in those activities. Beside those indoor activities, there are some other outdoor activities, such as English debate contest, English speech and also English speaking area. These activities have been done in order to increase the speaking ability of AEC students. For English speaking area, it is an obligation when the students must speak English in AEC area because based on the interview with the owner of AEC, there is a written rule about speaking habit in AEC area, and there is a punishment of its infraction.

Based on the questionnaire data, the students do not mind with the English speaking area rule, even though they must pay for their forgetfulness to use English in communication. Most of them think that the rule can help them to improve their English speaking ability.

The result of the questionnaire shows that the AEC students have a high interest in English. They also think that English is important for their life. Because of these reasons, the students are motivated to improve their English competence through many ways besides taking a course in AEC.

4.2.1 The Discussion of the Efforts of AEC Students to Develop English

Speaking Skill

In learning second language the learner must consider some aspects in order to develop their second language ability. Those aspects include fluency and accuracy, and as Fulcher (2003, p.25) states, to reach both of them the second language learner actually need a knowledge related to a language they learn.

That is why some language learners try to improve their second language ability through many ways, as what have been done by some second language learners in AEC or Al Fattah English Course Jombang. The data shows 11 students (61%) like English very much and 7 others (39%) like English. 15 students (83%) also states that English is very important, while 3 students (16%) says that English is important. Beside, the 12 students (67%) think that English speaking skill is very important, 5 students (28%) say English is important and 1 other (5%) feels it is quite important. From these data, it can be concluded that the AEC students are aware to the importance of English beside they have a high interest in English. This condition makes the AEC students try to improve their English ability through many efforts.

From the questionnaire result, besides taking an English course in AEC the students of AEC do some efforts to develop their English speaking ability. The answer of each students are various because they can choose more than one options and also can add an additional option which cannot find in all options given. We can see the table of the efforts of AEC students to develop their English speaking skill in table 4.3.

From the table, we can see that 15 students of total respondents chose watching English program on television or listening to radio. This means that 35% students prefer to watch English program on television or listen English program on radio to improve their English skill especially in speaking. These activities can help the students to learn more about English, because by watching television or listening radio the students could learn English through enjoyable way. By watching English program on television or by listening it on radio, the students can learn the way to pronounce words correctly and also get new vocabulary.

From the questionnaire, the researcher finds that 7 students (16.3%) practice English with family, 3 students (7%) practice English by themselves, 4 students (9.3%) practice with English teachers, 3 students (7%) practice English with friends, 2 students (4.6%) practice English with classmates and 1 student (2.3%) practices with friends in AEC and friends from other English courses. Practicing English with everyone can help the students improve their speaking fluency, because by using English in daily communication they are accustomed to use it.

The table also shows the other efforts of AEC students. 3 students (7%) join English club at school. By joining English club at school, the student can be more fluent in speaking because English club activity usually focuses on conversation, speech, and debate. The other effort is reading English magazines or newspapers. 4 students (9.3%) choose this to improve their English competence, because by reading English magazines or newspapers the students can add their vocabulary and also improve their English grammar. The last effort done by 1 student (2.3%) is listening to western songs, because it will help the student how

to pronounce words in English correctly. These data is suitable with the theory of connectionism by Thorndike (<http://psychology.about.com>) about positive reinforcer, which are favourable events or outcomes that are presented after the behaviour. The behaviour of AEC students to reach the favourable events (improving abilities in English) are those efforts above, both inside or outside joining English course.

From this data, the researcher also gets the frequency of the students in doing some activities in order to improve their speaking ability. Nine students are often practicing their English speaking skill through those ways above (the efforts to improve English speaking skill besides taking course in AEC), while nine others are sometimes practicing their English speaking skill, with the percentage for each answer is 50%.

This finding shows that all of eighteen English learners in AEC do some efforts in order to develop their English speaking skill ability outside the classroom either at school or at AEC. These efforts, based on Skinner's theory (in Chaer, 2003, p.89) about operant conditioning, can be called as reinforcing event, while the English abilities which students get are called reinforcer. The students' behaviour is called conditioned response. The reward of students' action (efforts) is the improving abilities in English. These efforts are done by the English learner who really interested in English and think that English is important for communication nowadays. They did those efforts because what they got from school was insufficient to make them master in English, especially in performing it. The students only got the theory and rarely used it in real situation. This means

the students were merely have English competence, and it can be declined when they rarely practice their competence.

4.2.2 The Discussion of Students Benefit from the English Speaking Obligation in AEC

The concept of teaching used in AEC is focused in speaking. As Brown (2001, p.271) states, there are six categories of oral production that the students are expected to carry out in the classroom. We can see these six categories in teaching and learning process of AEC. The first is imitative which is applied in drilling vocabularies; the second is intensive, through practicing some grammatical aspect of language; responsive, when the teacher give question about the material given and students answer it; transactional and interpersonal, when there is a dialogue or discussion between teacher and students; the last is extensive when the students are asked to tell the story or report. These activities in classroom also supported with other activities outside classroom, such as English speaking area.

Based on Oxford Learner's Pocket Dictionary (1995), habit means person's usual action or behaviour; the other meaning is to do something regularly; So the meaning of speaking habit is the regular action or behaviour of person in speaking.

In this context the research is focused in English as the language used among AEC students as the speaking habit. Speaking habit in AEC area is formed as the consequence of the rule there about speaking English area which has been

mentioned in finding section. This speaking habit can be the one of the media to practice English.

As stated by Thorndike (in Chaer, 2003, p.86) in his connectionism theory, the law of exercise mention that a connection will be strengthened if the practice with a feedback is continued and will be weakened if it is discontinued. Practice with feedback in AEC can be seen when two students have a conversation. When they do not know an English word, one of them will be the reminder, or if both of them do not know the word they usually ask to the teachers or other friends. They are doing the exercise through English speaking area rule, and try to reinforce their speaking ability through many efforts.

From the questionnaire result, the 18 students of AEC agreed that the rule of English speaking area can improve their English speaking skill. They said that to be able speaking English fluently it must be practiced regularly, because they will be accustomed to speak English by using it regularly. Besides, environment can support learner's ability in using language they learn. In this case is the environment of AEC which require the students to speak English. This condition also can be seen in the previous studies by Fitriningsih (2009) which mentioned that speaking English in daily and natural contexts with comfortable environment can support the improvement of students' speaking ability. While from the interview result, the owner of AEC said that the rule of English speaking area really helps students to develop their English speaking skill. He said this rule is one of the main factors that influence students speaking ability. This development can be seen from the fluency of AEC students in using English in their daily communication. The students of AEC have to speak English and this condition

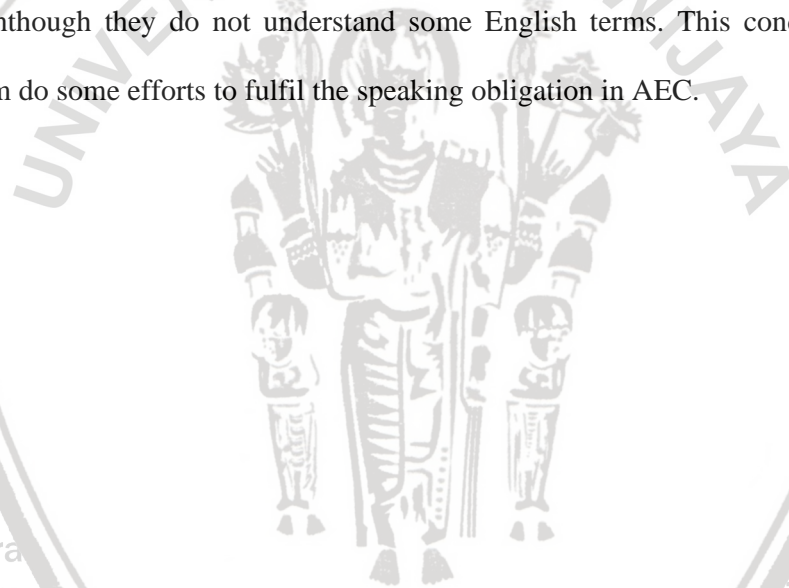
creates a habit in using English as their daily communication in AEC area. The speaking habit in AEC creates the improvement of students' speaking skill ability, and as the theory of connectionism states about any events that strengthens the behaviour it follows, that improvement can be called as the reinforcer (<http://psychology.about.com>).

The students of AEC also argue that after joining English course in AEC their English ability which covers fluency, grammar accuracy, addition of vocabulary, and spelling accuracy, improve. It means the improvement is not only in speaking. These improvements the students feel are suitable with the improvement score of the students. Based on the result of middle test and final test of the D class students, all of their total scores were improved. The improvement could be affected by the efforts the students do to improve their speaking skill. Through those efforts, the students do not merely fluent in speaking English, but also get some other benefits. Those efforts support the English speaking obligation in AEC to improve the students' speaking skill. This is suitable with the theory of connectionism by Thorndike (in Chaer, 2003, p.86).

He stated about the law of exercise or also can be said as the law of habit formation which explained that a connection will be strengthened if the practice with a feedback is continued and will be weakened if it is discontinued. The feedback itself can be identified in all speaking activity in AEC, such as a simple communication between two students, both inside the class or outside. The feedback is usually from the teachers or other students. In this case, the process of learning English through English speaking area for the AEC students can be called as the law of use; it is occurred if a stimulus (S) is often followed by

response (R), the connection between S and R is strengthened through exercise (Chaer, 2003, p.86).

The other finding from this research is no objection from the students with English speaking area rule eventhough they must pay some fines. This punishment has a purpose to make the students keep speaking English in order to make them fluent in English, because by giving such kind of punishment the students will be more aware to use English every time. From this the researcher concludes that the speaking English obligation in AEC can support the improvement students' speaking skill, because they must speak English eventhough they do not understand some English terms. This condition makes them do some efforts to fulfil the speaking obligation in AEC.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

English speaking obligation in Al Fattah English Course (AEC) is one of the ways to develop second language learner ability, especially its application. To support this development, the language learners try to enrich their English knowledge through many efforts.

The efforts of AEC students to enrich their English knowledge are: watching English program on television or listening it on radio; practicing English with family; practicing English by herself and everyone; joining English club at school; speaking English with friends and English teachers; reading English magazines or newspapers; listening to western songs; practicing English with friends in AEC and other English courses. These efforts are done in order to enrich the students' knowledge about English and to apply it in real situation.

The effort that is often done by the AEC students is watching English program on television or listening it on radio, because 35% of 18 students choose this option.

This finding shows that the students more enjoy studying English through their preferences in informal ways.

After following English course in AEC, the students feel their speaking ability is improved. The data from the questionnaire related to students' ability in English shows that improvement of vocabulary is the highest option chosen by the students. Eventhough the fluency in speaking English is not the highest option chosen, it is still considered as the important result which is occurred after the

students joining course in AEC. This data is also clarified by the owner and director of AEC statement. This result also followed by the development of other aspects related to English competence.

The fluency and accuracy of using English when the students speak are increasing because they are accustomed to use it in daily communication in AEC area. The students are forced to speak English and this motivated them to increase their English knowledge. Through this way the students can acquire English not only the theory but also its application. This is rarely performed in formal institution, in this case is school.

5.2 Suggestions

After the conclusion, the researcher recommends some suggestions that could be considered by several people who attracted to this field.

1. For Second Language Learners

The researcher recommends to the second language learners to do some efforts which are suitable with their preferences, because something will be easier to understand and acquire when we like it.

2. For AEC Students

a. The researcher suggests to the AEC students to practice speaking English more often eventhough outside the class, because practice makes perfect.

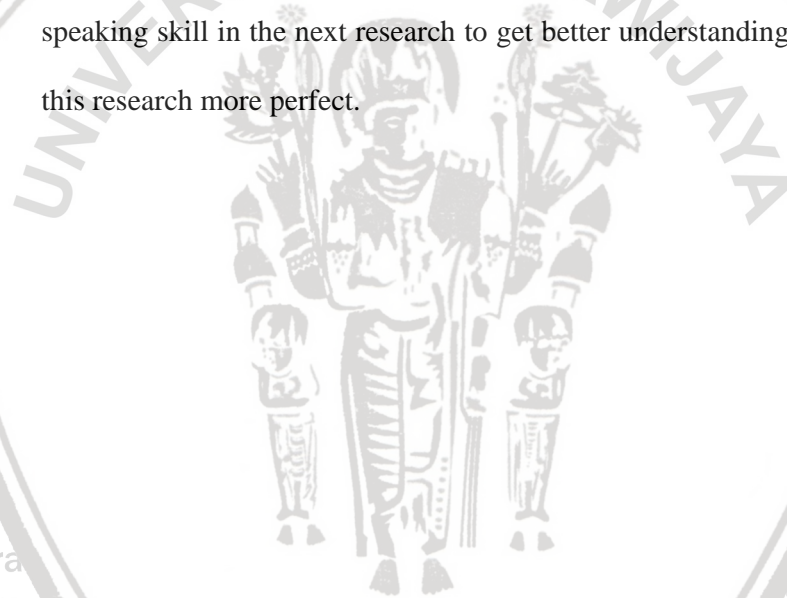
b. The researcher suggests the AEC students to enrich their knowledge about English through many efforts outside what they get from school and English course to make them more confident in speaking English.

3. For Al Fattah English Course

The researcher recommends to the owner and teachers of AEC to continue and develop the role of English speaking area by learn more strategies in teaching speaking and compare the rule with other courses which can create better English speaking habit among AEC students in order to improve their English ability.

4. For the Students of English Study Program

The researcher suggests to the students of English Study Program to do further and deeper research related to students' efforts and English speaking skill in the next research to get better understanding and to make this research more perfect.



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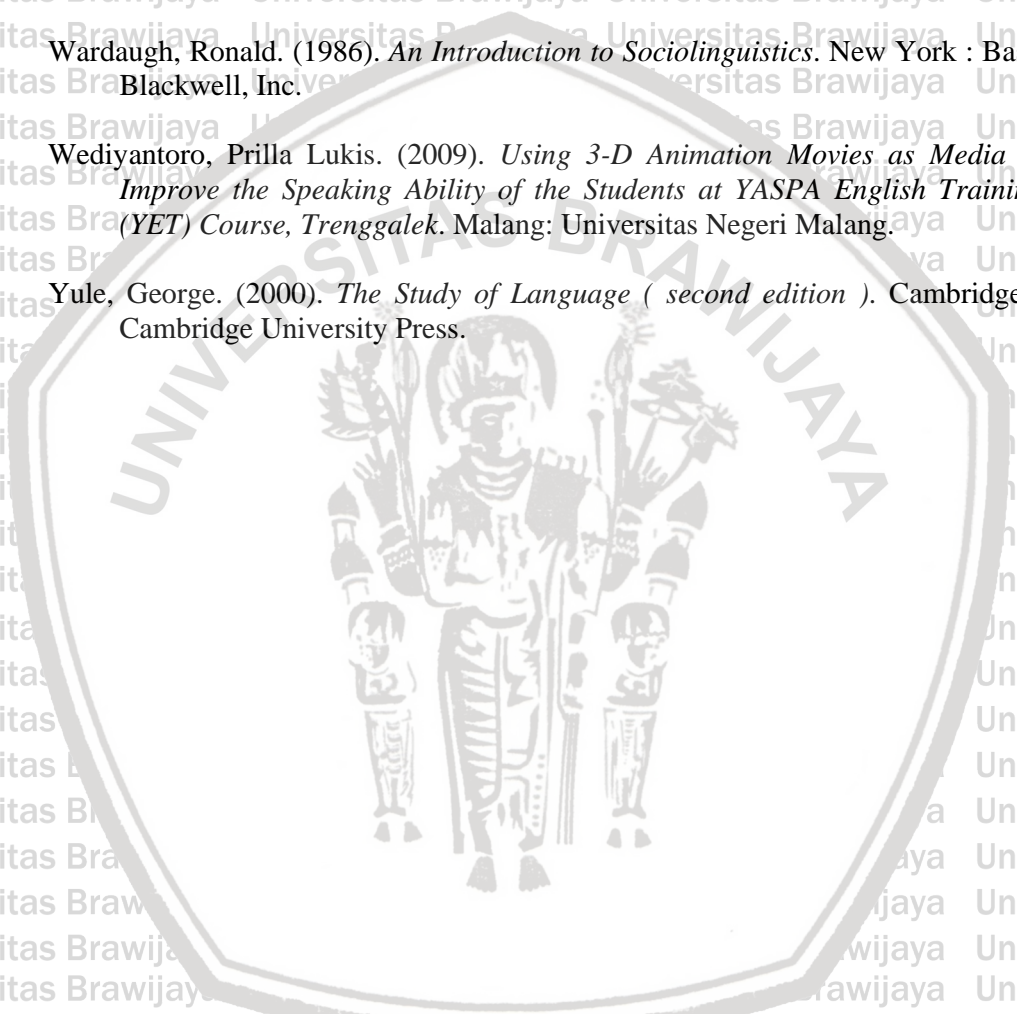
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Appendix 1. Interview Results of AEC Teacher

T: Kapan dan Siapakah yang pertama kali mempunyai ide mendirikan AEC dan apa latar belakangnya?

J: Pertama mendirikan AEC yaitu pada tahun 2000, tapi masih dalam bentuk bimbel. Kemudian baru tahun 2002 kita alihkan menjadi bentuk lembaga speaking. Jadi untuk tahun 2000 materinya seputar materi yang diajarkan di sekolah. Latar belakang dari pengalihan tersebut adalah karena Bahasa Inggris adalah alat komunikasi. Maka, mau tidak mau, saya tekankan kepada speaking. Setelah dialihkan menjadi bentuk speaking, maka hasilnya memang luar biasa, karena dalam waktu enam bulan hampir semua siswa bisa menguasai speaking.

T: Berapa lama Anda mengajar di AEC?

J: Saya selaku pimpinan dan pendiri AEC, ya sejak berdirinya AEC, yaitu tahun 2000 sampai sekarang.

T: Apakah konsep dasar yang digunakan AEC untuk mengembangkan kemampuan Bahasa Inggris siswa?

J: Konsep dasarnya yaitu berfokus pada speaking. Jadi semua pembelajaran saya orientasikan, saya fokuskan ke speaking. Jadi pembelajaran reading nanti pada akhir kegiatan, siswa harus bisa menceritakan teks dalam bentuk speaking. Begitu pula dalam pembelajaran writing, saya fokuskan ke speaking. Jadi setelah siswa menulis suatu cerita atau suatu rentetan kegiatan atau yang lainnya, pada akhirnya, atau ujung-ujungnya akan saya suruh menceritakan. Begitu pula untuk pembelajaran grammar, saya berikan bagaimana grammar ini digunakan untuk speaking. Jadi semua pembelajaran berfokus pada speaking. Begitu pula listening, setelah mendengarkan siswa bercerita. Vocab juga begitu, setelah menghapuskan, siswa berbicara.

T: Kegiatan apa sajakah yang ada di AEC yang berkaitan dengan peningkatan kemampuan berbicara siswa?

J: Pada kegiatan ini, ada aturan yang tertulis, bukannya tidak tertulis, bahwa siswa wajib untuk ngomong Bahasa Inggris setelah bulan yang kedua. Jadi pada bulan ketiga siswa wajib ngomong Bahasa Inggris. Ada beberapa aturan yaitu yang pertama jika siswa tidak berbicara Bahasa Inggris akan saya kenakan sanksi.

T: Sudah berapa lama peraturan tentang keharusan menggunakan Bahasa Inggris dalam percakapan di lingkungan AEC diterapkan?

J: Sejak tahun 2002. Jadi sejak 2002 saya sudah gunakan peraturan itu dan berlangsung hingga sekarang

T: Apakah menurut Anda cara tersebut efektif dalam membantu perkembangan kemampuan Bahasa Inggris siswa khususnya kemampuan dalam berbicara? Mengapa?

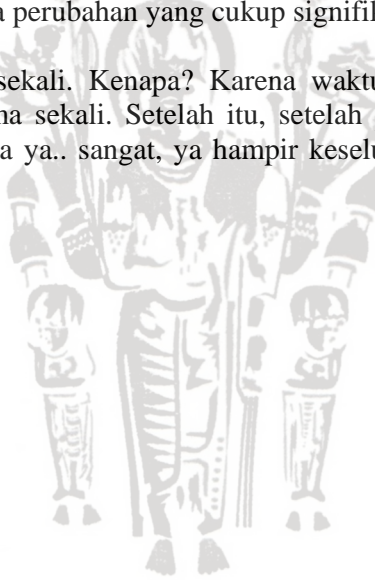
J: Ya, sangat efektif. Karena akan terbentuk suatu komunitas berbahasa Inggris. Di samping itu ada kegiatan ekstra, kegiatan tambahan yaitu siswa latihan berpidato Bahasa Inggris, siswa debat Bahasa Inggris, dan lain-lain.

T: Apakah penerapan peraturan mengenai keharusan berbicara Bahasa Inggris tersebut merupakan faktor utama penentu keberhasilan siswa dalam berbicara Bahasa Inggris?

J: Ya. Meskipun tidak yang utama, ya. Tapi sangat mendukung kegiatan itu. Karena setiap pembelajaran kita juga berbahasa Inggris. Kemudian ditunjang dengan kegiatan di luar kelas tadi.

T: Bagaimana menurut Anda mengenai peningkatan kemampuan siswa kelas D pada elementary level ini pada akhir kursus dibandingkan dengan di awal kursus? Apakah ada perubahan yang cukup signifikan?

J: Sangat signifikan sekali. Kenapa? Karena waktu mereka datang tidak bisa Bahasa Inggris sama sekali. Setelah itu, setelah proses pembelajaran selama enam bulan, mereka ya.. sangat, ya hampir keseluruhan siswa bisa berbahasa Inggris.



Appendix 2. Questionnaire for AEC Students

NAMA :

KELAS :

SEKOLAH :

Dalam rangka penyelesaian penulisan Tugas Akhir / skripsi dengan judul *English Speaking Habit Toward Students' English Speaking Skill Development in Al Fatah English Course Jombang*, penulis memohon kesediaan partisipan kuesioner ini untuk mengisinya sesuai dengan kondisi yang dialami masing-masing partisipan, untuk membantu penulis melengkapi data yang dibutuhkan. Terima kasih atas kerjasamanya.

Petunjuk: Isilah pertanyaan di bawah ini dengan melingkari huruf yang sesuai dengan pilihan Anda, dan sertakan alasan Anda pada pertanyaan yang membutuhkan alasan.

1. Apakah Anda suka Bahasa Inggris?

- a. Sangat suka b. Suka c. Cukup suka d. Tidak suka

Berikan alasan Anda:

2. Menurut Anda, apakah Bahasa Inggris sangat penting?

- a. Sangat penting b. Penting c. Cukup penting d. Tidak penting

Berikan alasan Anda:

3. Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris penting?

- a. Sangat penting b. Penting c. Cukup penting d. Tidak penting

Berikan alasan Anda:

4. Apakah Anda berusaha untuk meningkatkan kemampuan Bahasa Inggris di luar kelas (sekolah), khususnya kemampuan berbicara, selain mengikuti kursus di AEC?

- a. Ya b. Tidak

Jika jawaban Anda 'Ya', usaha apa yang Anda lakukan? (jawaban bisa lebih dari satu)

- a. mengikuti ekstrakurikuler *English club* di sekolah.

- b. menonton siaran TV berbahasa Inggris / mendengarkan siaran radio berbahasa Inggris.
- c. membaca media cetak (majalah / koran) berbahasa Inggris.
- d. berlatih bercakap-cakap menggunakan Bahasa Inggris di rumah dengan saudara atau orang tua.
- e. lain-lain (sebutkan)

5. Seberapa sering Anda melatih kemampuan berbicara dalam Bahasa Inggris di luar sekolah, selain mengikuti kursus di AEC?

- a. Sering
- b. Kadang-kadang
- c. Jarang
- d. Tidak pernah

6. Siapakah yang sering menjadi *partner* Anda ketika berlatih berbicara menggunakan Bahasa Inggris di lingkungan AEC?

- a. hanya teman satu kelas
- b. semua teman yang dikenal di lingkungan AEC
- c. teman yang lebih pandai
- d. pengajar di AEC

7. Apakah menurut Anda keharusan berbicara menggunakan Bahasa Inggris di lingkungan AEC dapat membantu meningkatkan kemampuan Anda dalam berbicara menggunakan Bahasa Inggris?

- a. Ya
- b. Tidak

Berikan alasan Anda:

8. Menurut pendapat Anda, apakah setelah mengikuti kursus di AEC ada peningkatan kemampuan berbicara dalam bahasa Inggris, dibandingkan sebelum mengikuti kursus?

- a. Ada
- b. Tidak ada

Peningkatan kemampuan dalam hal apa yang paling Anda rasakan?

- a. kelancaran dalam berbicara (*fluency*)
- b. ketepatan tata bahasa (*grammar*)
- c. bertambahnya kosa kata (*vocabulary*)
- d. ketepatan pengucapan tiap kata

9. Menurut Anda apakah keharusan berbicara dalam Bahasa Inggris di lingkungan AEC cukup berperan dalam perkembangan kemampuan berkomunikasi Anda dalam Bahasa Inggris?

- a. Sangat berperan
- b. Berperan
- c. Cukup berperan
- d. Kurang berperan

10. Apakah Anda keberatan dengan cara yang diterapkan dalam AEC tersebut?

- a. Ya
- b. Tidak

Berikan alasan Anda:



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