

**THE SPEAKING ABILITY COMPARISON BETWEEN ALUMNI
ISLAMIC BOARDING SCHOOL AND NON-ISLAMIC BOARDING
SCHOOL STUDENTS**

THESIS

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THESIS

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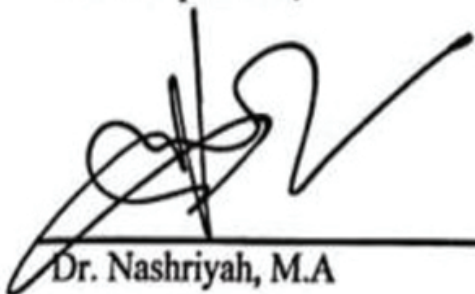
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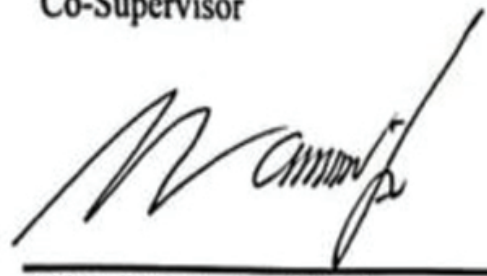
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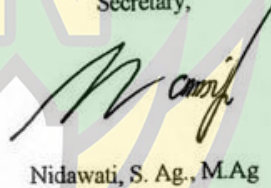
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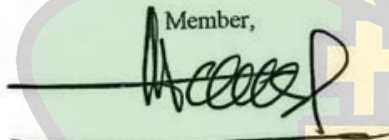
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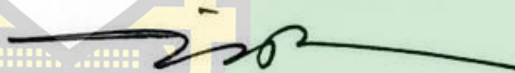

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.::

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ABSTRACT

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This research is aimed to find out the comparison of speaking ability between Islamic boarding school and non-Islamic boarding school alumni. The samples of this research were 20 students from English Education Department of UIN Ar-Raniry who have completed Advanced Language Skills (ALS) class. The quantitative method was used to reveal students' speaking ability. In this research, test and semi-structured interviews were used to collect data. The researcher analyzed the data using a speaking rubric with total score of each five aspects of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. The result found that alumni of Islamic boarding school students' overall score is higher than non-Islamic boarding school with total 76.4 : 68.4. In other words, the higher score shows that students from boarding school is more advanced in speaking ability. The reason that distinguishes speaking ability from Islamic boarding school and non-Islamic boarding school is because of the process of implementing learning.

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CHAPTER I

INTRODUCTION

A. Background of Study

There are several skills in English: reading, listening, writing, and speaking. Speaking skill is the most crucial and essential qualities for interacting or having discussions with others. Speaking is one of the language abilities that we use in our daily interactions with others. Speaking fluently comes before learning to write or read. Additionally, humans engage with one another vocally much more frequently than they do through written words. If we can speak well, it means that we are fluent in the language. There is no way for people can assess our reading and writing abilities, but they can tell whether we are competent at a foreign language if we can communicate fluently in that language based on speaking ability.

Brown (2004) claims that speaking is one of the most commonly employed language abilities by individuals all over the world. Speaking is a difficult skill to master, it necessitates the application of a lot of abilities at the same time, which are often developed at various rates. According to David (1977) in Ervi (2016), in general, pronunciation, grammar, vocabulary, fluency, and comprehension are at least five components of speaking ability. They imply that speaking is a highly effective and efficient mode of communication if these components are used at the same time, it is used for the research rubric in this study as assessment instrument.

Although in improving the quality of English learning programs, there is still an obstacle to face in learning such as a lack of confidence (Zaim, 2017). In order to improve student's confidence in using English, student should have learned the fundamental subject before entering high school because student will acquire more vocabulary as long as they continue to learn speaking skills. Especially in high school, students are encouraged to have good speaking ability, both boarding school students and non-boarding school students.

Islamic Boarding Schools and Senior High Schools are two different high school options available in Indonesia. In Islamic Boarding Schools, students study the science of Islamic religion and general knowledge, such as mastery foreign languages to communicate. According to Zahra, etc. (2022), the Islamic boarding school environment also requires students to be able to communicate with each other in English, so that students' language skills can continue to be trained and students have good language skills. In the dormitory, they communicate using English and Arabic. Although all students stay in the dormitory for twenty-four hours, many problems arise, particularly in mastering and applying foreign languages as a daily communication too.

In Public Senior High School, students' study about general sciences as the curriculum adopted, especially English courses. It is four to six hours per week. In the learning process, students have great difficulties. According to Nurjanah, etc. (2019), the factors of the difficulties are because of the limitations in class duration, lack of confidence, lack of vocabulary, lack of opportunity to speak, lack of motivation, and most importantly lack of practice. If students do not

have enough vocabulary, it will be difficult for them to speak with others. The next factor was the student's lack ability of to recognize the grammar because the mastering grammar was also an important problem when speaking. In public senior high schools, English is only taught during English lessons and is not taught intensively.

There are not many researches about this particular study. But one similar research was congruent with the previous research. According to Irfani, et.al (2015), he stated that the graduated Islamic students were more competence in speaking English than the graduated Public Senior High School students in speaking. Understandably, boarding school students have more duration in speaking English than Senior High School students because of the obligation to speak English in daily conversation.

In other previous research by Husnawati & Aila (2017) about the speaking achievement difference on both schools, it can be concluded that there is not much difference in learning achievement between students graduating from Islamic Boarding Schools and Non-Islamic Boarding School graduates in the foreign language course. It is caused by several factors that affect learning achievement, including internal factors (intelligence, motivation, talent, interest) and external ones (family, school, community environment), these factors support changes or encouragement, so that from student learning achievement Senior High School graduates' students are as good as Islamic Boarding School graduates.

According to Thanyalak (2012), he compared the speaking ability among High School students. He used three communicative activities. It is classified by high, medium, and low according to their abilities of English-speaking proficiency level. Based on the result, the students' English-speaking abilities after using the three communicative activities were significantly higher than before their use. A bit difference from this study, the researcher of this research assesses students' speaking ability by comparing their results based on interviews.

In this study, the researcher wants to conduct the same research as in the previous studies, it is to examine students' speaking ability, both for students in Islamic boarding schools and non-Islamic boarding schools. Based on the explanation, the researcher is interested in conducting research on speaking ability in UIN Ar-Raniry Banda Aceh. Hence, this research entitles "The Speaking Ability Comparison Between Alumni Islamic Boarding School and Non-Islamic Boarding School Student.

B. Research Question

1. What are comparisons between alumni Islamic boarding schools and non-Islamic boarding school student in speaking ability?
2. What were the reasons for the differences between alumni Islamic boarding schools and non-Islamic boarding school students?

C. Research Aims

1. To measure which one is better between alumni Islamic boarding school and non-Islamic boarding school students in speaking ability.
2. To analyze the different causes between alumni Islamic boarding school and non-Islamic boarding school student in speaking ability.

D. Hypothesis

According to Nazir (1998), a hypothesis is temporary answer in a study that needs to be verified. The hypothesis is an assumption, an idea that is proposed for the sake of argument so that it can be tested to see if it might be true. In the scientific method, the hypothesis is constructed before any applicable research has been done, apart from a basic background review.

According to Nasution (2020), the types of hypotheses can be divided into two groups based on the formulation and the process of obtaining them. Based on the formulation, the hypothesis is divided into:

Ho & Ha

The hypothesis formulas for this research are:

Ho = There are differences between alumni Islamic boarding school and non-Islamic boarding school student in speaking ability.

Ha = There are no differences between alumni Islamic boarding school and non-Islamic boarding school student in speaking ability.

E. Significance of the Study

The significance of this study is to provide more accurate and detailed data in order to determine or clarify the truth of some pre-existing ideas. This research is expected to give information for teachers and students to be useful in improving speaking ability. Furthermore, the research findings will be useful for other researchers in the future. The researcher recognizes that this research is far from perfect, therefore, the researcher hopes that other researchers will be able to fill the research gap.

F. Terminology

To avoid misunderstandings, the researchers describe several of the variables used in this study in this chapter:

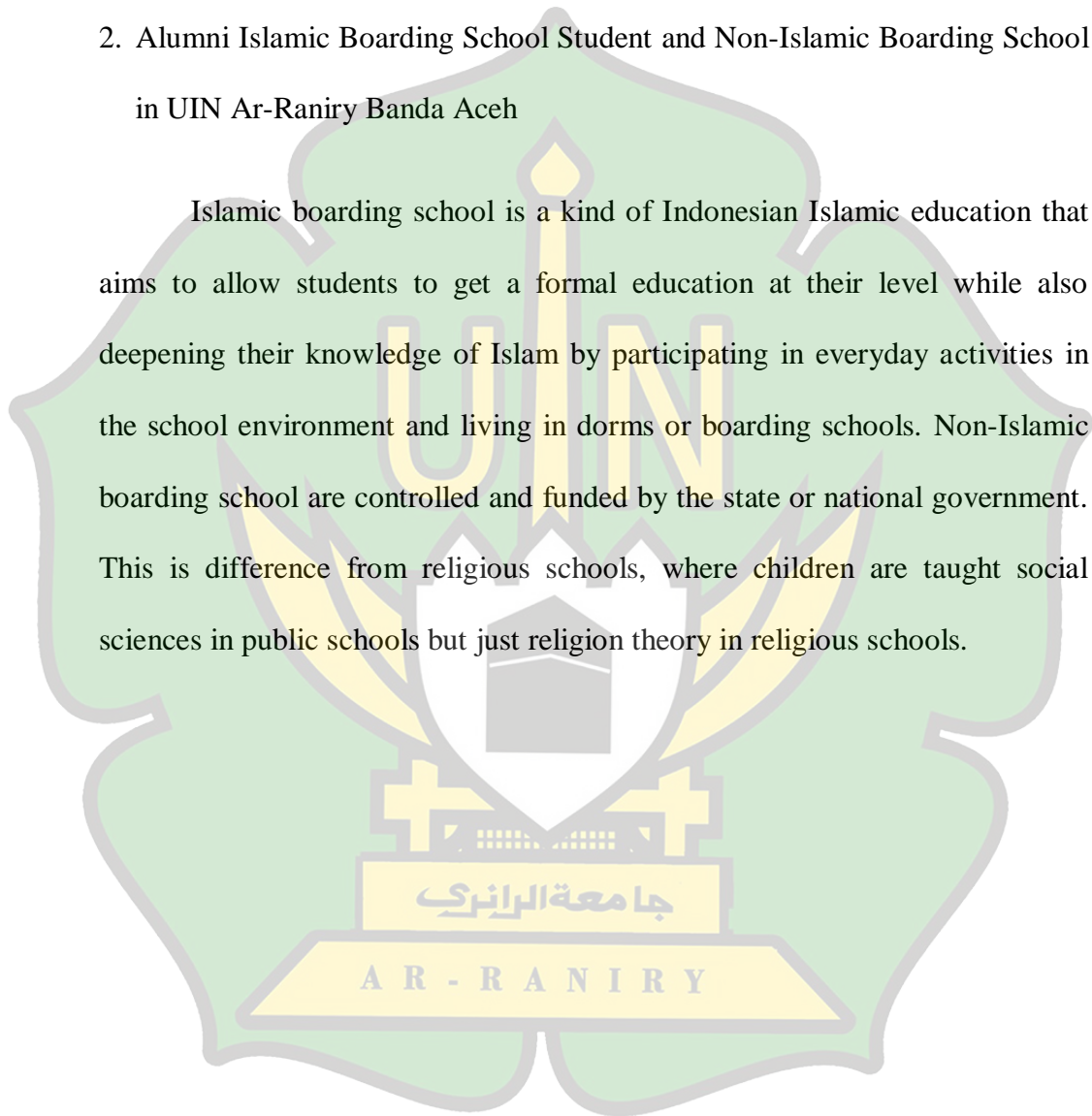
1. Speaking Ability

Speaking ability is the main skill in communication in two ways of process between a speaker and a listener. It is involved productive and receptive skills of understanding or listening with understanding. From this definition, it can be inferred that in order to be able to speak, one should master productive skills and the receptive skills (Carter & Nunan, 2001). It may be inferred that a student's speaking skills are their capacity to express what they want to say to other people using their own words while maintaining a high level of pronunciation, grammar, vocabulary, fluency, and topic comprehension.

Specifically, the researcher wanted to develop fluency comprehension between alumni of Islamic boarding schools and alumni non-Islamic boarding school student at UIN Ar-Raniry.

2. Alumni Islamic Boarding School Student and Non-Islamic Boarding School in UIN Ar-Raniry Banda Aceh

Islamic boarding school is a kind of Indonesian Islamic education that aims to allow students to get a formal education at their level while also deepening their knowledge of Islam by participating in everyday activities in the school environment and living in dorms or boarding schools. Non-Islamic boarding school are controlled and funded by the state or national government. This is difference from religious schools, where children are taught social sciences in public schools but just religion theory in religious schools.



CHAPTER II

LITERATURE REVIEW

A. Speaking Ability

To avoid misunderstandings, the researchers describe several of the variables used in this study. The components of speaking ability are the important point to keep in mind. According to David (1977) in Ervi (2016), there are criteria for assessing students' performance in speaking ability: pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation is defined by Richards and Schmidt (2002, p. 429) as "the manner in which a given sound or sounds is generated." Unlike articulation, which focuses on the actual creation of speech sounds in the mouth, pronunciation emphasizes how sounds are interpreted by the listener and frequently connects the spoken word to its written form. Pronunciation is the way to speak one language. Hassan Yates & Zelinsky (2014) defined pronunciation as how to create the tone to give meaning when speaking. This includes the special consonants and vowels of language (segments), and linguistic aspects beyond the level of individual segments. Girakujani (2012) postulates that pronunciation is a set of habits for producing sounds. Pronunciation habits are learned by repeating words over and over and correcting mispronunciations. Dalton (2014) defines pronunciation as the production of sounds used as part of the code of a particular language and

important to achieve meaning. From the foregoing description, researchers conclude that pronunciation is the way a person pronounces a word or language.

2. Grammar

Girakujani (2012) defined grammar as a study of how words and their component units combine to make sentences, as well as the structural link between words and their component units in language. Grammar is a set of logical and structural rules that govern how sentences, phrases, and words are constructed in any language. Grammar and speaking are closely related. Learners must be taught a language structure system in addition to the sound system. Learners must be given insight into word order, inflection, and derivation, as well as other meaningful features of the English language. It will help students speak more fluently.

3. Vocabulary

Vocabulary is what we learn to understand how to choose appropriate words for a communication setting. According to Samad et al. (2017), vocabulary serves a useful purpose in explaining objects, activities, and ideas; hence, knowing a lot of vocabulary demonstrates a person's capacity to understand language. Lens (2005) explains that vocabulary is the set of words a person knows. Neuman and Dwyer (2009) defined vocabulary as the words a person needs to know in order to communicate coactively. The language we

speak (expressive vocabulary) and the language we listen to (receptive vocabulary).

According to Hombie (2006), vocabulary is the words a person knows or uses when speaking in a particular language about a particular topic. From some of the vocabulary definitions above, we can say that vocabulary is the basic building block of language that is necessary when learning a language, especially to communicate effectively with others. Furthermore, based on all of the definitions of vocabulary above, researchers conclude that vocabulary is all the words in a particular language that a person knows or uses to communicate effectively.

4. Fluency

Fluency is the capacity to talk early and swiftly without hesitating or using natural pauses, false starts, or word searches to transmit a message to our listeners. Fluency is skill that can be demonstrated as necessary for speakers to sound like native speakers (Broughton et al. 1980). To summarize the explanation above, fluency is used to assess how far students or language learners have progressed in their learning skills, particularly speaking.

Measuring fluency in speaking is considered to be a complex one. Teachers prefer to do analytic scoring to get a little more washback rather than the holistic one. There had been a study conducted related to speaking fluency and retelling technique by Rachmawaty and Hermagustiana (2010).

5. Comprehension

It describes how well children comprehend a language and how well they adapt to the environment, facts, and other factors. They can use comprehension to increase their understanding of a piece of writing or a speech, and then respond to questions. It is a term that describes a person's ability to do something. Speaking requires a high level of comprehension. This assesses conversation comprehension. The study of how well students understand a language is known as comprehension. Comprehension is the power of understanding that is exercised to improve or test one's understanding of a language, whether written or spoken. To summarize, comprehension is the ability to understand spoken English. Many language learners strive for speaking comprehension.

B. Common Errors and Types Performance in Speaking

There are a lot of different types of errors in speaking. Many students have difficulties with the following five components of speaking English: grammar, pronunciation, vocabulary, fluency, and comprehension (David, 1977 in Ervi, 2016). From the first semester to the last semester, students in the English Education Department at UIN Ar-Raniry may commit mistakes. Students that know more English rules or knowledge will make fewer mistakes even if the students are in a high-level class. Students must be aware of the various types of errors. Students can reduce the number of errors they make and improve their speaking ability by understanding the knowledge of errors.

According to Rehmat (2022), problems faced by the students in speaking are given below:

1. Common grammar mistakes while speaking the English language

Most students make common grammatical errors when speaking. For beginners, learning English grammar is quite challenging. When speaking English, students frequently make mistakes in tenses, active and passive voice, and vocabulary. They made a grammatical error by using the improper tenses. They desire to speak in the past tense at times, although they used to speak in the present tense instead. They cannot tell the difference between the past, present, and future tenses or how to employ them.

2. Lack of confidence in speaking the English language

One of the reasons why learners are unable to speak English in public is their lack of confidence. They are insecure about their ability to communicate in English in public. This is generally caused by teachers who do not provide enough encouragement for students to speak English in public. Teachers did not usually push students to speak English in class or in front of others. They have learned the English language but not how to speak it. This is one of the most common issues that students confront in the classroom or front of others. Students will be unable to communicate in English if they do not believe in themselves or are not confident in themselves.

The teachers have complete control over the students' self-esteem and beliefs. Teachers must inspire and urge students to believe in themselves and to

speak English in public with confidence. If students are concerned about making mistakes while speaking, teachers must tell them that no one is born perfect and that everyone learns from their mistakes. They will learn from their errors and correct them in the future when speaking.

3. Shyness in Speaking the English Language

Students' shyness is also a significant component in their inability to communicate in English. It is a sensation that students have when speaking the English language. They are nervous in front of their classmates and teacher. Because of their shyness, it makes them unable to express their thought. It influences their ability to talk because of their shyness, and unable to remember the grammar rules and right terminology in the English language. The uncomfortable and worried feeling in front of others when speaking English may be happened.

Teachers must encourage students to be self-assured; it is okay to feel nervous in front of others, but they must know that they can do it and be encouraged to speak English as much as possible.

4. Fear of making mistakes when speaking the English language

Fear of making mistakes when speaking the English language is another major issue that students confront when speaking. Learning the English language entails learning how to communicate with others who also speak the language. Students are afraid of making mistakes in English that may cause their classmates to laugh at them, make them look dumb in front of their

classmates, or even condemn them in the classroom. Fear of making mistakes has resulted in an inability to communicate in English with others. Making mistakes is a common occurrence. No one is born perfectly, and everyone makes mistakes, but they should learn from their mistakes and improve their English language skills.

5. Lack of Motivation in Speaking the English Language

One of the reasons students are unable to communicate in English is a lack of enthusiasm. When it comes to speaking the English language, motivation is crucial. Teachers and parents can all be sources of motivation. However, they did not do a good job of motivating students to learn English. They did not take an interest in speaking English because of a lack of enthusiasm to do so.

6. Nervousness in Speaking the English Language in Public

One of the reasons that students are unable to speak English in public or front of others, is because of nervousness and anxiety. Students who are nervous feel awkward and confused when speaking and communicating in the English language in public. Students should learn how to overcome their fear of speaking in front of a group.

When students are worried about speaking English, there are a few things they should keep in mind. When students are worried about speaking

English in public, they should take deep breaths, stay calm, and remember why they are learning the language; this will help them relax and confidently speak.

Meanwhile, some types of speaking performance (Brown, 2003, pp. 141–142) can assist students in improving their speaking skills:

a. Imitation

Students should be able to imitate this style of speaking performance like a parrot. Teachers evaluate students solely on their pronunciation (phonetic level of oral production).

b. Intensive

This type of speaking, for example, directed response exercises, reading aloud, and sentence or dialogue completion, is intended to demonstrate competence for grammatical, phrasal, lexical, or phonological links.

c. Receptive

Interaction and comprehension tests are among the tasks in which students are provided a stimulus in the form of a spoken prompt. This type of speaking includes short conversation greetings, brief requests and compliments, and the like.

d. Interactive

Transactional and interpersonal speaking are the two types of interactive speaking. Interpersonal tries to maintain social relationships, whereas transactional aims to share specific information (Sutjiati, 2017).

e. Extensive (monologue)

Speeches, oral presentations, and storytelling are examples of extensive oral production tasks where the ability for oral participation from the audience is either severely constrained or completely eliminated. It is offered to students in the intermediate to advanced levels who can test their capacity for developing monologue into oral reports, summaries, or brief speeches.

C. System in Senior High School

1. Curriculum in Senior High School

The basic difference between Islamic boarding schools and public schools lies in the educational curriculum (Yaqin, 2012). Public schools use the curriculum from the government. As for boarding schools, they are using the curriculum from the government, but also use their own curriculum focuses more on religious education. Traditional Islamic boarding schools do not use a curriculum like public schools. This is why Islamic boarding schools' learning activities are more dense than public schools. Islamic boarding schools' learning activities can last one day and one night. In contrast to public schools which only

last from morning to afternoon. In addition, Islamic boarding school students will also be supervised 24 hours a day.

In Islamic boarding schools, the teacher usually teaches English through vocabulary memorizing and conversation practice. The teacher believes that these ways can encourage students' motivation in learning foreign language. It is to prevent boredom, which being a fun way for students to get a better result in studying. While in non-boarding schools, the most common way to teach English to students is by teaching theories about grammar. It is supported by the fact that many teachers are not aware of student's English progress.

In Islamic boarding school, the lesson hour is limited to 6 hours per week. While in non-Islamic boarding school is up to 2 until 4 hours. This indicates why many alumnis of boarding schools can speak better English more than non-boarding school students. The lesson hour also influences the learning system. Boarding schools have additional classes and once a week of speech task, while non-boarding schools do not have any additional classes but mandatory to bring a dictionary in English class.

All private school support ends after the school day finishes, but at boarding schools, students benefit from after-school until evening still be counted. Boarding schools follow a daily schedule and this include study time. Students might choose to attend a boarding school to improve grades, gain social skills, get ready for college, become a stand out in scholarships, or for social or emotional growth. In addition, they are choosing boarding schools for life and college

readiness. Boarding school students gain confidence, independence, and resilience as a result of attending, and also to improve English skills.

2. Kinds of Boarding High School

There are two kinds of boarding high schools, Islamic boarding school and non-Islamic boarding schools. In terms of the education curriculum, the curriculum for Islamic boarding schools is usually based on religious book such as quran, yellow kitab, and books in Arabic. The educational material is very focused on religious education because its means purpose is to form morals. But usually tucked into general lessons in formal education. However, Islamic boarding schools can also design, create and determine their own curriculum without having to follow the educational standards set by the government.

According to Yaqin (2012), there are two models of curriculum used in boarding school. First is separated from the government curriculum and the second one is integrated with government curriculum. The boarding school education curriculum, focuses more on the formal education curriculum with material that generally exists in formal education in the curriculum made by the government. In addition, to improve the quality of student outcomes, boarding schools usually design a comprehensive-holistic education curriculum that combine religious education, academic development, and life skills to build global outlook.

3. Kinds of Non-boarding High School

In Indonesia, there are two kinds of non-boarding schools we can find. They are Senior High School and Islamic Senior High School, called as Sekolah Menengah Atas (SMA) and Madrasah Aliyah Negeri (MAN). SMA students usually learn general knowledge with a few religious courses, while MAN usually learn more about religious materials. Thus, English subject is still being learnt. From the lesson hours per day, both schools have 7 hours from entering school until going home. It is not influencing the learning system because both schools, Islamic Boarding School and non-Islamic boarding school have the same English lesson hours. It is following the curriculum called Kurikulum Merdeka by Indonesia's Education Ministry.



CHAPTER III

METHODOLOGY

A. Research Design

The method used in this study is a quantitative method. The purpose of this research is to compare the speaking abilities between alumni from Islamic boarding school and non-Islamic boarding schools of UIN Ar-Raniry students. According to Sugiyono (2014), quantitative research method can be interpreted as the research method that has a certain sample. Ghazali (2013) measures the two linear regressions and the degree to which two or more variables. To investigate a hypothesis, interviews will be applied to measure whether the significance is increased or not.

B. Research Location

The research was carried out at the English Education Department State at UIN Ar-Raniry Banda Aceh, also known as UINAR. UINAR has nine faculties and departments, including the Faculty of Tarbiyah and Teacher Training (FTK), which is the university's oldest faculty. This faculty also offers several study programs, some of which have received B accreditation, including the English Language Education study major, which is in high demand among students.

C. Research Participant

1. Population

According to Arikunto (2002), the population is the subject of the research. As in Djarwanto (1994), population is the total number of units or individuals whose characteristics are to be researched. The population in this research is students from English Education Department of UINAR stated in Banda Aceh. There are 187 students in the English Department in UINAR Banda Aceh, including 34 male and 153 females of second or even semester from 2022 generation.

2. Sample

The sample of this research was twenty students from English Education Department of UIN Ar-Raniry who were fresh graduated students from Senior High School in UIN Ar-Raniry. The researcher used a purposive sampling method to collect data because the researcher chose respondents who can provide the most information. The researcher believed that the students have a lot of background knowledge in speaking because they have been attending English classes before.

The samples for this research were twenty participants who completed Advanced Language Skills (ALS) class. The participants consisted on two classes. There are ten from alumni Islamic boarding school and ten from non-Islamic boarding schools. Each class has twenty-five students and only ten students were participated. In this study, two groups of student's alumni from Islamic and non-Islamic boarding schools were formed to make it easier for the researchers to

compare students speaking ability between alumni from Islamic boarding school and non-Islamic boarding schools.

D. Data Collection

In this research, tests and interviews were used as instruments to collect quantitative data. According to Arikunto (2012), a test is a method used as a measuring tool for students' work. In this study, the aims of the test to know students' existing knowledge of speaking ability and test to answer the questions then the researcher also used semi-structured interviews conducted with ten students using 11 open-ended questions to obtain in-depth data and a broad understanding of students' foreign language motivational and potential EFL speaking ability between alumni of Islamic boarding school and public Senior High School. The data were analyzed by the researcher using content analysis, which required identifying common and significant themes and patterns in the data. The recurring themes were then classified, and percentages were calculated from categorical data for each question.

E. Data Analysis Procedure

According to Moleong (2017), data analysis is the process of organizing and sorting data into patterns, categories, and basic units of description. In analyzing data from 11 interviews questions was given to respondents. The research was conducted from 28 February 2023 to 7 March 2023. The researcher sorts the data in more detail to avoid some of the respondent's mistakes in answering the questions from the interviews. The researcher chose an open-ended

question in which the question that allow respondents to communicate their answers without any restrictions. The researcher recorded the conversation during the test, then the recordings were processed during the test and the researchers scrutinized in deep explorer. After conducting the interviews, the researcher regrouped the intrerviews' results into several groups according to the Speaking Rubric. The scoring rubric to assess the student's performance in speaking skill that adapted from David 1977 in Ervi 2016, which the scores are from pronunciation, grammar, vocabulary, fluency, and comprehension.

Table for Speaking Rubric Assessments

Component for Assessing	Description
Pronunciation	5 Has view trace of foreign accent
	4 Always intelligible, though one is conscious of definite accent
	3 Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2 Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
	1 Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5 Makes few (if any) noticeable errors of grammar or word order
	4 Occasionally makes grammatical and/or word order which occasionally obscure meaning
	3 Makes frequent errors of grammar and word order which occasionally obscure meaning
	2 Grammar and word order error so severe as to make speech virtually unintelligible
Vocabulary	1 Error in grammar and word order so severe as to make speech virtually unintelligible
	5 Use vocabulary and idioms is virtually that of a native speaker
	4 Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies
	3 Frequently uses the wrong word; conversation

	<p>somewhat limited because of inadequate vocabulary</p> <p>2 Misuse of words and very limited vocabulary make comprehension quite difficult</p> <p>1 Vocabulary limitations so extreme as to make conversation virtually impossible</p>
Fluency	<p>5 speech as fluent and effortless as the native speaker</p> <p>4 Speech of speech seems to be slightly affected by language problems</p> <p>3 Speed and fluency are rather than strongly affected by language problem</p> <p>2 Usually hesitant; often forced into silence by language limitations</p>
Comprehension	<p>1 Speech is so halting and fragmentary as to make conversation virtually impossible</p> <p>5 Appears to understand everything without difficulty</p> <p>4 Understand nearly everything at normal speed, although occasional repetition may be necessary</p> <p>3 Understand most of what is said at slower than normal speed with repetition</p> <p>2 Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetition</p> <p>1 Cannot be said to understand even simple conversational English</p>

Maximum score: 25

Total score:

$$\frac{\text{student's score} \times 100}{\text{AR} - \text{maximum score}}$$

The total score of Speaking Rubric for each student was counted by summing up the five aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension). And then the total score will be multiplied by 5. Hence if a student has a total score 25 (5 for each aspect), then the respondents score for the speaking aspect is 125 (25 will be multiplied by 5).

CHAPTER IV

FINDINGS AND DISCUSSIONS

The findings described including the comparison between alumni Islamic boarding school and non-Islamic boarding school students. It is analyzing the data from the hypothesis analysis and the discussion of the research.

A. Findings

This research applied to assess speaking rubric by David 1977 in Ervi 2016. It was conducted in UIN Ar-Raniry Banda Aceh. Two classes with 20 participants who completed the Advanced Language Skill (ALS) class were taken to be participated in this research. Below are the analysis of the data and the analysis of the hypothesis.

1. Data Analysis

The data of this research were taken from the result of speaking interviews. The participants were taken from two classes, each class with 25 students, and only 10 students participated. Both groups (alumni Islamic boarding school and non-alumni boarding school students) were given a speaking interview with the same questions. Therefore, I took the data and presented it in the table.

a. All Students' Scores

Table 4.1 All Students' Score

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pron uncia tion	Gra mm ar	Voca bular y	Flue ncy	Com prehe nsion		
NA	5	4	4	5	5	23	92
IN	3	2	4	4	4	17	68
DV	4	4	5	2	3	18	72
TIS	4	4	4	4	5	21	84
TMA	4	4	5	5	4	22	88
FZA	4	4	4	4	5	21	84
AW	2	3	2	3	2	13	52
PZ	5	3	3	2	4	17	68
ZA	4	4	4	4	5	21	84
SE	4	3	4	4	3	18	72
SR	3	3	3	2	4	15	60
LS	4	5	3	3	5	20	80
CR	5	4	5	5	5	24	96
AAH	4	4	4	5	4	21	84
RR	4	3	3	2	3	15	60
HR	3	3	4	4	4	18	72
PAR	4	4	4	4	3	19	76
DJ	3	3	3	2	2	13	52
AH	2	2	2	2	1	9	36
MHZ	3	3	3	4	4	17	68
TOTAL	74	69	73	70	75		1448

From the table 4.1, the total score was 1448 with the number of students being 20. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1448}{20}$$

$$X = 72.4$$

b. Alumni Islamic Boarding School's Scores

Table 4.2 Alumni Islamic Boarding School's Scores

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
NA	5	4	4	5	5	23	92
IN	3	2	4	4	4	17	68
DV	4	4	5	2	3	18	72
THIS	4	4	4	4	5	21	84
TMA	4	4	5	5	4	22	88
FZA	4	4	4	4	5	21	84
AW	2	3	2	3	2	13	52
PZ	5	3	3	2	4	17	68
ZA	4	4	4	4	5	21	84
SE	4	3	4	4	3	18	72
TOTAL	39	35	42	37	40		764

From table 4.2, the total score was 764 with the number of alumni islamic boarding school students was 10. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{764}{10}$$

$$X = 76.4$$

c. Alumni Non-Islamic Boarding School's Scores

Table 4.3 Alumni Non-Islamic Boarding School's Scores

Students' Initial Names	Component for Assessing					Total Score	Final Score
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
SR	3	3	3	2	4	15	60
LS	4	5	3	3	5	20	80
CR	5	4	5	5	5	24	96
AAH	4	4	4	5	4	21	84
RR	4	3	3	2	3	15	60
HR	3	3	4	4	4	18	72
PAR	4	4	4	4	3	19	76
DJ	3	3	3	2	2	13	52
AH	2	2	2	2	1	9	36

MHZ	3	3	3	4	4	17	68
TOTAL	35	31	34	33	31		684

From table 4.3, the total score was 684 with the number of alumni Islamic boarding school students being 10. Therefore, students' mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{684}{10}$$

$$X = 68.4$$

d. The Aspects of Speaking Comparation

The explanation above showed the differences between alumni Islamic boarding school students' scores and alumni non-Islamic boarding school students. There are five aspects of speaking used in assessing students' speaking interviews. Those aspects are pronunciation, grammar, vocabulary, fluency, comprehension. The total aspects score in the experimental group can be seen below:

Table 4.4 Speaking Aspects Scores Comparison

Aspects of Speaking	Total Alumni Islamic Boarding School Students' Scores	Total Alumni Non-Islamic Boarding School Students' Scores	Differences
Pronunciation	39	35	4
Grammar	35	31	4
Vocabulary	42	34	8
Fluency	37	33	4
Comprehension	40	31	9

The table above showed that there was comparison between alumni Islamic boarding school students and alumni non-Islamic boarding school students. The pronunciation total score in alumni Islamic boarding school with 39 and in alumni non-Islamic boarding school is 35, following grammar at 25 and 31, vocabulary at 42 and 34, fluency 37 and 33, and comprehension at 40 and 31. In short, the aspects of those, students from alumni Islamic boarding school are more advanced than students from alumni non-Islamic boarding schools.

e. The Hypothesis Analysis

The criteria of the hypothesis that has been mentioned before are:

- 1) If the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is accepted. It means that there is a significant between assessing speaking scores rubric in comparing students' speaking skills.
- 2) If the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant between assessing speaking scores rubric in comparing students' speaking skills.

The students' mean scores from alumni Islamic boarding school is higher than alumni non-Islamic boarding school. The students from alumni Islamic boarding school mean score is 76.4, while alumni non-Islamic boarding school students' mean score is 68.4. It is indicated that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. As a result, the speaking ability of alumni boarding school students is more excellent than alumni non-Islamic boarding school students.

2. Test Analysis

The data analysis suggests analyzing the speaking interviews based on the data. From the interviews, there are eleven questions to be answered. Each question has a table for indicating the data. It related to how the students from Islamic boarding schools (A1) and non-Islamic boarding schools (A2) experienced English learning before.

a. Why did you learn to speak English?

Question one aimed to reveal the reasons the participants for learning English. Each of the participants reported a variety of answers to this question. In other words, participants answered the questions with more than one reason. The reasons stated by the participants are:

“I love learning English, I want to communicate fluently in the future so English is very important for me.” (*Islamic boarding school student*)

“English is very useful for students especially for me in learning in college whatever the major is.” (*non-Islamic boarding school student*)

Other answers are listed below:

- 1) Love to learn the English language
- 2) To use in college studies
- 3) To communicate fluently
- 4) To get a job
- 5) To go abroad

The reasons reported by the participants for learning English are indicated from the table below with A1 as alumni from an Islamic boarding school and A2 as alumni from non-Islamic boarding school.

Table 4.5 Reasons for Learning English

Reasons for Learning English	Frequency		Total
	A1	A2	
Love to learn the English language	2	1	3
To use in college studies	4	1	5
To communicate fluently	3	4	7
To get a job	-	1	1
To go abroad	1	3	4

Although some of the participants chose variety of answers, there are still the same answers between alumni Islamic boarding school students and non-Islamic boarding school students. The table 4.5, it shows that the most answered reason is “to communicate fluently” with 3 students from the alumni Islamic boarding school and 4 students from non-Islamic boarding schools students with total of 7 students. And the rare answer is “to get a job” with 1 student from a non-Islamic boarding school who answered it.

b. How did your teacher teach English?

The second interview question aimed to reveal what method did the teacher teach their students in High School. The participants were asked to answer the question honestly. They are stated as:

“As in my school before, teacher usually teaches English by practicing through conversation. I like to learn this way because it increases my vocabulary.” (Islamic boarding school student).

“The teachers were usually taught by giving only theories for us. It felt boring for me and some students. I hope there will be more creative ways in the future.” (non-Islamic boarding school student).

Other answers are listed below:

- 1) Vocabulary memorizing
- 2) Conversation practices
- 3) Playing English games
- 4) Theories about grammar

The reasons reported by the participants for learning English are indicated in the table below:

Table 4.6 Teacher's method in teaching English

Teacher's Method in Teaching English	Frequency		Total
	A1	A2	
Vocabulary memorizing	2	1	3
Conversation practices	3	2	5
Playing English games	2	2	4
Theories about grammar	3	5	8

There is still variety of answers from the students. Various answers are reported with the highest frequency which is “theories about grammar” with 8 students chosen, and the lowest frequency with 3 students in “vocabulary memorizing”. This means that students are taught by grammar for a long time in High School, and various feeling is also included in learning English subject.

c. What facilities were available in your school?

The third question was asked about the facilities that were available in their schools as support for their English studies. As the participants stated:

“We used language laboratory frequently to learn English.” (Islamic boarding school student).

“In High School, I usually bring a dictionary to the class. It was the rule from the teacher.” (non-Islamic boarding school student).

Other answers are listed below:

- 1) Laboratory
- 2) Infocus
- 3) Dictionary
- 4) Computer
- 5) Wi-Fi
- 6) Speaker/Sound

The facilities reported by the participants for learning English are indicated in the table below:

Table 4.7 Facilities that were available in the school

Facilities that were available in the school	Frequency		Total
	A1	A2	
Laboratory	4	3	7
Infocus	2	1	3
Dictionary	3	2	5
Computer	-	2	2
Wi-Fi	-	1	1
Speaker/Sound	1	1	2

The table 4.7 indicates that students have various facilities for learning English. There are six answers from 20 participants. The highest frequency is laboratory facility with 7 students who answered that. While the lowest is with 1 student that had Wi-Fi as a facility in the school before.

d. How many hours were English lessons in your school in a week?

The fourth question was asked about the lesson hours that were available in their schools for their English studies. As the participants stated:

“In my school usually we learned English for 6 hours a week, we also had morning English class after subuh prayer, we learned English every morning in that class.” (Islamic boarding school student).

“Maybe 4 hours in a week.” (non-Islamic boarding school student).

Other answers are listed below:

- 1) 4 hours
- 2) 6 hours
- 3) 2 hours

The lesson hours reported by the participants for learning English are indicated in the table below:

Table 4.8 Lesson hours in school

Lesson hour in school	Frequency		Total
	A1	A2	
2 hours	-	5	5
4 hours	3	5	8
6 hours	7	-	7

Table 4.8 indicates that most students have time in learning English for 4 hours a week with the highest frequency of 8 students. While the lowest is 2 hours a week with frequency from alumni non-boarding school students with frequency 5 hours a week. This means Islamic boarding school students have more hours to learn English than non-Islamic boarding school students.

e. How is the system to learn English in your school?

The fifth question was asked about the system that happened in their schools before. As the participants stated:

“In Islamic boarding school, we usually have additional class. We learn English in the class and also in the dormitory. We called it conversation class or mufradat and madrasah class.” (Islamic boarding school student).

“My teacher asked the students to bring a dictionary in every English class. It is mandatory because if we did not bring the dictionary, we got punishment.” (non-Islamic boarding school student).

Other answers are listed below:

- 1) Additional class
- 2) Daily conversation in the dormitory
- 3) High school normal system
- 4) Have to bring a dictionary in class
- 5) Once a week have a speech task

Table 4.9 System in School

System in school	Frequency		Total
	A1	A2	
Additional class	7	-	7
Daily conversation in the dormitory	2	-	2
Have to bring a dictionary in class	-	10	10
Once a week have a speech task	1	-	1

Based on the table, it is indicated that all of non-Islamic boarding school students have a common school system, which is to bring a dictionary in every

class they attended. While the rest are Islamic boarding school students with various systems, such as additional class, daily conversation in the dormitory, and once a week have speech tasks.

f. How did you feel about the lesson?

This question was asked about the student's feels after attending their school lesson. As the participants stated:

"I love to speak English. Since the class started I payed attention to the class. I love the way the teachers taught." (Islamic boarding school student).

"Just so so. It's just a normal class for me." (non-Islamic boarding school student).

Other answers are listed below:

- 1) I loved it
- 2) Just normal
- 3) Not effective

The students' feelings reported by the participants for learning English are indicated in the table below:

Table 4.10 Feel about the lesson in school

Feel about the lesson in school	Frequency		Total
	A1	A2	
I loved it	6	2	8
Just normal	4	6	10
Not effective	-	2	2

From table 4.9, it is indicated that students felt love, normal, and not effective. This is proven by the table. The highest frequency of students with

normal feelings, they love it but decide on how the teachers teach, it is with 10 students. While the lowest was with 2 students who said that the teaching was not effective.

g. How did you think the best way for a teacher to teach?

The students' feelings reported by the participants for learning English are indicated in the table below:

"I think, the best way teacher to teach English is by making the students practice a lot of conversation. It is effective because the vocabulary will be increased." (Islamic boarding school students).

"I think the teacher must provide more games in teaching us. Because it felt so boring just by watching them teach only". (non-Islamic boarding school student)

Other answers are listed below:

- 1) More practice in class
- 2) Memorizing vocabulary more
- 3) More fun learning
- 4) More games

Table 4.11 Best Ways for Teachers to Teach

The best ways for teachers to teach	Frequency		Total
	A1	A2	
More practice in class	4	2	6
Memorizing vocabulary more	1	-	1
More fun learning	2	4	6
More games	3	4	7

Table 4.10 indicates that learners also have suggestions for future teachers and it shows that many of them love to learn English by playing games. The table shows 7 students answered that. While the lowest frequency is 1 student with

answers by memorizing vocabulary more. It is shown that students have different answers about the best way for a teacher to teach.

h. Did you take a language extracurricular in your school?

This question was asked to show did the students take any language extracurriculars in their high school before. It is meant to support the knowledge they know and how it impacted them in learning English. As the participants stated:

“I took a debate club to increase my language skill.” (Islamic boarding school student).

“I did not take any extracurricular.” (non-Islamic boarding school student).

Other answers are listed below:

- 1) I didn't take any extracurricular
- 2) I took debate club

Table 4.12 Extracurriculars the students' took

Extracurricular the students' took	Frequency		Total
	A1	A2	
I didn't take any extracurricular	5	6	11
I took debate club	5	4	9

The table indicated that 11 students did not take any extracurriculars in their high school before, while the debate club students were 9. It is showing that almost half of the students took the extracurricular and gained extra knowledge from joining it.

i. Did you have any tricks to learn English at that time? What was the tricks?

This question was asked to get any tricks from the students when they were learning English in school. The data are stated below:

"I usually watch videos to increase my vocabulary. English videos with subtitle is highly recommended." (Islamic boarding school student).

"Listening to the music is the best trick for me. I learn the lyrics and sing to it. Increasing my vocabulary so much." (non-Islamic boarding school student).

Other answers are listed below:

- 1) Bring a dictionary and take notes
- 2) Exchange program
- 3) Watching videos
- 4) By music
- 5) Read English books
- 6) Playing English games

The data is included in the table below:

Table 4.13 Tricks in Learning English

Tricks in Learning English	Frequency		Total
	A1	A2	
Bring a dictionary and take notes	2	1	3
Exchange program abroad	1	-	1
Watching videos	5	3	8
By Music	-	3	3
Reading English books	2	1	3
Playing English games	-	2	2

From the table, it indicates that many students were acknowledged by watching videos. The frequency is 8 students. This trick was popular to gain students' attention to English at the time. While the less popular trick was an exchange program abroad by 1 student. This indicated that the student was special for having an opportunity to go abroad. While the rests are the tricks from the students in learning English before.

j. Did you have any support from your friends, family, or environment?

This question was answered by two options, both yes and no. It is depending on how the students feel about getting support to learn English. It is reported in the table below:

Table 4.14 Support from friends, family, or environment

Support from friends, family, or the environment	Frequency		Total
	A1	A2	
Yes	9	7	16
No	1	3	4

From the table, it indicated that many students got support from friends, family, and the environment. The 'yes' option is reached with 16 students. This means that the students got a positive environment around them. While 4 students did not get any support, this means the 'no' option was gained. According to this, the environment should keep positive impact on students who want to learn English.

k. Why did you choose English Department Education for your major?

There are several reasons why the students choose English Department as their final destination. Some of the students have the same reason. The data is stated below:

"I continue to study this major because I want to improve my English skills so I can speak English fluently." (non-Islamic boarding school student).

"I want to go abroad so I took this major." (non-Islamic boarding school student).

Other answers are listed below:

- 1) To improve my English skills
- 2) Go abroad
- 3) To be an entrepreneur
- 4) To be an English teacher

From the data, it can be stated in the table below:

Table 4.15 Reason to enter the English Department major

Reason to enter English Department major	Frequency		Total
	A1	A2	
To improve English skills	5	4	9
To go abroad	4	3	7
To be entrepreneur	-	1	1
To be an English teacher	-	2	2
To be a professional translator	1	-	1

From the table, it can be inferred as the most popular reason is to improve English skills, it can be for communicating, improving basic skills, and so on. The frequency from the data is 9. The last reasons are to be an entrepreneur and professional translator. Each category is with 1 student. While the rest reasons are to go abroad and to be an English teacher with frequency 7 and 2 students.

B. Discussion

The result of the first research question put forward that there was a significant difference between alumni of Islamic boarding schools and non-Islamic boarding school students. Alumni boarding school students demonstrated a higher speaking interviews assessment. This finding shows parallelism with Irfani, et al. (2015), which revealed that graduated Islamic boarding school students were more competent in speaking English than the graduated Public Senior High School students. In addition to this, the reason for the higher assessment in speaking ability may be because the alumni students of Islamic boarding schools spent most of their time both in school and dormitory using the English language.

In addition to this, there are five aspects of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. The five aspects showed that the alumni students of Islamic boarding were more advanced in speaking interviews with scores mean of 76.4 while the alumni students of Public Senior High School with 68.4. The alumni Islamic boarding school students' pronunciation score was 39, grammar was 35, vocabulary was 42, fluency was 37, and comprehension was 40. The alumni non-Islamic boarding school students' pronunciation was 35, grammar was 31, vocabulary was 34, fluency was 33, and comprehension was 31. Furthermore, the most higher score for alumni from Islamic boarding Schools is vocabulary and the non-Islamic Boarding school is pronunciation.

From the explanation above, it is found that there were many answers from students' interviews. In learning English, the students tended to give reasons to go abroad. In high school before, the students usually were learning through grammar with theories and had 4 hours as the most counted learning time. Otherwise, in increasing the quality of the non-boarding school system, the school must provide highly qualified teachers with good comprehension in teaching students. The facilities that were available in the high school such as laboratories, dictionaries, InFocus, and so on. The most popular system to learn in high school was to bring a dictionary in class with normal teaching, the students think that playing games is a way of fun English learning. In learning English, the most effective way was by watching English videos. From the experience, the students decided to choose English Education Department as their final destination because they want to go abroad after finishing their studies.

The findings of the research are similar to the existing research that has been mentioned such as in Ervi (2016), which showed that the speaking assessment rubric was successful to analyze students' speaking ability. Moreover, the study conducted by Rahayu (2016) has several goals and from both schools, students could increase their speaking ability. To conclude, the speaking ability was increased after the students themselves motivated and wanted to learn seriously.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestion of the research.

A. Conclusion

Based on the research that has been conducted and the analysis of the data in the previous chapter, the conclusion can be drawn as follow:

1. Based on the findings of the analysis, the results were obtained by analyzing the speaking rubric with interviews. The result of the speaking also found that the mean of alumni of Islamic boarding schools is higher at 76.4 while the alumni of non-Islamic boarding school students are 68.4. In other words, the higher score shows that the students from boarding school are more advanced in speaking ability.
2. Based on the total score of each five aspects of speaking, there are significant results with interview analysis. The result shows that each interview question analysis has students' own opinions on learning, experiencing, practicing, and supporting their learning systems in school. This means that students can absorb speaking materials in each school depending on the system, teaching facilities, and so on.

B. Suggestion

After conducting the study, several essentials can be highlighted. First, English teachers should teach students in fun ways because it tends to be more efficient from the students' views to have better speaking ability. The teacher should pay extra attention in directing students' needs in absorbing English materials, especially speaking aspects. Second, the students should be more confident in exploring their ability in speaking. Finally, it would be better if there was identical research on this topic to find out the best method for improving speaking ability.



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جامعة الرانري

AR - RANIRY

APPENDICES

Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15384/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 21 Oktober 2022


MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A
2. Nidawati, S. Ag., M. Ag.,
Untuk membimbing Skripsi :
Nama : **Muliana**
NIM : **180203098**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Speaking Ability Comparison Alumni Islamic Boarding School and Non Islamic Boarding School Student**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan,

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

**Appendix B: Recommendation Letter to Conduct Field Research from
*Fakultas Tarbiyah dan Keguruan***



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4500/Un.08/FTK.1/TL.00/03/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MULIANA / 180203098**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Ie Masen, Ulee Kareng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Speaking Ability Comparison Between Alumni Islamic Boarding School and Non Islamic Boarding School Students*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 06 Maret 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 06 April 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter from Department of English Language Education



Appendix D: Interview Protocol

Project : The Speaking Ability Comparison Between Alumni Islamic Boarding School and Non Islamic Boarding School Students

Time : 10-15 minutes

Date : 28 February 2023

Place : UIN Ar-Raniry

Interviewer : Muliana

This research is about the speaking ability comparison between alumni Islamic Boarding School and Non Islamic Boarding School students. The aims of this research or to measure and to analyze the comparison between alumni islamic boarding schools and non-Islamic boarding school students in speaking ability **and** also the different causes between alumni Islamic boarding school and non Islamic boarding school student in speaking ability. The data is collected through interviews by open-ended question and speaking tests was scoring by considering the criteria for assesing speaking.

Interview Questions:

1. Why did you learn to speak English?
2. How did your teacher teach English?
3. What facilities were available in your school?
4. How many hours is English lesson in your school?
5. How is the system to learn English in your school?
6. How did you feel about the lesson?

7. How did you think the best way for teacher to teach?
8. Did you take an Extracurricular in your school?
9. Did you have any tricks to learn English at that time? What were the tricks?
10. Did you have any support from your friend/family/environment?
11. Then why did you choose English Department Education for your major?



AUTOBIOGRAPHY

Name : Muliana
Place/Date of Birth : Meudang Ara, 05 Oktober 2000
Nationality/Ethnic : Indonesian
Religion : Islam
Sex : Female
Marital Status : Not married
Occupation : Student
Address : Jl. Tuan di Baroh, No. 7, Ie Masen Ulee Kareng, Banda Aceh
Email : anamuliana730@gmail.com
Phone number : 081321725056

Parents' Bio

Father's Name : Alm. M. Hasan Ibrahim
Father's occupation : -
Mother's Name : Almh. Juwairiah
Mother's occupation : -
Address : Desa. Geulumpang Payong, Kec. Blangpidie, Kab, Aceh Barat Daya (ABDYA)

Educational Background

1. Kinder Garden TK Dharma Wanita
2. Elementary School SDN Geulumpang Payong
3. Junior High School SMPN 1 Blangpidie
4. Senior High School MAS Babun Najah
5. University UIN Ar-Raniry Banda Aceh