

THE EFFECT OF ENGLISH COURSE TOWARDS STUDENTS' SPEAKING ABILITY

THESIS

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Submitted to *Fakultas Tarbiyah dan Keguruan*
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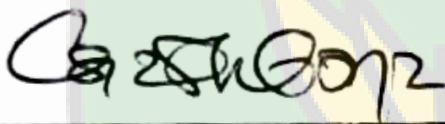
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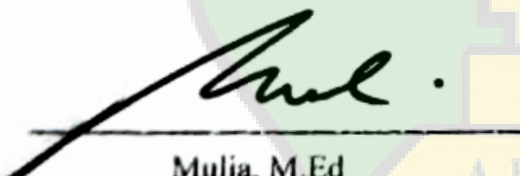
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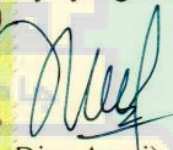
Menyatakan bahwa sesungguhnya skripsi yang berjudul: *The Effect of English Course Towards Students' Speaking Ability*, adalah benar karya saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalam nya, sepenuh nya menjadi tanggung jawab.

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Saya yang membuat pernyataan




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ABSTRACT

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This research investigates the effect of English course towards students' speaking ability. It aims (1) to discover students' reason in taking English course and (2) to investigate the impact of English course towards students' speaking ability. This research employed a qualitative research approach and the data collected through interview method and document analysis. The participants are the students in the third semester in English Department at UIN Ar Raniry. The sample of this study are eight students of batch 2018; one person was selected from each unit purposively between male and female. This research found that: (1) there are eight students' reason in taking English course; learn for future purpose, improve speaking and other language skill, provide more facilities in learning, learn from qualified teacher, help the student learning in formal institution, get new friends and experiences, study in more comfortable and fun environment, and have flexible learning activity and (2) there are two categories of students' basic speaking score; very good (6 students) and good (2 students). In brief, the students' speaking ability is quite good after studying at the English course.

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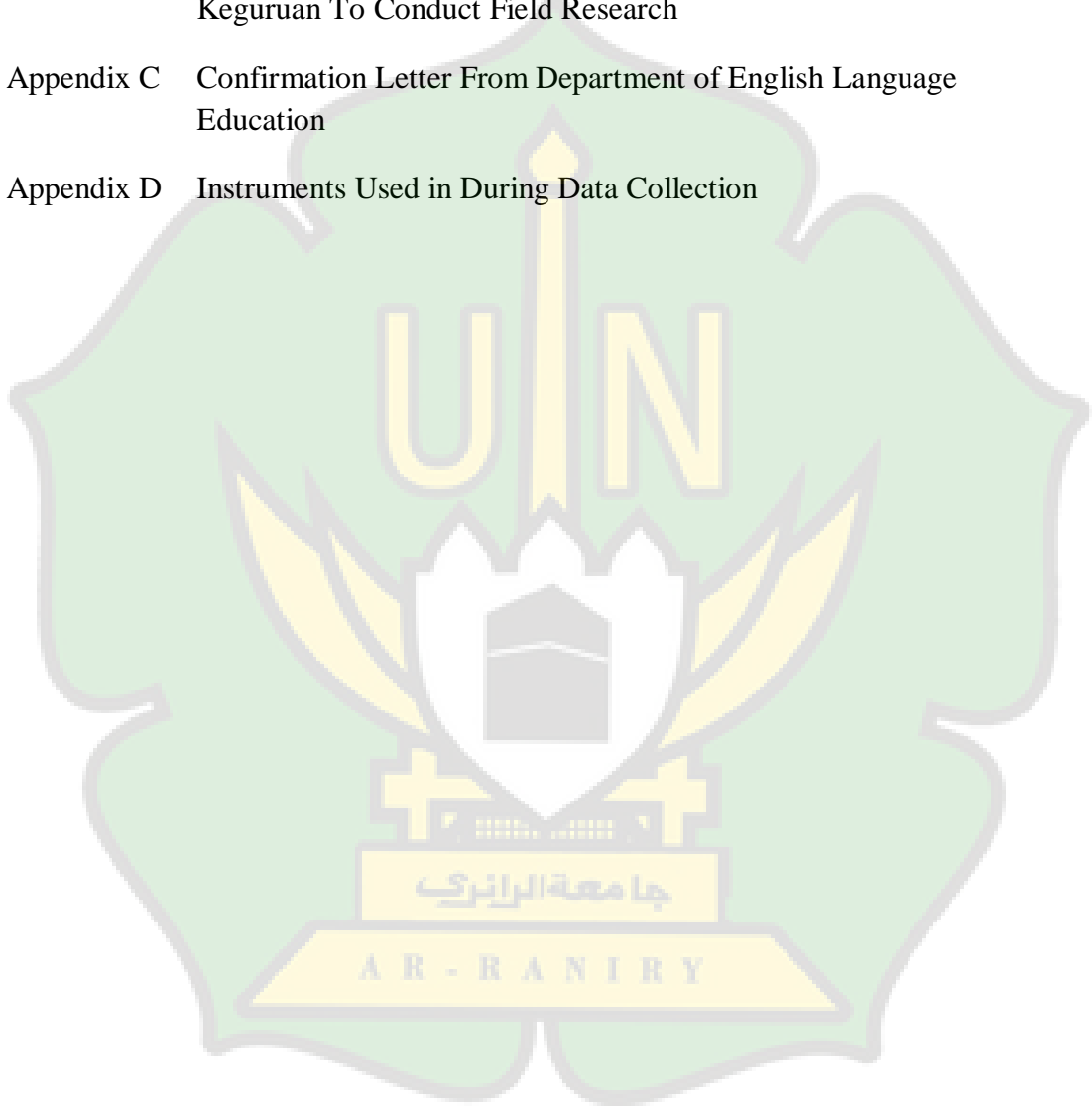
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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a productive skill and always used by humans to communicate and share ideas or opinions. The students face many difficulties when trying to communicate using English. First, they have lack of vocabulary which make them loss the words when they have to communicate with other people. They have problems to express the words in English. Mwamba (2005, as cited in Benter, 2015) claimed that many students in secondary schools were shy and preferred remaining quiet in class because they were unable to express themselves properly in spoken English.

There are some problems in learning speaking. First, vocabulary becomes one of the problems. Chiang (2018) states that “when a reader has a larger vocabulary size, their automation of the decoding process becomes rapid, which means they use the shortest time process a series of stages of information passage in the brain” (p. 2070). Sometimes students also feel difficult when completing sentences when they felt nervous and worried. Second, it is the pronunciation. Many words pronounced in the same sound cause students having difficulty to pronoun them. Third is grammar. It is one of the accuracy of the language content. Grammar becomes a requirement to make the other person understand and get the information from the speaking.

There are many English course at urban areas. The students who comes from rural areas do not have opportunity to learn besides school. They definitely learn English based on book and less practice. Some school provides book to learn English, they are prefer teach by using book, but they do not teach English with other method such as, learning by watching movie, video and etc. Some of them Also, they do not have money because low budget to take course. When they continue to study in university, they should study hard to understand the information and struggle extra than the students who take English course.

Learning speaking at the English course will help students to increase their vocabulary and grammar, and to choose the correct words to improve their pronunciation. Some English courses provide the program not only the English language, but also another subject. The student may choose the subject that they cannot understand at school or the subject in their interests. English course also provides flexible times for the students and fun learning methods to learn English. At English courses, they learn to manage the time and review about the materials at school.

The school is a formal place to study. It has some rules and curriculum from government, meanwhile private school has its own style to design the curriculum. The school has courses and some activities, but it cannot cover entirely what the students want. The students have to study on their own

outside of the school. In terms of speaking, an English course is believed to provide more opportunities, flexible times and attractive teachers. At the English course, the students can practice the theory from the school and improve their vocabulary, pronunciation and make a good sentence. Ozer (2018, p. 16) assumed that “Some suggestions will be made to guide instructors of English how to design the curriculum of vocational English course to meet the expectations and enhance the quality of vocational English course and vocational education”. In this light, English Course leads the students to focus on their English language learning.

In this study, the researcher focuses on students who take an English course in senior high school and then choose an English language department as their major in a university. The aim of this study is to find out whether the English Course improves speaking ability or not, especially for the students who took English language department as a major.

B. Research Question

According to the background of the study, the researcher will answer the question about the influence of English course toward PBI students in improving speaking skill. The following research questions need to be addressed :

1. Why do the students' take English course ?
2. What are the impacts of English course towards students' speaking ability?

C. Aims Of Study

According to the research questions, the aims of this study are to discover students' reasons in taking English course and to investigate the impact of English course toward students' speaking ability.

D. Significance of the study

There are some significances of this study. The students will recognize the benefit of the English course itself for their speaking ability. After that, the result of this study may become a reference and contribute informative input to a similar topic.

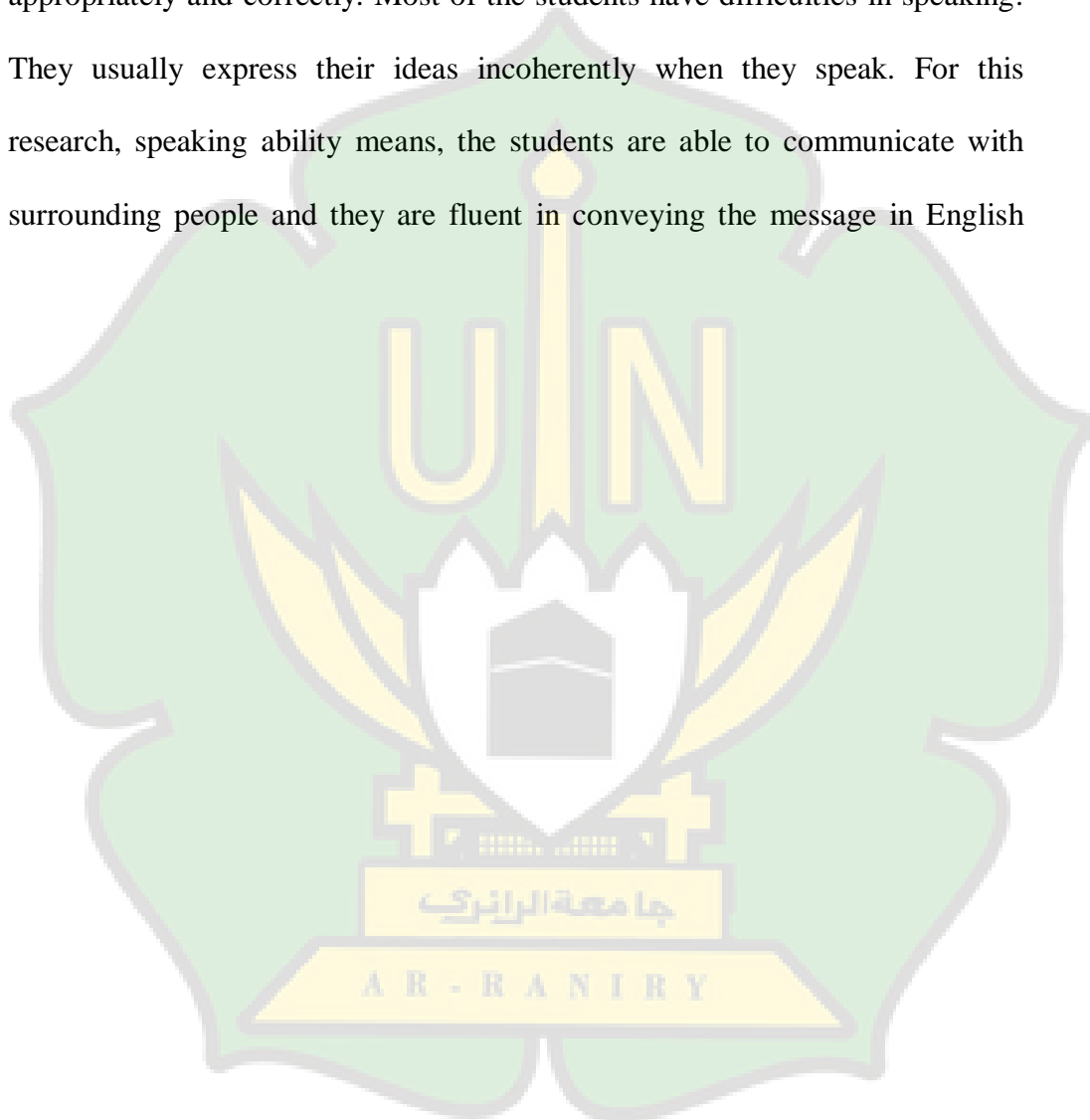
E. Terminology

a. English course

Xiao and Gu (2018) stated that the graduates of English major are required to have professional knowledge in English as well as work competence. English course is a place where the student can improve language learning, develop their skill in English communication, and improve their fluency. In this research, English Course refers to any private course and community language learning to learn English to help the students enhance their interest in English language learning with flexible time.

b. Speaking ability

Speaking ability is the skill to communicate effectively. Thalayak (2012) stated that the students possess an inability in communicating appropriately and correctly. Most of the students have difficulties in speaking. They usually express their ideas incoherently when they speak. For this research, speaking ability means, the students are able to communicate with surrounding people and they are fluent in conveying the message in English



CHAPTER II

LITERATURE REVIEW

A. English Course in brief

English course is informal institution as additional learning for the students. In undergraduate level, it is known as precollege course before majoring the subject. It can improve self-learning ability outside the formal institution. At the English course, the students learn to improve their ability based on their interest.

1. Definition of English Course

Every child is born with a different talent. Stahl and friends (2007, as cited in Fahdia, 2018) said that “talent consists of those individuals who can make a difference to organizational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential” (p. 8). Therefore, students in developing talents are required to study and enrich the knowledge.

Halil and Abdullah (2018) said that “As English has been widely used internationally, many people are interested in English and prefer learning English” (p. 169). Non-native students should learn English to understand the subject, enrich the knowledge and develop the talents. Türk (2011, as cited in Yasin, 2018) assume that school is "the place where all kinds of education and training are conducted collectively" (p. 418). Therefore, the school is one of the learning

centers where teachers transfer, enrich the knowledge to the students and develop their talent in learning the English language.

Learning English not only done in school, but students can also learn in English courses. Especially in urban areas, many schools have programs in which students set aside part of their normal school day to study the English language with the close supervision of an ESL teacher in a small group. English course is a place for students to study every subject that has been taught at school and to develop their interests in learning the English language. In Bahasa Indonesia, it is called *Bimbel* (*bimbingan belajar*).

English course is helpful for high school graduates willing to be enrolled in college. English course also helps students to reach the level of English language proficiency from basic to advanced and serves students with a wide variety of educational backgrounds of the study also known in college as Precollege courses.

2. The aims of English Courses

The aims of English course are to help students enhance their interests and focus to reach their dream. At the courses, students feel free to learn in their own way. Shan (2019) argues that the students who take the courses are quite flexible in learning style. For example, it is good for introvert students to learn at an English course because they are difficult to understand the teacher in the school and hesitant to ask questions.

The English courses can be an extra class for students learning the subjects out of school. In the courses, students can find some ways to answer the question and have time to practice because it is the best way to remember the material. Meanwhile, the students need time to enrich the knowledge of their interest in learning the English language. In this case, English courses helps the students to focus more on their interest.

3. Advantages and disadvantages of English Course

1. Advantages

The English course provides facilities and programs. Generally, the English course has some advantages. First, it minimizes the anxiety in English class. Dr. Ayman & Elsadig (2019, p. 270) argue that “the students feel anxious and stressed to participate in English class and they are scared of making mistakes”. The students feel stressed because they are low self-esteem to perform especially in speaking class. Second, it has a flexible time.

Shan (2019, p. 158) states that “the students believe that the course learning can be carried out at any time with fragmented time, which is convenient, efficient, and effective”. The students can choose the time, whether after school or when they are free. Third, English course may improve students’ competency in English. Fang (2009, p. 237) argues that “English training courses help international students to improve their English in order to meet the entry requirements of the universities in a short time”. This is applicable to the students who want to apply to be international students.

Futhermore, the teacher at English course mostly have particular standard in teaching. Fang (2009, p. 239) states that “they often focused on explaining the hard points and common mistakes to us when they were teaching”. The teacher explains the material based on students’ English level skill; the students may continue learning English based on their level and do not reply to the same material.

2. Disadvantages

The English course also has some disadvantages. First, the students will spend more money and time to learn English. They need to pay extra to take the class at the English course. Also, they must allocate extra time to study English outside the school. Fang (2009) states that the participants in his research mention that they will waste money and time if they meet with the teachers who have pronunciation problems. For this reason, Zhou Jie (1999, as cited in Fang, 2009 p. 240) presents that, “a good English teacher should be a good English speaker”. In other words, an English course must have a quality teacher in improving students’ English competence.

Second, learning at English courses is lack of cooperative work. At the English course, the students cannot study how to work together because their classmates are not as many as students in school. Xiao and Gu (2018, p. 111) state that “the students can learn how to work in a large team, which is also beneficial to their future work”. Limited number of students at English course leads to limited opportunity to work in group activities.

B. An overview of speaking Ability

1. The definition of speaking ability

Lai-Mei & Seyedeh (2017) states that in second language learning, speaking is very important. When the language learners are good at speaking it means they are successful in learning language. Speaking skill is used before human learn to read and write. Thus, speaking is more often used than writing. The human reach the information using speaking mostly and written rarely. El Fattah Turkey, as cited in Lei Mei and Sayedeh (2017) defines speaking as a tool to share opinions, get information, and feel emotions. Therefore, speaking is the essential ability to make active brain and to understand the knowledge.

Speaking has components. Harmer (2007) assumed that there are five speaking components; grammar, vocabulary, pronunciation, fluency and comprehension. First, it is grammar. Adnan (2018) states that grammar is important to develop basic language skills. Grammar helps to get the meaning and information from the speaker. Second, it is vocabulary. There are so many techniques to enrich vocabulary such as song, games, and etc.

Third, the students should aware of their pronunciation because some words have the same sound and should pronounce clearly. Fourth, it is fluency. Mireya and Mark (2016) assumed that “For learners of English as a foreign language (EFL), fluency is one of the most difficult aspects to develop within the speaking skills”. The teacher needs to improve students’ fluency to help them improve in speaking. The last is comprehension. The students need to understand

about the text, the speech to reach the meaning of it. To sum up, the students needs to improve these components to have fluency in speaking.

Goh and Burns (2012, as cited by Anne, 2019) state that there are three components of second language speaking competents; knowledge of language and discourses, core speaking skill and communication strategies. To teach speaking globally, the teacher should used these components. Anne (2019, p. 2) states that “these components in order to produce spoken language in fluent accurate and socially appropriate way, within the constraints of a speaker’s cognitive processing”. The teacher needs to know about these components in teaching speaking.

First, the components of second language speaking is knowledge of language. This component focused on how to pronounce the word and sound pattern of the language, grammar and structure of the language, and understanding discourse. Second, it is core speaking skill. In this component, the teacher focused on students’ process in enhance fluency, such as chunking, pausing and etc.

Third, it is communication strategies. The last components concentrates in three aspects; limitations in language knowledge (e.g. circumlocution) metacognitive strategies (e.g. planning in advance what to say) and interaction strategies (e.g. asking for clarification/repetition). In conclusion, the teacher should be aware of these components while teaching speaking in second language speaking in class room.

2. The position of speaking skill in learning English

Speaking is one of language skills which is always used by human to communicate. Ratna, Umami & Ari (2016, p. 63) states that "Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication". The English foreign language students should learn and more practice to complete the competence in learning language. Therefore, the students should improve their speaking by practicing.

Speaking is very important skill and the teacher should teach active-learning in the class to make the student speaking English. The students have the difficulties when trying to speak because most of them feel shy to speak in front of people, especially the students who has lack of vocabulary. Then, the students feel nervous and no idea because of that, they usually repeat the word. Sometimes, the teacher not concern about the students' progress in listening and speaking. The teacher have to give them opportunity to speak eventhough when study writing and reading skills. In other words, The teacher should stimulate the student to speak and overcome the fear of making mistakes to be confident.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Accuracy and fluency are important in learning language. Ali, Atefeh & Fatima (2016, p. 178) argue that "Speaking is the production skill that is included in two main categories: accuracy and fluency". The students feel difficult in improving accuracy and fluency. In this case, the teacher can use effective method, such as role play, games, and etc

which is develop grammar, vocabulary, and others components. It helps to improve accuracy and fluently learners in learning language.

3. Problem in learning speaking

There are some problems in speaking, especially students who are learning English as a foreign language or second language. Some English teacher feel difficult to teach speaking to their students. They have to prepare some fun activities, for example, game, role play, discussion, storytelling, and etc.

Zhiqin (2013) stated in his research, there are some factors affecting learners' speaking. These factors are cognitive, linguistic, and affective factors. First, it is cognitive factors. This factor affects learners' speaking through the way students' ability to get the information and analyze what the speaker talking about. This factors including conceptualization, formulation and articulation. Second, it is linguistic factors. This factor including grammar, pronunciation, and vocabulary. They feel difficult to share opinions because lack of vocabulary, make mistakes in grammar, and pronunciation to make understanding of the speech.

Faezah (2016) also argues problem speaking based on factors of speaking effectiveness. This factor involves grammar and discourse. Grammar is the English language structure using to understand the time of the event, the content of the speech and written, and etc. Grammar is more focuses on writing but sometimes the students should aware using grammar in speaking. Grammar becomes a big problem for language learners. The students have to know the knowledge of words and sentence order of a language. Then, discourse is second

factors of speaking effectiveness. Discourse is learning about content of the sentence. The students are difficult to understand the meaning of the sentences, especially students who are poor in grammar.

The third problem of speaking that Faezah (2016) has done in her research is sociolinguistic factors. Sociolinguistics are about learning the style of native speakers. There are three factors of speaking problem based on sociolinguistic. First is strategy. The students should know about the politeness to communicate with others. How to start the conversation, how to respond someone, and how to end the conversation. Speaking is not about practice appropriate, but the way to speak is also important. Second factors of the sociolinguistic is interaction. "The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas." (Faezah, 2016, p 4). Therefore, speaking is the way to negotiate a good relationship to solve the problem and discuss a topic with surrounding people. In this case, the students are difficult to speak because they need to start the conversation and find a topic.

Third is fluency and accuracy. Raana, Ebrahim & Mohammad (2016, p. 190) state that "accuracy and fluency are two important factors which can determine the success of English learners in the future". When the students are not fluent in speaking it means they are doubtful to deliver the information and uncomfortable speaking English. Accuracy is an ability to use grammar, conjunction, preposition, and etc. The students should know about all the structure in language to make their speech and written to understand. To make the students fluency and accuracy they should practice every day.

4. Techniques in learning speaking skill

There are some techniques to learning speaking skill such as discussion, song, role play, communicative games and etc. First, it is discussion. The teacher should plan the active learning to make the students enjoy in learning English. The teacher make some group and give a topic then they discuss and give their opinion about the topic. Gerber (1996, as cited by Ayman & Muhammad, 2016, p. 119) states that "... group discussion to help assist in learning useful new skills such as time management, critical thinking, leadership, teamwork and social skills". The students demand to have non-academic skill in their atmosphere. In addition, to learning speaking, the teacher may accomplish debate in the class. To construct an active learning activity, the teacher can apply the discussion in teaching speaking.

Second, the teacher can use song for the technique in learning speaking. Lumpkin & Achen (2015, as cited by Demirci and Erhan, 2018, p. 296) indicated that "students enjoyed participating in active learning activities and these activities (learning by song) were positively impactful on students' learning". This can develop students' creativity and enhance their vocabulary. For example, complete the lyrics of song, find the meaning and value of the song, and sing together to improve pronunciation. The students who are enjoy singing will participate in learning and they do not bored to study English.

Third, the teacher can use role play to teach speaking. Chuang (2010, as cited by Nubia, 2016, p. 37) stated that "... doing exciting interactive group work and creative role-playing also interested them". It can be useful to make the

students speak English in the class. For example, two students do a conversation and the teacher identify the situation.

Fourth, the teacher can use communicative game. Ratna, et.al (2016, p. 64) defined that “Communicative game is a set of well fun-design activities can stimulate students’ interaction in the classroom”. This game can stimulate students to speak in the class and they feel confident in speaking. It will attract the students who are generally play games in their cellphone at their home. For example, the teacher design a game that the students should speak to win the game. Therefore, the teacher should concern about the active learning and other techniques can be used in teaching speaking.

The teacher needs to focus on student-centered in the English speaking classroom. Raana, et.al (2016, p. 191) assume that “one of the primary objectives of schooling and education is the ability to think critically.” It will make the students think critically or using other method to engage the students speak up. The teacher should connect with the students to ask their problem in speaking. Raana, et.al (2016, p. 190) states that “scholars believe that speaking skill is the most important part of an EFL course”. Learning to understand the basic of English such as the verb based, sentences, pronunciation, will be easier to learn more complex.

Nowadays, the students may use some application on cellphone to improve English speaking. Faezah (2016, p. 144) assumes that “when you practice, your fluency would be better too”. The students who learning English at early ages is quite good in improving their fluency in speaking than the learners

who learning English at later. In this case, the teacher is an important rule in enhance students' fluency. In sum, the students should practice everyday to improve their speaking ability.

C. Previous related study

Muzaffer Barin (2019) designed a study to find out Pre-Service Teachers' Attitudes towards English Courses and Their Critical Thinking Skills. He used California Critical Thinking Disposition Inventory (CCTDI) and Attitude Scale towards English Classes (ASTEC) as instruments to collect data and 159 pre-service teachers as participants. He used quantitative approach and showed the result that pre-service teachers need to raise their awareness towards critical thinking which will enlighten their language learning process.

Additionally, Sibel Günay Ceylaner and Fazilet Karakuş (2018) from Turkey conducted a research about the Effects Of The Flipped Classroom Model On Students' Self-Directed Learning Readiness And Attitudes Towards The English Course. The aims of this study is to identify how the flipped classroom effect and affect students' self-directed learning readiness. The finding of this study showed a significance difference between self-directed learning readiness and attitudes towards the English course. This study used mix method approach; pre-test and post-test to collect a quantitative data and focus group interview with 46 ninth grade students to have qualitative data.

The differences between this research and previous study comes from its approach, sample and instrument. This research used qualitative approach to get

the information of English course in improving speaking ability. The sample of this study are eight students as participant and used interview and document analysis to collect data.



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

A qualitative research approach is proposed for this study. Mason (2002) claimed that this approach will explore many things such as a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, and etc. Robert (2011, p. 6) argues that “by now, qualitative research has become an acceptable, if not mainstream, form of research in many different academic and professional fields”. Through this approach, it is aimed to get the information about students’ speaking ability related to learning at English course.

B. Population and sample

a. Population

James, Joe, and Chadwick (2001, p 43) state that “A common goal of survey research is to collect data representative of a population”. The purpose of population is to determine how sample was chosen for a research and this is the first step before choose the sample. According to Fraenkel and Norman (2012) the population is the group of the interest to the researcher, the group whom the researcher would like to generalize the result of the study. It is a group of people with certain characteristics of interest for the research (Griffie, 2012). The population in this study is first year PBI’s students in semester odd in batch 2018.

The population of batch 2018 are 240 students and consist of eight units. The researcher choose PBI students as participants because they are studying at the English department and most of them are taking English course in order to pass the test in English department.

b. Sample

According to Sugiyono (2012), sample is part of the number and characteristic possessed by the population. However, the researcher in this research used purposive technique to choose the sample. Purposive sampling is one of techniques in selecting participants, which focus on particular characteristics of a population. "The only way to minimize chance sampling errors is to select a sufficiently large sample" Mugo (2002, p. 6). The sample of this study are eight students from eight units of batch 2018; one person choosen from each unit. They are a combination between male and female students of English Department.

C. Data collection

To collect the data, the reseacher uses interview and document.

1. Interview

Nigel and Hammer (1998) state that the interview is an important data gathering technique involving verbal communication between the researcher and the participants. The researcher is an interviewer who coordinates the process of the conversation. The aim of interview is to know about their experience taking an

English course. In this research, the researcher asked ten questions using structured interview design. This is also known as a formal interview because the interviewer not explored beyond the answer received. The interview itself about 20 minutes through face to face conversation and record the answer. The participants included in the study are those who have taken English course in senior high school and basic speaking class at English Department.

2. Document

Document in this research is aimed at getting data about the students' speaking score. Bowen (2009) argues that document is a part of a study which takes a variety of forms. They include advertisements, agendas, attendance registers, survey data, various public records, and etc. However, the researcher used public records type annual report from the students. The researcher seek out the score of basic speaking of the participant.

D. Data analysis

Creswell (2008, p. 4) states that "The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data". After the data are collected, then they are classified to identify the students' ability in speaking. In this case the researcher analyzes the data by looking at the annual report of students and interpreting of the interview.

After that, the researcher showed how many participants recognize that English course impact toward their speaking ability ; these data matched with students' score in basic speaking class. The last is the conclusion of the study which is summarized based on the ability of students' speaking and its connection with students' experience in learning at English course.



CHAPTER IV

FINDING AND DISCUSSION

This chapter specifically focuses on the conclusion and suggestion which are drawn from the interview session of students' speaking ability after taking the English course. It discussed the result from the data interview and document analysis to conclude the effect of English course towards students' speaking ability.

A. Students' reason of taking an English course

The data were gathered through a structured interview with the participants who had taken an English course and basic speaking class. There are eight participants, three students were female and five others were male. They were from different units studying in the third semester at the English Department of UIN Ar-Raniry, Banda Aceh.

The participants said that they learned at the English course in different duration. The longest duration of the participant take the English course is about three years. There were also participants studying at the English course for two years, a year, and a month. They learned at the English course after senior high school when having spare time and make it as their additional learning to prepare for the national examination. There are some students' reason in taking the English course.

a. Learn for future purpose

English is really important in the future to learn because it is the international language and English course comforts the students to master the language. P1 stated that;

“Well, as we know, the English is hmm been hmm the lingua franca and it also really necessary things that we should learn regarding the globalization so, I will want to majoring one of the subject that is really promise in the future”

There are some benefits in learning English, such as applying a scholarship abroad, good carrier and encourage the knowledge which is provided in English language. P2 said that

“The benefit is I can get a scholarship so I can get abroad with my English skill”

b. Improve speaking and other language skill

The reason of learning at the English course because the students wants to study English more outside the school and able to speak English. English course supports not only in improving speaking, but also in other language skill. There are five participants having the same arguments. P4 replied;

“Hmm, the reasons why I join the English course, the first one is I want to improve my skill especially in speaking and I want to improving my ability first one in speaking, reading, grammar and the others”

Practice is really important in increasing language skill. The English course can be a place for the students to practice speaking English with their friends and teacher.

Some English course provides some classes such as TOEFL class, speaking class, and etc. The students learn tips and tricks to answer the TOEFL questions to get a high score. P3 stated that;

“Because I want to improve my English speaking at English proficiency in TOEFL”

Additionally, the students learn grammar to help them competent in speaking English. P7 responded:

“English course really help me to understand about English especially about structure because it is not easy to understand grammar and hmm haa we have to get teacher to teach you grammar also we use grammar rarely in our daily conversation. Because of that we have to study grammar”

Also, P5 stated that;

“I take two programs that is basic grammar and basic speaking and the tutor of grammar teach me first, he explain grammar and after that give the task. And the tutor of basic speaking teach me, he teach one the vocab and how to pronoun and ask me to speak a conversation with other students”.

He learned basic grammar and basic speaking at the English course. In teaching speaking, the tutors at the English course give the students some vocabulary about a topic and learn pronunciation. Then, they develop the topic by practicing with their friends in the class. In teaching grammar, the tutor explains the topic and then gives the students the task. They can discuss the topic with the teacher that they are not understand yet.

At the English course, the students learn how to be confident and minimize doing mistake while speaking. They are more relax to speak in front of people and solve the problem of speaking such as enrich the vocabulary, enlarge the pronunciation and learn the sentence structure.

At the English course the tutor gives the material and then practice in front of their friends. The students who take the English course feel confident in the school because they prepared at the course. English course teach them not only fluency in speaking but also how to speak in front of people confidently. P6 responded

“The interesting part hm in studying I think hmm when yeah when I speak in front of the people that very challenging because hmm we what hmm challenge ourself hmm to be confident hmm to stand in front of the other people and that very interesting”

c. *Provide more facilities in learning*

There were many famous English courses in Banda Aceh. The students who come from rural areas takes an English course after national examination and prepare to continue study at the university. P1 said that:

“... I really concern and proud of is at Bimbel Alumni Banda Aceh there facilities hmm that allow the students to consult with the tentor. Each other students that have problem difficulties and hmm even homework can contact the tentor then they can meet up and finish all the problem that students have”

English course provides some facilities in learning, such as the media in learning, instruments and comfy class so the students are secure in learning activity.

d. Learn from qualified teacher

English course also provides qualified tutor to solve the student's problem in learning. They teach the students by using modules from its course so the students can enjoy the class. They also have to know some methods in teaching learning. The smart teacher will be the interesting part of learning in the English course. Teacher in English course has particular qualification and competent in teaching. P1 said that;

“Well actually it's quite fabulous cause as my experience the tutor that I get is the student hmm from great faculties like Unsyiah and also UIN Banda Aceh and also the tutor that teach at my course is qualified hmm you know they must through some test and also teaching methodology so they are quite in teaching hmm and their skill is fabulous”.

The tutor at the English course have to pass some test to be a tutor. For example, writing test, micro teaching, and doing interviews. The tutor at the English course has some fun learning methods in the teaching process and it is different when studying at the school which is the teacher is too serious in learning.

e. Help the students learning in a formal institution

The English course can be a place to support the students' English proficiency. At the English course, the students can encourage the knowledge which they do not get at the school. P6 answered;

“I think hmm the English course can support hmm our ability yeah we can improve our hmm our ability by joining the English course because that can be supporter beside formal education in school”.

The students who learned at the English course, feel that their ability is higher than their friend who do not take the class at the English course. They review the subjects and finish their homework with the tutor at the course. Additionally, the students try to achieve high score at the formal institution and the English course helps them in improving fluency in speaking to get high score in the school. P8 replied;

“In formal institution like university I am depressed to get high score and if I can’t get high score I will be hmm sometimes hmm... shy because my score isn’t high but at English course it just hmm I just consider as additional learning”

f. Get new friends and experiences

The students get new experiences and new friends studying at the English course. At the English course, there are some students coming from different schools and they learn together at the same class with the same tutor. P8 told that;

“First, it can enlarge my knowledge, I can get experiences and get new friends”

Moreover, they get the learning experiences on the course, such as learning with their own style and not focus on the book or curriculum. P3 responded;

“The benefit of the English course. First, English course improve my speaking. Second, English course give me new friend in my class and the third English course can give me hmm very many new knowledge and I can gain more, I can learn something insightful from the English course and I feel after I take the English course, I can, my proficiency in English is higher than my friend”.

g. Study in more comfortable and fun environment

There are differences between formal institution and English course. The formal institution has some homework for the students, but at English course the students finish their homework and sometimes the tutor gives them some exercise while learning. P3 told that;

“... So I love to study at English course because it more hmm not, more relax, more enjoyable than study in the formal institution and I can get more knowledge from English course than formal institution and English course do not, does not, didn't give me very many assignment but formal institution give me a lot of hmm homework and assignment”

At the English course, the teachers are enjoyable in teaching and not too focuses on the score but helps them learning at school. The students could gain more knowledge in English and they have prior knowledge when learning at the school. Also, in formal institution the teacher usually uses *bahasa* in learning activities but at the English course uses English in speaking class. P4 responded

“... at the English course the difference is when we learn in formal we don't in in in teaching in learning activities we don't use English language but we use general language like Indonesian, and the other in teaching material. But in we study at the English course maybe sure they use English language for their material, for the teaching material, for the teacher hmm learn, who learn, who teach the student use English language.”

Some participants stated that they learned at English course by using video, song and film. English course arranges the learning activity which is different from the school. The interesting part of studying at the English

course is the method used by the tutor. It is really interesting and not bored in the learning process. P7 said that

“Usually the tutor teach me directly method, the tutor teach directly material and giving the exercises also they hmmm provide us like video, song also film. So, hmm study English by the video, film and by song”.

At the English course, the students can choose the class, but in the formal institution, especially in the school, they can only choose the major. They can choose class whether afternoon, evening and the night. Also, they can choose the day in learning in the course. It is really flexible to choose when they want to study. P7 spoken

“So the different is first the English course we can choose the class so you can choose the class, you can choose morning class or afternoon or in the night but in the formal institution you can't choose the class.”

h. Have more flexible learning activity

Learning at formal institution has the target for students' academic achievement. They learn to obtain the rank and learning based on curriculum from the government and the teacher should teach based on the syllabus. Meanwhile, learning at the English course is more enjoyable and fun. English course provides modules which are designed suitable for the students and they learned by their own learning style. The formal institution such as school and university more focused on the theory and practice less. From eight participants, four of them assumed that English course helps to accomplish their target in the school. P2 said that;

“At school, we only learn from the book, so it can’t make me understand. But at English course, the tutor teach me and practice more than at school”.

Seven of eight participants coincide that English course is improving their speaking ability. Related to answer about the perception of English course, by joining the course their speaking ability enhance because the tutor ask them to always speak. P7 assumed that to enhance speaking ability is not only by enrolling the English course but also it needs to practice. She said that;

“I don’t think so. I don’t think the English course can improve my speaking ability because in my opinions speaking ability comes from our practicing so in the English course that I have hmm there is not so many practicing speaking but it is so many material about English than speaking ability”.

Learning speaking at the English course, not only can improve students’ speaking in English, but also can enrich their vocabulary and other skill in learning language. As mentioned in the literature review, speaking determines people to conquer in foreign language, so it is considerable of vocabulary, pronunciation, fluency and accuracy. When the students take classes in the English course, but they less to talk, thus their speaking ability is not improving a lot. Practice is really needed in improving English because speaking is one of productive skill.

B. The effect of English course towards students’ speaking ability

The aim of second research question is to investigate the impact of English course toward students’ speaking ability. The researcher collected

the data by using document analysis of students. Here, the researcher asked participants to show their score of basic speaking class. Then, the researcher matched the basic speaking score of the students with their answers in interviews.

The researcher divided the students' basic speaking score into some categories. Afterwards, the researcher interpreted each category and discuss the result. Here is the list of the students' basic speaking score.

Table 1.1 Basic speaking score of the students

Participant	Score	Letter
P1	93.90	A
P2	82.00	B
P3	94.00	A
P4	86.20	A
P5	80.00	B
P6	90.00	A
P7	88.95	A
P8	86.00	A

The table 1.1 showed that, out of eight participants, six were got A for score of basic speaking class while two participants got B with different number in the score. So, the participants' score can be divided into two categories:

- Very good; the participants get A for their basic speaking class
- Good; the participants get B for their basic speaking class

The first category is relevant between the answer of the interview and document analysis. Out of six participants, three students got score 90-99 and three were getting score 86-89. Their speaking ability may improve after taking classes in the English course. The second category is almost relevant between the answer of the interview. There are two participants got B for basic speaking class to score 72-85. It means their speaking ability is better because it is related to some points when they were learning in the English course, for example, the duration of taking an English course, the tutor's teaching style and their regular practice.

C. Discussion

This discussion is provided based on the findings of the research. From the results, there were many opinions and different perception of eight participants. In this relation, the researcher elaborated several important points in order to answer two research questions. There are eight students' reason taking English course; learn for future purpose, improve speaking and other language skill, provide more facilities in learning, learn from qualified teacher, help the student learning in formal institution, get new friends and experiences, study in more comfortable and fun environment, and have flexible learning activity.

The first research question showed that the students take English course because they want to improve their ability and to achieve high score in formal institution. All the participants agree that English course has many benefits in their academic life and most of them agree that the disadvantages of the English course include wasting time and money.

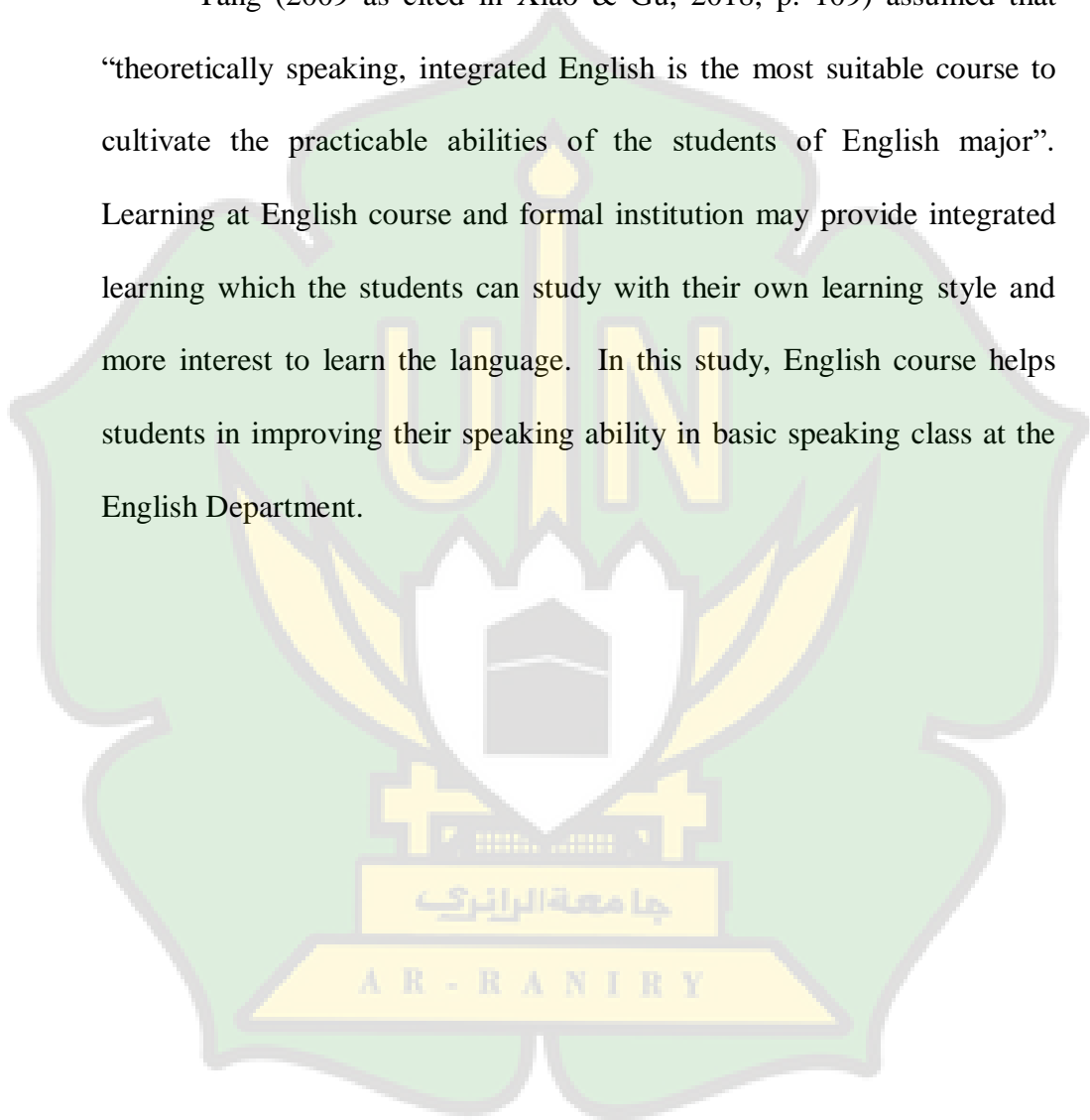
Learning in formal institution more complicated than English course because at the school or university the teacher more focused on the theory while English course is more casual and fun. Thus, the teacher or the tutor in the English course should be qualify and competent in teaching to have students' interest in learning language.

Sibel and Fazilet (2018, p 138) state that “the students reportedly were free in terms of the learning environments and time, similarly found opportunities to choose activities, participated in decisions, became free, expressed themselves more, and experienced leadership skills”. English course relieves some students' skill and attached among their friends and teacher. The students are more flexible to ask and answer the questions and they can practice speaking English with their friends. To master speaking, students have to practice every day and the English course is one of the place to improve it.

The second research question showed that there are two categories of students' speaking ability; very good and good. The very good category is for those who have A in basic speaking class. It means, their speaking improve due to join the English course. The good category is for the

students who got B for their score in basic speaking class which means their speaking also improve in moderate way as there are some factors which may inhibit their best potential.

Tang (2009 as cited in Xiao & Gu, 2018, p. 109) assumed that “theoretically speaking, integrated English is the most suitable course to cultivate the practicable abilities of the students of English major”. Learning at English course and formal institution may provide integrated learning which the students can study with their own learning style and more interest to learn the language. In this study, English course helps students in improving their speaking ability in basic speaking class at the English Department.



BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

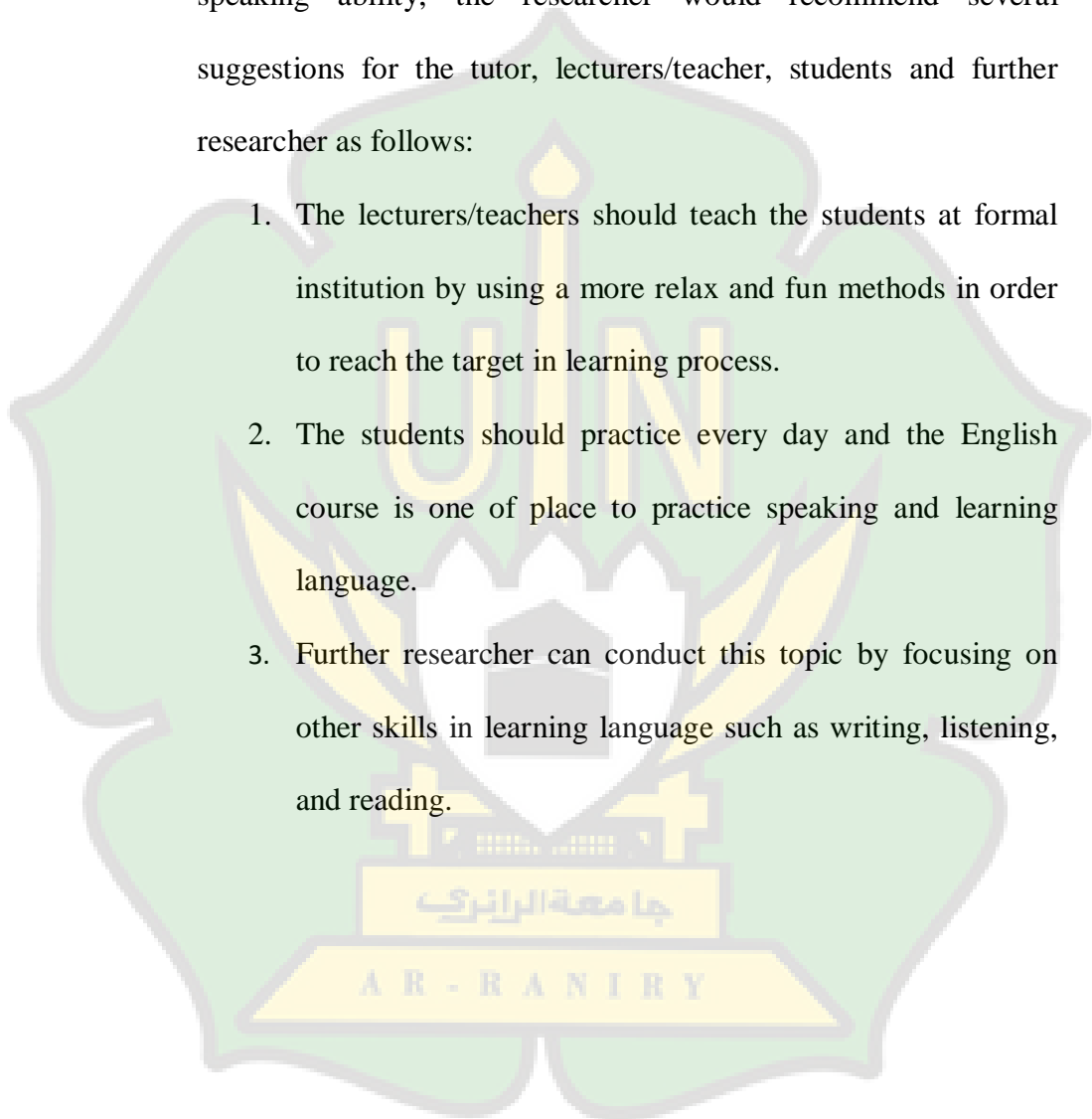
The aims of this study are to discover students' reasons in taking English course and to investigate the impact of English course toward students' speaking ability. Based on the result of the research and discussion in previous chapter, the researcher presented the conclusion based on the data which have been analyzed in the previous chapter.

1. Students have various reasons in taking English course. They take the course to improve their speaking ability and encourage knowledge. There are eight students' reason taking English course; learn for future purpose, improve speaking and other language skill, provide more facilities in learning, learn from qualified teacher, help the student learning in formal institution, get new friends and experiences, study in more comfortable and fun environment, and have flexible learning activity.
2. The students' basic speaking scores are divided into two categories; best and good. There are six participants who get A and two participants get B for their basic speaking class. It means, out of eight participants, majority the students get A for their score basic speaking class. Their speaking grades show that their English speaking skill is quite good.

B. Suggestion

In line with the effect of English course towards students' speaking ability, the researcher would recommend several suggestions for the tutor, lecturers/teacher, students and further researcher as follows:

1. The lecturers/teachers should teach the students at formal institution by using a more relax and fun methods in order to reach the target in learning process.
2. The students should practice every day and the English course is one of place to practice speaking and learning language.
3. Further researcher can conduct this topic by focusing on other skills in learning language such as writing, listening, and reading.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11234/UN.08/FTK/KP.07.6/07/2019

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

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- 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.
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3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
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- MEMUTUSKAN**
- Menetapkan** :
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|---|----------------------------|
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- Untuk membimbing Skripsi :
- Nama : **Dian Azmi**
- NIM : **150203145**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Effect of English Course Towards Students' Speaking Ability**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
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Pada Tanggal: 31 Juli 2019
An. Rektor
Dekan,


Muslim Razali

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2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
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15 November 2019

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Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

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Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

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Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Setia No.31 Kp.Keuramat Banda Aceh

Untuk mengumpulkan data pada:

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Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Effect of English Course Towards Students' Speaking Ability.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-568/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16190/Un.08/FTK.I/TL.00/11/2019 tertanggal 15 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Dian Azmi
NIM : 150 203 145
Fakultas : Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Effect of English Course towards Students' Speaking Ability.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

AR-RANIRY

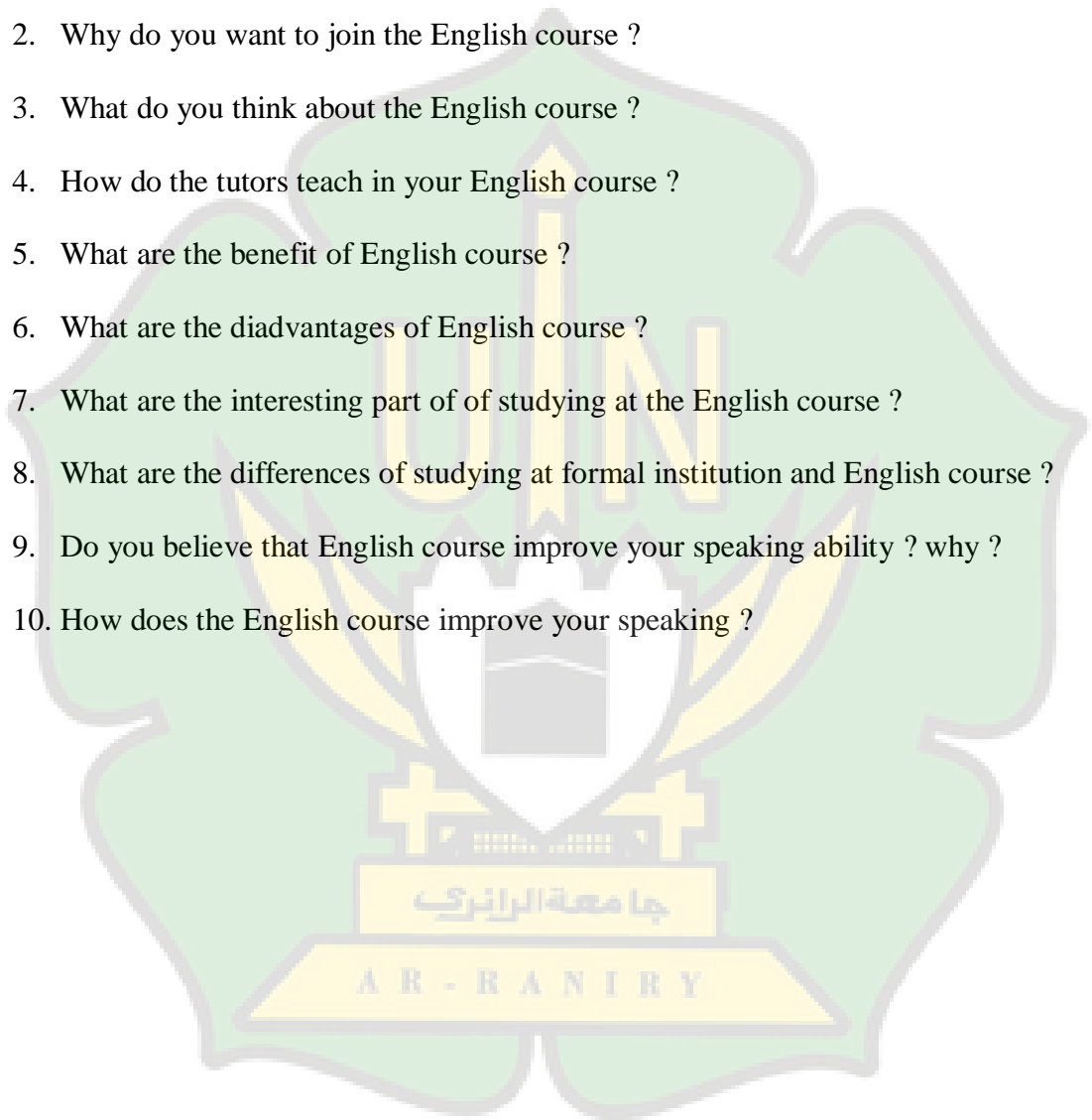
List of questions for interview

Name :

Address :

English course :

1. How long have you been in the English course?
2. Why do you want to join the English course ?
3. What do you think about the English course ?
4. How do the tutors teach in your English course ?
5. What are the benefit of English course ?
6. What are the diadvantages of English course ?
7. What are the interesting part of of studying at the English course ?
8. What are the differences of studying at formal institution and English course ?
9. Do you believe that English course improve your speaking ability ? why ?
10. How does the English course improve your speaking ?



AUTOBIOGRAPHY

Name : Dian Azmi

Place/Date of Birth : Samalanga/February 21st, 1997

Sex : Female

Religion : Islam

Nationality/Ethnic : Indonesian/Acehnese

Marital Status : Single

Parents

a. Father : Yuswardi

Occupation : Driver

b. Mother : Dahniar

Occupation : Housewife

Address : Jl. Pocut Baren, No. 31, Kp. Keuramat, Banda Aceh

Educational Background

a. Elementary School : SDN 9 Samalanga

b. Junior High School : SMPN 1 Samalanga

c. Senior High School : SMAS Muslimat Samalanga

d. University : UIN Ar-Raniry

Banda Aceh, 20 Desember 2019

Dian Azmi