

**THE IMPACT OF STUDENTS' EDUCATIONAL
BACKGROUND TOWARD THEIR ABILITY
IN SPEAKING ENGLISH**

THESIS

Submitted by

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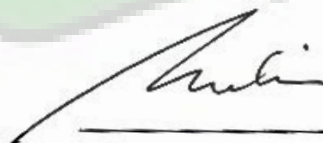
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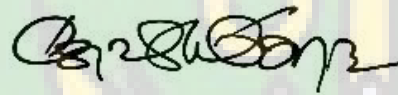
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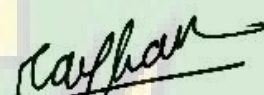
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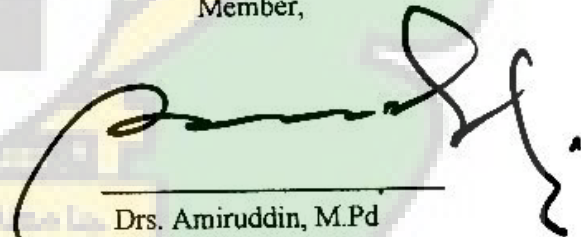
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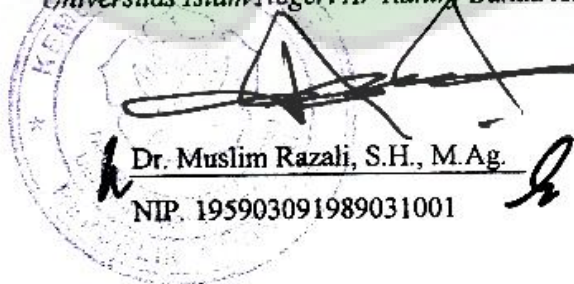
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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Impact of Students' Educational Background Toward their Ability in Speaking English adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, January 7th, 2021
Yang Menyatakan,



Zikra Husna

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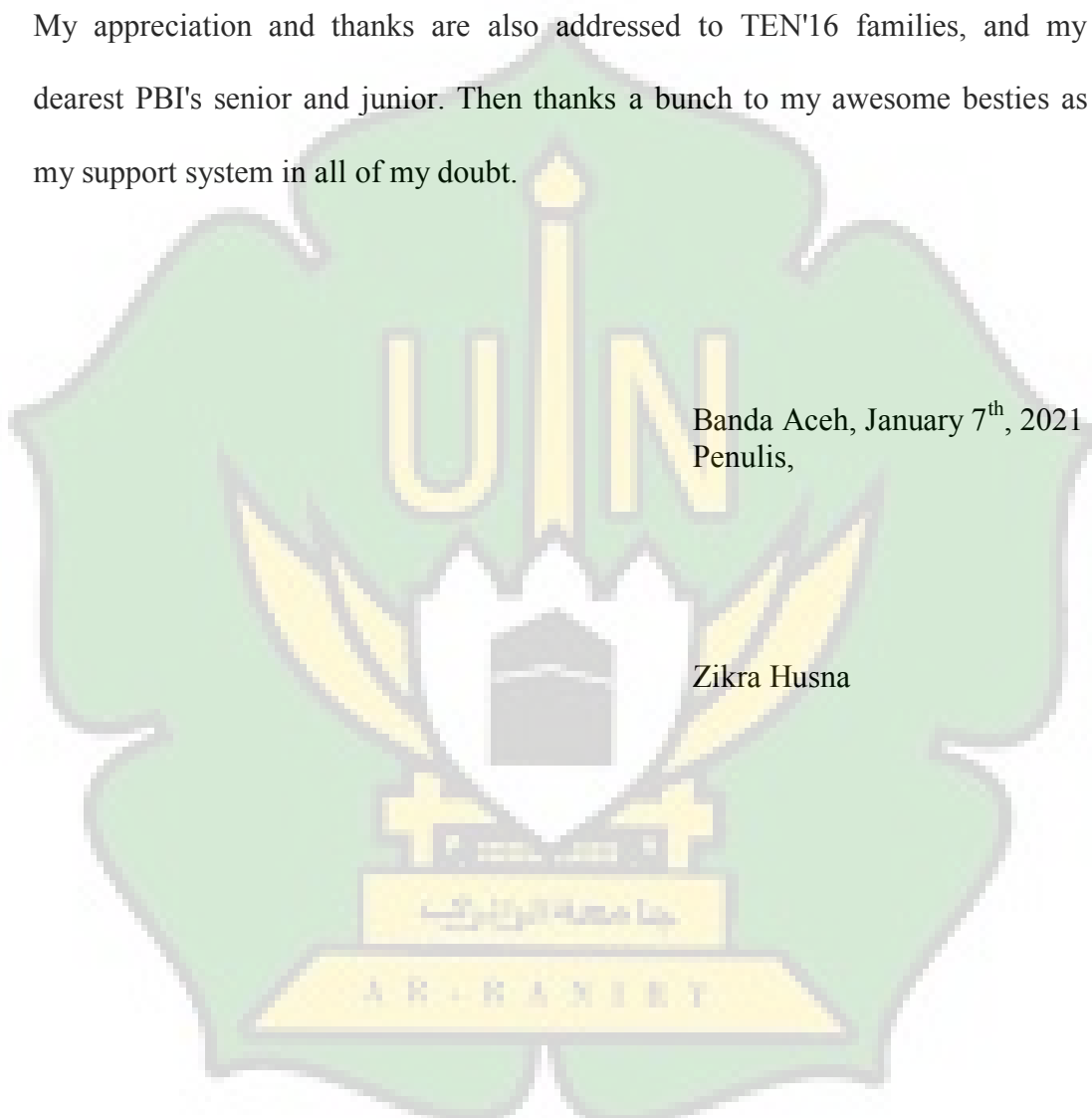
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ABSTRACT

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Educational background is a series of education, ranging from formal, non-formal, and informal. The aim of this research is to find out the impact of students educational background and school environment on students' speaking ability. There were 7 participants from the seven-semester of English department students batch 2017, they were purposely selected based on particular criteria. This research used the questionnaire to support the researcher in selecting participants and using a qualitative approach for data collection. From the result of the research, the researcher found the impact of students' educational background on students' speaking ability. The impact was more confidence to talk in English, have good basic knowledge of English and speaking skill, have more interest in learning English, and have more opportunities to practice speaking skills. Another results came from students' school environment that support students while learning speaking skill, these were particular school programs and learning discipline, have enough facilities and media to learn English, hire great English teachers, then supportive classmates and peers. Moreover, the students' stated there is a significant improvement in English knowledge that they feel when they continue to study in English language major. They also gained advantages from their educational background and their language learning experience.

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CHAPTER 1

INTRODUCTION

This section of the chapter presents the study background, research question, research aims, significance of the study, and the terminologies. To get better understanding, each of them needs to be clarified.

A. Background of Study

The teaching-learning process is influenced by many factors. First is an internal factor (from the student), including psychological aspects such as the student's intelligence, attitude, aptitude, interest, and motivation. Second is external factors (beyond the student) including social elements such as teacher, parent, classmate, and school staff, non-social elements such as school building, and class facility. The third is approach of learning, it is the method that is used by the teacher in teaching-learning process (Syah, 2000 p.132, as cited in Urfa, 2016).

The student's background knowledge that they obtain from their junior and senior high schools, is closely related to their university educating. One school is different from other schools, some schools have excellent programs and good

do not have excellent programs and good teachers. A school has an essential part in determining a student's competence. Furthermore, it can influence the learning process when they continue their studies at university (Sopiah, 2014).



Educational background at junior and senior high school will facilitate the next learning process concerning to English language learning, and affect their level of success. The more knowledge that identical to the English language obtained, the easier for someone to learn English in terms of speaking because we all spend long hours at all levels of our formal school process. Watching what teacher do and developing image about teaching and learning. Management Pendidikan Nasional stated that the quality of higher education in the region is closely related to the quality of its senior secondary school.

Clearly, schools with better facilities produce a high level of learning and encouragement among students compared to others. The key objective School facilities are built to students ' educational needs, but school facilities must be related to the curriculum system. School is a place where the child is prepared to act like an adult whose purpose is to bring about a desired positive (Ibrahim et al., 2017)

Many factors influence a students' academic achievement, including individual characteristics, teacher, and classroom environment. The skills of the teacher determine students' thoughts and views of the teacher. When they feel comfortable with the way teachers teach, they will participate actively in the class, do what the teacher says. It means that students do the instruction well as a result, they understand the material and follow the teacher as a model (Honip, 2018). Usually, the school with great facilities and a good teacher will provide a good environment to learn.

The learning process happens as people engage with each other and interact with the natural world. Learning allows humans to escape the strict determinations of nature. It gives humans the resources with which to understand themselves and their world also to transform their conditions of living, for better or for worse. Learning happens everywhere, and all the time it is an intrinsic part of human nature (Marlina, 2012).

One of the goals that the learners want when they are learning English is speaking fluently by speaking English fluently, someone will be easy to communicate with the native speaker, and they will get more self-confident when they are speaking in public. The key to being fluently in speaking English are self-confidence (believing on yourself) and get more interaction with native speakers, by not only focusing on the meaning of the words but also paying attention to how the words are spelling by the person (Safitri, 2017).

Many English teachers claim that the best way to acquire speaking skills is through interaction. Students' can achieve this goal through communicative, and collaborative language teaching. Communicative language teaching is based on real-life situations that require communication, it will be opportunities for students to communicate with their peer groups in the target language. It is the teacher's job to create situations in the classroom where students have real-life communication and activities related to daily life also meaningful assignments that allow them to practice spoken language (Singh, 2016).

With learning habits and strategies in English language learning students can speak English more effectively, especially when using English in a real situation.

As a consequence, if we want the opportunity to speak English well, we need to recognize these internal and external factors such as language skills, tenses, grammar, and a lot of vocabulary. Yet if the world around us does not help, we cannot improve our speaking capacity (Haeruddin, 2020).

This research will focus on the influence of students' educational backgrounds such as school quality, extracurricular, workshop and training, related to formal and non-formal education, on students' speaking ability.

B. Research Questions

There are two questions in this research

1. How does students' educational background affect their speaking ability?
2. How does school environment support students' English speaking competency?

C. Research Aim

In-Line with the research questions, the purposes of this study are

1. To find out the impact of students educational background on English speaking skill
2. To discover how school environment support students' English speaking competency

D. Significant of Study

1. Parents

The results of this study are expected to provide information about the effect of educational environment to students' ability in speaking English; thus it may encourage parents to choose carefully the schools for their kids.

2. School

This research is expected to give insight, how school management affects students' ability in speaking English. Therefore, schools may consider to put some efforts to facilitate the teaching-learning process.

3. Teacher

This reasearch expected for English teacher to teach English with using creative ways, media, and methode expectially in teaching speaking.

E. Terminology

To avoid the misunderstanding in this research, there are several terminologies that the writer feels necessary to explain them.

1. Educational Background

According to Robert (2003, p. 13) “educational background means student knowledge before included, their culture, and academic experience all students bring something to the classroom that familiar with their environment and prior knowledge” (Poedjosoedarmo, 2007, p. 3) states that the influence of

previous schooling at all level from kindergarten to elementary, high school, until university is strong.

As stated by Haeruddin (2020), educational background is a person's experience that has been obtained from a learning program. Thus it can be stated that different educational backgrounds will lead to the development of different knowledge where the development of knowledge occurs through the learning experiences that have been obtained. In this research, educational background refers to students' experience in formal and non-formal education before they study at English department.

2. Speaking Skill

As defined by Brown (2001, p.267), speaking is an interactive process constructing meaning that involves producing, receiving, and processing information. Meanwhile speaking ability means the ability to communicate with people using the appropriate language, to deliver the information, and to convey the message to be understood by the listener. When someone can speak a language it means. They can carry on a conversation reasonably competently. The success of speaking is shown by when the speaker can speak relevantly, easily comprehended, and acceptable level to the listener, (Brown, 2001 cited in Wulandary, Sada & Arifin).

Speaking is a way to express ideas and opinions, sending out the expression or desire to do something, solving a particular problem and increasing the ability to speak. Speaking helps students to make them talk-

active so that they can share what they know or what they do not know about the case they are faced. From the definition above it can be concluded that speaking is one skill must be mastered by students to send or to receive the information or message, to communicate, and so on (Ihsan, 2016). Speaking skills in this research implies the ability of students to speak English, accurately and correctly which later this skill is connected to their educational context before going to college.



CHAPTER 2

LITERATURE REVIEW

This chapter provides the literature review that relevant with this study which includes the scope of education, aspect of speaking, and the benefits of educational background. In addition some prior studies are also discussed here.

A. Education in Brief

1. The Definition of Education

Education is the first early investment for child development, everyone deserves to be educated. Our parents start educating us about essential things in life and how to behave with each person, parents guide their child not just into the first step. They educate about rules of society and why we need to be followed to become a good human being. As the child grows older, parents try their best to provide the best educational environment to make their dreams come true (Sharma, 2019).

Education is the most valuable key to success. The power of education is not only in academic knowledge, but also finding your place in the world and acquiring life experience. It takes all the necessary steps to facilitate our life. And give us skills which will be appreciated by our families and employers, (Hutcherson, 2019). According to Nelson Mandela (1990), education is the most powerful weapon which you can use to change the world.

Education has been defined as a process of development, which consists of the passage of a human being from infancy to maturity. which they adopt themselves gradually in various ways to his physical and spiritual, in its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Education is the basis for development and empowerment for every nation (Rattansingh, 2012).

Many experts have defined the meaning of education. Hadley (2001 p.56, as cited in Sopiah, 2017) mentions that education means, well-planned effort in creating a learning environment and learning process. So that learners will be able to develop their full potential for acquiring spiritual, and religious strengths, develop self-control, personality, intelligence, morals, noble characters, and skill that one needs for him/herself for the community, nation and state.

From the definitions above, it can be concluded that education is a conscious effort carried out by families, communities, and the government. Through guidance, teaching, and training activities, which take place in school and, outside the school to solve the problems that will be faced in life and future.

2. Aims of Education

Education aims to enable us to determine curriculum, relevant teaching strategies, tactics, and techniques together with structuring of conducive, learning conditions and experiences. The aims provide direction to our educational efforts;

the 'ends' of education are determined on the basis of 'aims of education'. It is only after fixing the aims of education we can devise curriculum, methods, devices, and harness them for attainment of desired goals. Aims of education are not fixed and universal, these are changeable and relative in nature White, (2015)

We can point out some specific nature of educational as cited in (White, 2015) as follows:

- As education is not a single aimed activity, plurality is an important feature of educational aims. Different aims represent different ways of looking into the same thing.
- Educational aims differ in nature and orientation, some are permanent, definite, and unchangeable. Whereas others are flexible, adjustable, and changeable.
- Educational aims are related to the multiple needs of the individual, as well as, of the society.
- Educational aims are correlated with the ideals of life. Thus, educational aims change in keeping with the different schools of philosophy, religious, political, and economic ideals held by an individual or by a country. Therefore, the formulation of aims of education is the formulation of aims of 'life', itself.
- In reality, education is a reflection of society, and a process of social control. So educational aims are the means to shape and form a society. Educational aims change from age to age, and place to place these aims are not fixed.

From the definitions above, it can be concluded that educational goals are made to achieve the curriculum, and to create a learning process that is relevant. Also, educational goals will always change according to age, and trend so that education always stands and refers to the goal.

3. Types of Education

There are plenty of other classifications in the world, but the most common classification is the division of education into formal, informal, and non-formal education. A deep look of the educational forms is presented below:

a. Formal Education

Formal education is a corresponding education to a systematic with organized education model, structured, and administered based on laws and norms. That presents curriculum as an objective, and methodology in education. The formal educational structure just focuses on the school system (Melnic & Botez, 2014). Primary education, secondary education, military schools, and the university programs are included in the formal system of education environment. If students who cannot complete every step of this education they cannot start the next educational, Therefore formal education is an ongoing process (Sayers, 2016).

b. Informal Education

This type of learning is never organized and is guided by a rigid curriculum, also often thought as an experiential learning. from the

learners' viewpoint, these types of learning may be the most spontaneous. Learning does not take place in a formal setting, but learning can happen any time and in any place (Eaton, 2011). Informal learning" is organized to ensure a student's learning, the learner often does so unintentionally. For example learning a foreign language while living in a country where that language is spoken by conversations, with a friend or family member who speaks using foreign language or using the internet movies, songs, reading books, magazines or newspapers. Through this activity, students learn new things incidentally (Tudor, 2013)

c. Non Formal Education

The focus of non-formal education is placed on the student objectives programs, and methodologies are developed with basis on their needs and characteristics. With the curriculum adapting to the needs and interests of students, most of the activities take place outside the institution as for instance home (Melnic & Botez, 2014). Non-formal education and training are usually provided from educational institutions which are not recognized by the state but may be the alternatives. For example training programs provided by social community institutions such as; music schools, foreign language schools, community centers, or other centers which organize training courses for various skills (Tudor, 2013).

4. Level of Education

Indonesia formal schooling system is organized into three levels; first, Elementary School (sekolah dasar SD or madrasah ibtidaiyah MIN); second, junior high school (sekolah menengah pertama SMP or madrasah tsanawiyah MTs); and third, senior high school school (sekolah menengah atas SMA or madrasah aliyah MAN)

a. Elementary School

Elementary school is the level of formal education in Indonesia before continuing to a higher level, the Indonesian government introduced a six-year primary school in 1984. The elementary school aims to provide knowledge, skill, and attitudes to make students have a quality character (Saputri, 2013). According to Government Regulation No. 17 of 2010 Regulation of The Management and Administration of Education :

“Primary education is the level of education on the formal education pathway that underlines the level secondary education held on the unit of education in the form of Elementary School and Madrasah Ibtidaiyah.”

From the definition above it can be concluded that elementary and Madrasah Ibtidaiyah, is the same level that stand into different ministries in indonesia. Elementary school stands behind The Ministries of Education and Madrasah Ibtidaiyah stands behind The Ministries of Religion.

b. Junior High School

This first secondary education in Indonesia lasted for 3 years, students at this age are in a transition period from childhood to adulthood. Because of that junior high school and Madrasah Tsanawiyah aims to improve intelligence, knowledge, personality, noble character, and skills to live independently and follow further education (Sa'ud & Sumantri, 2003) According to Government Regulation No. 17 of 2010 Regulation of The Management and Administration of Education: *“junior high school is a form of formal education that organizes general education at the basic education level as a continuation from SD/MI. Madrasah Tsanawiyah, which is abbreviated MTs is a form of formal education that organize general education with the uniqueness of Islam.”* From the definition above it can be concluded that Junior high school and Madrasah Tsanawiyah, is the same level that stand into different ministries in indonesia. Junior High School stands behind The Ministries of Education and Madrasah Tsanawiyah stands behind The Ministries of Religion.

c. Senior High School

In senior secondary school, the curriculum becomes progressively more specialized with science divided into several fields of chemistry, physics, and biology. For example Madrasah Aliyah at all levels also teaches Islamic several subjects and this last secondary education in Indonesia lasted for 3 years (Heyward & Sopantini, 2012). According to Government Regulation No. 17 of 2010 Regulation of The Management and Administration of

Education: *Senior high School, which was next abbreviated as SMA, is a form of unit formal education that organizes general education at the intermediate level as a continuation from SMP/MTs. Madrasah Aliyah that abbreviated MAN is a form of unit formal education that organizes general education with the uniqueness of Islam at the level secondary education as a continuation of SMP/MTs.* From the definition above it can be concluded that Senior high school and Madrasah Aliyah is, the same level that stand into different ministries in indonesia. Senior High School stands behind The Ministries of Education and Madrasah Aliyah stands behind The Ministries of Religion.

B. An overview of Speaking Skill

1. Definition of Speaking Skill

According to Harmer (2007, as cited in Wahyuni, 2016, p.284) speaking is the ability to speak fluently and presupposes, not only knowledge of language features but also the ability to process information and language on the spot. Meanwhile, speaking ability means the ability to communicate with people using the appropriate language, to deliver the information, and to convey the message to be understood by the listener. Brown stated that when someone can speak a language it means that they can carry on a conversation competently. The success of speaking is shown when the speaker is able to speak relevantly, easily, comprehended, and at an acceptable level to the listener (Brown, 2001 as cited in Septiana et al, 2017).

Speaking is also a multi-sensory activity because it involves eye-contact, facial expressions, body language, tempo, and pitch variation. Speaking is social

nature, in the sense that it establishes rapport, and mutual agreement. Also maintains, and modifies social identity. This social element is expressed through wishes, feelings, attitudes, opinions, and judgments which can clash with the formal nature of the classroom when teaching speaking (Thornbury, 2006, as cited in Nazara, 2011, p.30).

Speaking is a complex skill which involves an interaction between the speaker, and the listener in an active process. The speaking skill consists of five components: grammar, vocabulary, fluency, comprehension, and pronunciation. Thus the students have to master the entire components to achieve the aim of speaking skill, and to communicate (Brown, 2004). The goal of speaking should improve students' communicative skills because, only in that way students can express themselves, and learn how to follow the social and cultural rules appropriately in each communication (Yuliandasari & Kusriandi, 2018).

From those theories it can be concluded that speaking skill is the important skill in learning English because speaking is a skill to use a language appropriately to express someone's idea, opinion, or feeling in order to give, and get information in doing communication.

2. Components of Speaking

In speaking, there are certain components that the learners will fulfill, which can be used as a test of whether our speech is successful or not (Kurniati et al., 2015).

a. Fluency

Fluency is the ability to read, speak, or write easily, smoothly, and expressively. The speaker can read, understand, and respond in a language clearly and, concisely while relating meaning and context. Fluency in speaking is marked with a fast speed and only a small number of pauses, these signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the statement above it can be concluded that fluency is one of a variety that is used to characterize, or measure a persons' language ability.

b. Grammar

The use of grammar is to learn the correct way to acquire proficiency in the spoken and written language, grammar needed for speakers to arrange a correct sentence in a conversation. Greenbaum & Nelson (2002, p. 1) argue that grammar refers to a collection of rules that allow us to combine words into larger units in our language. From the statement above it can be concluded that, the function of grammar is to arrange the correct meaning of the sentences based on the context, to avoid misunderstanding.

c. Vocabulary

Vocabulary means the appropriate diction which is used in communication; without having a sufficient vocabulary the speakers cannot express their ideas communicatively, and effectively in oral also written form. So it is a useful and fundamental tool for communication and knowledge acquisition..

d. Comprehension

Comprehension is when the speaker understands the context of the conversation, and is able to give appropriate responses according to the question (Rahmawati & Ertin, 2014). From the statement above, it can be concluded that comprehension is needed to avoid misunderstanding between the speaker and listener.

e. Pronunciation

Pronunciation is the knowledge of studying about how the language of the word is produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand. From the statement above it can be concluded that, pronunciation involves several aspects including articulation, rhythm, intonation, phrasing, gesture, body language, and also eye contact more peripherally (Kurniati et al., 2015).

3. Teaching Speaking

Teaching speaking is one of the critical aspects of the teaching, and learning process. The purpose of teaching spoken language is to improve the ability to communicate in that language effectively, involving both comprehension and development. The aim of teaching speaking should improve the communication skills of students because, only in this way students can express themselves, and learn how to follow the appropriate social, and cultural rules in each communicative circumstance (Anggraini & Oliver, 2019).

Teaching speaking is not easy because English is not a native language in Indonesian. Basically people have many difficulties learning it, it is because their environment does not speak English, people only speak in English when the time of lesson, it means that the opportunity to practice is not enough Nunan (2001, as cited in Laksana, 2016)

Brown (2001, p.275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

These principles imply that the development of English teachers' should be close to practice and should include strategies to reflect students' experiences individually and collectively (Pakula, 2019). It is important for teachers' to guide the learners systematically, also introducing activities that are integrated and sequenced. That allow students' to raise their awareness of the knowledge, skills, and, strategies needed for different types of interaction and discourse (Burns, 2019)

As Harmer (2007, p. 108) said, a teacher can act in many ways as a controller, prompter, participant, resource or as a tutor. Unfortunately, in our context, the teacher is the controller of a classroom. In case of his suggestions of facilitate learning, he said that the teacher should be democratic, and should let his/her students participate in decision makings rather than controlling the class

From those theories it can be concluded that a teacher should be more than a teacher, he or she is supposed to be a facilitator in language learning. The process depends on how teachers work and the organization of teachers' plans must be the main point because the rules and techniques that teachers use are essential.

4. Types of Speaking in The Classroom

According to Brown & Abeywickrama (2010, as cited in Rahmawati & Ertin, 2014 p. 3) there are at least five types of speaking, the list below is ordered from simplest to most complex in terms of the requirements of oral production for the students'.

1. Imitative

Imitative speaking is when the students need to acquire some information, and then reproduce it orally without having to add an extra explanation. What comes out from them is just the information that they hear. The purpose is only to replicate what was said to them “repeat after me” is a typical example of this activity.

2. Responsive

Responsive is an authenticity thing in conversation therefore, the students are stimulated to speak promptly. Responding to a short conversation, and making a simple request or comment are a kind of activity that belongs to this type of speaking.

3. Interactive

In Interactive, the complexity of the sentences is the major difference with responsive speaking. The number of speakers also matters as sometimes, it needs more than two people in the conversation.

4. Intensive

Intensive speaking does not emphasize pronunciation or phonological aspects, just need to understanding meaning to respond to certain tasks, but the interaction with the counterpart is minimal, the activity sample is reading aloud, sentence, and dialogue completion.

5. Extensive

Extensive speaking involves a wide range of speech production, including speech, story-telling, and etc. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

C. Educational Factors Affecting Students' Success

In the educational system, a student's success is not due to one particular factor. Instead, those students who succeed tend to benefit from the state of affairs that sustain their journey from numerous angles. The more of these factors the

improved the likelihood that a given student will do fine in educational institutions, motivation is a key factor that can be defined as an internal force that helps learners complete an academic task. Still to attain success (Khurshid, 2014)

According to Khurshid (2014), other factors are also equally important, which includes:

- a. Learners' intellectual abilities,
- b. Personality patterns,
- c. Quality of parenting,
- d. Quality of institution,
- e. Family' socioeconomic background,
- f. Family participation,
- g. Successful peer group and siblings.

The other important factor playing a part in the quality of teachers' performance is the learning-teaching environment, which can be approached in two ways (Santiago 2002, as cited in Szell, 2013)

- a. Teaching Technology
 - *Teaching and Learning Practices*: Interaction between Teachers and Students; Materials and Resources used in the Classroom (e.g., ICT); The Nature of Learning Tasks Done by students.
 - *Academic Standards and Assessment Practices*: Curriculum content and graduation requirements; Methods for Assessing Student Progress (e.g., Tests, homework)
 - *Class Size and Teaching Loads*.

b. School Environment

- *Partnerships: Parental and Community Involvement*
- *Peer Effects*
- *Internal Organisation of Schools, Leadership, Academic Norms*
- *Quality of facilities*

The approaches above indicate that the quality of teaching, learning achievement, and teacher quality all have complex, closely related micro- and macro-level elements of observable qualities, also elements that cannot be or can only indirectly be observed. Simultaneously, additional factors are making up the teaching environment (teaching technology, school environment) (Szell, 2013).

Besides other factors, socioeconomic status is one of the most researched and debated aspects among educational professionals that contribute to students' academic performance. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that low socioeconomic status has a negative effect on students' academic performance because the basic needs of students remain unfulfilled. Hence, they do not perform better academically Adam (1996, as cited in Farooq et al., 2011).

Based on the description of the opinion above, it is concluded that the factors that influence learning success are divided in two factors'. First internal factors include biological conditions, personality traits, and level of development. Second external factors which include family, socio-economic conditions, cultural influences, and social groups.

D. Educational Background and Academic Achievement

The different characteristics of students of course color every class in this case English Education Department, and there is no specification of classes based on educational background. Moreover, they come from different educational backgrounds which every school has a different goal in teaching English, one school is different from others; some schools perhaps have good programs, and good teachers that lead students to have enough knowledge. Some others perhaps do not have, thus a school has an important part to determine students competence, and it influences the learning process when they continue their study at university (Shopiah, 2017).

Some people distinguish the two as a means to separate experiences students have had in their lives; the knowledge and language are needed to be successful in learning a content topic. When it comes to students from diverse cultural and educational backgrounds, they have a variety of knowledge that relates to a particular topic. Some students may have a higher degree of academic schooling, but some of them may do not have it (Herman, 2013).

For the determination of a mature attitude towards the acquisition of success, students' must have awareness of their goals, awareness about existing trends in the subject, awareness about the job market, and awareness about all possible resources that can be used to attain success in an educational endeavor (Ferdoes, 2016). Based on the explanation above, it can be inferred that students' educational background is not less important in the learning process, and may influence students' achievement in learning English.

E. Previous Study

There are some researches that have a similar focus as this research. For instance, the research by Sophia (2014), with the title “the influence of students’ educational background on their achievement in learning English” generally attempts to see whether, students’ educational background influence students’ achievement in learning English at the second and fifth semester students’ of English Education Department UIN Jakarta academic year 2013/2014 and 2012/2013. To know students’ educational background, the writer used questionnaires in each three classes. Then, to know its influence, she used comparative study by comparing students’ achievement especially students from SMA and MA backgrounds. As the quantitative method, the writer analyzed the data by using t-test. The result showed that there was no significant influence of educational background between the students from SMA and from MA, in other words the students’ educational background did not influence students’ achievement in learning English.

The research by Kamaliya Urfa (2016), with the title “correlation between parents’ education level background and students’ English learning achievement at The Seventh Grade Students Of Mts NU 13 Ar-Rahmat Sukorejo-Kendal” uses a quantitative approach because the analysis of this study stresses on the numerical data that are processed statistically. Then the data were collected through documentation and questionnaire. In this study, the researcher used cluster random sampling technique to get the representative sample. The researcher takes one class among the classes randomly, the total students of the class is 30 students. The

researcher analyzes the data by single correlation using the product moment formula, the result of the analysis is interpreted to find out the correlation between parent's education level background and students English learning achievement at the seventh-grade students of MTs NU 13 Ar-Rahmat Sukorejo-Kendal. In this research, it was found that there was a significant correlation between parent's education level background and student's English learning achievement.

The research by Honip (2018), with the title "the influence of students' perception on English classroom environment toward students' Achievement in English" was aimed to investigate the influence of students' perception on English classroom environment toward students' achievement in English at the Seventh grade students of SMP Al-Irsyad A- Islamiyyah Boarding School Purwokerto. The participants of this study were 30 students, the data were collected from English students' scores in the second semester of the academic year 2017/2018 and questionnaire about English classroom environment. The questionnaire was also used to compare students' score and perception toward English classroom environment. The results of the questionnaire show that the average of students' perception on English classroom environment is *good*, in scale 3.40. This is supported by the achievement of students in English subjects, proved by students' score in which the average of students' score is 88.6 meaning that students have *good* achievement in English. Those data implies students' perception of the English class environment determines a strong impact on their academic achievement.

The research by Ibrahim et al.,(2017), with the title “impact of school facilities on students’ academic achievement” sought to find out if there is a relationship between school plan and facilities and students’ academic achievement in Senior Secondary Schools in Bauchi State. The hypothesis was tested using Spearman rank. The result of rank on school plan and facilities indicates that there is no significant relationship between school plan, and facilities and students’ academic achievement in public Senior Secondary Schools in Bauchi State.

The research by Farhana Fardoes (2016), with the title “Influence of Students’ Socio Cultural and Educational Background on English Language Learning” aimed to investigate the socio cultural and educational factors that influence on student’s English language learning among secondary level school students of Dhaka, Bangladesh. The researcher chose 4 different schools from Dhaka out of which two were Bengali medium and two English medium schools. The researcher handed over the survey paper to the students and oversaw the survey completion. The participants were 240 students which 120 were from Bengali medium and 120 students from English medium schools. The researcher employed a mixed method of analysing data consisting of both qualitative and, quantitative data analysis. The results of this research proves the influence of parents education, economical standard, and parents involvement on students schooling guiding for L2 learning. And the curriculum of English medium school help those students to learn L2 better than Bengali medium students.

The differences between some previous research above with my research are in the methodology and the sample. Most of them use quantitative and mixed methods; and most of them use students' in junior and senior high school as a sample, just one researcher uses college students as a sample. Also, the previous research above focuses on parents' educational background and family environment. In this study the writer uses descriptive qualitative as a research design and do the interview to find the data about their educational background that may bring impact for the students when they are learning in English Department.



CHAPTER 3

RESEARCH METHODOLOGY

In general this chapter describes reasearch methodology that consist of reasearch design, reasearch location, reasearch participant, technique for data collection, and technique of data analysist. It show the process of how the reasearcher complete this study.

A. Research Design

Based on the research questions, the approach which is used in this research is Qualitative approach states (Creswell, 2014, p. 32) :

“Qualitative research is an approach, for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. 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. The final written report has a flexible structure, those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation” (Creswell, 2014, p. 32).

This research uses a qualitative approach, because the analysis on this study stresses on the deep explanations that are analyzed and processed with interview sesion. The Qualitative research method is specifically designed to uncover a target behaviour, its connection to a particular topic or issue; it uses in-depth analysis of small groups of people for building theories. The results of qualitative research are not predictive, but descriptive (Charol, 2016).

B. Research Location

This research was conducted at Ar-raniry State Islamic University Banda Aceh, the campus is located on Abdul Rauf street, Number. 2 Kopelma Darussalam, sub-district Syiah Kuala Kota Banda Aceh. In carrying out this research, the researcher conducted the study analysis at the faculty of education and teacher training, this faculty is aimed to train the students in becoming specialists in the area of education. The English Education Department of Ar-raniry State Islamic University is selected by the researcher because this department is assisting the students to become a professional English teacher.

C. Research Participant

a. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012, p.142). According to Sugiyono (2012), population means the generalization region consists of an object or subject that has certain qualities and characteristics determined by the researcher to be studied and drawn the conclusions. In this research, the population are the students' at seven semesters on English Department UIN Ar-raniry, the academic year 2017. According to the department database, there were 230 students of English department in the academic year 2017.

b. Sample

Creswell (2012, p.142) says that "the sample is a subgroup of the target population that the researcher plans to study for the purpose making." The

researcher uses a purposive sampling technique. According to Arikunto (2010, p.183), purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of the area. It is chosen based on the specific purpose, therefore this study will have fewer participants. First, the researcher asked the students' Speaking TOEFL, or IELTS score with questionnaire. Then, their scores were classified based on high, middle, and low level. Later, the amount of seven students who have a maximum score were selected to be the participant of this research.

D. Technique For Data Collection

The researcher uses questionnaire and interview in gaining the data required in the research.

Questionnaire

The questionnaires are used to support the researcher in selecting participants that have a maximums' Speaking, TOEFL, and IELTS scores and to know their educational background experience. In facilitating the participants when answering their score, the researcher provides "Google Form" by using an opened and closed questionnaire. According to Arikunto (2006), with opened questionnaire, the respondent can answer the questions using their own sentences; meanwhile, using a closed questionnaire, the respondent can directly choose the appropriate answer.

a. Interview

To know students' educational background and their experience that impact on students' achievement, this study applies the semi structured interview for data

collection. The overall purpose of using semi structured interviews is to gather key information in the form personal experiences, attitudes, perceptions, and beliefs related to the topic of interest (Dejonckheere & Vaughn, 2019). According to Boyce & Neale (2006), an interview is particularly useful for uncovering the story behind a participant's experience, and pursuing in-depth information around the topic. In qualitative research, specifically interviews are used to seek the meaning of central themes in the world of their subject.

According to Creswell (2012), an open-ended question gives participants more options for responding. Open-ended questions are free form survey questions that allow respondents to answer in open text format, thus they can answer the questions based on their complete knowledge. The sessions of the interview are expected to take place for a maximum of twenty-five until forty minutes and all interview results are recorded.

E. The technique of Data Analysis

In analyzing the data of the questionnaire, the researcher categorizes the score range in each part, they are scores at speaking classes for basic, intermediate, and public speaking (A score); then their TOEFL score (490-600), also IELTS score (minimum 6). Then the questionnaire results are presented in table form.

In the interview stage, the researcher will assess all students' characteristics, environment and experience in learning when he or she is in junior and senior high school. Also their non-formal education and the benefit of the environment from them, the data obtained from the interview will be collected and being transcribed, by using different labels or codes and will be explained descriptively.

Based on those statements, the researcher divides the activity in analyzing data of interview results into three activities: coding, data display, and drawing conclusions.

a. Coding

Coding in its most basic form, is the simple operation of identifying meaning in the data and labelling them with a code. Coding is an approach which makes the researcher revisit all aspects of the data collected, including that researcher, may not have noticed during the actual data collection. when coding the data, the researcher has to look at each individual sentence and paragraph in the data and make a judgement about its meaning (Skjott, Linneberg & Korsgaard, 2019).

b. Data Display

Data obtained from the results of interviews and documentation were analyzed then, presented in the form of interview notes and documentation notes. Data that has been presented in the form of interview notes and documentation notes, are coded to organize the data. Each coded data is analyzed in the form of reflection and presented in text form (Milles, Huberrma & Saldana, 2014).

c. Drawing conclusion and verification

Based on the data that has been coded and presented, the researcher makes conclusions supported by strong evidence at the data collection stage. Conclusions are answers to problem formulations and questions that have been expressed by researchers since the begin

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the result of the questionnaire and interview analysis. This study aims to explain the effect of students' educational background toward their English speaking skill.

A. FINDINGS

a. The Description of Students' Speaking Competency and their Educational Background

Before conducting the interview, the researcher shared the questioner to all students of English Language Department in batch 2017. The questionnaire consisted of ten questions related to their identity, score, and school background. The results of this questionnaire are used to facilitate the researcher in selecting sample. To reduce a number of sampel, the researcher chose interviewee based on their TOEFL score in range 490-600 (four hundred and ninety until six hundred); and the students that have A score in all three levels of speaking lesson, basic speaking, intermediate speaking, and public speaking. The students speaking and TOEFL score can be seen as follows:

Tabel 4.1***Students Speaking and Toefl Score***

No.	Name	Basic Speaking Score	Intermediate Speaking Score	Public Speaking Score	Toefl Score
1.	ZDF	A	A	A	373
2.	UM	A	A	A	419
3.	CH	A	A	A	432
4.	NZ	A	A	A	450
5.	MNM	A	A	A	450
6.	ZN	A	A	A	450
7.	KA	A	A	A	450
8.	FM	A	A	A	470
9.	SA	A	A	A	470
10.	RS	A	A	A	470
11.	RO	A	A	A	473
12.	RR	A	A	A	481
13.	SM	A	A	A	486
14.	CD	A	A	A	490
15.	SL	A	A	A	500
16.	NU	A	A	A	500

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17.	NF	A	A	A	533
18.	PM	A	A	A	563
19.	NA	A	A	A	567
20.	DM	A	A	A	570

From tabel 4.1 above shows that from 54 students who return the questionnaire there are 20 students who have straight A for all levels in English speaking class. Majority of these students have low TOEFL scores; the lowest one is 373. Only 7 of them have the equal score between speaking and TOEFL in range (490-570); then, these seven students are chosen to be interviewed. The following table shows the description of the interviewee.

Tabel 4.2

Participants Education Background, Speaking and Toefl Score

Name	Basic, Intermediate, & Public Speaking Score	Toefl Score	Junior & Senior High School	Extracullicular & Courses
CD	A	490	- MTsN Grong-Grong -SMKN 1 Sigli	-
SL	A	500	-Al-Munjiya Islamic Boarding School -MAN 1 Aceh Selatan	-Language Club -Story Telling -English Speech
NU	A	500	-MTsN 4 Banda Aceh -SMAN 4 Banda Aceh	-English Courses

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NF	A	533	-MTsN Model Banda Aceh -MAN Model Banda Aceh	-
PM	A	563	-MTsN Model Banda Aceh -MAN Model Banda Aceh	-
NA	A	567	-MTsN Lhoksemawe -MAN Lhoksemawe	-English Speech
DM	A	570	-MTsN Model Banda Aceh -SMAN 4 Banda Aceh	-Debate Club

b. The Impact of English Educational Background on English Speaking Skill

The result of this research was based on the data interview of English Language Department students at seven semesters, in Faculty of Education and Teacher Training Ar-raniry State Islamic University. Seven females were interviewed with 10 (ten) main questions and several follow up questions, related to students' perception about their educational background toward their ability in speaking English. Seven participants were marked as initials in order to keep participants' privacy; Participant 1 (CD), Participant 2 (NA), Participant 3 (NF), Participant 4 (PM), Participant 5 (NU), Participant 6 (SL), and Participant 7 (DM). The Interview spent about 20 until 30 minutes for each participant. Because of the pandemic situation the researcher did an interview session via phone interviewee's. Answer and opinion was recorded by an audio recorder, then the result was transcribed

The first analysis is focused on, the impact of students' educational background in improving their speaking ability. The impact is divided into four categories, those are; have more confident to talk in English, have good basic knowledge in English and speaking, have more interest to learn English language, and have more opportunity to practice the skill.

1) Have More Confident to Talk in English

Based on the interview result, some participants argue that their confidence and beliefs when they speak in English more improve. Because they try to challenge themselves, to practice English in the real situation.

P6: "I prefer my Experience in real life for example, I joined an exchange program so in that program I met a lot of native speakers. And it is more effective when I practice my English speaking skill with the native speaker, than I just talk with Indonesian so i prefer to talk with non-Indonesian. Because, it can improve my confident so I think that is impact ya I meant like the friends that we talk to is also the important thing. "

P2:" I get the confidence since I was in senior high school because, I challenge myself to follow the competition. And it helps me to speak in public."

2) Have Good Basic Knowledge in English and Speaking

Most of the participants stated that their previous school and course help them to have a basic knowledge in English, and all of them argue that their educational experiences in junior and senior high school help them to improve. Even not too much but with the knowledge, they can practice alone by themselves.

P5:" My English course, very help me to understand the basic knowledge in English. Because it is very limited students in every class, and I feel like private class."

P4: "I think the knowledge that I got from both schools helped me in the university because, I continue my study in English Department. So the basic knowledge about the structure like tenses is very useful for me."

P3: "My junior and senior high school equally helpful, in my junior high school I got more knowledge from the teacher. But in senior high school, I learn by myself a lot."

P6: "Based on my Experience I think my junior high school really impact me because, in my junior I have a good circle to practice speaking. And in senior I have a lot of time to learn English from movie and music, so both of school junior and senior, are really-really help me in improve my speaking."

P5: "My English skill improve but not a big improvement, when I was in junior high school I got the improvement in vocabularies. Then in senior high school I got the improvement in tenses also text, and it is really help me at the first semester in English department. I can concluded, the improvement in English skill since I learn in junior and senior high school is 70%."

3) Have more Interest in English Language

Some students state that their experience in learning English, at junior and senior high school lead them to like English.

P1: "After I know about English and I learn a bit about English privately, I have a dream to go abroad. And things that are makes more motivated to learn English, I love to learn a lot of languages. And what makes English more motivated than other languages when I see the speech from a foreigner, and I feel like I wanna have that kind of public speaking skill. And I wanna go abroad, that makes me motivated to learn English more."

P2: I have two different reasons for loving English ,the first reason comes when I am in junior high school. I love English because I like learning new languages, and when I am in senior high school, my interest in learning English more increase because my big dream is to go abroad and live there."

P7: "I think I am very comfortable learning English, so even though sometimes it is hard, I still want to learn. But in another lesson that I do not like I do not want to learn, and I feel it is very easy to understand when learning English, since in junior and senior high school."

4) Have more opportunities to practice the skill.

Some Students' try to improve their speaking skill by following the extracurricular, English courses or clubs, and some of the competitions related to English speaking skill. These activities have added some experiences in learning English and speaking skill.

P6: "When junior high school I was in boarding school, I have a lot of educational Experience in there so many activities in my boarding school. I join several of them one of them is a language club so I learn about English and Arabict there, I also join some competitions like storytelling and English speech. Both of the competitions that I followed when I was in junior and senior high school, I think my extracurricular gave me a good impact. Because it is non-academic things, I meant like it is not school it just courses So they help me."

P2: "When I am in Senior high school, I start following speech competitions at school annual events. And I am winning the competition, after that I am representing my school to following speech competition at RRI goes to school event. I am also following the courses to prepare SBMPTN outside the school."

P7: "I being one of English debate member in my senior high school, but I never following the competition. And this club was formed because there is a debate competition that is held in another's school. So our school searches for the candidates that can speak English that is why the club there."

c. How School Environment Support Students' Speaking Competency

The second analysis is focused on, the school environment and circle that support the participants in learning English at the formal institution. Here the researcher divided the points into four effects; provide particular school program and learning discipline, have enough facilities and media to learn English, hire great English teacher, and supportive classmates or peers.

1) Provide Particular School programs and Learning Discipline

Some participants have a variation school programs, that give an opportunity for them to have additional time in learning English and speaking at school.

P5 "In my junior high school, there is a Kultum program after praying ashur but it is only for top class. So every students must kultum using two languages English and arabict, I think the programs can improve my public speaking."

P5:" In my senior high school there is an additional class on the Saturday, that we can choose two subject in every major like science, social and language. Then I choose English subject, so I think I do not need to continue the courses again."

P7 " In senior high school there is lintas minat program, that we can choose another subject in another major like sciences major can choose social lessons. So I chose an English lesson as my additional class."

P6:" I think it is because of my junior high school, so actually when I was in elementary school I did not like English. I think it is hard to learn about it but in junior high school, because this is boarding school so the teachers ask to use English in our daily life. "I said I can-not speak in English" but, they encourage me to speak if I speak indonesian they will give a punishment. So at the first time I learn it by forcing and I think like, oh my god why this language so hard but day by day week by week year by year I falling love with English. Because I think this is a beautiful language, I can gain new friends, new knowledge by speaking and learning English."

P6:" Actually in my junior high school it is a unique thing, I do not know if the other schools have it or not. But it is the unique things from my school, so they make a spay in every day. In my junior high school there is a language division and they will choose a spay in day, so the spay looking from students that break the rules. And I think it is really unique because it is like a game where we do not know who is the spy but we need to be carefull. We need to maintain our English speaking skill, it is easier and funny."

2) Have Enough Facilities and Media to Learn English

Somes participants have enough facilities and media, in both senior and junior high school to make the teaching learning process more effective.

P3" In Madrasah Tsanawiyah it is really helpful because there is a language laboratory and infocus at the class. Also the teacher focus on speaking in teach us, in Madrasah Aliyah also have language laboratory but we rarely to go there, we just learn at the class but sometimes we used infocus to watch the material or listening the music."

P4" In my junior high school we have a language laboratory, so if we want to listening we came to the laboratory. Then in every class also have an infocus, sometimes we used it. And my teachers make the class more active by playing drama or interviews, so it helps me to improve my speaking. But in my senior high school we also have the infocus in every class, we often use it when we learn English with the course teacher in the afternoon."

P5" While we learning English on the class, sometimes the teachers use the infocus as an media. But in my Senior high school sometimes we comes to language laboratory, to learn listening. Then while teaching at the class, the teachers also use infocus as a media."

P7:" That i remember when i was in junior and senior high school, i feel very happy when learning listening on the laboratory. And my English teacher also use the power point as a medium to teach us, i think it works on me to improve my listening and speaking skills."

But the other participants just have complete facilities in one school only, some of them have enough facilities at both schools but their English teacher does not use the media.

P1" In my senior high school, because is vocational high school so we have a lot of technology facilities. Maybe could help to improve our speaking skill, because when the teacher teach about speaking skill we are going to laboratory. And then, we just do the practice using the audio of course using the technology facilities, but there is no really much."

P2:" Talking about facilities in my junior high school there is a language laboratory, i can say 4/10 percent we learn at the laboratory. But in my senior high school there are no facilities to increase and help us in studying English,

because my school just has two infocus and we use the infocus interchangeably with other classes."

P6:" In senior high school there is a computer lab, but we never go there. When we learn with a young English teacher, he always turns on the music before we start the class. And we can also request the music, after listening to the music she asks what the music tells."

P6 also added simple facilities, such as memorizing five vocabularies every night, a lot of vocabularies in every wall, and a wall magazine are very useful for her in learning English language. Because she comes from boarding school, so automatically her school have some facilities to support, and help all students in learning foreign languages.

P6 " Actually in my junior high school every night my teacher always gives us new vocabularies, every night 5 vocabularies and I think it really helps me to develop the vocabulary. Because, they not only give us the vocabulary but we also need to memorize it. And used it in daily conversation. Also in every wall and place, at my junior high school there is a lot of vocabulary. So wherever we go we can see the vocabulary that relates to the place and, I think , it is a creative way to give us the familiar vibes in English . It is a simple facility that can give a big impact for us, but in my senior high school they provide a wall magazine, they just put the vocabulary there. Actually I am the only person that makes the vocabulary, so my English teacher asks me to make ten vocabularies every week. After that I always make it and, I handle that wall magazine."

3) Hire Great English Teacher

Several participants admitted that they felt helped by the media that teachers used in the teaching-learning process and the teachers' good in pronunciation.

P3:" My English teacher in my junior high school when I was in the third grade, I think they are competent and very helpful in learning. Because at that time I was very afraid to stand in front of the class. I cannot speak English but, the type of that teacher in learning is the more you cannot speak the more she asks you. so because I often present or answer the question in front of the

class, I start to love English at that time. And my teacher also gives feedback, like saying "your English more improve". But for senior high school there one teacher was very competent because she graduated from Jerman. And she uses full English in the class. She teach me when I was in the second grade. It is really interesting when listen to her speak with English, like in the new world but she is very busy."

P4:" My English teacher in junior high school was very helpful, I meant my teacher in the first grade. Because he teach us using the media. I think there are some teachers who help to improve English by using the media, like listening to music or watching. But my English teacher in my senior high school rarely used the media while teaching, they focused more on the material in the book. But without any media I can understand the material that they deliver, so I can conclude that my best English teachers in senior high school is my teacher in the first grade. Because sometimes, he command me to doing conversation."

P5:" My English teachers help me to learn English, if I am not unable to speak with grammar over all their teaching is good enough. Then my senior high school teacher I think more creative because we do the practices like making posters, and advertisement. So we can make a product. Also my English teacher in senior high school implemented only English in English class, we cannot speak with other languages, if we speak with Indonesia the teachers will remind us. I think 50% of my English teachers in my junior high school help me to learn English, and 70% of my English teachers in senior high school also help me to learn. Because the material is more advanced, even both of the two schools just help in the structure but in practice i am doing a lot by myself."

P6:" I had my own favorite English teacher when I was in senior high school, because he was really-really flexible and he very understand what students need. He make the lesson more fun with creative media like movie or music, and I think he is competence enough to teach because he graduate from English department to. Also he has a lot of Experience and he was a tour guide back than, so I think he focus on speaking, listening, and grammar. But the most part that i like, when he teach about speaking. In junior high school I also have a favorite teacher but it is an old teacher, is not young teacher as my junior high school but I like this teacher. Because she just speaks like a native speaker, I just comfortable learning with her. She has a good accent sometimes, the material makes me bored. Because the material is based on the textbook, but I adore her with her speaking and, I think it makes me happy, not really boring."

P7:" The first thing is my English teacher in my junior high school, the things that make my improvement from the teacher because, she is very kind and

close with me. Based on my opinion, my English teacher that teach me in junior high school is very competent, her pronunciation is very clear. She is very good at teaching until I am very happy to meet English lesson at that time. Until now my English teacher being as a senior from another English teacher on my junior high school. When I was in senior high school my English teacher when I was in extra class was very competent, the way she teach like a lecturer also the learning environment is very fun."

Meanwhile, P1 and P2 just got and used the motivation from their teachers to practice by herself.

P1:" First in junior high school my English is not really improve but, I love English because of the teacher as I said before. The teacher in my junior high school is really really competent to teach English, that is why I love English I meant I love English scenes I was in Elementary School. But when I am going to junior high school, my interest of English just improves because of that teacher. So I think she is really competent. She has insight about English, not just about English but about the places, I think all about foreign. But what I got is that she is not really help me to improve my English, but she is help me to improve my motivation to learn English. Because with motivation I can learn it by myself after the class. Yes, first I love the teacher and I learn by myself."

P2:" I think in my junior high school, my English little bit better because my English teacher can motivate and support me in learning English. So because of her I can use the motivation to practice by myself, I can make the category when I was in junior high school, my English teacher at the third grade can help and support me in learning."

4) Supportive Classmate and peers

P6, P3, and P4 state that in both junior and senior high schools, they have friends and peers to do a discussion together in English lessons.

Even though some of them rarely speak in English.

P6:" I have one friend is my close friend, both of us love English so much. So we practice together and also we learn together, not only her but also my friends in my class. They give me energy, when I was in junior high school I have a really really supportive circle to learn English, not just friends but also my seniors there. I also learn many things about English from them. And in my senior high school, I also have the same close friends as in my junior high

school. Because we choose the same school, we learn and sharing together until now even though she is not in English Department."

P3:" Most of my junior high school friends are interested with English, they know about English. So if I have any problems in learning, they will help me event we rarely speak with English. I can say we rarely practice our speaking skill, but they have good pronunciation. so if they teach me with English I know how to pronounce the words. My senior high school friends also know about English, if I ask them about the meaning of the words they can answer correctly .But we rarely discuss about English subject."

P4:" I often doing a discussions about English subject with my junior high school friends, but we rarely speak with English. My senior high school friends are also same we often discuss together but, to speak together, they are not interested. Sometimes they often ask me because they are not confident with their skill. So I can conclude that my junior high school friends more help me in learning than my senior high school friends. Because most of them smart."

Meanwhile, P5, P2, P7 stated that they just got friends and peers who understand English only at one school level.

P5:" Most of my senior high school friends can speak English, sometimes we use English when we speak. Also, if I have a problem with English subjects, I ask them we learn and discuss together."

P2:" I only got friends who could know English when I was in the third grade at junior high school, but we just sharing about grammar, not in speaking. We never speak in English even though we often sharing but we never speak with English."

P7:" My junior high school friends very good in English, and we often discussed together, and sometimes I make a grub work to solve the task."

B. Discussion

The purpose of this research is to discuss the impact of students' educational background toward speaking ability of English Department Students in seven semesters at Ar-raniry State Islamic University. The researcher collected the data

by using semi structured interview, this research consists of two research questions. Both of the research questions were answered by the interview result. The first research question was "How does students' educational background affect their speaking ability". According to the result of the interview, the researcher found four impacts that improve students speaking competency they were: more confident to talk in English, have a good basic knowledge in English and speaking, then have more interest in learning English and speaking, and have more opportunity to practice English speaking skill.

The interview results prove that some students get the confidence to talk in English because of their experience in learning English at the formal, and non-formal institution. With the confidence, they are able to speak in the public. The result is similar to Songsiri (2007) Students' confidence in language learning making them brave enough to keep going in activities, whenever they meet some tough situations.

The second impact is a good basic knowledge in English and speaking skill. In this case, the researcher found all students stated that, the schools help them to have a basic knowledge in English, such as grammar, vocabularies, and pronunciation in speaking which they got from senior, junior high school and courses. Brown (2004) states, speaking skill consists of five components: grammar, vocabulary, fluency, comprehension, and pronunciation. Thus the students have to master the entire components, to achieve the aim of speaking skill and to communicate.

The third impact is having more interest in English language, all of the participants stated that their previous learning at school and courses motivate them to learn English as a foreign language. In chapter two the researcher mentions that motivation is a key factor that can be defined as an internal force, it helps learners to attain successful and complete an academic task (Khurshid, 2014).

The fourth impact is: have more opportunity to practice English speaking skill. Extracurricular was the additional activities that were followed by students, in the school environment or outside the school. Some of the participants have been following some extracurricular activities related to English speaking skill, such as English courses, language club, and speech competition. It helps them in understanding the basic knowledge and improving their self-confidence. This result was in line with the theory by Bayesa, (2017) who mentions that the extracurricular such as language club, English club, speaking club, debate club, etc, is aimed at achieving to improve learners ability in English.

Moreover, we moved to the second research question, "How does school environment support students' English speaking competency." The researcher divided into four supporting factors to answer this question; the first factor is providing particular school programs and learning discipline, the second factor is having enough facilities and media to learn English, the third is hiring great English teacher, and the fourth factor is encouraging supportive classmates or peers. These factors were related to school environment that support students in improving their speaking ability at school.

School programs are the crucial rules in preserve students' speaking ability. For instance, one participant comes from boarding school, so she must speak in English at school every day. Actually, this learning attitude has become a habit for her. However, another participant that comes from regular school also has a learning discipline at their school like additional English class, so they use the opportunity to learn English and speaking deeper. Fadil et al., (2018) stated that English program is an answer to deal with the real situation, this opens a wider opportunity to students to be more communicative in English.

The second supporting factor is school facilities. All participants admit their schools have enough technology facilities which make them easier when they want to practice using particular media; however, although the facilities are good sometimes, the teachers do not use it. Ibrahim et al., (2017) found on their study that schools with better facilities may produce a higher level of learning, school facilities are built to students' educational needs, but the facilities must be related to the curriculum system.

The third supporting factor is having a great English teacher at school, English teachers could be the motivation for students in learning English. All participants have favorite English teachers in both school levels, the knowledge and the media that teachers deliver and use make English more interesting and easy to understand. These teachers usually have creative ways in teaching, and also have a good pronunciation. Szell (2013) declares the important factor playing a part in the quality of teachers' performance is the learning-environment, such as

materials and resources used in the classroom, and the methods for assessing student progress.

The fourth supporting factor is supportive classmates and peers. Some participants have peers or classmates to share the knowledge in both of school levels, even though they rarely practice speaking English together. The researcher also found that one participant did not have any friends, peers, or partners to practice together, because no one can speak English at her school. This case is quite similar to the statement by Khusniyah (2019) that students are still low in their speaking skills because of minimum practice, the reason why they are less in practice is because the position of English in Indonesia is as EFL context.

To conclude, all of students stated, their educational background gave them insight and valuable experience when they continued their studies at PBI. A school has an important part to determine students' competence and it influences the learning process when they continue their study at university (Shopiah, 2017).

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter provides the conclusion and recommendation. In this part the data analysis and discussion would be summarized, and the recommendation would be beneficial for the future researcher.

A. Conclusion

Educational background are students' learning experience in formal and non-formal institutions, that give a valuable impact on their speaking competency in English when they continue the study at English Education Department. Based on the finding and discussion of the previous chapter, the researcher would highlight and clarify some aspects. In the first research question, the researcher found four effects of students' educational background in improving their skill in English and speaking. There are; have more confidence to talk in English, have good basic knowledge in English and speaking, have more interest in learning English language and have more opportunity to practice speaking skill.

For the second research question, the researcher discovered four effects of educational environment that support students speaking skill, those are; provide particular school program and learning discipline, have enough facilities and media to learn English, hire great English teacher and the last effect is have a supportive classmate and peers. The researcher realized the quality of school teacher and environment is playing a vital role. With the supportive school environment, the students can catch all the positive feedback and opportunities in learning English.

B. Recommendation

Regarding the findings of the research, the researcher would give some recommendations for the parents, school, teacher, and future researcher. For the parents, the researcher suggests that the parents should choose a school that has good quality, especially in language programs since primary school; so the children start to learn foreign languages since in early age, and they also get a supportive learning environment at school.

For a formal and non-formal institution like school, the researcher hopes the institution may consider in designing a good language program, and provides enough facilities, starting from the laboratories, technology facilities, until simple facilities that can encourage and support students in learning foreign languages.

For the teacher, the researcher hopes that English teachers should teach all skills in English lessons, from speaking, listening, vocabulary, and grammar, with the technologies or a creative media to deliver the material. Lastly, other researchers who want to conduct similar research are suggested to research about, teacher's educational background toward their competency in teaching English as a foreign or second language. And the future researcher may add other data collection, like class observation and may also add the number of participants.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B- 11838/UN.08/FTK/KP.07.6/11/2020


TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-653/Un.08FTK/KP.07.6/01/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- 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 Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- Menetapkan : **MEMUTUSKAN**
- PERTAMA : **Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-653/Un.08FTK/KP.07.6/01/2020 tanggal 24 Januari 2020**
- KEDUA : **Menunjuk Saudara:**
- | | |
|---|----------------------------|
| 1. Syarifah Dahliana, M. Ag., M. Ed., Ph. D | Sebagai Pembimbing Pertama |
| 2. Mulia, M. Ed | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Zikra Husna**
- NIM : **160203056**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Impact of Students' Educational Background toward Their Ability in Speaking English**
- KETIGA : **Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;**
- KEEMPAT : **Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021**
- KELIMA : **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: 03 November 2020

An. Rektor
Dekan,


Muslim Razali

Appendix B

27/11/2020

Document



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

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

Nomor : B-12951/Un.08/FTK.1/TL.00/11/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Prodi Pendidikan Bahasa Inggris Uin Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SIKRA HUSNA / 160203056**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. Tgk Chik Dipineung XVII No. 30 Gampong Pineung Kec. Syiah Kuala Kota
Banda Aceh.

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Impact of Students' Educational Background toward Their Ability in Speaking English*

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

Banda Aceh, 23 November 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 23 November
2021

Dr. M. Chalis, M.Ag.

Appendix C



**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.ftk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-446/Un.08/PBI/TL.00/12/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12951/Un.08/FTK.I/TL.00/11/2020 tanggal 23 November 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

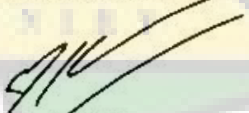
Nama : Zikra Husna
NIM : 160203056
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

The Impact of Students' Educational Background toward Their Ability in Speaking English.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Desember 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix D

Speaking Competency on Students' Score

1. Name

2. Academic Year

3. Phone Number

4. Basic Speaking Score
Tandai satu persegi saja.

☐

A

☐

B

☐

C

☐

D

☐

E

5. Intermediate Speaking Score
Tandai satu persegi saja.

☐

A

☐

B

☐

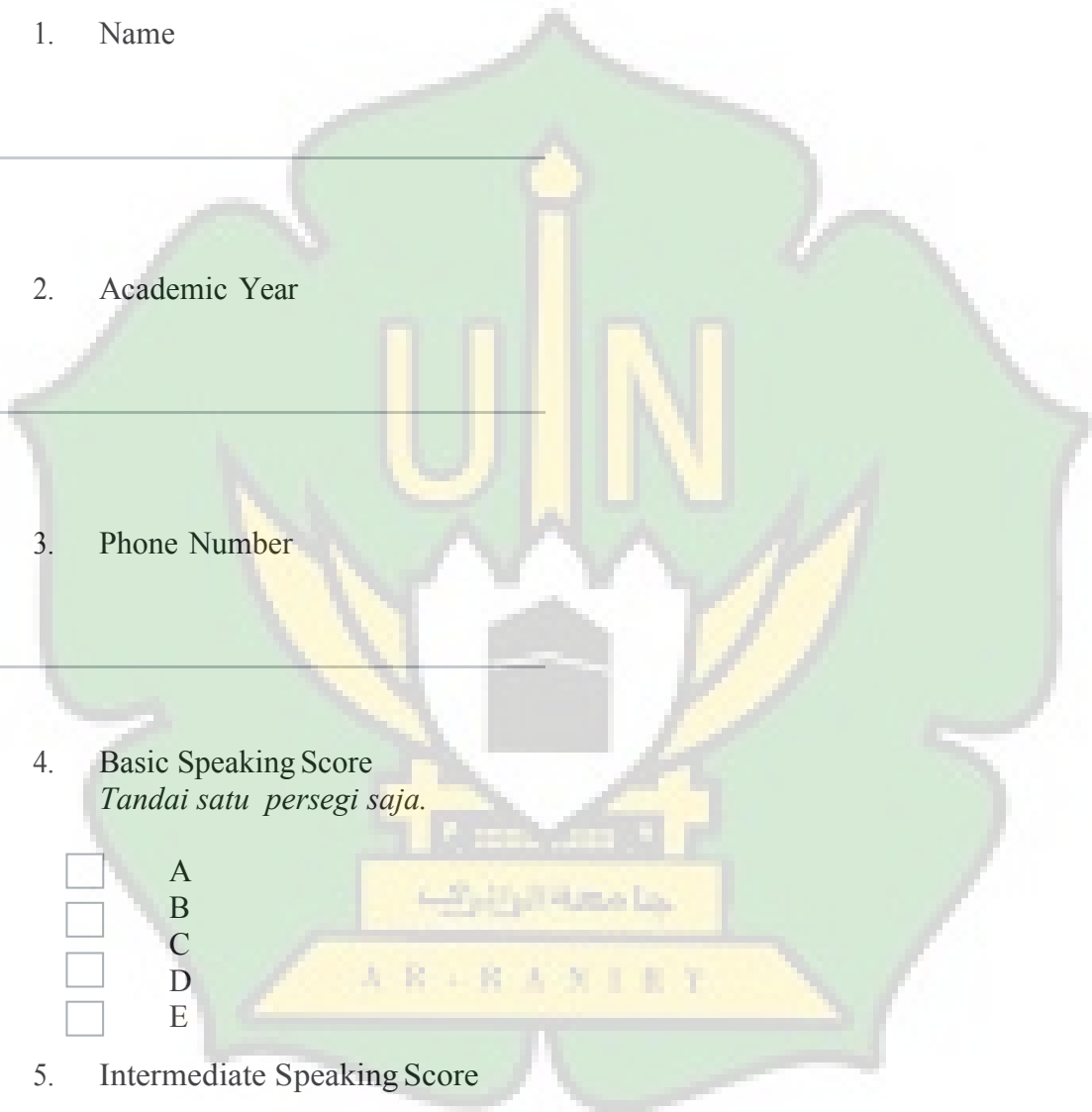
C

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D

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E



6. Public Speaking Score

Tandai satu persegi saja.

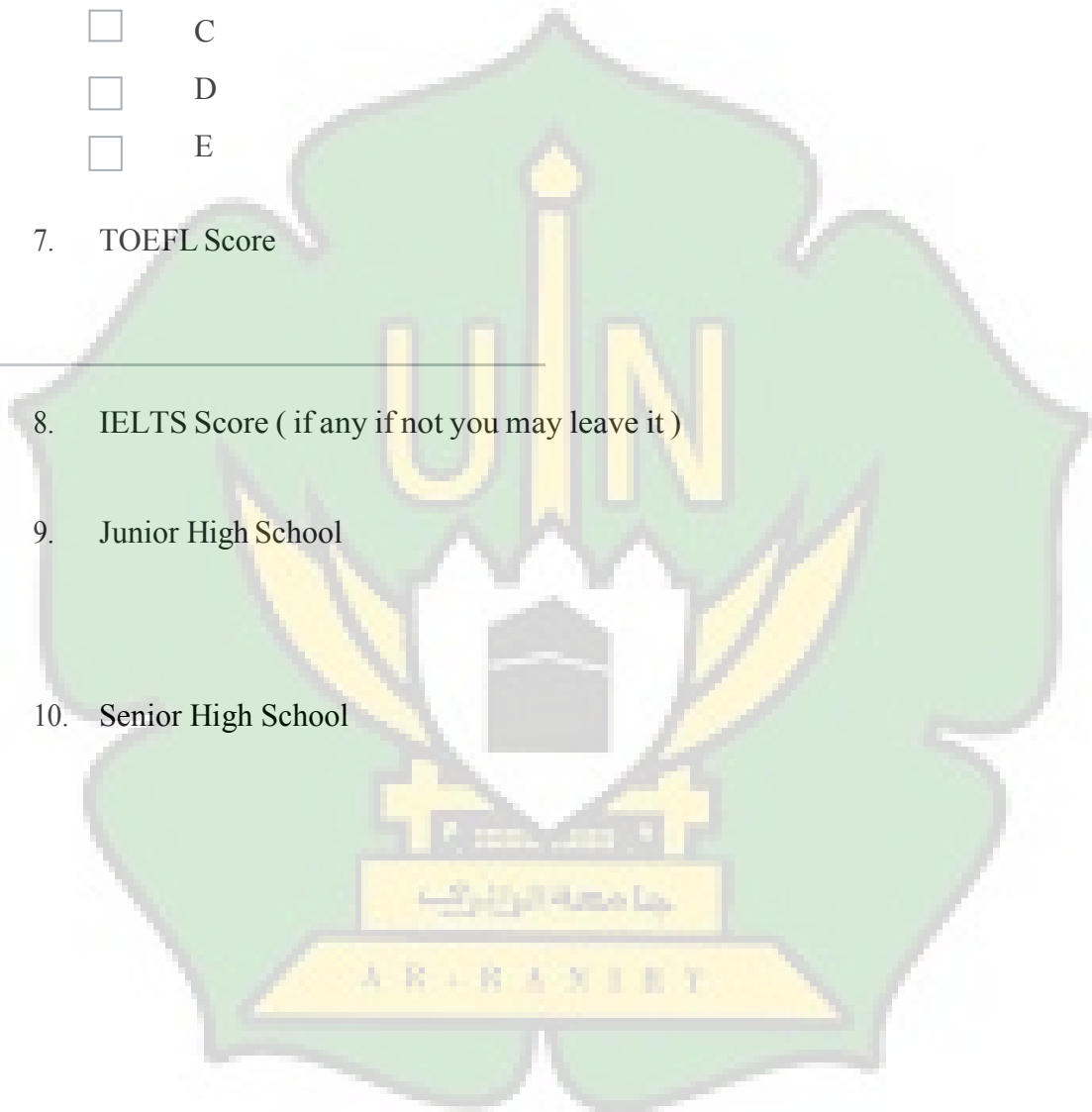
- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ E

7. TOEFL Score

8. IELTS Score (if any if not you may leave it)

9. Junior High School

10. Senior High School



Appendix E

Interview Protocol

Project : The Impact of Students' Educational Background toward Their Ability in Speaking English

Time of interview: -

Date : -

Place : -

Interviewer : Zikra Husna

This is a research study about students' educational background toward their speaking ability. The purpose is to find out the impact of students' educational background and school environment on students' speaking ability. The data is collected through a semi-structure interview which is recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. The interview process will take about 30 minutes.

Questions:

Intro

1. Tell something about your educational experiences' (school, courses, extracurricular, workshop, and training)
2. Did you like to learn English and why?
3. What are things that introduce you first to English?
4. What are your learning strategies and tell your habits in learning?

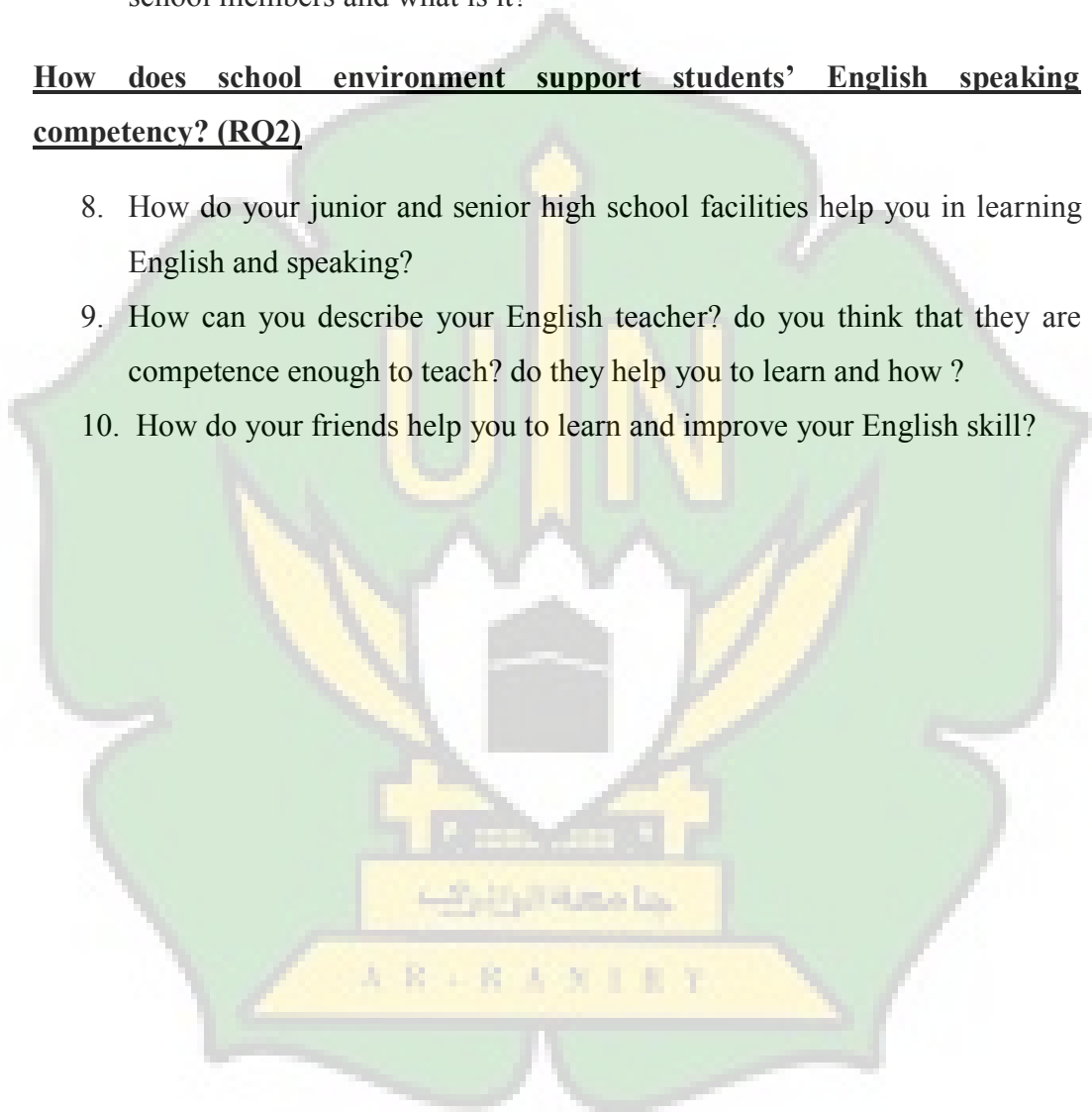
How does students' educational background affect their speaking ability?

(RQ 1)

5. How do your senior and junior high school help you to improve English?
6. How do your non-formal education like extracurricular or courses impact your speaking ability and how?
7. How do you senior and junior high school apply learning discipline for all school members and what is it?

How does school environment support students' English speaking competency? (RQ2)

8. How do your junior and senior high school facilities help you in learning English and speaking?
9. How can you describe your English teacher? do you think that they are competence enough to teach? do they help you to learn and how ?
10. How do your friends help you to learn and improve your English skill?



Appendix F

Consent form for Participation in Research Interview

Thank you for reading the information sheet about this study, if you are happy to participate then please complete and sign the form below. Please initial the boxes bellow to confirm that you agree with each statment:

I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions. ☐

I understand that my participation is voluntary and i am free to withdraw at any time without giving any reason and without there being any negative consequences. ☐

I understand that my responses will be kept strictly confidential, I understand that my name will not be linked with research materials and will not be identified or identifiable in the report or reports that result from the research ☐

I agree for this interview to be tape-recorded. I understand that the audio recording made for this interview, from which I would no be personally identified, maybe used in any conference presentation. Report or journal article developed as a result of permission and that so no one outside the research team will be allowed to access the original recording ☐

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study. ☐

I agree to take part in this interview

Participants' Name

Date

Signature

Resercher's Name

Date

Signature

If you have any further questions or concerns about this study, please contact:

Name of the researcher: Zikra Husna

Domicile : Jl. Tgk Chik Dipineung XVII No.30, Kec Syiah Kuala
Banda Aceh

Tel : 082368241755

e-mail : zikrahusna.zh@gmail.com

Appendix G

INTERVIEW TRANSCRIPT

Participant 1

Interviewee : CD

Date of Interview : November, 6th 2020

Time of Interview : 08.11 WIB

Place : Online Interview via Phone

Interviewer : Tell something about your educational experiences (school, courses, extracurricular, workshop, and training)

Participant : Okay this about educational background right? I mean like this more than education background

Interviewer: Whatever like, formal, informal, or non-formal that you have been following

Participant : Okay this is related to speaking or not?

Interviewer: Of course this is related with speaking

Participant : Actually I do not have a certain formal or informal education to, I mean to train my speaking skill. I never joining any seminar related with English speaking skill actually, or maybe in education it is just about learning English in school just like generally.

Interviewer: Did you like to learn English? and why you like it

Participant: It so simple why I like it first when I know about English, English really interesting language. I feel like English is beautiful language, that's what I view for the first time. And I told with friends she's really good speak English, so I just got motivate and I learn it by myself just because of that, no more than that.

Interviewer: What are things that introduce you first to English?

Participant: Okay, so after I know about English and I learn a bit about English privately, I have a dream to go abroad and things that is makes more motivate to learn English I love to learn a lot of language. And what makes English more motivated than others languages when i see the speech from foreigner, and i feel like I wanna have

that kind of public speaking skill and I wanna go abroad. That makes me motivated to learn English more.

Interviewer: What are your learning strategies and tell your habits in learning?

Participant: My habits to learn English right? Actually i have my own strategy in learning English when I first in elementary school, I just learn English by memorizing the vocabulary and than implemented in the sentences. But when I am grow up I am not learning in that way in more because, i found a new ways that call is interpretative reading and i implemented interpretative since junior high school. So when i am found every articles in English i would make it that articles to read in happy, i meant like to reading but in funny way. Is in about politic is in about economics but how can i make this articles easy and happy to read that is call interpretative reading, not just that i love to sing a song from western music. So sometimes i not sing that song but i just read the lyric of the song and then make it like drama, that is how i learn English because through song i could found that the real pronunciation of the singer.

Participants: Yes the first things for me the most important things when you learn English first you have to train your pronunciation, before when i am in Elementary school i think vocabulary is the most important. But i do not find any hesitation to improve my speaking, than i found that pronunciation is better to be practices than to memorize the vocabulary. And then after i really know about how to pronounce my interesting improve .

Interviewer: Okay now, i want to ask you about your strategies in learning English especially in learning speaking

Participants: strategy in learning speaking i have two strategy actually, but every strategies what i not do is i am not implemented with other people. I mean like I do not have friends to doing conversation, I make something more simple like I said before. First interpretative reading, I implemented interpretative reading in every day and monologue conversation.

Interviewer: How do your junior and senior high school help you to improve English?

Participants: First in junior high school my English is not really improve but i love English because of the teacher, and than is different when i

am in vocational high school. I meant senior high school because I am from SMK. I did not find any teacher that help me to improve my English. Because the way they teach is not really interesting so my senior high school is not really improve my English, but I love to learning English by myself. Yes, first I love the teacher and I learn by myself.

Interviewer: You said you are from vocational high school, what major you choose, and why you continue your study at English department ?

Participants: I chose officer management, because I did not pass in Economics so my father suggest me to study at English department.

Interviewer: Oh I see and the next question is, How do your non-formal education like extracurricular or courses impact your speaking ability and how? i meant did you ever following the extracurricular that improve your speaking

Participant: Never, i never joining any courses or extracurricular that related with speaking skill. But in university i ever, because we are as English department students.

Interviewer: So Since senior and junior high school you never but since in university you joined the course and extracurricular?

Participants: I am not joining the course actually, I never joining any courses but maybe like competition yes. I think competition is extracurricular right.

Interviewer: How do your junior and senior high school apply learning discipline for all school members? Of course, all schools have a discipline but there is a special school discipline that your junior and senior high school implemented, but another school not.

Participant: No, no i am just a regular students' at regular school.

Interviewer: So there is no special rules? like students do not allow to leave the class during teaching and learning process.

Participant: Of course, every school have their own principle i think. But it just different with boarding, because i am just going to regular school, so there is no things that special it just same like others school.

Interviewer: Oh I got the point, next question; How do your junior and senior high school facilities help you in learning English and speaking? What facilities that help you in learning?

Participants: Okay, maybe in my junior high school we do not have enough facilities because that just regular school. But in my senior high school because is vocational high school so we have a lot of technology facilities, that maybe could help to improve our speaking skill. When the teacher teach about speaking skill we are going to laboratory and then we just do the practice using the audio, of course using the technology facilities but there is not really much.

Interviewer: How can your describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you

Participants: As i said before the teacher in my junior high school is really really competence to teach English, that is why i love English i meant i love English since i was in Elementary School. But when I am going to junior high school, my interest of English just improve because that teacher. So I think she is really competent, she is really good she has insightful about English. I think not just about English but about the places, I think all about foreign. But when it comes to vocational school i think my teacher is not really competent, not all the teachers but i just mention the teacher who teach me. she's not really competence because, she have a lot of responsibilities not just as the teacher she's has to guided a lot of things. Sometimes she not really getting main goal to come to the class. She's not really approaching the students' and ya, I think she is not really competent to be as English teacher.

Interviewer: But in junior high school the teacher very competent and help you to learn?

Participants: Yes, but what I got is that she is not really help me to improve my English, but she is help me to improve my motivation to learn English. Because, with the motivation i can learn it by myself after the class.

Interviewer: How do your friends' help you to learn and how?

Participants: In both schools I did not have friends to practice English together, there is no one who can speak in English.

Interviewer: Did your junior and senior high school most of the favorite school in the city?

Participant: My junior high school is not the favorite school because, there is a lot of favorite schools more better. But my senior high school, is the role model than others vocational school in my town.

Interviewer: last the main question is, do you think your educational experiences help you to improve your speaking ability in English department?

Participants: I think it is not according to my Educational background, is not related one hundred percent no. It just all about our own interest, our own motivation, but for some students' maybe yes. But for me not because I spend to learn English a lot by myself not by other people.



Participant 2

Interviewee : NA

Date of Interview : November, 6th 2020

Time of Interview : 13.20 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training) that you ever following

Participants: Based on my experiences, I just following the organization related with English in the university. But i never following the courses, extracurricular, and training since I became an English department students.

Interviewer: Oh sorry, i meant in this part i just focus on your educational experience since you are in junior and senior high school.

Participants: I am so sorry for the misunderstanding, I think I did not have any experiences when I was in junior high school, because I started to learn English when I was in junior high school. But I just learn by myself and at school so I never following any extracurricular or courses in junior high school. But when I am in Senior high school I start following speech competition at school annual event, and I win the competition. After that I represent my school to following speech competition at RRI goes to school event.

Interviewer: Did you like to learn English and why do you like it?

Participants: Of course I like, I have two different reason in loving English. The first reason comes when i am in junior high school. I love English because I like learning new languages and when I am in senior high school, my interest in learning English more increase because my big dream is go abroad and leave there.

Interviewer: So what are things that introduce you first to English?

Participants: It will be a long stories because i start being the fans of Korean pop, I love “Super Junior”. One of the top boy band in korean at that time, so i watch and search everythings about them. But the problem is korean language is hard to understand and the information with indonesian subtitles is very limited, then i think English is more easier than others language. In the end whether i

want it or not, I must learn English to get a lot of information about my favorite korean boy band.

Interviewer: You said before whether you want or not you learn English because your favorite idol, so learning English is a must to you?

Participants: at the first time yes, but day by day my motivation and my interest improve.

Interviewer: Okay, next question what are your learning strategies and tell your habits in learning

Participants: My strategies a bit klise, like watching video, listening podcast, and reading. But I am dominant learning by using audio so, I often used BBC learning English as the platform to learn more. I am also try to answer TOEFL question by myself, and when i make the caption in my social media account like twitter and instagram i prefer use English.

Interviewer: How often do you do that?

Participants: I often do it but not every single day. If I have free time I do one of the strategies like listening podcast by native speakers, or watch a movie.

Interviewer: How do your junior and senior high school help you to improve English?

Participants: I think in my junior high my English little bit because, my English teacher can motivate and support me in learning English. So because of her I can use the motivation to practice by myself, but in senior high school there is no big improvement, but i get the confidence since I was in senior high school. Because like i said before i challenge myself to following the competition.

Interviewer: How do your non-formal education like extracurricular or courses impact your speaking ability and how? i meant did you ever following the extracurricular that improve your speaking

Participants: In junior high school i did not have any experience and i am not try to speak in public but in senior high school, i am joint OSIS (Students' council) the impact of this organization just in on the leadership part. There is no impact on my English speaking but i ever following speech competition, and it helps me to speak in public. I am also following the courses to prepare SBMPTN outside the school.

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? of course all school have a discipline but there is a special school discipline that your junior and senior high school implemented but another school not

Participants: There is no special learning discipline in my junior and senior high school. It is same with another school, if students' late come to the school they will get a punishment just like that i think every school also implemented.

Interviewer: Did your junior and senior high school one of most favorite schools in the city?

Participants : My junior and senior high school, being a role model to the another islamic school in lhokseumawe city.

Interviewer: How do your junior and senior high school facilities help you in learning English and speaking?

Participant: Talking about facilities in my junior high school, there is English laboratory i can say 4/10 % we learn at the laboratory. But in my senior high school there is no facilities to increase and help us in studying English, because my school just have two infocus and we use the infocus interchangeably with others classes.

Interviewer: How can you describe your English teacher in your junior and senior high school? Do you think that they competent enough to teach? do they help you to learn and how they help you

Participant: I can make the category when i was in junior high school, my teacher at nine class can help and support me in learning. But I cannot make a judgment about my teacher at seventh and eighth class competence or not, maybe the way she teach doesnt' make me memorable. In my senior high school I could not make the category, because when i see them i am not really click with them. I think the way they teach just normal, maybe such as; age so they cannot make the class situation more active.

Interviewer: How do your friends' help you to learn and how?

Participants: I only got friends who could know English when I was in nine class at junior high school, but we just sharing about grammar not in speaking. When I was in senior high school there were no friends who as frequent in learning English, I can say my junior

and senior high school friends were not really helpful in improving my speaking skill.

Interviewer: You said in junior high school you have friends to discuss grammar but did you ever speak in English with your friend?

Participants: No never, we never speak in English event we often sharing together but we never speak with English.

Interviewer: Did your junior and senior high school most of favorite school?

Participant: I think my junior high school is not a favorite school because there is another school more better, but my senior high school is a role model for any islamic school in the city.

Interviewer: last the maint question is do you think your educational experiences help you to improve your speaking ability in English department?

Participants: No in the scale one until ten just 3,4% percent i got the improvement from junior and senior high school, more than that i got from my courses and university.



Participant 3

Interviewee : NF

Date of Interview : November, 7th 2020

Time of Interview : 10.00 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training) that you have been following since your in junior and senior high school

Participants: To be honest I never joining any extracurricular in senior high school, and during university I only join EDSA.

Interviewer: Okey, in this part I only focus on your junior and senior high school so in every question you just answer based on your experiences during school.

Participants: Never, In both of school i never following any extracurricular.

Interviewer: Did you like to learn English? and why you like it

Participants: Of course i like, because of English is the international language, and from that language we can get everything that we want in the world. Because of English language use in everywhere, even in some country that English is not the first language, they use English as the international language.

Interviewer: So the reason why do you like English because English is the universal language right so what are things that introduce you first to English?

Participant: emm.... because of English subject at the school.

Interviewer: Since when English being as a subject in your school?

Participants: Since Junior high school, and i start to be aware English is important to learn since i was in junior high school.

Interviewer: So when you was in Junior high school whose or what things that motivate you to learn English?

Participant: My teacher in my junior high school.

Interviewer: What things from your teacher can motivate you to learn?

Participants: When i was in nine class i am very afraid to stand in front of the class because i cannot speak English, but types of that teacher in learning the more you cannot speak the more they ask you. So because i often present or answer the question in front of the class i start to love English, and my teacher also give the feedback like saying “your English more improve”.

Interviewer: So what are your learning strategies and tell your habits in learning

Participant: My learning strategies is, listen the western music and watching English vlog and movie without any subtitles. And sometimes i just speak randomly by myself with using English.

Interviewer: How often do you do that kind of strategies?

Participants: Since i am in senior and being English Department student, I do that activity five times a week. But when I am in junior high school I just listening western music because, I did not know the meaning when watching English movies at that time.

Interviewer: So you start to watching the movie and vlog since senior and university right, and continue with the next question. How do your junior and senior high school help you to improve English?

Participant: If we talk about the improvement i think my English teacher at junior high school very help me because, the teacher often teach speaking and listening more than others skill. Also we have extra time in English subject rather than in senior high school we learn speaking only 20%.

Interviewer: So when you was in senior high school there is no others things that help you to learn English?

Participants: from that teacher no just self-learning with watching the movie, and listen the music.

Interviewer: you said before you never following any extracurricular or organization right but did you ever following any competition?

Participants: Yes i never following any extracurricular i just following Fahmil Qur'an competition when i was in senior high school

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? Of course all schools have a discipline but there is a special school discipline that your junior and senior high school implemented but another school does not?

Participants: i do not really know, but there is no.

Interviewer: Did your junior and senior high school one of most favorite schools in the city?

Participant: Yes MtsN Model is one of the most favorite school in Banda Aceh, and my senior high school Man Model also one of the most islamic favorite school in Banda Aceh.

Interviewer: Both your junior and senior high school is the favorite school right but, there is a special learning discipline that your school have and another school not have?

Participant: I think just same with another's school like, if late to come to the school we must remember one surah in juz 30. Maybe just in this little bit different with others school.

Interviewer: How do your junior and senior high school facilities help you in learning English and speaking?

Participants: In MTsN model it is really help because, there is a language laboratory and infocus at the class also the teacher focus on speaking in teach us. In Man also have language laboratory but we rarely use we just learn at the class but sometimes we used infocus to watch the material or listen to the music.

Interviewer: How can your describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you?

Participant: For my Junior high school teacher in grade three i think they are competence and very helpful in learning but for senior high school teacher mostly competence but some teachers not completely apply four skill in English they teach us about grammar it easy to understand but they not apply another's skill the material did not make us interest. But there one teacher very competence because she graduated from Jerman and when she use full English on the class she teach me at class two it is really interesting when listen she speak with English like there in the new world but she is very busy

Interviewer: How do your friends help you to learn and improve your speaking skill?

Participant: Most of my junior high school friends interest with English they very know about English so if i have any problems in learning they will help me but we rarely to speak with English i can say we

rarely to practice our speaking skill but they have good pronunciation so if they teach me with English i know how to pronounce the words in Man model my friends also know about English if ask them about the meaning of the words they can answer correctly but we rarely to discuss about English subject

Interviewer: Did your junior and senior high school most of favorite school?

Participant: Both of my school junior and senior is the favorite school in Banda Aceh

Interviewer: last the maint question do you think your educational experiences help you to improve your speaking ability in English department?

Participant: My junior and senior high school equally helpful in my junior high school i got more knowledge from the teacher but in senior high school i learn by myself a lot



Participants 4

Interviewee : PM

Date of Interview : November, 7th 2020

Time of Interview : 19.20 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training)

Participant: So my educational background in high school i was graduated from Man Model i was in islamict school and in my school there are plenty of religious subject such as qur' an hadits aqidah akhlak and my school have the school that i learn have a similar system with another public school the curriculum the material is quite similar to common school in my place and i never really had another course in high school because in my school there were extra classes in the afternoon that is why i do not have another class outside the school and i also never joint organization in my school because i have to many home work at that time and i never joint any competition but in my school have a programs that each of students must choose one subject that we like in sciences class we must choice biology, physics, or chemistry so i choose biology as the extra class actually this system it is very useful so if we had the competition like olympic we can be as the participants but i had never joint

Interview: Why do you not choose English as the subject of your extra class?

Participant: No because i am not in language major there was four major in my senior high school first Science, second Social, third Language, and last Religion. So because i was in Science class i had no chance to choice English subject but i did challenges myself if i was not mistaken there was an event in my school and i am following speech competition but the weird things is the competition is canceled i do not know what happend i did practices for a week before but it did not happen so i have no chance to following that competition

Interview: Okey i want to know what your experiences in junior high school?

Participant: I think it is quite similar with senior high school i never following any organization and competition but when i was in class nine i

following the courses at my school for preparing UN on the afternoon

Interview: Next question is Did you like to learn English? and why you like it

Participant: I love to learn English actually because i have a basic knowledge i like to listen many English song i like to watch English movie i think at that time i am not to exposed with English because the internet was not like now smart phones being as the new things at that time so we cannot know more about the world that is why i am not choice language major event i like English but because of i am following my friends to choice science major.

Interview: What are things that introduce you first to English?

Participant: I use to be a big fans of justin bieber at that time so i listen his song and his interview at the first time i do not really undrestand what he said but because of i want know what he said my motivation to learn more increase when i am listen her song i write the lyrics then i search the meaning and i am start to like English at junior high school

Interviewer: So what are your learning strategies and tell your habits in learning

Participant: For strategies i prefer to listening because i like to watching while watching i adopt her pronounce and i write the new vocabularies that i get from the subtitles then when i am read something on the articles i search and write the meaning i am still implemented until now and often write something using English on my social media sometimes i also doing a conversation with myself.

Interviewer: How often do you do that strategies?

Participant: When I was in junior and senior high school I did that activities once a week but right now i am rarely do that kinds of activities.

Interviewer: How do your junior and senior high school help you to improve English?

Participant: I think there is some of teachers help to improving English with using the media like listen the music or watching but in terms of the lesson sometimes English subject in school more emphasize on the structure like tenses maybe it less helpful because i am to bored learn with the formula but in learning English if i seen from the use of media in learning it is more helpful

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? of course all

school have a discipline but there is a special school discipline that your junior and senior high school implemented but another school not?

Participant: In my Junior and senior high school all students' must remember jus all surah in just 30 then in using uniform we must decently dressed

Interviewer: How do your junior and senior high school facilities help you in learning English and speaking?

Participant: In my junior high school we have a language laboratory so if we want to listening we came to the laboratory then in every class also have an infocus sometimes we used it and my teachers makes the class more active with playing drama or interview so it is very help me to improve my speaking But in my senior high school we also have the infocus in every class we often used it when we learn English with courses teacher on the afternoon.

Interviewer: How can your describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you?

Participant: My English teacher in junior high school was very helpful i meant my teacher in seventh because he teach us using the media but some teachers not good enough in deliver the material but my English teacher in my senior high school rarely to used the media in while teaching they more focus with the material on the book but without any media i can understand with the material that they deliver so i can conclude that my best English teachers in senior high school is my class ten teacher because sometimes he command me to doing conversation

Interviewer: How do your friends help you to learn and improve your speaking skill?

Participant: I often doing a discussion about English subject with my junior high school friends but we rarely to speak with English my senior high school friends also same we often discussed together but to do speaking together they not interest sometimes they often ask me because they not confident with their skill so i can concluded that my junior high school friends more help me in learning than my senior high school friends because most of them smart

Interviewer: Did your junior and senior high school most of favorite school?

Participant: Yes my junior and senior high school is the favorite school in Banda Aceh city

Interviewer: last the maint question do you think your educational experiences help you to improve your speaking ability in English department?

Participant: Of course i think the knowledge that i got from both of school very help me in the university because i am continue my study in English Department so the basic knowledge about the structure like tenses very useful for me event i am practice alone with myself because we rarely to practice speaking together with friends.



Participant 5

Interviewee : NU

Date of Interview : November, 8th 2020

Time of Interview : 09.00 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training)

Participant: i never joint anything that related with English language but if we talk about the courses i ever following English courses at LIA only 2 level when i was in junior high school. Because of in my senior high school there is an additional class on the Saturday that we can choose two subject in every major like science, social and language and i choose English subject so i think no need to continue at the courses again.

Interviewer: Did you like to learn English? and why you like it

Participant: i like English because this is the easier language than another language in English is mostly spoken language i think if i learn something about English it will helpful for my life.

Interviewer: What are things that introduce you first to English?

Participant: I love to watch movies and sometimes add subtitles on that when i was a little someday i wish i can watch the movie without subtitles so that is why i want to learn English and i am interest to watch the movie since i was in Elementary school at class four now i can watch an american movie without any subtitles but if i watch a british movie i am still use the subtitles

Interviewer: What are your learning strategies and tell your habits in learning

Participant: I learn to movies to music and something that interest me i am doing every day in a week then when i am listen the music i search the slang words but in movie i prefer to adopt her or his pronunciation.

Interviewer: How do your junior and senior high school help you to improve English?

Participant: I think 50% my English teacher in my junior high school help me to learn English and 70% my English teacher in senior high school help me to learn because the material more advance but both of two school just help in the structure but in practice i am do a lot by myself

Interviewer: How do your non formal education like extracurricular or courses impact your speaking ability?

Participants: My English courses very help me to understand the basic knowledge in English it is because it is very limited students in every class and i feel like private class

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? of course all school have a discipline but there is a special school discipline that your junior and senior high school implemented but another school not ?

Participant: My English teacher in senior high school implemented only English in English class we cannot speak with another languages if we speak with indonesia the teachers will remind us but in my junior high school there is no special learning discipline i think just like normally and same with others school

Interviewer: How do your junior and senior high school facilities help you in learning English and speaking?

Participant: In my junior high school there is a kultum program after praying ashar only for top class so every students must kultum using two languages English and Arabict the programs improve my public speaking after that while we learning English on the class sometimes the teachers use the infocus as an media but in my Senior high school sometimes we comes to language laboratory to learn listening then while teaching at the class the teachers also use infocus as a media.

Interviewer: How can your describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you?

Participant: My teachers help me to learn English if i am not unable to speak with grammar but maybe because of age factor they can make class situation more creative and innovative so it is not increased my motivation to learn but over all they teaching is good enough then my senior high school teacher i think more creative because we do the practices like making poster and advertisement so we can make a product

Interviewer: How do your friends help you to learn and improve your speaking skill?

Participant: Most of my senior high school friends can speak English so sometimes we using English when we speak also if i have a problems with English subject i ask them we learn and discuss together but when i was in junior high school i did not find any friends to discuss and speak with English if i have a problems i just browsing in Google

Interviewer: Did your junior and senior high school most of favorite school?

Participant: My junior high school is not the favorite school but my senior high school one of the favorite school in Banda Aceh.

Interviewer: last the main question do you think your educational experiences help you to improve your speaking ability in English department?

Participant: My English skill improve but not a big improvement when i was in junior high school i got the improvement in vocabularies then in senior high school i got the improvement in tenses also text and it is really help me at the first semester in English department i can concluded the improvement in English skill since i learn in junior and senior high school is 70%



Participant 6

Interviewee : SL

Date of Interview : November, 8th 2020

Time of Interview : 11.00 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training)

Participant: When junior high school i was in boarding school so i have a lot of educational experience in there so many activities in my boarding school i joint several of them one of them is a language club so i learn about English and Arabict there and then in senior high school i also joint an organization there and i take language as motivation that establish by school

Interviewer: Did your ever following a competition since yor in junior and senior high school

Participant: Yes i joint some competition like story -telling and then also English speech both of competition that i follow when i was in junior and senior high school

Interviewer: Did you like to learn English? and why you like it

Participant: Yes of course i really like to learn English the reason when i like to learn English is because English is international language and most popular language in the world but not only that reason actually i love that language because i like to communicate with people so i think when i learn English i can make a good relationship with other people also i can gain new experience from another source that using English for Example i can read English book or i can watch English movie so i think that English can increase my insight in my life

Interviewer: What are things that introduce you first to English?

Participant: I think it is because of my junior high school so actually when i was in elementary school i do not like English because i think it is hard to learn about it but in junior high school because this is boarding school so the teachers ask to use English in our daily life i

cannot i said i cannot speak English but they encourage me to speak if i speak indonesian they will give a punishment so at the first time i learn it by forcing i think like oh my god why this language so hard but day by day week by week year by year i falling love with English because i think that this a beautiful language i can gain new friends new knowledge by speak and learn English

Interviewer: What are your learning strategies and tell your habits in learning

Participant: i watch a lot of movies and videos on a YouTube also i listening to music actually i am not only watching i am not only entertain myself but i also underline or i write new words or vocabularies i try to memorized and i try to use it in my daily life also in daily conversation i can say 70 percent i learn English from a movie, music and also books.

Interviewer: You said before you learn from music and movies what you adopt from music and movies?

Participant: Actually i always following how to pronounce the words by watching the movie and also i will try to pronounce it so i learn pronunciation from the movie and i learn listening from the music but sometimes i also learn about pronunciation in the music but i always learn about the meaning because as we know that the words or vocabulary that use in music is the common vocabulary that we use in our daily conversation so in music i focus not only listening but also the meaning because we can get a slang words there and also idioms so i think music is an effective media to learn English

Interviewer: So in a week how often you doing both of activities listen a music and watching movies?

Participants: Actually i do not have a specific time i just watch when i want to watch i just listen to music when i want to listen so i cannot say like i listen at 10 times in a week no because i just liste wan and watching when i mood to do it but i can say every day i always do it at least i listen one music or i just watch a short video on YouTube so actually every day i do it until now.

Interviewer: When did you start watching and listen western music?

Participant: Yaps when i was in junior high school i use to listen a western music like one direction and a lot of American and British singer but for watching movies i start it when i was in senior high school

actually i start to watching when i was in junior high school to but the first time i use English subtitles.

Interviewer: How do your junior and senior high school help you to improve English?

Participant: I think it helps a lot because in junior high school i have a really really good circle and environment i have a lot friends which has the same interest in learning English so i can practice speaking almost every day because this is boarding school so we speak English in our daily life and i think junior high school it is really really help me to improve my English but when i was in senior high school i chose regular school so i do not get a good circle in senior high school the things that i do is watch a lot movies so i can say in senior high school i just learn by myself

Interviewer: How do your non-formal education like extracurricular or courses impact your speaking ability?

Participant: I think my extracurricular give me a good impact because it is non-academic things i meant like is not school it just course so they help me but the thing is i prefer my experience in real life for example i ever joint an exchange program so in that program i meet a lot of native speaker and it is more effective when i practice my English speaking skill with the native speaker than i just talk with indonesian so i prefer to talk with non- indonesian because it can improve my confident so i think that is impact ya i meant like the friends that we talk to is also the important thing

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? of course all school have a discipline but there is a special school discipline that your junior and senior high school implemented but another school not ?

Participant: Actually in my junior high school it is a unique things i do not know the others school have it or not but it is the unique things from my school so they make a spay in every day in my junior high school there is a language division and they will choose a spay in day so the spay looking from students that break the rules and i think that really unique because it is like a game we do not know who is the spay but we need to be careful we need to maintain our English speaking skill it is easier and funny but in my senior high school i think same with others school and they not put attention on English i ever feel i do not like English when i am in the second grade because the environment not really support but at that time i

talk to myself okay this is a regular school so i just deal with it and i try to learn by myself

Interviewer: How and do your junior and senior high school facilities help you in learning English and speaking?

Participant: Actually in my junior high school every night my teacher always give us a new vocabularies every night 5 vocabularies and i think it is really help me to develop the vocabulary because they not only give us the vocabulary but we also need to memorize it and used it in daily conversation and also in every wall and place at my junior high school there a lot of vocabulary so wherever we go we can see the vocabulary that related to the place and i think is a creative way to give us the familiar vibes in English i think it is a simple facilities that can give a big impact for us but in my senior high school they provide like a wall magazine they just put the vocabulary there actually i am the only person that make the vocabulary so my English teacher ask me to make ten vocabularies in every week so i always make it and i handel that wall magazine

Interviewer: So this program started when you were there or this is the old program?

Participant: i don't think It is like an old program it is a new program i think maybe our English teachers have an idea before but they not implemented yet but since i just ask my teacher is we make the program this is possible and they said yes so i handle it and all students read it because they need to memorize it before they enter the class and stor to the teacher before the class start and sometimes they protest me like why you put the difficult vocabulary but this program is good event not all the students get the essential i think this programs less effective because they just memorize the vocabulary but they not implemented in daily life

Interviewer: Did you ever enter to the laboratorium while learning English subject or did the teachers use infocus in providing the material?

Participant: in junior high school we always watch English movie but not in English subject it just for fun but in senior high school there is a computer lab but we never go there, but when we learn with a young English teacher she always turn on the music before we start the class and we can also request the music and after listening the music she ask what the music tells.

Interviewer: How can you describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you?

Participant: I have my own favorite English teacher when i was in senior high school because he really really flexible he very understand what students need he make the lesson more fun with creative media like movie or music and i think he is competence enough to teach because he graduate from English department to and also he has a lot of experience and also he was a tour guide back then so i think he focus on speaking listening and grammar but the most part that i like when he teach about speaking but in junior high school i also have a favorite teacher but it is an old teacher is not young teacher as my junior high school but i like this teacher because she just speak like a native speaker i just comfortable learning with her she has a good accent but sometimes the material makes me boring because the material base on the text book but i adore her wit her speaking and i things it is makes me happy not really boring

Interviewer: So how about another teacher that have teach you?

Participant: If we talk about another teacher i have one in senior high school he is a really really old teacher and is like a grandfather maybe my learning style is not match with his methode so i cannot deal with that because i like the young vibes and also love speaking.

Interviewer: How do your friends help you to learn and improve your speaking skill?

Participant: I have one friend is my close friend both of us love English so much so we just practice together and also we learn together but not only her but also my friends in my class they give me an energy in junior high school i have a really really have a supportive circle to learn English not just friends also my senior in there i also learn many things about English from them. And in my senior high school i also have the same close friends as in my junior high school because we choose the same school so we learn and sharing together until now event if she is not in English Department.

Interviewer: So my last question do you think your educational experiences help you to improve your speaking ability in English department?

Participant: Based on my Experience i think my junior high school really impact me because in my junior i have a good circle to practice speaking and in senior i have a lot of time to learn English from

movie and music so both of school junior and senior are really really help me in improve my speaking

Interviewer: Did your senior and Junior high school is a favorite school on the city?

Participant: I think my junior high school yes but my senior high school i think there is another's favorite school more better than my school but from Madrasah only madrasah aliyah yes my school like a role mother to another MAN



Participant 7

Interviewee : DM

Date of Interview : November, 17th 2020

Time of Interview : 20.00 WIB

Place : Online Interview via Phone

Interviewer: Tell something about your educational experiences (school, courses, extracurricular, workshop, and training)

Participant: In my junior high school honestly i never following any activities that related with English, and i never following any courses outside the school. But i ever following the same extracurricular in junior and senior high school this is a basketball club but in senior high school there is lintas minat program that we can choose others subject in another major like Sciences can choose social lesson so i choose English and i being one of English debate member but i never following the competition and this club was formed because there is a debate competition that held in another's school so our school search the candidates that can speak English so that is why the club there

Interviewer: Did you like to learn English? and why you like it

Participant: Of course because i think i am very comfortable to learn English so event sometimes it is hard but i still want to learn but in another lesson that i do not like i do not want to learn and i feel i easy to understand when learning English since in junior and senior high school

Interviewer: What are things that introduce you first to English?

Participant: The first thing is my English teacher in my junior high school and the second is music because i like to listen the song from western singer like Avril and lady gaga then i following they accent and read the lyrics i am not they big fans but i just like to listen the western music when i was junior high school until now

Interviewer: What are your learning strategies and tell your habits in learning

Participant: learning habit i think i do not have a habit because i am the types of people that learn by doing so i learn when i have an task event at the class the teacher teach me but i prefer to learning by self

when i want to following and examination. And for the strategies i have my own strategies like take a notes and read the material before start the class so if teacher ask i can answer

Interviewer: How do your junior and senior high school help you to improve English?

Participant: The things that make my improvement is the teacher in junior high school because she is very kind and close with me and also my English teacher in my senior high school also kind.

Interviewer: How do your non-formal education like extracurricular or courses impact your speaking ability?

Participant: I think debate club that i joint when i was in senior high school not give a big impact on my speaking skill even i am not really confident to speak because when the teacher guide us she intimidate us with the enemies so the environment is not makes me comfortable to put my idea

Interviewer: How do your senior and junior high school apply learning discipline for all school members and what is it? of course all school have a discipline but there is a special school discipline that your junior and senior high school implemented but another school not?

Participant: I think my junior and senior high school there is no special learning discipline it just like same others school

Interviewer: How and do your junior and senior high school facilities help you in learning English and speaking?

Participant: That i remember when i was in junior and senior high school i feel very happy when learning listening on the laboratory and my English teacher also use the power poin as a media to teach us i think it works on me to improve my listening and speaking skills

Interviewer: How can your describe your English teacher in your junior and senior high school do you think that they competent enough to teach do they help you to learn and how they help you?

Participant: Based on my opinion my English teacher that teach me in junior high school very competent her pronounce is very clear she is very good in teaching until i am very happy to meet English lesson at that time until now my English teacher being as a senior from another English teacher on my junior high school but when i was in senior high school my motivate to learn down but the knowledge

not because there is another media to learn outside the class my English teacher not really motivate me to learn but my English teacher when i was in extra class is very competent the way she teach like a lecturer also the learning environment is very fun.

Interviewer: How do your friends help you to learn and improve your speaking skill?

Participant: My junior high school friends very good in English and we often discussed together and sometimes i make a grub work to solve the task and in my senior high school is very limited friends that good in English but they very confident and brave to answer the question that teacher ask event is not the true answer

Interviewer: Did your junior and senior high school most of favorite school?

Participant: Of course yes my junior and senior high school is included as the most favorite school in Banda Aceh.

Participant: I think when i was in junior high school my motivation and desire to learn English improve but in junior high school my believes on my English skill especially speaking is improve so i can conclude my junior high school grow my motivation and since i was in senior and junior high school the speaking skill and pronunciation help me when i continue my study at English department but overall help me because since junior high school i also learn listening.

