THE CORRELATION OF WILLINGNESS TO COMMUNICATE AND STUDENTS' SPEAKING ABILITY AT SECOND SEMESTER TBI IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for Degree of Islamic Educational Scholar (S.Pd.I) in English Program

Written by:

RANI MEISINTA
Reg. Number.11 340 0127

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

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2016

LETTER OF AGREEMENT

Term : Thesis
       a.n.**Rani Meisinta**
Items : 7 (seven) exemplars

Padangsidimpuan, 21st December 2015
To :
Dean Tarbiyah and Teacher Training Faculty
in -
        Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Rani Meisinta**, entitle *"The Correlation of Willingness to Communicate and Students' Speaking Ability at Second Semester TBI IAIN Padangsidimpuan"*, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14 verse 2.

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Padangsidimpuan, 30th December 2015
Declaration Maker,

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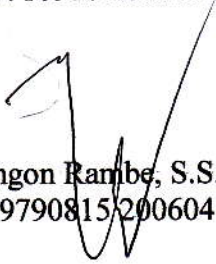
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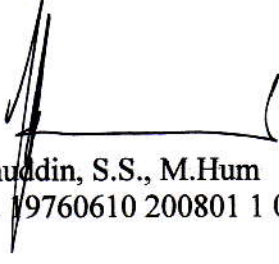
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Written By : RANI MEISINTA

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree

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ABSTRACT

This research discussed about the correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan. The problems of this research most of the students felt difficult in speaking English, lack of motivation, lack of speaking practice and lack of willingness to communicate. The aim of this research to verify the correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan.

This research employed quantitative research and the method was correlation method. The population of this research was second semester of English education department IAIN Padangsidimpuan. Then, the sample of the research was 7 persons from TBI- 1, 7 persons TBI- 2, 8 persons TBI-3 and 8 persons TBI-4. So, the sample of the research was 30 persons, exactly 25% from population. To collect the data, researcher used questionnaire for willingness to communicate and test to know students' speaking ability and then researcher collected the test by record . To analize the data, the researcher used r_{count}.

Based on the result of the research, the researcher showed the description of the data, and it found that the result calculating which was gotten the value of the correlation product moment r_{xy} between variable x and y was 0.924. It was means r_c > r_t in degree of significant 5% . The hypothesis in this research received because $r_{count} > r_{table}$. It means there was a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan. Next testing the significant with formula t_{count} was 13.031 , in degree of significant 0.05 by looking t_{table} was 1.701. So, the correlation of willingness to communicate and students' speaking ability was significant correlation.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَـٰنِ ٱلرَّحِيمِ

In the name of Allah, the beneficent and the merciful

First of all, the researcher would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **The Correlation of Willingness to Communicate and Students' Speaking Ability at Second Semester TBI IAIN Padangsidimpuan.** This thesis was written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken. Second, Peace and salutation be upon to the prophet Muhammad SAW, his families, his companies, and his followers.

This thesis was accomplished with the great help of others. Researcher realized that actually could not complete without advice, encouragement, guidance, suggestion, and support from many people. In this opportunity, researcher would like to express her sincere gratitude to:

1. Thanks to Magdalena, M.Ag and Zainuddin, S.S.M.Hum as, advisor I and II who have guided the researcher to complete this research.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking in educational setting is one important skill beside reading, listening and writing. Speaking skills are important for career success, but certainly not limited one's professional aspirations. Speaking skills can enchant one's personal life, thereby bringing about the well-rounded growth we should all speak. Speaking is an important language skill either for academic purpose or to communicate to another person and as necessary to become a well-rounded communicator. The following illustration will present some significance of speaking for our life.

First, we can get the information through speaking. A lot of information are presented in written form such as books, or newspapers, so we can give the explanation. Sometimes we can catch or find the information from other people. We can also giving something away is important. Updating people requires them to understand how what is being said will affect them.

Second, speaking activates our mouth, or our organ speech directly. In the process of speaking, our organ speech is activated to make the habitual speaking or make us easy to communicate with another person. So, we can enable to talk something.

Finally, we can also share with others people. When we have a problem, we can find the solution from someone who can be believed. In smaller environment it is often important to have feedback in order for the conversation to progress in a satisfactory manner.

Brown states that personality factor within a person that contribute in some way to the success of language learning. He explains that personality factor is an important aspect of carrying on discourse. The students were afraid to express their idea. They worried everyone will mock them. Another factor is feeling ashamed.[1] Actually many people cannot speak English very well. In fact, in Indonesia just a little people can speak English. Most of them think about English can make their life is the best in the future. On the other hand, the other people say that English is difficult to learn. Harmer says," as the productive language skill, speaking is regarded as a difficult lesson because they just don't know the words or grammar they need to express, and the speaking lesson used to be come uninteresting lesson for them.[2]

However, we are Indonesian people and English language is as a foreign language for us. So, not all students are success in speaking ability, because this is not easy for them. It can be seen from the reality that there are many English learners who are still in capable to speak English although they have

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[1]H. Doughlas Brown. *Teaching by Principles: An Interactive approach to language Pedagogy*, (New Jersey: San Fransisco State University,1994), p.231.

[2]Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*, (Harlow: Pearson Education Limited, 2001), p.1.

learnt the language for many years. These caused by the lack of vocabulary, grammar, fluency, pronunciation, limitation to speaking practice in the class or out class, lack of willingness to communicate which influences the use of English to communicate with each others. Below the researcher reveals the reason.

Many students are lack of understanding about the subject also one factor of students' speaking ability is low. If the teacher ask their opinion about the subject but they do not understand about it. So, make them seldom speaking English inside or outside the class.

Students are lack of motivation. It is found that students are rarely speaking English inside or outside the class. For example, many students usually are silent in the class when they are studying English subject.

There are three different perspectives about motivation: first is behavioral perspective, motivation is seen in very matter or fact term. Second is cognitive perspective. According their motivation places much more emphasis on the individual's decision. Third is constructivist perspective view motivation places even further emphasis on social context as well as individual personal choice.[3] So, the researcher conclude that motivation also as one factor will affect for students' willingness to communicate.

Students also are lack of willingness to communicate, because it can be seen from their daily activities in the class. Many students seldom speak

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[3] H. Douglas Brown, *Principle of Language Learning and Teaching* (America, 2007). p.168.

English inside or outside the class. According McCroskey and Richmond that willingness to communicate was first used to measure the speakers' tendency to approach or avoid starting communication.[4] Those, students have a high level of willingness to communicate to open up a conversation are more component in speaking ability. Students' willingness to communicate plays a very important role in second language learning, where willingness to communicate as one of affective factors in second language acquisition. So, the researcher is interest to conduct this research because to know there is a correlation of willingness to communicate and students' speaking ability.

Many students' English Education Department especially in second semester IAIN Padangsidimpuan is consider that lack of willingness to communicate inside or outside the class.

Based on the explanation above, the researcher is interesting in conducting a research with title **The Correlation of Willingness to Communicate and Students' Speaking Ability at Second Semester TBI IAIN Padangsidimpuan.**

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[4]Ahmad Mohseni and Sahar Niknejad, "Willingness to Communicate: A Critical Overview", *International Journal of Educational Research and Development*, Vol.2(2), pp.041-048, February 2013.(*http:www.academeresearchjournals.org/journal/ijerd*, accessed on 11 January 2016 at 09.30 WIB).

B. Identification of the Problem

Based on the above background, the students at second semester have the problem especially in speaking ability. Where speaking is the ability for expressing ideas, opinions or feeling to others by using words or sounds. So, most of the students seldom speak English in the class. The students are success or not in learning will affected with many factors.

Mardianto says that, there are:
1. Non Social Factor
2. Social factor
3. Physiology factor
4. Psychology factor[5]

So, from the above explanation that is all about factor of learning. Here, the researcher only identifies about psychology factor because willingness to communicate is one of the psychological factor.

C. Limitation of the Problem

The problem of the research can be a very large discussion. In this research, the researcher limits the problem to make it smaller. This research will focus on willingness to communicate and students' speaking ability.

Many factors can be affected in the success of learning, but the researcher focuses on psychological factor for willingness to communicate. To make this research clearly, the researcher will limit the problems about correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan.

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[5] Mardianto, *Psikologi Pendidikan,* (Medan: Perdana Mulya Sarana, 2012), p. 41-42.

D. Formulation of the Problem

To make the problem clear, the researcher formulated the problem based on above identification as follow : is there a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan?

E. The Purpose of the Study

The objective of the research is to examine the formulation of the problem. So that, based on above formulation the researcher determines the aim of the research is to know whether there is a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan.

F. Significances of the Study

The research is expected to be useful for:

1. The chief of English department, to encourage English lecturer to do the best in teaching.

2. Lecturer, to improve their quality of teaching speaking.

3. Students, to give motivation that speaking is very important in their lives.

4. Other researchers, to do further same research.

G. Definition of the Operational Variables

To avoid misunderstanding and vaguenness between the researcher and the readers. The researcher would like to clarify the used terms in the thesis which entitle "**The Correlation of Willingness to Communicate and Students' Speaking Ability at Second Semester TBI IAIN Padangsidimpuan"** as in the follows:

1. Willingness to Communicate

   Willing is ready or eager to help, to do what is needed.[6] Communication is the process by which an individual (the communicator) transmit stimuli to modify the behavior of other individuals (the audience).[7] So, Willingness to communicate is readiness for communicate to another person. According to Macintyre that "Willingness to communicate (WTC) may be defined as an underlying continuum representing the predisposition toward or away from communicating, given the choice".[8]

2. Speaking Ability

   According to O'Grady, that speaking is a productive language skill. Theoretically, it is a mental process. This means it is a psychological process by which a speaker puts a mental concept into

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[6]A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2005), p.1365.
[7]Jalaluddin Rakhmat, *Psikologi Komunikasi* (Bandung: PT Remaja Rosdakarya, 2002), p. 3.
[8]H. Douglas Brown, *Op. Cit*. p.157.

some linguistic form.[9] Houghton Miffhin Company says, "speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound of auditory communication, speech is also the exchange words they were perfectly comfortable together without speech".[10] Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Based on the Oxford Advanced Learner's Dictionary "speaking is defined as to talk or do conversation to somebody about something or mention or describe something or somebody"[11]. David Nunan states that "speaking is the productive aural/oral skill, it consists of producing systematic verbal utterances to convey meaning".[12]

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[9]Sanggam Siahaan, *Issues In Linguistics*, (Yogyakarta: Graha Ilmu, 2008) p. 95.

[10]Jo Mcdonough., et. all, *Materials and Methods in ELT : A Teacher's Guide*, 2nd Ed (UK: Blackwell Publishing, 2003), p.135.

[11]A.S. Hornby, *Op. Cit*. p. 1467.

[12]David Nunan, *Practical English Language Teaching* (New York : Mc Graw-Hill Companies,2003),P.48.

H. Thesis Outline

The researcher is going to organize this research paper in order to make the reader easier to understand:

Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the problem, significant of the problem, definition of operational variables and thesis outline.

Chapter II consists of theoretical description, review of related finding (it consist of some finding that related to this research), conceptual fremework, and the last hypothesis (hypothesis is a provisional answer to the research problem).

Chapter III consists of research methodology, it desribed research design, time and place of research, population and sample of research, instrument of collecting the data (a tool of facility is used by the researcher to collect the data) , technique of data collection, technique of data analysis.

Chapter IV consists of the result of the research which consisted of description of the data, the testing of hypothesis, discussion, and threats of the research.

Chapter V consists of conclusion and suggestion.

CHAPTER II
THEORITICAL DESCRIPTION

A. Theoretical Study

1. Willingness to Communicate

a. Definition of Willingness to Communicate

Willingness to communicate is one of the affective factors in second language acquisition. Willing is ready or eager to help, to do what is needed.[1] So, we can say willingness is how the students want or ready to do something. Communication is the act of transmitting and receiving information.[2] Communication is the process of creating, sharing, and understanding. When we communicate with other people, actually we make the conversation. Where, the conversation is the main way of communication. So, we can say willingness to communicate is readiness to do something or communicate with other people. Willingness to communicate as" a readiness to enter into discourse at a particular time with a specific persons by using second language".[3]

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[1]A.S.Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2005), p.1365.
[2]Alan Barker, *Improve Your Communication Skills: Revised Second Edition*, (London: Replika Press, 2010), p. 1.
[3]Rosamond Mitchell & Florence Myles, *Second Language Learning Theory,* (London: Great Britain, 2004), p. 27.

According McCroskey and Richmond that willingness to communicate was first used to measure the speakers' tendency to approach or avoid starting communication.[4] Then, MacIntyre argued that we normally communicate with the people around us for a specific purpose.[5]

Cronbach says, " readiness adalah segenap sifat atau kekuatan yang membuat seseorang dapat beraksi dengan cara tertentu".[6] Willingness to communicate also is the personality orientation which explains, why one person will communicate another will not under identical or virtually identical situational constraints. Willingness to communicate is the most basic orientation toward communication.[7] According Richmond and Kouch that higher levels of willingness to communicate are associated with increased frequency and amount of communication.[8]

According MacIntyre in Zoltan Dornyei's book that willingness to communicate is a fairly stable personality trait,

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[4]Ahmad Mohseni and Sahar Niknejad," Willingness to Communicate: A Critical Overview", *International Journal of Educational Research and Development*, Vol.2(2), pp.041-048, February 2013. (*http:www.academeresearchjournals.org/lournal/ijerd*, accessed on 11 January 2016 at 09.30 WIB).

[5] *Ibid.*

[6]M. Daliyono, *Psikologi Pendidikan*, (Jakarta : PT Rineka Cipta, 1997), p. 166.

[7]Sherwyn P. Morreale, *Assesing Motivation to Communicate: Willingness to Communicate and Personal Report of Communication Apprehension*, (University of Colorado : NCA, 2007), p.8.

[8]Amir Valadi, et.all, "The Relationship between Language Learners' Willingness to Communicate and Their Oral Language Proficiency with Regard to Gender Differences", *International Journal of Applied Linguistics and English Literature*, Vol.4, No.5;September 2015.(*http://download.//dx.doi.org*, accessed on 11 January 2016 at 09.30 WIB).

developed over the years and resulting in a "global, personality-based orientation toward talking".[9] Almost anyone is likely to respond to a direct question, but many will not continue or initiate interaction. Whether a person is willing to communicate with another person in a given encounter is impacted by the intrapersonal state of the individual by the situational constraints of the encounter. The intrapersonal state of the person can impact whether they want to speak.

So, from the above explanation, the researcher concludes that willingness to communicate is readiness or how the students have willingness to communicate or want to speak to another person. Such as, they want to speak in the class with their friends or out the class.

b. Factors of Willingness to Communicate

There are some factors can influence willingness to communicate:

1. Preparedness
2. Topic
3. Speaking Confidence
4. Speaker's Personality
5. Relationship with the Interlocutor
6. Perceived Speaking Skills of the Interlocutor
7. Task type
8. Correction and Grading
9. Class atmosphere and Embarrassment Factor.[10]

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[9]Zoltan Dornyei, *The Psychology of The Language Learner*, (London: Mahwai, New Jersey, 2015), p.208.
[10]Ivana Simic, *Willingness to Communicate*, Thesis (Austria: Universitat Graz, 2014), p. 21.

1) Preparedness

When the students want to speak, firstly they must prepare themselves before speaking.

2) Topic

Interest on the topic is one of factor can influence students' willingness to communicate. Where the students have willingness to communicate if they are finding the interest topic.

3) Speaking Confidence

Confidence is believe that we can achieve good things and that we   make a positive contribution to our environment and in our relationships. In Deborah Plummer's books, Confidence is knowing that my opinions, thoughts, and actions have value and that I have the right to express them.[11]So, when the students want to speak easily, they should have confidence.

4) Speaker's Personality

Speaker's personality is how the condition of students' mood. Owen Hargie said " personality is the complex of unique traits and characteristics of an individual that shapes interaction with the environment and the ability to

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[11]Deborah Plummer, *Helping Adolescents and Adults to Built Self-Esteem*, (London: Jessica Kingsley,2005), p. 22.

relate to oneself and others".[12] So, the students' personality is how they feel about speaking English itself. Whether the students have good or bad mood about speaking English.

5) Relationship with the Interlocutor

Individuals' willingness to communicate in any given moment also depends on their relationship with the interlocutor. Whether the students want to speak to their friends .

6) Perceived Speaking Skills of the Interlocutor

A prevailing view is that individuals may be discourage to communicate if the language second level of the interlocutor is higher than their own. So, they will feel free to communicate.

7) Task Type

When considering task types as one of the factors which influence one's willingness to communicate, this is focus on two particular instances, there are pair and group work.

8) Correction and Grading

The treatment of the mistakes started undergoing a general shift with the introduction of communicative approach. When the students make a good

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[12]Owen Hargie, *Skilled Interpersonal Communication Five Edition*, (London: Loutredge, 2011), p. 29.

impression to the teacher, it can be considered a factor closely connected to students' wish to get a better grade.

9) Class atmosphere and Embarrassment Factor

A supportive, stress-free and positive atmosphere as a prerequisite for successful language learning .Whether, potential embarrassment can hinder individuals' willingness to communicate and whether classrooms are indeed seen as a place where speaking is practiced.

c. Indicators of Willingness to Communicate

Table I

No	Indicators of Willingness to Communicate
1	Preparedness : - The students arrange the word or vocabulary for making the sentences. - The students combine the sentences to make the paragraph or making note. - The students have tried before speaking. - The students analyze their mistakes. - The students will perform if they feel prepared.
2	Topic :

	- The students interested in topic if that is about fun story.
	- The students interested in topic if that is about the technology.
	- The students interested in topic if that is about the sains.
	- The students interested in topic if that is about the teenager.
	- The students interested in topic if that is about the role play.
3	Speaking Confidence : - The students confident to speak, if it is being able to accept challenges and make the choice. - The students confident to speak English inside the class, if they can to solve the problems. - The students feel confident to speak English when they speak to their peers. - The students feel confident to speak, if they are able to develop strategies for coping successfully. - The students feel confident to speak English, if they have the right competence or to express the idea.
4	Speaker's Personality : - The students like to speak English, if they understand about the matery. - The students have a strong desire to communicate with the

	lecturer inside the class.
	- The students are satisfied to their competence, if they have the mistakes.
	- The students are afraid to speak English outside the class.
	- The students like speaking English, when speaking subject.
5	Relationship with the Interlocutor: - The students will speak English with their interlocutor inside the class. - The students dislike Speaking English with their interlocutor outside the class. - The students will not speak English, if they can not trust to their interlocutor. - The students prefer speaking English, if they find new knowledge. - The students want to speak English with a new interlocutor or foreigners.
6	Perceived Speaking Skill of the Interlocutor: - The students comfortable speaking English to the native speakers. - The students enjoy speaking English with their peers.

	- The students want to speak English, if the capacity of their interlocutor is higher than them. - The students want to speak English, if they receive the new knowledge. - The student have a strong desire speaking English with the lecturer .
7	Task Type : - The students want to speak English in group discussion. - The students are willing to communicate, if they have a good opinion. - The students dislike speaking English in public occasion. - The students want to speak English in pair work. - The students dislike participate in group work.
8	Correction and Grading : - The students want to speak English even they make mistakes occasionally. - The students are willing to communicate with the lecturer inside the class for their developing. - The students want to speak to their lecturer, if they have the problem.

	- The students don't want to speak English, if they don't receive the right correction. - They want to speak English with the lecturer, if they wish to make a good impression.
9	Class atmosphere and Embarrassment Factor : - The students want to speak English, if they feel relax. - The students easily for speaking English in the class if they receive lecturer's question. - The students want to speak English, if nobody laugh at them. - The students want to speak English, if there is a good condition. - The students want to speak English in the class, if it is show their competence.

2. Speaking

a. Definition of Speaking

There are many theories which are pointed out by many linguistics about the results of speaking, the writer tries to make some of them. According to David Nunan that speaking is the productive skill that consists of producing systematic verbal utterances to convey meaning.

Henry Guntur Tarigan said "speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitations we can say in speaking".[13] Mc. Donough says,"Speaking is not only the oral production of written language, but also involves learners in the mastery of a wide range of sub skill, which added together constitute an overall competence in the spoken".[14] Speaking is fundamentally an instrumental act.[15] According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken, utterance, discourse.[16]

The researcher concludes that speaking is expressing ideas, opinions or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. By looking whole explanation above, a good speaking will make and create a good communication should have the same correlation between the communicator and listener in absorbing the information, or the meaning of the topic is being talked and also give the sense and response. A speaker has to

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[13] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa), p.15

[14] Joe Mc. Donough*, Op. Cit.* p. 151.

[15] Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.

[16] Victoria Neufeldt . *Webster New World College Dictionary-3rd* (New York: Simon & Schuster Inc, 1995) p. 1217.

encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

b. Definition of Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. In oxford dictionary stated that ability is level of skill or intelligence.[17] Ability is the quality of being able to something especially the physical, mental and even financial responsibilities.

So, from the definition above , the writer make the conclusion that speaking ability is somebody ability in interactive process in conducting ,receiving, and processing information until somebody can doing something.

c. Kinds of Speaking

Based on Nunan in Browns' book, there are two types of oral language as follows:

1. Monologue

In monologue, when a speaker uses spoken language for any length of time, as in speech, lectures, readings, news broadcasts, etc., the listener must process long stretches of speech without

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[17] *Ibid*, p. 2.

interruption and the stream of speech will go on whether or not the listeners comprehend. The monologue consists of two types are: a. Planned monologue is usually has little redundancy and relatively difficult to comprehend. b.Unplanned Monologue is more redundancy and relatively easy to comprehend.

2. Dialogue

Dialogue involves two or more speakers. In each case, participants may have a good of background knowledge; therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden. In conversation between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit in order for effective comprehension. The dialogue consist of two types, those are "social relationship (interpersonal) and factual information (transactional). [18]

d. **Types of Classroom Speaking Performance**

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

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[18]H. Douglas Brown, *Principle of Language Learning and Teaching* (America, 2007), p. 236 – 238.

1. Imitative

   In the drill process, students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity.

2. Intensive

   Intensive speaking can be self- initiated or it can be even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

   These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4. Interactive

   The differences between responsive and interactive speaking is in the length and complexity of the interactions, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of maintaining social relationship.

5. Extensive (monologue)

   Extensive oral production task include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps non verbal responses) or ruled out altogether.[19]

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[19]H.Douglas Brown, *Language Assessment Principle and Classroom Activities* (America:Longman, 2004),p.141-142.

e. Speaking Dificulties

For make to easier of speaking English, we must know what the speaking difficulties. According to Brown, there are eight factors which make speaking difficult, as follows:

1. Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

   Contractions, elisions, reduced vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking.

4. Performance Variables

   One of the advantages of spoken language is that process of thinking to manifest a certain number of performance hesitations, pauses, backtracking and corrections. For example, in English "thinking time" is not silent, but it is filled with: uh, um, well, you

know, I mean, like, etc. One of the important differences between native and non native speakers of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure the students are reasonably well acquainted with the words, idioms and phrases of colloquial language and they get practice in producing these forms.

6. Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation because the stress, timed, rhythm of spoken English and its intonations patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum-without interlocutors –would rob speaking skill of its richest component: the creativity of conversational negotiation.[20]

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[20] H. Doughlas Brown. *Op.Cit*, p.256-257.

f. Testing Speaking

According to Cyril j. Weir there are nine ways of speaking test, they are:

1. Verbal essay
   Asked to speak for three minutes on either one or more specified general topics.
2. Oral presentation
   Expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.
3. The free interview
   The conversation unfolds in an unstructured fashion and no set of procedures is down in advance.
4. The controlled interview
   It is normally a set procedures determined in advance for eliciting performance.
5. Information transfer; description of picture sequence
   Candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.
6. Information transfer; question on a single pictures
   The examiner ask the candidate a number questions about the content of a picture which he has had time to study.
7. Interaction tasks, they are:
   a) Information gap students – student
      Students normally works in pair and each has given only part of the information necessary for completion of the task.

   b) Information gap students – examiner
      Interaction some boards have the examiner as one of the participants or employ a common intercalation.
8. Role play
   Expected to play one of the rules in an interaction which might reasonably expected in the real word.
9. The training and standardisation of oral examiner.

Is an essential factor in taking decisions on what to include in a test of spoken or written production.[21]

g. The Indicators of Assessing Speaking Skill

According to Arthur Hughes that there are five categories to measuring speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.[22]

Table II

The Indicators of Speaking Skill

NO.	The Indicators of Speaking Skill	Score
1.	Accent :	0 – 5
	1. Pronunciation frequently unintelligible.	0
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	1
	3. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	2
	4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding.	3

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[21] Cyril. j. Weir. *Communicative Language Testing*, (New York: Prentice hall, 1990), p.74.
[22] Arthur Hughes, Testing for Language Teachers, (USA: Cambridge Univeersity Press, 1990), p. 111.

	5. No conspicuous mispronunciations, but would not be taken for a native speaker.	4
	6. Native pronunciation, with no trace of foreign accent.	5
2.	Grammar :	0 – 5
	1. Grammar almost entirely inaccurate phrases.	0
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	1
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	2
	4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	3
	5. Few errors, with no patterns of failure.	4
	6. No more than two errors during the interview.	5
3.	Vocabulary :	0 – 5
	1. Vocabulary inadequate for even the simplest conversation.	0
	2. Vocabulary limited to basic personal and survival areas.	1
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	2

	4.	Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	3
	5.	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.	4
	6.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	5
4.	Fluency :		0 – 5
	1.	Speech is so halting and fragmentary that conversation is virtually impossible.	0
	2.	Speech is very slow and uneven except for short or routine sentences.	1
	3.	Speech is frequently hesitant and jerky, sentences may be left uncompleted.	2
	4.	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	3
	5.	Speech is effortless and smooth, but perceptibly non native in speech and evenness.	4
	6.	Speech on all professional and general topics as effortless and smooth as a native speaker's.	5

5.	Comprehension :	0 – 5
	1. Understands too little for the simplest type of conversation.	0
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	1
	3. Understands careful, somewhat simplified speech when enganged in a dialogue, but may require considerable repetition and rephrasing.	2
	4. Understands quite well normal educated speech when enganged in a dialogue, but requires occasional repetition conversation or rephrasing.	3
	5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.	4
	6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.[23]	5
	MAXIMAL SCORE	25

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[23]*Ibid*. p. 110 – 113.

3   Review of Related Findings

In this research, The research was related to some researchers:

1). Alfian Ramadhan had done research about "The Effect of Content Based Instruction on Students' Achievement' in Speaking Ability at SMA Negeri 1 Arse ". Based on research the Content Based Instruction on Students' Achievement in Speaking ability showed the significant effect. From the calculation of t_0 2,93, while t_s score is 2,68, so there was positive of significant effect using Content Based Instruction on Students' achievement in speaking ability at SMA N 1 Arse.[24]

2). Sulastri entitled" improving students' self-confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidimpuan". The concluding of her research is after analyzing the data it can be concluded that simulation technique improved students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidimpuan with 2.99 %.[25]

3). Irham Rasydi Harahap entitled" the effect of picture sequences toward grade XI students' speaking skill at SMK N 1 Padangsidimpuan". From the calculation of t_0 2.54, while t_s score was 1.70, so there is positive of

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[24] Alfian Ramadhan. *The effect of Content Based Instruction on Students' Achievement in Speaking Ability at SMA Negeri 1 Arse (Unpublished Thesis),* (Padangsidimpuan: STAIN 2011).

[25] Sulastri, *Improving Students' Self Confidence in Speaking Ability Through Simulation Technique* at Grade X SMA Negeri 8 Padangsidimpuan, Thesis (Padangsidimpuan: STAIN 2013).

significant effect using picture sequences toward grade XI students'

speaking skill at SMK N 1 Padangsidimpuan.[26]

4). Imam Yazid Dhuhari entitled " The Influence of Teacher's Motivation to

Students' Speaking Ability at SMP negeri 5 Batang Angkola". The

concluding of his research is after calculating the data, there was an

influence of teacher's motivation to students' speaking ability. It can be

seen from r_{count} > r_{table} (0.30 > 0.20). So, there was an influence of

teacher's motivation to students' speaking ability.[27]

4. Conceptual Framework

The successful of teaching English depends by many factors, there are

about the subjects in reading, writing, listening and speaking. The students

hoped that they communicate through orally and written.

Willingness to communicate is readiness of the students for speaking

in the second language. Willingness to communicate also is the most

basic orientation toward communication. Whether, a person is willing to

communicate with another person in a given interpersonal encounter is

certainly affected by situational constrains.

In education, speaking is one of very important skills. Speaking is

an interactive process of constructing meaning that involves producing

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[26] Ilham Rasydi Harahap, *The Effect of Picture Sequences Toward Grade XI Students' Speaking Skill at SMK N 1 Padangsidimpuan*, Thesis (Padangsidimpuan: STAIN, 2012).

[27] Imam Yazid Dhuhari, *The Influence of Teacher's Motivation and Students' Speaking Ability at SMP Negeri 5 batang Angkola*, Thesis(Padangsidimpuan: STAIN, 2009).

and receiving information. Speaking helps student to understand every material, especially in English material. One of them is how the teacher teaches to the student.

Ability is the quality of being able to something and how far the capacity of it. So, speaking ability is the students' ability in expressing their opinions or ideas which is represented by the scores of speaking.

So, the researcher concludes that two variables of this research are willingness to communicate as independent variable (X) and speaking ability as dependent variable (Y). The relation of variables may be seen on figure below:

| Willingness to Communicate | → | Speaking Ability |

5 Hypothesis

The hypothesis is an idea suggestion answer to the problem or a case which is its fact will be proved by getting the result of the study. The hypothesis is an important component in this research problems.

Correlating to this above concept, so the researcher comes to the hypothesis in this research. The hyphotesis can be stated as "There is a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan".

CHAPTER III
RESEARCH METHODOLOGY

A. **Time and Place of the Research**

This research has been done at IAIN Padangsidimpuan, where it is in Jl. HT. Rizal Nurdin km 4,5 Sihitang Padangsidimpuan. The time of this research was from 20 October 2015 until 29 October 2015, it is more or less about one week.

B. **Research design**

This research is a quantitative research, exactly the researcher use correlation method. Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Correlation research is a form of analysis in which you correlate one variable with another to determine if there is a relationship between them. The purpose of a correlation research study is to determine relationship between variables or to use these correlation to make predictions.[1] This research was aimed to find out the correlation of willingness to communicate and students' speaking ability, it is called correlational research. The research that want to correlate one variable to another variable

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[1] Gay and Peter Airaisan, *Educational Research: Competenciens for Analysis and Applications-6th ed,* (prentice Hall Inc: New jersey, 2000), p. 321.

to understand the phenomena with determining the degree of the correlation of the variable.

C. Population and Sample

1. Population

Population is all the objects of research to be search. Peter says "population is the group of interested to the research, the group to which she or he would like the results of the study to be generalizable".[2] So, the population is whole of the students which are used as the subject of research in the research. Suharsimi Arikunto says, a population is a set (collection) of all element processing one or more attributes of interest.[3] From the quotation that, the researcher takes all of second semester IAIN Padangsidimpuan, So, the population presented as follows:

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[2] *Ibid.* p. 122
[3] Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1993) p. 180 .

Tabel III

For more details below :

No	Class	Number of Students
1	TBI-1	42
2	TBI-2	30
3	TBI-3	41
4	TBI-4	40
	Total	153

2. Sample

Sample is a part or representatives of the population. Suharsimi Arikunto said that sample is a part or a substitution of the population that want to be researched. Sampel is small number of person or things which are representative to the character of entire population and if the population is smaller than 100 students, we take them all as the sampel, but if the students higher we can take them between 10% - 15% or 20% - 25% or more.[4] Since the population is more than 100, it is taken a class at the sample by using random sampling. Random sampling is the process of selecting a sample in such a way that all in individuals in the defined population have an equal and independent

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[4] *Ibid.* p. 120

chance of being selected for the sample.[5] The population is 153, so the researcher take 20% from 153 and the total is 30 students.

D. Instrument of Collecting Data

Instrument of research is a technique or instrument used to collect the data. The data was made with procedures. Suharsimi Arikunto says, "Instrument of research is a tool of facility is used by the writer in collecting data"[6] . So that, the process is easier and better with the more careful, complete and systematic. The instruments are questionnaire for willingness to communicate and test for speaking ability.

A questionnaire is a set of systematically structured questions used by the researcher to get needed information from respondents. To get the data from the students, the researcher gives the questionnaire sheets for willingness to communicate and test for speaking.

A questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. For measure willingness to communicate, the researcher use the indicator of willingness to communicate.

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[5] Gay and Peter Airaisan, *Op. Cit*. p.123.
[6] Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1993) p.106.

For x variables (willingness to communicate) use questionnaire. The score given 3 for answer always, 2 for answer sometimes, and 1 for answer never.

Table IV

To measure students' willingness to communicate, the researcher uses the indicators are:

No	Indicators	Item number	Total
1	Preparedness	1, 2, 3, 4, 5	5
2	Topic	6, 7, 8, 9, 10	5
3	Speaking Confidence	11, 12, 13, 14, 15	5
4	Speaker's Personality	16, 17, 18, 19, 20	5
5	Relationship with the Interlocutor	21, 22, 23, 24, 25	5
6	Perceived Speaking Skill of the Interlocutor	26, 27, 28, 29, 30	5
7	Task Type	31, 32, 33, 34, 35	5
8	Correction and Grading	36, 37, 38, 39, 40	5
9	Class Atmosphere and Embarrassment Factor	41, 42, 43, 44, 45	5
Total			45

Table V

To measure the assesing speaking, the researcher use the indicators are:

No	Indicators	Item Number	Total
1	Accent	1, 2, 3, 4, 5	5
2	Vocabulary	6, 7, 8, 9, 10	5
3	Grammar	11, 12, 13, 14, 15	5
4	Fluency	16, 17, 18, 19, 20	5
5	Comprehension	21, 22, 23, 24, 25	5
Total			25

E. Validity of Instrument

To analyze the data for this testing was:

1. Validity of the items

Before giving the test to the sample, test was tested to the other students outside of sample who has the same grade to check for the validity of the items of the test. In this research the test was tested to the fifth semester at English Education Department in IAIN Padangsdimpuan in different time with the research.

To find out the validity item of test, researcher used the formula correlation product moment, there are:[7]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

r_{xy} = correlate coefficient

X = score item

Y = total score item

N = total sample

Result of calculation by coefficient of correlation product moment is determined if $t_{count} > t_{table}$ with the significant level 5 % (0,05) with the r table of product moment. So, that the items is tested valid.

2. Reliability of the test

Testing of reliability with the internal consistency, done in a way try-out the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument.

Result of calculation the reliability of the items (r_{11}) is determined whether $r_{11} > r_{table}$ with the significant level 5 % (0.05) with the table r product moment. So, that the items is reliable.

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[7]*Ibid*, p. 72.

F. Result of Try-out Instrument Test

1. Result of validity instrument

Result of calculation by the using correlation product moment formula is determined if $r_{count} > r_{table}$ with significant level 5 % (0.05) with r table product moment, so that the items that tested was valid.

The calculation of test validity (Appendix II) showed that 24 numbers is valid from 45 numbers of tests.

2. Result of reliability instrument

Suharsimi Arikunto[8] said that reliability refer to once meaning that instrument can faith exactly to use as the instrument of collection the data because that instrument is good. Based on try out with significant level 5 % (0.05) and n = 28 was gotten $r_{table} = 0,374$ and $r_{count} = 0,844$, cause $r_{count} > r_{table}$ (>). So, instrument test is reliable.

G. Techniques of Data Analysis

After collecting the data, the researcher analyzed the data by using quantitative data. In quantitative research the most suitable analysis is using the statistical process and with following steps.

a. Identified and total or corrected the answer the subject researsch from questionnaire and test.

b. Used mean score to identify variable x and y

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[8]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 221.

According Ahmad Nizar count mean are:

 a) Know the mean score used the formula:

$$(x) = \sum \frac{fixi}{fi}$$

 b) Know the median score used the formula:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

 c) Know the modus of score used the formula:

$$Modus = b + p \left(\frac{b_1}{b_1 + b_2} \right)^9$$

The result should be appropriated with the interpretation to the index

of means scoore. The interpretation of the result can be seen in the following

table.

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[9] Ahmd Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Bandung: Cipta Pustaka Media, 2014),p. 28.-40.

Table VI

The table interpretation of means score

No	Interval	Predicate
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Fail [10]

c. To know the correlation between variable X and Y was calculated by applying product moment formula.

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{ N \sum X^2 - (\sum X)^2 \}\{ N \sum Y^2 - (\sum Y)^2 \}}}$$

Where :

Rxy : Correlation between variable X and Y

X   : Score each item question

Y   : Total of score all item question

X^2 : The squared score distribution X

Y^2 : The squared score distribution Y

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[10] Nana Sudjana Dan Ibrahim, *Penelitian Dan Penilaian Pendidikan* (Jakrta: Sinar Baru Algesindo, 2002), p.153.

N   : Total of sample.[11]

d. To examine the significances variable X and Y was calculated by:

$$t = \frac{r_{xy} \sqrt{n - 1}}{\sqrt{1 - (r_{xy})^2}}$$

t= result of t-test

n= total of sample

r_{xy} = coefficient correlation between x and y[12]

The result should be appropriated with the interpretation to the index of product moment of correlation . the interpretation of the result can be seen in the following table.

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[11] Suharsimi Arikunto, *Op. Cit.* p. 167.
[12] Riduwan, "*Belajar mudah Penelitian Untuk Guru, Karyawan dan penelity pemula",* Diktat, p. 98

Table VII

Table of interpretation of product moment[13]

No	Score	Interpretation of the Product Moment
1	0.00-0,20	Lowest
2	0.20-0.40	Low
3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

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[13] Anas Sudjiono. *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 193.

CHAPTER IV

RESULT FINDINGS

A. Description of Data

To understand this research easily, it is described based on variables. There are two variables in this research and started from willingness to communicate as variable "X", and the students' speaking ability as variable "Y" and also continued of the testing hyphotesis.

1. Willingness to Communicate

Based on the result of analyzing for students' answer by using questionnaire, the computation of result the variable of willingness to communicate, it is described on the table below:

Table VIII

The resume of variable score of willingness to communicate

No	Statistic	Variable X
1	Highest score	72
2	Lowest score	49
3	Range	23
4	Mean score	60.16
5	Median score	58.5
6	Modus	54.5

From the above table, it was known that the high score was 72, low score 49, mean was 60.16, median was 58.5, modus was 54.5. Next, the calculation of how to get it can be seen in the appendix VI.

Based on the above table calculation means score, it was 60.16 it means that the students in willingness to communicate was in enough predicate. It can be seen in table VI, where the interpretation of means score 60-69 was enough. To know revelation of data done to grouped the variable score of willingness to communicate which the total classes 5 and interval 5. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table IX

The frequency distribution of willingness to communicate

Interval	Mid Point	Frequency	Percentages
49-53	51	7	23.33%
54-58	56	8	26.66%
59-63	61	4	13.33%
64-68	66	5	16.66%
69-73	71	6	20%
Total		30	100 %

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure :

Frequency
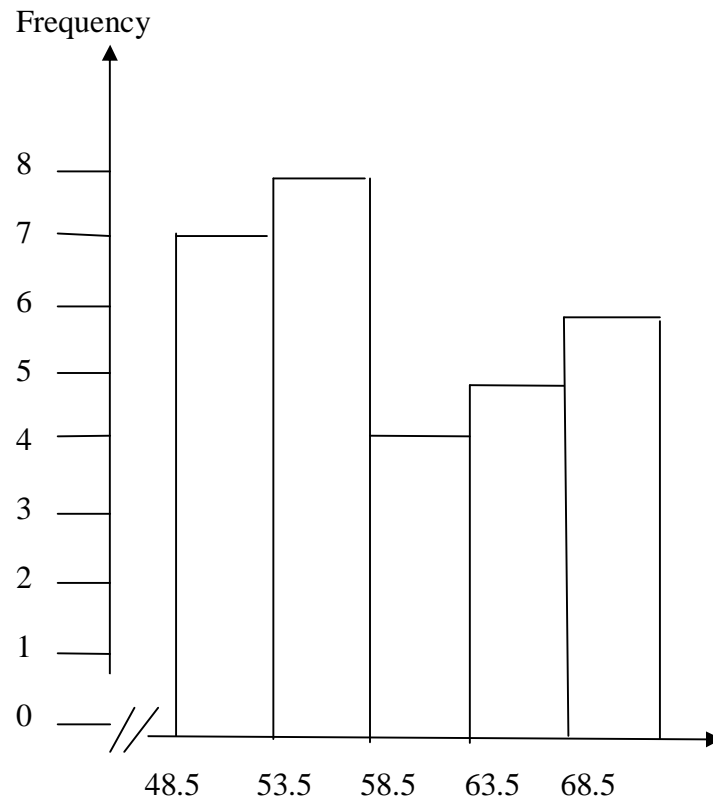
Figure 1: Description Data of Willingness to Communicate

Based on the above table, it was known that the variable revelation of willingness to communicate shown that the respondent at interval 49-53 were 7 students (23.33 %), interval 54-58 were 8 students (26.66%), interval 59-63 were 4 students (13.33%) and interval 64-68 were 5 student (16,66%), and last interval 69-73 were 6 students (20 %).

2. Speaking Ability

The resume score of variable speaking ability at second semester TBI IAIN Padangsidimpuan has been gotten as table below:

Table X

The resume of the variable score of speaking ability.

No	Statistic	Variable Y
1	High score	92
2	Low score	24
3	Range	68
4	Mean score	54.76
5	Median score	55
6	Modus	58.5

Based on the above table, the researcher got the lowest score was 24, high score was 92, mean score was 54.76, median score was 55, modus score was 58.5. Next, the calculation of how to get it can be seen in the appendix V.

Based on the calculation of means score, it was 54.76 it means that the students' speaking ability was less predicate. To know the relevation of data was done to group the variable score of speaking ability which the total classes 5 and interval 14 .

Table XI
The frequency distribution of students' speaking ability

Interval	Mid Point	Frequency	Percentages
24-37	30.5	7	23.33 %
38-51	44.5	6	20%
52-65	58.5	8	26.66 %
66-79	72.5	6	20 %
80-93	86.5	3	10 %
Total		30	100%

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure :
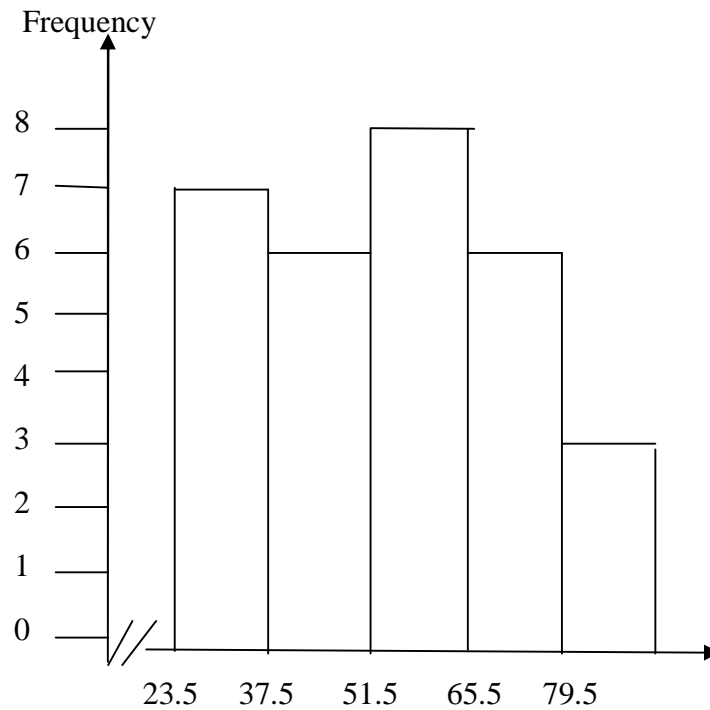
Figure 2: Description Data of Speaking Ability

Based on the above table, it was known that the variable revelation of speaking ability shown that the respondent at interval 24-37 were 7 students (23.33 %), interval 38-51 were 6 students (20%), interval 52-65 were 8 students (26.66%) and interval 66-79 were 6 students (20%), interval 80-93 were 3 students (10%).

B. Testing of Hypothesis

The hypothesis of this research was "there is a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan. It was tasted by using product moment.

The analysis of the data can be seen in appendix IX based on the data, it was gotten each of score variable which is used to do calculate by applying product moment formula. Then the calculated the value of correlation of variable x and y, it can be seen in appendix X.

So, coefficient correlation of X and Y was 0.924, it was mean correlation of X and Y. Then, it found r_o= 0.924 and df=N-2.[1] Then, 30-2=28 in degree of significant 5%= 0.361. So, it found that $r_o > r_t$ (0.924 > 0.361). Where r_o= r_{count} and $r_t = r_{table}$ .If r_{count} was higher than r_{table}, so H_0 was rejected and H_a was accepted. So, the correlation of this research was positive correlation, it can be seen in appendix IX. Where the calculation of X and Y was positive because the result of correl was nothing minus.

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[1] Hartono, *Statistik Untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2004) p. 79.

So, the contribution of variable X to Y was 85.47% (appendix XII), or speaking ability at second semester TBI IAIN Padangsidimpuan was correlated by willingness to communicate 85.47% and 14.53% was correlated by other factors. Next, how to get it can be seen in appendix XII.

Next, to testing the significant using the formulate t-count, The researcher found that t_{count} = 13.031 and dk= n-2 = 30-2= 28, and at real α = 0,05, the researcher found that t_{table}=1.701, because $t_{count} > t_{table}$ (13.031> 1.701). How to get it, it can be seen in appendix XI. It means that the correlation of willingness to communicate and students' speaking ability was significant correlation.

C. Discussion

Based on the theory, there are three theories about motivation: first is behavioral, motivation is seen in very matter or fact term. Second is cognitive. According them motivation places much more emphasis on the individual's decision. Third is constructivist view motivation places even further emphasis on social context as well as individual personal choice.[2] According to MacIntyre that willingness to communicate is a fairly stable personality trait developing across time and resulting in a "global, personality-based orientation toward talking". Willingness to communicate as "underlying

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[2] H. Douglas Brown, *Principle of Language Learning and Teaching* (America, 2007). p.168.

continuum representing the predisposition toward or away from communicating given the choice

Willingness to communicate is one of the affective factors in second language acquisition. Willingness to communicate also is the most basic orientation toward communication.

Speaking is a productive language skill. Theoretically, it is a mental process. This means it is a psychological process by which a speaker puts a mental concept into some linguistic form.[3] Based on related finding, Imam Yazid Dhuhari entitled " The Influence of Teacher's Motivation to Students' Speaking Ability at SMP negeri 5 Batang Angkola". The concluding of his research is after calculating the data, there was an influence of teacher's motivation to students' speaking ability. It can be seen from $r_{count} > r_{table}$ (0.30 > 0.20). So, there was an influence of teacher's motivation to students' speaking ability.

Next, Sulastri entitled" improving students' self-confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidimpuan". The concluding of her research is after analyzing the data it can be concluded that simulation technique improved students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidimpuan with 2.99 %.

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[3] Sanggam Siahaan, *Issues In Linguistics* (Yogyakarta: Graha Ilmu, 2008), p. 95.

So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. For supporting that, researcher has been done the research and it was proved by testing hypothesis of research, it found that willingness to communicate had the correlation to students' speaking ability at second semester TBI IAIN Padangsidimpuan. This fact can be seen from $r_o > r_t$ ($0.924 > 0.361$) and to know the significant coefficient, the researcher use formula t_{count} . It found that $t_{count} > t_{table}$ (13.031>1.701).

D. Threats of Research

The researcher found the threats of this research as below:

1. The researcher gave students the test one by one and explained them how to answer the questionnaire, and explained what are the test for speaking use.

2. The researcher incapable of measure honesty aspects of the students in answering the questionnaire that given, until possibility the students cheat or guess.

3. The researcher didn't know whether students concentrated or not in answering the questionnaire.

4. The researcher didn't know how serious the students were in speaking test for record.

5. Test time was limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it can be concluded that willingness to communicate had a correlation to students' speaking ability at second semester TBI IAIN Padangsidimpuan. It based on mean score category of students' willingness to communicate at second semester TBI IAIN Padangsidimpuan was "enough". It was shown that the mean score of the students calculatedly was 60.16. Then, mean score of students' speaking ability at second semester TBI IAIN Padangsidimpuan was "less". It was shown that the mean score of the students calculatedly was 54.76. Based on the result calculating which was gotten that the value of the correlation product moment r_{xy} of variable x and y was 0.924. The hyphotesis of this research received because $r_{count} > r_{table}$. It means there was a correlation of willingness to communicate and students' speaking ability at second semester TBI IAIN Padangsidimpuan. Next testing the significant with formula t_{count} was 13.031 in degree of significant 0.05 dk- 2= 30-2= 28 by looking t_{table} was 1.701. So, the correlation of willingness to communicate and students' speaking ability was significant correlation because $t_{count} > t_{table}$.

B. Suggestions

Based on the above conclusion, the researcher suggested :

1. The chief of English department, to encourage English lecturer to do the best in teaching.

2. English Lecturers, the researcher suggested as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students, exactly to improve quality of teaching speaking.

3. Other researchers , the researcher hoped that the others researchers who want to conduct a research related to this research to find the others influence of these speaking ability .

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CURRICULUM VITAE

A. Identity

Name	: RANI MEISINTA
Reg. No	: 11 340 0127
Place and birthday	: Pinang Lombang, 15 Mei 1993
Sex	: Female
Religion	: Islamic
Address	: Rantau Prapat

B. Parent

1. Father's name : Alm. Ademan

2. Mother's name : Masnun Pohan

C. Educational background

1. Graduated from Primary School Pinang Lombang 2004

2. Graduated from MTS PP. AT-THOYYIBAH INDONESIA in 2008

3. Graduated from MAS PP. AT-THOYYIBAH INDONESIA in 2011

4. Student in IAIN Padangsidimpuan 2011

APPENDIX I

THE QUESTIONNAIRE OF MEASURING WILLINGNESS

TO COMMUNICATE

The following questions are to ask you about your willingness

to communicate in learning the English language.

Name…………………………..   Date…………………………

Direction: Circle the best number describes your response about statement.

No		Never	Sometimes	Always
1	I arrange the word or vocabulary for making the sentences.	1	2	3
2	I combine the sentences to make the paragraph or making note.	1	2	3
3	I have tried before speaking.	1	2	3
4	I analyze the mistakes, before perform.	1	2	3
5	I will perform if I feel prepare.	1	2	3
6	I interested in topic if that is about fun story.	1	2	3
7	I interested in topic if that is about the technology.	1	2	3
8	I interested in topic if that is about the sains.	1	2	3
9	I interested in topic if that is about the teenager.	1	2	3
10	I interested in topic if that is about the role play.	1	2	3
11	I am confident to speak, if it is being able to accept challenges	1	2	3

	and make the choice.			
12	I am confident to speak English inside the class, if I can to solve the problems.	1	2	3
13	I feel confident to speak English when I speak to my peers.	1	2	3
14	I feel confident to speak, if I am able to develop strategies for coping successfully.	1	2	3
15	I feel confident to speak English, if I have the right competence or to express the idea.	1	2	3
16	I like to speak English, if I understand about the matery.	1	2	3
17	I have a strong desire to communicate with the lecturer inside the class.	1	2	3
18	I am satisfied to my competence, if I have the mistakes.	1	2	3
19	I am afraid to speak English outside the class.	1	2	3
20	I like speaking English, when speaking subject.	1	2	3
21	I will speak English with my interlocutor inside the class.	1	2	3
22	I dislike Speaking English with my interlocutor outside the class.	1	2	3
23	I will not speak English, if I can not trust to my interlocutor.	1	2	3
24	I prefer speaking English, if I find new knowledge.	1	2	3
25	I want to speak English with a			

		1	2	3
	new interlocutor or foreigners.	1	2	3
26	I am comfortable speaking English to the native speakers.	1	2	3
27	I am enjoy speaking English with my peers.	1	2	3
28	I want to speak English, if the capacity of my interlocutor is higher than me.	1	2	3
29	I want to speak English, if I receive the new knowledge.	1	2	3
30	I have a strong desire speaking English with the lecturer .	1	2	3
31	I want to speak English in group discussion.	1	2	3
32	I am willing to communicate, if I have a good opinion.	1	2	3
33	I dislike speaking English in public occasion.	1	2	3
34	I want to speak English in pair work.	1	2	3
35	I dislike participate in group work.	1	2	3
36	I want to speak English even I make mistakes occasionally.	1	2	3
37	I am willing to communicate with the lecturer inside the class for my developing.	1	2	3
38	I want to speak to the lecturer, if I have the problem.	1	2	3
39	I don't want to speak English, if I don't receive the right correction.	1	2	3
40	I want to speak English with the lecturer, if I wish to make a good impression.	1	2	3

41	I want to speak English, if I feel relax.	1	2	3
42	I am easily for speaking English in the class if I receive lecturer's question.	1	2	3
43	I want to speak English, if nobody laugh at me.	1	2	3
44	I want to speak English, if there is a good condition.	1	2	3
45	I want to speak English in the class, if it is show my competence.	1	2	3

APPENDIX II

No	Initial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Score
1	SA	3	2	3	1	2	3	2	3	3	2	3	2	2	3	2	2	2	3	3	2	2	3	2	3	2	3	2	3	3	3	3	3	2	3	2	2	2	2	2	2	3	2	3	2	3	110
2	PL	3	2	3	2	3	2	3	3	2	2	3	2	2	3	3	3	2	2	3	2	2	2	3	2	3	2	2	3	3	2	2	2	3	2	2	2	3	2	3	2	3	3	2	2		109
3	MY	2	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	2	3	2	3	1	1	2	3	2	2	3	2	3	2	3	3	2	3	1	2	3	3	2	3	3	2	3	3	3	114
4	AZ	2	2	3	2	3	3	2	2	3	3	2	3	2	2	2	3	2	2	2	3	2	2	2	3	2	3	1	1	2	2	3	3	2	2	2	2	3	3	2	3	3	2	2	2	2	104
5	NA	3	3	3	3	2	3	2	2	1	2	2	2	2	3	3	3	2	3	2	3	2	2	2	2	3	2	2	2	2	3	2	2	1	2	3	2	2	3	2	3	2	2	2	2	3	104
6	NH	3	3	3	2	2	3	2	3	2	3	2	3	2	3	2	3	3	3	3	2	2	3	2	3	2	3	2	2	2	2	3	3	2	2	2	2	3	2	2	2	3	2	2	2	3	110
7	JK	3	2	2	3	2	3	2	2	3	2	2	2	3	3	2	3	2	2	2	3	1	1	2	3	1	3	2	1	2	2	3	3	2	2	2	1	3	3	1	2	3	3	1	2	3	100
8	AT	3	2	2	2	2	3	3	2	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	3	2	2	2	3	3	2	3	2	2	2	1	2	2	2	2	0	2	2	3	2		97
9	EEL	3	3	2	3	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	1	2	3	3	2	2	2	3	2	3	3	2	2	2	2	1	1	2	1	2	3	3	3	3	101
10	FAH	3	3	3	2	3	3	1	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	1	2	2	1	2	2	3	3	3	3	2	3	2	2	3	2	2	3	2	2	3	2	3	104
11	ASH	3	2	2	3	2	2	2	2	2	2	2	3	3	2	3	3	2	2	2	3	2	1	3	3	3	2	3	3	3	2	3	2	3	1	2	3	3	2	3	3	2	3	3	3	3	110
12	RN	2	2	2	3	3	2	2	2	3	2	2	1	2	2	2	3	2	2	2	3	2	1	1	2	2	2	2	2	2	2	3	2	1	2	3	2	3	3	3	2	2	2	3	2	2	97
13	YS	3	2	2	2	3	3	2	1	3	2	2	2	2	2	2	3	2	2	2	3	2	2	2	1	2	2	2	1	2	2	3	1	1	2	1	2	2	2	1	1	3	3	3	3	2	93
14	ISS	3	3	0	2	2	1	1	1	1	1	2	2	3	1	1	2	3	1	2	1	2	2	3	1	3	2	3	1	1	3	2	3	3	3	1	2	3	2	1	2	2	2	1	2	3	86
15	MR	3	3	2	2	3	2	3	2	2	2	3	2	2	2	3	2	2	2	1	2	3	2	1	1	3	2	3	2	2	2	3	3	2	2	3	2	3	2	2	2	2	3	2	3		103
16	WR	2	3	2	2	3	2	3	2	2	2	3	2	2	2	3	2	2	2	1	2	3	2	1	1	3	2	3	2	2	2	3	3	2	2	3	2	3	2	2	2	2	2	3	2	3	101
17	HW	3	2	2	3	2	3	2	2	1	1	2	2	2	2	2	2	2	1	2	3	2	1	1	3	2	3	2	2	2	3	3	2	2	3	2	3	2	2	2	2	2	3	2	3		97

APPENDIX III

Result of Validity Instrument

Number of Item	Score of r_{xy}	r_{table}	r_{count}	Official Statement
1	0,552	0,361	0,552	Valid
2	0,159	0,361	0,159	Invalid
3	0,362	0,361	0,362	Valid
4	0,474	0,361	0,474	Valid
5	0,437	0,361	0,437	Valid
6	0,336	0,361	0,336	Invalid
7	0,092	0,361	0,092	Invalid
8	0,443	0,361	0,443	Valid
9	0,411	0,361	0,411	Valid
10	0,548	0,361	0,548	Valid
11	0,303	0,361	0,303	Invalid
12	0,433	0,361	0,433	Valid
13	0,330	0,361	0,330	Invalid
14	0,440	0,361	0,440	Valid
15	0,529	0,361	0,529	Valid
16	0,592	0,361	0,592	Valid
17	0,388	0,361	0,388	Valid
18	0,282	0,361	0,282	Invalid
19	-0,115	0,361	-0,115	Invalid
20	0,555	0,361	0,555	Valid
21	0,247	0,361	0,247	Invalid
22	0,160	0,361	0,160	Invalid
23	0,183	0,361	0,183	Invalid
24	0,499	0,361	0,499	Valid
25	0,439	0,361	0,439	Valid
26	0,693	0,361	0,693	Valid
27	0,381	0,361	0,381	Valid
28	0,320	0,361	0,320	Invalid
29	0,550	0,361	0,550	Valid
30	0,384	0,361	0,384	Valid
31	0,445	0,361	0,445	Valid
32	0,603	0,361	0,603	Valid

33	-0,068	0,361	-0,068	Invalid
34	0,270	0,361	0,270	Invalid
35	0,137	0,361	0,137	Invalid
36	0,013	0,361	0,013	Invalid
37	0,377	0,361	0,377	Valid
38	0,346	0,361	0,346	Invalid
39	0,707	0,361	0,707	Valid
40	0,462	0,361	0,462	Valid
41	0,624	0,361	0,624	Valid
42	0,133	0,361	0,133	Invalid
43	0,232	0,361	0,232	Invalid
44	0,317	0,361	0,317	Invalid
45	-0,061	0,361	-0,061	Invalid

APPENDIX IV

THE QUESTIONNAIRE OF MEASURING WILLINGNESS

TO COMMUNICATE

The following questions are to ask you about your willingness

to communicate in learning the English language.

Name……………………………..   Date…………………………

Direction: Circle the best number describes your response about statement.

No		Never	Sometimes	Always
1	I arrange the word or vocabulary for making the sentences.	1	2	3
2	I have tried, before speaking.	1	2	3
3	I analyze the mistakes, before performing in front of the class.	1	2	3
4	I will perform, if I feel prepared.	1	2	3
5	I interested in topic if that is about the sains.	1	2	3
6	I interested in topic if that is about the teenager.	1	2	3
7	I interested in topic if that is about the role play.	1	2	3
8	I am confident to speak English inside the class, if I can solve the problem.	1	2	3
9	I feel confident to speak, if I am able to develop strategies for coping successfully.	1	2	3
10	I feel confident to speak English, if I have the right competence or to express the idea.	1	2	3
11	I like to speak English, If I understand about the matery.	1	2	3
12	I have a strong desire to communicate			

		1	2	3
	with the lecturer inside the class.	1	2	3
13	I prefer speaking English, if I find new knowledge.	1	2	3
14	I want to speak English with a new interlocutor or foreigners.	1	2	3
15	I am comfortable to speak English to the native speakers.	1	2	3
16	I enjoyed speaking English with my peers.	1	2	3
17	I want to speak English, if I receive the new knowledge.	1	2	3
18	I have a strong desire speaking English with the lecturer.	1	2	3
19	I want to speak English in group discussion.	1	2	3
20	I am willing to communicate, if I have a good opinion.	1	2	3
21	I am willing to communicate with the lecturer inside the class for my developing.	1	2	3
22	I don't want to speak English, if I don't receive the right correction.	1	2	3
23	I want to speak English with the lecturer, if I wish to make a good impression.	1	2	3
24	I want to speak English, if I feel relax.	1	2	3

No	Initial	Number of Items																								Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	IHN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	2	2	3	3	2	2	2	65
2	IH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	71
3	NRD	2	1	3	3	3	3	2	1	3	1	2	2	2	2	2	1	3	1	2	2	2	2	2	2	49
4	RMN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
5	RFN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	71
6	SMH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	1	2	2	2	2	2	3	64
7	TMH	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
8	AH	3	3	3	3	3	2	2	2	2	2	2	1	1	2	2	2	2	2	2	2	2	1	2	1	49
9	DAL	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	70
10	EP	3	3	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	1	3	1	3	1	2	1	50
11	MU	3	3	3	3	3	3	3	3	3	3	3	2	3	2	2	2	2	2	3	3	3	3	2	3	65
12	MR	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2	3	1	1	3	1	3	60
13	SN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	72
14	WH	3	3	2	2	2	2	2	2	1	3	1	1	1	2	2	2	2	2	3	3	3	2	2	1	49
15	AS	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	2	2	3	3	2	1	65
16	ASB	2	2	2	2	3	2	2	2	1	3	3	3	3	3	3	3	2	2	2	3	3	1	2	2	56

APPENDIX VI

VARIABLE X

WILLINGNESS TO COMMUNICATE

1. Maximal and minimal score were gotten by setting the variable score from low score to high score.

49	49	49	50	50	51
53	54	54	55	55	56
57	57	58	60	60	60
60	64	65	65	65	65
70	71	71	72	72	72

2. High Score = 72
3. Low Score = 49
4. Range = high score – low score = 72 – 49 = 23
5. The total of classes (BK) = 1 + 3,3 log n
    = 1 + 3,3 log (30)
    = 1 + 3,3 (1,477)
    = 3,3 x 1,477 = 4,874
    = 1 + 4,874
    = 5,874

6. Interval (i)

$$i= \frac{R}{BK} = \frac{23}{5} = 4.6 = 5$$

7. Mean score x = $\sum \frac{fixi}{fi}$

The explanation:

x   : Mean

$\sum f_i x_i$: between mid point in every interval with interval frequency

$\sum f_i$: The total of the frequency/sample

Interval	Fi	Xi	FiXi
49-53	7	51	357
54-58	8	56	448
59-63	4	61	244
64-68	5	66	330
69-73	6	71	426
(i)5	30		1805

$$x = \sum \frac{fixi}{fi} = \frac{1805}{30} = 60.16$$

8.Median Score

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

The explanation:

Me : The score of median

b : The limit under median class

p : Long median class

N : The total of the data

F : Frequency cumulative before median class

f : The frequency median class

b = 59 – 0.5 = 58.5

p = 63.5 – 58.5 = 5

F = 15

f = 19

No kelas	Interval	Frekuensi (fi)	F Kumulatif
1	49-53	7	7
2	54-58	8	15
3	59-63	4	19
4	64-68	5	24
5	69-73	6	30
	(i)5	30	30

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 58.5 + 5 \left(\frac{15 - 15}{4} \right)$$

$$= 58.5$$

9.Modus Score

No Kelas	Interval	Frekuensi (f)
1	49-53	7
2	54-58	8
3	59-63	4
4	64-68	5
5	69-73	6
	(i)5	30

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

The explanation:

Mo: The score of modus

b: The limit under the score of modus

p: Long class

b_1: The score between modus frequency with frequency before

b_2: The score between modus frequency with frequency after

$b = 54 - 0.5 = 53.5$

$p \quad = 58.5 - 53.5 = 5$

$b_1 \quad = 8 - 7 = 1$

$b_2 \quad = 8 - 4 = 4$

$$Mo = b + p \left(\frac{b1}{b1 + b2} \right)$$

$$53.5 + 5 \left(\frac{1}{1 + 4} \right)$$

$$= 53.5 + 1$$

$$= 54.5$$

APPENDIX VII

THE RESULT OF SPEAKING ABILITY

No	Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	N/Sx100	Jumlah
1	IHN	3	4	3	3	3	16/25x100	64
2	IH	4	4	3	4	5	20/25x100	80
3	NRD	1	2	1	1	1	6/25x100	24
4	RMN	4	4	4	3	4	19/25x100	76
5	RFN	4	3	4	4	5	20/25x100	80
6	SMH	2	4	3	3	3	15/25x100	60
7	TMH	5	4	5	5	4	23/25x100	92
8	AH	2	2	2	2	1	9/25X100	36
9	DAL	3	3	3	4	4	17/25x100	68
10	EP	2	1	2	2	1	8/25x100	32
11	MU	3	3	4	3	4	17/25x100	68
12	MR	4	3	4	3	3	17/25x100	68
13	SN	4	4	3	4	4	19/25x100	76
14	WH	1	1	2	2	1	7/25x100	28
15	AS	4	4	2	3	4	17/25x100	68
16	ASB	2	2	2	3	1	10/25x100	40
17	EH	2	2	2	2	1	9/25x100	36
18	GA	2	2	3	2	1	10/25x100	40
19	HL	2	2	3	2	2	11/25x100	44
20	TDK	2	2	3	2	1	10/25x100	40
21	RSP	3	3	2	2	2	12/25x100	48
22	TN	2	3	2	3	3	13/25x100	52
23	AW	3	3	2	2	2	12/25x100	48
24	AD	2	3	3	4	3	15/25x100	60
25	IA	2	1	2	3	1	9/25x100	36
26	NS	2	4	3	3	4	16/25x100	64
27	RH	2	3	2	3	3	13/25x100	52
28	RA	2	2	3	3	3	13/25x100	52
29	SA	4	3	3	3	3	16/25x100	64
30	YPD	2	2	1	3	1	9/25x100	36
				TOTAL				1632

Padangsidimpuan,   November 2015

VALIDATOR

ZAINUDDIN, S.S, M. Hum

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APPENDIX VIII

VARIABLE Y

THE SCORE OF SPEAKING ABILITY

1. Maximal and minimal score were gotten by setting the variable score from low score to high score.

24	28	32	36	36	36
36	40	40	40	44	48
48	52	52	52	60	60
64	64	64	68	68	68
68	76	76	80	80	92

2. High Score = 92
3. Low Score = 24
4. Range = high score – low score = 92 – 24 = 68
5. The total of classes (BK)   = 1 + 3,3 log n
   = 1 + 3,3 log (30)
   = 1 + 3,3 (1,477)
   = 3,3 x 1,477 = 4,874
   = 1 + 4,874
   = 5,874
6. Interval (i)

$$i= \frac{R}{BK} = \frac{68}{5} = 13,6 = 14$$

7. Mean score x $= \sum \frac{fixi}{fi}$

The explanation:

x   : Mean

$\sum f_i x_i$: between mid point in every interval with interval frequency

$\sum f_i$: The total of the frequency/sample

Interval	Fi	Xi	FiXi
24 – 37	7	30.5	213.5
38 – 51	6	44.5	267
52 – 65	8	58.5	468
66 – 79	6	72.5	435
80 – 93	3	86.5	259.5
(i)14	30		1643

$$x = \sum \frac{fixi}{fi} = \frac{1643}{30} = 54.76$$

8. Median Score

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

The explanation:

Me : The score of median

b : The limit under median class

p : Long median class

N : The total of the data

F : Frequency cumulative before median class

f : The frequency median class

b = 52 – 0.5 = 51.5

p = 65.5 – 51.5 = 14

F = 8

f = 13

No kelas	Interval	Frekuensi (fi)	F Kumulatif
1	24 – 37	7	7
2	38 – 51	6	13
3	52 – 65	8	21
4	66 – 79	6	27
5	80 – 93	3	30
	(i) 14	30	30

$$Me = b + p\left(\dfrac{\dfrac{1}{2}n - F}{f}\right)$$

$$=51.5 + 14\left(\dfrac{15-13}{8}\right)$$

$$= 51.5 + 3.5$$

$$= 55$$

9. Modus

No Kelas	Interval	Frekuensi (f)
1	24 – 37	7
2	38 – 51	6
3	52 – 65	8
4	66 – 79	6
5	80 - 93	3
	(i)14	30

$$Mo = b + p\left(\dfrac{b1}{b1 + b2}\right)$$

The explanation:

Mo: The score of modus

b: The limit under the score of modus

p: Long class

b_1: The score between modus frequency with frequency before

b_2: The score between modus frequency with frequency after

$b = 52 - 0.5 = 51.5$

$p = 65.5 - 51.5 = 14$

$b_1 = 8 - 6 = 2$

$b_2 = 8 - 6 = 2$

$$Mo = 51.5 + 14 \left(\frac{2}{2+2} \right)$$

$$= 51.5 + 7$$

$$= 58.5$$

APPENDIX IX

TABLE

STATISTICAL ANALYSIS OF DATA

No	INITIAL	X	Y	X^2	Y^2	XY	
1	IHN	65	64	4225	4096	4160	
2	IH	71	80	5041	6400	5680	
3	NRD	49	24	2401	576	1176	
4	RMN	72	76	5184	5776	5472	
5	RFN	71	80	5041	6400	5680	
6	SMH	64	60	4096	3600	3840	
7	TMH	72	92	5184	8464	6624	
8	AH	49	36	2401	1296	1764	
9	DAL	70	68	4900	4624	4760	
10	EP	50	32	2500	1024	1600	
11	MU	65	68	4225	4624	4420	
12	MR	60	68	3600	4624	4080	
13	SN	72	76	5184	5776	5472	
14	WH	49	28	2401	784	1372	
15	AS	65	68	4225	4624	4420	
16	ASB	56	40	3136	1600	2240	
17	EH	53	36	2809	1296	1908	
18	GA	55	40	3025	1600	2200	
19	HL	55	44	3025	1936	2420	
20	TDK	50	40	2500	1600	2000	
21	RSP	60	48	3600	2304	2880	
22	TN	60	52	3600	2704	3120	
23	AW	51	48	2601	2304	2448	
24	AD	57	60	3249	3600	3420	
25	IA	54	36	2916	1296	1944	
26	NS	65	64	4225	4096	4160	
27	RH	58	52	3364	2704	3016	
28	RA	60	52	3600	2704	3120	
29	SA	57	64	3249	4096	3648	
30	YPD	54	36	2916	1296	1944	
TOTAL		1789	1632	108423	97824	100988	
	0.924556						

So, the correlation of X and Y was 0.9245. It was means X and Y was a correlation.

APPENDIX X

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$= \frac{30.100988 - (1789)(1632)}{\sqrt{\{30.108423 - (1789)^2\}\{30.97824 - (1632)^2\}}}$$

$$= \frac{3029640 - 2919648}{\sqrt{(3252690 - 3200521)(2934720 - 2663424)}}$$

$$= \frac{109992}{\sqrt{(52169).(271296)}}$$

$$= \frac{109992}{118967.3948}$$

$$= 0.9245$$

APPENDIX XI

$$t = \frac{r_{xy} \sqrt{n - 1}}{\sqrt{1 - (r_{xy})^2}}$$

$$= \frac{0.9245 \sqrt{30 - 1}}{\sqrt{1 - 0.9245)^2}}$$

$$= \frac{0.9245 . 5.385}{\sqrt{1 - 0.854}}$$

$$= \frac{4.978}{\sqrt{0.146}}$$

$$= \frac{4.978}{0.382}$$

$$t = 13.031$$

APPENDIX XII

To know how many contribution of variable X to Y used formula:

$KP = r^2 \times 100\%$

$= (0.9245)^2 \times 100\%$

$= 0.8547002 \times 100\%$

$= 85.47\ \%$

APPENDIX XIII

Table of value Coeficient Correlation "r" Product Moment

Taraf Significant 5% and 1%

df	Taraf Significant		df	Taraf Significant	
	5%	1%		5%	1%
1	0,997	1,000	26	0,374	0,478
2	0,950	0,990	27	0,367	0,470
3	0,878	0,959	28	0,361	0,463
4	0,811	0,917	29	0,355	0,456
5	0,754	0,874	30	0,349	0,449
6	0,707	0,834	35	0,325	0,418
7	0,666	0,798	40	0,304	0,393
8	0,632	0,765	45	0,288	0,372
9	0,602	0,735	50	0,273	0,354
10	0,576	0,708			
11	0,553	0,684	60	0,250	0,325
12	0,532	0,661	70	0,232	0,302
13	0,514	0,641	80	0,217	0,283
14	0,497	0,623	90	0,205	0,267
15	0,482	0,606	100	0,195	0,254

16	0,467	0,590	125	0,174	0,228
17	0,456	0,575	150	0,159	0,208
18	0,444	0,561	200	0,138	0,181
19	0,433	0,549	300	0,113	0,148
20	0,423	0,537			
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,088	0,115
23	0,369	0,505	1000	0,062	0,081
24	0,388	0,496			
25	0,381	0,487			

Source : Drs. Hartono, M.Pd, Statistik Untuk Penelitian, (Yogyakarta: Pustaka Pelajar, 2004)

Percentage Points of the "t "Distribution

	Two Tail Test					
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
	One Tail Test					
Dk	**0,25**	**0,10**	**0, 05**	**0,025**	**0,01**	**0,005**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Sumber: *Statistik Untuk Penelitian Pendidikan (Ahmad Nizar Rangkuti, Ssi., M.Pd)*