A COMPARATIVE STUDY BETWEEN MORNING AND AFTERNOON CLASS IN SPEAKING ACHIEVEMENT AT SMK NEGERI 1 BARUMUN

A THESIS

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

Written by:

TUTI ALAWIYAH HASIBUAN
Reg. Number. 10 340 0014

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

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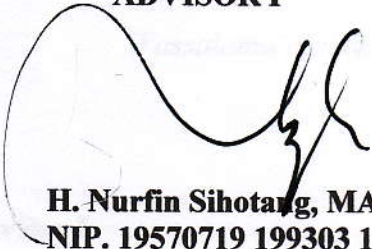
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TUTI ALAWIYAH HASIBUAN
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PADANGSIDIMPUAN
2014

Terms : Thesis

a.n. Tuti Alawiyah Hasibuan

Appendix : 7 (Seven) Exemplars

Padangsidimpuan, July 24ᵗʰ 2014

To:

Dean Faculty of Tarbiyah and Pedagogy

in_

Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to *Tuti Alawiyah Hasibuan* entitle *"A Comparative Study Between Morning and Afternoon Class in Speaking Achievement At SMK Negeri 1 Barumun "*, we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Islamic Education Scholar (S.Pd.I), Department of English Education of Tarbiyah and Paedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu'alaikumWr.Wb.

Advisor I

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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : **TUTI ALAWIYAH HASIBUAN**

Registration Number : 10 340 0034

Department/ Study Program : TARBIYAH/ TBI-1

The Tittle of Thesis : **A COMPARATIVE STUDY BETWEEN MORNING AND AFTERNOON CLASS IN SPEAKING ACHIEVEMENT AT SMK N 1 BARUMUN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, July 24th 2014
Declaration maker,

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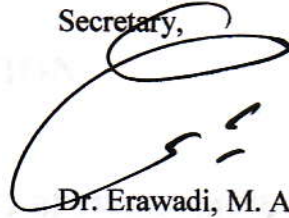
EXAMINERS
SCHOLAR MUNAQASYAH EXAMINATION

Name : TUTI ALAWIYAH HASIBUAN
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Thesis : A COMPARATIVE STUDY BETWEEN MORNING AND AFTERNOON CLASS IN SPEAKING ACHIEVEMENT AT SMK NEGERI 1 BARUMUN

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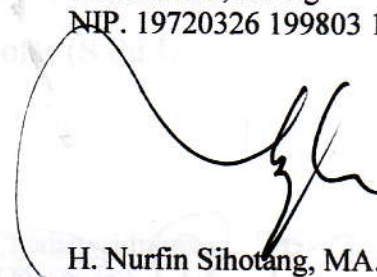
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Mark   : 74,13 (B)
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LEGALIZATION

The thesis with title : **A COMPARATIVE STUDY BETWEEN MORNING AND AFTERNOON CLASS IN SPEAKING ACHIEVEMENT AT SMK NEGERI 1 BARUMUN**

Written By : **TUTI ALAWIYAH HASIBUAN**

Reg. No : 10 340 0034

Had been accepted as a partial fulfillment of the requirement for the degree of

Islamic Education scholar (S.Pd.I)

Padangsidimpuan, 30-7- 2014
Dean

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بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one gives the health, time and chance for finishing this thesis: **"A Comparative Study Between Morning and Afternoon Class In Speaking Achievement at SMK Negeri 1 Barumun"**. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presents to the English Education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as partial fulfillment of the requirement for degree of strata I (S1). This thesis can't be completed without a great deal of help from many people, especially H. Nurfin Sihotang, MA, Ph. D., as the first advisor and Hamka M. Hum., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

In writing this thesis, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. The Rector of IAIN Padangsidimpuan DR. H. Ibrahim Siregar, MCL.

2. Thanks are due to Hj. Zulhimma, S.Ag., M.Pd., as the dean of Tarbiyah Faculty.

3. Special thanks are due to Rayendriani Fahmei Lubis, M.Ag., as the leader of English Education Department.

Titi Madaira Harahap, Resdila Pratiwi, Nurhamidah Siregar, Winda Fitria Hsb, Yuli Kartini, Widya Noor and all of my friends.

13. And special thanks also to my beloved friends Ali Asrul Nst and Fera Isyah who are the researcher motivator.

14. All of my friends in IAIN Padangsidimpuan.

15. All the people who have helped the writer to finish study that can't mention one by one.

May Allah, the almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 24th July 2014
The Writer

Tuti Alawiyah Hasibuan
Reg. 10 340 0034

iv

Name : TUTI ALAWIYAH HASIBUAN
Reg. no : 10 340 0034
Department /Program : TARBIYAH/ TBI-1
Year : 2013-2-14
Title : A COMPARATIVE STUDY BETWEEN MORNING AND
AFTERNOON CLASS IN SPEAKING ACHIEVEMENT
AT   SMK NEGERI 1 BARUMUN

ABSTRACT

This research talked about the comparative study between morning class and afternoon class at eleventh grade TKJ class SMK Negeri 1 Barumun. The formulation of the problem: was there any significant difference between morning class and afternoon class on students' achievement in speaking? This research intended to know the comparative both of speaking achievement in morning and afternoon class at eleventh grade TKJ class SMK Negeri 1 Barumun. The aims of this research is to find out the different on students' speaking achievement in morning and afternoon class.

The research was conducted by quantitative approach. The population of this research was all of students at Eleventh grade TKJ class at SMK Negeri 1 Barumun., it was 114 students. Then, the sample of research was 53 of the students. Next, this research used test as instrument, test was divided to indicator of speaking with make a paragraph and perform in front of class. To analysis the data, the writer used formulation of t-tes.

After calculating the data, there is the different result both of class on students' speaking achievement. It can be seen from calculating the data, the score of morning class is higher than afternoon class, from the calculation of t_o 3,91 and t_t 1,68 from 5% significance of degree, it means that, t_o is higher than t_t (3,91 > 1,68), So, "there was different between score of morning class and afternoon class in speaking achievement at Eleventh Grade SMK Negeri 1 Barumun". It means that the hypothesis of this research is accepted.

CURRICULUM VITAE

A. Identity

    Name   : TUTI ALAWIYAH HASIBUAN

    Reg. Number   : 10 340 0034

    Place and birthday : Banjar Keliling, Lingk V. Ps. SIBUHUAN, 17 November 1991

    Sex   : Female

    Religion   : Islam

    Address   : Jl. Merdeka. Lingk. V. Ps. SIBUHUAN, Kec. Barumun, Kab. Padang Lawas

B. Parent

1. Father's name : Bisman Hasibuan

2. Mother's name : Halimah Nasution

C. Educational background

1. Graduated from Primary School MIN SIBUHUAN in 2001-2004

2. Graduated from MTS S AEK HAYUARA SIBUHUAN in 2004 - 2007

3. Graduated from SMK N. 1BARUMUN in 2007-2010

4. Be University student in IAIN Padangsidimpuan.

APPENDIX I
The Name of Samples

NO	NAME	CLASS
1.	Dewi	XI MC
2.	Rizky	XI MC
3.	Siti	XI MC
4.	Sukarmi	XI MC
5.	Katari	XI MC
6.	Destian	XI MC
7.	Rita	XI MC
8.	Aminul	XI MC
9.	Rasyid	XI MC
10.	Supriadi	XI MC
11.	yusniati	XI MC
12.	Minta	XI MC
13.	Yulia	XI MC
14.	Herviani	XI MC
15	Nelmi	XI MC
16.	Dina	XI MC
17.	Leni	XI MC
18.	Winda	XI MC
19.	Anggian	XI MC

No.	Name	Class
20.	Elvi	XI MC
21.	Selvi	XI MC
22.	Toguan	XI MC
23.	Udin	XI MC
24.	Kurnia	XI MC
25.	Bella	XI MC
26.	Wahyuni	XI MC
27.	Riska	XI MC
28.	Riri	XI MC
29.	Abdul	XI MC
30.	Zulkarnain	XI MC
31.	Paisal	XI MC
32.	Rusna	XI MC
33.	Armi	XI AC
34.	Leli	XI AC
35.	Fahrul	XI AC
36.	Henri	XI AC
37.	Dwi	XI AC
38.	Hubban	XI AC
39.	Andriani	XI AC
40.	Linni	XI AC
41.	Rima	XI AC

42.	Lannida	XI AC
43.	Desi	XI AC
44.	Delisma	XI AC
45.	Ermila	XI AC
46.	Seri	XI AC
47.	Sindaro	XI AC
48.	Sarkawi	XI AC
49.	Pasaribu	XI AC
50.	Saidah	XI AC
51.	Ruli	XI AC
52.	Erni	XI AC
53.	Ari	XI AC

Appendix II

The values in "t" Distribution

df	α untuk uji 2 pihak (two tail test)					
	0,5	0,2	0,10	0,05	0,02	0,01
	α untuk uji 1 pihak (one tail test)					
	0,25	0,10	0,005	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,812	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	0,727	1,473	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	3,25
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,781	3,055
13	0,694	1,350	1,771	2,160	2,650	3,012
14	0,692	1,345	1,761	2,145	2,624	2,977
15	0,691	1,341	1,753	2,131	2,602	2,947
16	0,690	1,337	1,786	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	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	1,712	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

APPENDIX III

Speaking Test:

Make the paragraph above in to English language and and perform it in front of class!

Pinguin di Taman

Suatu ketika ada seorang pria sedang berjalan di sebuah taman dia melintas dengan membawa seekor pinguin.Dia membawanya ke seorang polisi dan berkata, "saya baru saja menemukan pinguin ini.Apa yang harus saya lakukan?"Polisi tersebut menjawab, "bawa ke kebun binatang"

Hari berikutnya polisi tersebut melihat pria yang sama di taman yang sama dan pria tersebut masih membawa pinguin bersamanya. Polisi tersebut terkejut dan menghampirinya serta bertanya "mengapa kamu masih membawa pinguin itu?Bukannya kamu membawanya ke kebun binatang?

Saya melakukannya" jawab pria tersebut. Dan itu merupakan sebuah ide yang bagus karena pinguin tersebut menikmatinya, jadi hari ini saya akan membawanya ke bioskop, dan besok saya akan membawanya ke pantai.Itu kan sangat menyenangkan" kata pria tersebut.

KEY ANSWER

Penguin in the Park

Once a man was walking in a park when he come across a penguin.

He took him to a policeman and said, "I have just found this penguin. What should I do?" The policeman replied, "take him to the zoo".

The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The policeman was rather suprised and walked up to the man and asked "why are you still carrying that penguin about? Didn't you take it to the zoo? "I did" answered the man. "And it was a great idea because he really enjoyed it, so today I am taking him to the moviest, and the next day I'll take it to the beach. It'll be so much fun" said the man.

APPENDIX IV
Rubric of Assessment

NO.	The Aspect of Scored	Score
1.	Accent - Student is able to pronounce each word. - Student is able to mark the foreign accent. - Student is able to comprehend what he/she pronounced.	0-20
2.	Grammar - Grammar almost entirely inaccurate phrases. - Constant errors showing of very few major patterns and frequently preventing communication. - Few errors, with no pattern of failure.	0-20
3.	Vocabulary - Student is able to complete the missing text given. - Student is able to limit his/her vocabulary to implest the phrases and certain topic. - Student is able to choice of words accurately. - Students is able to make the phrases coherent by completing the suitable words to the missing text.	0-20
4.	Fluency - Student's speech is very fluent and in routine sentencesStudent is not halting in speech.	0-20

	- Student's speech is not hesitant: sentence is not left uncompleted. - Student's speech is not occasionally hesitant with some unevennes caused by rephrasing and grouping for words. - Student's speech is not effortless and smooth	
5.	Comprehension - Student does not only understands too little for the simplest types of conversation. - Student has no repetition and rephrasing in presenting his/her ideas. - Student does not only understand quite well normal educated speech directed to him or her but requires occasional repetition and rephrasing. - Student understand everything in normal educated conversation except for every colloquial or low frequency items or exceptionally rapid or slurred speech.	0-20

APPENDIX V
Validity(Score of Speaking Test)

No.	Students	Scorer 1	Scorer 2	Scorer 3	Average
1.	A	70	70	70	70
2.	B	70	70	70	70
3.	A	68	68	68	68
4.	B	70	68	72	70
5.	C	72	70	68	70
6.	D	68	68	68	68
7.	E	72	72	70	71
8.	F	68	68	68	68
9.	G	60	68	70	66
10.	H	56	70	60	62
11.	I	60	70	68	66
12.	J	62	66	70	66
13.	K	62	66	70	66
14.	L	56	60	70	62
15.	M	70	70	70	70
16.	N	70	70	70	70
17.	O	68	68	68	68
18.	P	60	68	70	66
19.	Q	68	68	68	68
20.	R	72	70	68	70
21.	S	70	72	68	70
22.	T	72	70	68	70
23.	U	70	72	68	70
24.	P	68	68	68	68
25.	W	70	70	70	70
26.	W	68	68	68	68
27.	X	70	70	70	70
28.	Y	62	66	70	66
29.	Z	68	68	68	68
30.	Z	70	72	68	70
31.	A	72	70	68	70
32.	R	70	68	72	70
33.	A	70	70	70	70
34.	L	70	72	68	70
35.	F	68	68	68	68
36.	H	68	72	70	70
37.	D	68	68	68	68
38.	H	70	70	70	70
39.	A	70	70	70	70

40	L	70	72	68	70
41.	R	68	70	72	70
42.	L	70	70	70	70
43.	D	70	70	70	70
44.	D	70	70	70	70
45.	E	68	72	70	70
46.	S	70	70	70	70
47.	S	70	70	70	70
48.	S	70	70	70	70
49.	A	70	70	70	70
50.	A	70	70	70	70
51.	B	68	72	70	70
52.	E	70	72	68	70
53	A	70	70	70	

Where: Scorer 1: Mrs. Lansaidar Lubis, S.Pd (English Teacher)
Scorer 2: Mrs. Amna Sari, S. Pd (English Teacher)
Scorer 3: Tuti Alawiyah (Researcher)

CHAPRTER IV
RESULT OF THE RESEARCH

A. Description of Data

There is one question should be answered in this research that is make a short story base on the pictures and perform it in front of the class. The techniques is used in this research as follows:

a. Preparing the item for the speaking test.

b. Dividing the test of speaking and giving the students time for answer it.

c. Collecting the answer it perform in front of class.

d. Making the analyzing of the data.

The data of speaking are found from the test result that given to 53 of students eleventh grade TKJ class of SMK Negeri 1 Barumun who become respondents. There are consists of 32 students of morning class (X) and 21 students of afternoon class (Y). The complete data about speaking achievement can be seen on the following table:

Tabel 1:
Test Score of Speaking Achievement

No	X	Y
1.	70	78
2.	60	70
3.	70	74
4.	66	76

5.	60	68
6.	72	74
7.	74	76
8.	60	76
9.	62	76
10.	60	76
11.	70	68
12.	56	74
13.	70	68
14.	64	74
15.	80	70
16.	60	70
17.	72	72
18.	70	72
19.	70	72
20	70	70
21.	80	80

22.	74	
23.	70	
24.	72	
25.	66	
26.	68	
27.	68	
28.	60	
29.	60	
30.	70	
31.	62	
32.	60	

Based on the table, there are 4 students get score in 78-80, which are excellent in speaking skill 49 students get score 60-76, which are good in speaking skill and 1 student get score 56 which are average in speaking skill.

B. Hypothesis Text

To know the comparative of speaking skill achievement between students in morning class (x) and students in afternoon class (y) is done by using the statistical analysis of t-test. The result o the computation is a follows:

a. Formulation of hypothesis

There was significant difference of speaking achievement between morning

class and afternoon class.

b. Real level (α) and t-table[1]

- Real level (α) = 5% (0.05)

- Value of t-table with degree of freedom (df) = n-1

So, 32-1=31

31 there was not in table so, used similarity line result is y=1,69.

c. Criteria of testing

Hypothesis accepted if $t_0 \geq 1,69$

d. Result of t_0:

Table 2:
Students Score of Speaking Skill Between Students in Morning and Afternoon Class

No	X	Y	D (Y-X)	D^2
1.	70	78	8	64
2.	60	70	10	100
3.	70	74	4	16
4.	66	76	10	100
5.	60	68	8	64

---

[1] Agus Irianto, *Statistik*, (Padang: P2LPPTK, 2003), P. 110

6.	72	74	2	4
7.	74	76	2	4
8.	60	76	16	256
9.	62	76	14	196
10.	60	76	16	256
11.	70	68	-2	4
12.	56	74	18	324
13.	70	68	-2	4
14.	64	74	10	100
15.	80	70	-10	100
16.	60	70	10	100
17.	72	72	0	0
18.	70	72	2	4
19.	70	72	2	4
20.	70	70	0	0
21.	80	80	0	0
22.	74		74	5476

23.	70		70	4900
24.	72		72	5184
25.	66		66	4356
26.	68		68	4624
27.	68		68	4624
28.	60		60	3600
29.	60		60	3600
30.	70		70	4900
31.	62		62	3844
32.	60		60	3600
	2146	1482	848	50408

Based on the data above, the researcher gets:

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

$$= \frac{2146}{32}$$

$$= 67{,}06$$

$$\overline{Y} = \frac{\sum Y}{\sum n}$$

$$= \frac{1482}{32}$$

$$= 46{,}31$$

$$(\sum D)^2 \quad = (848)^2 = 719104$$

$$\sum D^2 \quad = 50408$$

$$t \quad = \frac{\overline{X} - \overline{Y}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{n}}{n(n-1)}}}$$

$$t \quad = \frac{67{,}06 - 46{,}31}{\sqrt{\dfrac{50408 - \dfrac{(848)^2}{32}}{32(32-1)}}}$$

$$t \quad = \frac{67{,}06 - 46{,}31}{\sqrt{\dfrac{50408 - 22472}{992}}}$$

$$t \quad = \frac{20{,}75}{\sqrt{\dfrac{27936}{992}}}$$

$$t \quad = \frac{20{,}75}{\sqrt{28{,}16}}$$

$$t \quad = \frac{20{,}75}{5{,}30}$$

$$= 3{,}91$$

Based on the calculation above it can be shown that to is 3,91. Whereas t table with real level 5% and degree of freedom is n-1= 32-1=31, if in t table not found so can be used formula similarity line as follows:

N	t_{tabel}
30	1,69
40	1,68

$$\frac{y - y_1}{y_2 - y_1} = \frac{x - x_1}{x_2 - x_1}$$

Where :

$x_1 = 30$

$x_2 = 40$

y = coefficient that will find

$y_1 = 1,69$ (value t_{table} with df= 30 in significance 95%)

$y_2 = 1,68$ (value t_{tabel} with df= 40 in significance 95%)

$$\frac{y - y_1}{y_2 - y_1} = \frac{x - x_1}{x_2 - x_1}$$

$$\frac{y - 1,69}{1,68 - 1,69} = \frac{31 - 30}{40 - 30}$$

$$\frac{y - 1,69}{-0,01} = \frac{1}{10}$$

30(y-1,69) = 1(-0,1)

30y-50,7 = -0,01

$$30y = -0,01 + 50,7$$

$$30y = 50,69$$

$$y = \frac{50,69}{30}$$

$$y = 1,69$$

Based on the result similarity line, y= 1,69 (t_{table}) and t_0= 3,91. So, the hypothesis of the research it meant that there was significant difference of speaking achievement between morning class and afternoon class.

According to Anas Sudijono in interpreting the coefficient difference as follows:[2]

Tabel 3:
Interpretation "t" Score

"t" score	Interpretation
0,00-0,20	The difference of both variable are very low
0,20-0,040	The difference of both variable are low
0,40-0,70	The difference of both variable are medium
0,70-0,90	The difference of both variable are high
0,90-1,00	The difference of both variable are very high

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[2] Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2013), p. 389

Based on the statement above, it can be know that the researcher got in research very low difference, that is 3,91. Very low difference means that is very low score in both of variables.

C. Discussion

Factor of school that effected to students' achievement consist learning method, curriculum, teacher relation with student, relation student with student, discipline of school, learning and time of school. Learning time in the school can effect students' achievements. If the students learning in the afternoon schedules, actually less reliable. Students are supposed to resting but forced to go to school.

The researcher concludes that the schedule of learning influence to students' achievement. Students' achievement in afternoon class is less reliable because in the day class the weather is hot. So, they didn't spirit and focus to study. In the morning class, the weather is confidence, and the students still spirit, fresh, and focus to study. But, after researched there was not significant difference of speaking achievement between morning class and afternoon class. So, time of school not significant influence of speaking achievement students.

Although in this research morning class Mean it is 67,06 and afternoon class Mean it is 46,71. The researcher take conclusion that it is not important problem in learning, but the readness of students to absorb the memory system, managing and storing information or knowledge that the students learned though English lessons conductedin daylight. But if the students have a good readness

and interest in the English, ofcourse the students' speaking achievement remains was good.

D. The Threats of the Research

In this research, the researcher believed that there were threats of the thesis. It is started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis. On doing the test, there were the threaths of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the researcher took the seet answers directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER I
INTRODUCTION

A. The Background of the Problem

Generally, formal education in Indonesia learn in the morning until afternoon or evening. In other words, the learning time held in the morning (07:00) until noon (13:30). The learning different indirectly influence students' success in receiving the delivered learning. Students will be easier to understand the material if the learning learning in the morning because at the times concentration of students is still strong. Studying in the morning is more effective than learning at other times. Because in the morning the students' physical and spiritual conditions still fresh and brain memory is empty, so it is easy to absorb the material being taught.

English is one of the subjects that are considered difficult by students, because to understand it need serious thought and high concentration, therefore, the effectiveness of English language materials receive by students also influenced learning time in the school. Activities English learning in the school at the morning of course be easily absorbed by the students, because the mind is still fresh and has not been saturated. If the learning English conducted in the afternoon is the material can be accepted fewer students, due to the physical and spiritual students are tired and bored.

Speaking is one of the important skills in language learning besides listening, writing and reading. Speaking is the act, utterance or discourse of one

who speak. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there was a process of communication between speaker and listener.

Speaking is most complex of language skills, since it involves thinking of what is to be said while saying what has been thought. The purpose of speaking today is telling to get ready for school, chatting with neighbor about the nice weather. Allah states in the Holy Qur'an Sura thaha verse: 44, He said that:

فَقُولَا لَهُ قَوْلًا لَيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى(44)

It means: And speak to him tenderly, perhaps he may accept admonition of fear (Allah).

This verse ordered us to speak to Allah for wishes, and Allah may grant those wishes if human ask gently. It relates to speaking skill while speaking human should be aware to their manner in speaking.

As an addition, Allah states in Holy Qur'an Surah Al-Imran: 104

وَلْتَكُن مِّنكُمْ أُمَّةٌ يَدْعُونَ إِلَى ٱلْخَيْرِ وَيَأْمُرُونَ بِٱلْمَعْرُوفِ وَيَنْهَوْنَ عَنِ ٱلْمُنكَرِ ۚ وَأُوْلَـٰئِكَ هُمُ ٱلْمُفْلِحُونَ ﴿١٠٤﴾

Means: "There should be among you who speak into goodness, ask for kindness and prevent to badness. So, they are advantageous people".

This verse ordered the believers (Muslim) to speak or to preach and ask people to get into the right way. That is why every Muslim has obligation to ask for goodness and forbid to do bad thing.

Allah SWT has explained in the Holy Qur'an at Surah Ar – Rahman 1-4:

ٱلرَّحۡمَٰنُ ۝ عَلَّمَ ٱلۡقُرۡءَانَ ۝ خَلَقَ ٱلۡإِنسَٰنَ ۝ عَلَّمَهُ ٱلۡبَيَانَ ۝

Meaning:

1) (Allah) most Gracious,

2) It is he who has taught the Qur'an

3) He has created man

4) He has taught him speech (and intelligence)

In learning English as foreign language, it is logically an acceptable thing that students make mistakes or errors many times. It is natural because English is their native language. It cannot be denied that there were significant differences between English and Indonesian Language. The both languages are different in structure, sound and vocabulary. These differences caused the students difficult to understand the foreign language in their learning process.

In teaching learning English as foreign language, most students could not speak English well. For that condition, there were some factors of the difficulties. There were internal and external factors. Internal factor come from student themselves. The students were afraid to express their ideas. External factors come out from students. These concern with their environment, parents and

teaching learning technique in their school, and also learning schedule. From the observation research, generally class schedule influence to someone. The problems may also come from the teacher. It could be the teacher have tired from morning until afternoon. Therefore the researcher took the title of the class schedule. because the researcher saw the problem very influence on students' achievement.

Based on the illustration above, it is undeniably that English was necessary for everybody in variety of purposes and needs. However, English Students' Speaking Achievements was problematic at SMK NEGERI 1 BARUMUN. Students' English achievement was low. The students found difficulties in learning. The problems of students' ability in English did not come from students only, but also came from other people and the problem of classs schedule. Learning in the morning the students still spirit, and focus to study, but there were also students did not spirit to study caused no breakfast. it is also important for teachers to improve teaching method. And in the afternoon class the the weather was hot, the students were sleepy, especially speaking. Because in learning speaking the students must be active.

Accordingly, the problem above, researcher interest to discuss the problem entitle **A Comparative Study Between Morning and Afternoon Class in Speaking Achievement at SMK NEGERI 1 BARUMUN.**

B. The Identification of the Problem

Based on the background of the problem above, researcher identified that students got difficulties in speaking skill. The students found difficulties in learning. The problems of students' ability in English did not come from students only, but also came from other people and the problem of classs schedules. Learning in the morning the students still spirit, and focus to study, but there were also students did not spirit to study caused no breakfast. it is also important for teachers to improve teaching method. In the afternoon class the the weather was hot, the students were sleepy, especially speaking. Because in learning speaking the students must be active.

C. The Limitation of the Problem

Based on the background of the problem above, there are independent variables which will affect one dependent variable which are investigated. A Comparative Study Between Morning and Afternoon Class in Speaking Achievement. This study will explore A Comparative Study Between Morning and Afternoon Class in Speaking Achievement.

D. The Formulation of the Problem

The formulation of the problems as follows: was there any significant difference between morning class and afternoon class on students' achievement in speaking?

E. The Purposes of the Research

The purpose of the research was to find out the significant between morning class and afternoon class on students' achievement in speaking.

F. The Significances of the Research

The result of the Research is expected to be useful for:

1. Principle, to give suggestion to English teachers at SMK N 1 Barumun in Sibuhuan to improve learners' ability in English especially speaking.
2. Teachers, to compare and to improve their knowledge especially problem solving about teaching speaking problems based on class schedules.
3. Readers and students, to enrich the scientific writing in speech especially in speaking ability.
4. Researchers, as references for next researchers in the same problem and for the other writers in conducting further research in the same topic.
5. As a partial fulfillment of the requirement for the Degree of Islamic Education Scholar (S. Pd. I) in English.
6. As material of study for researcher.

G. The Definition of Key Terms

To avoid ambiguity, the researcher clarified the term used in this research as follows:

1. Speaking achievement of students in morning class.

Speaking achievement of students in morning class is score founded from test speaking is made by the researcher in morning class.

2. Speaking achievement of students in afternoon class.

Speaking achievement of students in afternoon class is score founded from test speaking is made by the researcher in afternoon class.

H. The Thesis Outline

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follows:

1. Chapter one discussed about introduction, they are: First, background of the problem; this research was hold because the researcher wanted to know a comparative study between morning class and afternoon class in speaking achievement at the Eleventh Grade SMK N 1 Barumun. Second, the identification of the problem; third, limitation of the problem, this research focused about speaking achievement in morning and afternoon class. Fourth, the formulation of the problems: was there any significant difference between morning class and afternoon class on students' achievement in speaking? Fifth, the purposes of the research, was to find out the significant between morning class and afternoon class on students' achievement in speaking. definiton of key terms; definiton of key term include definitions about the title of research.

2. Chapter two are the theoretical description, which explain the definition, principle for designing speaking techniques, classroom speaking performance, what makes speaking difficult, testing speaking, explanation of morning and afternoon schedules, related finding, conceptual framework, hypothesis.

3. Chapter three discuss about the methodology of the research that consist of the kind of the research, place and schedule of the research, population and sample, the instrument of data collection, validity of instruments, and data analysis.

4. Chapter four included, description of data, hypothesis test, discussion, the threats of the research, which talking about the threats that researcher find in the process of research.

5. Chapter five was involved: conclusion about the research and suggestion for all.

CHAPTER II
THE THEORETICAL DESCRIPTION

A. Theoretical Description

1. Speaking Achievement

In this research, the writer discuss Speaking Achievements in morning and afternoon class. Speaking Achievement is mastery of knowledge or developing of skill on speaking study. It showed from the mark that has given by the teacher.

a. Defenition of speaking

Speaking is the productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.[1] Speaking is the ability to pronounce the articulation sounds or words to express, telling the ideas, opinions and feelings". It means that by speaking practice, we can pronounce the sounds or words and then we can express our feelings, ideas or opinions.[2]

Speaking a language is just playing in the tense that it involves combining different skills and transferring a set of structured behaviors from one context to another. It seems thus that th skills involved in play also have a role in syntactical development.

Speaking is a learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher

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[1] David Nunan, *Practical English Language Teaching*, (Singapura: Mc. Graw Hill, 2003), p. 47

[2] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2000), p. 15

are determined partly by the target language context. Speaking a language is especially difficult for foreign language learners because effective oral commuication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not onlyverbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation.[3]

From the explanation above, the writer concludes that speaking ability is the ability to express their ideas, feelings, and emotions and aspect of speaking. 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. Moreover, in this situation can talk a topic and using a simple language to teach speaking ability well.

b. Principle for Designing Speaking Techniques

According to Brown, he said principle of designing speaking techniques, as follows:[4]

1. Techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message based focus on interaction, meaning and fluency.

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[3] Jack, C. & Willy. A. *Methodology in Language Teaching* (Amerika: Canbridge Universiity Press, 2002), p. 205
[4] H. Douglas Brown, *Teaching by Principles an interactive Approach to Language Pedagogy* (New Jesley: Enflewood Cliffs, 1994), p. 268-270

2. We can easily slip into a pattern of providing zesty-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

3. Techniques should be intrinsically motivated. Try all times to apparels to student's ultimate goals and interests, to their need for knowledge, for status, for achieving competence, autonomy, and for being all that they can be.

4. Techniques should encourage the use of authentic language in meaningful context. We all succumb to temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer.

5. Provide appropriate feedback and correction. Students are totally dependent on the teacher for useful linguistic feedback.

6. Capitalize the natural link between speaking and listening. Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills.

7. Give students' opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, and to change the nominate topics, to ask questions, control conversations, and to change the subject.

c. **Classroom Speaking Performance**

In the communication of language teaching, teachers help their students develop this body of knowledge by providing authentic

practice that prepares students for real-life communication situation. Brown said there are types of classroom speaking performance, as follows:[5]

1. Imitative

   At one end of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

   The production of short of stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements- intonation, stress, rhythm, and juncture).

3. Responsive

   Include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

   In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

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

5. Extensive (monologue)

Extensive include speeches, oral production, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

From the explanation above, so, the writer concludes that the Principle for Designing Speaking Techniques above, teacher must choos better techniques for improving students' speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and iif the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role play, debate problem solving, are intrinsically enjoyable in themselves.

C.J. Weir explains three-part framework for Testing Spoken Interaction is proposed, covering, as follows:[6]

1. Operations (activities/skills) that are involved in spoken interaction such as informational routines. e. g. telling a story.

2. Conditions, under which the tasks are performed, e. g. time constrain, the number of people involved and their familiarity with each other.

3. Quality of output, the expected level of performance in terms of various relevant criteria, e. g. Accuracy.

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[6] C. J. Weir, *Understanding and Developing Language Tests* (Sydney: Prentice Hall, 1993), p. 30.

d. Assessing of Speaking Skill

According to Arthur Hughes that there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.[7]

1. Accent

   a) Student is able to pronounce each word.

   b) Student is able to mark the foreign accent.

   c) Student is able to comprehend what he/she pronounced.

2. Grammar

   a. Grammar almost entirely inaccurate phrases.

   b. Constant errors showing of very few major patterns and frequently preventing communication.

   c. Few errors, with no pattern of failure.

3. Vocabulary

   a) Student is able to complete the missing text given.

   b) Student is able to limit his/her vocabulary to simplest the phrases and   certain topic.

   c) Student is able to choice of words accurately.

   d) Students is able to make the phrases coherent by completing the suitable words to the missing text.

4. Fluency

   a) Student's speech is very fluent and in routine sentencesStudent is not halting in speech.

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[7]Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), P.111

b) Student's speech is not hesitant: sentence is not left uncompleted.

c) Student's speech is not occasionally hesitant with some unevennes caused by rephrasing and grouping for words.

d) Student's speech is not effortless and smooth

5. Comprehension

a) Student does not only understands too little for the simplest types of conversation.

b) Student has no repetition and rephrasing in presenting his/her ideas.

c) Student does not only understand quite well normal educated speech directed to him or her but requires occasional repetition and rephrasing.

d) Student understand everything in normal educated conversation except for every colloquial or low frequency items or exceptionally rapid or slurred speech.

e. **What Makes Speaking Difficult**

Learning something will always be followed by challenges or conditions that make it difficult to do. Therefore, it is necessary to do something in order to prepare the learners facing those situations. This takes strategy in learning speaking for all of its tasks.

There are things make speaking difficult. Those are points that generally cannot be mastered well by the learners.

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 meaningclearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Students who don't learn colloquial constructions can sometimes develop a stilted, quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the most silent differences between native and non native speakers of a language is in their hesitation phenomena.

5) Colloquial languages

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

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One the task in teaching spoken English is to help learners 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.[8]

f. Testing Speaking

According to Cyril j. Weir there are nine ways of speaking test, they are:[9]

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

   The candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.

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[8] H. Doughlas Brown, *Op. cit,* p.256-257.

[9] Cyril. J. Weir. *Communicative Language Testing*, (New York: Prentice hall, 1990), p.74.

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.

Then, According to Brown the test of English speaking are:[10]

1. Describe something physically

2. Narrate from presented material.

3. Summarize informations of the speaker's own choice

4. Give directions based on visual materials

5. Give instructions

6. Give an opinion

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[10] H. Doughlas Brown. *Language Assesment*, *Op. Cit*, p.163.

7. Support an opinion

8. Compare/ contrast

9. Hypotesize

10. Functions "interactively"

11. Define.

So, teacher must choose better test of speaking for improving students' speaking. In order to guide the students' speaking practice the teacher shold be aware to the elements of speaking, question and answer.

2. Morning and Afternoon schedules

Schedule is a plan that gives a list of events or tasks and the times at which each one should happen or be done. He has been forced to adjust his schedule. a plan of procedure for a project, allotting the work to be done and the time for it.[11]

Schedule so effected to students' achievement, because there is theory said that The schedule can make the students lost concentration in learning. They can not mood to study, didn't focus to study. Because in day class, while the children are asleep, weakness, etc. They are often out from the class.[12]

Factor of school that effected to students' achievement consist learning method, curriculum, teacher relation with student, relation student

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[11]http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Cl/accessed/2014/01/27/retrived on 5 pm
[12]http://www.eurodl.org/index.php?p=archives&year=2004&halfyearaccessed/2014/02/4/ retrived on 3 pm

with student, discipline of school, learning and time of school.[13]Learning time in the school can effect students' achievements. If the students learning in the afternoon schedules, actually less reliable. Students are supposed to resting but forced to go to school.

And according to Slameto said that:

"School time is the learning process at school, it can be morning, noon, afternoon or evening. Schooltime also affects students' learning. If the students must be school in the afternoon, actually less accountable. Where the students had to rest, but must go to school, until they hear the lesson while sleepy and so on. Instead students learn in the morning, the mind is still fresh, physically in good condition. If students attend school at the time his condition was tired or weak, for example, during the day, will have difficulty in receiving lessons. The difficulties caused students difficulty concentrating and thinking on the condition of weak earlier. So choosing the right school time will have a positive influence on learning."[14]

The factors that influence of learning, included:[15]

1. Internal factors (factors from within the child itself),

   that concludes:

   a. Physiology factors.

      Physiological factors are the physical factors of the students themselves. A child who sick of course, will experience physical weakness. So, the process of receiving lessons, understand the lessons to be imperfect.

   b. Psychological factors are the various things pertaining to the various behaviors that are needed in the study. Psychological factors that IQ can be the cause of the problem of learning

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[13] Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), p. 64

[14] *Ibid*, p. 68

[15] Mardianto, *Psikologi Pendidikan*, (Medan: Perdana Publiishing,2012), p. 42.

difficulties is a talent, interest, motivation, mental healt conditions of children, and also the type of the children in learning.

2. External factors (factors from out the child itself).

    a. Non Social factors:

        1) Condition of weather

        2) Temperature of weather

        3) Weather

        4) Morning learning schedules

        5) Afternoon learning schedules

        6) Evening learning schedules

        7) Place of learning

        8) The tools of learning

        Wasty Soemanto also said:[16]

        "The environment 0f external involves many things, among others: the weather (cloudy air temperature, rain, humidity), time (morning, noon, afternoon, evening, night), conditions (cleanliness, location of school, classroom physical setting, tranquility, noise) , lighting (lighted, shining sun, dark, dimly lit, and so on. these factors influence the attitudes and reactions of individuals in the learning activity, because individual the learning is the interaction with the environment."

        Sumadi Suryabrata also said:[17]

        "Sumadi Suryabrata say so, that the factors that affect learning, including the time it is learned, in morning, afternoon, evening. And also a place to learn, not too close to the noise or crowded street."

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[16]Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta: PT. Rineka Cipta, 1998), p. 115
[17]Sumadi Suryabrata, *Psikologi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2002), p. 233

Based on the explanation above, the researcher concludes that the schedule of learning influence to students' achievement. Students' achievement in afternoon class is low because in the day class the weather is hot. So, they didn't spirit and focus to study. In the morning class, the weather is confidence, and the students still spirit, fresh, and focus to study. The researcher take conclusion that the students' English Achievement effected of class schedule.

B. The Review of Related Finding

This research is the first as beginner related to this title, but there are some research had been researched before which relevant with his title, firstly, A Comparison of Student Achievement Between Morning Math Classes and Afternoon Math Classes, George Mitesser, University of Hartford.[18] The researcher uses quantitative research. The method of the research is experimental research. Research has shown that some people, students and teachers alike, function better in the morning and some function better in the afternoon. Therefore, time of day may have extraordinary impact on student achievement in high school. The research is seeking out any differences in student achievement between morning math classes and afternoon math classes.

Secondly, "The Effects of Block Scheduling on Attitude and Achievement at Platte High School" By Sara Kraft[19]. The researcher uses quantitative research. The method of the research is experiment research. In

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[18]George Mitesser, *A Comparison of Student Achievement Between Morning Math Classes and Afternoon Math Classes*(University of Hartford: 2010).

[19] Sara Kraft, *The Effects of Block Scheduling on Attitude and Achievement School*, (Florida: Platte High School, 2013).

conclusion, block scheduling has been found to have both advantages and disadvantages by teachers, students, and parents although some researchers have found very positive attitudes toward block scheduling. The effects on academic performance have been mixed, and there is some concern as to whether teachers are making the best use of their instructional time. Therefore, it is important for Platte High School to do its own research to ascertain whether or not to continue with block scheduling. There are no easy answers to be found in the literature.

This research is also related to (2012) Stated College For Islamic Studies (STAIN) Padangsidimpuan, research on the title "Comparative Study of Speaking Achievement Between Grade XI Boarding School and Full Day School Students of SMA Nurul 'Ilmi Padangsdimpuan. Where find out the data 54 students. This research there was different between boarding school and full day school in speaking achievement at XI Grade SMA Nurul 'Ilmi". It means that the hypothesis of this research is accepted.
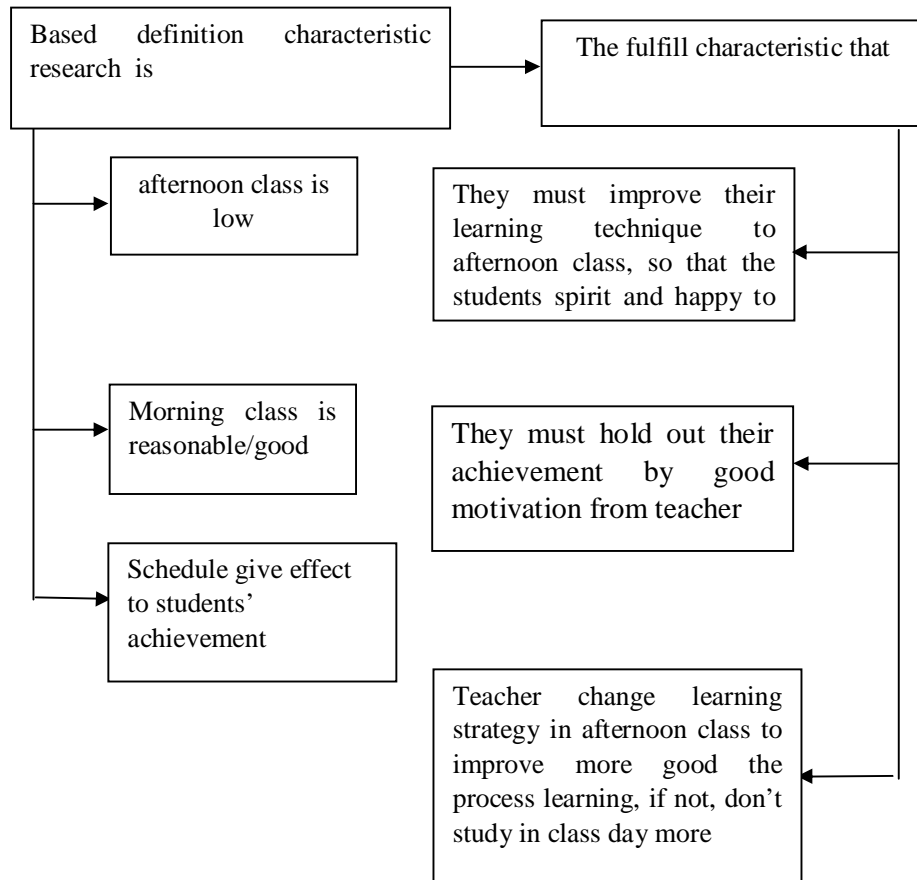
The result of research above is related to this research "A Comparative Study Between Morning and Afternoon Class in Speaking Achievement at SMK Negeri 1 Barumun.

C. The Conceptual Framework

Based on the theoretical description, the topic is between students' Speaking Achievement in morning and afternoon class. Therefore, in afternoon class the students' achievement of speaking is low, because their condition is not good, so that as the good teacher must give motivation and new strategy in learning speaking, so they can grow up their speaking, and

also in morning class even thought they have a good condition but the teacher must give motivation to improve their skill. So that , the schedule didn't give the effect to students' achievement.

Based definition characteristic research is	The fulfill characteristic that

afternoon class is low	They must improve their learning technique to afternoon class, so that the students spirit and happy to

Morning class is reasonable/good	They must hold out their achievement by good motivation from teacher

Schedule give effect to students' achievement	Teacher change learning strategy in afternoon class to improve more good the process learning, if not, don't study in class day more

D. Hypothesis

The hypothesis of this research: there was significant difference of speaking achievement between morning class and afternoon class at SMK Negeri 1 Barumun.

CHAPTER III
RESEARCH METHODOLOGY

A. The Kind of the Research

The method of this research was comparative design and kind of this research was quantitative research, where the data collected and done through statistical analysis. In this research the researcher would find how far the difference between morning class and afternoon class in speaking achievement.

Comparative research is to find same and differentiation about things, people, job procedure, ideas, critic to people, group, or to a job procedure.[1] So, the researcher can conclude that comparative research is a form of variable analysis to know the difference between two groups of data or more.

B. The Place and Schedule of the Research

The research was conducted at the eleventh grade TKJ class SMK Negeri 1 Barumun in 2013/2014 Academic Year, which the complete address on Karya Pembangunan street Kec. Barumun Sibuhuan Kab. Padang Lawas. North Sumatera. The research was done on May 2014 up to June 2014, and the data taken after the research letter comes from the Academic Office of IAIN Padangsidimpuan.

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[1] Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: PT Raja Grapindo Persada,1999), p. 334.

C. The Population and Sample

1. Population

In conducting the research of course needs the population as what Gay said: population is the group of interested to the researcher, the group she or he would like the result of the study to be generalizable.[2] The population is taken from all the eleventh grade TKJ class. In morning they were 76 students. In afternoon class they were 38 students.

2. Sample

A sample is "the small group that is observed"[3] Based on this quotation, the sample is a population selected for this research. Sometimes, effort to describe the population less success caused by the population which have unlimited characteristics. Therefore, must be done counting certainly a number of sample for certain population. So that the sample of this drawn by using Torayamane formula:[4]

$$n = \frac{N}{N(d^2) + 1}$$

Where :

n = The number of sample

N = The number of population

d^2 = Precision is decided 10%

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[2] L.R. Gay & Peter Airasian, *Educatinal Research: competencis for analysis and application*, (USA: Pretice Hall, 2000), p. 122

[3] Donald Ary, *Introduction to Research In Education*, (New York: Library of Congres, cataloging, 1979), p.129

[4] Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Prenada Media Group), p.105

$$n = \frac{114}{114(0,1)^2 + 1}$$

$$= \frac{114}{2,14}$$

$$= 53 \text{ students}$$

From 53 students as a total sample researcher decides to divide the sample the sample for three classes. From three classes, total sample was taken by using cluster sample. Cluster sample is "sampling in which groups, not individuals, are randomly selected"[5]

Class	Number of Students	Total Sample
XI TKJ/MC	38	18
XI TKJ/MC	38	14
XI TKJ/AC	38	21
Total	114	53

D. The Instrument of Data Collection

A research must have an instrument in this research because a good instrument could go guarantee for taking the valid data. Suharsimi Arikunto says, "Instrumen merupakan alat bantu bagi peneliti di dalam menggunakan metode pengumpulan data".[6](Instrument of the research is a tool of facility is used by the researcher in collecting data).

Instrument of research is a technique or instrument used to collect the data. The data was made with the procedure that decided. In this research the

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[5] *Loc. Cit.*, p. 129-131

[6] Suharsimi Arikunto, *Manajemen Penelitian* , (Jakarta: Rineka Cipta, 2003), p. 135.

instrument that used is in test form and document. Test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.[7]

1. Test is set of question about speaking, in this case the researcher gave paragraph. The question make to English and then perform it in front of class. To measure speaking school, the researcher used the indicator as follows:

Indicator of speaking:[8]

1. Accent

    a) Student is able to pronounce each word

    b) Student is able to mark the foreign accent

    c) Student is able to comprehend what he/she pronounced

2. Grammar

    a. Grammar almost entirely inaccurate phrases.

    b. Constant errors showing of very few major patterns and frequently preventing communication

    c. Few errors, with no pattern of failure.

3. Vocabulary

    a) Student is able to complete the missing text given

    b) Student is able to limit his/her vocabulary to simplest the phrases and   certain topic

    c) Student is able to choice of words accurately

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[7] Yatim Riyanto, *Metodologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), p. 103

[8] ArthurHughes, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), P.111

d) Students is able to make the phrases coherent by completing the suitable words to the missing text

4. Fluency

a) Student's speech is very fluent and in routine sentencesStudent is not halting in speech

b) Student's speech is not hesitant: sentence is not left uncompleted

c) Student's speech is not occasionally hesitant with some unevennes caused by rephrasing and grouping for words

d) Student's speech is not effortless and smooth

5. Comprehension

a) Student does not only understands too little for the simplest types of conversation

b) Student has no repetition and rephrasing in presenting his/her ideas

c) Student does not only understand quite well normal educated speech directed to him or her but requires occasional repetition and rephrasing

d) Student understand everything in normal educated conversation except for every colloquial or low frequency items or exceptionally rapid or slurred speech.

2. Document of SMK Negeri 1 Barumun is used for collecting data about the students name of class morning and afternoon class. Document also used a primer source and as a data in this research about the school profile and the school curriculum.

To the data from the students the researcher uses some techniques in this

research. The researcher used some procedures as follows:

- Preparing the item for speaking test.

- Dividing the test of speaking and giving the students time for answer it.

- Collecting the answer it and perform in front of class.

- Making the analyzing of the data.

Table 1: Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good[9]

E. The Validity of Instruments

The instrument of validity test is content validity in order to obtain an

external evaluation of content validity the test maker should ask a number of

experts in speaking or other teachers to examine the test content

systematically and evaluate its relevancy to the specified universe. The

validity of a test the extent to which the test measures what was intended to

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[9]Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula,* (Bandung:Alfabeta,2005), p.89.

measure. Suharsimi Arikunto says, validity is the chance which shows the level of instrument about measurement someting.[10]

The scoring of oral ability is generally highly subjective. The accurate measurement of oral ability is not easily. It takes considerable time and effort to obtain valid and reliable results. Even with careful training, a single scorer is unlikely to be as reliable as one would wish. So that. It is needed three assessor for scoring and the result is taken from the average of value each of them. (can be seen in appendix v).

F. The Data Analysis

In comparative research the most suitable analysis is by using the statistical process. Actually, in this research the researcher used iqbal opinion by using t-test in his book, the can be seen:[11]

$$t = \frac{\overline{X} - \overline{Y}}{\sqrt{\dfrac{\sum D^2 - (\sum D)^2}{n(n-1)}}}$$

where:

$\overline{X}$ = The average score of the group I

$\overline{Y}$ = The average score of the group II

D = Total score of the group I&II

n = Number of pairs score

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[10] Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik,* (Jakarta: Rineka Cipta, 2010), p. 211.

[11] Iqbal Hasan, *Analisis Rata Penelitian,* (Jakarta: Bumi Aksara, 2008), p. 126

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the writer gives conclusion as follows. The value of test of significant is 3,91. There is significant difference of speaking between morning class and afternoon class. Where the students ability of speaking in morning class can be seen in Mean it is 67,06. And the students ability of speaking in afternoon can be seen in Mean it is 46,31.

B. Suggestions

Based on the finding and conclusion of this research, the researcher would like to give some suggestion to people to get benefit from this research. The researcher hopes this suggestions will be usefull for anyone to involve in teach learning process.

1. To the principle of SMK Negeri 1 Sibuhuan, always supervise and controlling to motivate the English teachers to increase their ability in teaching English.

2. The English teacher, to motivate the students' to improve their speaking especially in learning grammar and enrich vocabulary, so that the teacher always effort and the students can understand what we say. And the teacher must to apply the suitable methods and do speaking in teaching-learning process. So, the students can understand the lesson and speaking well. The teacher give more exercise in speaking in apply and practice practice and practice.

3. The students, to increase their mastery in grammar, vocabulary, and improve pronunce always practice and organize the ideas so that can speak English well.

4. The readers, especially English learners more improve their knowledge in in speaking especially grammar and vocabulary.

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