



**THE CORRELATION BETWEEN CLASSROOM INTERACTION  
AND STUDENTS' SPEAKING ABILITY  
AT GRADE X UNGGULAN MAN 1 SIABU**

**A THESIS**

*Submitted to State College for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of Requirement  
for Degree of Islamic Educational Scholars (S.Pd.I) in  
English Program*

**Written by:**



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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2013**



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**2013**



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*Assalamu'alaikum Wr. Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to **Manna Khoiriah**, entitle **"THE CORRELATION BETWEEN CLASSROOM INTERACTION AND STUDENTS' SPEAKING ABILITY AT GRADE X UNGGULAN MAN 1 SIABU"**. We assume that the thesis has been acceptable to complete the assignments and fulfil the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

That's all and thank you for your attention.

*Wssalamu'alaikum Wr. Wb.*

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This thesis is still so far from being perfect based on the weakness of the writer.

Therefore, the writer expects the constructive criticisms and suggestion from the readers to improve this thesis.

Padangsidimpuan,

The writer



**MANNA KHOIRIAH**  
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Judul Skripsi : THE CORRELATION BETWEEN CLASSROOM INTERACTION ON STUDENTS' SPEAKING ABILITY AT GRADE X IN MAN 1 SIABU.

### ABSTRACT

This research discusses about the correlation between classroom interactions on students' speaking ability at grade X in MAN 1 Siabu. This research was used by quantitative method. The populations of this research included of 247 students and the sample of this research from all population were 25 students that known total sampling. In collecting the data that needed, the writer designed the tests as the instrument of this research.

In analyzing the data and to know if the hypothesis is accepted or rejected, it was tested by using statically technique of correlation "r" by product moment by person was applied as below:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

Based on the analysis the data of the research, it was found that the mean score of the students' classroom interaction was 36,92, the mean score of the students' in speaking ability was 75,4 it was categorized into good ability.

After analyze the data and testing hypothesis of the research by using product moment, it can be found the value of 'r' is the correlation coefficient is 0,967. So,  $r_{xy}$  higher than  $r_{table}$  or =  $0,967 > 0,413$ . There was any significantly correlation between classroom interaction on students speaking ability at grade X in MAN 1 Siabu. It means that the hypothesis was accepted.

## Appendix 5

### Classroom Interaction

1. The minimum and maximal score found with arrange score of variable from lower and higher.

37	37	38	38	38	39	39	39	39	39
40	40	40	40	40	40	40	40	40	41
41	41	41	41	42	42	42	42	42	42
42	43	43	43	43	43	43	44	44	44
44	44	45	45	45	45	46	46	46	46
46	46	46	47	47	50	52	53		

2. From data above, higher score = 53, and lower score = 37.

3. Distance (range) =  $53 - 37 = 16$

4. Many class (K) =  $1 + (3.3) \log n$

$$= 1 + (3.3) \log 58$$

$$= 1 + (3.3) 1.763$$

$$= 1 + 5.8179$$

$$= 6.8179$$

$$= 7$$

5. Interval (i) =  $\frac{16}{7} = 2,28$

$$= 3$$

6. Mean (averange)

$$M \bar{X} = \frac{\sum f_{ixi}}{F_i}$$



Interval	Fi	xi	Fixi
37 – 39	10	38	380
40 – 42	21	41	861
43 – 45	15	44	660
46 – 48	9	47	482
49 – 51	1	50	50
52 – 54	2	53	106
55 – 57	0	56	0
Total	58	329	2539

$$\bar{X} = \frac{\sum fixi}{Fi}$$

$$\bar{X} = \frac{2539}{58}$$

$$= 43.78$$

#### 7. Median (Me)

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

$$Me = b = \left( \frac{45 + 46}{2} \right) = 45,5$$

$$P = 3$$

$$n = 58$$

$$F = 46$$

$$f = 9$$

$$Me = 45,5 + 3 \frac{(1/2 \times 58 - 46)}{9}$$

9

$$= 45,5 + 3 \left( \frac{-17}{9} \right)$$

$$= 45,5 + 3 (-1,89)$$

$$= 45,5 - 5,67$$

$$= 39,83$$

#### 8. Modus

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$b = \frac{39 + 40}{2} = 39,5$$

$$P = 3$$

$$b_1 = 21 - 10 = 11$$

$$b_2 = 21 - 15 = 6$$

$$Mo = 39,5 + 3 \left( \frac{11}{11 + 6} \right)$$

$$= 39,5 + 3 (0,65)$$

$$= 39,5 + 1,95$$

$$= 41,45$$

9. The calculation of standard deviation to variable X.

$$= \sqrt{\frac{\sum x^2}{N}}$$

Interval	F	X	X <sup>2</sup>	f.x
37 – 39	10	5,78	33,40	380
40 – 42	21	2,78	7,72	861
43 – 45	15	0,22	0,48	660
46 – 48	9	3,22	10,36	482
49 – 51	1	6,22	38,68	50
52 – 54	2	9,22	85,84	106
55 – 57	0	12,22	149,32	0
Total	58	365,46	325,8	2539

$$= \frac{325,8}{58}$$

$$= 5,61$$

$$= \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{325,8}{58}}$$

$$= \sqrt{5,61}$$

$$= 2,36$$

From the result count of respondents' answer to questions that found in questionnaire with using descriptive statistic calculation, then resulted variable scores of classroom interaction as in the table below:

No	Statistic	Variable X
1	High score	53
2	Low score	37
3	Range	16
4	Many class (k)	7
5	Interval	3
6	Mean	43,78
7	Median	39,83
8	Modus	41,45
9	Deviation standard	2,36

Appendix 6

Speaking Ability

1. The maximal and minimum score found with arrange score of variable from lower to higher.

60	60	60	60	60	60	60	60	65	65
65	65	65	65	65	65	65	65	70	70
70	70	70	70	70	70	70	70	70	75
75	75	75	75	75	75	75	75	75	75
75	80	80	80	80	80	80	85	85	85
85	85	90	90	90	90	90	90		

2. From data above, high score is 90 and lower 60.

3. Distance (range) is  $90 - 60 = 30$

4. Many class (K) =  $1 + (3,3) \log n$   
 $= 1 + (3,3) \log 58$   
 $= 1 + (3,3) 1.763$   
 $= 1 + 5.8179$   
 $= 6,613$   
 $= (7)$

5. Interval (i) =  $\frac{30}{7} = 4.28$   
 $= 5$

Interval	fi	xi	FiXi
60 – 64	8	62	496
65 – 69	10	67	670
70 – 74	11	72	792
75 – 79	12	77	924
80 – 84	6	82	492

85 – 89	5	87	435
90 – 94	6	92	552
Total	58	539	4361

6. Mean (average)

$$M\bar{X} = \frac{\sum f_{ixi}}{f_i}$$

$$= \frac{4361}{58}$$

$$= 75.18$$

7. Median (Me)

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

$$b = \frac{74 + 75}{2} = 74,5$$

$$p = 5$$

$$n = 58$$

$$F = 29$$

$$f = 12$$

$$Me = 74,5 + 5 \frac{(1/2 \times 58 - 29)}{12}$$

$$= 74,5 + 5 \left( \frac{-29}{12} \right)$$

$$= 74,5$$

$$= 75$$

## 8. Modus

$$Mo = p + b \left( \frac{b_1}{b_1 + b_2} \right)$$

$$b = \frac{75 + 76}{2} = 75,7$$

$$p = 5$$

$$b_1 = 83 - 73 = 10$$

$$b_2 = 6 - 6 = 0$$

$$Mo = 75 = 75 \left( \frac{10}{10 + 0} \right)$$

$$= 75 + 5$$

$$= 80$$

## 9. Calculation (standard deviasi) to variable X

$$= \sqrt{\frac{\sum X^2}{N}}$$

Interval	F	X	X <sup>2</sup>	F-X
60 – 65	5	11,4	1,96	312,5
66 – 70	4	17,3	299,29	272
71 – 75	5	0,9	0,81	365
76 – 80	6	4,1	16,81	468
81 – 85	2	9,1	82,81	166
86 – 90	3	14,1	198,81	264
Total	25	56,9	600,49	1847,5

$$= \frac{600,49}{25}$$

$$= 24,02$$

$$= \sqrt{\frac{\sum X^2}{N}}$$

$$= \sqrt{\frac{600,49}{25}}$$

$$= \sqrt{24,02}$$

$$= 4,90$$

Based the result count of values respondent that take from a test speaking with using statistic descriptive count, then achieved scores of variable students' speaking ability of grade X unggulan MAN 1 Siabu, as in the table below:

No	Statistic	Variable Y
1	High score	90
2	Low score	60
3	Range	30
4	Many class (k)	7
5	Interval	5
6	Mean	75,18
7	Median	76,97
8	Modus	80,14
9	Deviation standard	3,59



## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

English is an international language used in many countries throughout the world including in Indonesia. In Indonesia, Curriculum Based Competence (KBK), English is a study considered to be the foreign language and it is taught in elementary school. By seeing this fact, people usually blame the teachers who should be responsible for it. They are assumed as the primary source of the unsatisfactory result of English teaching processes.

A successful education depends on several factors, which includes the characteristic of teaching and learning strategies, teacher perception, and teaching material for teaching and learning. All of them must be integrated and organized to support a successful teaching learning process in the classroom students however and always get much trouble to achieve a great success in learning the skills, pointed out facts of successful achievement of learning English, one of them is a very low mastery of speaking.

Many people feel that speaking in a new language skill is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

In language teaching, the four skills are described in terms of their direction. Language generated by the learner is referred to as productive. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Based on the skills above, when Allah wants to say something, he does it by language. it can be seen in holy Qur'an surah Al-Rumm ayat 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانَاتِ وَاللَّوْنَاتِ إِنَّ فِي ذَلِكَ

لآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

Meaning: “And among the signs of his power is the creation of the heavens and divergent different languages and color of your skin. Verily in this is truly there are signs for people who now”.<sup>1</sup>

In Al-Qur'an explanation browsing knowledge is obligation by muslim people in learning English too. People not use wrong language and must use to decent language.

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. Audiolingual repetition drills were designed to familiarize students with the sounds and structural patterns of the

---

<sup>1</sup> A. Yusuf Ali, *The Glorious Qur'an* (Beirut: Dar El Fikr, 2009), p.18

target language (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation.<sup>2</sup>

In the classroom students do their educational activity learning but they also do another activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled in with many elements. Classroom is a real social context where it's the sense of education, it's an artificial environment for teaching, learning and using a foreign language.

The process of learning and teaching is the most common element in the language classroom. Language teaching, in a simple word, can be defined as the activities which are proposed to help people to learn and use the language. One important element, beside the teacher, is the students that also play many significant roles. In the language classroom, the students can be positioned as object, but sometimes they have to put themselves as subject. It means that they are not only as receiver but also as independent one who can speak up, gives ideas, and contributes to language in the classroom.

In the speaking classroom, the teacher and the students have significant roles to the process of teaching and learning. These elements the teachers and the students are the main subjects. In speaking class the teacher is not allowed to dominate the class where he keeps talking or giving more questions. Each element

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<sup>2</sup> D. Nunan, *Practical English Language Teaching* (Singapore: McGraw Hill, 2003), p.49

has a much to contribute as very other participant and determining the direction and outcome of the interaction.

According to students of grade X unggulan MAN 1 Siabu said that in classroom interaction less using English in interact with teacher and classmates when learning. Some of the students ashamed and fear to make mistake in speaking practice because the problem that face in speaking is less vocabulary and grammar. And according of teacher said that problem that faced of students in speaking English is because English language is not used outside of school or society because constitute foreign language so the students less interact in the classroom with using English language.

A learner will be successful in learning if the students has a strong motivation to learn it, strong motivation will encourage the students do their efforts to reach the goal of the study. The students who have study hard and learn the language especially English will likely succeed, and on the other hand they who have low motivation will fail. In this thesis, the researcher try to investigate “The correlation between classroom interactions and student’s speaking ability at grade X unggulan MAN I Siabu”. When the teachers find the goals of learning, teaching can be achieved. However, when the teachers found the student’s ability is low toward English, they have to try to find out the most appropriate way or method of teaching to encourage the students to study more seriously.

## **B. The Identification of the Problems**

There are some problems that face of the students in learning English as a foreign language, the problems are identified as the following:

1. The student is not used English outside of school or society because English constituted as a foreign language.
2. The student less interact in the classroom by using English language.
3. The student ashamed and fear to make mistake in speaking practice.

## **C. The Limitation of the Problem**

From identification of the problem above, there are some problems that make the students less using English language. here researcher only research just one problems between some of the problems, it is the students less interact in the classroom by using English language.

## **D. The Definition of Operational Variable**

To avoid misunderstanding of this research, the writer will define as follows:

### **a. Classroom Interaction**

Classroom Interaction is occurred everyday in the classroom activities between the teacher and the learners, interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another.

The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.<sup>3</sup>

b. Students' Speaking Ability

Speaking is intended to develop the students ability in speaking English at the advanced level in various communication forums such as public speech, group discussion, panel discussions, debates, seminars and symposium.<sup>4</sup>

### **E. The Formulation of the Problem**

In order to get a systematic point of view of the objective on the study, the writer limits the problem into the following.

1. How is the classroom interaction at grade X unggulan MAN I Siabu?
2. How is the students' speaking ability at grade X unggulan MAN I Siabu?
3. How is the correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu?

### **F. The Aims of the Research**

Based on the formulation above, the aim of this research as follows:

1. To know how the students' classroom interaction at grade X unggulan MAN I Siabu.

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<sup>3</sup>Rahman Ali, "What is Classroom Interaction?"(<http://www.wikipedia.com>, accessed October/5/2012/11.10<sup>am</sup>)

<sup>4</sup>Iragihati Emalia, *Advanced speaking* (Jakarta: Universitas Terbuka, 2005). p. 11

2. To know how far students' speaking ability at grade X unggulan MAN I Siabu.
3. To know how is the correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu.

### **G. The Use of the Research**

From this study, it is expected that the result of the research can give a contribution to the language teaching and learning in general. To the researcher, many new valuable experiences in language education are useful for her preparation to be an English teacher in the future. To the teacher and the students, this study is very useful because they will get much information related to their activities in the classroom, especially in what patterns are the interactions between the teacher and the students happened in the speaking classroom. The teacher can also identify the problems arising in the speaking interaction and able to overcome them. Hopefully, the description of the interaction in the speaking classroom can give a valuable input to improve the quality of language teaching and learning.

### **H. The Systematic of the Research**

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

In the chapter one discussed about introduction. It consisted of background of the problem, that there was about problem in this research, identification of the problem also about the specific of the problem, limitation of the problem about focus of the problem, formulation of the problem about the forming of the problem, purpose of the problem about something that to reach, the significant of the problem about the advantages of the research, the definition of operational variables about meaning of some words that important to known and thesis outline about all sub chapter that important to explained in this research.

In the chapter two was the theoretical description which explains about definition of speaking, the aspect of speaking, teaching speaking, and definition of classroom interaction. In the chapter two also discussed about the related finding of the research, the conceptual framework and the hypothesis.

In the chapter three, it is consisted of research methodology. It is consists of the schedule in the research, in this chapter also how to get the data and ways to give the test to the respondent, and the last the technique of data analysis. It is about way to count the score of the data.

In the chapter four, it is the result of the research and the data analyzing consist of description of data were the correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu was categorized very high correlation. And the fifth chapter was closing that consists of conclusion and suggestion from the writer.



## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Classroom Interaction

Classroom interaction refers to the verbal exchanges among the students and between the students and teacher. It is part of collaborative group learning process involving discussions and class participation. Talking and listening are primary components of classroom interaction.<sup>1</sup> The classroom interaction witnessed highlighted the diverse range of learning principles which are often presumed or followed by teacher in the classroom and in turn influence the learning environment and experience of the language learner.

Classroom interaction could be referred to as a process of passing down vital information from the professional teacher who has undergone a rigorous training to the learners in the classroom. It could be referred to all interaction that take place between the teacher and the learner in an organized classroom.<sup>2</sup> Education with its correlated activities of teaching and learning process involve interaction between teacher and students as channels of realizing its objectives. Interaction occurs everyday in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This

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<sup>1</sup>Phill Whitmer, "Classroom Interaction" (<http://www.answerbag.com>, accessed May /17/2013 at 07.30<sup>pm</sup>)

<sup>2</sup> Louise C. Wilkinson, "Definition of Classroom interaction" (<http://wiki.answer.com/Q/> , accessed may/17/2013at 07.40<sup>pm</sup>)

interaction is usually used to express their ideas together. Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

The objectives of classroom interaction is to helps the learners to identify their own learning methods, interaction will guide the learners to communicate with their peers easily and will give them an exposure to the vase genres of language learning. It will help the learner to come face to face with the various types of interaction that can take place inside the classroom. Classroom interaction aim at meaningful communication among the students in their target language, it also aims at probing into the learner's prior learning ability and his way of conceptualizing fact and ideas. This practice will help the teacher to have a detailed study of the nature and the frequency of student interaction inside the classroom.

Interaction is view as significant because it is argued that:

- a. Only through interaction, the learner can decompose the target language structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate target language structures into their own speech (the scaffolding principles) and.
- c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which

communication has been jointly constructed between the teacher and learners.

The term classroom interaction refers to the interaction between teachers and learners in the classrooms. Foreign language Classroom Interaction research begins in 1960S with the aim of evaluating the effectiveness of interaction of language acquisition. Interaction is at the heart of communicative competence. When a learner interacts with another learner they receive input and produces output. Language is acquired as learners actively engage and interact with each other to communicate in target language.<sup>3</sup>

Social integrationists see language as rule-governed cultural activity learned in interaction with others. Social interaction plays an important role in the learning process. Integrationists view language learning as an outcome of participating in discourse, in particular face to face interaction<sup>4</sup>

The type of classroom interaction can be categorized under these main headings such as:

- a. Collaborative learning
- b. Discussions and debates
- c. Interactive sessions
- d. Story telling

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<sup>3</sup>Reza Kalantari “Techniques for Classroom Interaction” *International Journal of Language Studies*, vol.3(4), 2009 (<http://www.asion-efl.journal.com>, accessed 20 february 2012/11.30<sup>am</sup>)

<sup>4</sup>Aliponga, “Classroom Interaction” *Education journal*, vol. 5 no 7, 20012( <http://www.asion-efl-journal.com/alipongaarchive.html>. accessed 5 october 2012/08.00<sup>pm</sup>)

- e. Conversation with learners
- f. Role play.<sup>5</sup>

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship.

Transactional speech involves communicating to get something done, including the exchange of goods and services. Speaking activities inside the classroom needs to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.<sup>6</sup>

So the problems that the learners face in speaking ability is don't know instinctively how to interact with each other, and the term of classroom interaction is refers to the interaction between teacher and learners in the classroom.

## **B. Speaking**

### 1. Definition of Speaking

Speaking is the productive skill in the oral mode. It is like the other skills, it more complicated than it seems at first and involves more than just pronouncing words.<sup>7</sup>Speaking a language is just playing in the tense that it

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<sup>5</sup> D. Nunan, *Op.Cit*, p. 54

<sup>6</sup> *Ibid.* p. 54.

<sup>7</sup> Abdul Gani, "Pengertian Speaking" <http://rumahpintar.blogspot.com/2012/htm> Accessed 15 October 2012/ 08.15<sup>pm</sup>

involves combining different skills and transferring a set of structured behaviors from one context to another. It seems thus that the skills involved in play also have a role in syntactical development.

Speaking is an essential tool communicating, thinking and learning, oral language is a powerful learning tool; oral language is a foundation or all language development and therefore the foundation of all learning.<sup>8</sup> Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation.<sup>9</sup>

Interactive speaking situations include face to face conversations, in which we are alternative listening and speaking, and in which students have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge

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<sup>8</sup>Yusri, The correlation between teaching materials and the students ability in speaking English of the grade VII Students of MTS ASY-SYUKRIYAH Marancar in 2010-2011 academic year (unpublished Script: FKIP UMTS Padangsidimpuan 2011), p. 12

<sup>9</sup>Jack, C. & Willy. A, *Methodology in Language Teaching* (Amerika: Cambridge University Press, 2002), p. 205

from the expressions on their faces and body language whether or not he or she is being understood.

In speaking English, the speaker needs some skills in use the target language, here are some skills involved in speaking, the speaker has to:

- a. Pronounce the distinctive sounds of a language clearly enough so that the people can distinguish them, this includes making tonal distinctions.
- b. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- c. Use the correct form of words.
- d. Put words together in correct word order.
- e. Use vocabulary appropriately.
- f. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- g. Make clear to the listener the main sentence constituents, such as subject verb, object, by whatever means the language uses.

So speaking can mean as exchange information from other and another. So in learning speaking of a foreign language must practice, if not the target language is cannot capable

## 2. The Aspects of Speaking

Actually, speaking is assumed as the most complex of linguistic skills, because it involves thinking of what is to be said while saying what has been thought. In order to be able to do this, structures and vocabularies

must be chosen. Words must be put in at rapid rate and with a spacing of about five to ten words ahead of the utterance.

In addition, patterns and words must be chosen to fit the right situation or vocabulary. And it requires a great deal of practice, since it includes: pronunciation, in which the entire system comes into play and oral expression, in which the grammatical, lexical and semantic systems are used simultaneously and in a regular rhythm. Pronunciation is one of the speaking elements which is important to be mastered by the speakers. It is as away in which a language is spoken or pronounced by the speakers or reader.

It is a long way from pronunciation exercises to the ability to converse fluently in a language. oral expression not only all the features of auditory comprehension with the use of the right sounds in the right patterns of rhythm and intonation, but also choice of words and their arrangement in the right order to convey the right meaning. It is expected that the teachers of English can help the students in order to develop the students' skill in speaking. In this case the teacher can use short dialogues, guided conversation, communicative practice, and free conversation. There are some factors that are influenced speech of speaking such as accent, grammar, vocabulary, fluency and comprehension. To be clearly, the factors described as follows;

1. Accent
  - a. Pronunciation frequently unintelligible

- b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
- c. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabularies
- d. Marked foreign accent and occasional mispronunciations which do not interfere with understanding
- e. No conspicuous mispronunciation, but would not be taken for a native speaker
- f. Native pronunciation, with no trace of foreign accent.

## 2. Grammar

- a. Grammar almost entirely inaccurate phrases
- b. Constant errors showing control of very few major patterns and frequently preventing communication
- c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
- d. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding
- e. Few errors, with no pattern of failure
- f. No more than two errors during the interview.



### 3. Vocabulary

- a. Vocabulary inadequate for even the simplest conversation
- b. Vocabulary limited to basic personal and survival areas  
(time, food, transportation, family, etc)
- c. Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
- f. Vocabulary apparently as accurate and extensive as that of an native speaker.

### 4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually  
Impossible
- b. Speech is very slow and uneven expect for short or routine sentences

- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
- e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness
- f. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

- a. Understand to title for the simple type of conversation
- b. Understand only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing
- c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable and rephrasing
- d. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
- e. Understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech

- f. understand everything in both formal and colloquial speech to be expected of an educated native speaker<sup>10</sup>

### C. The Related Findings

This research was not as beginner in this title, but some the researchers had been searched before which relevant with this title, they were:

Nur Aminah Matondang in her script.<sup>11</sup> The correlation between students' part of speech mastery and speaking ability of the grade IX at SMP Negeri 1 Tambangan in 2011-2012 academic year. She stated that after knowing the result of hypothesis testing "r" calculation is 1.27. it is related to value of "r". To the value of "r" should be related to the total sample (N). Where the total sample of this research is 65. And total variable are (nr = 2). So,  $N-nr = 65-2 = 63$ . The value of "r" is 0,251 at the 5% significant level. So it can be said that there was any significant correlation between the parts of speech mastery and speaking ability of the grade IX students at SMP Negeri 1 Tambangan in 2011-2012 academic year.

Next is Yusri.<sup>12</sup> The correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriyah Marancar in 2010-2011 academic years. After looking the result df on

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<sup>10</sup> Arthur Huges. *Testing for Language Teacher* (Cambridge University Press: Australia, 1941). p. 112

<sup>11</sup>Nur Aminah Matondang, The correlation between students' parts of speech mastery and speaking ability of the grade IX at SMP Negeri 1 Tambangan in 2011-2012 academic year(Unpublished Script: FKIP UMTS Padangsidempuan, 2012), p. 32

<sup>12</sup>Yusri, *Op.Cit*, p. 48

5% significant is 0.403. So,  $r_{xy}$  higher than  $r_{table}$  or  $= 0.922 > 0.403$ . It means that there was any significantly correlation between teaching materials and the students' ability in speaking English of the grade VII students at MTs Asy-Syukriah Marancar in 2010-2011 academic years. So it can be stated that the hypothesis was accepted.

So that from the finding above, the researcher concluded that, there was some correlations between classroom interactions and students' speaking ability at grade X unggulan MAN 1 Siabu.

#### **D. The Conceptual Framework**

Based on theoretical description before, explained that speaking is one of the skills that should be mastered by students in learning English to complete their ability in oral language. Bases competences of English that focuses on the ability to express feeling, ideas, and action in various dialogues and monologue in oral form. Speaking ability is speak able not only in class but also outside and other people and makes students more active in teaching and learning process as interviews, storytelling and gives information about classroom.

Further, classroom interaction is the activity of students between the teacher and their classmates, in this case, if the teacher use the suitable teaching technique in teaching automatically can helps the students' ability in speaking English. So the researcher gave concept interaction in the class can influence the students' ability in speaking English.

## E. The Hypothesis

Rosady Ruslan says that:

Hipotesis berasal dari dua kata; hypo dan tesis. Yaitu istilah hypo (hypo) berarti kurang 'dari,' dan thesis (tesa) yang berarti 'pendapat'. Jadi hipotesis (hypothesis) adalah suatu pendapat atau kesimpulan yang sifatnya masih sementara dan arti sesungguhnya belum bernilai sebagai suatu tesis yang belum di uji kebenarannya.<sup>13</sup>

(Hypothesis is beginning from two words; hypo and thesis. That is the term of hypo that meaning is 'less than,' and thesis that meaning 'accordance'. So, hypothesis is an accordance or conclusion that the characteristic still a while and actually the meaning not yet valuable as a thesis that not yet including the really test).

So, the researcher describes that hypothesis are abstract and concerned with theories and concept while the observation used to test hypothesis are based on fact. It is construction a testing enable researches to generalize their founding beyond the condition on which they were entailed. Based on the explanation of conceptual framework and the theoretical descriptions have written above. The researcher had formulated that classroom interaction is related and students' speaking ability at grade X unggulan MAN 1 Siabu.

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<sup>13</sup> R. Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT Raja GrafindoPersada, 2008), p. 171.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. The Location and Time of the Research**

The place of the research was conducted at MAN 1 Siabu, the address of the school is in Mandailing Natal Kecamatan Siabu in Huraba village. The writer chosen this school as location for the researching because the researcher was graduation from this school, and that location of research is near from the writers' village. Whereas, the time of this research was done from Augustus until may.

##### **B. The Kind of the Research**

The kind of this research was quantitative research with descriptive method. Quantitative approach was based on the collection and analysis of numeral data, usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.<sup>1</sup>The descriptive method was used to describe the classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu.

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<sup>1</sup> Gay. L R & Airsian. P, *Educational Research: competence for analysis & application* (U.S.A: Prentice-Hall, 2000), p. 8

### C. The Population and Sample

#### a. Population

Population is the district of generalization that divided upper: object / subject that quantity and certain characteristic that constantly by researcher to studied and then pulled the conclusion.<sup>2</sup> Actually, population is the total numbers subject of a research. Further, the subject of the research was the grade X unggulan MAN 1 Siabu. They were 58 students; it could be seen in the following table:

TABLE 1

The Population of grade X unggulan MAN 1 Siabu

No	Class	Number of Students
1	X u1	25
2	X u2	33
Total Number		58

#### b. Sample

Sample was presentative whole of population. According to Suharsimi says that:

“Apabila subjeknya kurang dari 100 lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya

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<sup>2</sup>Sugiyono, *Statistika Untuk Penelitian* (Bandung: CV ALFABETA, 2006), p.55

jika subjeknya besar dapat diambil antara 10-15% atau 20-25% atau lebih tergantung kemampuan peneliti dari berbagai macam segi.”<sup>3</sup>

(When subject less than 100, it was better to take all until the research constitute population research. Next if the subject was more had taken by 10% - 15% or 20% - 25% or more appropriate with the researchers' ability). Sample in this research was cluster sampling. So, from the population at grade X unggulan MAN 1 Siabu was taken as a sample of this research were 58 students.

#### **D. The Instrument of Collecting the Data**

In collecting the data of this research, the writer was use instruments. The instrument contains of some questionnaires and a test. The questionnaires are used to what the extent of teaching techniques which consisted of 15 items and indented of 4 options and the test are used to examine the students' classroom interaction on speaking ability. It oral test namely which consisted of a sheet speaking English based on their topic lesson. The indicator of the questionnaires can be seen as table below;

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<sup>3</sup>S. Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta:Rieneka Cipta, 1997), p. 112



TABEL 2

Indicator of the Questionnaire

Indicator of classroom interaction	Answer option				Items
	Always	Often	Seldom	Never	
	Score	Score	Score	Score	
Collaborative Learning	4	3	2	1	4 items
Discussions and Debates	4	3	2	1	4 items
Interactive Sessions	4	3	2	1	4 items
Story Telling	4	3	2	1	4 items
Conversation With Learners	4	3	2	1	4 items
Role Play	4	3	2	1	4 items
Total score	100				24

And the indicator of speaking about the material giving thanking and complementing can be seen in table below;

TABLE 3

Indicator of Speaking English

Indicator of speaking	Score
To perform the accent of speaking correctly.	15
To perform the grammar of speaking correctly.	25
To perform the vocabulary of speaking correctly.	25
To perform the fluency of speaking correctly.	15
To perform comprehension of speaking correctly.	20
<b>Total Score</b>	<b>100</b>

### E. The Techniques of Collecting the Data

In conducting the test to the students, the researcher was helped by teacher of MAN 1 Siabu. For the first, the researcher permitted from the headmaster of MAN 1 to hold the research. The second, researcher met the teacher to collect the

students in one class to do the test. And the researcher gave the time to the students about 60 minutes. After the time is over, all the students sheet is collected the test. Then all the students' answer was analyzed by the researcher, and then researcher continued to the next step that is analysis data.

### F. The Technique of Analyzing the Data

In analyzing the data, the researcher got the means score of the classroom interaction on students' speaking ability to test the hypothesis by using formula:<sup>4</sup>

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

In which:  $r_{xy}$  = Coefition of the correlation.

X = The total score of classroom interaction.

Y = The total score of speaking ability.

$\sum X$  = The sum score of classroom interaction.

$\sum Y$  = The sum of students' score of speaking english.

N = The total number of sample.

After collecting the students score, their speaking ability could be analyzed by using criteria of value.

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<sup>4</sup>B. Bungin, *Metodologi Penelitian Kuantitatif*(Jakarta: Prenada Media Group. 2006), p. 172

TABLE 4

The Interpretation of Coefficient Correlation r Value

No	Interval Coefficient	Predicate
1	1000 – 1999	Very low
2	2000 – 3999	Low
3	4000 – 5999	Enough
4	6000 – 7999	High
5	8000 – 10.000	Very High

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. The Description of Data

In this part, the writer wanted to know whether there is any significant the correlation between classroom interactions and students' speaking ability at grade X unggulan MAN 1 Siabu. To describe the data, the score of classroom interaction were calculated by applying statistical analysis can be illustrated into description data. By seeing to the research, it clear that this research to find out the mean score of the students to both variables namely classroom interaction as X variable and students' speaking ability as Y variable.

##### 1. Classroom Interaction

Based on the result of the research forward X variable namely classroom interaction which proposed was 15 items questionnaires for the students. So that, the students score drawn as table below:

TABLE 5

The Student Score to Questionnaires of Classroom Interaction

Number	Initial Name	Score
1	CP	34
2	SW	39
3	LH	40
4	SK	40
5	KN	41
6	SH	40

7	NS	43
8	PH	39
9	IL	42
10	YU	34
11	FA	40
12	KR	40
13	MR	42
14	SL	47
15	SA	45
16	MS	44
17	NH	44
18	SF	41
19	AD	46
20	RR	53
21	AI	38
22	SP	43
23	IM	38
24	NS	50
25	SG	52
26	RO	44
27	NU	42
28	MN	40
29	MU	37
30	RS	44
31	ML	45
32	AD	41
33	AS	42
34	MH	40
35	RA	44
36	FK	46
37	ZF	42
38	IK	39
39	CH	46
40	IN	44
41	IR	41
42	MK	47

43	RS	43
44	BD	45
45	HA	40
46	SA	39
47	AR	45
48	NH	46
49	FS	42
50	NI	46
51	JU	45
52	EV	44
53	WS	41
54	MJ	39
55	HS	40
56	AN	42
57	AC	43
58	AB	43
Total		2468

From the table above, it can be seen that the total score 2468, then the researcher found the students means score of classroom interaction questionnaire in summary score of variable as in the table below:

TABLE 6

## The Summary Variable Score of Students' Classroom Interaction

No	Statistic	Variable X
1	High score	53
2	Low score	34
3	Range	19
4	Many class (k)	7
5	Interval	3
6	Mean	42,65
7	Median	45,08
8	Modus	46,18
9	Deviation standard	2,13

Based on the Table above, it be known that maximal score variable of students' classroom interaction that was achieve of 58 students at Grade X unggulan MAN 1 Siabu with high score 53 and low score 34, the range is 16, mean (average is usual level) is 43,78, median or mid value is 39,84, modus (the value that often emerge) is 41,45 and deviation standard achieve 2,36. To know the distributing of the data was done with categorize score variable of classroom interaction with sum 7 class and distance between interval is 3. As in the graphic table below.

TABLE 7

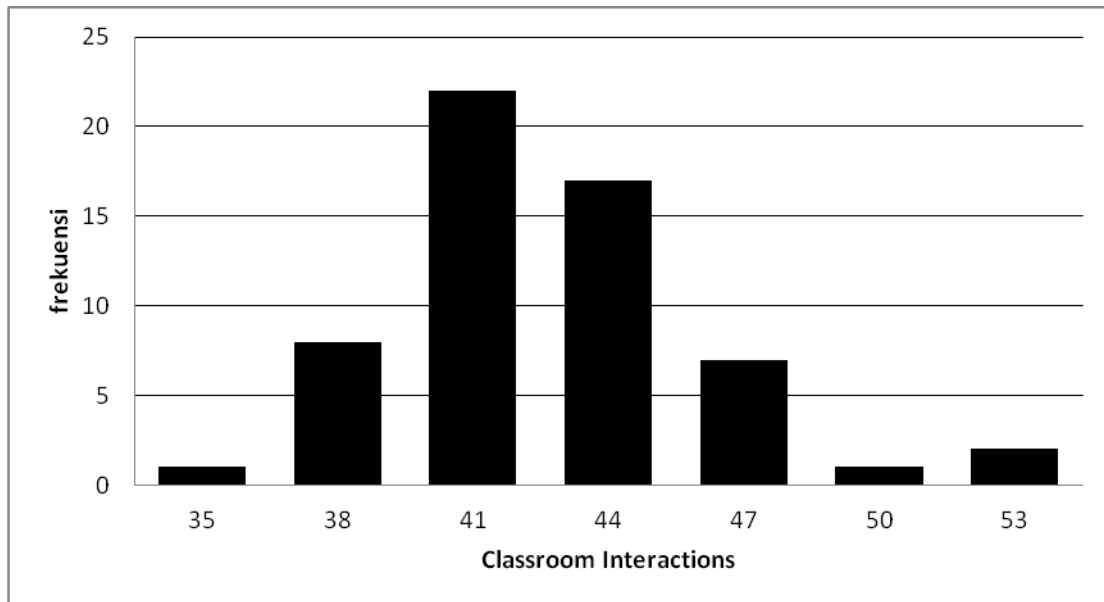
The Score Variable Distribution Frequency of Classroom Interaction.

Interval	Frequency Absolute	Frequency Relative
34 – 36	1	1%
37 – 39	8	17%
40 – 42	22	37%
43 – 45	17	29%
46 – 48	7	12%
49 – 51	1	1%
52 – 54	2	3%
Total	58	100%

From the table above, can explain that contributing classroom interaction indicate that respondent there were interval 34 – 36 was 1 people (1%), interval 37 – 39 was 8 peoples (17%), interval 40 – 42 was 22 peoples (37%), interval 43 – 45 was 17 peoples (29%), interval 46 – 48 was 7 peoples (12%), interval 49 – 51 was 1 peoples (1%) and interval 52 – 54 was 2 peoples (3%).

Figure I

Histogram Score Variable Classroom Interaction



## 2. Students' Speaking Ability

After the data collected from the research of Y variable namely students' speaking ability that used test speaking to get the result of speaking ability. So that, the students' score has in the table below:

TABLE 8

The Students Score Ability in Speaking English

Number	Initial Name	Score
1	CP	70
2	SW	65



3	LH	60
4	SK	75
5	KN	60
6	SH	70
7	NS	80
8	PH	85
9	IL	90
10	YU	75
11	FA	65
12	KR	60
13	MR	70
14	SL	70
15	SA	75
16	MS	60
17	NH	80
18	SF	90
19	AD	85
20	RR	65
21	AI	65
22	SP	70
23	IM	75
24	NS	75
25	SG	70
26	RO	65
27	NU	80
28	MN	90
29	MU	85
30	RS	80
31	ML	65
32	AD	70
33	AS	75
34	MH	70
35	RA	90
36	FK	60
37	ZF	65
38	IK	60

39	CH	65
40	IN	70
41	IR	75
42	MK	75
43	RS	75
44	BD	60
45	HA	90
46	SA	85
47	AR	85
48	NH	80
49	FS	65
50	NI	60
51	JU	90
52	EV	70
53	WS	75
54	MJ	75
55	HS	70
56	AN	80
57	AC	65
58	AB	75
Total		4245

After the data made in the table and calculated, it can be seen that the total of score was 4245, then the lowest score were 60 and the highest score were 90. It is concluded in order to know the description of the data. To found out the means score. From the table above, it can be seen that the total score were 4245, then the researcher was found the students mean score of speaking ability questionnaire in summary score of valuables in the table below:

TABLE 9

## The Summary Score Variable of Speaking Ability

No	Statistic	Variable Y
1	High score	90
2	Low score	60
3	Range	30
4	Many class (k)	7
5	Interval	5
6	Mean	75,18
7	Median	76,97
8	Modus	80,14
9	Deviation standard	3,59

From the table above known that high score variable of speaking ability that was achieve from 58 students grade X unggulan MAN 1 Siabu with high score 90 and low score 60, the range (distance) were 30, the score of mean (average is usual level) were 75,18 and median (mid value) were 76,97 the often emergence value Or modus were 80,14 and deviation standard achievement were 3,59. To know the distributing of the data was done with categorize score variable of speaking ability with sum 7 class and distance between interval is 5. As in the graphic table below.

TABEL 10

## The Score Variable Distribution Frequency of Speaking Ability

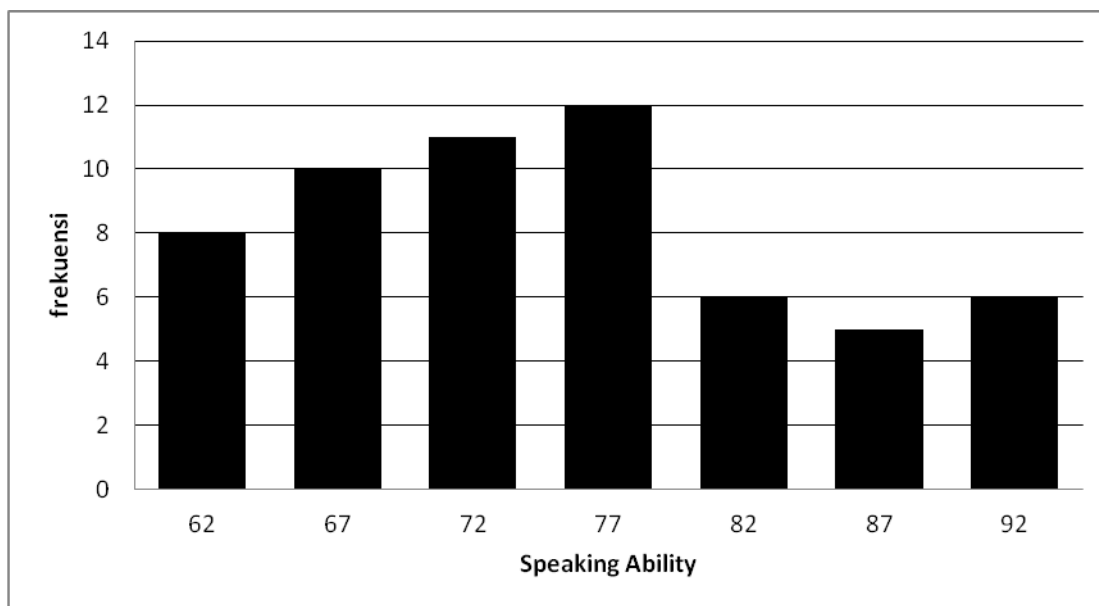
Interval	Frequency Absolute	Frequency Relative
60 – 64	8	13,79 %
65 – 69	10	17,24 %
70 – 74	11	18,96%
75 – 79	12	20,68%

80 – 84	6	10.34%
85 – 89	5	8.65%
90 – 94	6	10,34%
Total	58	100%

From the table above known that contributing students' speaking ability at interval 60 – 64 was 8 peoples (13,79%), interval 65 – 69 was 10 peoples (17,24%), interval 70 – 74 was 11 peoples (18,96%), interval 80 – 84 was 6 peoples (10,34%), interval 85 – 89 was 5 peoples ( 8,65%), interval 90 – 94 was 6 peoples (10,34%).

Figure II

Histogram Variable Students' Speaking Ability



To achieve the sum of score students' speaking ability in a cumulative with used formula: the sum score of achieve preparation the data variable Y: the

maximum score of questionnaire times to sum item question times to sum of respondent times 100%.

$$= \frac{4245}{4 \times 15 \times 58} \times 100\%$$

$$= \frac{4245}{3480} \times 100\%$$

$$= 98,27\%$$

From the calculation above, it was achieved score of sum students' speaking ability is 98,27%. Based criteria score of interpretation, score 98,27% at standard 0,80 – 1,000 that mean very high. So it be conclude that classroom interaction can be improve students' speaking ability at grade X unggulan MAN 1 Siabu, this matter can indicated in the sum of testing hypothesis.

## B. The Testing Hypothesis

The statistic calculation of testing hypothesis research of the correlation between classroom interaction and students speaking ability at grade X unggulan MAN 1 Siabu

TABLE 11

The Correlation Between Classroom Interaction on Students' Speaking Ability

No	x	Y	x <sup>2</sup>	y <sup>2</sup>	xy
1	40	70	1600	4900	2800
2	39	65	1521	4225	2535
3	40	60	1600	3600	2400
4	40	75	1600	5625	3000

5	41	60	1681	3600	2460
6	40	70	1600	4900	2800
7	43	80	1849	6400	3440
8	39	85	1521	7225	3315
9	42	90	1764	8100	3780
10	34	75	1156	5625	2550
11	40	65	1600	4225	2600
12	40	60	1600	3600	2400
13	42	70	1764	4900	2940
14	47	70	2209	4900	3290
15	45	75	2025	5625	3375
16	44	60	1936	3600	2640
17	44	80	1936	8400	3520
18	41	90	1681	8100	3690
19	46	85	2116	7225	3910
20	53	65	2809	4225	3445
21	38	65	1444	4225	2470
22	43	70	1849	4900	3010
23	38	75	1444	5625	2850
24	50	75	2500	5625	3750
25	52	70	2704	4900	3640
26	44	65	1936	4225	2860
27	42	80	1764	6400	3360
28	40	90	1600	8100	3600
29	37	85	1369	7225	3145
30	44	80	1936	6400	3520
31	45	65	2025	4225	2925
32	41	70	1681	4900	2870
33	42	75	1764	5625	3150
34	40	70	1600	4900	2800
35	44	90	1936	8100	3960
36	46	60	2116	3600	2760
37	42	65	1849	4225	2730
38	39	60	1521	3600	2340
39	46	65	2116	4225	2990
40	44	70	1936	4900	3080

41	41	75	1681	5625	3075
42	47	75	2209	5625	3525
43	43	75	1849	5625	3225
44	45	60	2025	3600	2700
45	40	90	1600	8100	3600
46	39	85	1521	7225	3315
47	45	85	2025	7225	3825
48	46	80	2116	6400	3680
49	42	65	1764	4225	2730
50	46	60	2116	3600	2760
51	45	90	2025	8100	4050
52	44	70	1936	4900	2080
53	41	75	1681	5625	3075
54	39	75	1521	5625	2925
55	40	70	1600	4900	2800
56	42	80	1764	6400	3360
57	43	65	1849	4225	2795
58	43	75	1849	5625	3225
	2468	4245	105789	317575	179445

From table above achieved value of own symbol that used to does calculation of product moment. It can be seen as below:

$$\Sigma x = 2468$$

$$\Sigma y = 4245$$

$$\Sigma x^2 = 105789$$

$$\Sigma y^2 = 317575$$

$$\Sigma xy = 179445$$

$$N = 58$$

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{58 \times 179445 - (2468)(4245)}{\sqrt{\{58(105789) - (2468)^2\} \{58(317575) - (4245)^2\}}}$$

$$r_{xy} = \frac{10407810 - 10476660}{\sqrt{\{6135762 - 6091024\} \{18419350 - 18020025\}}}$$

$$r_{xy} = \frac{-68850}{\sqrt{\{(44738)(399325)\}}}$$

$$r_{xy} = \frac{68850}{\sqrt{1,786500110}}$$

$$r_{xy} = \frac{68850}{1,336600206}$$

$$r_{xy} = \frac{68850}{51511,28938}$$

$$r_{xy} = 0,748$$

Based calculation above coefficient correlation  $r_{xy} > r_{table}$ , it can be seen that  $r_{xy} = 0,748$  and  $r_{table}$  at level significant 5% = 0,266 and at level significant 1% = 0,345. So  $H_0$  not received and  $H_a$  received, it meant that there is the significant correlation between that two variable. Until classroom interaction to students' speaking ability at grade X unggulan MAN 1 Siabu found the powerful



correlation, it can be seen in the table of interpretation coefficient correlation 'r' value.

Furthermore, The writer tested the hypothesis whether the hypothesis alternative hypothesis. On the other hand, can be accepted if  $r_{xy}$  more than  $r_{table}$  and meanwhile, if index correlation or  $r_{xy}$  less than  $r_{table}$  so that hypothesis is rejected. From the result of 'r' product moment is 0.748, the writer got  $df$  by using this following formula:

$$\begin{aligned} df &= n - nr \\ &= 58 - 2 \\ &= 56 \end{aligned}$$

The value of the  $df$  is 56 degree of the freedom. After looking the result  $df$  on 5% significant 0.266. so,  $r_{xy}$  higher than  $r_{table}$  or  $= 0,748 > 0.266$ . It meant that there was any significantly correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu. So it can be stated that the hypothesis was accepted.

### C. The Discussion

After analyze the collected data, it was gotten that the correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu are significant correlation. While according to research done by Nur Aminah Matondang which title "The Correlation Between Students' Part of Speech Mastery and Speaking Ability of the Grade IX at SMP Negeri 1

Tambangan in 2011-2012 Academic Year”. She stated that after knowing the result of hypothesis testing “r” calculation is 1.27. it is related to value of “r”. To the value of “r” should be related to the total sample (N). Where the total sample of this research is 65. And total variable are (nr = 2). So,  $N-nr = 65-2 = 63$ . The value of “r” is 0,251 at the 5% significant level. So it can be said that there was any significant correlation between two variables.

While, according to research has done by Yusri which title “The correlation between teaching materials and the students’ ability in speaking English of the grade VII students at MTs Asy-Syukriyah Marancar in 2010-2011 academic years”. After looking the result df on 5% significant is 0.403. So,  $r_{xy}$  higher than  $r_{table}$  or  $= 0.922 > 0.403$ . It means that there was any significantly correlation between two variables.

There are some difficulties that faced of students in speaking ability were the students is not used English outside of school or society, the students less interact in the classroom by using English language and the students ashamed to make mistake in speaking practice. while classroom interaction correlated activities of teaching and learning process involve interaction between teacher and students as channels of realizing its objectives.

From explained above that the correlation between classroom interaction and students’ speaking ability at grade X unggulan MAN 1 Siabu, it point out that the students’ classroom interaction was the significant correlation between speaking ability.

#### **D. Threat of the Research**

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis and feels that research was still far from perfect. This research was still limited. They were many mistakes and weakness. Mistakes and weakness were caused by limitation of the writer time, the original answers of the students. The writer cannot control the seriousness of the students in answering the test if they are seriously in answering the test or not.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusions

Based on the result of the research, the researcher made conclusion as follows:

1. The students' mean score in answer the questionnaire of classroom interaction of the grade X unggulan MAN 1 Siabu was 2468 categorized low.
2. The students' mean score in speaking ability of grade X unggulan MAN 1 Siabu was 4245 categorized enough.
3. There was any significantly correlation between classroom interaction and students' speaking ability at grade X unggulan MAN 1 Siabu. Because the value of  $df$  is 56 degree of the freedom. After looking the result  $df$  on 5% significant is 0.266. So,  $r_{xy}$  higher than  $r_{table}$  or  $= 0.748 > 0.266$ . So it can be stated that the hypothesis was accepted.

#### B. Suggestions

Based on the conclusion of the research that had mentioned previously, the researcher would like to give some suggestions to people who get benefits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to correlation between classroom interactions on students' speaking ability.

2. To the students of MAN 1 Siabu should have to do practice in speaking English in interaction with the teacher or classmates.
3. To the teacher especially English teachers of MAN 1 Siabu were hoped to develop the students' ability in speaking English, or use English as daily language.
4. To the headmaster of MAN 1 Siabu should be active to look his students' develop in classroom interaction with speaking ability.

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1. Primary school : SDN 142559 Huta Godang Muda- Kec. Siabu.
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Padangsidimpuan, 18 Februari 2013

Nomor : Sti. 14/I.B4/PP.00.9/216 / 2013

Lamp : -

Hal : **Mohon Bantuan Informasi**  
**Penyelesaian Skripsi**

Kepada Yth,  
Kepala MAN 1  
Siabu  
di-  
tempat

Assalamu'alaikum Wr.Wb

Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : **Manna Khoiriah**  
Nomor Induk Mahasiswa : 08. 340 0063  
Jurusan / Prog. Studi : Tarbiyah / TBI-2  
Alamat : Huta Godang Muda

adalah benar mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul “ **The Correlation Between Classroom Interaction On Students' Speaking Ability At Grade X In MAN 1 Siabu**”.

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan judul diatas.

Demikianlah disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



**Tembusan :**  
Bina Skripsi



**KEMENTERIAN AGAMA R.I**  
**MADRASAH ALIYAH NEGERI ( MAN ) SIABU**  
**Jalan Medan Padang Km. 53 Huraba**  
**Kecamatan Siabu**

Kode Pos 22976

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**SURAT KETERANGAN**

Nomor : MA.02.32/PP.00.9/045/ 2013

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri Siabu

Menerangkan bahwa :

Nama : MANNA KHOIRIAH  
NIM : 08.3400063  
Alamat : Huta Godang Muda  
Jurusan : Tarbiyah/TBI  
Judul : The Correlation between Classroom Interaction On Students'  
Speaking Ability At Grade X In MAN Siabu.

Adalah benar nama tersebut diatas telah melaksanakan Riset di MAN Siabu,  
Kabupaten Mandailing Natal.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Siabu, 08 April 2013

Kepala



H. SABARUDDIN S, Pd.MM  
NIP.196608311997041001

Appendix 3

Table: the value of testing instrument about classroom interaction

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Y	Y <sup>2</sup>
1	3	4	2	2	1	3	4	2	3	3	2	1	4	4	2	40	1600
2	4	3	3	2	1	3	3	2	3	2	2	1	3	4	3	39	1521
3	1	3	3	4	2	1	3	4	3	2	2	2	3	4	3	40	1600
4	2	4	2	3	3	2	3	2	3	2	3	2	2	3	4	40	1600
5	3	3	2	3	4	2	4	1	4	2	2	3	1	4	3	41	1681
6	2	3	4	3	3	2	2	3	4	1	1	4	2	4	2	40	1600
7	3	2	3	4	3	2	4	4	2	3	2	4	3	3	1	43	1849
8	4	2	2	2	2	3	2	3	1	3	3	4	3	3	2	39	1521
9	3	3	2	2	2	3	4	2	2	2	2	3	4	4	4	42	1764
10	3	2	4	3	1	2	1	2	3	1	4	4	3	4	1	38	1444
11	3	2	1	3	4	3	1	2	4	1	4	4	2	4	3	40	1600
12	3	3	2	2	2	4	2	3	3	1	3	3	3	4	2	37	1369
13	2	4	3	2	3	4	3	3	2	2	3	3	3	4	1	42	1764
14	2	3	4	2	4	4	3	3	3	3	1	4	4	3	4	47	2209
15	2	3	3	3	3	3	3	2	3	4	2	4	4	3	3	45	2025
16	3	2	2	4	2	2	4	4	1	4	3	3	4	3	3	44	1936
17	3	3	4	4	2	3	2	4	2	2	1	4	4	4	2	44	1936
18	4	1	2	2	2	1	4	4	2	3	4	3	3	4	2	41	1681
19	4	2	3	2	4	2	3	4	3	2	3	4	3	3	4	46	2116
20	3	4	4	3	3	2	4	3	3	4	4	4	4	4	4	53	2809
21	2	1	4	3	4	2	3	2	2	2	2	2	3	4	2	38	1444
22	2	1	3	3	3	3	2	2	4	4	4	3	4	4	1	43	1849
23	2	1	2	4	2	3	2	3	2	3	4	2	3	4	1	38	1444
24	4	2	2	4	3	4	2	4	3	4	4	4	4	4	2	50	2500
25	2	4	3	4	4	3	4	3	4	4	3	4	4	4	2	52	2704
26	1	3	4	3	4	3	3	1	2	3	4	3	4	4	2	45	2025
27	4	3	4	2	3	4	3	2	3	2	1	3	3	3	2	42	1764
28	3	2	3	3	3	4	2	3	3	2	1	4	2	3	2	40	1600

29	4	2	2	2	2	2	1	2	1	3	3	4	3	2	4	37	1369
30	3	3	3	4	4	3	1	1	1	4	3	4	4	4	2	44	1936
31	3	2	4	4	2	3	2	3	3	2	4	3	3	4	3	45	2025
32	4	3	1	3	3	3	4	2	3	1	3	4	2	4	1	41	1681
33	2	2	3	3	3	3	4	2	4	1	2	4	4	4	1	42	1764
34	1	2	4	2	2	3	3	4	4	2	1	3	3	4	2	40	1600
35	2	3	3	4	3	2	4	3	2	3	3	3	4	4	1	44	1936
36	3	2	2	4	4	2	4	4	3	4	3	1	4	4	2	46	2116
37	3	4	2	3	2	2	2	4	4	3	3	2	3	3	2	43	1849
38	3	3	2	4	1	2	2	4	3	2	4	2	3	3	1	39	1521
39	4	4	3	3	1	3	4	2	4	3	4	2	4	4	1	46	2116
40	3	3	3	3	2	2	3	3	3	4	4	3	3	3	2	44	1936
41	2	3	3	1	2	2	2	3	3	4	3	2	4	4	3	41	1681
42	3	4	3	3	1	3	1	4	4	3	4	3	3	4	4	47	2209
43	2	3	4	1	3	3	3	4	2	2	4	4	4	2	2	43	1849
44	3	2	2	2	1	4	4	4	2	4	3	4	3	4	3	46	2116
45	2	3	2	2	3	4	3	3	1	3	2	4	4	2	2	40	1600
46	1	4	3	3	2	4	3	3	3	2	2	3	2	3	1	39	1521
47	3	3	4	4	4	4	4	2	1	3	1	4	3	3	2	45	2025
48	3	4	1	3	4	3	2	2	3	4	4	2	4	4	3	46	2116
49	4	1	3	3	3	4	2	2	4	3	2	2	3	4	2	42	1764
50	2	2	2	4	3	2	3	4	4	4	4	3	4	4	1	46	2116
51	2	4	2	1	4	3	3	3	4	2	4	4	3	4	2	46	2116
52	2	3	4	4	3	4	2	4	2	2	1	4	3	3	3	42	1764
53	3	3	3	2	3	4	2	3	2	1	3	3	4	3	2	41	1681
54	3	2	3	3	3	2	2	2	3	1	3	1	3	4	4	39	1521
55	2	1	4	4	3	3	2	1	3	2	4	1	4	3	3	40	1600
56	4	4	2	2	1	4	2	2	3	4	3	2	3	3	3	42	1764
57	2	3	2	3	3	4	2	3	4	3	4	3	3	2	2	43	1849
58	1	2	3	3	4	1	2	4	3	4	4	2	4	4	2	43	1849

## Appendix 4

Table: the value of speaking ability

<b>No</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Y</b>	<b>Y<sup>2</sup></b>
<b>1</b>	15	10	20	10	15	70	4900
<b>2</b>	10	20	20	5	10	65	4225
<b>3</b>	5	15	25	5	10	60	3600
<b>4</b>	10	15	30	10	10	75	5625
<b>5</b>	5	15	20	5	15	60	3600
<b>6</b>	5	20	25	5	10	70	4900
<b>7</b>	10	15	25	10	20	80	6400
<b>8</b>	10	25	25	10	15	85	7225
<b>9</b>	10	20	30	15	15	90	8100
<b>10</b>	10	20	25	10	10	75	5625
<b>11</b>	10	20	20	5	10	65	4225
<b>12</b>	5	20	25	5	5	60	2600
<b>13</b>	10	20	20	10	10	70	4900
<b>14</b>	10	20	20	5	15	70	4900
<b>15</b>	10	20	25	10	10	75	5625
<b>16</b>	5	15	20	10	10	60	3600
<b>17</b>	10	20	25	10	15	80	6400
<b>18</b>	15	25	25	15	20	90	8100
<b>19</b>	15	20	25	10	15	85	7225
<b>20</b>	10	15	20	15	10	65	4225
<b>21</b>	10	15	20	15	10	65	4225
<b>22</b>	10	15	20	5	20	70	4900
<b>23</b>	10	20	25	10	10	75	5625
<b>24</b>	10	20	25	10	10	75	5625
<b>25</b>	10	15	25	10	10	70	4900
<b>26</b>	10	15	20	5	15	65	4225
<b>27</b>	20	20	20	10	10	80	6400
<b>28</b>	15	20	30	10	15	90	8100
<b>29</b>	10	20	30	10	15	85	7225
<b>30</b>	15	20	25	5	15	80	6400
<b>31</b>	10	15	20	5	15	65	4225
<b>32</b>	10	10	30	5	15	70	4900
<b>33</b>	10	10	25	10	20	75	5625
<b>34</b>	5	15	25	10	15	70	4900
<b>35</b>	15	25	25	10	15	90	8100
<b>36</b>	5	10	25	5	15	60	3600
<b>37</b>	10	15	20	10	10	65	4225
<b>38</b>	5	10	20	10	15	60	3600
<b>39</b>	10	15	20	5	15	65	4225
<b>40</b>	5	15	25	10	15	70	4900
<b>41</b>	5	15	25	10	20	75	5625

<b>42</b>	5	20	20	10	20	75	5625
<b>43</b>	10	15	20	10	20	75	5625
<b>44</b>	5	10	20	10	15	60	3600
<b>45</b>	15	25	25	15	20	90	8100
<b>46</b>	5	25	25	15	15	85	7225
<b>47</b>	5	25	25	15	15	85	7225
<b>48</b>	10	20	20	15	15	80	6400
<b>49</b>	5	15	25	10	10	65	4225
<b>50</b>	5	10	20	15	10	60	3600
<b>51</b>	10	20	30	15	20	90	8100
<b>52</b>	10	15	20	10	15	70	4900
<b>53</b>	10	20	20	10	15	75	5625
<b>54</b>	10	20	20	10	15	75	5625
<b>55</b>	5	20	20	15	10	70	4900
<b>56</b>	5	20	30	10	15	80	6400
<b>57</b>	5	10	20	10	20	65	4225
<b>58</b>	10	15	20	10	20	75	5625

Appendix 1

**QUESTIONNAIRE OF THE RESEARCH**

Nama :

Kelas :

**A. PETUNJUK PENGISIAN**

1. Berilah tanda silang (X) pada salah satu huruf a, b, c, dan d yang menurut anda benar.
2. Jawablah pertanyaan ini dengan jujur tanpa ada pengaruh dari orang lain.
3. Setelah angket ini di isi mohon di kembalikan.
4. Terimakasih atas kesediaannya dalam pengisian angket.

**B. PERTANYAAN-PERTANYAAN**

1. Apakah di kelas menggunakan bahasa inggris dlm berkomunikasi?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
2. Apakah ketika bertanya guru menggunakan bahasa inggris?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
3. Apakah ketika siswa bertanya menggunakan bahasa inggris?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
4. Apakah gurumu sering membuat contoh percakapan sebelum murid-murid mempraktekkan percakapan di depan kelas?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
5. Apakah ketika guru menjawab pertanyaan siswa menggunakan bahasa inggris?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
6. Apakah ketika berkomunikasi dengan teman pernah menggunakan bahasa inggris?
  - a. Selalu
  - b. Sering
  - c. Kadang-kadang
  - d. Tidak pernah
7. Apakah ketika berbicara dengan teman sekelas menggunakan bahasa inggris?



- a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
8. Apakah gurumu sering menggunakan bahasa inggris ketika menjelaskan pelajaran?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
9. Apakah dalam tehnik percakapan guru sering menyuruh murid-murid mempraktekkan di depan kelas?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
10. Apakah setiap kamu bertanya kepada guru bahasa inggrismu kamu menggunakan bahasa inggris?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
11. Apakah gurumu pernah membuat tehnik debat dalam bahasa inggris?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
12. Apakah guru bahasa inggrismu sering menyapa siswa dengan menggunakan bahasa inggris ketika memulai dan mengahiri pelajaran?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
13. Apakah kamu pernah mempraktekkan percakapan yang pernah kamu pelajari bersama temanmu?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
14. Apakah kamu senang ketika belajar bahasa inggris dengan tehnik bermain?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah
15. Apakah gurumu pernah membuat tehnik bermain dengan manggunakan bahasa inggris?  
a. Selalu                      c. Kadang-kadang  
b. Sering                      d. Tidak pernah

## Appendix 2

### **Instrument of Ability in Speaking English**

Practicing about the material giving thanking and complementing:

A: hi B

B: hi A

A: is this your dictionary?

B: yes, how do you think my new dictionary?

A: it's very thick and complete, and there is completed of color picture.

B: yes, I enjoy to learn it, if you interest you can borrow it to me, but you must return it to me tomorrow.

A: oh... thank you very much B, you are my best friend!

B: you are welcome, but you must take care it.

A:Ok