ABSTRACT

Chusniyah, Lailina Rochmatul (2016). *The Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Eleventh Grade of MAN Kembangsawit in 2014/2015 Academic Year*. A Thesis, English Education Department, Faculty of Education, State Islamic College of Ponorogo (STAIN PONOROGO). Advisor Andi Susilo, M.Pd.

Key Words: interest, oral language program, speaking ability

Generally, the objective of learning English is to help students able to communicate in English both written and orally. In order that students can communicate orally they should master speaking. Then, for helping students to improve their speaking ability there are teachers' demands to facilitate them to establish an effective speaking activity by oral language program. But the activity will not occur without students' participation, and it needs their interest, because it is one of the internal factors that influence the spirit of the students in learning process. Students who have high interest in oral language program are likely successful to increase their speaking ability.

The statement of problems from this research was: Is there any correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year? Then, this research aimed at find out the correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

This was quantitative research using correlative approach. The instruments to collecting data were questionnaire and documentation. To analyze data the writer uses product moment formula by Karl Pearson.

The result of this thesis showed that average value of students' interest in oral language program was found 47.73% (21 students) get score 52-61, it means sufficient. The average value of speaking ability was found 45.45% (20 students) get score 74-83, it means sufficient. Then, the coefficient correlation between students' interest in oral language program and speaking ability was 0.950, with n= 44 (db=n-2=44-2=42) and significance level 5%, the result of r_{table} = 0,304. Because the r_{xy} > r_{table}, so Ho is rejected and Ha is accepted.

From the result of data analysis, it can be concluded that there is any significance correlation between students' interest in oral language program and speaking ability. There were any suggestion for the raising of students' interest teachers should have to redesign the activities, materials, and evaluation in oral language program. Furthermore, teachers' demands for support students to interest in oral language program in order to increase their speaking ability.

CHAPTER I

INTRODUCTION

This chapter presents background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study, and organization of research report. Those issues are discussed respectively as follows.

A. Background of the Study

Generally, the objective of learning English is to help students able to communicate in English both written and orally. In order that students can communicate orally, they should master speaking. It is one of important skills to be mastered by students because it is as a medium used to communicate and convey a message. To enable students to communicate in English effectively, teachers need to teach them using the target language regularly in real communication.[1] Teachers should expose the target of language as much as possible in English learning activity regularly in order that students get adequate the target language input. Besides, teachers may assign students to use the target language in the classroom to create the real communication.

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[1]Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at MTs Ja-alhaq, Sentot Alibasa Islamic Boarding School of Bengkulu, Indonesia," International Journal of Humanities and Social Science, 20 (October 2012), 127.

In order to help students to improve their speaking ability, there is teachers' demand to facilitate them to establish an effective speaking activity. Teachers are hopefully able to ensure students master some components to support their speaking ability, such as grammatical, discourse, sociolinguistic, and strategic competence.[2] Grammatical competence helps students to use and understand English language structure accurately, pronunciation, and meaning. After that, discourse competence made students to manage turn-taking in conversation. The others important components of speaking is sociolinguistic competence that deals with the mastery of using language based on the differential linguistic context, such as gesture, intonation, expression. In addition, the last is strategic competence. It is the ability to know when and how to take the occasion to speak, how to keep a conversation going on, and how to terminate the conversation.

In order to fulfill the competences above, teachers are required to develop appropriate speaking materials and arrange the communicative activities that can encourage students to practice their speaking skill. However, since this skill includes various ranges of competencies, it is argued that teachers can achieve their target successfully in teaching speaking if it is only conducted in the classroom. In other words, teaching speaking may not only be restricted in the classroom interaction on regular basis. It may be beneficial if students are also engaged in out of classroom

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[2]Kang Shumin, "Factors to Consider Developing Adult EFL Speaking ability", 3, (July-Sepetember, 1997), 8.

context as they will experience different types of learning atmosphere that can hinder them from monotonous activities.

According to O'Malley that, one of the major responsibilities of teachers are to enable students communicates effectively through oral language.[3] It means that oral language program designed by teachers with the aim to improve the effectiveness of students' communication ability. In this void, teachers of MAN Kembangsawit have established oral language program to develop speaking ability. This program is mainly intended to provide a wide chance of opportunities for students to practice their speaking ability at school. This program has been conducted since 2010/2011 academic year. This activity is regularly done every Saturday morning to practice the material. Before that, in Friday they had accepted the material.

The oral language program in this school has a function as a medium to increase speaking ability. This is one of teachers' efforts to develop students' capability especially in speaking ability. In the other side, teachers said that students' interest in this program are seen low. Whereas, students' progress in speaking ability was depend on their interest in oral language program. Because, the interest is one of the internal factors that influence the quality of students in learning process.[4] Therefore, if students are interested in oral language program, it can also develop their speaking ability.

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[3]J. Michael O'Malley and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners (America: Addision-Wesley Publishing Company, 1996), 57.

[4]Mahmud, Psikologi Pendidikan (Bandung: CV Pustaka Setia, 2010), 99.

Based on the explanation above, it is interested in doing a research about the correlation between students' interest in oral language program and speaking ability. This study was done under the title "The Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Eleventh Grade of MAN Kembangsawit in 2014/2015 Academic Year.

B. Limitation of the Problem

This research is focused on the correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year. Students' interest meant that the tendency and the high desire of students to learning something.[5] Meanwhile, students speaking ability is a students' capability to speak fluently and is acceptable to communicate and convey the message to each other.

C. Statement of the Problem

Regarding the background and limitation of the problem, this research promoted a problem as follow:

"Is there any correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year?"

D. Objective of the Study

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[5]Muhibbin Syah, Psikologi Belajar (Jakarta: PT Raja Grafindo, 2006), 151.

The objective of this research is to find out the correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

E. Significances of the Study

1. Theoretical Significance

This research is hopefully able to give knowledge contribution about the correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

2. Empirical Significance

The result of this research can be shared as a suggestion or recommendation for English teachers, students, and future researchers.

a. English teachers

The result of this research is expected to provide valuable information for teachers whether the Oral Language Program has significantly contributed to students' speaking achievement. Hence, they can make a use of the information to redesign or develop the program, for instance, by adjusting the activities, materials, and evaluation. In doing so, it is hoped that teachers can manage Oral Language Program better and facilitate students to improve their speaking skill optimally.

b. Students

The result of this research is expected to provide valuable information for students that their interest to Oral Language Program has significantly contributed to

their speaking achievement. Hence, students can increase their interesting in Oral Language program to develop their speaking ability optimally.

c. Future Researchers

The result of this research is expected to provide valuable information for the future researcher whether the Oral Language Program in MAN Kembangsawit has significantly contributed to students' speaking achievement. Hence they can make a use this research as a basic consideration and information to do the further related investigation.

3. Organization of Research Report

In order to ease the reader understanding this study, this research report is arranged systematically. It consists of five chapters in which each has interconnection to others. It is highlighted in detail as follows:

Chapter I is introduction. This chapter contains general description of the contents of research report. It consists of background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study, and organization of research report. The background of the study explains about the objective of learning English generally, teachers' demands to establish an effective speaking activity, and the function of oral language program in MAN Kembangsawit. The limitation of the study focuses on the correlation between students' interest in oral language program and speaking ability. The statement of the problem contain of

one problem statement. The objective of the study, there is one objective of the study. The significance of the study gives suggestion for teachers, students, and future researchers. The last, the organization of research report include the arrangement of thesis.
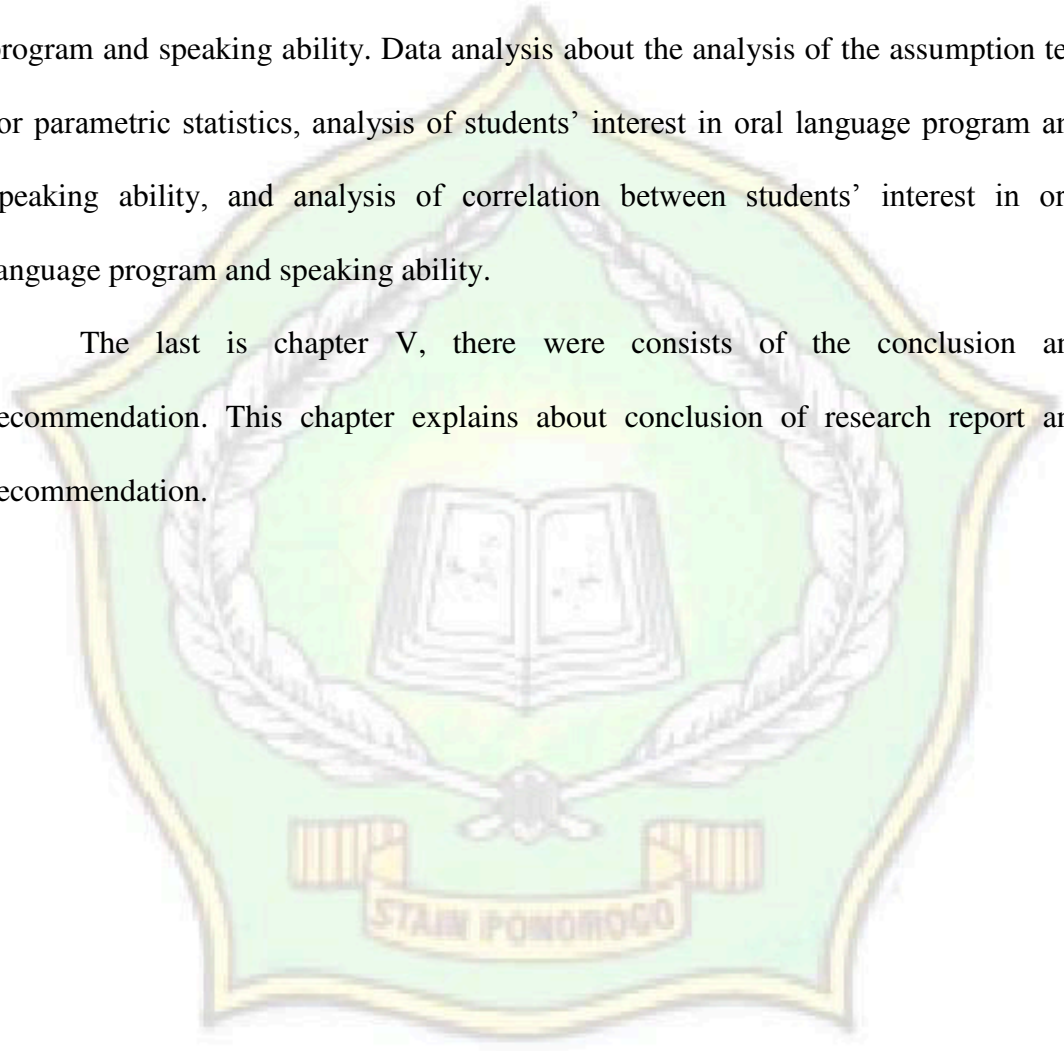
Chapter II is review of related literature. It discusses theoretical background, previous research finding, theoretical framework, and hypothesis. Theoretical background consists of interest, speaking, and oral language program. Interest explains about definition of interest, aspect of interest and the role of interest. Speaking explains about definition of speaking, speaking ability, aspect of speaking, problem of speaking, and successful of speaking activity. Oral language program explains about definition of oral language, and oral language program activity at school. Previous research finding describes about previous related study. And then explains about theoretical framework and hypothesis.

Chapter III is research method. This chapter explains research design, population and sample, technique of data collection, technique of data analysis, and instrument of data collection. Research design applies a quantitative approach using correlative research. Population and sample explains about population in the eleventh grade of MAN Kembangsawit in 2014/2015 academic year and technique to take sample. Then, technique of data collection explains the technique to collect data in this research there were use questionnaire and documentation. After that the technique of data analysis used product moment formula by Karl Pearson. The last is instrument of data collection.

Chapter IV is research finding. It discusses the description of general data, data description, data analysis, interpretation and discussion. Description of general data includes description of research setting and time and schedule of research. Data description includes data description about students' interest in oral language program and speaking ability. Data analysis about the analysis of the assumption test for parametric statistics, analysis of students' interest in oral language program and speaking ability, and analysis of correlation between students' interest in oral language program and speaking ability.

The last is chapter V, there were consists of the conclusion and recommendation. This chapter explains about conclusion of research report and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses theoretical background, previous research finding, theoretical framework, and hypothesis. Those issues are discussed respectively as follows.

A. Theoretical Background

The theoretical background in this chapter presents some of theories that support this research. They cover interest, speaking, and oral language program. Those are discussed respectively as follows.

1. Interest

Interest is a technical term used to show someone attention to do a particular activity. In the context of language learning, interest deals with situations whereas students are very interested and focused on a skill to master. In order to get adequate understanding about this topic, the following subheadings discuss definition about definition of interest, aspect of interest, and the role of interest.

a. Definition of Interest

Interest can be defined as a high tendency and enthusiasm on something.[6] Based on Rakhmat, "Interest is a guide tendentious intensively on the object which

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[6]Muhibbin Syah, Psikologi Belajar (Jakarta: Raja Grafindo Persada, 2006), 151.

has important reputed."[7] Students are only focused on something that attracts their attention and enthusiasm. Interest is as a power to pay attention on an object or activity. If students have a high interest on the learning activity, they will get the best result. It is due to the fact that when students are interested in something they tend to pursue and excel it.[8] That means students will try to increase their abilities continuously.

Interest is one of the internal factors that influence the quality of students in learning process.[9] Usually students will be interested in the lesson if they know that it has benefits for them. Interest is also as a resource of motivation to do something. Then, they are motivated to do something actively without commands. Meanwhile students are enjoying their activity.

Based on the statements above, it can be concluded that interest is a feel interested to like or give attention to an object that appear from students. It can motivate students to increase their knowledge about that object without command. Moreover, interest makes students easier to involve in the subject because they will pay attention fully to that subject in this case is speaking. In term of mental condition, interest does not only form one's behavior but also support him or herself to the activity in speaking and as a result, one pays attention and makes him or herself to be a part in the activities.

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[7]Cece Rakhmat, et-al., Psikologi Pendidikan (Bandung: UPI Press, 2006), 173.
[8]Del Siegle, "The Importance of Recognizing Students' Interests", National Asociation for Gifted Children, (June, 2009), 1.
[9]Mahmud, Psikologi Pendidikan (Bandung: CV Pustaka Setia, 2010), 99.

b. Aspect of Interest

As it has been discussed previously that interest is an interest feeling on the object that outcome by students without demands from others. Interest has some aspects as indicators to measure students' interest.

According to Mahmud, there are at least three indicators or predictors that can underline interest, such as attention, curiosity, and motivation.[10] These indicators are discussed in detail as follows.

1) Attention

Attention is defined variously by some experts. Rakhmat confirms that attention refers to general reaction by students in awareness become active and concentrate to the object.[11] It means that students who have an optimal of awareness will give attention on something optimally. In otherwise, that awareness makes a use of being active and their concentration will be increasing.

According to Atkinson, attention is a term to namely the reaction of someone on something in consciousness within certain limitation to think and understand that things.[12] It means that those who have attention it can be seen from their attitudes to face something. If someone has attention on something, in awareness s/he will give their time, and starts to focus and analyze on it.

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[10]Mahmud, Psikologi Pendidikan (Bandung: Pustaka Setia, 2010), 99.
[11]Cece Rakhmat, et-al., Psikologi Pendidikan (Bandung: UPI Press, 2006), 172.
[12]Rita L. Atkinson, et-al., Introducere in Psichologie (Bucuresti: Harcourt Brace College Publishers, 2002), 215.

Furthermore, Desmita states that, "student who gives an attention optimally in the learning process will be easy to understand the information from teachers."[13] By having optimal attention students will feel easy to understand what teachers teach in the classroom.

Based on the discussion above, it can be inferred that attention deals with listening and looking on the object attentively in order to understand the information from it. For example, students who have paid attention will get the points of information or knowledge which is transferred by teachers. They will answer the question from teachers confidently because they know and understand the material certainly. It will be different from students who have not paid attention in the classroom. They will be confused to answer the question, because when teachers were teaching they were not giving attention.

In summary, attention is one of the predictors that can indicate whether students are interested or not in doing any activities. It is an important thing that students should have. By having attention, students can optimize their focus in learning process then they will get the information.

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[13]Desmita,Psikologi Perkembangan Peserta Didik (Bandung: PT. Remaja Rosdakarya, 2014), 126.

2) Curiosity

Curiosity is an aspect of intrinsic motivation that has great potential to enhance student learning.[14] Since the last half of the twentieth century, educators have recognized that curiosity is a significant motivating factor in student learning.[15] It means that curiosity has an important role in students' learning process as a significant motivator.

In addition, George Loewenstein said, curiosity was viewed as intense, intrinsically motivated appetite for information.[16] A curiosity is a strong desire to know or to learn the subject material. When someone is interested in something, he will have a curious to know it more. For example, students who have curiosity they will search all the information related to the lesson. Because students which have curiosity, they will be active to ask about something which they have not understood yet. It is also done on students who are interest in speaking, try to understand the lesson practice the speaking material at class or outside the class.

In summary, curiosity is one of the predictors that can indicate whether students are interested or not in doing any activities. It is important thing that students should have. By having curiosity, students can complete the information that make them to be anxious to know about everything.

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[14]Graham Pluck and Helen Johnson, "Stimulating Curiosity to Enhance Learning", GESJ: Education Science and Psychology, 2:19, (2011), 24.

[15]Kate Borowske, "Curiosity and Motivation-to-Learn", ACRL Twelfth National Conference, (7-10 April 2005), 346.

[16]George Loewenstein, "The Psychology of curiosity: A Review and Reinterpretation", American psychological association: Psychological Bulletin, 1 (1994), 77.

3) Motivation

Motivation is internal factor of students that encourage doing something.[17] It is a key of factors that influence learning outcomes.[18] It is also one of the factors in learning second language or foreign language.[19] It is one of the factors to success in learning English as a second language. Motivation also can improve students' interest. Students who are motivated, they will be motivated and interested in something or activity to increase their skill in the learning. If attention is an action from students that are interested in something. In this case, motivation as a factor that supports students to pay attention. Students who have high motivation especially in English they also have spirit to learn English. It will influence student's achievement. They can be better from his friends. On the contrary with students who have low motivation, they will be lazy to learn especially learning English. It is assumed that students with high motivation in learning English will be more successful than students with low motivation.

In summary, motivation is one of the predictors that can indicate whether students are interested or not in doing any activities. It is important thing that students should have. By having high motivation, students will be the best in the classroom.

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[17]Muhibbin Syah, Psikologi Belajar (Jakarta: Raja Grafindo Persada, 2003), 151.

[18]Ang Chen and Paul W. Darst, "Situational Interest in Physical Education: A Function of Learning Task Design", Research Quarterly for Exercise and Sport by American Alliance for Health, physical Education, Recreation and Dance, 2 (Jun, 2001), 150.

[19]Nayan Kishur Mondal, "Students interests to practice listening and speaking in relation to the testing system in secondary level" (Dissertation of English East West University, 2011), 4.

c. The Role of Interest

The role of interest influences the quality of students' achievement in learning.[20] Interest is associated or covers with acquired knowledge and skill.[21] Interest is one of the important factors to contribute the learning process. It can help students accept the lesson easier. Because by the interest, students have a spirit to know and make out the difficulty felt. By the aspect of interest, it makes students motivated to do something without demand, and they will enjoy their activities. Automatically they are active to participate on it. Meanwhile they give the optimally attention during the lesson.

2. Speaking

a. Definition of Speaking

Speaking is a production skill as an output process in learning language. It is important thing in learning English as a second/foreign language. Speaking consists of producing systemic verbal utterances to convey meaning.[22] When someone speaks, s/he does not only take outside the word or vowel but also the words or sentence that has meaning. Speaking is productive skill in the oral mode, more than just pronouncing words.[23] Speaking activities involve two or more people using the

20Muhibbin Syah, Psikologi Belajar (Jakarta: Raja Grafindo Persada, 2006), 151.

21Ang Chen and Paul W. Darst, "Situational Interest in Physical Education: A Function of Learning Task Design", Research Quarterly for Exercise and Sport by American Alliance for Health, physical Education, Recreation and Dance, 2 (June, 2001), 151.

22Kathleen M. Bailey, Practical English Language Teaching: Speaking (New York: McGraw-Hill, 2005), 2.

23Marriam Basher, et al., "Factor Effecting Students' English Speaking Skills," British Journal of Arts and Social Sciences, 1 (2011), 35.

language for either interactional or transactional purposes.[24] Speaking activity is activities that involve two or more participants in order to achieve the speaking purposes for interacting to others including the understanding of the topic.

b. Speaking Ability

Speaking consist of producing systematic verbal to convey meaning.[25] On the other hands, speaking ability can be defined as a students' ability to use a language appropriately with context to interact with others meaningfully. It is a productive skill, which is an output process as a result from the input process (reading and listening).

One of the goals in learning second language is an ability to speak correctly and fluently. A second language context is one where the target language is the language to communication in the society.[26] Speaking ability is the ability of the learners second language especially English to speak in order to communicate to other to convey their idea that are meaningful, correct, fluent, acceptable based on the learners' level. Based on statement above, to fulfill the characteristic of the good speaker, students should to mastery some aspect that discussed as follows.

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[24]Bambang Yudi Cahyono and Utami Widiati, The Teaching of English as A Foreign Language in Indonesia (Malang:University of Malang Press, 2011), 35.

[25]Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapore: McGraw-Hill (Asia), 2005), 2

[26]Ibid., 54.

c. Aspect of speaking

Language skill can be measured if the person mastery some certainly aspects. In speaking context, there are some aspects to support speaking quality. The components of speaking competent as follows:[27]

1) Vocabulary

Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words that convey a particular meaning. Vocabulary is important in speaking aspect because the vocabulary contributes on the meaning of the sentences. This aspect influences on the understanding of the sentences by the pairs. Besides, vocabulary is a provision for students to enable understands what they read, hear, and listen. Moreover, students have to mastery vocabularies in order to restrain the misunderstanding in interaction with others.

The mastery of vocabulary is not only about the quantity of word, but also about the understanding the context of word the expressing students' idea. Every word has different function based on the context. This component will not complete just by memorizing. Besides memorizing, it is need a practice to build up the habitual of communicate and have well of diction.

2) Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of

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[27]Ibid., 4.

speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmentally aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.[28]

Pronunciation has a function to clarify of the words to keep clear the spelling letter. Some criteria in pronunciation are; the first is intonation, it is about stressing of the word, when it is uttered fall or rise. This aspect has some criteria to support pronunciation related to each other. Those are intonation, phrasing, stress, timing, rhythm, voice quality, gesture and expression. They cannot separate when someone speaks.

3) Accuracy

Accuracy in this context refers to the ability in speak properly, there are selecting to the correct words, and expression to convey the intended meaning, as well as using the grammatical patterns of English.[29] In this point, accuracy is an important factor. The real advantage from accuracy is to carry out the information and avoid the miscommunication, because this aspect includes vocabulary, grammar, gesture, and expression.

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[28]Lynda Yates, "Fact Sheet – What is Pronunciation?", Adult Migrant English Program Research Centre, (October 2002), 1

[29]Kathleen M. Bailey, Practical English Language Testing: Speaking (Singapore: Mc Graw Hill (Asia), 2005), 5.

4) Fluency

Fluency in speaking is an important thing for students to be a good speaker. By the fluency, students can speak quickly and continuously with a small mistake. Besides, student should have confidence when they speak in front of class. According to Bailey, fluency has known as students speak quickly and confidently.[30]

According to Shilpi Rishi, fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication.[31]

In conclusion, the fluency is important things in speaking that have developed by students in order to increase their confidence to speak fluently.

d. **Problems of Speaking Activity**

Speaking can be regarded as acomplex skill. It includes the ability to listen and read that is difficult for students to posses without adequate practice and habit. Speaking will be difficult due to some related problems, such as; inhibition, nothing to say, low or uneven participation, and mother-tongue use.[32]

Inhibition is the complex problems for students to improve their speaking ability. Students are feeling shy and scare to make mistake, it is because if a student makes mistake the others will laugh him. Then they have a lack of confidence. They

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[30]Ibid., 55.
[31]Shilpi Rishi Srivastava, "Accuracy Vs fluency in English Classroom", New Man International Journal of Mutidiciplinary Studies, (4 April 2014), 9.
[32]Penny Ur, A Course in Language Teaching (Cambridge: Cambridge University Press, 1996), 121.

are scared to presents their abilities in front of their friends. Then, nothing to say, it means that students have blank idea. They cannot share or describe something as information to others. After that, low or uneven participation, it means that there is not balance on students talking time. Whereas, in order to able speak optimally, students need as much as possible time to practice speaking, and it is for all students. Then the last is the use of mother-tongue. Using mother-tongue is easier than using foreign language to communicate. They use mother-tongue because if they are speaks in foreign language it feels unnatural and rigid.

e. Successful of Speaking Activity

Like some problems in speaking activity, it is properly that the goal of the activity is to get the success. The successful speaking is a while complying with some characteristics such as; learners talk a lot, participation is even, motivation is high, and language is of an acceptable level.[33]

Learners talk a lot. Making the best use of the free time allotted to students in order that they will talk with others. On the other hands, students need a variation of their condition to build up their duration in speaking English. Finding their attention in speaking class then exploring what they want to say by the interaction with friends and teachers. Participation is even. Students who are talkative, they get the same chance to speak.

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[33]Ibid., 120.

Motivation is high, the eager of students in motivation is to make them interested in the topic of speaking. It made students speak a lot with the new idea. Instrumental motivation is the desire to master a foreign language in order to find the higher advantages. Achievement of motivation is the desire to engage in meaningful activities of their own and successful outcome.[34] The effectiveness of motivation is the ability to build up students' activeness and achieve the success.

Language is of an acceptable level, it means that in speaking activity students speak to others will be continuously if they understand the topic and relevancy of discussion for each other's and the level of accuracy that is acceptable by students.

3. Oral language Program

a. Definition oral language program

Nonie said, Oral language is the system through which we use spoken words to express knowledge, ideas, and feeling.[35] It is a term that replace speak orally to communicate an idea, to divide knowledge, and convey what perceived to others.

According to Bayetto, oral language with expressive language (speaking) is the use of words to share meaning with others.[36] It is as important thing in communicate to convey the information. What teachers are looking for in their students' oral

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[34]Li and Shuang (liz), "How to Motivate the Students' Interest in English Learning" (Desertation of University of Wisconsin-Platteville, 2009), 5.

[35]Nonie K. Lesaux and Julie Russ Harris, "Supporting ELLs' Achievement: Oral language Unpacked", Department of Education, 1.

[36]Anne Bayetto, "Oral Language," Australian Primary Principals Association, 1.

language is the communication of meaning.[37] It means that teachers' general goal by conducting oral language program is students shares their idea or how to inform others what they thought. Besides that, speaking is aspect of oral language program.[38] Therefore, English learners' skill (especially speaking) actually cannot separate with oral language, because speaking is one of speaking component.

According to William, he said that the significance of oral language is as a critical part of an English learners' achievement of full language proficiency.[39] In otherwise students considered was getting optimal of achievement in English learning any of them if they master oral language. Hence, oral language program very required to increase students' ability in English learning.

Oral language provides a foundation for communication of ideas and intelligent conversation, and the development of other language skills. Before students achieve proficiency in reading and writing, oral language is one of the most important means of learning and of acquiring knowledge.[40] Oral language program is a program to develop speaking ability, consists the ability to convey their message; attentive, gesture, and the receptive process of students' responsive as a medium to practice their speaking more than in the classroom.

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[37]David Corson, Oral Language Across the Curriculum (Clevedon: Multilingual Matters, 1988), 17.

[38]Oral Language: Speaking and Listening, Houghton Mifflin Company (1997).

[39]Connie William, et-al., "Speaking of Writing: The Significance of Oral Language in English Learners' Literacy Development," Teacher Writing Center, (November 2008), 2.

[40]Lisa R. Troute, "Oral language and Vocabulary Development Ctivities for Student-Student Interaction", Department of Multicultural Education, 3.

Some students may feels supressed when they are asked to speak in front of the class without preparation. Actually they need a practice and habitual to speak in the second languge (English as a second language). Then the program has been designed to be enjoyable and encourage students to engage with their peers and teachers.[41] Students can ask everything in order to build up their speaking ability. In this program teachers endeavor to create the pleasure situation. In order to students will feels enjoy and confident.

b. Oral Language program in MAN Kembangsawit

The oral language program in MAN Kembangsawit has a function as a medium to increase speaking ability. Oral language program has been occurring since academic year 2010/2011. It designed to improve students' language (English) ability especially in speaking. It is designed due to the fact that speaking ability was categorizing in low rank and teachers want to improve students' ability especially in speaking.

The oral language program activity usually is done in the morning at Saturday. On Friday they receive some new vocabularies based on the topic, in order to add their vocabulary they have to remember it. Although Hasrudin said that the remembering is not an effective technique to apply the lesson material,[42] students had an activity in oral language program. Besides remembering the new vocabulary, they

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[41]Julia M. Carroll, et-al., Developing Language and Literacy: Effective Intervention in the Early Years (United States:Wilay Blackwell, 2011), 71.

[42]Hasruddin, "Memaksimalkan Kemampuan Berpikir Kritis melalui Pendekatan Kontekstual", Journal of Tabularasa PPS UNIMED, 1 (June 2009), 49.

are gifted an example of the vocabularies' application. Then they should stand up face to face with their pairs and make a conversation based on the topic containing the vocabulary. Students also should to practice using sentences in dialog form. The function of this activity is to explore students' understanding about what they have remembered.

Once a week students must follow the conversation in pairs, it holds on Saturday morning (before lesson time). They are demanded to speak English to their friends every day as a medium to practice speaking at school environment.

The evaluation process was doing in the classroom uses the lesson topic. It is due to the fact that shows real concept of relevancy between oral language program with lesson in the classroom. So that the application seems concrete than just material and practice in time of oral language program.

B. Previous Researches Finding

There were some previous research findings related with the correlation between students interest in speaking activity in their speaking. One of the researches was written by Rohmatul Munawiroh that investigated "The correlation between daily English program and English achievement".[43] This research was a quantitative approach that use a correlative study. The method of collecting data was documentation. Correlative product moment technique that developed by Karl Pearson was used to analyze the data. The sample was taken from the entire subject

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[43]Rohmatul Munawiroh, "The Correlation between Daily English Program and English Achievement" (Thesis of STAIN Ponorogo, 2013).

as a population, 56 students. The result of this research found that there were positive correlation between daily English speaking program and English achievement. Based on the calculation, r_{xy}=0.764, it meant that r_{xy}>r_{table}. The significant standard of 5%, r_t=0.275, so r_0>r_t, and the significant standard 1%, r_t=0.354, so r_0>r_t. It concluded that the null hyphothesis (H_o) was rejected and the Alternative Hypothesis (H_a) was accepted.

Furthermore, Rifqi Sahara conducted a research to investigate the use of morning conversation program to develop speaking ability.[44] This research employed qualitative descriptive. There were using observation, interview, and documentation to collecting data. The data analysis used data reduction, data display, and verification. Morning conversation program is one of the ways conducted by teachers to practice speaking ability. There were the advantages of morning conversation: give an opportunity to students to enhance speaking ability; increasing students' confidence in using conversational skill; learning more about idioms and expressions; increasing students' vocabularies stores; and making students speak spontaneously.

Sufi Hudaibiah Firmani wrote the research with the title "The correlation between students' interest and their achievement in learning English at the second year of SLTPN 1 Pamulang".[45] The objective of this research is investigate whether the correlation between students' interest and their achievement in learning English

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[44]Rifqi Sahara, "Using Morning Conversation Program to Develop Speaking Ability", (Thesis of STAIN Ponorogo, 2012).

[45]Sufi Hudaibiah Firmani, "The Correlation between Students' Interest and Their Achievement in Learning English at The Second Year of SLTPN 1 Pamulang" (Thesis of UIN Syaris Hidayatullah, 2009).

was significant. The technique of collecting data used were observation, documentation, and questionnaire. The subject to support this research were 30 students from class 7-4 as the sample. The data analysis used product-moment formula. The results of this research found that were positive correlation, with $r_{xy}=0.754$. At the degree of significance 5%, $r_{xy}=0.754>0.361$ and 1%, $r_{xy}=0.754>0.4631$. It meant that the correlation was high (strong correlation). There were positive correlation between students' interest and their achievement in learning English at the second year of SLTPN 1 Pamulang.

In addition, Siti Marpikah wrote a research with the title "A correlation study between students' reading interest and students' English achievement of the seventh year in SMPN 4 Ponorogo in academic year 2009/2010."[46] The objectives of this research was describing students' interest in reading and students' English achievement and identify the correlation between them. The population was taken from seventh grade students of SMPN 4 Ponorogo. This research used 40 students as a sample. The technique of collected data were questionnaire and documentation. Product moment formula is used to analysis data. The result of this research found that if the computation "r" is greater than "r" of the table with the db of N-2=38 it has been got the empirical number of 0.596 in which t of table strikes on 0.304 with the significance level of 5%. The writer was rejecting null hypothesis and accepting alternative hypothesis. Then, there were positive correlation between students'

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[46]Siti Marpikah, "A Correlation Study between Students' Reading Interst and Students' English Achievement of The Seventh Year in SMPN 4 Ponorogo in Academic Year 2009/2010", (Thesis of STAIN Ponorogo, 2010).

reading interest and students' English achievement of the seventh grade in SMPN 4 Ponorogo in academic year 2009/2010.

All of the researches above talked about the relationship between two variables that related to English skill, especially about speaking skill. They had a significant correlation between the two variables. It is also in this research is relationship between two variables dependent and independent.

The strength of those researches from the researches' result are accepting the alternative hypothesis, there are any significance between two variables (variable X and variable Y). Nevertheless, from the strength the researcher found the weakness of them. Although there are any significance between two variables but some of the significances classified as low significance. Those are related with this research because focusing on students' interest in oral language program (as a developing program in English) and students' ability (as a students' achievement or competence in English).

C. Theoretical Framework

According to Carrol, the oral language program is designed to help improve children's listening, speaking and inference skills, as well as increasing their vocabulary and knowledge of story structure.[47] It means that the oral language program influence the students' ability in listening, speaking, vocabulary and structure. Hence, they need an activity that covers their needs to improve their

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[47]Julia M. Carrol, et-al., Developing Language and Literacy Effective Intervention in the Early Years (United States:Wilay Blackwell, 2011), 71.

speaking, such as oral language program. Oral language development in school does not mean teaching children to speak so much as providing them with the skills and opportunities to communicate more effectively.[48] Students cannot develop oral language in a quite classroom. They need time to practice the skills they are expected to master.[49] It is the effective activity to increase the speaking ability is the practice to speak regularly every day. However, the practice form not only speaks every time, but also study the materials that support the components to develop speaking ability. From the explanation above, it can be concluded that students' interest in oral language program will increase speaking ability.

Based on statement above, the researcher can determine X and Y variables as follows:

X = Students' interest in oral language program

Y = Speaking ability

Those variables X (Students' interest in oral language program) as independent variable and Y (speaking ability) as dependent variable. From the two variables above, we can conclude the theoretical framework as follows:

1) If students have low interest in oral language program, students also have low speaking ability.

2) If students have high interest in oral language program, students also have high speaking ability.

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[48]Lisa R. Troute, "Oral language and Vocabulary Development Ctivities for Student-Student Interaction", Department of Multicultural Education, 5.
[49]Ibid., 2.

D. Hypothesis

There are two hypotheses covered in this study, they are alternative hypothesis (Ha) and null hypothesis (Ho). These hypotheses are as follows.

Ha: There is Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Second Grade of MAN Kembangsawit in 2014/2015 Academic Year.

Ho: There is no Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Second Grade of MAN Kembangsawit in 2014/2015 Academic Year.

In this research, the researcher chooses the alternative hypothesis (Ha): There is Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Second Grade of MAN Kembangsawit in 2014/2015 Academic Year.
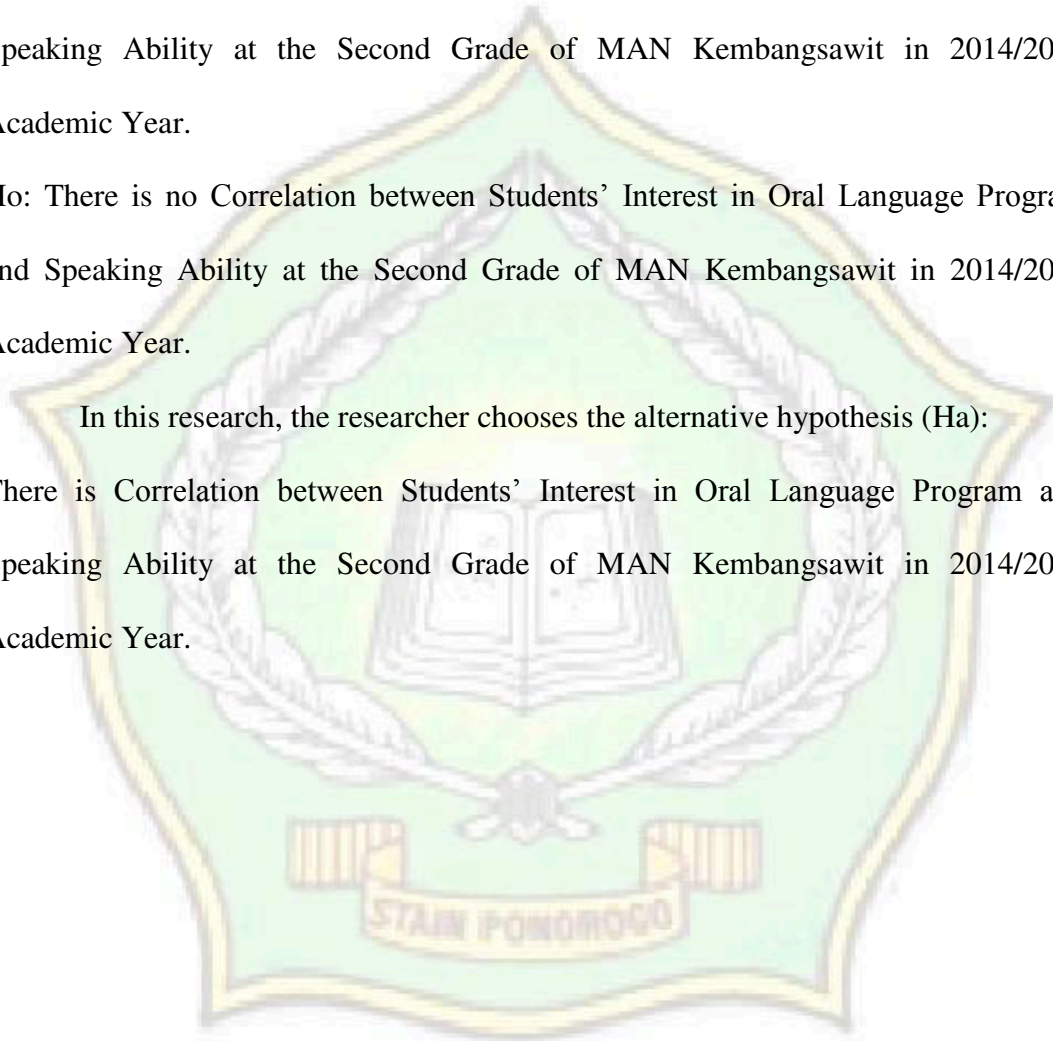
CHAPTER III

RESEARCH METHOD

This chapter presents the reseach method; research design, population and sample, technique of data collection, technique of data analysis, and instrument of data collection.

A. Research Design

This research applied quantitative research to find the correlation between two variables. The purpose of the correlative research is to get the certainty whether the correlation is significant or not.[50] The research design is a procedural plan to guide researcher to answer the statement of the problem in valid, objective, accurate, and economical.[51] Therefore, in quantitative research, especially this research has been done by procedural planning in order to find the validity or accuracy of the data.

The variable in this research were such as:

1. Independent variable, a variable that gave an influence or as a cause of the exchange or emerge the dependent variable.[52] The independent variable was students' interest in oral language program at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

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[50]Sambas Ali Muhidin and Maman Abdurrahman, Analisis Korelasi, Regresi, dan Jalur dalam Penelitian (Bandung: CV. Pustaka Setia, 2009), 105.

[51]Restu Kartiko Widi, Asas Metodologi Penelitian, (Yogyakarta: Graha Ilmu, 2010), 212.

[52]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Bandung: Alfabeta, 2008), 39.

2. Dependent variable, a variable that was influenced by independent variable.[53] The dependent variable was speaking ability at the eleventh grade of MAN Kembangsawit in academic year 2014/2015.

B. Population and Sample

1. **Population**

Population is the entire subject of research.[54] According to Sugiyono population is an area generalization consists of object or subject that has quantity and specific characteristic to verified and find the conclusion.[55] It can be concluded that population is a whole of subject or object in research which have quantity and characteristic that acquired to find a conclusion.

In this research, the populations of the study were all of students (166 students) in the eleventh grade of MAN Kembangsawit in 2014/2015 academic year. This population has a homogeneous characteristic because they have the same unsure of characteristics and condition.[56] The population was homogeneous because students as population were in the same grade and had the same activity in oral language program.

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[53]Ibid., 39.

[54] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta: Rineka Cipta, 1996), 115.

[55]Sugiyono, Statistika untuk Penelitian (Bandung: Alfabeta, 2003), 56.

[56]Dodiet Aditya Setyawan, Populasi dan Sampel, (hand out) (Surakarta: Politeknik Kesehatan Surakarta), 5.

2. Sample

Sample is the representative of the population.[57] According to Arikunto, sample is some of population or representative of population that taken as a source of data to represent all of the population.[58] In other words, sample is a part of the population that chosen to make the researcher accumulate the data easier.

In this study, the technique that used to find sample was purposive sampling. Purposive sampling was a technique to determine the sample based on the certain reason. In this research, the sample was chosen based on the quality of speaking ability. It is proposed to take two classes consist 44 students.

C. Technique of Data Collection

In this research, two techniques were done to collect the data. They were questionnaire and documentation. These are discussed respectively as follows.

1. Questionnaire

Questionnaire is a collection some related answer of written questions that is used to get information from respondent.[59] Generally, the questionnaire consists of the list of question that needs the information about the fact has known by respondent that involves opinion or attitude of the respondent.[60] This questionnaire was given to the respondents directly. The form of questionnaire in this research was closed

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[57]Sugiyono, Statistika untuk Penelitian (Bandung: Alfabeta, 2002), 56.
[58]Suharsimi Arikunto, Prosedur Penelitian suatu Pendekatan Praktek (Jakarta: Rineka Cipta, 2000), 109
[59]Suharsimi Arikunto, Manajemen Penelitian (Jakarta: Rineka Cipta, 2000), 136.
[60]S. Nasution, Metode Research (Penelititan Ilmiah), (Jakarta: Bumi Aksara, 2008), 128.

questionnaire. Closed questionnaire is a questionnaire that has short answer which the alternative answer was determining by researcher.

Questionnaire was used to collect data about variable X (students' interest in Oral Language Program). This questionnaire involved some indicators of interest; they were about attention, curiosity, and motivation. It used Likert scale to measure the respondents' attitude, opinion, and individual perception.[61] It consisted of some questions with the answer that were categorized into five alternative answers and scores, they were strongly agree (5 point), agree (4 point), hesitate (3 point), disagree (2 point), and strongly disagree (1 point).

Table 3.1 Specification of Instrument before Validity Test

No.	Indicator	Total	Item Number
1.	Attention	8	1, 2, 3, 4, 5, 6, 7, and 8
2.	Curiosity	7	9, 10, 11, 12, 13, 14, and 15
3.	Motivation	4	16, 17, 18, and 19

2. Documentation

Documentation is a technique to collect data non-humanistic. This resource is about note or transcription.[62] The form of document is written, picture, or the others monumental opus by someone.[63] Documentation was employed to collect the data about variable Y (speaking ability) by students' speaking score, that taken from

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[61]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2013), 93.

[62]Syamsuddin and Viasmaia S. Damaianti, Metode Penelitian Pendidikan Bahasa (Bandung: Remaja Rosdakarya, 2007), 108.

[63]Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2013), 240.

teachers' note in English lesson. Beside that this technique was also to collect data about the school profile.

D. Technique of Data Analysis

This research the technique of data analysis is use product moment from Karl Pearson. There used formula as follow[64]:

$$r_{xy} = \frac{\frac{\sum fx'y'}{n} - Cx'Cy'}{SDx'SDy'}$$

r_{xy} = the symbol of correlation of two variables

$\sum x'y'$ = amount of the multiplication of cells the frequency (f) with x' and y'

Cy' = correlation value in the variable y, $Cy' = \frac{\sum fy'}{n}$

Cx' = correlation value in the variable x, $Cx' = \frac{\sum fx'}{n}$

SDx' = standard deviation of each value of X in the sense of value as 1 unit (i=1)

SDy' = the standard deviation of each value of X in the sense of value as 1 unit (i=1)

N = number of cases

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[64] Retno Widyaningrum, Statistika, edisi revisi (Ponorogo:STAIN Po Press, 2014), 110.

E. Instrument of Data Collection

The data needed in this research consisted of two kinds of the data, they were:

1. The first was the data about students' interest in oral language program and that was taken from questionnaire.

2. The second was data about students' speaking skill. This data was taken from students' score from teachers.

Table 3.2 The Instrument of Data Collection

Research title	Variable	Indicator	Subject	Technique
The Correlation between Students' Interest in Oral Language Program and Speaking Ability at the Eleventh Grade of MAN Kembangsawit in Academic Year 2014/2015	X: Students' interest in Oral Language Program	Students interest a. Attention b. Curiosity c. Motivation d. Need	Students participation in oral language program	Questionnaire
	Y: speaking ability	Speaking ability a. Accuracy b. Fluency c. Vocabulary d. Pronunciation	Students' competent in speaking	Documentation

1. Validity test

Validity is a measurement that shows the levels of the validity an instrument.[65] The instrument was regarded valid if only it passed the validity test. To

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[65]Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek* (Jakarta: PT Rineka Cipta, 2002), 144.

count the validity score, it was found out the score of questionnaire.[66] Moreover, in order to know the validity of the questionnaire, Pearson Product Moment formula was applied.[67]

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

Where:

r_{xy} = index of Product Moment.

ΣX = sum of X variable.

ΣY = sum of Y variable.

ΣXY = sum of X multiple Y.

The result of the quantification showed that there were three invalid number items, they were number 2, 3 and 5. And the valid items were 1, 4, 6,7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19.[68] It can be seen on the table below.[69]

Table 3.3 Specification of Instrument after Validity Test

No.	Indicator	Total	Item Number
1.	Attention	5	1, 4, 6, 7, and 8
2.	Curiosity	7	9, 10, 11, 12, 13, 14, and 15
3.	Motivation	4	16, 17, 18, and 19

[66]See more on Appendix 2
[67]See more at Appendix 3.
[68]See more on appendix 4.
[69]See more at Appendix 5.

2. Reliability Test

According to Arikunto, reliability refers to a definition that an instrument is trusted enough as instrument of data collection because the instrument is good. The trusted instrument or reliable will result the trusted data. Reliability makes reference to reliance level of thing. Reliable means can be trusted, so it can be relied on.[70] This reliability test was using Spearman Brown split-half (odds-event) formula.[71] It had to make table distribution of split half (odds-event), then counting as follow.[72]

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

$$R11 = \frac{2r_{xy}}{1 + r_{xy}}$$

$$= \frac{20 x 20104 - 681 x 584}{\sqrt{(20.23503 - 681^2)(20.17286 - 584^2)}}$$

$$= \frac{2 x 0.8073507225}{1 + 0.8073507225}$$

$$= \frac{402080 - 397704}{\sqrt{(470060 - 463761)(345720 - 341056)}}$$

$$= \frac{1 x 614701445}{1 x 8073507225}$$

$$= \frac{4376}{\sqrt{(6299)(4664)}}$$

$$= 0.8934079174$$

$$= \frac{4376}{\sqrt{29378536}}$$

$$= \frac{4376}{5420 x 1970443887}$$

$$= 0.8073507225$$

The reliability score of students' interest in oral language program using Spearman Brown split-half (odds-event) formula was 0.893. Then it was consulted to

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[70]Suharsimi Arikunto, Prosedur Penelitian suatu Pendekatan Praktek (Jakarta: PT Rineka Cipta, 2002), 178.

[71]Ibid., 157.

[72]See more on Appendix 6 and 7.

r table with n=44, db= n-1 = 44-1= 43 and significance level 5%. The result was $r_t=$ 0.288.[73] Because r11= 0.893 > r_t= 0.288 so the instrument was reliable.

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[73]See more at Appendix 13

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the research finding. It discusses the description of general data, data description, data analysis, interpretation and discussion. These issues are presented respectively as follows.

A. Description of General Data

1. Description of Research Setting

This research took place at MAN Kembangsawit, Madiun. It is located at Jl. Raya Kebonsari-Rejosar, Madiun. This school was established on 23th August of 1954. At the beginning, the name was MA Salafiyah Kembangsawit, Kembangsawit adapted from the name of village where this school built. After that, based on decision letter from Minister of Religious Affairs on 1979, the name changed into MAN Kembangsawit. This school had three departments; they were IPA, IPS and Religion.

This school has vision to create students to be competitive, and capable based on IMTAQ. It also has missions such as; (1) increasing learning process, (2) carrying out guidance intensively to face SBMPTN and science Olympiad, (3) increasing English and Arabic learning process, (4) increasing achievement of sports such as; futsal, volley ball, chess, athletic, and table tennis, (5) increasing achievement of arts such as; artistic painting, theater, dyed cloth, music, and reading the holy Quran; (6)

increasing process of building up in surface boy scout, PMR, UKS, and KIR; (7) increasing process building up in surface skill such as; computer, automotive, fishery, cooking system, and stitch; (8) increasing the competence of educators and education worker; (9) increasing quality of service to client; (10) improving attitude of sensibility on environment, and (11) increasing processing of build up the understanding and application of Islam in daily.[74]

Moreover, to apply the mission of increasing English and Arabic learning process, this school released oral language program. So that, the reason of researcher selected this school was because it has conducted an oral language program. It was interesting to know the activities in the program and students' ability of speaking in the classroom. Besides, the location was accessible by researcher.

2. Time and schedule of Research

This research had been conducted for about ten months. Those were from January until August 2015. There were some activities such as arranging the proposal, reviewing the related literature, collecting data, and analyzing data.

Table 4.1 Time Schedule of Research

No	Activities \ Month	Proposal	Reviewing Literature	Developing Instrument	Collecting Data	Analysis Data
1	January	■				
2	February	■				

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[74]See more on Appendix 17.

3	March					
4	April					
5	May					
6	June					
7	July					
8	August					
9	September					
10	October					

B. Data Description

In this research, there were two kinds of data gathered. The data about students' interest in oral language program was gotten from questionnaire. It was taken from 44 students as research samples. The result of the questionnaire score was to know whether students' interest in oral language program was high or low. Furthermore, to get the data about speaking ability, the researcher used teacher's document of students' speaking score in the classroom. In order to find the correlation between two data above, Pearson of product moment correlation formula was applied.

1. Data Description about Students' Interest in Oral Language Program

To find the data about students' interest in oral language, the researcher gave questionnaire to 44 students of the eleventh grade of students MAN Kembangsawit in Academic Year 2014/2015 as the research samples. For the research necessity and

kept the respondents' privacy, for the next step the name of respondents were written in initial form. The result of questionnaire is listed below.[75]

Table 4.2 Students' Interest in Oral Language Program's Score

No	Respondent	Score	No	Respondent	Score
1	SPA	63	23	K	61
2	RI	56	24	RNH	58
3	FR	57	25	DRAN	52
4	WR	57	26	YR	60
5	ES	55	27	NWKA	50
6	DCS	47	28	AAS	48
7	NA	55	29	MFA	51
8	NR	63	30	UK	60
9	ANP	58	31	AN	62
10	YAI	42	32	AYH	62
11	TU	55	33	SNR	49
12	LW	51	34	LKN	49
13	APS	55	35	ENL	56
14	ARA	54	36	HUM	56
15	FSE	66	37	YM	50
16	UH	51	38	PSA	59
17	ISP	62	39	HM	62
18	MI	62	40	LH	64
19	EHH	64	41	AM	62
20	MBM	62	42	TWM	56
21	MNFI	63	43	LR	57
22	WRo	53	44	NSN	60

[75]See more on Appendix 8.

Based on the table 4.2 students' interest in oral language programs' score varied. There were thirteen students got score ranging from 62-66, twenty one students got score ranging from 52-61, and ten students got score ranging from 42-51.

2. Data Description about Speaking ability

To find the data about speaking ability, teacher's document of students' speaking score in the classroom was collected. The data is shown as follows:

Table 4.3 Speaking ability's Score

No	Respondent	Score	No	Respondent	Score
1	SPA	85	23	K	84
2	RI	75	24	RNH	81
3	FR	80	25	DRAN	75
4	WR	80	26	YR	83
5	ES	75	27	NWKA	70
6	DCS	63	28	AAS	64
7	NA	75	29	MFA	75
8	NR	85	30	UK	84
9	ANP	81	31	AN	85
10	YAI	60	32	AYH	85
11	TU	75	33	SNR	65
12	LW	74	34	LKN	65
13	APS	75	35	ENL	78
14	ARA	75	36	HUM	82
15	FSE	90	37	YM	68
16	UH	73	38	PSA	83
17	ISP	84	39	HM	85
18	MI	85	40	LH	90
19	EHH	89	41	AM	85
20	MBM	85	42	TWM	77
21	MNFI	86	43	LR	79

22	WRo	75	44	NSN	84

Based on the table 4.3 students' interest in oral language programs' score varied. There were sixteen students got score ranging from 84 - 90, twenty students got score ranging from 74-83, and eight students got score ranging from 60 - 73.

C. Data Analysis

Data analysis covered the mean and deviation standard of students' interest in oral language program and speaking ability at the eleventh grade at MAN Kembangsawit in 2014/2015 Academic Year.

1. Assumption Test for Parametric Statistics

Before finding the normality and the homogeneity of the test, mean and deviation standard of the data should be found beforehand. The table 4.3 shows the calculation of mean and deviation standard of students' interest.

Table 4.4 Table Calculation for Mean and Deviation Standard of Students'

Interest in Oral Language Program

No	X	F	fX	X^2	fX^2
1	66	1	66	4356	4356
2	64	2	128	4096	8192
3	63	3	189	3969	11907
4	62	7	434	3844	26908
5	61	1	61	3721	3721
6	60	3	180	3600	10800
7	59	2	118	3481	6962
8	58	2	116	3364	6728

9	57	3	171	3249	9747
10	56	3	168	3136	9408
11	55	4	220	3025	12100
12	54	1	54	2916	2916
13	53	1	53	2809	2809
14	52	1	52	2704	2704
15	51	3	153	2601	7803
16	50	2	100	2500	5000
17	49	2	98	2401	4802
18	48	1	48	2304	2304
19	47	1	47	2209	2209
20	42	1	42	1764	1764
$\sum$	**1107**	**44**	**2498**	**62049**	**143140**

$$Mx \quad = \frac{\sum fx}{n} = \frac{2498}{44} = 56{,}77$$

$$SDx \quad = \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx}{N}\right]^2}$$

$$= \sqrt{\frac{143140}{44} - \left[\frac{2498}{44}\right]^2}$$

$$= \sqrt{3253.18 - (56.77)^2}$$

$$= \sqrt{3235.18 - 3222.83}$$

$$= \sqrt{30.348918} = 5.51$$

Table 4.5 The Calculation for Mean and Deviation Standard of Speaking ability

No	Y	F	fY	Y^2	fY^2
1	90	2	180	8100	16200
2	89	1	89	7921	7921
3	86	1	86	7396	7396
4	85	8	680	7225	57800

5	84	4	336	7056	28224
6	83	2	166	6889	13778
7	82	1	82	6724	6724
8	81	2	162	6561	13122
9	80	2	160	6400	12800
10	79	1	79	6241	6241
11	78	1	78	6084	6084
12	77	1	77	5929	5929
13	75	9	675	5625	50625
14	74	1	74	5476	5476
15	73	1	73	5329	5329
16	70	1	70	4900	4900
17	68	1	68	4624	4624
18	65	2	130	4225	8450
19	64	1	64	4096	4096
29	63	1	63	3969	3969
21	60	1	60	3600	3600
∑	1606	44	3452	124370	273288

$$My \quad = \frac{(\sum Fy\ )}{n} = \frac{3452}{44} = 78.45$$

$$SDy \quad = \sqrt{\frac{\sum fy^2}{N} - \left[\frac{\sum fy}{N}\right]^2}$$

$$= \sqrt{\frac{273288}{44} - \left[\frac{3452}{44}\right]^2}$$

$$= \sqrt{2826.59 - (78.45)^2}$$

$$= \sqrt{6211.090909 - 6154.4025}$$

$$= \sqrt{56.946418} = 7.55$$

a. Normality Test

Normality test was used to know the normality distribution of the data. This analysis was important because Product Moment formula presupposes that, the data should have a normal distribution. The normality test in this research used Lillifors formula.[76] The calculation of the data follows some steps as follows:

Step 1 : Giving hypothesis
Ho : Data has normal distribution
Ha : Data has not normal distribution

Step 2 : Counting Mean and Deviation Standard and make a table with singular distribution.

Step 3 : Counting fkb score

Step 4 : Counting each frequency divided total of data (f/n)

Step 5 : Counting each fkb divided total of data (fkb/n)

Step 6 : Counting Z score, using formula X is data of real score and μ is Mean while σ deviation standard. Z score will be counted each score after it is arranged from the smallest to the largest.

$$Z = \frac{X - \mu}{\sigma} = \frac{X - 56.77}{5.51}$$

$$Z = \frac{Y - \mu}{\sigma} = \frac{Y - 78.45}{7.55}$$

Step 7 : Counting $P \leq Z$
Probability under Z score can be found in Z table, which is by looking at Z score at first column. For the negative score see the "wide of outside Z" column. While the positive score see the wide between Mean and Z + 0.5.[77]

Step 8 : Counting L.
L conducted from the difference of fkb/n and $P \leq Z$.[78]

Step 9 : The result of hypothesis test can be seen on below:

Based on the data with n=44 and the significance level was 0.05% then that found rate in the Lillifors table 0.886. So that the limit rejecting of Ho is 0.886 /$\sqrt{N}$, 0.886/$\sqrt{44}$= 0.133.[79] Ho will be receiving if $L_{max}<L_{table}$. L_{max} of variable X = 0.1012. It means that 0.101<0.133. Then L_{max} of variable Y = 0.080. It means that

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[76]Ibid., 208.
[77]See more on Appendix 14.
[78]See more on Appendix 9 and 10.
[79]See on the Appendix 16.

$L_{max}<L_{table}=0.080<0.133$. Ho was receiving because all of the $L_{max}<L_{table}$. Therefore, all of the variables had a normal distribution. It can be seen in the table below.

Table 4.6 Normality Test Result using Lillifors

Variable	N	Criteria Of Ho Examination		Category
		L_{maks}	L_{table}	
Students' interest in oral language program (X)	44	0.101	0.133	Data has normal distribution
Speaking ability (Y)	44	0.0804	0.133	Data has normal distribution

b. Homogeneity Test

Homogeneity test was used to test the homogeneity variety in comparing two variables or more. This test used Cochran formula. The table distribution frequency is presented on the table 4.3 and table 4.4 by accounting some steps below.

$$SDx = \sqrt{\frac{\Sigma fx^2}{N} - \left[\frac{\Sigma fx}{N}\right]^2}$$

$$= \sqrt{\frac{143140}{44} - \left[\frac{2498}{44}\right]^2}$$

$$= \sqrt{3253.18 - (56.77)^2}$$

$$= \sqrt{3235.18 - 3222.8}$$

$$= \sqrt{12.35}$$

$$= 3.5142566782$$

$$SDy = \sqrt{\frac{\Sigma fy^2}{N} - \left[\frac{\Sigma fy}{N}\right]^2}$$

$$= \sqrt{\frac{273288}{44} - \left[\frac{3452}{44}\right]^2}$$

$$= \sqrt{2826.59 - (78.45)^2}$$

$$= \sqrt{6211.09 - 6154.40}$$

$$= \sqrt{56.69}$$

$$= 7.5292761936$$

$$C_{\text{calculate}} = \frac{SD_{max}^2}{SD_x^2 + SD_y^2}$$

$$= \frac{3.5142566782\,^2}{3.5142566782\,^2 + 7.5292761936\,^2}$$

$$= \frac{12.35}{69.04}$$

$$= 0.179$$

After finding the score of $F_{(max)}$, the next step was to comparing $F_{(max)}$ with $F_{(table)}$ with using db= (n-1;k) = (44-1;2) = (44;2) on the significance level 0.5 got $F_{(table)} = 0.6602$.

Hypothesis   1. Ho : the data is homogeny
                    2. Ha : the data is not homogeny
Test criteria   1. Ho accepted if $F_{(max)} > F_{(table)}$
                    2. Ho rejected if $F_{(max)} < F_{(table)}$

Based on the result, $F_{max}= 0.179$ and $F_{tabel} = 0.6602$.[80] It means that $F_{max} < F_{table} =$ Ho is accepted. The data is homogeny.

Table 4.7 Homogeny Test Result using Harley

Variable	N	Criteria Of Ho Examination		Category
		F_{maks}	F_{table}	
Students' interest in oral language program (X)	44	0.54	2.40	Homogeny

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[80]See more on the Appendix 15.

Speaking ability (Y)				

2. Analysis of Students' Interest in Oral Language Program and Speaking Ability

a. Analysis of Students' Interest in Oral Language Program

To collect data of students' interest in oral language program the researcher used questionnaire that distributed to fourth four students as sample at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year. The score in this questionnaire was taken using Likert scale. And the result can be seen in the table below.

Table 4.8 Data Analysis of Deviation Standard the Oral Language Program

No	X	F	FKB	x'	fx'	x'2	fx'2
1	66	1	44	+9	9	81	81
2	64	2	43	+8	16	64	128
3	63	3	41	+7	21	49	147
4	62	7	38	+6	42	36	252
5	61	1	31	+5	5	25	25
6	60	3	30	+4	12	16	48
7	59	2	27	+3	6	9	18
8	58	2	25	+2	4	4	8
9	57	3	23	+1	3	1	3
10	56	3	20	0	0	0	0

11	55	4	17	-1	-4	1	4
12	54	1	13	-2	-2	4	4
13	53	1	12	-3	-3	9	9
14	52	1	11	-4	-4	16	16
15	51	3	10	-5	-15	25	75
16	50	2	7	-6	-12	36	72
17	49	2	5	-7	-14	49	98
18	48	1	3	-8	-8	64	64
19	47	1	2	-9	-9	81	81
20	42	1	1	-10	-10	100	100
$\sum$	**1107**	**44**	**0**	**0**	**37**	**670**	**1233**

$$\text{Mx} = M' + \frac{(\sum Fx')}{n} . i$$

$$= 56 + \frac{(37)}{44} . 1$$

$$= 56 + (0.84090909).1$$

$$= 56.841$$

$$SDx = \sqrt{\frac{\sum f(x')^2}{N} - \left[\frac{\sum fx'}{N}\right]^2}$$

$$= \sqrt{\frac{1233}{44} - \left[\frac{37}{44}\right]^2}$$

$$= \sqrt{28.02272727 - 0.707128097}$$

$$= \sqrt{27.31559917}$$

$$= 5.226432739 = 5$$

After determining Mx and SDx, the next step was to categorize the level of score (top and limit) of students' interest in oral language program. The procedures are as follows.

Top limit of students' interest in oral language score:

Mx + 1.SD$_x$ = 56.841 + 1.5

= 56.841 + 5

= 62.071

= 62 (rounded up)

Bottom of students' interest in oral language score:

Mx - 1.SD$_x$ = 56.841 - 1.5

= 56.841 -5

= 51.611

= 52 (rounded up)

Based on accounting about students' interest in oral language program, it got the result that said good category in the score 62 – 66. The sufficient category showed in score 52 – 61. Then, the low category showed in score 42 – 51.[81] It can be seen on the table below.

Table 4.9 Categorization of Students' Interest in Oral Language

Interval	F	Category	Percents

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[81]See more on the Appendix 11.

62 - 66	13	Good	29.54%
52 - 61	21	Sufficient	47.73%
42 - 51	10	Low	22.73%

b. **Analysis of Speaking ability**

To collect data of speaking ability, the researcher used documentation method. Teacher document of students' score in speaking classroom at the eleventh grade of MAN Kembangsawit in academic year 2014/2015 was obtained and presented on the Table 4.9.

Table 4.10 Data analysis of Mean and Deviation Standard

No	Y	F	fkb	Y'	fY'	Y'^2	fY'^2
1	90	2	44	+10	20	100	200
2	89	1	42	+9	9	81	81
3	86	1	41	+8	8	64	64
4	85	8	40	+7	56	49	392
5	84	4	32	+6	24	36	144
6	83	2	28	+5	10	25	50
7	82	1	26	+4	4	16	16
8	81	2	25	+3	6	9	18

9	80	2	23	+2	4	4	8
10	79	1	21	+1	1	1	1
11	78	1	20	0	0	0	0
12	77	1	19	-1	-1	1	1
13	75	9	18	-2	-18	4	36
14	74	1	9	-3	-3	9	9
15	73	1	8	-4	-4	16	16
16	70	1	7	-5	-5	25	25
17	68	1	6	-6	-6	36	36
18	65	2	5	-7	-14	49	98
19	64	1	3	-8	-8	64	64
20	63	1	2	-9	-9	81	81
21	60	1	1	-10	-10	100	100
$\sum$	1606	44	420	0	64	770	1440

$My = M' + \dfrac{(\sum Fy')}{n} \cdot i$

$= 78 + \dfrac{(64)}{44} \cdot 1$

$= 78 + (1.454545455) \cdot 1$

$= 79.45454545$

$$SDy = \sqrt{\frac{\Sigma f(y')^2}{N} - \left[\frac{\Sigma fy'}{N}\right]^2}$$

$$= \sqrt{\frac{1440}{44} - \left[\frac{64}{44}\right]^2}$$

$$= \sqrt{32.72727273 - 2.115702479}$$

$$= \sqrt{30.61157025}$$

$$= 5.532772384 = 5$$

After determining My and SDy, to categorize the level of score (top and limit) students' interest in oral language program, the following calculation was done.

Top limit of speaking ability score:

My + 1.SD$_y$ = 79.45 + 1.5

= 79.45 + 5

= 84.45

= 84 (rounded up)

Bottom limit of speaking ability score:

My - 1.SD$_y$ = 79.45 - 1.5

= 79.45 – 5

= 74.45

Based on accounting of speaking ability, it got the result that said good category in the score 84 – 90. The sufficient category showed in score 74 – 83. Then, the low category showed in score 60 – 73.[82] It can be seen on the table below.

Table 4.11 Criterion of Speaking Ability

Interval	F	Category	Percents
84 – 90	16	Good	36.36%
74 – 83	20	Sufficient	45.45%
60 – 73	8	Low	18.18%

3. Analysis of Correlation between Students' Interest in Oral Language Program and Speaking Ability

To know the correlation between students' interest in oral language program and speaking ability, Pearson of Product Moment Correlation formula was used. The calculation of data follows the steps as follows:

Step 1 : Determining Hypothesis

Ho: r_{xy} = 0 (There is no significant correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in academic year 2014/2015)

Ha : $r_{xy} \neq$ (There is a significant correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in academic year 2014/2015)

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[82]See more on Appendix 12.

Step 2 : Preparing the calculation table, the top side for X variable with the smallest interval on the left side.

For variable X:
To determine k using formula:
k = 1 + 3.322 log n, n=44
  = 1 + 3.322 log 44
  = 1 + 3.322 x 1.643452676
  = 1 + 5.459549791
  = 6.459549791 = 7 (rounded up)

To know the interval, count R score and interval:
H = 66, L=42,
R=H-L+1= 66 – 24 + 1 = 25
$i = \frac{R}{k} = \frac{25}{7} = 3.57 = 4$

For variable Y:
Because the total data of n(Y) variable is same with n(X) variable, so the score of K=7.

To know the interval, count R score:
H = 90, L=60,
R=H-L+1= 90 – 60 + 1 = 25
$i = \frac{R}{k} = \frac{25}{7} = 3.57 = 4$

Step 3 : Each score of X and Y variable is coupled and written on the crossed cell couple by couple using rib. Then it is changed into number. After that, sum the frequency (f) of X variable and Y.

Step 4 : Insert x' (+5,+4, ….,-3,-4) and y'(+4,+3….-3,-2,-1)

Step 5 : Counting fx',fy',x'^2,y'^2 and fx'y'

Table 4.12 Correlation between Students' Interest in Oral Language Program and Speaking Ability

X / Y	42-45	46-49	50-53	54-57	58-61	62-65	66-69	f(y)	y'	fy'	y'2	fy'2	fx'y'
90-94						+1 6	+9 1	2	+3	6	9	18	15
85-89						+40 10		10	+2	20	4	40	40
80-84				0 2	+8 8	+2 1		11	+1	11	1	11	10

	C1	C2	C3	C4	C5	C6	C7						
75-79			**0** 3	**0** 9				12	0	0	0	0	0
70-74			**+3** 3					3	-1	-3	1	3	3
65-69		**+8** 2	**+2** 1					3	-2	-6	4	12	10
60-64	**+9** 1	**+12** 2						3	-3	-9	9	27	21
f(x)	1	4	7	11	8	12	1	44		19	28	111	99
x'	-3	-2	-1	0	+1	+2	+3						
fx'	-3	-8	-7	0	8	24	3	17					
x'2	9	4	1	0	1	4	9	28					
fx'2	9	16	7	0	8	48	9	97					
fx'y'	9	20	5	0	8	48	9	99	**SAME OF THE RESULT**				

Step 6   :   Counting Cx' and Cy'

$$Cx' = \frac{\sum fx'}{n} = \frac{17}{44} = 0.39$$

$$Cy' = \frac{\sum fy'}{n} = \frac{19}{44} = 0.43$$

Step 7   :   Counting Deviation Standard of X and Y variable:

$$SDx = i\sqrt{\frac{\Sigma f(x')^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 1\sqrt{\frac{97}{44} - [0.39]^2}$$

$$= 1\sqrt{2.204545455 - 0.1521}$$

$$= \sqrt{2.052445455} = 1.432635842 = 1.433$$

$$SDy = \sqrt{\frac{\Sigma f(y')^2}{N} - \left[\frac{\Sigma fy'}{N}\right]^2}$$

$$= 1\sqrt{\frac{111}{44} - [0.43]^2}$$

$$= 1\sqrt{2.522727273 - 0.1849}$$

$$= \sqrt{2.337827273} = 1.528995511 = 1.529$$

Step 8 : Counting Product Moment correlation coefficient (r_{xy})

$$r_{xy} = \frac{\frac{\sum fx'y'}{n} - Cx'Cy'}{SDx'SDy'}$$

$$r_{xy} = \frac{\frac{99}{44} - 0.39 \; x \; 0.43}{1.433 \; x \; 1.529}$$

$$r_{xy} = \frac{2.25 - 0.1677}{2.191057}$$

$$r_{xy} = \frac{2.0823}{2.191057}$$

$$r_{xy} = 0.950363226$$

After counting the correlation between students' interest in oral language program and speaking ability, the next phase was to count the degree of freedom (df/db).

Df = n-2

= 44 – 2 = 42

Based on the product moment table with significance standard 5% and db=42. The score of r_t=0.304 and r_{xy} = 0.950.[83] So that r_{xy}>r_t = 0.950>0.304. Therefore, Ha was accepted and Ho was rejected. In other words, the data showed that there was any significance correlation between variable X and variable Y.

Table 4.13 Coefficient Correlation Interpretation [84]

No	Scale	Interpretation
5	0,00-0,199	Very low
4	0.20-0.399	Low

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[83]See more on Appendix 13.

[84]Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: Alfabeta, 2008), 184.

3	0.40-0.599	Fair
2	0.60-0.799	Sufficient
1	0.80-1.000	High

Based on the table interpretation above, the data had a high correlation. It revealed that there was significant correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

D. Interpretation and Discussion

In this research, questionnaire and documentation were applied to find out data about students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year. In order to know the correlation between students' interest in oral language program and speaking ability, Pearson Product Moment Correlation formula was employed.

Based on the data calculation, it was found that students' interest in oral language program at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year varied greatly. There were 29.54% or 13 students got good category with score between 62-66, 47.73% or 21 students got sufficient category with score between 52-61, and 22.73% or 10 students got low category with score between 42-51. So that it could be concluded that students' interest in oral language program at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year categorized as sufficient.

Meanwhile, the finding showed that the speaking ability of the eleventh grade students of MAN Kembangsawit was also varying. There were 36.36% or 16 students got high category with score between 84-90, 45.45% or 20 students got sufficient category with score between 74-83, and 18.18% or 8 students got low category with score between 60-73. Based on the data, it could be concluded that speaking ability was categorized as sufficient.

Moreover, the Product Moment coefficient correlation between students' interest in oral language program and speaking ability was 0.950. Then, the score was consulted to r_{table} (Product Moment table) with n= 44 (db=n-2=44-2=42) and significance level 5%. The result was r_{table} = 0.304. Since the r_{xy} was higher than r_{table}, it was concluded that Ho was rejected and Ha was accepted.

Based on the r_{xy} calculation above, students' interest in oral language program and speaking ability had high correlation. Students who had not interest in oral language program would have low result in speaking ability. On the contrary, students who had interest in oral language program would have high result in speaking ability. In summary, there was a significant correlation between students' interest in oral language program and speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year.

CHAPTER V

CONCLUSION

A. Conclusion

In this research, the researcher found the results of research. Those can be seen as follows:

1. Students' interest in oral language program at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year varied. There were 29.54% or 13 students got good category with score between 62-66, 47.73% or 21 students got sufficient category with score between 52-61, and 22.73% or 10 students got low category with score between 42-51. So that it could be conclude that the students' interest in oral language program categorized as sufficient.

2. Speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year was very variety. There were 36.36% or 16 students got high category with score between 84-90, 45.45% or 20 students got sufficient category with score between 74-83, and 18.18% or 8 students got low category with score between 60-73. So that it could be concluded that the speaking ability at the eleventh grade of MAN Kembangsawit in 2014/2015 academic year categorized as sufficient.

3. The Product Moment coefficient correlation between students' interest in oral language program and speaking ability is 0.950. Then, the score is consulted to r_{table} (Product Moment table) with n= 44 (db=n-2=44-2=42) and significance level

5%, the result is r_{table} = 0,304. Because the r_{xy} > r_{table}, so Ho is rejected and Ha is accepted.

Based on the data analysis, it can be concluded that there was high correlation between students' interest in oral language program and speaking ability.

B. Suggestion

1. Teacher

Teachers should always redesign or develop the program, for instance, by adjusting the activities, materials, and evaluation. In doing so, it is hoped that teachers can manage Oral Language Program better and facilitate students to improve their speaking skill optimally.

2. Students

Based on the advantages of the oral language program, the researcher hopes that the students will have better spirit to be active in oral language program. The students should increase their interests in Oral Language Program to develop their speaking ability optimally.

3. For the Future Researcher

Based on the result of research, for the future researcher can make a use this research as a basic consideration and information to do the further related investigation.

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