

**THE CORRELATION BETWEEN ENGLISH DAILY PROGRAM  
AND STUDENT'S SPEAKING SKILL AT MAMBA'US  
SHOLIHIN ISLAMIC BOARDING SCHOOL GRESIK  
IN ACADEMIC YEAR 2015/2016**

**THESIS**

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## ABSTRACT

**Kafi, Ahmad Shofiyulloh. 2016.** *The Correlation Between English Daily Activity and Student's Speaking Skill at eEight Grade of Mts Mamba;us Sholihin Islamic Boarding School Suci Gresik in Academic Year 2015/2016.* Thesis, English EducationDepartement, Education Faculty, State Islamic College of Ponorogo, Advisor Dr. Harjali, M.Pd.

**Key Word** : *English Daily Activity and Students' Speaking Skill*

Language is a tool used to communication to another people, especially in daily conversation, and using English is not easy, we must practice about it, especially for speaking skill. Mamba'us Sholihin Islamic Boarding School applying communicative English environment. This environment was created by the role headmaster, teachers and language organization. Besides for achieving the boarding school's goal, English language applied to help the students in the daily environment and to understand the lesson.

Based on the background study above, the researcher took the research with The problem of thesis is: (1) Is there a correlation between English daily activity and student's speaking skill at Mamba'us Sholihin Islamic Boarding School Gresik in Academic Year 2015/2016.

The study was a quantitative approach which used a correlation study. Method of collecting data was questionnaire and documentation. The researcher took 25 respondent in this reseach. In the technique of data analysis, researcher used the technique of correlation product moment that developed by carl pearson.

Based on the data above can be showed that: (1) English Daily Program at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik is high with frequency of 5 respondent (20%), in enough category with frequency of 14 respondent (56%), and less category with frequency of 6 respondent (24%); (2) Students Speaking Skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik is high with frequency of 6 respondent (24%), in enough category with frequency of 14 respondent (56%), in low category whit frequency of 5 respondent (20%); (3) was gotten the result: table "r" product moment with db = 23 at the significant level was 5%  $r_o = 0,558$  and  $r_t = 0,396$ , until  $r_o > r_t$  then, Ha received and Ho rejected, at the significant level was 1%  $r_o = 0,558$  and  $r_t = 0,505$ , until  $r_o > r_t$ , result "r" then, Ha received and Ho rejected.

Therefore, it can be conclude that there is correlation between English daily activity and students' speaking skill at eight grade of Mamba;us Sholihin Gresik with the correlation result 0,558. It mean Ho rejected and Ha received

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Look at the developing science and technology, language has an important rule for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school<sup>1</sup>.

In learning a foreign language, one is considered to have mastered the target language when she is able to use of speaking. David Nunan states that to most people, mastering the art of speaking is the most important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the language<sup>2</sup>. Jack C Richards and Renandya Willy

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<sup>1</sup> Fauzan-bachrie.blogspot.com/2012/11/skripsi-bahasa-inggris-increasing.html?m=1 accessed at Thursday, december 18, 2015

<sup>2</sup> David Nunan, *Language Teaching Methodolog: A Textbook for instructor. English Language Teaching.*(New York: Prentice Hall, 1991), 39.

also say that a large percentage of the world's language learners study English in order to develop proficiency in speaking<sup>3</sup>.

To be able to speak English fluently and accurately, however, requires supporting knowledge and other skills of speaking. It also entails a full understanding of what is involved in the speaking skill. Ann Burns and Joyce acknowledges that the mastery of the speaking skills engage a number of complex skills and types of knowledge about how and when to communicate<sup>4</sup>.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. Being successful students are not easy, this fact can be seen mostly at Mamba'us Sholihin Islamic Boarding School, although they have been studying English for more than a year, but they are still unable to use English in interacting with their teacher in the classroom.

Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily<sup>5</sup>.

A common problem that occurs in a speaking class is that instructors frequently feel it difficult to involve students in the speaking activities. In fact,

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<sup>3</sup> Jack C Richard and Renandya Willy. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press, 2002), 201.

<sup>4</sup> Ann Burns, A and Joyce, H. *Focus on Speaking*. (Sydney: Macquarie University Press, 1997), 2.

<sup>5</sup> Fauzan-bachrie.blogspot.com/2012/11/skripsi-bahasa-inggris-increasing.html?m=1 accessed at Thursday, december 18, 2015

English instructors should work hard to attract the students to speak a lot in the class. It occurs because many EFL learners have such personality problems, for instance they are not confident, reluctant, and affraid of practicing and using their English. One of the major obstacles learners have to overcome in learning to speak is the enxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible<sup>6</sup>.

O'Malley and Pierce, say that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce, state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language<sup>7</sup>.

Speaking is a crucial part of second language learning and teaching. Despite it's importance, for many grades, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, onlyin that way students can

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<sup>6</sup> Douglas H Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (New York: Longman, 2001), 269.

<sup>7</sup> <http://Abudira.wordpress.com/2012/08/24/Improving-The-Students-Speaking-ability-trough-role-playing-technique/m=1> accessed at Thursday, december 18, 2015

can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance<sup>8</sup>.

The researcher takes place the study at Mamba'usSholihin Islamic Boarding School. As the sample, The title of this study is "**The Correlation Between English Daily Program and Students Speaking Skill at Eight Grade of Mamba'usSholihin Islamic Boarding School Gresik in academic year 2015/2016**".

## **B. Limitation of The Problem**

This study is focused on The Correlation between English Daily Program and Students' Speaking Skill at Mamba'usSholihin Islamic Boarding School Gresik.

## **C. Statement of the Problem**

From the background of the study above, some problem can identification as follow:

Is there a correlation between English Daily Program and students speaking skill at Mamba'usSholihin Islamic Boarding School Gresik in academic year 2015/2016.

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<sup>8</sup> <http://unr.edu/homepage/hayriyek> accessed at fryday, december 19, 2015

#### **D. Objective of the Study**

Based on the problem statement, this research had some objective describe as follow:

To know the correlation between English daily program and students speaking skill at Mamba'us Sholihin Islamic Boarding School Gresik in academic year 2015/2016.

#### **E. Significant of the Study**

##### 1. Theoretical aspect

After research, it hopes can give contribution of knowledge to develop teaching learning process. It can help to involve the students in teaching learning process.

##### 2. Practical aspect

The result of this study is expected to be useful for school, teachers, students, and readers described as follow:

##### a. School

The result of research are expected to help realize the more advanced education, qualified and meaningful, and can find better educational programs. Additionally, it can be used as materials in determining policy especially for the English daily activity program and students' speaking skill.

b. Teachers

The result could be used as a reference material for teachers to teach students and possibly as information materials that encourage teachers to create an atmosphere of education and learning that support the development of English skill.

c. Students

This study is expected to be a motivation for students to improve the language skills in English.

d. Readers

This research is expected to add insight and knowledge of the readers and as reference material to conduct precious experience in the field or research.

## **F. Organization of Study**

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

CHAPTER I : The first chapter is introduction consists of background of study, identification of the problem, focus and limitation of the problem, statement of the problem, objective of the problem, and significance of the study.

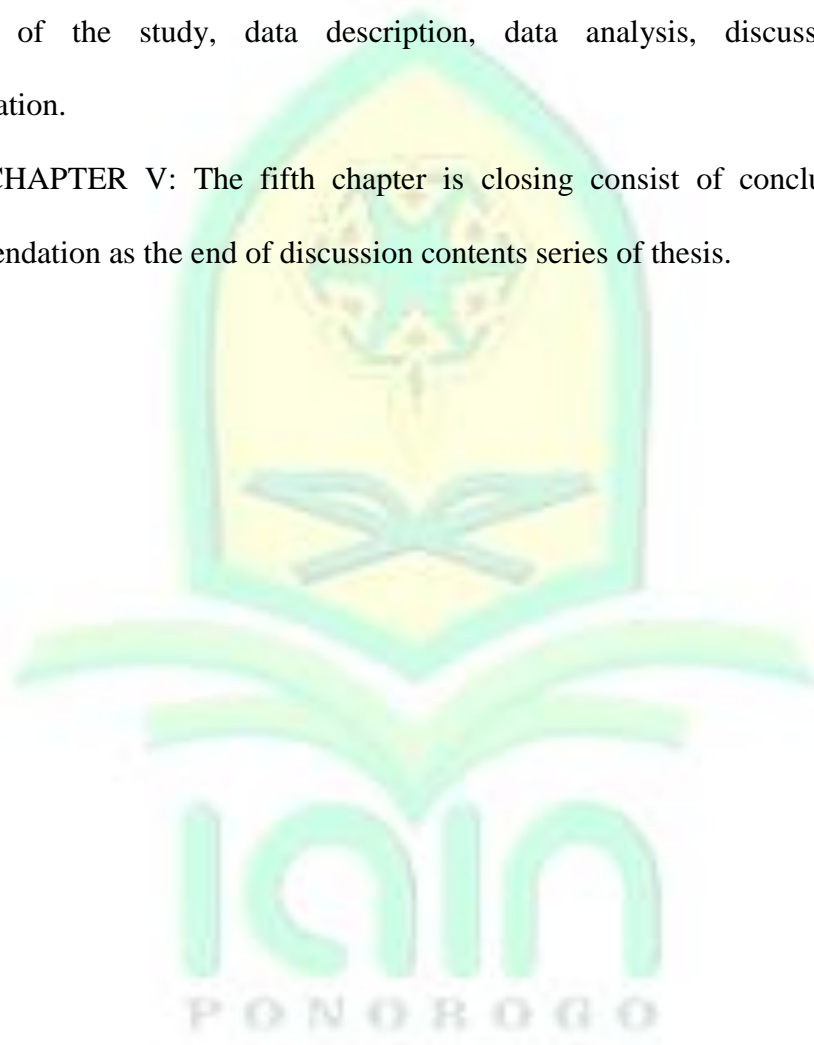
CHAPTER II : The second chapter is review related literature that consists of theoretical background, previous research finding, theoretical framework, and hypotheses.



CHAPTER III: The third chapter is research methodology consists of research design, population, samples, instrument of data collection, technique of data collection, and technique of data analysis.

CHAPTER IV: The fourth chapter is finding and discussion includes: location of the study, data description, data analysis, discussion, and interpretation.

CHAPTER V: The fifth chapter is closing consist of conclusion and recommendation as the end of discussion contents series of thesis.



## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. Theoretical Background

##### 1. Language skill

Language is a tool used to communication.<sup>9</sup> – Your ability to share your beliefs, values, ideas, and feelings – is the basis of all human contact, human communication is the process through which individuals – in relationship, groups, organization, and societies – respond to and create messages to adapt to the environment and one another.<sup>10</sup> When you know a language, you can speak and be understood by others who know that language.<sup>11</sup>

Language is a tool of communication between a person and the other with the expression of words expressed in the heart, delivered with oral and voice or speech that is understood by the other party. Anyone who would like to know how to speak smoothly, then he should be able to master the language well and started from the basic language very simple language used in any conversation, especially in daily conversation.

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<sup>9</sup> Kathleen m. Bailey, *Practical English Language Speaking* (New York: McGraw-Hill, 2005), 2.

<sup>10</sup> Larry A. Samovar & Richard e. Porter, *Communication between Cultures*, Fifth Edition (USA: wodsworth/Thomson Learning, Inc., 2004), 15.

<sup>11</sup> Victoria Fromkin & Robert Rodman, *An Introduction to Language*, Third Edition (New York: Holt, Rinehart Winston, 1983), 4.

Language is part of culture that created by human behavior. Language is an aquired habit of systematic vocal activity representing meaning coming from human experiences. Language is a means for sharing information among the public. This time, learning a new language, especially global or international language, outside of our own native language is needed. Skills in understanding global language will help us to get more information.

Whether we live in a city in Jakarta, a village in ponorogo, a commune in madura, or the jungle of Kalimantan, we participate in the same activity when we communicate. The result sand the methods might be different, but the process is the same. The more than than 7 billion people that inhabit this earth engage in communication, so that they can share their realities with other human beings. This mean we have the capacity to produce sound that signify certain meanings and to understand or interpret the sound produced by other.

Language is a system that connects the elements do not mean like voice or gesture so as to form a meaningful phrase structure.<sup>12</sup> So, a language is a tool what used by human to create or respond message that can be understood by others and used to adapt in their environment and socialize with other human beings.

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<sup>12</sup> Carole Wade and Carole Tavis, *Psikologi, edisi ke-9 jilid 1*, diterjemahkan oleh Padang Mursalin dan Dinastuti (Jakarta, Erlangga, 2007), 83.

Human are the only species that uses language to express and master a number of new forms of expression. In humans, the basic capacity for language can be developed, because the capacity is essential for survival.

A person acquires a language largely as a result of having interacted and communicated meaningfully with more fluent speakers of the new language.<sup>13</sup> Language skill is an ability to share beliefs, values, ideas, feelings by use a language that can be understood by others.

Language skill has four language skill in English, namely speaking, listening, reading, and writing skill. The fourth of these skills are interrelated. Language generated by the learners (in their speaking or writing) is considered productive skills, and language directed at the learners (in reading and listening) is known as receptive skills.

## **2. English Speaking**

Speaking is a form a language skill as communicative competence that can be develop when it is realy used in real life as means communication. Speaking ability is discribed as ability to express one's interaction or the ability to report acts or situation in precise word, or ability to converse, or to express a sequence of ideas.<sup>14</sup>

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<sup>13</sup> Stephen J. Gaies, *peer Involvement in Language Learning* (USA: Prentice Hall Regents, 1985), 7.

<sup>14</sup> Robert Lado , *Language Testing* ( Longman : 1961 ),240

Speaking is the way of delivering oral presentation by the person or group to both group. This activity can be informal and formal situation. The speakers and hearers must reach one another to give their contribution

Speaking is the productive, oral skill.<sup>15</sup> Speaking is a process of conveying meaning (spoken message) from one to another person by using verbal or non-verbal symbols. Speaking is a way to express emotions, feelings, thoughts or whatever is perceived to others with symbols that have been defined or anyone else can understand what is disclosed.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>16</sup> Speaking consists of producing systematic verbal utterances to convey meaning. Utterances are simply things people say. Speaking is an interactive process constructing meaning that involves producing and receiving and processing information. Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it.<sup>17</sup>

All of these organs, then, are used for breathing and eating as well as for speaking. We could argue that breathing and eating are more important for basic survival than is speaking. Men can survive without speaking; he

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<sup>15</sup> Kathleen M. Bailey, *Practical English Language Teaching speaking*, 3.

<sup>16</sup> David Nunan, *Language Teaching Methodology a Textbook Teachers* (USA: Prentice Hall International, 1991), 39.

<sup>17</sup> Kathleen M. Bailey, *Practical English Language Teaching speaking*, 2.

cannot without breathing and eating. Yet man is not just another animal whose chief interest is basic survival. The activities he performs by means of his language are extremely important to him.<sup>18</sup>

In class of speaking many student feel shy and afraid to practice it. Teachers help the students to practice in speaking activity. They are four characteristic of successful speaking activity:<sup>19</sup>

a. Learners talk a lot

The period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken by the teacher talk.

b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants. All of the student get chance to speak, and contribution are fairly evenly distributed

c. Motivation is high

The students of the learners are eager to speak. It is because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

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<sup>18</sup> Bruce L. Liles, *Linguistics and the English Language: a Transformational Approach* (California: Goodyear Publishing Company, 1972), 175.

<sup>19</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, 120.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to one another, and of an acceptable level of language accuracy.

### 3. Speaking Skill

English speaking skills is an ability that be used to share beliefs, values, ideas, and feelings by use English to speak. In English, we cannot communicate with others. there are several things that need to be mastered to be able to speak well, namely:

#### a. Pronunciation

Anyone who speaks another language will know it can be difficult to produce certain sounds that we do not use in our first language. Many international students are nervous about speaking and believe their pronunciation of the sounds of English is an obstacle to effective communication rules, because at their roots all languages are spoken languages. The concept of pronunciation may be said to include:

1) The sounds of the language, or phonology

Sound is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation. The term phonetic is used to refer to transcriptions of the sound of all human language which make distinction between

sound that may not be distinguished in a given language system.

Phonetic is used to refer to transcriptions of particular sound system.<sup>20</sup>

## 2) Stress and rhythm

English speech rhythm is characterized by tone – units: a word or group of words which carries one central stressed syllable (other syllable, if there are any, are lightened). Stress can also be indicated in writing: probably the simplest to do so is to write the stressed syllable in capital letter.<sup>21</sup>

## 3) Intonation

Intonation is the rises and falls in tone that make the ‘tune’ of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication.<sup>22</sup> Intonation is the relative rise and fall of the pitch in an utterance. intonation help us recognize questions (“it’s ten o’clock” versus “it’s ten o’clock?). intonation also help us detect speaker attitudes, such as surprise, sarcasm, or disbelief.<sup>23</sup>

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<sup>20</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory* (New York, Cambridge University Press, 1996), 47.

<sup>21</sup> *Ibid.*, 48.

<sup>22</sup> *Ibid.*, 49.

<sup>23</sup> Kathelen M. Bailey, *Practical English Language Teaching Speaking*, 13.



## b. Accuracy

Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important<sup>24</sup>.

When choosing the word that best expresses the intent, some writers and speakers mistake one word for another similar one. None the differences in the pairs and groups of the words that follow.<sup>25</sup> Accuracy in this context refers to the ability to speak properly – that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English.

A collocation is a pair or group of words that are often used together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English. For example, the adjective *fast* collates with *cars*, but not *a glance*.

Learning collocations is an important part of learning the vocabulary of a language. Some of collocations are fixed, or very strong,

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<sup>24</sup> PennyUr . *A Course in Language Teaching* ( United Kingdom ) : Cambridge University Press , 1996), 20

<sup>25</sup> Margaret Shertzer, *The Elements of Grammar* (New York: McMillan Publishing Company, 1986), 141.

for example *take a photo*, where no word other than *take* collocation with *photo* to give the same meaning. Some collocations are more open, where several different words may be used to give a similar meaning, for example *keep to stick the rules*. Here are some more example of collocations.<sup>26</sup>

Students need to learn collocations because they will help you to speak and write English in more nature and accurate way. Learning collocations will also help students to increase their range of English vocabulary. For example, students will find it easier to avoid words that fits the context better an has a more precise meaning. This a particularly useful if students are taking a written exam in English and want to make a good impression on the examiners.

Learning collocation is a good idea because they can:

- a) Give us most natural way to say something, smoking is strictly forbidden is more natural than *smoking is strongly forbidden*.
- b) Give us alternative ways of saying something, which may be more colorful/expensive or more precise: instead of repeating *it was very cold and very dark*, we can say *it was bitterly cold and pitch dark*.
- c) Improve our style writing: instead of saying *poverty causes crime*, we can say *poverty breeds crime*; instead of saying *a big meal*, we can say *a substantial meal*. We may not need or want to use these informal

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<sup>26</sup> Michael McCarthy & Felicity O'Dell, *English Collocation in Use* (New York, Cambridge University Press, 2005), 6.

conversation, but in writing they can give our text more variety and make it read better.

**c. Fluency**

Fluency is the capacity to speak fluidly, and at a rate consistent with the norms of the relevant native community.<sup>27</sup> Although the word “fluency” has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically.<sup>28</sup> Fluency is the speed in speaking which listener can understand what we share.

The fact is that while students’ ability in terms of fluency has been improved, they often cannot communicate appropriately in English due to a lack of grammatical knowledge. They have advanced and are well aware of, but was told to speak not so smoothly because each wants to talk, they think first that is was exactly what its grammar yet. Indeed, it does not consider how its grammar, more fluent speech even though its wrong.

**d. Comprehension**

Comprehension is the power of understanding an exercise aimed at improving or testing one’s understanding of a language in written or spoken

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<sup>27</sup> Kathelen M. Bailey, *Practical English Language Teaching Speaking*, 5.

<sup>28</sup> *Ibid.*, 124.

<sup>29</sup>. Comprehension is one of many components that should be paid attention to increase students speaking ability in order to speak better

#### **4. Language Program**

Language is an effective means to establish social communication. If you want to have the ability to think properly then control your language well, language program is a program designed to enhance the foreign language skills of the students, especially English language which is used as a language of universal communication.

Language program are often used in modern Islamic boarding school. Language program in Islamic boarding school is activity that is held by the agency for the development of boarding schools primarily speak Arabic and English, which the students have to use Arabic or English according to the schedule everyday supporting programs such as dialogue, write new vocabulary, speech, listening, writing papers, oral and written examination. Language program has some skills like as in English but the most important lesson is speaking skill to daily communication.

English speaking skill is the ability to speak a form of pronunciation that produces sound from the oral skills which use English. In Indonesia, daily English language program is usually practiced at course in Pare Kediri, favorite

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<sup>29</sup> Hornbby,AS, *Oxford advanced learner,s Dictionary of current Language* ( New York : Oxford University Press, 1995),1225

schools and modern Islamic boarding schools. If the daily language program in modern Islamic boarding schools in Indonesia it is language program, namely English and Arabic. Usually, it is replaced every two weeks. Therefore, modern Islamic boarding school is called Language Islamic Boarding School.

Mamba'us Sholihin Islamic boarding school is one of modern Islamic boarding school in Indonesia. The researcher choose this Islamic boarding school because he knows that the teaching system is very conducive, the students communication used English and Arabic language everyday, daily course every morning, speech, story telling and so on. There are also language program, English and Arabic are alternately every two weeks and ends with each weekly exam will be replaced. All of students are required to use the language as scheduled language,. If any students are known to violate or not using language as scheduled to conversation, it will bw given punishments. The goal of giving the punishment is trained the students to be discipline and to accelerate the development of student's speaking skill. It is a language program contained in Mamba'us Sholihin Islamic boarding school Gresik.

In a language learning, we need a test to measure how the level of success in learning the language. The language program in Mamba'us Sholihin Islamic boarding school is also appropriate examination every two weeks language program implemented. It aims to determine the language skills of their students. Here, the teachers and parents could see how fast the rate of increase in the ability of the students.

## B. Previous Studies

Here, the researcher founded previous studies that relevant with this research. As for the previous studies were selected by the researcher was the thesis of Rohmatul Munawiroh, Mei Ernawati, and a book “psikologi belajar” written by Syaiful Bahri Djamarah.

The thesis was written by Rohmatul Munawiroh with the title “*the correlation between daily English speaking program and English achievement at eleventh grade of al-Iman female islamic boarding school Babadan Ponorogo in academic year 2012/2013*” have concluded that there was significance correlation between daily English program and English achievement at eleventh grade of al-iman female islamic boarding school babadan ponorogo in academic year 2012/2013.<sup>30</sup>

The thesis was written by Anwar Hamid Zuhroni with title “*Increasing students’ speaking ability using contextual teaching and learning through poster comment at SMK PEMKAB Ponorogo*” have concluded that the speaking skill of the first grade students of SMK PEMKAB Ponorogo was better after being taught using contextual teaching and learning, the students were able to mastery some aspect in speaking subject which was written in indicators.<sup>31</sup>

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<sup>30</sup> Rohmatul Munawiroh with the title, *The Correlation Between Daily English Speaking Program and English Achievement at Eleventh Grade of Al-Iman female Islamic Boarding School Babadan Ponorogo in Academic Year 2012/2013* (Ponorogo: Thesis of STAIN, 2012).

<sup>31</sup> Anwar Hamid Zuhroni, *Increasing Students’ Speaking Ability Using Contextual Teaching and Learning Through Poster Comment at SMK PEMKAB Ponorogo* (Ponorogo, Thesis of STAIN, 2012).

The thesis written by Mey Ernawati with the title “*improving student’ speaking skill by using information gap technique at the tenth grade of Madrasah Aliyah Ma’arif Balong in academic year 2011/2012*” have included that by using information gap technique effectively, the implementation of information gap technique improved well the students’ fluency, vocabulary, structure, pronounciatio, and listening comprehension so that their speaking skill achieved the minimum-standard score 70. The mean reached 76,31. It mean that there was an improvement of the students’ speaking skill achievement in speaking class by using information gap technique.<sup>32</sup>

In the book “*psikologi belajar*” written by Syaiful Bahri Djamarah, explained that the ability of children in the language affects children’s ability to learn. So, there was a significant relationship between the level of thinking and learning. The higher a people level of higher learning work thought necessary.<sup>33</sup>

From the previous study above, the researcher in this researcher assumed that have relevant with previous studies such as the above. All of previous studies discussed about language and speaking English that have several same with this research and had significant correlation between its variables.

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<sup>32</sup> Mei Ernawati, *Improving Student’ Speaking skill by Using Information Gap Technique at the Tenth Grade of Madrasah Aliyah Ma’arif Balong in Academic year 2011/2012* (Ponorogo: Thesis of STAIN, 2012).

<sup>33</sup> Syaiful Bahri Djamarah, *psikologi Belajar Second Edition* (Jakarta: Rineka Cipta, 2008), 78.

### C. Theoretical Framework

Framework is a conceptual model of how the theory relates to the various factors that have been identified as an important issues.<sup>34</sup> Frameworks that will better explain the theoretical linkage between the variables to be studied.

Daily English is always important to study about English language, because language is the science that must be learned and must be practice everyday and everytime.

Departing from the theoretical basis of the above, it could be proposed frameworks as follow:

*“if the score of daily English activity is well, then a students’ speaking skill is well”*

### D. Hypotheses

Based on the etymology, the hypothesis comes from two syllables, namely: which means weak and hypothesis statement means. When combined it into a statement which still weak. But in a wider range, e.g. for the purpose of the study, the hypothesis can be defined as a provisional conjecture posed a researcher in the form of statement that are veriviable. What was done by a researcher is to prove the hypothesis.

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<sup>34</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 91.



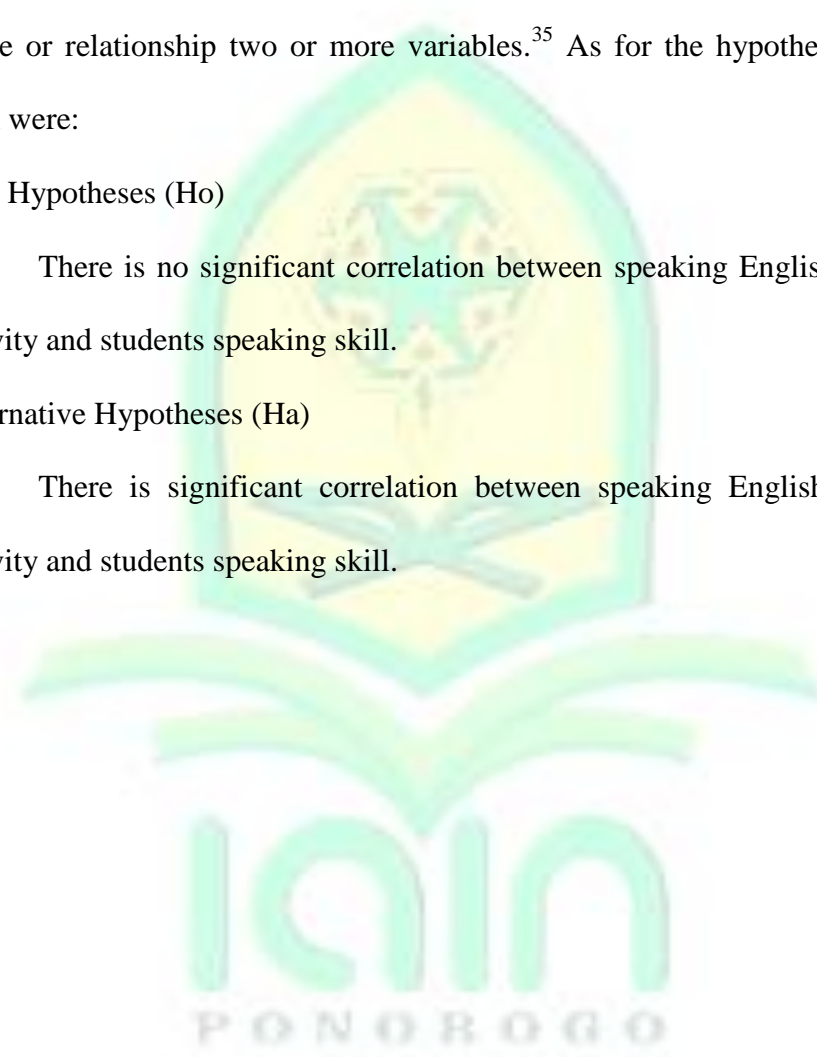
In general there are two kinds of hypothesis, namely: null hypothesis and alternative hypothesis. Null hypothesis ( $H_0$ ) is a statement that says no correlation, comparison, or influence between two or more variables. While the so-called, alternative hypothesis ( $H_a$ ) is a statement that states the difference, influence or relationship two or more variables.<sup>35</sup> As for the hypothesis in this research were:

➤ Null Hypotheses ( $H_0$ )

There is no significant correlation between speaking English in daily activity and students speaking skill.

➤ Alternative Hypotheses ( $H_a$ )

There is significant correlation between speaking English in daily activity and students speaking skill.



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<sup>35</sup> Tulus Winarsunu, *Statistik Dalam Penelitian Psikologi dan Pendidikan* (Malang: UMM Press, 2002), 10.

## CHAPTER III

### RESEARCH METHODOLOGY

#### E. Research Design

Research methodology is scientific method to get the valid data and has a purpose which can fulfill, develop and prove through knowledge until can be used to understand, solve, and anticipate the problem in research.<sup>36</sup> The research design is a procedural plan to guide valid, objective, accurate, and economical research.<sup>37</sup> It can be explained that research design is the procedural planning which it is as research guidance validly, objectively, accurately, and economic.

Quantitative research focuses the study on specific factors or certain that affect the social phenomenon, does not discuss all the factors in general.<sup>38</sup> For example, when researcher will discuss the factors that influence the English speaking skill o students of STAIN Ponorogo, researcher can focus on just a few factors, such us factors of vocabulary and grammar mastery. Although in reality, English Speaking skill can be affected by many factors.

In this quantitative research, researcher used correlation analysis techniques. In the science of statistics, the term “correlation” of enlightenment as

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<sup>36</sup>Tulus Winarsanu, *Statistik Dalam Penelitian Psikologi dan Pendidikan* (Malang: UMM Press, 2002), 6.

<sup>37</sup>Restu Kartiko Widi, *Asas Metodologi Penelitian*, (Yogyakarta: Graha Ilmu, 2010), 212.

<sup>38</sup>Nanang Martono, *Metode Penelitian Kuantitatif* (Jakarta: PT. Raja Grafindo Persada, (2010), 74.

“the relationship between two or more variables”.<sup>39</sup> The relationship between the two variables is known as *bivariate correlation*, whereas the relationship between more than two variables called *multivariate correlation*.<sup>40</sup>

Correlation means reciprocal relationship.<sup>41</sup> This reciprocal relationship is often the center of attention of researchers. If there is a correlation between the two variables, researcher usually immediately attract the conclusion that between two variables that there is a reciprocal relationship or not.

The purpose of correlation analysis in language testing is two examine how the scores on two tests compare with regard to dispersing, or spreading out, the students. Essentially, correlation is “go-togetherness” of two sets of scores.<sup>42</sup>

Two variables are going to look to do that variable coded variable X and Y. In this research, there were two variables. They were English daily activity as X variable and students speaking skill as Y variable.

The study design is defined as a strategy to set the background in order to obtain research data is valid according to the characteristics of the variables and research purpose. The study design encompassed two things about the correlation between English daily activity and students speaking skills at Mamba’usSholihin Islamic Boarding School Gresik in academic year 2015/2016.

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<sup>39</sup> Anas Sudiyono, *Pengiring Statistik Pendidikan* (Jakarta: Rajawali Press, 2009), 179.

<sup>40</sup> Sambas Ali Muhidin dan Maman Abdurrahman, *Analisis Korelasi, Regresi dan Jalur dalam Penelitian* (Bandung: Pustaka Setia, 2009), 105.

<sup>41</sup> Sutrisno Hadi, *methodology research*, jilid 3 (Yogyakarta: Andi Offset, 1989), 299.

<sup>42</sup> James Dean Brown, *Testing in Language Programs: a Comprehensive Guide to English Language Assessment* (New York: McGraw-hill, 2005), 139.

## **F. Population and Sample**

### **1. Population**

Population is defined as all members of any well defined class of people, events, or objects.<sup>43</sup> Population is characteristics of a specific group. Population is the whole subject of the research. Population also is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study or population is the larger group to which one hopes to apply the result.

Based on the statement, this research took the eighth grade students of MTs Mamba'usSholihin Gresik in academic year 2015/2016 as the population. The total number of population was 90 students take from 4 classes of eighth grade students, they were 8A, 8B, 8C, 8D.

### **2. Sample**

Sample is a part of a population.<sup>44</sup> The sample are part of the population that has the characteristics or circumstances to be studied.<sup>45</sup> Sample in research study refers to any group on which information is obtained. The sample is part of a population, which has all the main properties of the population. Sample is partially or representative population researched.

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<sup>43</sup> Donald Ary, *Introduction to Research Eighth Edition* (USA: Wadsworth, 2006), 148.

<sup>44</sup> Donald Ary, 148.

<sup>45</sup> Nanang Martono, *Metode Penelitian Kuantitatif*, 74.

If researcher is able to reach all population, no sampling is necessary.<sup>46</sup> A problem that must be faced in planning every research project is to determined the size of the sample necessary to attain the objectives of the planned research. The general rule is to use the largest sample possible. The rule is a good one because, although we generally study only sample, we are really interested in learning about the population from which they are drawn. In most research project, financial and time restrictions limit the number of subjects that can be studied. In correlation research it is generally desirable to have a minimum of 30 cases.<sup>47</sup> The researcher could research 27% of the population, 25 students of one class for the eighth grade.

This research took the eighth grade students and 8C Class as the sample at MTs Mamba'usSholihin Islamic Boarding School Gresik in academic year 2015/2016.

### **G. Technique of Data Collection**

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

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<sup>46</sup> Andhita Dessy Wulansari, *penelitian Pendidikan: Suatu Pendekatan Praktek dengan Menggunakan SPSS* (Ponorogo: STAIN Ponorogo Press, 2012), 42.

<sup>47</sup>Walter R. Borg, *Educational Research* (New York: Longman, 1983), 257

## 1. Questionnaire

Questionnaire is a collection some related answer of written question that is used to get information from respondent. 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. This questionnaire was given to the respondents directly. The form of questionnaire in this research was closed 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 (English daily activity). This questionnaire involved some indicators of interest; they were about learning English speaking, discipline, routine activity, test weekly. It uses liker scale to measure the respondents' attitude, opinion, and individual perception. It consisted of some question with the answer that were categorized into four alternative answer scores, they were always, often, scare, and never.

Table 3.1  
Specification of Instrument before Validity Test

No	Indicator	Total	Item Number
1.	Learning English speaking	5	1, 3, 12, 20, and 8
2.	Discipline	5	9, 10, 13, 17, and 19
3.	Routin activity	5	6, 11, 14, 15, and 16
4.	Test weekly	5	2, 5, 4, 7, and 18

## **2. Documentation**

Documentation is a technique to collect data non humanistic. This resource is about note or transcription. Documentation was employed to collect the data about variable Y (speaking ability) by students' speaking score, that taken from teachers note in English lesson. Beside that this technique where also to collect data about the school profile.

### **H. Instrument of Data Collection**

The data is the result of observation and notes of an object during the study took place, either in the form of figures and facts. The data needed in this study were:

1. Data of daily English on language development program activity on last day in week examination before first semester at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in academic year 2015/2016. This was taken from the questionnaire that answered by the students.
2. The second data about students' speaking skill. This data was taken from students' score from teachers.

Instrument of data collection is a tool chosen and used by researcher in the research in orders to collect these activities into a systematic and simplified it.<sup>48</sup>

The instrument of data collection was:

Table 3. 2  
The Instrument of data collection

Title	Variable	Indicator	Subject	technique
The Correlation Between English Daily Activity and Students Speaking Skill at Mamba'us Sholihin Islamic Boarding School Gresik in academic year 2015/2016	X: English daily (Independent variable)	<ul style="list-style-type: none"> <li>- Learning English speaking</li> <li>- Discipline (Language development)</li> <li>- Routin activity</li> <li>- Test weekly</li> </ul>	Students participate on in English daily activity	Questionaire
	Y: Speaking skill (Dependent variable)	<ul style="list-style-type: none"> <li>Language skills</li> <li>- Pronunciation</li> <li>- Collocation(accuracy)</li> <li>- Fluency</li> </ul>	Students' competet in speaking	Documentati on

### I. Technique of Data Analysis

The data that have been collected by using research instrument to be analyzed. According to Arikunto, data analysis technique is a process to analyze

<sup>48</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2003), 134.



the data found. To prove is the hypothesis which formulated by the researching is right or wrong.

## 1. Validy and Reliability Test

### a. Validity test

Validity is a measurement that shows the levels of the validity an instrument. The instrument was regarded valid if only it passed the validity test. To count the validity score, it was found out the score of questionnaire. Moreover, in order to know the validity of the questionnaire, Pearson Product Moment formula was applied.

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

Where :

$r_{xy}$  = index of Product Moment

$\sum X$  = sum of X variable

$\sum Y$  = sum of Y variable

$\sum XY$  = sum of X multiple Y

N = number of cases

When the coefficient correlation of magnitude  $r_{xy} \geq 0,3$ , so the question item is valid, and when the coefficient correlation was under  $r_{xy} \leq 0,3$  so the question item is invalid. Finally, the result of questionnaire is:

Table 3.3  
The result of English daily activity

Number of item	$r_t$	$r_{xy}$	Criteria
1	0,3	0,615	Valid
2	0,3	0,626	Valid
3	0,3	0,387	Valid
4	0,3	0,008	Invalid
5	0,3	0,308	Valid
6	0,3	0,457	Valid
7	0,3	0,557	Valid
8	0,3	0,441	Valid
9	0,3	-0,102	Invalid
10	0,3	0,674	Valid
11	0,3	0,313	Valid
12	0,3	0,547	Valid
13	0,3	0,357	Valid
14	0,3	0,668	Valid
15	0,3	0,306	Valid
16	0,3	0,536	Valid

17	0,3	0,388	Valid
18	0,3	0,310	Valid
19	0,3	0,570	Valid
20	0,3	0,530	Valid

To test the validity and reliability of the instrument, the researchers took a sample of 25 respondent use 20 item of English daily activity. Validity of the calculated item instrument to 20 items about English daily activity variable, there where 18 items which declared valid are the number 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. The calculation result of data validity.

#### **b. 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.<sup>49</sup> The trusted instrument is 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. This reliability test was using spearman brown split-half (odds-event) formula. It had to make table distribution of split half (odds-event), the counting as follows.

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<sup>49</sup>Suharsimi Arikunto, *prosedur Penelitian suatu Pendekatan Praktik*, (Jakarta: PT rineka Cipta, 1992), 238

$$r_i = \frac{2.r_b}{1+r_b}$$

Interpretation:

$r_i$  = the internal reliability of whole instrument formulation.

$r_b$  = *product moment* correlation between the first and second split.

This the count of reliability data of English daily cativity at the eight grade Mamba'us Sholihin Islamic Boarding School Gresik:

- 1) Agglomerate the question item become two part, that is even and odd. Dapat dilihat pada lampiran 6, pada halaman 87.
- 2) Calculate  $r_b$  (*product moment* correlation between the first and second split)

$$\Sigma x = 628, \Sigma y = 647, \Sigma xy = 16683, \Sigma x^2 = 16258, \Sigma y^2 = 17407, N = 25$$

$$\begin{aligned} r_{xy} &= \frac{n\Sigma xy - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma x^2 - (\Sigma x)^2)(n\Sigma y^2 - (\Sigma y)^2)}} \\ &= \frac{25 \times 16683 - (628)(647)}{\sqrt{(25 \times 16258 - (628)^2)(25 \times 17407 - (647)^2)}} \\ &= \frac{417075 - 406316}{\sqrt{(406450 - 394384)(435175 - 418609)}} \\ &= \frac{10759}{\sqrt{(12066)(16566)}} \\ &= \frac{10759}{\sqrt{199885356}} \\ &= \frac{10759}{14138,08177} \end{aligned}$$

$$= 0,760994325$$

$$= 0,761$$

3) Apply the result to *Spearman Brown* formula as follows:

$$\begin{aligned} r_i &= \frac{2 \cdot rb}{1 + rb} \\ &= \frac{2 \times 0,761}{1 + 0,761} \\ &= \frac{1,522}{1,761} \\ &= 0,864281658 \\ &= 0,864 \end{aligned}$$

Based on the result of this calculation, we have known the result of reliability instrument from English daily activity is 0,864 kemudiandikonsultasikandengan “r” table in the significant standard 5% is gotten 0,431. Because “r” calculate > “r” table, that is 0,644 > 0,431. So that instrument is reliable.

## 2. The Research Result Analysis

In the quantitative research, the data analysis is tabulation process, presentation, interpretation and analysis the data from the reseach, head for the presented data have the meaning, until the reader know our research result.<sup>50</sup>

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<sup>50</sup>NanangMartono, *MetodePenelitianKuantitatif: Analisis Isi dan Data sekunder*,143-144.

This technique use the statistics of data analysis to answer the statement of the problem, this use mean and standard deviation, the formula as follows:

a. Mean Formula:

$$M_{X=\frac{\sum fx}{n}} \text{ dan } M_{y=\frac{\sum fy}{n}}^{51}$$

Interpretation :

$M_x$  dan  $M_y$  = Mean of variable X and Y.

$\sum fx$  dan  $\sum fy$  = sum of the research result between midpoint from each interval whit frequency.

$n$  = sum of the data

b. SDFormula:

$$SD_x = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

$$SD_y = \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2}$$

Interpretation :

$SD_x$  or  $SD_y$  = Standard Deviation.

$\sum fx^2$  or  $\sum fy^2$  = sum of multiplication result between frequency and deviation that was quadrated.

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<sup>51</sup>RetnoWidyaningrum, *StatistikaEdisiRevisi*, 51.

$X$  =  $X - M_x$ , and  $M_x$  is *Mean*

$N$  = *Number of cases*<sup>52</sup>

After found the result from counting *mean* and *standard deviation*, then make a grouping use the formula  $M_x + 1. SD$  said good,  $M_x - 1. SD$  said less, and between  $M_x - 1. SD$  until  $M_x + 1. SD$  said enough.<sup>53</sup>

### c. Normality Test

Normally 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. sebagai berikut.

Here, the data with the signification more than 0,05 is said normal.<sup>54</sup>

And for counting the correlation between English daily activity and studens' speaking skill was used *product moment*.

*Product moment* is one of technique to find the correlation between the two variables. This correlation technique is developed by Karl Pearson who eventually called the person correlation technique. Due to the amount of data will be studied was less than 30 and includes a single

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<sup>52</sup>*Ibid.*, 94

<sup>53</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), 175.

<sup>54</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 199.

data. And the technique of *product moment correlation*, in an operational manner of that data analysis was used these steps, as follows:

$$\text{Formula : } r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Interpretation :

$r_{xy}$  = index of *product moment* correlation

$\sum x$  = sum of X result

$\sum y$  = sum of Y result

$\sum xy$  = sum of multiplication between X and Y result

The steps to counting *product moment* as follows.

1) Arrange the hypothesis  $H_a$  and  $H_o$

$H_a$ : There is positive correlation significant between English daily activity and students' speaking skill at the eight grade of Mts Mamba'us Sholihin Islamic Boarding School Gresik.

$H_o$ : No positive correlation significant between English daily activity and students' speaking skill at the eight grade of Mts Mamba'us Sholihin Islamic Boarding School Gresik.

2) Prepare the counting table.

3) Add the X variable.

4) Add the Y variable

5) Multiplication each ranks between X and Y variable



- 6) Squared the result of variabel X
- 7) Squared the result of variabel Y
- 8) Count the coefficient correlation  $r_{xy}$
- 9) For the interpretation, looking for free rank (db/df) with the formula  $Db = N - nr$ . After found the db result, looking the table result "r" *Product Moment*.
- 10) To give categorical at the level of context able to looked at the table of coefficient correlation.

Table 3.4

Manual for looking category for coefficient correlation

Interval coefficient	Level of context
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Medium
0,60 - 0,799	High
0,80 - 0,1000	Very high

- 11) Compare between  $r_{xy}$  and row with the table of coefficient correlation.
- 12) Make a conclusion.<sup>55</sup>

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<sup>55</sup>RetnoWidyaningrum, *Statistik Edisi Revisi*, 109.

## **CHAPTER IV**

### **RESEARCH RESULT**

#### **A. Reseach Location**

##### **1. Place and Time for the Research**

###### a) Place of the Research

This research took place at Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik. It is located at St. KH. Syafi'i No. 07 Suci, Manyar, Gresik. The reason for selecting this school was because the researcher knows that at Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik has language development program with done daily, especially for English Speaking in language development program. Moreover, its location was easily accessible by researcher.

###### b) Time of the Research

This research had been conducted for 2 months, September to October 2016. The research proposed the title of the research, reviewed reference relates to the problem, observed the place of the research, and arranged the research design and instrument. All of the activities were conducted from September to October 2016.

The researcher collected data, codes and analysis the data collected and then made a conclusion of the data analysis. All the activities were conducted from September to October 2016.

## **2. The Profil of Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik**

This Islamic boarding school called Mts Mamba'us Sholihin Islamic Bording School Suci Manyar Gresik. All the student here are male. School Statistic Number (NSM) is 212352511040. National School Standard Number is 20501049. Mts Mamba'us Sholihin Islamic Boarding School has been accredited A in 2014.

## **3. The Organization Structure of Mts Mambaus Sholihin Islamic Boarding School Suci Manyar Gresik**

The existence of organizational structure in an association or institution is very important. This will help implementation of program that has been planned is easier to be conducted. So, the task each member can run smoothly and work mechanism can be detected easily.

The organization structure of Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik is as follow:

- a) School Committee : KH. Masbuhin Faqih
- b) Head Master : H. Muhammad Maruf,M.A
- c) Head of TU : Moh. Fadlan, S.Ag
- d) Deputy of Head Facilities : Husni Mubarak, S.Pd.I
- e) Deputy of Head Student Management : Nurul Huda, M.Pd.I
- f) Deputy of Head Curriculum : H. Abdul Malik, S.Pd.I
- g) Deputy of Head Public Relation : Mashobihul A'lam, S.Pd.I

#### 4. The Teacher and the Staff

Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik was supported by many professional teachers and expert staffs who had good competence in their subject matters. For high school in Mts Mamba'us Sholihin Suci Manyar Gresik, there are 25 teachers to conduct the teaching and learning process and 20 staffs to serve all elements in this islamic boarding school. The list of the teachers and staffs were shown in appendix 3.

#### 5. The Geographical Location of Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik

Street : St. KH. Syafi'i, No. 07  
 Village : Suci  
 Sub District : Manyar  
 District : Gresik  
 Province : East Java

Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik has very strategic location. Because the islamic boarding school is location in a suburban area that is prominent street to north beach but near the highway from Surabaya – Gresik. It is also supported by the easy of transportation, so everyone to access to Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik.

## **6. Vision, Mission, and Goals of Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik**

### **a. Vision**

Vision of Mts Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik

“Prepare the muslim intellectual cadres and intellectual muslim cadres”

### **b. Mission**

Operatonally, the mission of Islamic education in Mamba'us Sholihin Islamic Boarding School Suci Manyar Gresik East Java can be describe in the following points:

- 1) Continue the ahlus sunnah wal jama'ah teaching as soon as ongoing moderat religion live in indonesian republic.
- 2) Produce the muslim generation who dependable hold on to al-qur'an and al-hadits teaching, critical and professional in all of sector.

### **c. Goals**

To ensure the achievement of national education goals, Mamba'us Sholihin Islamic Boarding School Suci Gresik East Java is necessary to define the purpose of education, which refers to the common goal of basic education that laid the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and to follow further education. There are the goals of Mamba'us Sholihin Islamic Boarding School Suci Gresik East Java:

- 1) Prepare the student who knowledgeable about religion
- 2) Create the student who diligent pray to allah SWT
- 3) Make the student loyal and obedient to the parents, the teachers, and the society
- 4) The intellectual life of the nation
- 5) Build the cooperation between society and islamic boarding school
- 6) Create a harmonic atmosphere between a society and islamic boarding school

#### **7. The Condition of the Students in Mts Mamba'us sholihin Islamic Boarding School Suci Manyar Gresik**

MTs Mamba'us Shholihin Islamic Boarding School Suci Manyar Gresik had many students that were divided into six grades. They were seventh until twelfth grade. On seventh grade, there were 4 classes, namely 7A, 7B, 7C, and 7D. On eight grade, there were 4 classes, namely 8A, 8B, 8C, and 8D class. Ninth grade had 4 classes, namely 9A, 9B, 9C, and 9D class.

For experiment class, it had one class, namely 2A, the total of the students in tenth grade in Mts Mamba'us Sholihin Suci Manyar Gresik in academic year 2015/2016 is 267 students. Mts Mamba'us sholihin Islamic Boarding School Suci Manyar Gresik had 12 classes and had about 267 students from VII to class IX. The classes were 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 9C, and 9D

Table 4.1  
The Students of MTs Mamba'us Sholihin Islamic  
Boarding School Suci Manyar Gresik

No.	Class	Total of Students
1	7A	23
2	7B	25
3	7C	24
4	7D	22
5	8A	22
6	8B	23
7	8C	25
8	8D	22
9	9A	20
10	9B	21
11	9C	22
12	9D	20
Total		269

#### **8. The Achievement of the Students in Mts Mamba'us Shoihin Islamic Boarding School Suci Manyar Gresik**

During this year's diverse accomplishment had been achieved by students of Mts Mamba'us Sholihin Islamic Boarding School Suci Gresik. The achievement of all of course was result of effors of all students in Mts Mamba'us Sholihin Islamic Boarding School Suci Gresik seeks to continously improve the level of skills and capasities themselves respectively. As for achievements that had been achieved including the following:

1. First winner for Arabic Debate on the Regency level.
2. First winner for Speech Contest on the regency level.

3. Science and Art Competition on the district level in Maskumambang Islamic Boarding School Gresik.
  - a. First winner for English Debate
  - b. Second winner for Arabic Speech
  - c. Second winner for Quiz champion to the Essence of the Qur'an
  - d. First winner for Story Telling competition
4. First winner for MTQ on the Regency level
5. First and second winner for MQK on the Regency level
6. First winner for Tambourine competition in Kranji Paciran Lamongan
7. Second winner for tambourine competition in SMK NU Lamongan

## **B. Data Description**

In this research, the data was taken from 25 students which were 27% from the population. Those population took the eighth grade students. This research showed variables of English daily activity and students speaking skill at Mts Mamba'us Sholihin Islamic Boarding School Suci Gresik in academic year 2015/2016.

### **1. Score of English Daily Activity at Eighth Grade of Mamba'us Sholihin Islamic Boarding School Suci Gresik in Academic Year 2015/2016**

This description, the researcher explained the way to find the data of score of English daily activity program. To determine how high the students' score of English daily program, the researcher saw reports of students of



examination on language program last week at Mamba'us Sholihin Islamic Boarding School Suci Gresik. The researcher used questionnaire as the technique of the data collection. The questionnaire result can be seen on the table:

Table 4.2  
Score the questionnaire answer of English daily activity

No	English daily activity score	Frecuency	Percentage
1	62	1	4%
2	60	1	4%
3	59	3	12%
4	57	2	8%
5	55	1	4%
6	54	4	16%
7	53	3	12%
8	52	1	4%
9	51	1	4%
10	50	1	4%
11	49	1	4%
12	48	3	12%
13	47	2	8%
14	46	1	4%
Jumlah		25	

## 2. Score of Students' Speaking Skill of First Semester at Eighth Grade of Mamba'us Sholihin Islamic Boarding School Suci Gresik in Academic Year 2015/2016

This description mean to determine how way to find the data of students' speaking skill score on first semester examination. To determine

how high the students' score of speaking skill, the researcher saw rappers of students of first semester examination at Mts Mamba'us Sholihin Islamic Boarding School Gresik. The researcher also used documentation as the technique of data collection. The documentation was gotten from score of rappers on final semester examination. So, the researcher got score of documentation more. The score of speaking skill as follows:

Table 4. 3  
Score of speaking on first semester examination

No	Y	F	Percentage
1	100	3	12%
2	96	5	20%
3	94	1	4%
4	90	1	4%
5	86	3	12%
6	82	2	8%
7	78	2	8%
8	76	2	8%
9	72	2	8%
10	70	1	4%
11	68	1	4%
12	64	1	4%
13	60	1	4%
Jumlah		25	

### C. Data Analysis

In this chapter, the researcher had been describing the mean and deviation standard of score of English daily activity and students' speaking skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik.

### 1. Analysis data of English daily activity

The analysis was about score of questionnaire who give to 25 students. This questionnaire consist of 18 question. After known the answer of questionnaire, then look for Mean ( $M_x$ ) and standard deviation (SD) from the data. This is the counting table of mean and standard deviation.

Tabel 4.4  
Calculation to Looking for the Mean and Standard Deviation  
from English Daily Activity

X	F	Fx	$x=X-Mx$	$x^2$	$fx^2$
62	1	62	8,84	78,1456	78,1456
60	1	60	6,84	46,7856	46,7856
59	3	177	5,84	34,1056	102,317
57	2	114	3,84	14,7456	29,4912
55	1	55	1,84	3,3856	3,3856
54	4	216	0,84	0,7056	2,8224
53	3	159	-0,16	0,0256	0,0768
52	1	52	-1,16	1,3456	1,3456
51	1	51	-2,16	4,6656	4,6656
50	1	50	-3,16	9,9856	9,9856
49	1	49	-4,16	17,3056	17,3056
48	3	144	-5,16	26,6256	79,8768
47	2	94	-6,16	37,9456	75,8912
46	1	46	-7,16	51,2656	51,2656
	25	1329		327,038	503,36

Based on the data result, able to looking for mean and standard deviation, this steps as follows:

- a. Looking for mean (average) from variable x

$$M_x = \frac{\sum fX}{N} = \frac{1329}{25} = 53,16$$

- b. Looking for standard deviation from variable x

$$SDx = \sqrt{\frac{\sum fx^2}{N}} = \sqrt{\frac{503,36}{25}} = \sqrt{20,1344} = 4,48714$$

Based on the result known  $Mx$ : 53,16 and  $SDx$ : 4,48714. To establish the rank of English daily activity is high, enough and low able to make grouping use this formula, as follows:

- Score more than  $Mx + 1.SD$  is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is high.
- Score less than  $Mx - 1.SD$  is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is low.
- And score between  $Mx - 1.SD$  until  $Mx + 1.SD$  is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is enough.<sup>56</sup> The counting as follows:

$$Mx + 1. SD = 53,16 + 1. 4,48714$$

$$= 53,16 + 4,48714$$

$$= 57,64714$$

$$= 58 \text{ (be rounded)}$$

$$Mx - 1. SD = 53,16 - 1. 4,48714$$

$$= 53,16 - 4,48714$$

$$= 48,67286$$

---

<sup>56</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2006), 175.

= 49 (be rounded)

So that, able to known the score more than 58 is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is high while the score less than 49 is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is low and the score 49 – 58 is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is enough.

To know more distict about English daily activity in Mamba'us Sholihin Islamic Boarding School can be seen on this table:

Tabel 4.5  
Categorical of English daily activity in Mamba'us  
Sholihin Islamic Boarding School

No	Result	Frequency	Percentage	Category
1	More than 58	5	20%	High
2	49 – 58	14	56%	Enough
3	Less than 49	6	24%	Low
Total		25	100 %	

From the rank known that the English daily activity in Mamba'us Sholihin Islamic Boarding School is high with frequency as much as 5 respondent (20%), in enough category with frequency as much as 14 respondent (56%), and less category with frequency as much as 6 respondent (24%). So that, in a general manner is mean the English daily activity in

Mamba'us Sholihin Islamic Boarding School is enough because in the category showing the percentage 56%.

The result from this categorical in a detail manner able to look in appendix

## 2. Data Analysis of Students' Speaking Skill.

To know the category of students' speaking skill, that is arrange the ranking sequence above three ranking or three level. For that utility, formerly looking for mean and standard deviation can be seen as follows:

Tabel 4.6  
Calculation to Looking for the Mean and Standard Deviation  
from Students speaking skill

Y	F	FY	$y = Y - My$	$y^2$	$fy^2$
100	2	200	18,72	350,4384	700,8768
96	4	384	14,72	216,6784	866,7136
94	1	94	12,72	161,7984	161,7984
90	2	180	8,72	76,0384	152,0768
86	2	172	4,72	22,2784	44,5568
82	2	164	0,72	0,5184	1,0368
78	2	156	-3,28	10,7584	21,5168
76	2	152	-5,28	27,8784	55,7568
72	2	144	-9,28	86,1184	172,2368
70	1	70	-11,28	127,2384	127,2384
68	1	68	-13,28	176,3584	176,3584
64	2	128	-17,28	298,5984	597,1968
60	2	120	-21,28	452,8384	905,6768
	25	2032		2007,539	3983,04

Based on the data, able to looking for mean and standard deviation, this steps as follows:

- a. Looking for mean (average) from variable y

$$My = \frac{\sum fY}{N} = \frac{2032}{25} = 81,28$$

- b. Looking for standard deviation from variable y

$$SDy = \sqrt{\frac{\sum fy^2}{N}} = \sqrt{\frac{3983,04}{25}} = \sqrt{159,32} = 12,6222$$

Based on the result known My: 81,28 and SDy: 12,6222. To establish the rank of students' speaking skill is high, enough and low able to make grouping use this formula, as follows:

- a. Score more than  $My + 1.SD$  is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is high.
- b. Score less than  $My - 1.SD$  is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is low
- c. And score between  $My - 1.SD$  until  $My + 1.SD$  is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is enough.<sup>57</sup> The counting as follows:

$$\begin{aligned} My + 1. SD &= 81,28 + 1. 12,6222 \\ &= 81,28 + 12,6222 = 93,9022 \\ &= 94 \text{ (be rounded)} \end{aligned}$$

$$\begin{aligned} My - 1. SD &= 81,28 - 1. 12,6222 \\ &= 81,28 - 12,6222 \end{aligned}$$

---

<sup>57</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2006), 175.

$$= 68,6578$$

$$= 69 \text{ (be rounded)}$$

So that, able to known the score more than 94 is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is high, while the score less than 69 is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is low and score 69 – 94 is mean students speaking skill at Mamba'us Sholihin Islamic Boarding School is enough.

To know more distict about English daily activityin Mamba'us Sholihin Islamic Boarding School can be seen on this table:

Tabel 4.7  
Categorical of Students Speaking Skill in  
Mamba'us Sholihin Islamic Boarding School

No	Result	Frequency	Percentage	Category
1	More than 94	6	24%	High
2	69 – 94	14	56%	Enough
3	Less than 69	5	20%	Low
Total		25	100 %	

From the rank known that the students speaking skillin Mamba'us Sholihin Islamic Boarding School is highwith frequency as much as 6 respondent (24%), in enough category whit frequency as much as 14 respondent (56%), in low category whit frequency as much as 5 respondent (20%). So that, in a general manneris meanstudents' speaking skillin



Mamba'us Sholihin Islamic Boarding School is enough because in the category showing the percentage 56%.

### **3. Data Analysis About the Correlation between English Daily Activity and Students Speaking Skill at Eight grade of Mamba'us Sholihin Islamic Boarding School Gresik**

In this research, before use the formula of Product Moment correlation, the researcher must examine with normality test formerly. The purpose of normality test is to identify the data from research variable are normal or not. The steps as follows:

Normality test used lillifors formula:

Step 1 : Giving hypothesis

Ho : Data has not normal distribution

Ha : Data has 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 Z score

Step 6 : Counting  $P \leq Z$

Step 7 : Counting L

L conducted from the difference of  $fkb/n$  and  $P \leq Z$ .

Step 8 : conclusion

**a. Normality test for English daily activity**

Based on the counting of data from English daily activity, obtain the result  $M_x = 53,16$  and  $SD_x = 4,48714$ . this matter used to looking for normality with the table bellow:

Table 4.8

Normality test of English daily activity use lillifors formula

X	F	Fkb	f/n	Fkb/N	Z	p>Z	L
62	1	25	0,04	1	2,33677	0,9901	0,0099
60	1	24	0,04	0,96	1,808089	0,9641	-0,0041
59	3	23	0,12	0,92	1,543748	0,9382	-0,0182
57	2	20	0,08	0,8	1,015067	0,8438	-0,0438
55	1	18	0,04	0,72	0,486386	0,6844	0,0356
54	4	17	0,16	0,68	0,222046	0,5871	0,0929
53	3	13	0,12	0,52	-0,04229	0,484	0,036
52	1	10	0,04	0,4	-0,30663	0,3821	0,0179
51	1	9	0,04	0,36	-0,57098	0,2843	0,0757
50	1	8	0,04	0,32	2,33677	0,9901	-0,6701
49	1	7	0,04	0,28	-1,09966	0,1379	0,1421
48	3	6	0,12	0,24	-1,364	0,0869	0,1531
47	2	3	0,08	0,12	-1,62834	0,0526	0,0674
46	1	1	0,04	0,04	-1,89268	0,0294	0,0106
	25						

Based on the data  $L_{max} = 0,1531$ . with  $N = 25$  and the significant level was 0,05 then that found rate in the lillifors table 0,173 until  $L_{tabel} = 0,1531$ . Testing criteria  $H_0$  rejecting if  $L_{max} > L_{tabel}$  and  $H_0$  receiving if  $L_{max} < L_{tabel}$ . Based on the counting above  $L_{max} = 0,1531 < L_{tabel} = 0,173$ , therefore,  $H_0$  received, it's mean the data had a normal distribution.

### b. Normality test of students' speaking skill

Based on the counting of data from English daily activity, obtain the result  $M_y = 81,28$  and  $SD_y = 12,6222$ . This matter used to looking for normality with the table bellow:

Table 4.9  
Normality test of students' speaking skill use lillifors formula

X	F	Fkb	f/n	Fkb/N	Z	p>Z	L
100	2	25	0,08	1	1,483094	0,9306	0,0694
96	4	23	0,16	0,92	1,166194	0,877	0,043
94	1	19	0,04	0,76	1,007743	0,8413	-0,0813
90	2	18	0,08	0,72	0,690843	0,7549	-0,0349
86	2	16	0,08	0,64	0,373943	0,6443	-0,0043
82	2	14	0,08	0,56	0,057042	0,5199	0,0401
78	2	12	0,08	0,48	-0,25986	0,4013	0,0787
76	2	10	0,08	0,4	-0,41831	0,3409	0,0591
72	2	8	0,08	0,32	-0,73521	0,2327	0,0873
70	1	6	0,04	0,24	-0,89366	0,1867	0,0533
68	1	5	0,04	0,2	-1,05211	0,1469	0,0531
64	2	4	0,08	0,16	-1,36901	0,0869	0,0731
60	2	2	0,08	0,08	-1,68591	0,0465	0,0335
	25						

Based on the table above  $L_{max} = 0,0873$ . with  $N = 25$  and the significant level was 0,05 then that found rate in the lillifors table 0,173 until  $L_{tabel} = 0,0873$ . Testing criteria  $H_0$  rejected if  $L_{max} > L_{tabel}$  and  $H_0$  received if  $L_{max} < L_{tabel}$ . Based on counting above  $L_{max} = 0,0873 < L_{tabel} = 0,173$ , therefore,  $H_0$  received, it's mean the data had a normal distribution.

To analysis data from the correlation English daily activity and students' speaking skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gesik the researcher use *Product moment* technique with the formula bellow:

Formula :

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

Interpretation:

$r_{xy}$  = Index of Product Moment correlation

$\Sigma X$  = sum of whole result of variable X

$\Sigma Y$  = sum of whole result of variable Y

$\Sigma XY$  = sum of multiplication between X and Y result

Furthermore, make a counting. Those steps are bellow:

1. Data tabulation both of two variable, can be seen on the table:

Tabel 4.10

Table of correlation between English daily activity and students' speaking skill

No	X	Y	x2	y2	Xy
1	52	86	2704	7396	4472
2	48	86	2304	7396	4128
3	46	64	2116	4096	2944
4	55	70	3025	4900	3850
5	48	82	2304	6724	3936
6	57	90	3249	8100	5130
7	54	60	2916	3600	3240
8	54	76	2916	5776	4104

No	X	Y	x <sup>2</sup>	y <sup>2</sup>	Xy
9	53	72	2809	5184	3816
10	54	60	2916	3600	3240
11	47	76	2209	5776	3572
12	59	96	3481	9216	5664
13	59	96	3481	9216	5664
14	50	72	2500	5184	3600
15	49	64	2401	4096	3136
16	62	96	3844	9216	5952
17	47	78	2209	6084	3666
18	60	100	3600	10000	6000
19	48	82	2304	6724	3936
20	57	100	3249	10000	5700
21	53	68	2809	4624	3604
22	51	90	2601	8100	4590
23	53	86	2809	7396	4558
24	59	94	3481	8836	5546
25	54	78	2916	6084	4212
	1329	2022	71153	167324	108260

- Add and quadrated the result of variable X, until gotten  $\Sigma X = 1329$  and  $\Sigma X^2 = 71153$
- Add and quadrated the result of variable Y, until gotten  $\Sigma Y = 2022$  and  $\Sigma Y^2 = 167324$
- Multiplication variable X and variable Y, until gotten  $\Sigma XY = 108260$

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

$$= \frac{(25 \times 108260) - (1329)(2022)}{\sqrt{(25 \times 71153 - (1329)^2)(25 \times 167324 - (2022)^2)}}$$

$$\begin{aligned}
 &= \frac{2706500 - 2687238}{\sqrt{(1778825 - 1766241)(4183100 - 4088484)}} \\
 &= \frac{19262}{\sqrt{12584 \times 94616}} \\
 &= \frac{19262}{\sqrt{1190647744}} \\
 &= \frac{19262}{34505,7639} \\
 &= 0,55822558 = 0,558 \text{ (be rounded)}
 \end{aligned}$$

And then looking for  $d_b = N - nr = 25 - 2 = 23$ , and the next consulted with the table “r” product moment with  $d_b = 23$  at the significant level was 5%  $r_o = 0,558$  and  $r_t = 0,396$ , until  $r_o > r_t$  then,  $H_a$  received and  $H_o$  rejected, at the significant level was 1%  $r_o = 0,558$  and  $r_t = 0,505$ , until  $r_o > r_t$ , result “r” then,  $H_a$  received and  $H_o$  rejected. product moment table can be seen on appendix.

#### D. Discussion

1. English Daily Activity at eight grade of Mamba’us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016

Based on the table 4. 4 analysis category of English Daily Activity at eight grade of Mamba’us Sholihin Islamic Boarding School Gresik is high with frequency as much as 5 respondent (20%), in enough category with frequency

as much as 14 respondent (56%), and less category with frequency as much as 6 respondent (24%). So that, in a general manner is mean the English daily activity in Mamba'us Sholihin Islamic Boarding School is enough because in the category showing the percentage 56%

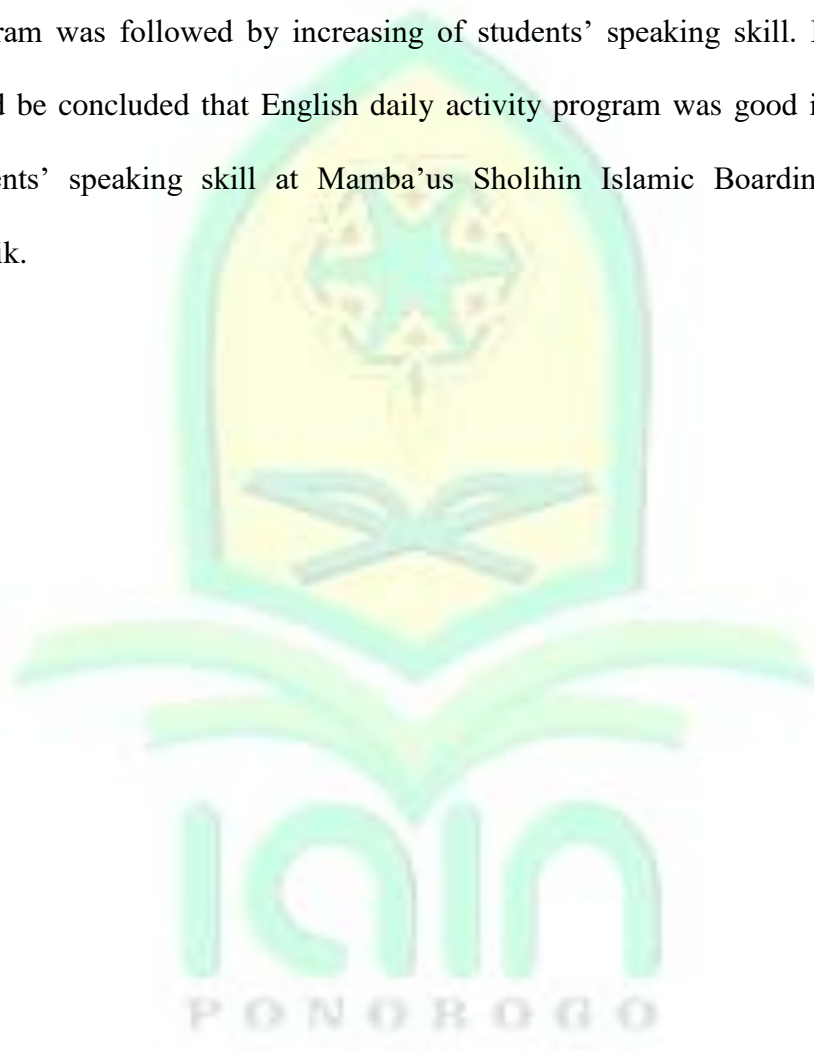
2. Students Speaking Skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016

Based on the table 4.6 analysis category of students speaking skill in Mamba'us Sholihin Islamic Boarding School is high with frequency as much as 6 respondent (24%), in enough category with frequency as much as 14 respondent (56%), in low category with frequency as much as 5 respondent (20%). So that, in a general manner is mean students' speaking skill in Mamba'us Sholihin Islamic Boarding School is enough because in the category showing the percentage 56%.

3. Correlation between English Daily Activity and Students' Speaking Skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016

Based on data analysis result with statistics counting above use the Product Moment formula was gotten the result: table "r" product moment with  $n = 23$  at the significant level was 5%  $r_o = 0,558$  and  $r_t = 0,396$ , until  $r_o > r_t$  then,  $H_a$  received and  $H_o$  rejected, at the significant level was 1%  $r_o = 0,558$  and  $r_t = 0,505$ , until  $r_o > r_t$ , result "r" then,  $H_a$  received and  $H_o$  rejected. Therefore, the hypothesis in this research  $H_a$  received

Based on the table of correlation interpretation, the correlation between English daily activity and students' speaking skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016 was sufficient correlation. It means that the increased of English daily activity program was followed by increasing of students' speaking skill. Finally, it could be concluded that English daily activity program was good increasing students' speaking skill at Mamba'us Sholihin Islamic Boarding School Gresik.





## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the data analysis used analysis statistics Product Moment technique in this researcher, it could be made conclusion below:

There was positive correlation significantly between between English Daily Activity and Students' Speaking Skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016 with statistics counting above use the Product Moment formula was gotten the result: table "r" product moment with  $db = 23$  at the significant level was 5%  $r_o=0,558$  and  $r_t=0,396$ , until  $r_o > r_t$  then,  $H_a$  received and  $H_o$  rejected, at the significant level was 1%  $r_o = 0,558$  and  $r_t= 0,505$ , until  $r_o > r_t$ , result "r" then,  $H_a$  received and  $H_o$  rejected. Therefore, the hypothesis in this research  $H_a$  received

Based on the table of correlation interpretation, the correlation between English daily activity and students' speaking skill at eight grade of Mamba'us Sholihin Islamic Boarding School Gresik in Academic year 2015/2016 was sufficient correlation. It means that the increased of English daily activity program was followed by increasing of students' speaking skill. Finally, it could be concluded that English daily activity program was good increasing students' speaking skill at Mamba'us Sholihin Islamic Boarding School Gresik.

## B. Suggestion

Through this research, researcher wanted to give suggestion to this Islamic Boarding School. It had purposed to increase the quality of teaching learning process that performed by teachers and students. As regard the suggestion as follows:

- a. Even this research show that there was positive correlation between English Daily Activity and Students' Speaking Skill, researcher hopes the teachers can increase highly the quality in teach and for students can also increase their achievement in English speaking program and English lesson, so the result of the teaching learning will get maximally.
- b. Although the students' achievement in level sufficient but researcher expected that it can more increase not only as theoretically but also practically. Thus, if that does with consideration, so the purpose achievement will get optimally.
- c. Researcher expects for the headmaster and the deputy of curriculum to control the teachers in the improving of their teaching learning. Because without it, may be the teachers capability will decrease particularly for the English teachers.
- d. The last, researcher give suggestion for the Islamic Boarding School to held more research to know any factor influences in students achievement although in this research doesn't gives negative conclusion.

