COMPARATIVE STUDY OF SPEAKING ACHIEVEMENT BETWEEN
STUDENTS IN INTENSIVE CLASS AND NON-INTENSIVE CLASS OF
EIGHT GRADE STUDENTS OF SMPN 1 JENANGAN

IN ACADEMIC YEAR 2015/2016

THESIS

By:

HANIK MARDHIYATUR ROHMAH

NIM: 210912007

FACULTY OF EDUCATION

ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC COLLEGE OF PONOROGO

2015/2016

ABSTRACT

MardhiyaturRohmah, Hanik. 2016. Comparative Study of Speaking Achievement Between Students in Intensive Class and Non-Intensive Class of the Eighth Grade Students of SMPN 1 Jenangan. A Thesis, English Education Department Faculty of Education State Islamic College of Ponorogo. The Advisor is Wiwin Widyawati, M.Hum.

Key Words: *Speaking Achievement, Intensive Class, Non Intensive Class*

Speaking is one of skills that must be acquired by students, we can use test to measure the speaking skill of students. An achievement is the gaining or reaching something by efforts and getting something done. Intensive class is a class that different from other class. In this class, students have got completed facilities and there are extracurricular tutorial lessons, especially for examination lessons (English, Mathematics, Indonesian and Natural Science) but for lessons, they get same lesson with other classes. So, they can get more English lesson than other classes.

This research aimed to know whether speaking achievement on intensive class is better than speaking achievement of non-intensive class.

This research is a comparative research. The design of this research is ex post facto. The population of the research were 55 students of the eighth grade of SMPN 1 Jenangan and the samples were 31 students of 8A as the intensive class and 24 students of 8C as the non-intensive class. The instrument of data collection was test that was used for assessing students' speaking achievement.

The result of test for speaking achievement of intensive class 76,84and the mean of speaking achievement of non-intensive class is 70,83. It was found that the mean of speaking achievement of intensive class was higher than the mean of speaking achievement of non-intensive class. Then, the data was analyzed using t-test for the significant 5% (α= 0,05). The result of t-test calculation shows that t-value > t-table (4,0358> 2,00). It means that 4,0358 was higher than t-table = 2,00. Therefore Ho is refused and Ha is accepted. It means that the intensive class students better achieve score than non-intensive class students.

CHAPTER I

INTRODUCTION

A. Background Of The Study

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to the others. It means speaking is a form of communication between speaker and listener to send the message. Stated that speaking is oral interaction where participant need to negotiate meaning in ideas, feeling and information and manage in term of who is to what, to what and about what.[1]

English is one of the widely used international languages.[2]In Indonesia it becomes the third language. It began to learn from elementary school, even in some schools it becomes the first language to communicate in teaching learning process. Many students are difficult to communicate with English. Some of them have low speaking ability. It becomes one of problems in English lesson especially in speaking skill.

Speaking is a crucial part for learning language as a second language or a foregone language in the process as teaching and learning. Despite its importance for many grades, teaching speaking has been undervalued and English language

---

[1]H Douglas Brown.*Teaching the Spoken Language.* (New York: Cambrige, 1983)
[2] Ibid

teachers have continued to teach speaking just as a repetition through drillings or memorization of dialogues. It can be concluded that speaking is not separated from its factors. As one kind of language skills, speaking can be defined as a hard skill at which to excel for many of our learners[3]. It is influence by many aspects or factors, such as pronunciation, spelling, structure, or vocabulary[4].

However, today world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules which is appropriate with each communicate circumstance. Many teachers agree that students should learn to speak the second language by interacting to others. For this case, students should master several speaking components', such as: comprehension, pronunciation, grammar, vocabulary, and fluency.[5] As we know that not easy to make the students willing to learn and to use English language.

In fact, there are many problems in learning English speaking due to the students are not accustomed to speak English language both in intensive class or non-intensive class. Therefore, the students should speak English fluently, especially there who are at the eighth grade. It makes the school governments try to create a class that making the students have habitually to communicate in

[3] Caroline Wood, *Teaching as Assessing Skill in Foreign Language* (United Kingdom: Cambridge University Press, 2005) 72.
[4] Robert Lado, *Language Testing* (London: Longmans, 1961) 250
[5]JejenJaenudin, *"Teaching Speaking Using Direct Method at the Second Grade Students of SMPN 2 Kutawaluya-Karawang"*, (thesis, Bandung: 2012),2

learning process using English language. In short, they create an intensive class for students that have a good skill.

Intensive class is defined a class that programmed for giving good education service for intelligent students. It is the condition of learning was created to fulfill of learning and used to reach specific goal. The responsibility holder and organizer of this class is teacher. Management of this class is lead to the role of teachers to organize learning collectively or classical with ways to manage the power of individuals to be an activity of learning together. Management of this class is one of the efforts that it was made the teacher to create the optimal condition of learning. From this statement, the school governments develop class that uses the theory above. According to Silalahi, intensive class is class that was provided a specific service for students, the way of it is to develop the talents and creativities that were property for fulfill the needs of students who has good potential and special talent. In line with silalahi's opinion, Suhartono and Ngadirun said that intensive class is a class was designed to give the educational service that was adequate for students who have exceptional ability.[6]

Intensive class is a class that different with other class. In this class, students have got completed facilities and there are extracurricular tutorial

---

[6] Suhartono, Ngadirun, *Penyelenggaraan Program KelasUnggulan di SekolahDasar*, http://ejournal.ac.id, diakses 28 Nopember 2015 padapukul 11.10.

lessons, especially for examination lessons (English, Mathematics, Indonesian and Natural Science). So, they can get more English lesson than other classes.

In the other side, non-intensive class is the only class without completed facilities and extracurricular tutorial class. So, they can't get more English lesson.

Based on the reason above, the researcher interests conduct a research to know differentiation in speaking achievement between students in intensive class and non-intensive class. So, the researcher take the title is **"Comparative Study of Speaking Achievement between Students in Intensive Class and Non Intensive Class of the Eighth Grade Students of SMPN 1 Jenangan in Academic year 2015/2016"**

B. Limitation Of The study

From the background of the study above, the identification of the problems are:

1. This research will be focused to know the students' speaking achievement in intensive class and non-intensive class of the 8th grade students of SMPN 1 Jenangan in Academic year 2015/2016.

2. This research will be focused to know the comparative speaking achievement between intensive and non-intensive class students of the 8th grade students of SMPN 1 Jenangan in Academic year 2015/2016.

C. Statements Of The Problem

In order to this study is more focused and directed. This study focused on:

1. How is the students' speaking achievementin intensive class and non-intensive class of the 8th grade students of SMPN 1 Jenangan in Academic year 2015/2016?

2. Do the students of the 8th grade of SMPN 1 Jenangan in intensive class have better speaking achievement than the students in non-intensive class in academic year 2015/2016?

D. Objectives Of The Study

Based on the statement of the problems above, it can be figured out the purpose of the study as following:

1. To know the students' speaking achievement in intensive class and non-intensive class of the 8th grade students of SMPN 1 Jenangan in Academic year 2015/2016

2. To know the students' speaking achievement in intensive class better than non-intensive class of the 8th grade students of SMPN 1 Jenangan in Academic year 2015/2016

E. Significances Of The Study

The result is expected to have its benefits pointed to:

1. The Teacher of Non Intensive Class

This study is expected be able to develop teaching and learning process more effective, active and efficience.

2. The Students of Non-Intensive Class

By intensive class, the students are expected to have high motivation and more active in learning English. As the result, the students can get the good result of teaching and learning process, especially for teaching speaking process.

3. The researcher

Obtain some information about the comparison study between speaking achievement of students in intensive class and non-intensive class at 8th grade students of SMPN 1 Jenangan in academic year 2015/2016.

4. The institution of SMPN I Jenangan

Knowing the comparison speaking achievement between students in intensive class and non-intensive class, so, the institution can use it for evaluation.

F. **Systematically of The Study**

To make easy arrange the thesis this section will explain about the systematically of discussion. There are:

CHAPTER I   : Introduction

This chapter gives explanation about the background of the study, identification of the problem, statement of the problem,

objectives of the study, significance of the study, and systematically of discussion.

CHAPTER II : Theoretical background, previous study, theoretical framework, and hypothesis.

This chapter talks about theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III : Research Methodology

This chapter discussed research design, population, sample, data collection instrument, technique of data collection, and technique of data analysis.

CHAPTER IV : Research Result

This chapter consists of about research location, data description, data analysis, interpretation, and discussion.

CHAPTER V : Closing

This chapter the researcher tells about conclusion and recommendation.

CHAPTER II

THEORETICAL BACKGROUND, PREVIOUS STUDY, THEORETICAL

FRAMEWORK AND HYPOTHESIS

A. Theoretical Background

1. Speaking

Many people feel that speaking is new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.[7]

English-speaking setting is the key importance real communicate situation in which they learn or express their own views attitudes, and in which they are taken seriously as people.[8]

a. Definition of speaking

To most people, mastering the part of speaking is the single most important aspect of learning a second language or foreign language and success is measured in term of the ability to carry out a conversation in the make grater progress and development in all other areas of learning.[9]

---

[7] David Nunan, *Practical English Language Teaching* (New York: The McGraw-hill Companies, 2003), 48

[8] FriederikeKlippel, *Keep Talking* (Great Britain: The Bat Press, 1992), 5

[9] David Nunan, *Practical English Language Teaching* (New York: The McGraw-hill Companies, 2003), 69

Brown stated that speaking is oral interaction where participant need to negotiate meaning in ideas, feeling and information and manage in term of who is to what, to what and about what.[10] In this case, the speaker must be seen the relationship between ideas presented. Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to the others. It means speaking is a form of communication between speaker and listener to send the message.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.[11]So, we can be concluded that speaking is an interaction process as communication with other person to express thought, idea and feeling someone.

b. Speaking aspects

Speaking has many different aspects. It is useful to look at them under these headings:

1) Accuracy

Accuracy involves the correct use of vocabulary, grammatical and pronunciation. In controlled and guided activities the focus is

---

[10] H Douglas Brown, *Teaching the Spoken Language* (New York: Cambrige, 1983)
[11]Kathleen Bailey, Practice English Language Teaching: Speaking (Singapura: McGraw-Hill Companies, Inc, 2005), 2

usually on accuracy and the teacher makes in clear from feedback that accuracy is important.[12]

Accuracy refers to the ability to speak properly that is selecting the correct words and expressions to covey the intended meaning, as well as using the grammatical patterns of English.

2) Fluency

Fluency can be thought of "as the ability to keep going when speaking spontaneously", when speaking fluency students should be able to get the message across with whatever resources and abilities they've got, regardless of grammatical and other mistake.

Fluency is the capacity to speak fluidly, confidently and at a rate consistent with the norms of the relevant native speech community.[13]

c. Components of speaking effectiveness

The teaching-learning speaking process is not success if it does not have many components, such as:

1) Grammatical competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary and mechanic. With

---

[12] Roger Power, *Teaching Practice Handbook* (Oxford: Mac Millan Education, 1995), 99

[13] Bailey, *Practical English*, 5.

regards to speaking, the term mechanics refers to basic sounds of letter and syllable, pronunciation of word, intonation and stress.

2) Discourse competence

In communication, both the production and comprehension of a language require one's ability perceive and process stretch of discourse and to formulate representation of meaning from referents in both previous sentences and following sentences.

3) Sociolinguistic competence

Understanding the sociolinguistic side of language help learners know what comment are appropriate, how to ask question during interaction and how respond nonverbally according to the purpose of the talk.

4) Strategic competence

Strategic competence is the way learners' manipulate language in order to meet communicative goal. With reference to spelling, strategic competence refers to the ability to know when a how to take the floor, how to keep conversation going, and how to clear up communication breakdown as well comprehension problems.[14]

---

[14] Jack C. Richards, *Methodology in Language Teaching* (UK: C.U. Press, 2002), 206-208.

2. Achievement

According to oxford dictionary achievement is the gaining or reaching something by efforts and getting something done.[15]

"prestasiadalahhasil yang telahdicapai (dari yang telahdilakukan, dikerjakan)".[16]

It clears definition that achievement is as result of efforts or activity that people do. Achievement can be supposed as the result of learning that the learning doing efforts to gain this one.

One achieves academic achievement is the result of the interaction of various factors that influence both from within and from outside the individual.[17]Achievement is a successful, accomplishment, a result brought about by resolve, persistence, or endeavor, and than the quality of a student's work.

Success or not someone in the learning process is caused some factors which effect an achievement that is from inside of the people and outside of them. There are two factors influence achievement:

a. Internal factor

1) Healthy

---

[15] Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), 4.

[16] Tim PenyusunKamusPusatBahasa, *KamusBesarBahasa Indonesia*, DepartemenPendidikanNasional (Jakarta: BalaiPustaka, 2005), 895.

[17]Abu Ahmad danWidodoSupriyono.*PsikologiBelajar* (Jakarta: RinekaCipta, 2008), 138.

Spiritual and physical healthy is a great effect of learning ability. Health care is very important for everyone both physically and mentally, in order to remain strong body, the mind is always fresh, and energetic in carrying out the learning activities.

2) Intelligence and talent

Intelligence and talent is having a big effect to learning ability someone. If someone has a high intelligence and the talent in some object this learned, so, the process of their learning will go well and success.

3) Interest and motivation

Interest and motivation are two psychological aspects which has a big effect in getting a good achievement. Interest could appear cause the attractive power from outside and also from inside. Motivation is stimulating attention the students, give spirit and direction in their attitude.

b. External factor

1) Family

Families are the fathers, mothers, children and family and who changed from residents of the house. Factor for parent is very great effect on the child's success in learning. In addition, housing is also factors for the success in learning.

2) School

Teacher quality, teaching method, curriculum suitability with the student ability, facilities/infrastructure of school, room class situation, student member in each class, implementation of school discipline, and etc.

3) Community

Social conditions determine academic achievement, when the circumstances surrounding residential community composed of people who are educated. Especially the children of high school average and the moral good, this will encourage more children to learn everything.

4) Environment

Environment state of residence, it is also important in influencing academic achievement. Environmental conditions, a house, the atmosphere surrounding traffic conditions, climate, and so forth. A quite place whit a cool climate will support the learning process.

3. Speaking Achievement

Speaking is one of skill that must be acquired by students. We can use test to measure the speaking skill of students. An achievement is the gaining or reaching something by efforts and getting something done. The most common type of achievement test is standardized test developed to measure skill and knowledge learned in given grade level, usually through planned

instruction, such as training or classroom instruction. Achievement tasks are often contrasted with tests that measure aptitude, a more general and stable cognitive trait.

Achievement test scores are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicate a mastery of grade-level material, and the readiness for advanced instruction. Low achievement scores can indicate the need for remediation or repeating a course grade.[18]

In this research, scores of speaking student takes from practice in the class that using oral test. According to Cummins, oral language assessment of English language learner in school aims to capture a student's ability to communicate for both basic communicative and academic purposed. Communicative or conversational skills involve face-to-face interaction where meaning can be negotiated and supported by contextual cues, such as the situation itself, gestures, facial expressions, and intonation.[19]

4. English Speaking Ability

Speaking ability is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the

---

[18] Victoria Bull*, Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), 4.

[19] J Michael O'Malley Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners: Practical Approaches for Teachers* (USA: Addison-Wesley Publishing Company, Inc, 1996), 60.

ability to converse, or to express a sequence of ideasfluently.[20] The ability to speak a foreign language is without doubt the most highly prized language skill, and rightly so, because he who can speak a language well can also understand it and can learn to read it with relative ease unless it happens to be a language like Chinese or Japanese, whose writing systems constitute major learning problems of their town.[21]The ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete point tests of grammatical knowledge.[22]

The ability of language learners to interact based the definition above; speaking includes some components which should be mastered: structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context.

a. Pronunciation

The way of speaking the language is called pronunciation. "Pronunciation is a way in which a language is spoken, person's way of speaking a language or words of language".[23] Longman Dictionary of Contemporary English stated "pronunciation as the way in which a particular language is pronounced, a particular person's way of

---

[20] Robert Lado, *Language Testing* (London: Longmans, 1961),240.

[21]Ibid, 239.

[22]Nunan, *Practical English*, 3.

[23] As Hornby, *Oxford Advanced Learners' Dictionary of Current English* (Walton Street: Oxford University Press, 1987) 670.

pronouncing a language, the way in which a word is usually pronounced".[24]

b. Vocabulary

In Oxford Advanced Learners' Dictionary "vocabulary is defined as the total number of words in language, the words known to a person and a list of words with their meanings, especially at the back of a book used for teaching a foreign language".[25] Vocabulary in this study covers the selection and the use of varied words that used by students.

c. Structure

The Longman Dictionary of Contemporary English defines grammar as the study practice of the rules by which words change their forms and combined into sentences.[26] Therefore, grammar is also the study of words in sentences. Structure in this study covers the appropriateness of using words correctly in sentences orally.

d. Fluency

Longman Dictionary defines fluency as "mode expressing thought in a language, whether oral or written, especially such use of language in expression of thought as exhibits the spirit and faculty of artist, choice or

---

[24] Owen Waston, *Longman Modern English Dictionary* (England: Hazel Waston and Viney, 1976), 1130.

[25] Hornby, *Oxford Advanced*, 461.

[26]Waston, *Longman Dictionary*, 1437.

arrangement of words in discourse, rhetorical expression".[27] Fluency as a part of speaking indicates how well or how smooth a speaker expresses ideas in terms of sentences. Fluency in speaking is the quality of being fluent and it needs the intensity or practices, talent, habit and proper speech.

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of language in written or spoken.[28] Moreover, it defines as the ability to understand completely and be aware of understanding whatever said by speaker or toward the topics that are discussed during having conversation. Comprehension is one of many components that should be paid attention to increase students' speaking ability in order to speak better.

5. Speaking Test

The speaking test assesses speaking skills in relation to the workplace. The test is made up of three parts: a face-to face interview, a short presentation and an information exchange discussion. For good ordered speaking class, Brown proposed classroom speaking performance as follows:

a. Imitative speaking, here the learners learn about imitating a word or a phrase. The kind of test is word repetition task.

---

[27] Ibid., 541
[28] Hornby, *Oxford Advanced*, 174.

b. Intensive speaking, goes one stop beyond imitative to that is include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive, short replies to teacher or student-initiated questions or comments

d. Transactional (Dialogue) carried out for the purpose of conveying or exchanging information.

e. Interpersonal (Dialogue) carried out for the purpose of maintaining social relationship rather than for the transmission of facts and information.

f. Extensive (Monologue) designed for intermediate to advance level students, to give extended monologue in the forms of oral reports, summaries, short speech.[29]

6. Intensive Class

Intensive class is the condition of learning was created to fulfill of learning and used to reach specific goal. The responsible and organizer of this class is teacher. Management of this class is lead to the role of teachers to organize learning collectively or classical with ways to manage the power of individuals to be an activity of learning together. Management of this class is one of the efforts that it was made the teacher to create the optimal condition of learning.

---

[29] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco: Addition weasley Longman, inc, 2001), 271-274.

According to Silalahi, intensive class is class that was provided a specific service for students, the way of it is to develop the talents and creativities that was property for fulfill the needs of students who has good potential and special talent. Same with silalahi's opinion, Suhartono and Ngadirun said that intensive class is a class was designed to give the educational service that was adequate for students who have exceptional ability[30]

7. Characteristics of intensive class

According to department of education and culture in Indonesia, intensive class has characteristics:

a. *Raw input,* it means thatthe students have to select with the criteria and procedure that they was be able to responsibility.

b. It has complete Infrastructure that can be support in the learning process, both in intra or extracurricular.

c. A good environment, both in physical or social psychology.

d. Superior teacher who can master the learning material.

e. National curriculum.

f. The number of teaching hours more than other classes.

---

[30] Suhartono, Ngadirun, *Penyelenggaraan Program KelasUnggulan di SekolahDasar*, http://ejournal.ac.id, diakses 28 Nopember 2015 padapukul 11.10

g. Quality of teaching learning process that the results can be responsibility.[31]

8. Non- Intensive Class

Non-intensive class is the only class without completed facilities and extracurricular tutorial class. Beside it, students in non-intensive class can't get more English lesson.In terms of the costs, intensive class more expensive than non-intensive class. So, intensive class has the different facility with non-intensive class.

B. Previous Study

Study about correlation is also observed by Ana Sofia Waty in her thesis with title "A Comparative Study on Speaking Achievement between the Students Who Have Extrovert Personality and the Students Who Have Introvert Personality at SMPN 2 Ponorogo".

From the conclusion above, we know that the personality has no correlation with student' speaking achievement. It is caused by other factors that influence the student' speaking achievement; they are the students understanding about vocabulary, grammar, pronunciation, and confidence. The extrovert students have speaking skill were more active than the introvert students. It was according to the characteristic that they have. But in fact if it is used in teaching speaking, it will not suitable because there are many factors that must be attended like what have mentioned above.

---

[31]Ibid, Suharartono, Ngadirum.

C. Theoretical Framework

Based on theoretical analysis above, the theoretical framework can be stated that, this research aimed to compare the ability of speaking achievement between students in intensive class and non-intensive class at SMPN 1 Jenangan.

In this research assumed that the student intensive class has an ability speaking achievement better when compared with students' non-intensive class.Because intensive class has complete infrastructure, it can be support in the learning process, both in intra or extracurricular. With this complete infrastructure can be assumed that, ability of speaking achievement students intensive class have better than students non-intensive class which reflected from indicators pronunciation, intonation, perform, fluency which became indicator assessment of speaking achievement ability students' in this research.

In short the students in intensive class have better achievement in speaking than the students in non-intensive class. It is supported by the argument from him stated that:

Intensive class has complete infrastructure and students get extracurricular tutorial lesson, it can be support in the learning process.

From the statement above can be concluded that:

1. If the student has complete infrastructure and the student gets extracurricular lesson, the result of the teaching speaking is good, so the students' speaking achievement will increase.

2. If the student has not complete infrastructure and the student does not get extracurricular lesson, the result of the teaching speaking is good, so the students' speaking achievement will not increase.

D. **Hypothesis**

Hypothesis in this research can be stated based on the theoretical analysis and theoretical framework. The hypothesis as follow:

Ha : intensive class students have better achievement in speaking than non-intensive class students.

Ho : there is no significant difference between speaking achievement in intensive class and non intensive class for the eighth grade students of SMPN 1 Ponorogo: to see whether there is enough evident to reject Ho.
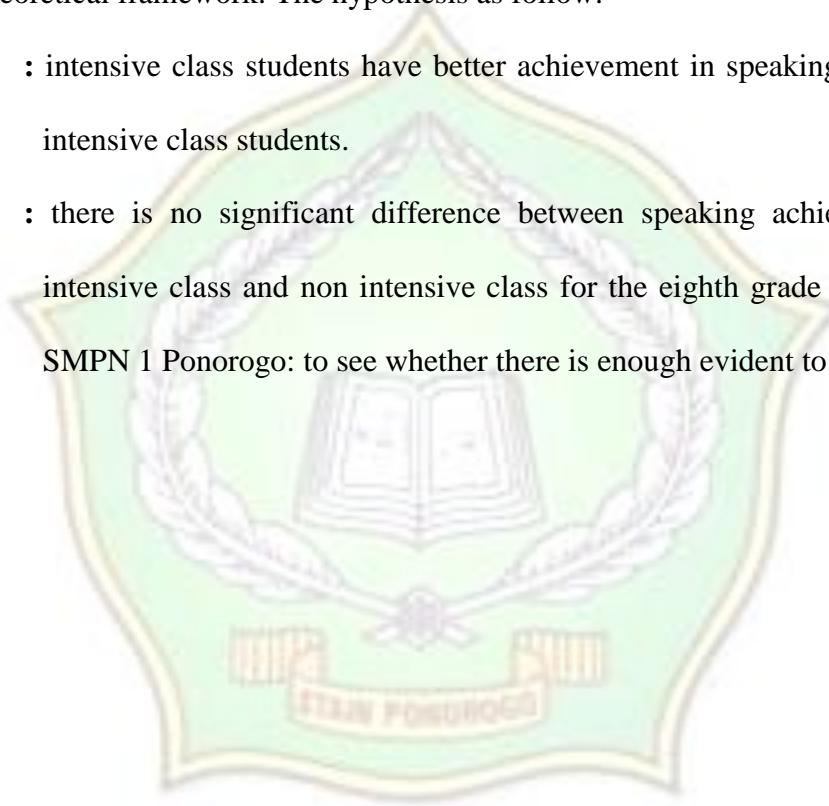
CHAPTER III

RESEARCH METHODOLOGY

E. Research Design

Research is the purpose to get the solution of problems after doing the study and analysis of the various factors. Research is a scientific method for gaining the knowledge by using an investigation for finding out empirical fact which verifies the hypothesis.[32] Research is common parlance refers to a search of knowledge. One can also define research as a scientific and systematic search for preeminent information on specific topic. [33] Research is carefully study or investigation especially in order to discover new facts or information.

The approach in this research is quantitative approach. Quantitative approach emphasize precisely on measuring variables and testing the hypothesis that are linked to general causal explanation.[34] Quantitative research based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term of quantity.[35]

In linguistics, the comparative is a syntactic construction that serves to express a comparison between two (or more) entities or groups of entities in

---

[32] Joko Subagyio, *Metode Penelitian dalam Teori dan Praktek* (Jakarta: PT Asdi Mahasatya,2004),2.

[33] C.R Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (P) Limited Publisher, 2004), 1.

[34] W Lawrence Newman, *Social Research Methods: Qualitative and Quantitative Approaches* (USA: Allyn and Bacon, 1991) 122.

[35] Khotari, *Research Methodology*, 3.

quality, quantity, or degree; it is one of degrees of comparison, alongside the positive and the superlative.

Sugiono said in Ridwan that: penelitian ex post facto adalah suatu penelitian yang dilakukan untuk meneliti peristiwa yang telah terjadi dan kemudian melihat ke belakang untuk mengetahui faktor-faktor yang dapat menimbulkan kejadian tersebut.[36] In this research, the researcher conducts a research about phenomenon in intensive and non-intensive class. The researcher compares speaking achievement of students in intensive class and non-intensive class.

F. Population and Sample

1. Population

Population is all number of well defined douses of people event or object. Population is area of generalization consisting of object or subject which has a certain quality and characteristics determined by researcher to study and then take the conciliation.

Donal Ary said: "The larger group about which the generalization is made called population.[37] A population is defined as all members of any well defined class of people, events or subjects.

In this study, the population is the Eighth Grade Students of SMPN 1 Jenangan which consists of 288 students.

---

[36] Ridwan, *Metode & teknis Menyusun Tesis* (Bandung: Alfabeta, 2010), 50.
[37] Donal Ary, *Introduction to Research in Education* (United State of America: Nortbern Illinoist University, 1997), 113.

2. **Sample**

Sample is part or a group that represent the population. Donal Ary said: "The small group that is observed called sample.[38] Arikunto state: "if the population is more than 100 people, the researcher can take the sample about 10% - 15% or 20% - 25% of the population or even more.[39] From the population that consists of 173 students, the researcher takes 55 students (22% of population). From 2 class of the eight grade students of SMPN 1 Jenangan. The first class is intensive class and the second class is non-intensive class.

G. **Technique of Data Collection**

1. **Test**

In this research, data obtained from the assessment conducted by researcher. The data cover the aspects of pronunciation, performance, delivery and supporting aid in this study, test is done through some steps. First, researchers asked students from each class to make a dialogue with their friends. Second, students in intensive class and non-intensive class practice the dialogue in front of the class.

---

[38] Ibid, 129.
[39] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek: edisi revisi V* (Jakarta: Rineka Cipta, 2002), 107.

Tabel 1.2

Instrument for Collecting Data

Title of Research	Variable	Indicators	No Item of Instrument
Comparative Study of Speaking Achievement between Students In Intensive Class and Non-Intensive Class of Eight Grade Students of SMPN 1 Jenangan in Academic Year 2015/2016	Speaking Achievement	1. Students are able to speaking in front of class about dialogue. 2. Students are able to speaking in front of class using correctly vocabulary, pronunciation, fluency, and good perform.	2

H. Validity and Reliability

1. Validity

Validity means the extent to which inference made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. Test is said to have validity if the result are in accordance with the criterion, in term of parallels between the results of tests with the criterion. Techniques used are usually the product moment correlation technique proposed by Pearson. The formula is:

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

Information:

Rxy   = coefficient correlation between variable x and y

N   = Total Respondent

$\sum XY$ = Total product score with score total

$\sum X$ = Score item total

$\sum Y$ = Score Total

$(\sum X)^2$ = Quadrate score item total

$(\sum Y)^2$ = Quadrate score total

It is very important to test the validity of our instrument before we are going to hold the research. Because when our instrument is valid, the data that will be gained also become accurate and valid. We can measure the validity of the instrument using Karl Pearson product moment as the formula above.

2. **Reliability**

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results. The issue of reliability of a test may best be addressed by considering a number or factors that may contribute tom the unreliability of a test. Consider the following possibilities fluctuation in the student, in scoring, in test administration, and in the test itself.[40]This research uses Cronbach Alpha to measure the reliability of instrument.

---

[40] Douglas Brown, *Language Assessment Principal and Classroom Practices* (New York: Longman, 2000), 20.

Cronbach Alpha (α) is the coefficient of internal consistency that most frequently used for reliability analysis. Cronbach alpha is an extension of the KR-20, can be used for the items with dichotomous responses or more. The formula of Cronbach Alpha:

$$r_{11} = \frac{2\, rxy}{(1+rxy)}$$

I. Normality Test

Normality test aimed to test whether in a regression model, confounding variable or residual have a normal distribution or not. Good regression model is that having distribution normal or near-normal. One way to look at the normal distribution is to see plot probability normal which compares the cumulative distribution of a normal distribution.

Normality test can also be done with a graphical analysis which can be detected by looking at spread of the data (dots) on diagonal axes of the graph. Basic decision making is as follows:

1. If the data spread around the normal line and follow the direction of the diagonal line of the graph, then this case shown in normal distribution so that the regression model meet the assumption normality.

2. If the data spread away from the diagonal line and do not follow the direction of the diagonal graph line so this case does not shows pattern normal distribution so that the regression equation does not meet the assumption normality.

F. Technique of Data Analysis

Data analysis in this research uses comparative analysis. This is comparative analysis was used to compare the average of two populations or more.[41]

To analysis data the researcher uses a technique of comparison analysis. According to Sugiono on his book "Pengantar Statistika Pendidikan" explained that technique of comparison analysis is one of techniques quantitative analysis which can be used to examine the hypothesis in which to know the different between variables in the research.[42] In this research, the researcher uses t-test to find out whether the different between variables is significant or not. By using the formula below:

$$t = \frac{Mx - My}{SE_{Mx-My}}$$

Note:

1. To account Mean of both variables by using formula below:

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum xy}{N}$$

[41] Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS* (ajogjakarta: Universitas Atmajaya, 2009), 57.

[42] Marwan Salahudin, *Statistika: Teknik Analisis Data Kuantitatif,* (Ponorogo: Lembaga Penerbitan ISID Gontor, 2004), 144.

$$Mx = M' + i \frac{\sum fx'}{N}$$

$$My = M' + i \frac{\sum fy'}{N}$$

2. To account the Standard Deviation both variables by using formula below:

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

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

3. To account Standard Error of Mean both variables by using formula below:

$$SE_{MX} = \frac{SDx}{\sqrt{N-1}}$$

$$SE_{My} = \frac{SDy}{\sqrt{N-1}}$$

4. To account standard error of different both variables by using formula below:

$$SE_{Mx-My} = \sqrt{SE_{Mx^2} + SE_{My^2}}$$

Notes:

Mx   = Mean of x

My   = Mean of y

SE   = Standard Error

SDx   = Standard Deviation of x

SDy   = Standard Deviation of y

N   = Amount of data

Then to interpret data would examine the hypothesis. The formula to determine db is db = (Nx + Ny) − 2, by using t-test table on 5% of level significant.

CHAPTER IV

RESEARCH RESULTS

J. Research Location

1. Place

The location of SMPN 1 Jenangan on Jenangan-Kesugihan street Ponorogo, with phone number (0352) 531171. Pos code 63492, e-mail: smpn_1_jng@yahoo.co.id.

2. History of SMPN 1 Jenangan

SMPN 1 Jenangan is the first Junior High School in Jenangan founded on 1983 with large area 1920 m^2. This school has many students and it is does not lose with other schools in the city of Ponorogo. Villagers around here are still rare, so this area can create good effect toward advanced this area. This school built with SK number 1983/04721/O/83.

Every year the students and the classroom of SMPN 1 Jenangan always increase. The head master of SMPN 1 Jenangan Ponorogo was change as much as seven times, they are M. Soetomo at 1983/1990, J. Soemarno at 1990/1994, Drs. Mardjuki at 1994/1998, Hj. Miswati at 1998/2005, Drs. Sumanto at 2005/2006, Drs. Achmad Subiakto, at 2006/2011, Sudarmadi, S.Pd, M. Pd at 2011/2013 and Drs. Basuki at 2013 up to this moment.

On 2008, SMPN 1 Jenangan got predicate SSN. SMPN 1 Jenangan trying to show the existence in the Standard of International School with Adiwiyata program.

K. Data Description

From the object of research, the amount of all students of SMPN 1 Jenangan is 519 students. So, the amount of student 8th grade of SMPN 1 Jenangan is 173 students, they are:

Table 1.3

The Amount of Student Class VIII

Class	Amount of Student
A	31
B	22
C	24
D	24
E	24
F	24
G	24
Total	173

Source: Website of SMPN 1 Jenangan

In this research, used data results obtained from the assessment conducted by the researchers of the ability of pronunciation, intonation, perform and fluency of each class is intensive and non-intensive class. First, researcher asked students from each class to make dialogue with their partner, consists two people. Second, students' in intensive and non-intensive class have been stacking them in front of class to be presented. Then the researchers conducted the assessment an assessment of the ability of pronunciation, intonation, perform and fluency them.

In this research, have got score of speaking achievement in intensive class of 8th grade of SMPN 1 Jenangan, with the score below:

Table 1.6

Score of Speaking Achievement in Intensive Class

No	Pronunciation	Intonation	Perform	Fluency	Total
1.	18	17	18	18	71
2.	20	17	18	18	73
3.	20	17	18	18	73
4.	18	17	18	17	70
5.	18	17	18	17	70
6.	19	19	17	17	72
7.	20	20	20	20	80
8.	20	20	20	18	78
9.	18	17	18	17	70
10.	19	19	17	17	72
11.	18	18	17	18	71
12.	20	20	22	20	82
13.	18	20	20	20	78
14.	20	20	20	20	80
15.	18	18	17	18	71
16.	20	20	18	18	76
17.	18	20	20	20	78
18.	20	20	20	18	78
19.	25	22	23	20	90

20.	20	18	18	20	76
21.	18	17	18	17	70
22.	20	20	20	20	80
23.	20	20	22	20	82
24.	20	20	20	20	80
25.	22	21	20	20	83
26.	20	17	18	18	73
27.	24	20	20	23	87
28.	25	22	23	20	90
29.	20	18	18	18	74
30.	20	20	20	20	80
31.	20	18	18	18	74

Table 1.7

Score of Speaking Achievement in Non-Intensive Class

No	Pronunciation	Intonation	Perform	Fluency	Total
1.	18	17	18	18	71
2.	20	20	18	18	76
3.	17	18	15	16	66
4.	19	18	18	19	74
5.	20	17	17	18	72
6.	22	22	20	20	84
7.	15	15	15	15	60
8.	20	20	18	18	76
9.	19	18	17	18	72
10.	19	19	17	17	72
11.	20	18	17	18	73

12.	18	18	18	18	72
13.	22	22	20	20	84
14.	16	16	16	16	64
15.	17	15	16	17	65
16.	15	16	15	15	61
17.	18	15	18	15	66
18.	20	17	18	18	73
19.	18	17	18	17	70
20.	17	15	15	17	65
21.	18	17	18	17	70
22.	20	17	18	18	73
23.	18	17	18	17	70
24.	18	18	17	18	71

L. Data Analysis

1. Validity and Reliability Test of Instrument

a. Validity Test of Instrument

Validity testwas done to fine out the level validity of the indicators that are used as a measuring tool variable provision sig $\leq$ 0,05 means invalid and sig > 0,05 means valid. In this research, the validity test of instrument was done by using Karl Pearson product moment with process

of calculation as (attached). Here is the result of the validity test of each indicator,

Table 1.8

Validity Test of Intensive and Non Intensive Class

1) **Pronunciation**

X	Y	X^2	Y^2	XY
18	71	324	5041	1278
20	73	400	5329	1460
20	73	400	5329	1460
18	70	324	4900	1260
18	70	324	4900	1260
19	72	361	5184	1368
20	80	400	6400	1600
20	78	400	6084	1560
18	70	324	4900	1260
19	72	361	5184	1368
18	71	324	5041	1278
20	82	400	6724	1640
18	78	324	6084	1404
20	80	400	6400	1600
18	71	324	5041	1278
20	76	400	5776	1520
18	78	324	6084	1404
20	78	400	6084	1560
25	90	625	8100	2250
20	76	400	5776	1520
18	70	324	4900	1260
20	80	400	6400	1600
20	82	400	6724	1640
20	80	400	6400	1600
22	83	484	6889	1826
20	73	400	5329	1460
24	87	576	7569	2088
25	90	625	8100	2250

20	74	400	5476	1480
20	80	400	6400	1600
20	74	400	5476	1480
18	71	324	5041	1278
20	76	400	5776	1520
17	66	289	4356	1122
19	74	361	5476	1406
20	72	400	5184	1440
22	84	484	7056	1848
15	60	225	3600	900
20	76	400	5776	1520
19	72	361	5184	1368
19	72	361	5184	1368
20	73	400	5329	1460
18	72	324	5184	1296
22	84	484	7056	1848
16	64	256	4096	1024
17	65	289	4225	1105
15	61	225	3721	915
18	66	324	4356	1188
20	73	400	5329	1460
18	70	324	4900	1260
17	65	289	4225	1105
18	70	324	4900	1260
20	73	400	5329	1460
18	70	324	4900	1260
18	71	324	5041	1278
1060	**4082**	**20640**	**305248**	**73301**

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

$$= \frac{55\,(79301) - (1060)(4082)}{\sqrt{\left[\left[55(20640) - (1060)^2\right]\left[55(305248) - \left((4082)^2\right)\right]\right]}}$$

$$= \frac{4361555 - 4326920}{\sqrt{(11600)(125616)}}$$

$$= \frac{34635}{38218{,}13182}$$

$$= 0{,}906$$

2) **Intonation**

X	Y	X^2	Y^2	XY
17	71	289	5041	1207
17	73	289	5329	1241
17	73	289	5329	1241
17	70	289	4900	1190
17	70	289	4900	1190
19	72	361	5184	1368
20	80	400	6400	1600
20	78	400	6084	1560
17	70	289	4900	1190
19	72	361	5184	1368
18	71	324	5041	1278
20	82	400	6724	1640
20	78	400	6084	1560
20	80	400	6400	1600
18	71	324	5041	1278
20	76	400	5776	1520
20	78	400	6084	1560
20	78	400	6084	1560
22	90	484	8100	1980
18	76	324	5776	1368
17	70	289	4900	1190
20	80	400	6400	1600
20	82	400	6724	1640
20	80	400	6400	1600
21	83	441	6889	1743
17	73	289	5329	1241
20	87	400	7569	1740
22	90	484	8100	1980

18	74	324	5476	1332
20	80	400	6400	1600
18	74	324	5476	1332
17	71	289	5041	1207
20	76	400	5776	1520
18	66	324	4356	1188
18	74	324	5476	1332
17	72	289	5184	1224
22	84	484	7056	1848
15	60	225	3600	900
20	76	400	5776	1520
18	72	324	5184	1296
19	72	361	5184	1368
18	73	324	5329	1314
18	72	324	5184	1296
22	84	484	7056	1848
16	64	256	4096	1024
15	65	225	4225	975
16	61	256	3721	976
15	66	225	4356	990
17	73	289	5329	1241
17	70	289	4900	1190
15	65	225	4225	975
17	70	289	4900	1190
17	73	289	5329	1241
17	70	289	4900	1190
18	71	324	5041	1278
1011	**4082**	**18771**	**305248**	**75628**

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

$$= \frac{55\,(75560) - (1011)(4082)}{\sqrt{\left[\left[55(18771) - (1011)^2\right]\left[55(305248) - \left((4082)^2\right)\right]\right]}}$$

$$= \frac{4155800 - 4126902}{\sqrt{(10248)(125616)}}$$

$$= \frac{28898}{35942,1054}$$

$$= 0,8040$$

3) **Perform**

X	Y	X²	Y²	XY
18	71	324	5041	1278
18	73	324	5329	1314
18	73	324	5329	1314
18	70	324	4900	1260
18	70	324	4900	1260
17	72	289	5184	1224
20	80	400	6400	1600
20	78	400	6084	1560
18	70	324	4900	1260
17	72	289	5184	1224
17	71	289	5041	1207
22	82	484	6724	1804
20	78	400	6084	1560
20	80	400	6400	1600
17	71	289	5041	1207
18	76	324	5776	1368
20	78	400	6084	1560
20	78	400	6084	1560
23	90	529	8100	2070
18	76	324	5776	1368
18	70	324	4900	1260
20	80	400	6400	1600
22	82	484	6724	1804
20	80	400	6400	1600
20	83	400	6889	1660
18	73	324	5329	1314
20	87	400	7569	1740
23	90	529	8100	2070

18	74	324	5476	1332
20	80	400	6400	1600
18	74	324	5476	1332
18	71	324	5041	1278
18	76	324	5776	1368
15	66	225	4356	990
18	74	324	5476	1332
17	72	289	5184	1224
20	84	400	7056	1680
15	60	225	3600	900
18	76	324	5776	1368
17	72	289	5184	1224
17	72	289	5184	1224
17	73	289	5329	1241
18	72	324	5184	1296
20	84	400	7056	1680
16	64	256	4096	1024
16	65	256	4225	1040
15	61	225	3721	915
18	66	324	4356	1188
18	73	324	5329	1314
18	70	324	4900	1260
15	65	225	4225	975
18	70	324	4900	1260
18	73	324	5329	1314
18	70	324	4900	1260
17	71	289	5041	1207
1009	**4082**	**18691**	**305248**	**75472**

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

$$= \frac{55\,(75472) - (1009)(4082)}{\sqrt{\left[\left[55(18691) - (1009)^2\right]\left[55(305248) - \left((4082)^2\right)\right]\right]}}$$

$$= \frac{4150960 - 4118738}{\sqrt{(9924)(125616)}}$$

$$= \frac{32222}{35307,4097}$$

$$= 0,913$$

4) **Fluency**

X	Y	X^2	Y^2	XY
18	71	324	5041	1278
18	73	324	5329	1314
18	73	324	5329	1314
17	70	289	4900	1190
17	70	289	4900	1190
17	72	289	5184	1224
20	80	400	6400	1600
18	78	324	6084	1404
17	70	289	4900	1190
17	72	289	5184	1224
18	71	324	5041	1278
20	82	400	6724	1640
20	78	400	6084	1560
20	80	400	6400	1600
18	71	324	5041	1278
18	76	324	5776	1368
20	78	400	6084	1560
18	78	324	6084	1404
20	90	400	8100	1800
20	76	400	5776	1520
17	70	289	4900	1190
20	80	400	6400	1600
20	82	400	6724	1640
20	80	400	6400	1600
20	83	400	6889	1660
18	73	324	5329	1314
23	87	529	7569	2001
20	90	400	8100	1800
18	74	324	5476	1332
20	80	400	6400	1600

18	74	324	5476	1332
18	71	324	5041	1278
18	76	324	5776	1368
16	66	256	4356	1056
19	74	361	5476	1406
18	72	324	5184	1296
20	84	400	7056	1680
15	60	225	3600	900
18	76	324	5776	1368
18	72	324	5184	1296
17	72	289	5184	1224
18	73	324	5329	1314
18	72	324	5184	1296
20	84	400	7056	1680
16	64	256	4096	1024
17	65	289	4225	1105
15	61	225	3721	915
15	66	225	4356	990
18	73	324	5329	1314
17	70	289	4900	1190
17	65	289	4225	1105
17	70	289	4900	1190
18	73	324	5329	1314
17	70	289	4900	1190
18	71	324	5041	1278
1001	**4082**	**18349**	**305248**	**74782**

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

$$= \frac{55\,(74782) - (1001)(4082)}{\sqrt{\left[\left[55(18349) - (1001)^2\right]\left[55(305248) - \left((4082)^2\right)\right]\right]}}$$

$$= \frac{4113010 - 4086082}{\sqrt{(7194)(125616)}}$$

$$= \frac{26928}{30061,29578}$$

$$= 0,8957$$

Table 1.9

Recapitulation Test Item Validity

Name Item	"r" Arithmetic	"r" Table	Explanation
Pronunciation	0,906	0,05	Valid
Vocabulary	0,804	0,05	Valid
Perform	0,913	0,05	Valid
Fluency	0,895	0,05	Valid

Based on results table the validity test can be known that all items are indicators of speaking Achievement stated valid because of the results regression of each indicator obtained significant results, namely value of sig > 0,05.

b. **Reliability Test of Instrument**

Reliability test is used to determine whether an instrument (indicator) is used can be trusted or reliable as a measurement tool variable, if the value of Cronbach's alpha (α) a variable $\geq$ 0,06 then the indicator which used by the variable is reliable, while the value of Cronbach's alpha (α) a variable < 0,06, then the indicators used by the variable is not reliable. In this research, the reliability test of instrument is

done by using the formula of Cronbach's alpha (α) with process calculation as (attached). Reliability test results are as follows:

$$r_{11} = \frac{2\,rxy}{(1+rxy)}$$

$$= \frac{2\,(0,906)}{(1+0,906)}$$

$$= \frac{1,812}{1,906}$$

$$= 0,950$$

Table 1.10

Test Item Reliability

"r" Arithmetic	"r" Table	Explanation
0,950	0,06	Reliable

Reliability test results shows values Cronbach's alpha of all variables at the top of > 0,60, so it can be concluded the indicators which used in this research can be believed or reliable to be used as a measurement tool variable speaking achievement.

2. **Normality Test**

Normality test aimed to test whether in both regression models have a normal distribution or not. The way that can be taken to test the normality of the data is use Kolmogorov-Smirnov. As for the normality test in this research are as follows:

Tabel 1.11

Accumulation Score of Speaking

X	F	FX	X^2	FX^2
90	2	180	8100	16200
87	1	87	7569	7569
84	2	168	7056	14112
83	1	83	6889	6889
82	2	164	6724	13448
80	5	400	6400	32000
78	4	312	6084	24336
76	4	304	5776	23104
74	3	222	5476	16428
73	6	438	5329	31974
72	6	432	5184	31104
71	5	355	5041	25205
70	7	490	4900	34300
66	2	132	4356	8712
65	2	130	4225	8450
64	1	64	4096	4096
61	1	61	3721	3721
60	1	60	3600	3600
$\sum$	55	4091	100526	305248

$$Mx = \frac{\sum Fx}{N}$$

$$= \frac{4091}{55}$$

$$= 74{,}3818$$

$$SDx = \sqrt{\frac{\sum fX^2}{n} - \left[\frac{\sum fX}{n}\right]^2}$$

$$= \sqrt{\frac{305248}{55} - \left[\frac{4091}{55}\right]^2}$$

$$= \sqrt{5549{,}9636 - 5532{,}6548}$$

$$= \sqrt{17{,}3087}$$

$$= 4{,}1602$$

Tabel 1.12

Accumulation Score of Speaking

X	F	Fkb	F/N	Fkb/N	Z	P ≤ Z	a₂	a₁
90	2	55	0,036	1,00	3,75	0,9999	0,001	0,035
87	1	53	0,018	0,96	3,03	0,9988	0,038	0,02
84	2	52	0,036	0,95	2,31	0,9894	0,039	0,003
83	1	50	0,018	0,91	2,07	0,9808	0,07	0,05
82	2	49	0,036	0,89	1,83	0,9664	0,076	0,04
80	5	47	0,09	0,85	1,35	0,9115	0,061	0,029
78	4	42	0,07	0,76	0,87	0,8078	0,047	0,023
76	4	38	0,07	0,69	0,39	0,6517	0,038	0,032
74	3	34	0,05	0,62	-0,09	0,4641	0,155	0,105
73	6	31	0,1	0,56	-0,33	0,3707	0,189	0,089
72	6	25	0,1	0,45	-0,57	0,2843	0,165	0,065
71	5	19	0,09	0,35	-0,81	0,2090	0,141	0,051
70	7	14	0,127	0,25	-1,05	0,1469	0,103	0,024
66	2	7	0,036	0,13	-2,01	0,0222	0,107	0,071
65	2	5	0,036	0,09	-2,26	0,0119	0,078	0,042
64	1	3	0,018	0,05	-2,50	0,0062	0,043	0,025
61	1	2	0,018	0,04	-3,22	0,0006	0,039	0,021
60	1	1	0,018	0,02	-3,46	0,0002	0,019	0,001

Based the table above, we can comparing the highest a_1 with the table above. If we tolerant of the mistakes 0,05 and the amount is 55, we can get $D_{(0,05;55)}$ from the table is 1,63, for comparing divided the root of the data:

$$D_{(0,05;55)} = \frac{1,63}{\sqrt{55}} = \frac{1,63}{7,416} = 0,219$$

Analysis:

Received Ho if a_1 max $\leq$ D table (0,219)

Refused Ho if a_1 max $>$ D table (0,219)

Because the results of a maximum of the value of a_1 and the value smaller from the table, so it means that **received Ho** and the data is normal.

3. **Homogeny Test**

Table 1.13

The Calculation of Mean and SD of Intensive Class

X	F	FX	X^2	F X^2
90	2	180	8100	16200
87	1	87	7569	7569
83	1	83	6889	6889
82	2	164	6724	13448
80	5	400	6400	32000
78	4	312	6084	24336
76	2	152	5776	11552
74	2	148	5476	10952
73	3	219	5329	15987
72	2	144	5184	10368
71	3	213	5041	15123
70	4	280	4900	19600
$\sum$	**31**	**2382**	**73472**	**184024**

Table 1.14

The Calculation of Mean and SD of Intensive Class

Y	F	FY	Y^2	$F Y^2$
84	2	168	7056	14112
76	2	152	5776	11552
74	1	74	5476	5476
73	3	219	5329	15987
72	4	288	5184	20736
71	2	142	5041	10082
70	3	210	4900	14700
66	2	132	4356	8712
65	2	130	4225	8450
64	1	64	4096	4096
61	1	61	3721	3721
60	1	60	3600	3600
$\sum$	**24**	**1700**	**58760**	**121224**

$$SDx = \sqrt{\frac{\sum fX^2}{n} - \left[\frac{\sum fX}{n}\right]^2}$$

$$= \sqrt{\frac{184024}{31} - \left[\frac{2382}{31}\right]^2}$$

$$= \sqrt{5936,2580 - 5904,1873}$$

$$= \sqrt{32,0707}$$

$$= 5,6631$$

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

$$= \sqrt{\frac{121224}{24} - \left[\frac{1700}{24}\right]^2}$$

$$= \sqrt{5051 - 5017{,}3611}$$

$$= \sqrt{33{,}6389}$$

$$= 5{,}7999$$

$$C\ hitung = \frac{SDmax^2}{SDx^2 + SDy^2}$$

$$= \frac{5{,}6631^2}{5{,}6631^2 + 33{,}6389^2}$$

$$= \frac{32{,}0707}{32{,}0707 + 33{,}6389}$$

$$= \frac{32{,}0707}{65{,}7096}$$

$$= 0{,}48806$$

Based on the result, we can compare $C_{Arithmetic}$ with C_{Table}, on the significant 5% and we can get: 0,6602.

Analysis:

Ho: the data is Homogeny

Ha: the data is not Homogeny

Criterion:

Refused Ho if C Arithmetic > C Table

Received Ho if C Arithmetic < C Tabel

With the result above, we know that the data is Homogeny and it means that **Received Ho** (0,4880 < 0,6602)

4. **Independent Sample T-Test**

To analyze data, the writer used t-test with types of statistic independent sample test. The reason that, because the type of statistic test is parametric and the type of data is two correlate samples.

The conditions need compare test, they are:

a. Dependent variable must be interval or ratio and independent variable must be nominal or ordinal data. If independent variable is interval, the data must be categorized.

b. To use t-test (parametric), the data of the pendent variable must be distributed normally or have some subject with a big amount.

c. Comparison amount of between samples in categorize of dependent variable, must be different minimally.

In this research, the writer used independent sample test by helping T-Test.These are the research:

Table 1.15

Mapping of Correlation in Intensive Class

interval	F	Fkb	X	X'	FX'	$(X')^2$	$F(X')^2$
90 – 94	2	31	92	+2	+4	4	8
85 – 89	1	29	87	+1	+1	1	1
80 – 84	8	28	82	0	0	0	0

75 – 79	6	20	77	-1	-6	1	6
70 – 79	14	14	72	-2	-28	4	56
Total	**31**	-	-	-	**-29**	-	**71**

$$Mx = M' + i\,\frac{\sum fx'}{N}$$

$$= 82 + 5\,\frac{-29}{31}$$

$$= 82 - 4,6772$$

$$= 77,3225$$

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

$$= 5\sqrt{\frac{71}{31} - \left[\frac{-29}{31}\right]^2}$$

$$= 5\sqrt{2,290 - 0,875}$$

$$= 5\sqrt{1,415}$$

$$= 5 \times 1,189$$

$$= 5,947688627$$

$$SE_{MX} = \frac{SDx}{\sqrt{N-1}}$$

$$= \frac{5,947688}{\sqrt{31-1}}$$

$$= \frac{5,947688}{5,477225}$$

$$= 1,085894$$

Table 1.16

Mapping ofCorrelation in Non Intensive Class

interval	F	Fkb	Y	Y'	FY'	$(Y')^2$	$F(Y')^2$
80 – 84	2	24	82	+2	+4	4	8
75 – 79	2	22	77	+1	+2	1	2
70 – 74	13	20	72	0	0	0	0
65 – 69	4	7	67	-1	-4	1	4
60 – 64	3	3	62	-2	-6	4	12
Total	24	-	-	-	-4	-	26

$$My = M' + i\,\frac{\sum fy'}{N}$$

$$= 72 + 5\,\frac{-4}{24}$$

$$= 72 - 0,8333$$

$$= 71,1667$$

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

$$= 5\sqrt{\frac{26}{24} - \left[\frac{-4}{24}\right]^2}$$

$$= 5\sqrt{1,083 - 0,028}$$

$$= 5\sqrt{1,0555}$$

$$= 5 \times 1,027$$

$$= 5,137011$$

$$SE_{My} = \frac{SDy}{\sqrt{n-1}}$$

$$= \frac{5,137011}{\sqrt{24-1}}$$

$$= \frac{5,137011}{4,795831}$$

$$= 1,071140$$

$$SE_{Mx-My} = \sqrt{SE_{Mx^2} + SE_{My^2}}$$

$$= \sqrt{(1,085894)^2 + (1,071140)^2}$$

$$SE_{Mx-My} = \sqrt{1,179166 + 1,147342}$$

$$SE_{Mx-My} = \sqrt{2,326509}$$

$$SE_{Mx-My} = 1,525290$$

$$t = \frac{Mx - My}{SE_{Mx-My}}$$

$$= \frac{77,3225 - 71,1667}{1,525290}$$

$$= \frac{6,1559}{1,5252}$$

$$= 4,0358$$

Based on the table above, the research shows that the score of t = 4,0358, db = 53 (db = n_1 = n_2 − 2 = 31 = 24 - 2 = 53) and it will consult with table T-Test . It can be concluded that there is difference students' speaking achievement between intensive and non-intensive class.

To interpret those data, can do whit test the hypothesis below:

Ha : Intensive class students will achieve better in speaking than non-intensive class.

Ho : there is no significant difference between speaking achievement in intensive class and non-intensive class for the eighth grade students of SMPN 1 Jenangan.

The research result, t = 4,0358, with db = 53, on level significance 5%. Pursuant to the table value "t" show = 2,00. Then t-account more than t-table (4,0358> 2,00). Therefore **Ho refused and Ha received**. It can be concluded that intensive class students have achieve better in speaking than non-intensive class.

M. Discussion and Interpretation

Showed on the table above, the score of t-account = 4,0358(positive), it means that speaking achievement of intensive class higher than non-intensive class. It also looks at mean of speaking achievement of intensive class higher than non-intensive class. Mean of speaking achievement of intensive class = 76,84, and mean of speaking achievement of non-intensive class = 70,83. Intensive class has more speaking achievement than non-intensive class.

The research result shows that intensive class students have achieve better in speaking than non-intensive class.

CHAPTER V

CLOSING

N. Conclusion

Intensive class students achieve better the score then those who use non-intensive class students.

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

1. According to the result of data analyzed, it is shown that mean of student's speaking achievement of intensive class is 76,84.

2. According to the result of data analyzed, it is shown that mean of the student's speaking achievement of non-intensive class is 70,83.

3. According to the result of data analyzed, it is shown that speaking achievement between the students of intensive class and the students of non-intensive class is different. It can be seen from the result of t-account t = 4,0358 more than t-table t = 2,00 (4,0358> 2,00)

    From the above conclusion, we know that the speaking achievement between intensive class and non-intensive class have significant differences. Pronunciation, vocabulary, performs and fluencyare the indicator of students' skill in speaking achievement. It can be concluded that there are significant differences about the speaking achievement ability between intensive and non-intensive class in grades 8 A and 8 C in SMPN 1 Jenangan.

O. Recommendations

Considering the result of this study, the writer would like to give some suggestions. They are as follows:

1. For the researcher

    Hoped, for the next researcher can develop this research topic more completely and better.

2. For the teachers

    a. Teachers must be creative in using different types of ways and methods to teach and train the speaking ability of the students' achievement. Especially in terms of pronunciation, performance, delivery and supporting aid. So that between intensive class and non-intensive class expected his students have the speaking achievement ability better.

    b. The teacher should give motivation and chance each student to explore their ideas on teaching speaking process.

    c. The teacher should build a favorable atmosphere in teaching and learning process, because it would become one access to carry the success of material to be taught.

3. For the students

    a. Student is expected to have motivation and high interest to any of the material presented in class by the teacher, especially regarding to the ability of speaking achievement that is pronunciation, performance, delivery and supporting aid.

b. The students are expected to explore their ideas and thoughts about the speaking achievement like in indicators, pronunciation, intonation, perform and fluently.

4. For the readers

Hoped, this research will be useful for the readers to develop their knowledge about English teaching especially about speaking achievement.

BIBLIOGRAPHY

Ahmad, Abu danWidodosupriono.*PsikologiBelajar*. Jakarta: RinekaCipta, 2008.

Amin MudiUtomo, *PengelolaanPendidikanKarakterKelasUnggulan di SMP Negeri 2 Cepu.*Surakarta: UniversitasMuhammadiyah Surakarta, 2012.

Arikunto, Suharsimi. *ProsedurPenelitian: SuatuPendekatanPraktek: edisirevisi v*. Jakarta: RinekaCipta, 2002.

Bailey, Kathleen. *Practical English Language Teaching: Speaking.*Singapura: McGraw-Hill Companies, Inc. 2005.

Brown, G. A. *Teaching the Spoken Language*. New York: Cambrige, 1987.

Brown, H Douglas.*Teaching by Principle*. New Jersey: Prentice Hall Regents Englewood Cliffs, 1994.

Bull, Victoria. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press, 2008.

Klippel, Friederike. *Keep Talking*. Great Britain: The Bad Press, 1992.

Lado, Robert. *Language Testing*. London: Longmans, 1961.

Louma, Sari. *Assessing Speaking*. New York: Canbright University Press, 2004.

Lucantoni, Peter. *Teaching and Assessing Skill in English As A Second Language*. United Kingdom: Cambridge University Press, 2006.

Newman W, Laurence. *Social Research Method: Qualitative and Quantitative Approaches*. USA: Allyn and Bacon, 1991.

Nunan, David. *Practical English Language*. New York: The McGraw-hill Companies, 2003.

Power, Roger. *Teaching Practice Handbook*. Oxford: Mac Millan Education, 1995.

Prasetio, Bambang.*metode Penelitian Kuantitative teori dan aplikasi*. Jakarta: PT Raja Grafindo Persada, 2008.

Primadani, Adika Ayu. *A Comparative Study Between Student Who Have Parents Is Civil Servant And Civil Servant To Eir English Achievement At The First Grade Of SMA Bakti Ponorogo In Academic Year 2012/2013*. Ponorogo: Thesis Proposal, 2012.

Suhartono, Ngadirun, *Penyelenggaraan Program KelasUnggulan di SekolahDasar*, http://ejournal.ac.id, diakses 28 Nopember 2015 padapukul 11.10.

Supriyono, Agus. *PenyelenggaraanKelasUnggulan di SMA Negri 2 Ngawi.*

Waty, Ana Sofia. *A Comparative Study On Speaking Achievement Between Students Who Have Extrovert Personality And the Students Who Have Introvert Personality.*

Widyaningrum, Retno. *Statistik Edisi Revisi*. Ponorogo: STAIN PO Press, 2009.

Wood, Caroline. *Teaching as Assessing Skill in Foreign Language.*United Kingdom: Cambridge University Press, 2005.

http://zanuraini-rental.blogspot.co.id/2011/08/pengaruh-kelas-unggulan-terhadap-hasil_1031.html, accessed on March, 9th 2016.

http://ccat.sas.upenn.edu/~haroldfs/pedagog/strategy/strategy.html, accessed on March, 9th 2016.

http://kuliahgratis.net/pengertian-madrasah-unggulan/ accessed on March, 9th 2016.