AN ANALYSIS OF STUDENTS ENGLISH COURSES BACKGROUND TOWARD SPEAKING ABILITY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF MATARAM IN THE ACADEMIC YEAR 2020/2021.

A THESIS

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree in English Language Teaching

by

NASRUL HIDAYAT
117120036P

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL SHEET

AN ANALYSIS OF STUDENTS ENGLISH COURSES BACKGROUND TOWARD SPEAKING ABILITY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021.

A Thesis by   : Nasrul Hidayat

Students ID   : 117120036P

Approved on   : February 2021

by:

First Consultant,   Second Consultant,

(Humaira, M.Pd)   **(Rima Rahmaniah, M.Pd)**
NIDN. 0803048601   NIDN. 0821118601

Acknowledged by:

MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION

Head of English Program,

Hidayati, M.Hum
NIDN. 0820047301

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ACCEPTANCE

AN ANALYSIS OF STUDENTS ENGLISH COURSES BACKGROUND TOWARD SPEAKING ABILITY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021.

A Thesis by : NASRUL HIDAYAT
Students' Id : 117120036P
Approved On : February 2021

This is to certify that the thesis has been approved by the Board of Examiners as the requirements for the Bachelor Degree In English Education Program

By

The Board of Examiners Committee,

1. **H. Syahrir Idris, P.hd** (Chairman) ( )
   NIDN.0820047301

2. **Moh. Fauzi Bafadal, M.Pd** (Member) ( )
   NIDN.0813028501

3. **Humaira, M.Pd** (Member) ( )
   NIDN.0803048601

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FACULTY OF TEACHER TRAINING AND EDUCATION

Dean,

Dr. Hj. Maemunah, S.Pd., M.H
NIDN.0802056801

STATEMENT OF AUTHORITY

The undersigned below, the researcher is a student of English Education program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram, stated that :

Name : **Nasrul Hidayat**

Nim : **117120036P**

Address : Jl. Asahan III No. 27 Perumnas Tanjung Karang Permai

Thesis entitled **"AN ANALYSIS OF STUDENTS ENGLISH COURSES BACKGROUND TOWARD SPEAKING ABILITY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021."** Is pure of opinion and the formulation of this research made free from the researcher without made by other people. If later in this thesis discovered and proven deviate from the research code of ethics such as the act of fabricating, plagiarism or falsifying data, the researcher is willing to accept the consequences.

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117120036P

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Nama : Hasrul Hidayat
NIM : 117120036P
Tempat/Tgl Lahir : Kupang, 24 Mei 1994
Program Studi : Pen. Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : Jonasmax945@gmail.com / 082 340 581 444
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TEMPEL
F299CAHF911973540
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ENAM RIBU RUPIAH

Hasrul Hidayat
NIM. 117120036P

Iskandar, S.Sos., M.A
NIDN. 0802048904

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Website : http://www.lib.ummat.ac.id E-mail : upt.perpusummat@gmail.com

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Nama : Nasrul Hidayat
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Program Studi : Pen Bahasa Inggris
Fakultas : FKIP
No. Hp/Email : 082 340 581 444 / jonaswax745@gmail.com
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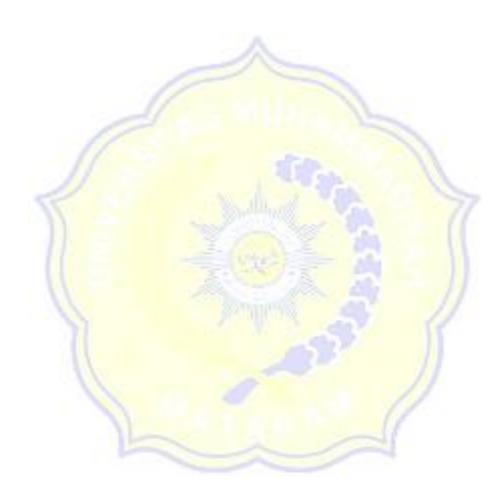Nasrul Hidayat
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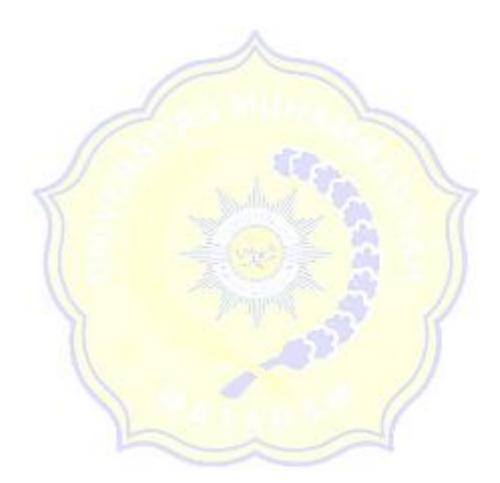NIDN. 0802048904

MOTTO

"Everything should be made as simple as possible, but not simpler".

-Albert Einstein-

DEDICATION

I dedicated this thesis to my beloved Dad and Mom, and all of my families, who always been supported me and contributed for me, when I fall in working on this thesis. I also dedicated this thesis to myself, thank you for being strong till the end. You did it.

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Finally, the researcher realize that this thesis is far from perfect because there is nothing perfect in this world. Perfection only belongs to Allah SWT. Therefore, any constructive critics and valuable suggestions will be fully appreciated. The researcher hopes that this thesis would be useful for readers.

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Researcher,

NASRUL HIDAYAT
NIM.117120036P

ABSTRACT

Nasrul Hidayat, 2020. A Thesis **"AN ANALYSIS OF STUDENTS ENGLISH COURSES BACKGROUND TOWARD SPEAKING ABILITY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT, MUHAMMADIYAH UNIVERSITY OF MATARAM IN ACADEMIC YEAR 2020/2021".** English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

This research investigates the students English courses background toward speaking ability at the fifth semester of English Department, Muhammadiyah University of Mataram in academic year 2020/2021. The aims of the study is : What are the impacts of English courses background toward speaking ability of English Department of UMMAT in academic year 2020/2021.

This research employed a qualitative research approach and the data collected through interview, documentation, and recording. The participants are the students at the fifth semester of English Department, Muhammadiyah University of Mataram. There are 10 students who were taking English courses and 10 students, who were not. The result of interview showed that mostly students who have take the courses in good categories aspects in speaking ability than who students do not. It proved that mostly students have average score is (4) good based on the qualification of speaking. It can be concluded that the students, who were taking English courses could influence students in speaking ability. In brief, the students speaking ability is quite good after studying at the English courses.

Keywords : English courses, speaking ability
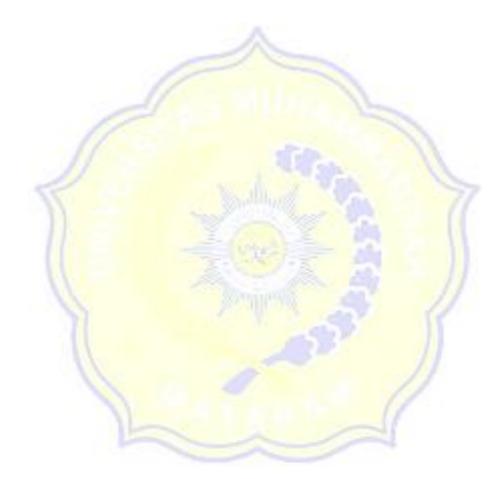
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is a productive skill and always used by humans to communicate and share ideas or opinions. The students face many difficulties when trying to speak used English. First, they have which make them lose the words when they have to communicate with other people. They have problems to express the words in English. Mwamba (2005) claimed that many students in secondary schools were shy and prefered remaining quiet in class because they were unable to express themselves adequately in spoken English.

There are some problems in; vocabulary becomes one of the problems. Chiang (2018) stated said that "when a reader has a larger vocabulary size, their automation of the decoding process becomes rapid, which means they used the shortest time process a series of stages of information passage in the brain" (p. 2070). Sometimes students also feel difficult when completing sentences when they felt nervous and worry. Second, it is the pronunciation—many words pronounced in the same sound cause students having difficulty to pronoun them. Third is grammar, and it is one of the accuracies of the language content. Grammar becomes a requirement to take the other person to understand and get the information from speaking.

There are speaking problems that can be filled in various ways, one of which is by means of Intensive English courses. There are many English courses available in urban areas. The students who come from rural areas do

not have the opportunity to learn besides school. They definitely learned English based on the book and less practice. Some schools provide a book to learn English, they prefer to teach by used to book, but they do not teach English with another method, such as learned by watching movies, videos, etc. Also, some of them do not have money because of the low budget to take courses. When they continue to study in university, they should study hard to understand the information and struggle extra than the students who have to take English courses.

Learning to speak at the English courses would help students to vocabulary and grammar and choose the correct words to improve their pronunciation. Some English courses provided the program not only the English language but also another subject. The student may choose the subject that they cannot understand at school or the subject in their interests. English courses also provide flexible times for the students and fun learning methods to learned English. At English courses, they learned to manage the time and review of the materials at school.

At the English courses, the students can practice the theory from the school and vocabulary, pronunciation and make a good sentence. Ozer (2018, p. 16) assumed that "Some suggestions will be made to guide instructors of English on designing the curriculum of vocational English courses to meet the expectations and enhance the quality of vocational English courses and vocational education". In this light, English Courses leads of English

department of UMMAT in the academic year 2020/2021 to focused on their English language learned.

This study focused on students who take English courses at an institution and who students do not at English Department of UMMAT in the academic year 2020/2021.

1.2 Research Question

According to the background of the study, the researcher will answer the question about the following research questions that need to be addressed:

1. What are the impacts of students English courses background on toward speaking ability in the fifth semester of English Department of UMMAT in the academic year 2020/2021?

1.3 The Purposes of the Study

According to the research questions, the aims of this study are to discover:

1. To clarif the impact of students' English courses on the English department's speaking ability, UMMAT in the academic year 2020/2021.

1.4 The Scope of the Study

The research focus on the following points :

1. The object of this research is the fifth-semester students of English Department of UMMAT in the academic year 2020/2021.

1.5 The Significance of the Study

There is some significance to this study. The students would recognize the benefit of the English courses itself for their speaking ability. After that, the result of this study may become a reference and contributed informative input to a similar topic.

1. **Theoretically**

The result of this study are experts to differentiate students who study courses so that they are categorized as students who are getting rich in knowledge and increased knowledge. In addition, the results of this study can be used as a reference for those who want to be interested in doing the same research.

2. **Practically**

The result of this study can be used to as an example and input for students in the English Department of UMMAT in the academic year 2020/2021. The result of this research would give significant contribution to students about English courses which would give benefit their learned and then practised those to increased their achievement.

1.6 The Definition of Key Terms

a. English Courses

Xiao and Gu (2018) stated said that English courses is a place where the students can improve their fluency. In this research, English courses refer to any private courses, and community language learned to

learn English to help the English Department of UMMAT enhance their interest in English language learning with flexible time.

b. Speaking Ability

Speaking ability is the skill to communicate effectively. Thalayak (2012) stated said that the students possess an inability in communicating appropriately and correctly. Most of the students have difficulties in speaking. They usually express their ideas incoherently when they speak. For this research, speaking ability means the students can communicate with surrounded people and are fluent in conveying the message in English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed an overview of speaking ability, the definition of speaking ability, the types of speaking, the elements of speaking, the development of speaking skill, the position of speaking in learned English, and the problem is learned speaking, the techniques in learned speaking skill, English courses, in brief, the definition of English courses, the purposed of English courses, Advantages and Disadvantages of English courses, teaching speaking in English courses and the previous of the studies.

2.1 An Overview of Speaking Ability

Speaking ability is the student's ability to expressed their ideas orally, which is represented by scores of speaking. Speaking is only an oral trail of abilities that it got from vocabulary, Freeman (2001) (in Risnadedi, 2001:56-57), stated said that speaking ability more complex and challenging than people assumed, and speaking study of language, naturalized many cases to language teachers.

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the used of language to communicate with others (Fulcher, 2003:23). It indicates that this activity involves two or more people. The participants are both hearers in speakers

having to react whatever they hear and make their contribution a high speed, so each participant has an intention or a set of intention that he wants. So the English teacher should activate the students' speaking ability by providing communicative language activities and interested media in the classroom and then giving them the opportunities to practice their speaking skills as much as possible.

According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through produced, received and processed information. From those theories, It can be concluded that speaking skill is related to communication.

Speaking is a skill to use a language appropriate to express ideas, opinions, or feelings to give or get information and knowledge from other people who communicate.

Speaking has been regarded as mere implementation a variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from the context of used and source of diversity. Therefore, Clark and Clark (2012) (in Nunan, 1991:23) stated said that the speaking is fundamentally an instrument.

Speakers talk in order to have some effect on their listener. It is the result of the teaching-learning process. Students skill in conversation is core aspected in teaching speaking, it becomes vitally aspected in language teaching learned success if language function as a system for expression meaning, as Nunan (1991:39) stated said that the success in speaking is

measure through someone able to carry out a conversation in the language. We confess that there are many proponent factors why it is not running well.

According to Ladouse (2013) (in Nunan, 1991:23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990:8) "Speaking as the way of communication influences or individual life strongly".

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process, we can call it is an interaction between two sides.

When someone speaks to another person, there would be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as the development of the relationship between speaker and listener. In addition, speaking determined which logical linguistic, psychological, physical rules should be applied in a given communicated situation.

It means the main objective of speaking is for communication. To express effectively, the speaker should know exactly what he/she has to be able to evaluate the effect his/her communication his/her listener. He/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other response to what speakers say.

According to Stern (2013) (in Risnadedi, 2001:56-57) said watch a small child's speech development. The first he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presented the skills in a foreign language. In this learned of language included speaking, there is an activity of speaker or learner, and it has to have an effect of building speakers or learners desires and expressing how his/her feeling and acting out his/her attitudes through speaking. Thus the learned of speaking can not be separated from language.

On the other hand, speaking can be called as oral communication, and speaking is one of the skills in English learned. This becomes one important subject that the teacher should give. That is why the teachers have a big challenge to enable their students to master English well—especially speaking English in class or out of the class.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they say. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

2.2 The Definition of Speaking Ability

Lai-mei & Seyedeh (2017) stated said that in second language learning, speaking is very important. When the language learners are good at speaking, it means they are successful in the learned language. Speaking skill is used to before human learned to read than writing. The human reached the information used to speaking mostly and written rarely. El Fattah Turkey (1969) as cited in Lei Mei and Sayedeh (2017) defined speaking as a tool to shared opinions, get information, and feel emotions. Therefore, speaking is the essential ability to make active brain and to understand the knowledge.

Speaking has components Harmer (2007) assumed that there are five speaking component vocabulary, pronunciation, fluency and comprehension. First, it is grammar. Adnan (2018) stated said that grammar is important to develop essential language skills. Grammar helps to get the meaning and information from the speaker. Vocabulary is vocabulary. There is so many techniq vocabulary such as song, games, and etc.

Third, the students should award their pronunciation because some words have the same sound and should pronounce clearly. Fourth, it is fluency. Mireya and Mark (2016) assumed that "For learners of English as a foreign language (EFL), fluency is one of the most difficult aspects to develop within the speaking skills". The teacher needs to improve students fluency to help them improve in speaking. The last is comprehension. The students need to understand the text, the speech to reach the meaning of it. To sum up, the students need to improved these components to have fluency in speaking.

Goh and Burns (2012, as cited by Anne, 2019) stated said that there are three components of second language speaking competent; knowledge of language and discourses, core speaking skill and communication strategies. To teach speaking globally, the teacher should use these components. Anne (2019, p. 2) stated said that "these components in order to produce spoken language in a fluent accurate and socially appropriate way, within the constraints of a speakers cognitive processing". The teacher needs to know about these components in teaching speaking.

First, the components of second language speaking are knowledge of language. This component focused on how to pronounce the word and sound pattern of the language, grammar and structured of the language, and understanding discoursed. Second, It is core speaking skill. In this component, the teacher focused on students process in enhance fluency, such as chunked, paused and etc.

Third, it is communication strategies. The last components concentrated in three aspected; limitations in language knowledge (e.g.circumlocution) metacognitive strategies (e.g. planning in advanced what to say) and interaction strategies (e.g. asking for clarification/repetition). In conclusion, the teacher should be aware of these components while teaching speaking in a second language speaking in the classroom.

2.3 The Types of Speaking

Brown (2003:141) stated as with all effective tests, designed appropriated assessment tasks in speaking begins with the specification of subjective objectives or criteria. Those objectives may be classified in term of several types of speaking performance.

a. Imitative

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

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrated competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress rhythm, juncture). Examples of extensive assessment tasks included directed response tasks, reading aloud, sentenced, and dialogue completion limited picture-cued task included simple sequences and relationships up to the simple sentence level.

c. Responsive

Responsive assessment tasks included interaction and test comprehension, but at the somewhat limited level of very short

conversations, standard greetings, and a small talked, simple request and comments and the like.

2.4 The Elements of Speaking

In speaking, the student needs to acquire the ability to expressed their ideas and opinion. Consequently, this competency should be mastered by the learners of the language. The ability to speak fluently pre-supposed not only knowledge of language featured, but also the ability to process information and language, on the spot".

a. Among the elements necessary for spoken production (as opposed to the production of practised examples in language drills, for example), are the following:
Connected speech: Effective speakers of English need to be able not only to produce the individual phonemes of English but also to used fluent, connected speech".

b. Expressive devices: Native speakers of English changed the pitch and stress of particular parts of utterances, vary volume speed, and showed by other physical and non-verbal paralleling (especially in face-to-face interaction)

c. Lexis and grammar: Spontaneous speech is marked by the used of a number of common lexical phrases, especially in the performance of certain language functions

d. Negotiation language effective speaking benefits the negotiator language we used to clarify and show the structure of what we are saying.

2.5 The Developing of Speaking Ability

Students often think that speaking a language is a language learning product, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies: used to minimal response, recognized scripts, and used language to talk about language so that they can use to help themselves expand their knowledge of the language and their confidences in using it. These instructors help students learn to speak so that the students can use speaking to learn.

a. Used to minimal response

Language learners who lack the confidence to participate successfully often listen in silence while others do the talked. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responded that they could use in different exchanges. Such a response can be especially useful for beginners.

Minimal responses are predictable, often phrases that conversation participants used to indicate understanding, agreement, doubt, and other response to what another speaker is saying. Having a stock of such responsed enables a learner to focus on what the other participant is saying, without having to plan a response simultaneously.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions influenced by social and cultural norms

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often follow Patterns of scripts, so do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker is turn, and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they would hear and what they would need to say in responses. Through interactive activities, instructors should give students practised in managed and varying the language that different scripts contain.

c. Used language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realized that a conversation partner has not understood them. Instru inictors can help students overcome this reticence by reassuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also given students strategies and phrases to used for clarification and comprehension check.

By encouraging students to use clarification phrases in class when a misunderstanding occurs and responding positively when they do, instructors can create an authentic practised environment within the classroom. As they develop control of various clarification strategies,

students would gain confidence in their ability to managed the various communication situations on they may encounter outside the classroom.

2.6 The Position of Speaking Ability in Learning English

Speaking is one of the language skills which is always used by human to communicate. Ratna, Ummi & Ari (2016, p. 63) stated said that "Speaking is one of the basic language skills that have to be mastered by English foreign learners due to it is significant and it is used for communication". The English foreign language students should learn, and more practice to completed the competence in the learned language. Therefore, students should improve their speaking by practised.

Speaking is a critical skill, and the teacher should teach active-learned in the class to make the student speaking English. The students have difficulties when trying to speak because most of them feel shy to speak in front of people, especially the students vocabulary of vocabulary. Then, the students feel nervous and no idea because of that, they usually repeat the word. Sometimes, the teacher not concern about the students progress in listening and speaking. The teacher has to given the opportunity to speak even though when study writing and reading skills. In other words, The teacher should stimulate the student to speak and overcome the fear of making mistakes to be confident. Speaking is an ability which deserves attention every bit as much as literary ability, in both first and second languages. Accuracy and fluency are important in the learned language. Ali, Atefeh & Fatima (2016, p. 178) argued that "Speaking is the production ability that is included

in two main categories: accuracy and fluency". The students feel difficult in improved accuracy and fluency. In this case, the teacher should use effective methods, such as role-play, games, and etc which is to develop grammar, vocabulary, and other components. It helps to improve accuracy and fluency learners in the learned language.

2.7 The Problem in Learning Speaking

There are some speaking problems, especially students who are learning English as a foreign language or second language. Some English teacher feels difficult to teach speaking to their students. They have to prepare some fun activities, such as games, role play, discussion, storytelling, etc.

Zhiqin (2013) stated in his research, and some factors affected learners speaking. These factors are cognitive, linguistic, and affective factors. First, it is cognitive factors. This factor affects learners speaking through the way students ability to get the information and analyzed what the speaker talked about. This factors included conceptualization, formulation and articulation. Second, it is linguistic factors. This factor had grammar, pronounce and vocabulary. They feel difficult to share vocabulary, make mistakes in grammar, and pronunciation to understand the speech.

Faezah (2016) also argued problem speaking based on factors of speaking effectiveness. This factor involves grammar and discourse. Grammar is the English language structure used to understand the time of the event, the content of the speech and writing, and etc. Grammar is more focused on writing, but sometimes the students should aware used grammar in speaking.

Grammar becomes a big problem for language learners. The students have to know the knowledge of words and sentenced order of a language. Then, discourse is the second factors of speaking effectiveness. Discourse is learned about the content of the convicted. The students are difficult to understand the meaning of the sentences, especially students who are poor in grammar.

The third problem of speaking that Faezah (2016) has done in her research is sociolinguistic factors. Sociolinguistics is about learned the style of native speakers. There are three factors of speaking problem based on sociolinguistic. First is strategy, the students should know about the politeness to communicate with others. How to start the conversation, how to respond to someone, and how to end the conversation. Speaking is not about practiced appropriate, but the way to speak is also important Second factors of the sociolinguistic is interaction. "The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas." (Faezah, 2016, p 4). Therefore, speaking is the way to negotiated a good relationship to solved the problem and discussed a topic with surrounded people. In this case, the students are difficult to speak because they need to start the conversation and find a topic.

Third is fluency and accuracy. Raana, Ebrahim & Mohammad (2016, p. 190) stated that "accuracy and fluency are two important factors which can determine the success of English learners in the future". When the students are not fluent in speaking it means they are doubtful to deliver the information and uncomfortable speaking English. Accuracy is an ability to used grammar,

conjunction, preposition, and etc. The students at the fifth of English Department of UMMAT should know about all the structured in language to make their speech and written to understand. To make the students fluency and accuracy, they should practice every day.

2.8 The Techniques in Learning Speaking Ability

There are some techniques to learned speaking abilities such as discussion, song, role play, communicative games, etc. First, It is discussion. The teacher should plan active learning to make the students enjoy in learned English. The teacher makes some group and given a topic then they discussed and shared their opinion about the topic. Gerber (1996, as cited by Ayman & Muhammad, 2016, p. 119) stated said that "...group discussion to help assist in learned useful new skills such as time management, critical thinking, leadership, teamwork and social ability". The students demand to have non-academic skill in their atmosphere. Besides, to learned speaking, the teacher may accomplish debated in the class. To construct an active learning activity, the teacher can apply the discussion in teaching speaking.

Second, the teacher can use a song for the technique in learned speaking. Lumpkin & Achen (2015, as cited by Demirci and Erhan, 2018, p. 296) indicated that "students enjoyed participated in active learning activities and these activities (learned by song) were positively impactful on students learned". This can develop students creativity and vocabulary. For example, complete the lyrics of the song, find the song's meaning and value, and sing together to improve pronunciation. The students who are enjoy singing will

participate in learned, and they do not feel bored to study English. Third, the teacher can used role-play to teach speaking. Chuang (2010, as cited by Nubia, 2016, p. 37) stated said that "doing exciting interactive group work and creative role-played also interested them". It can be useful to make the students speak English in the class. For example, two students make a conversation, and the teacher identifies the situation.

Fourth, the teacher can use the communicative game. Ratna, et al. (2016, p. 64) defined that "Communicative game is a set of well fun-design activities can stimulate students interaction in the classroom". This game can stimulate students to speak in the class and they feel confident in speaking. It would attack the students who are generally playing games on their cellphone at their home. For example, the teacher designs a game that the students should speak to win the game. Therefore, the teacher should be concerned about the active learned and other techniques can be used in teaching speaking.

The teacher needs to focus on student-centred in the English speaking classroom. Raana, et al. (2016, p. 191) assumed that "one of the primary objectives of schooling and education is the ability to think critically." It would make the students think critically or used another method to engage the students speak up.

The teacher should connect with the students to ask their problem in speaking. Raana, et al. (2016, p. 190) stated said that "scholars believe that speaking skill is the most important part of EFL courses". Learned to

understand the basic of English such as the verb-based, sentenced, pronunciation, would be easier to learn more complex.

Nowadays, the students may use some application on the cellphone to improved English speaking. Faezah (2016, p. 144) assumed that "when you practised, your fluency would be better too". The students who learned English at early ages is quite useful in improved their fluency in speaking than the learners who learn English at later. In this case, the teacher is an important rule in enhance students fluency. In sum,the students of English Department of UMMAT should practice every day to improved their speaking ability.

2.9 The English Courses in Brief

English courses is an informal institution as additional learned for the students. In the undergraduate level, it is known as pre-college courses before majoring the subject. It can improve self learnability outside the formal institution. At the English courses, the students learn to improve their ability based on their interest.

1. The Definition of English Courses

Every child is born with a different talent. Stahl and friends (2007, as cited in Fahdia, 2018) stated said that "talent consists of those individuals who can make a difference to organizational performance, either through their immediate contribution or in the longer term by demonstrated the highest levels of potential" (p. 8). Therefore, students in developing talents are required to study and enrich knowledge.

Halil and Abdullah (2018) stated said that "As English has been widely used internationally, many people are interested in English and prefered learned English" (p. 169). Non-native students should learned English to understand the subject, enrich the knowledge and develop the talents. Türk (2011, as cited in Yasin, 2018) assumed that school is "the place where all kinds of education and training are conducted collectively" (p. 418). Therefore, the school is one of the learning centres where teachers transfer, enrich the knowledge to the students and develop their talents in learning the English language.

Learning English not only done in school, but students can also learn in English courses. Especially in urban areas, many schools have programs in which students set aside part of their normal school day to study the English language with the close supervision of an ESL teacher in a small group. English course is a place for students to study every subject that has been taught at school and to develop their interested in learned the English language. In Bahasa Indonesia, it is called Bimbel (*bimbingan belajar*).

English courses is helpful for high school graduated willing to be enrolled in college. English courses also helps students to reached the level of English language proficiency from basic to advanced and served students with a wide variety of educational background of the study also known in college as Pre-college courses.

2. The Purposes of English Courses

The aims of English courses are to help students enhance their interested and focused to reach their dream. At the courses, students feel free to learn in their own way. Shan (2019) argued that the students who take the courses are quite flexible in learned style. For example, it is good for introvert students to learn at an English course because they are difficult to understand the teacher in the school and are hesitant to ask questions.

The English courses can be an extra class for students who learned the subjects out of school. In the courses, students can found some ways to answer the question and have time to practice because it is the best way to remember the material. Meanwhile, the students need time to enrich the knowledge of their interested in learning the English language. In this case, English courses helps the students to focus more on their interested.

3. The Advantages and Disadvantages of English Courses

a. Advantages

The English courses provided facilities and programs. Generally, English courses has some advantages. First, it minimizes the anxiety in English class. Dr. Ayman & Elsadig (2019, p. 270) argued that "the students feel anxious and stressed to participated in English class and they are scare of make mistakes". The students feel stressed because they are low self-esteem to perform especially in speaking class. Second, it has a flexible time.

Shan (2019, p.158) stated said that "the students believe that the courses learned can be carried out at any time with fragment time, which is convenient, efficient, and effective". The students can choose the time, whether after school or when they are free. Third, English courses may improved students competency in English. Fang (2009, p. 237) argued that "English training courses help international students improve their English to meet the universities' entry requirements in a short time". This is applicable to the students of English Department of UMMAT who want to apply to be international students.

Furthermore, the teacher at English courses mostly has a particular standard in teaching. Fang (2009, p. 239) stated that "they often focused on explaining the hardpoints and common mistakes to us when they were teaching". The teacher explained the material based on students' English level skills; the students may continue learning English based on their level and not reply to the same material.

b. **Disadvantages**

English courses also have some disadvantages. First, the students will spend more money and time to learn English. They need to pay extra to take the class at the English courses. Also, they must be allocated extra time to study English outside the school. Fang (2009) stated that the participants in this research mention that they would waste money and time if they meet with the teachers who have pronunciation problems. For this reason, Zhou Jie (1999, as cited in

Fang, 2009 p.240) presented that, "A good English teacher should be a good English speaker". In other words, English courses must have a quality teacher in improved students English competence.

Second, learned at English courses is lack of cooperative work. At the English courses, the students can not study how to work together because their classmates are not as many as students in school. Xiao and Gu (2018, p. 111) stated said that "the students can learn how to work in a large team, which is also beneficial to their future work". Limited number of students at English courses leads to limited opportunity to work in group activities.

2.10. The Teaching Speaking in English Courses

Teaching and learned process of English in Senior High School is based on the school-based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

1. Language as a means of communication is used to express meaning grammatically.

2. Learning a foreign language is how to communicate used that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real-time processed constraints. It means that they would be able to used words and phrases fluently without very much conscious thought.

Harmer (2001:271) stated said that effective speakers need to be able to processed language in their own heads and put it into coherent order so that it comes out in forms that are only comprehensible, but also convey the meanings that are intended. One of the reasons for included speaking activities in language lessons speaking activities lessons is to help students familiar with oral used of language in English conversation. Speaking activities provided exercise opportunities in real-life speaking in the safety classroom.

1. **The Roles of the Teacher in Speaking class**

Speaking is a means to communicate with other people, It can be done in monologues or dialogues. So, speaking in human life is so important because humans cannot live normally without communicating with other people. But the problem that the teacher commonly faces in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do vocabularyuch vocabulary to speak. So the teacher has an important role in encouraged students to speak.

A teacher should be more than a teacher, he/she should be a facilitator. The truth is, language learning is a process that depended a lot on how a teacher teaches. As Harmer (2007) said, a teacher can act in many ways: as a controller, prompter, participator, resourced or as a tutor (p. 108). Unfortunately, in our context, the teacher is the controller of a classroom. In case of his suggestions of facilitated learned, he said that the

teacher should be democratic and should let his/her students participated in decision makings rather than controlling the class (p.107). That is to say, teachers must allow learners" autonomy in classrooms. Besides, Ur (1996) also emphasized a teachers role in case of teaching speaking. He said that teachers can do a lot within the class to solved speaking problems (p. 121). They can promote activities like.

(1) Use of group/pair works.

(2) Make a careful choice of topic and tasked to stimulate interested and

Keep students speaking the target language no matter what (p.121). Scrivener (1994) also said the same thing. He also stated that a teacher has a lot to do to promote learned in a classroom (p.228) He also mentioned a few suggestions which can help a teacher prepared speaking lessons better like the used of "structing talked" (make sure that learners get maximum chance to talk in the class by reduced teachers participation level), avoided "talked-talked loop" (to avoided asked several questions and shut up), used "open questions" (asked questions whose answers requires more than just, "yes or no" from the students" part) etc. (p.228).

To sum up the above discussion, it can be said that the role of a teacher is very much important in case of teaching speaking communicatively. This is because it is the teacher who can actually make his/her innovative used of methods, techniques and activities within the classroom.

2. Models of Teaching Speaking in English Courses

An averaged person who want to learn the English language, most certainly they have some reason. It is can speak English, So they learn the English language to try speaking English. Usually, failure of learning speaking cause boring situation in the class, unattractive, less fun and silent in class.

There are many models of learning speaking.

According to M. Solahudin (2009:66) in practical tips learn to speak, there are some models of learned speaking as follows :

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. The first meeting is called the main category, and a second meeting is called a study club. Main level is meeting with the teacher has an important character in the class. All activities in the class depended on the teacher. Study club is a group of learned, and it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy making questions and practices speaking with the senior. Activities in the study club are not different from the main class because the study explains material learned.

b. Conversation on the way

Conversation on the way is one of the activities in speaking class. The function is to bored disappear in the class. They can be shared about their daily activity. So, the students feel the conversation

more clearly, attractive, and comfortable.

c. Discussion group

A discussion group is one of activity in speaking class. Discussion in the speaking program only takes about the easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.

d. Role-play

Role-playing is a study in which the participants assumed the roles of characters and collaboratively create stories. Participants determined their characters' actions based on their characterization, and the actions success or failed accorded to a formal system of rules and guidelines. Within the rules, they may improvised freely, and their choices shape the direction and outcome of the games.

Based on the models of teaching above the researcher thinks group is suitable to improved students speaking skill in role-play because the purposed of these activities are to train the students to speak English more clearly. Usually, students can not speak anything because they have no idea. The researcher hopes that group interaction can help students to speak English because students would be easier to say when they discuss. The teacher will make this activity more attractive and make students get enjoyable in the class.

2.11. The Previous of the Studies

Muzaffer Barin (2019) designed a study to found out Pre-Service Teachers Attitudes towards English Courses and Their Critical Thinking Skills. He used the California Critical Thinking Disposition Inventory (CCTDI) and Attitude Scale towards English Classes (ASTEC) as instruments to collect data and 159 pre-service teachers as participants. He used a quantitative approach and showed the result that pre-service teachers need to raise their awareness toward critical thinking which will enlighten their language learned process.

Additionally, Sibel Günay Ceylaner and Fazilet Karakus (2018) from Turkey conducted a research about the Effects Of The Flipped Classroom Model On Students Self-Directed Learning Readiness and Attitudes Towards The English Courses. The aims of this study is to identify how the flipped classroom effect and affect students self-directed learned readiness. The found of this study show a significanced differenced between who were not English courses. This study used to mix method approach; qualitative data and questionnaire to collect a quantitative data and focus group interview with 30 ninth-grade students to have qualitative data.

According to Dian Azmi (2020) with the title "The Effect of English Courses Towards Students Speaking Ability" and the found of this study showed a significance differenced between who were not English courses. and based on the result of the research learned speaking at the English courses, not only can improved students speaking in English, but also

canvocabularyeir vocabulary and other skill in learning language.

The differenced between this research and previous study comes from it is approach, sample and instrument. This research used a qualitative approach to get the information of English courses in improved speaking ability. The sample of this study are 20 students as participants and used interview and documentation and recording analysis to collected data.

This research investigated "An Analysis of students English courses background toward speaking ability at the fifth semester of English Department of UMMAT in academic year 2020/2021".
The aims are (1). What are the impacts of students English courses background toward students speaking ability at the fifth semester of English Department of UMMAT in academic year 2020/2021.

This research employed a qualitative research approach and the data collected through interview method and documentation and recording analysis. The participants are the students in the fifth semester of English Department of UMMAT in academic year 2020/2021.

CHAPTER III

RESEARCH METHODOLOGY

This section aims to explained research design, the setting of the study, instrument of the study, the techniques of data collection, the techniques of data analysis those points would be discussed as follows :

3.1 Research Design

A case study is a research strategy in which the researcher carefully investigated a program, event, activity process or group of individuals. Case are limited by time and activity, and researcher the collected completed information used various data collection procedures based on pre-determined time (Stake 1995).

The researcher only give students one-shot case study test. The test to be carried out in this study are tests ability to speaking in English in the form of interview. The purpose of holding the test is to found out the students speaking ability after got treatment with the used of the mix method. Students are expected to be able to develop the English speaking skills of those who have taken English courses, and can answer and used speaking skills of simple command sentenced. Then, a cased study occurs when the researcher explores a single entity or phenomenon (the case) that is limited by time, the activities of various data collection procedures during at that time (Creswell, 1994:11).

Before carried out the test, the researcher consulted to the experts as a judgment, so that the test has been given is tested for the validity and reliability. In summary, what distinguishes the case study method another

qualitative research method is the depth of it is analysis on case more specified (both certain events and phenomena).

This study used mix method approach; qualitative data and quantitative data and focused on group interview with 20 students grade A to have qualitative data. A qualitative research approach is proposed for this study. Mason (2002) claim this approach would explore many things such as a wide array of dimensions of the social world, included the texture and weave of everyday life, the understandings, experienced and imagined of our research participants, and etc. Robert (2011, p. 6) argued that "by now, qualitative research has become an acceptable, if not mainstream, form of research in many different academic and professional fields". Through this approach, it is aimed to get the information about students of English Department of UMMAT in academic year 2020/2021 in speaking ability related to learn at English courses.

3.2 The Setting of the Study

a. Participant

According to Fraenkel and Norman (2012) the participant is the group of the interested to the researcher, the group whom the researcher would like to generalize the result of the study. It is a group of people with certain characteristics of interested for the research (Griffee, 2012).

The participants of this study are the students at the fifth semester University Muhammadiyah of Mataram. The researcher chooses the fifth semester of English Department of UMMAT students as participant

because they are studies at the English Department and some of them are taken English courses in different courses instituted the number of 20 participants.

3.3 Instrument of the Study

The researcher used speaking test, documentation and recording as the instruments of the study.

1. Test of Speaking

According to Arikunto (2013:127) Test is a series question, exercised or other means which are used to measured the skill, knowledge, intelligence, ability or talent that have by individual group. The researcher would give the students 10 questions in the form of interview.

The speaking would be analyzed by used to speaking assessment adapted from Hughes (2003: 131) creates the assessment criteria for speaking test as follows :

Table 3.1 Rubric Speaking Assessment

ASPECT	SKOR	INFORMATION
Pronunciation	5	Easy to understand and has a native speakers' accent
	4	Easy to understand event with a certain accent
	3	There is a problem of pronunciation that makes the listener concentrated and sometimes misunderstood.
	2	Difficult to understand because of the problem of pronunciation, often repeated.
	1	The matter of serious pronunciation is so inscrutable.
Grammar	5	Nothing or a little grammatical error
	4	Sometimes making grammatical mistakes but not affecting meaning
	3	Frequently make grammatical errors that affect meaning
	2	Many grammatical errors that block meaning and often reorder sentences
	1	Grammatical errors are so severe that they are hard to understand.
Vocavocabulary		sed vocabulary and phrases like native speakers
	4	Sometimes uvocabularyate vocabulary
	3	Often used vocabulary vocabulary, the conversation becomes limited becauvocabularyted vocabul
		vocabularysed vocabulary invocabularyand vocabulary is limited so it is difficult to understand
	1	Vocabulary is so limited that conversation is not possible.
Fluency	5	Fluent like a native speaker
	4	Fluency seems a little impaired by language problems.
	3	Fluency is somewhat impaired by language problems.
	2	Often hesitates and stops because of language limitations.
	1	Talk falters and stops so that the conversation is not possible.
Comprehension	5	Understand all without difficulty.
	4	Understand almost everything, although there are repetitions in certain parts.
	3	Understand most of what is said when speaking so that it is slowed down despite repetition.
	2	Hard to follow what is said
	1	Can not understand even a simple conversation.

2. Documentation and Recording

Documentation in this research is aimed at get data about the students speaking score. Bowen (2009) argued that documentation is a part of a study which taken a variety of forms. They included advertisements, agendas, attendance registers, survey data, various public records, and etc. However, the researcher used the public records type annual reported from the students. The researcher found out the score of basic speaking of the participant.

3.4 The Techniques of Data Collection

Creswell (2008, p. 4) stated said that "The processed of research involved emerging questions and procedured, data typically collected in the participants setting, data analysis inductively builded from particulars to general themes, and the researcher make interpretations of the meaning of the data". After the data collected, then they would the classified to identified the students ability in speaking.

In this case the researcher analyzed the data by students and interpreting of the interview. The data collected will be analyzed by used a descriptive method Descriptive method is one kind of method that described the data by sentenced (Arikunto, 2009). Descriptive method is used to described the differences who students do not English Department of UMMAT in academic year 2020/2021.

1. Identified the students answer interview of 10 questions from researcher

2. Calculated of interview of data to found out the result

In this step, survey of rubric speaking assessment of 5 types of answer. The answer of interview grouped into:

5 : Excellent

4 : Good

3 : Average

2 : Fair

1 : Poor

This to presented the data into of interview, the researcher analysis the data used the formula below;

$$P = \frac{\sum}{n} x100$$

Notice

P   = Rubric score of speaking assessment of each indicator

$\sum$ = Questions of interview

n   = Result of Interview

100% = Constant of result

Qualification ;

Excellent : 90 – 100

Good   : 80 – 90

Average   : 70 – 80

Fair   : 60 – 70

Poor   : 50 – 60

3. Clarify the interview

In this step, the researcher would be clarified the result of the interview to make data the clear. After interview, the researcher give a descriptive about the interview.

4. Explained the result of documentation and recording and interview

In this step, the researcher would clarified the result of documentation and recording and interview. Then, the researcher would give a more detail explanation about the result of the interview to make sure the data clearly toward documentation and recording and interview to know the result of the differences who students do not at English Department of UMMAT in academic year 2020/2021.

5. Drawing a conclusion

In this step, after the process of analysis documentation and recording and interview is finished, the researcher will make a conclusion form the result of the research.

After that, the researcher shows how many participants recognized that English courses impact toward their speaking ability ; these data match with students score in basic speaking class. The last is the conclusion of the study which is summarized based on the ability of students of English Department of UMMAT in academic year 2020/2021 in speaking and it is a connection with students experienced in learned at English courses.

3.5 The Techniques of Data Analysis

In this study, the researcher obtained the data from the interview. Then the researcher analyzed the factor which causes the participants speaking based on the interview done by the participants. Further explanations would give as the result of the study in the next chapter. The method used qualitative data is to know the students' ability to speak skill by the students test.

In this research, the researcher used qualitative data analysis. In analyzed the collected data, the researcher applied the steps of qualitative data analysis proposed by Miles and Hubeman (1984) namely: data collection, data display and conclusion drawing/verification.

1. Data Reduction

   Data reduction is the process of reduced the data occurred repeatedly. Data reduction is the processed of selected, focused, on the important things, simplified, abstract and transformed the data that appear in transcription. In this research, the researcher reduced the data that had been taken from the field which hadn't relation with research problem.

2. Data Display

   After the interpretation of data, the next step in analyzed the data is data display. With data display, it would make easy to understand what is happening. According to Miles and Huberman (1984) looked at displays help us to understand what is happening and do something-further analysis or caution on that understanding. Data display itself is the

processed of showed data simply in the form of words, sentenced, table, and graphic in order to the research mastered in the data collected as the basic of taken appropriated conclusion. Miles and Huberman (1984) stated said that "the most frequent form of display data qualitative research data".

In this study, the researcher used to test of speaking in displaying the data, because it was most common data display used in qualitative research.

3. Conclusion and Verification

This is the last step of qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. The first conclusion is still temporary conclusion and would able to change it does not found strong proofs that advocated on obtained staged for the next. But if the conclusion that explained on beginning staged, and be supported by valid and consistent proof when researcher obtained the data in the field, so that conclusion is credible. The conclusion in qualitative research is a new discovery that can be an answer of the research problem.

The conclusion is in the form of description of the object of this study. Finally, in this step the researcher got the result and conclusion of the research.