

**THE INFLUENCE OF STUDENTS' EDUCATIONAL
BACKGROUND TOWARDS THEIR ABILITY IN SPEAKING
ENGLISH**

(A Descriptive Quantitative at the Tenth Grade of SMAN 8 MAKASSAR)



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
requirement for the degree of Education of English department*

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2020



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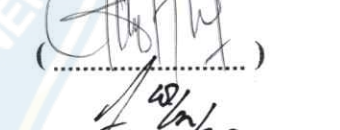
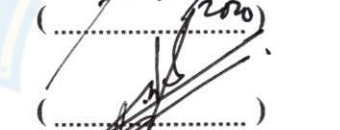
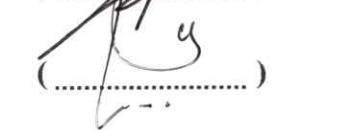
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MOTTO

Learn from the past, live for today and plan for tomorrow

DEDICATIONS

In the name of Allah, I dedicated my thesis for:

My beloved parents, Haeruddin and Herlina

My beloved Brothers Ian Ghailan Haeruddin

All of my friends

You are my greatest rewards

Thanks for always praying me, supporting me every day and standing by my side.

ABSTRACT

AAN GHIFARY HAERUDDIN, 2020. *The Influence of Students' Educational Background Towards Their Ability in Speaking English (A Descriptive Quantitative at the Tenth Grade of SMAN 8 MAKASSAR)*. A Thesis of English Education, Muhammadiyah University of Makassar. Guided by Ummi Khaerati Syam and Junaid.

The objective of the research was known that whether educational background influences their ability in speaking English of the students in the Tenth grade SMAN 8 Makassar or not. This research employed descriptive quantitative design.

The population of the research was the Tenth Grade of SMAN 8 Makassar in academic year of 2020/2021. Total students in the tenth grade SMAN 8 Makassar are 240 students and they divided into 8 class. The researcher was used the Purposive Sampling Technique, and choose 5 participant in each class from 8 class, so for all of sample in this research are 40 participants. For data collection, the researcher was used Google Form to share the questionnaire and recording voice via Whatsapp for the interview question as a instrument in collecting the data from the sample.

From the data processing the researcher obtained that as 16 students of 43,2% frequency answered in the high category of educational background, 11 students of 24,3% frequency answered the medium category of educational background, and 12 students of 32, 4% frequency answered in the weak category of educational background. The researcher concludes that the influence of students educational background towards their speaking ability in the first year's students of SMAN 8 Makassar in the Academic Years 2020/2021 are good enough.

Keywords: *students' educational background, speaking ability, speaking skill, influence educational background*

ABSTRAK

AAN GHIFARY HAERUDDIN, 2020. *Pengaruh Latar Belakang Pendidikan Siswa Terhadap Kemampuan Berbahasa Inggris (Deskriptif Kuantitatif di Kelas X SMAN 8 MAKASSAR).* Skripsi Pendidikan Baha Nsa Inggris, Universitas Muhammadiyah Makassar. Dipandu oleh Ummi Khaerati Syam dan Junaid.

Tujuan dari penelitian ini adalah untuk mengetahui apakah latar belakang pendidikan mempengaruhi kemampuan berbicara bahasa Inggris siswa kelas X SMAN 8 Makassar atau tidak. Penelitian ini menggunakan desain deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa kelas X SMAN 8 Makassar tahun ajaran 2020/2021. Jumlah siswa kelas X SMAN 8 Makassar sebanyak 240 siswa yang terbagi dalam 8 kelas. Peneliti menggunakan Teknik Purposive Sampling, dan memilih 5 peserta di setiap kelas dari 8 kelas, sehingga untuk semua sampel dalam penelitian ini adalah 40 peserta. Untuk pengumpulan data, peneliti menggunakan Google Form untuk membagikan kuesioner dan merekam suara melalui Whatsapp untuk pertanyaan wawancara sebagai instrumen dalam mengumpulkan data dari sampel.

Dari pengolahan data diperoleh hasil bahwa sebanyak 16 siswa dari 43,2% frekuensi menjawab kategori latar belakang pendidikan tinggi, 11 siswa dari 24,3% frekuensi menjawab kategori latar belakang pendidikan sedang, dan 12 siswa dari 32,4% frekuensi dijawab dalam kategori latar belakang pendidikan lemah. Peneliti menyimpulkan bahwa pengaruh latar belakang pendidikan siswa terhadap kemampuan berbicara pada siswa tahun pertama SMAN 8 Makassar Tahun Ajaran 2020/2021 sudah cukup baik.

Kata kunci: *latar belakang pendidikan siswa, kemampuan berbicara, keterampilan berbicara, mempengaruhi latar belakang pendidikan*

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In the name of Allah, Most gracious, Most Merciful.

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There were some handicaps and problems that the researcher encountered from the beginning to the end of this thesis, owing to help and invaluable suggestion from numerous people, the researcher could complete this thesis. Therefore, the researcher want to say thanks and his special appreciate to her parents Haeruddin and Herlina and all of my friends for their attention, support and love.

Thus, the researcher would like to express his appreciation and sincere thanks to all of them particularly:

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2. Erwin Akib, M.Pd., Ph.D, the dean of Teacher Training and Education

Faculty.

3. Umami Khaerati Syam, S.Pd., M.Pd, the head of English Education Department of FKIP UNISMUH Makassar for her advice and motivation.
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6. The researcher's deep appreciation for Dra. Siti Suriani and the English teacher Fatimah S.Pd and all the students, especially for all the students at class X in academic year 2020/2021 who have spared their time and activities for being subject of this research.
7. Thanks to all my friends especially my classmate (Addicted Class) that I can't mention one by one.

The researcher realized that this thesis still have not been perfect yet. Therefore, a constructive criticism will be appreciated. May Allah bless us forever. Aamiin

Makassar, 27 October 2020

The Researcher

Aan Ghifary Haeruddin



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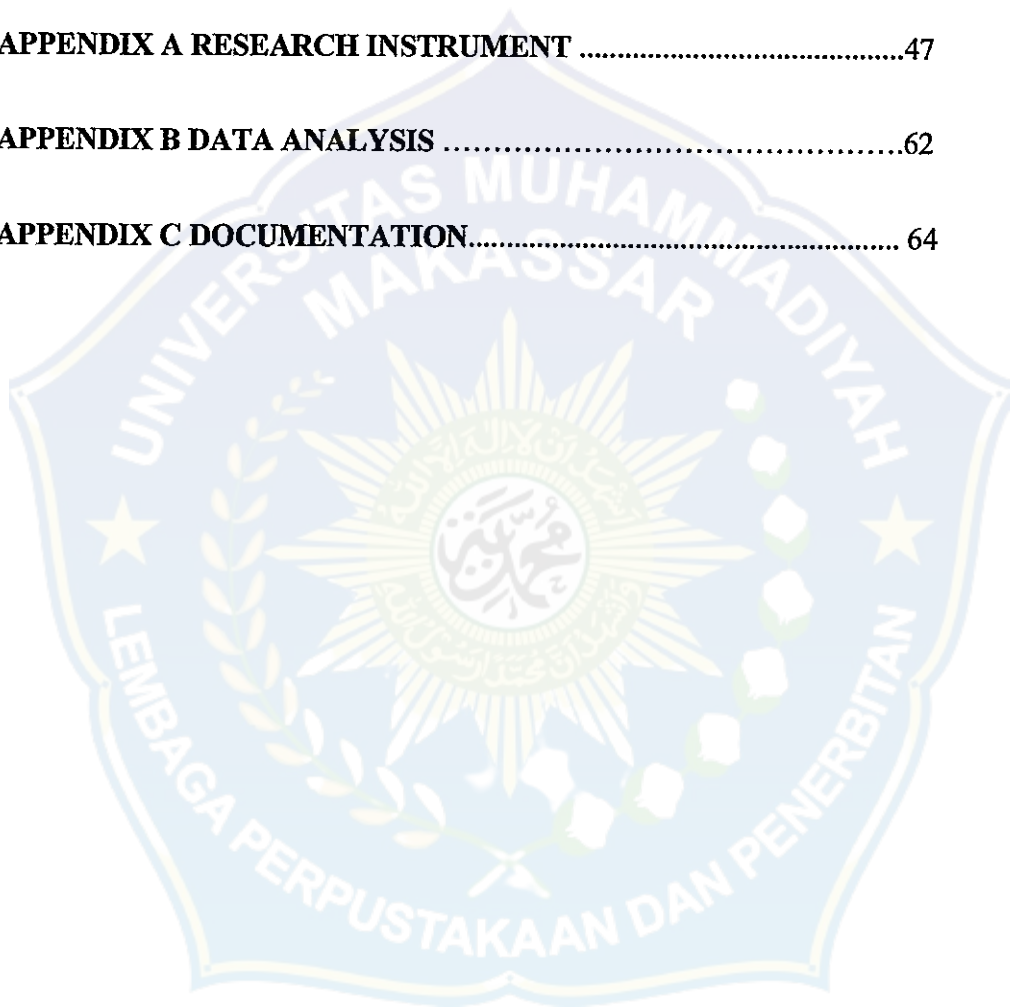
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CHAPTER I

INTRODUCTION

A. Background

English is an international language. In Indonesia, English is very important especially in education and to get the job. For the formal and informal education are very Important to get English certificate and get English knowledge. English has important roles as the communication media. it is also used for challenges of technology, sciences and culture that requires us to learn English deeply. In English education, there are four language skills that need to be mastered by students, listening, speaking, reading, and writing. Speaking is one of four language skills which needs to be mastered by students. It is an important skill because in speaking, someone is able to say what he/she wants to express. Also, it is a symbol of words that usually convey by someone through communication. Therefore, human being was use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intentions, or needs. Therefore, the correct way of speaking was make sure the success of interaction among people.

The importance of the knowledge of English is becoming more and more important nowadays. Besides other reasons, this knowledge is significantly important for Czech people, because there are words coming from English that are becoming fully accepted terms in the Czech language. Jazyky (2012) pointed out that English language burst into Czech

language for the first time at the beginning of the last century. In those times, the Czech language started accepting new English words, mostly from the field of sport (football, hockey), music (jazz, foxtrot) and the film industry. There was another extensive era of acquisition of English words which started after the year 1989 and it has continued until nowadays (Jazyky.com, 2012).

To be a good learner is not easy. We must think, how do we think of our selves as a good learner? In the class, the teacher has responsible for many types. Such as for interaction, for helping students grow in self-awareness and their ability to relate to other, for clarifying values, for promoting moral development, and for a host of objectives.

As a learner, we must be clever to speak up with teacher help in process of learning. There are five "Slogan of the day" guided the teacher in applying the result of research in structural linguistics to the preparation of teachings" materials and to classroom technique (Wilga, 1981:41).The world of education that continues to evolve requires every individual who is in the circle of globalization of education to participate in learning English. Benefits of English have a wide scope both in terms of education, technology, the world of work, even as a medium to socialize and establish cooperation between continents.

English Language it seems to be that we are talking about the major window by which we get the whole view of the world since it is the first language used in most areas of life. One of the important skills of this

language that leads to effective communication between people is speaking skill.

Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Besides, the teacher should take into account learners' interest and needs.

Speaking is the productive skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower et al., 1995).

There are many factors that affecting students' speaking ability. Gardner and Lambert in MacIntyre (2010) explained that the background knowledge influence on the learning achievement of the students. Thus, the students who have high grade averages was have English speaking abilities at the high level as well. From the several theories above, it can be concluded that the students who have their own English learning strategies and have habits in learning English language are able to speak English more effectively especially when they use English in real situations. In addition, students who have the high averages was have the ability to speak English at the high levels. With the result that, if we want the ability to speaking English well, we have to

consider this internal and external factors such as we are proficient in English, master the tenses, grammar, and had a lot of vocabulary. But, if the environment around us does not support, our ability in speaking can't developed.

. In particular, it is assumed that no research has examined students from the Tenth grade SMAN 8 Makassar. So, this research is the first research that focuses on this problem.

Based on the problem above, the researcher decides to conducts a descriptive research under the title "The influence of students' educational background towards their ability in speaking English by the students in the tenth grade SMAN 8 Makassar"

B. Problem Statement

Based on the background above, the problem statement of this research is follow as: "Does the students' educational background influence their ability in speaking English of the students in the Tenth grade SMAN 8 Makassar?"

C. Objective of the Research

Considering the problem statement above, the objective of the research was know that whether educationals background influences their ability in speaking English of the students in the Tenth grade SMAN 8 Makassar or not.

D. Significance of the Research

1. Practically

This research hopes in order to give contribution on the students so that they can be easier in following teaching and learning process especially on speaking.

2. Theoretically

The result of the study can be used to reference work for study of the other subject.

E. Scope of the Research

The scope of this research was focused on the influence of students educational background in formal and non-formal education toward their ability in speaking English of the Tenth grade SMAN 8 Makassar. This research is limited to fluency and accuracy in speaking English ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

The researcher reviews other thesis as principle or comparative in this research from relevant literature

The first review related to this research entitled *"The Influence of Pronunciation toward Listening ability (A case study of the six Class of Sumowono 02 Elementary School Kec. Pabelan Kab. Semarang in the Academic Year 2008-2009"*. Which Alfiqhoendaruati the student of state Islamic Studies Institute (STAIN) of Salatiga has researched in this thesis, she concluded that 'there is a significant influence of students listening toward pronunciation mastery (Alfiqhoendaruati, 2009)

The second is done by Lestari Handayani entitled *"The influence of Student's Self Confidents toward Their Achievement in Speaking (a case study of fifth semsester students of english educational faculty of STAIN Salatiga in the academic year of 2005/2006"*. She has analyzed that there is a positif correlation between the students self confidence and their achievement in speaking class (Handayani, 2006)

The third is done by Anik Isnaini entitle *"The Influence of Extroversion Toward Students' Speaking Achievemnet of the Fifth Semester of English Department of state Islamic Studies Institute of Salatiga Year of 2009/2010"*. She analyzed extroversion influence to students' speaking achievement (Isnaini, 2010)

From three above related research, the researcher interested to carry out a research dealing with the mastery of English especially in speaking. To make different research with other reseracher, the researcher has a bravely to do the research about students educational background with title “ *The influence of Students Educational Background toward Students Ability in Speaking English (A Descriptive Quantitative at the Tenth Grade of SMAN 8 MAKASSAR)*”.

Hossein Kashef, Khorasanib, Zahabic (2014) Toward English courses due to the fact that they find their reading comprehension developed as the result of an effective instruction. The present study adds to the previous body of research carried out on the role of innovative instruction in academic contexts (e.g. Ajideh, 2009; Atai, 2011; Hayati, 2008). It encourages the implementation of a learningcentered approach in EAP courses as opposed to teacher-centered GTM classes. It approves the implementation of all crucial principles of Hutchinson and Waters’ learning-centered approach which encourage the consideration of learner and his or her preferences and needs along the leaning process

B. Some pertinent ideas

1. Definition of Education

Robert W. Richey (1979) said, the term “Education” refers to the broad function of preserving and improving the life of the group through bringing new members into its shared concert. Education is thus a far broader process than that which occurs in schools. It is an essential social

activity by which communities continue to exist. In Communities, this function is specialized and institutionalized in formal education, but there is always the education, outside the school with which the formal process is related.

According to Sedarmayanti (2001), explains that through education, a person is prepared to have the provision to be ready to know and develop systematic thinking methods in order to solve problems that was be faced in life in the future. Another definition comes from Siagian (2006), he said that Education is the whole process of techniques and methods of teaching and learning in transferring knowledge from someone to another person.

John Dewey (1978), argues that education is a process of renewing the meaning of experience, this may occur in the normal association or association of adults with young people, may also occur intentionally and institutionalized to produce social sustainability. This process involves the supervision and development of an immature person and the group in which he lives.

The same thing was also stated by Dalle Edgar (1946), that Education is a conscious effort carried out by families, communities and the government through guidance, teaching and training activities, which take place in school and outside school throughout life to prepare students to play a role in various the environment permanently for the future.

From the definitions above, it can be concluded that Education is a conscious effort carried out by families, communities and the government

through guidance, teaching and training activities, which take place in school and outside school to solve problems that was be faced in life in the future.

2. Different Types of Education

With a view to gaining adequate insight and access to the meaning of various concepts of education, it is felt imperative to analyze and classify education into various categories and types.

Education may be divided into three kinds; formal, informal and non-formal. Formal education is deliberately and consciously planned and its curricula are predesigned and goals are predetermined. It comprises direct schooling and tuition intended for pupils of particular age-group. For example, schools and colleges impart formal education. It is however criticized that formal education is or likely to be rigid, artificial and divorced from life-experiences. Therefore, the Western revolution of the reschooling society has started recently.

Non-formal education is offered at the convenient place, time and level. of understanding or psychological growth of children or adults. Therefore, unlike the formal education system, it does not have a fixed time-table nor a prescribed course of study. Similarly, it is free from authoritarian outlook anti rigid rules as well as regulations. It has limited goals and purposes. It is open-ended and non-competitive.

Formal education relates to a methodical, coordinated training model, organized and controlled by a given arrangement of laws and standards,

introducing a fairly inflexible educational program as respects goals, substance and procedure. It is portrayed by adjacent schooling measure named, as Sarramonal comments, "presential instruction", which fundamentally includes the educator, the students and the organization. It compares to the instruction cycle typically received by our schools and colleges. Formal training foundations are officially, actually and curricularly coordinated and need from students a base homeroom participation. There is a program that instructors and understudies the same must notice, including halfway and last assessment. Formal education relates to a deliberate, coordinated training model, organized and managed by a given arrangement of laws and standards, introducing a fairly unbending educational plan as respects goals, substance and philosophy. It is portrayed by touching instruction measure named, as Sarramonal comments, "presential training", which fundamentally includes the educator, the understudies and the establishment. It relates to the instruction cycle typically received by our schools and colleges. Formal schooling establishments are authoritatively, truly and curricularly coordinated and need from understudies a base study hall participation. There is a program that instructors and students the same must notice, including middle of the road and last evaluations to propel understudies to the following learning stage. It is to propel students to the following learning stage.

It presents degrees and confirmations compliant with a very exacting arrangement of guidelines. The approach is essentially expositive, hardly identifying with the ideal social goals indeed, it is nevertheless rare that such targets are operationally settled. Evaluations are made on an overall premise, for regulatory purposes and are rarely used to improve the training cycle. Their character is, generally, reformatory, complying with a mono-directional system that neglects to invigorate understudies and to accommodate their dynamic cooperation all the while, however as a rule, disappointments are attributed to them. The setting-up of conventional training framework doesn't think about the understudies' guidelines, qualities and mentalities that are applicable to the instruction framework which, by and large, isn't tried or evaluated at the degree of understudy acknowledgment, just as for adequacy and proficiency. A similar system poor, incapable, barely imaginative is received, regardless of whether the universe contains 10, 50 or 200 understudies. Other institutional assets than the expositive technique are rarely utilized and, when they are utilized, the essential learning standards are ignored. The subjects are introduced in detached squares, regardless of whether as to substance or technique. Consequently, for example, on account of Physics, for techno-authoritative reasons the subject is partitioned into hypothesis, research center and practices and, their satisfactory request and relationship is ignored. When all is said in done, the targets focused on the self-awareness of understudies are negligenced and, the essential standards of

learning neglect to be considered in the arranging and the presentation of schooling frameworks. It isn't over the top to state that on account of formal instruction, generally educators profess to educate; understudies claim to learn; and, organizations claim to be truly obliging the interests of understudies and of the general public.

Along these lines, for the most part, formal education can't camouflage its detachedness from the genuine necessities of the understudies and of the network. Non-formal training as observed, formal schooling has a very much characterized set of highlights. At whatever point at least one of these is missing, we may securely express that the instructive cycle has procured non-formal highlights. Hence, if given training framework isn't presential more often than not - non-touching correspondence we may state that it has non-formal instruction highlights. Moreover, non-formal education qualities are discovered when the received system doesn't need students participation, diminishing the contacts among educator and students and most exercises happen outside the foundation with respect to example, home perusing and administrative work. Educative cycles invested with adaptable educational plans and approach, fit for adjusting to the necessities and interests of understudies, for which time is definitely not a pre-set up factor yet is dependent upon the student's work pace, absolutely don't relate to those contained by formal education, however fit into the alleged non-formal schooling.

Relatively to the quantity of formal schooling factors that are missing from a cycle, we discover a few evaluations of non-formal frameworks.

These starter contemplations accentuate the need plainly and unbiasedly to set up the conceivable fundamental highlights of non-formal education. This, not with standing, isn't a simple errand. As commented by Ward (2013), "A thorough and standard meaning of non-formal education isn't yet accessible in like manner utilization. Maybe such a definition was not arise until after substantially more investigation of the instructive issues and possibilities intrinsic in the assortment of encounters currently called non-formal training has been finished." As respects the differentiation between both instructive models, similar creators bring up that "the inferred and genuine qualifications among formal and non-formal education ought to be seen inside a methodical and all encompassing perspective on training." In a similar paper, they comment that training remains moderately unclear in light of the fact that the non-school perspective on training has justified little revenue and obligation from instructive organizers. Not with standing the abovementioned, even a fundamental investigation of the current non-formal frameworks uncovers the steady presence of two highlights: (a) centralization of the cycle on the understudy, concerning his recently distinguished necessities and conceivable outcomes; and (b) the quick handiness of the training for the student's close to home and expert development. 2 Non-formal instruction appears better to meet the individual requirements of students.

As per Ward (2013) a precise examination of the fundamental highlights of non-formal education, differently from formal tutoring, shows that members are directed to non-formal projects on the grounds that these offer the mastery that they would like to gain and the vital help for their very own superior comprehension selves and of their reality. It is nevertheless characteristic that if the instruction offered by schools is without an incentive for a student's life and neglects to set him up to manage every day issues, he was essentially decline to partake in programs that may at long last vanish or, best case scenario, must be reformulated to pick up importance for understudies. As non-formal education is centered around the student, it perforce presents adaptable highlights as respects the at first settled and embraced strategies, destinations and substance. It is in this way snappier to respond in face of the progressions that may influence the necessities of understudies and of the network. With premise on these starter contemplations we may effectively reason that the non-formal mark includes a wide assortment of instructive frameworks supplied with highlights that either lead them towards or away from the set up formal frameworks. Subsequently, we may surmise the presence of a specific level of progression connecting the formal and the non-formal training. This view isn't restricted to a just scholarly interest on the grounds that, as was be seen underneath, it is a very goal and viable one in the quest for elective answers for instructive issues.

3. Concept of Educational Background

a. Understanding of Educational Background

Educational background is a person's experience that has been obtained from a learning program. The experience can be in the form of (a) knowledge, or relating to cognition, (b) attitudes, or (c) certain behaviors. Different cognition, as stated by Kreech, Crutchfield, and Ballachey, causes a different way of learning and thinking. Thus, it can be stated that different educational backgrounds was lead to the development of different knowledge where the development of knowledge occurs in accordance with the learning experiences that have been obtained.

b. Theories underlying the educational background: Transformation and learning transfer.

The development of knowledge occurs through a process of transformation. According to information processing theory, as stated by Bell-Gredler, there are two important areas in learning, namely (a) the process of people obtaining and processing information, and (b) the tactics that people use in solving problems. These two heroes relate to how the transformation process takes place, namely changing a message into another form of message that can control movement. Bell-Gredler further stated that the assumptions that mediate this theory's conflict are to explain (a) the nature of the human memory system, and (b) the way in which knowledge is described and stored in

memory. From this it can be stated that the center of attention of this theory is how people have perceptions, organize, and remember the large amount of information that is received every day from the surrounding environment. The process of how people obtain and remember information is described by Gagne.

Three important things from the transformation process are (a) short-term memory, (b) long-term memory, and (c) remembering. Regarding this further Gagne explained as follows: Before being stored in short-term memory, all information from the environment recorded in the sensory register does not stay long, estimated at only one hundredth of a second. This information is transformed into a pattern of stimulation, a process called selective perception. The modified short-term information is then entered into short-term memory. It stayed there for a limited time, generally estimated to be only up to twenty seconds. Short term memory capacity is limited. If the capacity is exceeded, old items must be pushed out when additional items are stored.

The most critical information transformation occurs when information in short-term memory enters long-term memory. This process is called by coding (encoding) which can take the form of tables, room matrices, diagrams, images, or detailed drawings of information learned. The main characteristic of material coded, in order to enter long-term memory is to be semantic or meaningfully

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organized. Information stored in long-term memory is inactive which can be recalled for later use.

The process of recalling information that is in long-term memory requires certain hints that are both internal and external. Internal aspects are the conditions that exist in a person who is learning so that learning success is largely influenced by this condition. The internal aspects in question are executive control and expectations (expectations), while external factors can be information as a result of learning other things. In addition, recollecting sometimes demands that reconstruction of the event be remembered. Furthermore, Gagne revealed, when recalling what was learned was related to the application to a new situation or a new problem then what happened was called the transfer of learning. Here, the transformation process turns into a transfer.

Understanding of the transfer proposed by Gagne above, namely a process that allows someone to use the responses that have been studied previously for a new situation or for application to new problems, in line with the understanding put forward by a number of experts, including Sorensen, Eson, and Gage and Berliner. In the transfer process there are two types of transfers, namely transfers (a) positive, and (b) negative. Positive transfer is a transfer of past learning that can simplify or detail learning in the next period. Conversely,

negative transfer is the transfer of past learning that disrupts or complicates the learning process in the next period.

Furthermore it can be stated that the important thing of the learning process is the occurrence of positive transfers. The positive transfer can be caused by several factors, including (a) the teaching-learning process, (b) the results of previous degrees, (c) the material and content of the field of study or work procedure that is followed and the attitude required, (d) subjective factors on the part of the student, and (e) the attitude and effort of the instructor. In addition, positive transfers occur after students manage the lesson content seriously. Success in management depends on learning motivation and concentration on identical elements.

From these descriptions it can be found further that a supportive educational background was facilitate the next learning process. Or in other words it can be stated that for certain subjects, different educational settings was result in different learning outcomes. In relation to English Language Lessons at Senior High School, lessons learned at the Senior High School bench affect their level of success. The more knowledge in the form of elements that are identical to the English language obtained was make it easier for someone to learn English in terms of speaking.

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4. The Concept of Speaking

Speaking is an intelligent cycle of correspondence which is the premise of all human connections inside language learning. It is one of the four language aptitudes (perusing, composing, tuning in and talking). Through the historical backdrop of language educating, talking aptitude was the one which had the lion's offer. The aptitude of talking comprises without question open of the significant ideas, it is by all accounts the most fascinating ability, particularly from EFL students. Also, individuals who realize a language are signified to as speakers of that language.. As Rivers (1987) argues, speaking is used twice as much as reading and writing in our communication.

Many experts define speaking in different ways. Brown and Yule (1983) stated that "speaking is to express the needs-request, information, service, etc." Another definition of speaking skill " the process of building and sharing meaning through the use of verbal and non-verbal symbols into a variety of context." (Chaney in Bahadorfar, 2014). Therefore, speaking is not an easy task, it is mastery claim a lot of experience and practice. Luoma (2004) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." Thornbury (2005) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary). It is the ability to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when précised understanding is not required (interaction/relation building) and also social cultural rules and norms. It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. Then, Weir defines that there are five aspects have to pay attention in speaking, they are content, vocabulary, grammar, performance, and fluency. Rychman (1983) said that there are many requirements for making a good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

Another definition comes from Cameron (2001). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express the speaker

ideas in order to exchange information, so the listener understands what the speaker means.

5. Basic Types of Speaking

Brown (2004) categorized the basic types of speaking as follows:

a. Imitative

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

b. Intensive

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commences in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements-- intonation, stress, rhythm, and juncture.

c. Responsive

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and come and the like.

d. Extensive

Extensive oral production task includes speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether. So, those types speaking activities are much concern with the age of the speaker. A speaker was be able to produce the more complicated sentences as he become older.

6. Concept of Speaking Ability

As indicated by Lado (1961), talking capacity as the capacity to communicate in life circumstance or the capacity to report craftsmanship or circumstance in exact words, or the ability to speak or to communicate succession of thoughts easily. Nunan (1991) says that suggests communicated in language comprises of short, frequently fragmentary expressions, in a scope of articulations. There is regularly incredible arrangement of reiteration cover between one speaker and another, and speaker often utilize vague references. The other hypothesis depends on Guralnik (1994) express that "capacity" is a hereditary word speaks to the term limit, ability, insight, capability, mind force and others. It likewise identifies with ability, information to accomplish something, capability, inclination, personnel, mastery, ability, office, capability, and quality. At the point when individuals talk, they build thoughts in words, express their discernment, their sentiments and their intensions. In this way, that questioners handle importance of what the speakers mean. On the off chance that the student doesn't have talking capacity, doesn't comprehend

the English words about what the speaker's stated, they can't get a handle on importance of the speaker's mean. From that condition can be reasoned that the student must be achievement in learning English, all together they can comprehend about the material.

7. The Elements of Speaking Ability

There are a few components is talking which must be considered by educators and students in instructional method. As per Harmer (1998). By and large, there are four components in the discourse cycle, they are:

a. Pronunciation

Elocution is a troublesome part in picking up talking capacity. Elocution itself is characterized as the manner by which a word is articulated (Oxford Advance Learner's Dictionary,1995).

b. Vocabulary

Jargon implies the fitting phrasing which is utilized in discussion. Without having an adequate jargon, one can't open viably or express thoughts in both oral and composed. Having restricted jargon is additionally a boundary that blocks students from learning a language. Language educators, thusly, should deal with significant information on the most proficient method to deal with an intriguing study hall so the students can increase an incredible achievement in their jargon learning.

c. Grammar

It worries with how to organize a right sentence in discussion. It is line with clarification given by Heaton (1991) that the understudies' capacity

to control structure and to recognize fitting syntactic structures from unseemly ones. The utility of punctuation is likewise to become familiar with the right method to pick up skill in a language, both in oral and composed structure.

d. Fluency

Familiarity is additionally can characterize as the capacity to talk easily and precisely fit with proficient need. Fundamentally, being familiar methods ready to keep the language coming.

Another feeling is from Nunan (1989) he expresses that fruitful correspondence includes:

1. The capacity to verbalize phonological highlights of the language intelligibly.
2. Mastery of stress, musicality, sound examples.
3. An satisfactory level of familiarity.
4. Transactional and relational aptitude.
5. Skill in taking short and long talking turns.
6. Skills in the administration of connection.
7. Skills is arranging meaning.
8. Conversational listening aptitudes (fruitful discussions require great audience just as great speakers).
9. Skills in thinking about and arranging reason discussions.
10. Using fitting conversational plan and fillers.

C. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

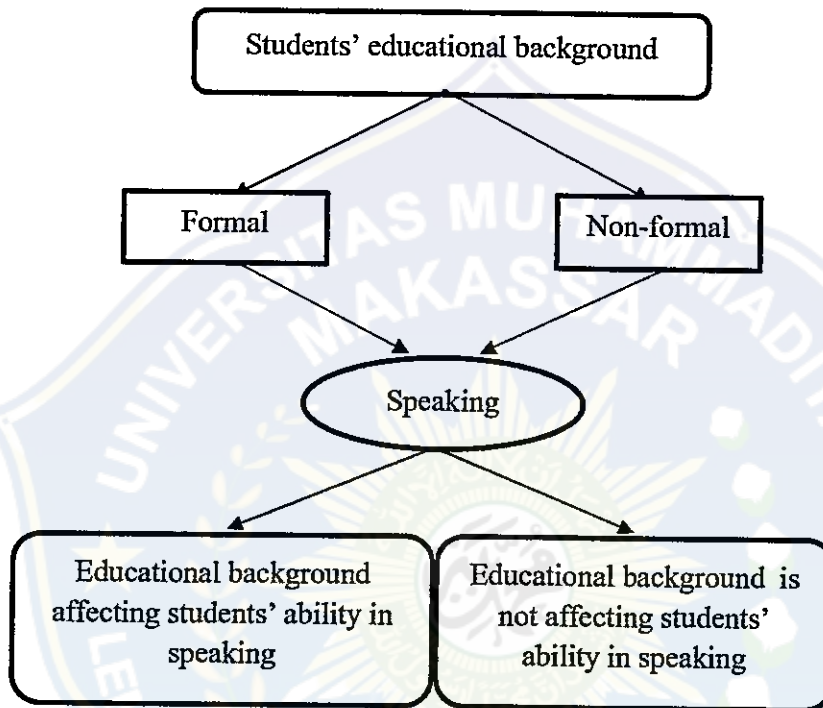


Figure 2.1 Conceptual Framework

In this research, researcher was analyzed students of the Tenth Grade by educational background. There are 2 types of educational background are formal and non-formal. From these 2 types, the researcher aims to find out whether the educational background affecting students' speaking ability or not.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was employed descriptive quantitative design. It was described the influence of students' educational background towards their ability in speaking english by the students in Tenth Grade SMAN 8 Makassar.

B. Population and Sample

1. Population

Total students in the Tenth grade SMAN 8 Makassar are 240 students and they are divided into 8 class. Since population of this research are the students in the Tenth grade SMAN 8 Makassar.

2. Sample

The researcher was used the Purposive Sampling Technique. The reason of the researcher was used this technique because the researcher believe that through purposive sampling, the purpose of this research was be achieved. In this research, the sample are the Tenth Grade of SMA 8 Makassar. The researcher choose 5 participant in each class from 8 class, so for all of sample in this research are 40 participants.

C. Instrument of the Research

In the research instrument, the researcher was used two instrument to collecting the data. First the questionnaire was used to collecting the data which

consist of 15 numbers statements of closed-ended questionnaire. Second is the interview which consist of 15 number question also. The answer of the questionnaire was used the scale from 1 until 4 numbers.

Table 3.1 Likert Scale

No.	Items	Score
1	Strongly agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly disagree (SD)	1

(Sullivan, 2013)

D. Data Collection Procedure

For data collection, the researcher was used Google Form to share the questionnaire and recording voice via Whatsapp for the interview question as a instrument in collecting the data from the sample. In gathering the data, the researcher was used the following procedures:

1. The researcher was distributed the questionnaire and interview question to the sample of the research by Google Form and Whatsapp. It consists of 15 numbers. The students was answered the question in questionnaire and recording their voice for the interview.
2. The researcher was collected the questionnaire answered by Google Form and interview recording voice via Whatsapp.
3. The researcher was analyzed the data.
4. The researcher was gave the score based on the formula.
5. The researcher was collected the data and make conclusion.

E. Technique of Data Analysis

SPSS is an application that use to carry out advanced statistical analysis, data analysis with machine learning logarithm's, string analysis, and bog data analysis than can be integrated to build a data analysis platform. This data analyzed by used SPSS version 2.4.



CHAPTER IV
FINDING AND DISCUSSION

A. Findings

1. Result of the Questionnaire

In order to make the data of this research students related to questionnaire. The purpose of this research is to know the influence of students' educational background toward their ability in speaking English. This is presented the result of Data Analysis of the students questionnaire in SMAN 8 Makassar.

Table 4.1 Learning English is Important

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	42.5	42.5	42.5
	SA	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it found that 42.5% of respondents who chose to agree, 57.5% of respondents who chose Strongly Agree.

Table 4.2 Learning English is Very Fun

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	7.5	7.5	7.5
	A	25	62.5	62.5	70.0
	SA	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 7.5% of respondents who chose Disagree, 62.5% of respondents who chose to Agree, and 30.0% of respondents who chose Strongly Agree.

Table 4.3 I Take Private Lesson

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	13	32.5	32.5	32.5
	A	22	55.0	55.0	67.5
	SA	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 32.5% of respondents who chose Disagree, 55.0% of respondents who chose to Agree, and 12.5% of respondents who chose Strongly Agree.

Table 4.4 I'm having trouble and nervous about speaking English

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	17.5	17.5	17.5
	A	21	52.5	52.5	70.0
	D	11	27.5	27.5	97.5
	SA	1	2.5	2.5	100.0
Total		40	100.0	100.0	

Based on the table above, it was found 17.5% of respondents who chose Strongly Disagree, 27.5% of respondents who choose Disagree, 52.5% of respondents who choose to Agree, and 2.5% of respondents who choose Strongly Agree.

Table 4.5 By Taking Private English Lessons, You Can Improve Your English

Speaking Skills

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	2	5.0	5.0	7.5

A	29	72.5	72.5	80.0
SA	8	20.0	20.0	100.0
Total	40	100.0	100.0	

Based on the table above, it found that 2.5% of respondents who choose Strongly Disagree, 5.0% of respondents who choose Disagree, 72.5% of respondents who choose to Agree, and 20.0% of respondents who chose Strongly Agree.

Table 4.6 The Material Provided in Private English Lessons is The Same as the Material Provided By The Teacher at School

Q6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.0	5.1	5.1
	D	19	47.5	48.7	53.8
	S	12	30.0	30.8	84.6
	SA	6	15.0	15.4	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Based on the table above, it was found that 5.0% of respondents who choose Strongly Disagree, 47.5% of respondents who choose Disagree, 30.0% of respondents who chose to Agree, 15.0% of respondents who choose Strongly Agree.

Table 4.7 I Easily Understand the English Material Provided by The teacher at
School

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.0	5.0	5.0
	D	12	30.0	30.0	35.0
	S	21	52.5	52.5	87.5
	SA	5	12.5	12.5	100.0
Total		40	100.0	100.0	

Based on the table above, it was found that 5.0% of respondents who choose Strongly Disagree, 30.0% of respondents who chose Disagree, 52.5% of respondents who choose to Agree, and 12.5% of respondents who choose Strongly Agree.

Table 4.8 When I have trouble thinking of suitable English words, I use words or
phrase that have almost the same meaning

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	6	15.0	15.0	17.5
	A	27	67.5	67.5	85.0
	SA	6	15.0	15.0	100.0
Total		40	100.0	100.0	

Based on the table above, it was found 2.5% of respondents who choose Strongly Disagree, 15.0% of respondents who choose Disagree, 67.5% of respondents who choose to Agree, and 15.0% of respondents who choose Strongly Agree.

Table 4.9 The material provided by the English teacher in class improved my ability in speaking English

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	8	20.0	20.0	22.5
	A	22	55.0	55.0	77.5
	SA	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 2.5% of respondents who choose Strongly Disagree, 20.0% of respondents who choose Disagree, 55.0% of respondents who choose to Agree, and 22.5% of respondents who choose Strongly Agree.

Table 4.10 Formal education is more fun than non-formal education

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	25.0	25.0	25.0
	A	19	47.5	47.5	72.5
	SA	11	27.5	27.5	100.0

Total	40	100.0	100.0
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Based on the table above, it was found that 25.0% of respondents who choose Disagree, 47.5% of respondents who choose to Agree, and 27.5% of respondents who choose Strongly Agree.

Table 4.11 I lost concentration in pronouncing English in words (Fluency)

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	10.0	10.0	10.0
	D	11	27.5	27.5	37.5
	A	19	47.5	47.5	85.0
	SA	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 10.0% of respondents who choose Strongly Disagree, 27.5% of respondents who choose to Disagree, 47.5% of respondents who choose to Agree, and 15.0% of respondents who choose Strongly Agree.

Table 4.12 To mention vocabulary, first i have to know the structure (Accuracy)

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	12	30.0	30.0	30.0
	A	21	52.5	52.5	82.5
	SA	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 30.0% of respondents who choose Disagree, 52.5% of respondents who choose to Agree, 17.5% of respondents who choose Strongly Agree.

Table 4.13 I used to start conversation in English

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	20.0	20.0	20.0
	D	12	30.0	30.0	50.0
	A	16	40.0	40.0	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Based on the table above, it found that 20.0% of respondents who choose Strongly Disagree, 30.0% of respondents who choose Disagree, 40.0% of respondents who choose to Agree, and 10.0% of respondents who choose Strongly Disagree.

Table 4.14 In conversations, when I can't find the right words, I use gestures

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	7	17.5	17.5	20.0
	A	23	57.5	57.5	77.5
	SA	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it found that 2.5% of respondents who chose Strongly Disagree, 17.5% who chose Disagree, 57.5% who chose to Agree, and 22.5% who chose Strongly Agree.

Table 4.15 Educational background affects the ability to speak English

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.5	7.5	7.5
	D	7	17.5	17.5	25.0
	A	19	47.5	47.5	72.5
	SA	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Based on the table above, it was found that 7.5% of respondents who chose Strongly Disagree, 17.5% of respondents who chose Disagree, 47.5% of respondents who chose to Agree, 27.5% of respondents who chose Strongly Agree.

2. Result of the Interview

a. The Influence of Student Educational Background

Based on the interview result, the research subject with the influence of students' educational background can be concluded that the influence of the students' educational background is quite affects. The interview data show the educational background is quite effect to the students to enhance their speaking English.

b. Educational Background Toward Speaking Ability

Based on the results of the interviews, the research subjects also recognized the influence of their educational background on their speaking English ability. From the data that collected, it can be concluded that there is an effect of students' educational background on speaking English ability. From the data collected by the researcher, it shows that subjects were applied in students' educational backgrounds are quite influential in improving speaking skills, many students have speaking English without educational backgrounds, especially through English courses.

B. Discussion

The research finding indicates that there is significant correlation between the student's educational background and their ability in speaking English. This implies that the student's educational background gives a useful contribution to their ability in speaking English because learning second language or speaking both students and teachers cooperate efficiently. By referring to the current theories of second language acquisition and reviewing that recent literature, it can be seen that the students' educational background of the learners has a necessary and facilitating role in all aspects of language instruction.

These indicated that the bilingual approach is gaining more support by incorporating the students. The first-year students of SMAN 8 Makassar in the academic year of 2020/2021 are students who learn English and they

must practice in daily life. Therefore, personality plays an important role in determining the weakness or strength of student skill speaking.

The first discussion in this thesis is the influence of students' educational background of the first year students of SMAN 8 MAKASSAR in the academic year 2020/2021. This data is gained by spreading the questionnaire and interview about the students' educational background with 15 items of questions each from multiple choice items with 4 options for questionnaire and 15 items of question for interview.

Total score of the lowest is 2.5% and the highest is 72.5%. From the data processing the researcher obtained that as 16 students of 43.2% frequency answered in the high category of educational background, 11 students of 24.3% frequency answered the medium category of educational background, and 12 students of 32.4% frequency answered in the weak category of educational background.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the previous theoretical review and data analysis, the researcher can draw the conclusion of this thesis are as follows:

- a. The profile of the students' educational background of the first year SMAN 8 Makassar in the academic year 2020/2021 is has a good influence in teaching and learning English process. This data gained by spreading the questionnaire and interview about the students' educational background with 15 items of questions each from of multiple-choice items with 4 options and for the interview also 15 items of question. From the data processing the researcher obtained that as 16 students of 43,2% frequency answered in the high category of educational background, 11 students of 24,3% frequency answered the medium category of educational background, and 12 students of 32, 4% frequency answered in the weak category of educational background.
- b. The researcher concludes that students speaking ability of the first year's students of SMAN 8 Makassar in the Academic Years 2020/2021 are good enough. It is proven by the frequency calculation is 43.2% as many as 16 students of the high category.

B. Suggestion

The research gives some suggestion that hopefully it be use full in improving students' speaking ability, some of suggestion are given to teachers, students, research.

a. Suggestion for the Teachers

The role of teacher is very important for the students' education, they should have capability to form and present the teaching materials and interestingly and clearly as possible. The teacher used the teaching technique such as singing, telling story and this case the teacher should consider the students' need.

The teacher should only teach English and be full time to create and make media for their teaching. The teacher should encourage the students to learn English much more to increase their ability and teacher should develop the most proper materials so the students are interested in learning English. Beside that the teacher should have textbook and recommended the students to have it for more effective product.

b. Suggestion for the Students

The students should not study only at school with teacher, but also independently at home. The students should target achievement in learning English and they should train themselves to learn English hard.

c. Suggestion for the Researcher

It is suggested to other researches to complete this research by conducting any other researchers on educational background.

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A

P

P

E

N

D

I

X



APPENDIX A

INSTRUMENT

A.1 Questionnaire

Angket Uji Intrument

A. Kata pengantar

Dengan hormat,

Puji syukur kehadirat Allah Yang Maha Esa atas segala limpahan rahmat-NYA. Sehubungan dengan penyelesaian tugas akhir skripsi yang sedang saya lakukan di program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Makassar, dengan judul: **“The Influence of Student’s Educational Background Towards Their Ability in Speaking English”**

Maka, saya mengharap kesediaan saudara/i untuk mengisi angket ini sebagai data yang akan dipergunakan dalam penelitian, serta syarat untuk melanjutkan ke tahap berikutnya. Atas kerjasama saudara/i, saya ucapkan terimakasih.

Makassar, 2020

Peneliti

(Aan Ghifary Haeruddin)

A. Identitas Responden

Nama Responden : _____

NIS : _____

Jenis kelamin : Laki-laki/Perempuan

* NB * : coret yang tidak perlu

B. Petunjuk Pengisian Angket

1. Isilah identitas responden yang disediakan
2. Angket ini hanya untuk kepentingan ilmiah tidak akan mempengaruhi saudara/i dalam menuntut ilmu dibangku perkuliahan. Oleh sebab itu, tidak perlu ragu untuk mengisi jawaban dengan sebenar-benarnya sesuai dengan keadaan yang saudara alami.
3. Bacalah setiap pernyataan dengan cermat.
4. Pilihlah salah satu alternative jawaban yang menurut saudara/i paling sesuai dengan keadaan yang saudara alami dengan memberikan tanda chek list (√) pada kolom alternatif jawaban yang telah disediakan.
5. Berikut adalah keterangan alternatif:
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

C. Questionnaire

No	Pernyataan	Alternatif Jawaban			
		SA	A	D	SD
1.	Belajar Bahasa inggris itu penting				
2.	Belajar Bahasa inggris sangat menyenangkan				
3.	Saya mengikuti les private Bahasa inggris				
4.	Saya mengalami kesulitan dan gugup dalam berbicara Bahasa inggris				
5.	Dengan mengikuti les privat bahasa inggris dapat meningkatkan kemampuan berbicara bahasa inggris				
6.	Materi yang diberikan di les privat Bahasa inggris sama dengan materi yang diberikan guru disekolah				
7.	Saya mudah memahami materi Bahasa inggris yang diberikan guru disekolah				
8.	Ketika saya kesulitan dalam memikirkan kata-kata bahasa inggris yang cocok, saya menggunakan kata-kata atau phrase yang maknanya hampir sama				
9.	Materi yang diberikan guru Bahasa inggris dikelas meningkatkan kemampuan saya dalam berbahasa inggris				
10.	Pendidikan formal lebih menyenangkan daripada Pendidikan non-formal				
11.	Saya kehilangan konsentrasi dalam mengucapkan Bahasa inggris dalam kata perkata (Fluency)				
12.	Untuk menyebutkan kosa kata, terlebih dahulu saya mengetahui strukturnya (Accuracy)				
13.	Saya biasa memulai percakapan dalam Bahasa inggris				
14.	Di dalam percakapan , ketika saya tidak menemukan kata-kata yang pas, saya menggunakan gesture (gaya tubuh)				
15.	Latar belakang Pendidikan mempengaruhi kemampuan dalam berbahasa inggris				

A.2 Interview Sheet

Researcher : Menurut anda, apakah belajar Bahasa Inggris itu penting?

Student :

Researcher : Apakah menurut anda Bahasa Inggris itu menyenangkan untuk dipelajari?

Student :

Researcher : Apakah selama mempelajari Bahasa Inggris anda mengalami kesulitan? Jika ada, sebutkan!

Student :

Researcher : Dalam pengembangan Bahasa Inggris, apakah anda mengikuti les privat atau semacamnya untuk mengembangkan kemampuan Bahasa Inggris anda ?

Student :

Researcher : Menurut anda, apakah dengan mengikuti les privat atau semacamnya bisa meningkat kemampuan Bahasa Inggris anda terutama dalam Speaking skill?

Student :

Researcher : Bagi anda yang pernah mengikuti les privat, apakah materi yang diberikan di sekolah privat mirip dengan materi yang diberikan oleh sekolah formal?

Student :

Researcher : Apakah materi yang diberikan oleh sekolah formal jauh lebih mudah dipahami?

Student :

Researcher : Apakah dalam kehidupan sehari-hari, ketika anda kesulitan dalam mengungkapkan kalimat dalam Bahasa Inggris, anda terkadang menggunakan phrase atau kata-kata lain yang mirip dengannya?

Student :

Researcher : Selama mengikuti pembelajaran Bahasa Inggris di kelas, apakah materi yang diberikan oleh sekolah formal dapat meningkatkan kemampuan Bahasa Inggris anda?

Student :

Researcher : Selama mengikuti pembelajaran formal (sekolah) dan non formal (privat), apakah menurut anda pembelajaran formal jauh lebih menyenangkan?

Student :

Researcher : Dalam menyebutkan kosa kata, apakah anda harus memperhatikan struktur kata (accuracy) terlebih dahulu?

Student :

Researcher : Dalam pengucapan Bahasa Inggris, apakah anda mengalami kesulitan konsentrasi dalam mengucapkan kata perkata (fluency) dalam Bahasa Inggris ?

Student :

Researcher : Dalam kehidupan sehari-hari, apakah anda biasa memulai percakapan dalam Bahasa Inggris?

Student :

Researcher : Apakah ketika memulai percakapan, Ketika anda tidak tau kata yang sesuai, anda menggunakan gesture tubuh untuk menyatakan maksud dari percakapan anda?

Student :

Researcher : Menurut pendapat anda, apakah latar belakang Pendidikan (Les privat) mempengaruhi kemampuan berbahasa Inggris anda ?

Student :

APPENDIX B

DATA ANALYSIS

B.1 Questioner

Frequencies

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03

Table 4.1 Learning English is Important

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	42.5	42.5	42.5
	SA	23	57.5	57.5	100.0
	Total	40	100.0	100.0	

Table 4.2 Learning English is Very Fun

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	7.5	7.5	7.5
	A	25	62.5	62.5	70.0
	SA	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

Table 4.3 I'm having trouble and nervous about speaking English

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	12.5	12.5	12.5
	A	22	55.0	55.0	67.5
	SA	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Table 4.4 I Take Private Lessons Until Now

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	17.5	17.5	17.5
	D	21	52.5	52.5	70.0
	A	11	27.5	27.5	97.5
	SA	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Table 4.5 By Taking Private English Lessons, You Can Improve Your English

Speaking Skills

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5

D	2	5.0	5.0	7.5
A	29	72.5	72.5	80.0
SA	8	20.0	20.0	100.0
Total	40	100.0	100.0	

Table 4.6 The Material Provided in Private English Lessons is The Same as the Material Provided By The Teacher at School

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.0	5.1	5.1
	D	19	47.5	48.7	53.8
	S	12	30.0	30.8	84.6
	SA	6	15.0	15.4	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Table 4.7 I Easily Understand the English Material Provided by The teacher at School

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	5.0	5.0	5.0

D	12	30.0	30.0	35.0
S	21	52.5	52.5	87.5
SA	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Table 4.8 When I have trouble thinking of suitable English words, I use words or phrase that have almost the same meaning

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	6	15.0	15.0	17.5
	A	27	67.5	67.5	85.0
	SA	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Table 4.9 The material provided by the English teacher in class improved my ability in speaking English

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	8	20.0	20.0	22.5
	A	22	55.0	55.0	77.5

SA	9	22.5	22.5	100.0
Total	40	100.0	100.0	

Table 4.10 Formal education is more fun than non-formal education

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	10	25.0	25.0	25.0
	A	19	47.5	47.5	72.5
	SA	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Table 4.11 I lost concentration in pronouncing English in words (Fluency)

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	10.0	10.0	10.0
	D	11	27.5	27.5	37.5
	A	19	47.5	47.5	85.0
	SA	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Table 4.12 To mention vocabulary, first i have to know the structure (Accuracy)

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	12	30.0	30.0	30.0
	A	21	52.5	52.5	82.5
	SA	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Table 4.13 I used to start conversation in English

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	20.0	20.0	20.0
	D	12	30.0	30.0	50.0
	A	16	40.0	40.0	90.0
	SA	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Table 4.14 In conversations, when I can't find the right words, I use gestures

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.5	2.5	2.5
	D	7	17.5	17.5	20.0

A	23	57.5	57.5	77.5
SA	9	22.5	22.5	100.0
Total	40	100.0	100.0	

Table 4.15 Educational background affects the ability to speak English

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.5	7.5	7.5
	D	7	17.5	17.5	25.0
	A	19	47.5	47.5	72.5
	SA	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

B.2 Result of the Interview

a. The Influence of Student Educational Background

Based on the interview result, the research subject with the influence of students' educational background. This conclusion is indicate by the students' answer to specific question " In your opinion, does our educational background affect your English language skill" below is the dialogue :

" In my opinion, it quite affect our English language skill, because learning in formal classes is only a few percent compared non-formal clauses such as private or private courses"

b. Educational Background Toward Speaking Ability

Based on the results of the interviews, the research subjects also recognized the influence of their educational background on their speaking English ability. This conclusion is indicating by the students' answer to specific question " Does your English educational background affect your English language skill". Below is the extract of the dialogue :

" In m opinion it is quite influential because taking private lessons can improve speaking skill is English but it depends on the individual person because usually there are also those who don't take private lessons who are better in speaking English".

From the data collected by the researcher, it shows that subjects were applied in students' educational backgrounds are quite influential in improving speaking skills, many students have speaking skills without educational backgrounds, especially through English courses..

APPENDIX C

DOCUMENTATION

Jenis kelamin *

☐ Laki-laki

☒ Perempuan

Kelas *

Mipa-4

Angket Penelitian

Petunjuk Pengisian Angket:

1. Isilah identitas responden yang disediakan.
 2. Angket ini hanya untuk kepentingan ilmiah tidak akan mempengaruhi saudara/anda dalam menuntut ilmu di bangku sekolah. Oleh sebab itu tidak perlu ragu untuk mengisi jawaban dengan sebenar-benarnya sesuai dengan keadaan yang saudara alami.
 3. Bacalah setiap pernyataan dengan cermat.
 4. Pilihlah salah satu alternatif jawaban yang menurut saudara paling sesuai dengan keadaan yang saudara alami dengan memberikan tanda check (x) pada kolom alternatif jawaban yang telah disediakan.
 5. Berikut adalah keterangan alternatif:
- SS = Sangat Setuju
S = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

Belajar Bahasa Inggris itu penting *

☐ Sangat setuju

☒ Setuju

Belajar Bahasa Inggris sangat menyenangkan *

- ☐ Sangat setuju
- ☐ Setuju
- ☒ Tidak setuju
- ☐ Sangat tidak setuju

Saya mengalami kesulitan dan gugup dalam berbicara Bahasa Inggris *

- ☒ Sangat setuju
- ☐ Setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

Saya mengikuti les privat bahasa Inggris *

- ☐ Sangat setuju
- ☐ Setuju
- ☒ Tidak setuju
- ☐ Sangat tidak setuju

Ketika saya kesulitan dalam memikirkan kata-kata bahasa Inggris yang cocok, saya menggunakan kata-kata atau frase yang maknanya hampir sama."

- ☒ Setuju
- ☐ Sangat setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

Materi yang diberikan guru Bahasa Inggris di kelas meningkatkan kemampuan saya dalam berbahasa Inggris."

- ☐ Setuju
- ☐ Sangat setuju
- ☒ Tidak setuju
- ☐ Sangat tidak setuju

Pendidikan formal lebih menyenangkan daripada Pendidikan non-formal."

- ☒ Setuju
- ☐ Sangat setuju
- ☐ Tidak setuju

Dengan mengikuti les privat bahasa Inggris dapat meningkatkan kemampuan berbicara bahasa Inggris ?

- ☒ Setuju
- ☐ Sangat setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

Materi yang diberikan di les privat Bahasa Inggris sama dengan materi yang diberikan guru di sekolah ?

- ☐ Setuju
- ☐ Sangat setuju
- ☒ Tidak setuju
- ☐ Sangat tidak setuju

Saya mudah memahami materi Bahasa Inggris yang diberikan guru di sekolah ?

- ☐ Setuju
- ☐ Sangat setuju
- ☐ Tidak setuju
- ☒ Sangat tidak setuju

Saya kehilangan konsentrasi dalam mengucapkan Bahasa Inggris dalam kata perkata (Fluency) :

- ☐ Setuju
- ☒ Sangat setuju
- ☐ Tidak setuju
- ☐ Sangat tidak setuju

Untuk menyebutkan kata-kata, terlebih dahulu saya mengetahui strukturnya (Accuracy) :

- ☐ Setuju
- ☐ Sangat setuju
- ☒ Tidak setuju
- ☐ Sangat tidak setuju

Saya bisa memulai berbicara dalam Bahasa Inggris :

- ☐ Setuju
- ☐ Sangat setuju
- ☐ Tidak setuju
- ☒ Sangat tidak setuju

revaniasuyadi83@gmail.com

1 dari 40



Tanggapan tidak dapat diadd

Research questionnaire with the title "The Influence of Student's Educational Background Towards Their Ability in Speaking English" (Kuisisioner penelitian dengan judul "Pengaruh Latar Belakang Pendidikan Siswa Terhadap Kemampuan Berbicara Bahasa Inggris")

Kerjasama dan kasediaan saudara/i untuk mengislat angket ini sebagai data yang akan dipergunakan dalam penelitian ini, serta syarat untuk melanjutkan ke tahap berikutnya adalah sangat berharga. Atas kerassama saudara/i saya ucapkan terimakasih.

* Waiba

Alamat email *

revaniasuyadi83@gmail.com

Nama Lengkap *

Revan Suriadi

Student :

Researcher : Dalam pengembangan Bahasa Inggris, apakah anda mengikuti les privat atau semacamnya untuk mengembangkan kemampuan Bahasa Inggris anda ?

Student :

Researcher : Menurut anda, apakah dengan mengikuti les privat atau semacamnya bisa meningkatkan kemampuan Bahasa Inggris anda terutama dalam Speaking skill?

Student :

Researcher : Bagi anda yan... [Baca selengkapnya](#)

15.46 ✓✓

Anda

Researcher : Menurut anda, apakah belajar Bahasa Inggris itu penting?

Student :

Tabe dek kita isi lwat voice note nah

15.46 ✓✓

Oke kak 15.47

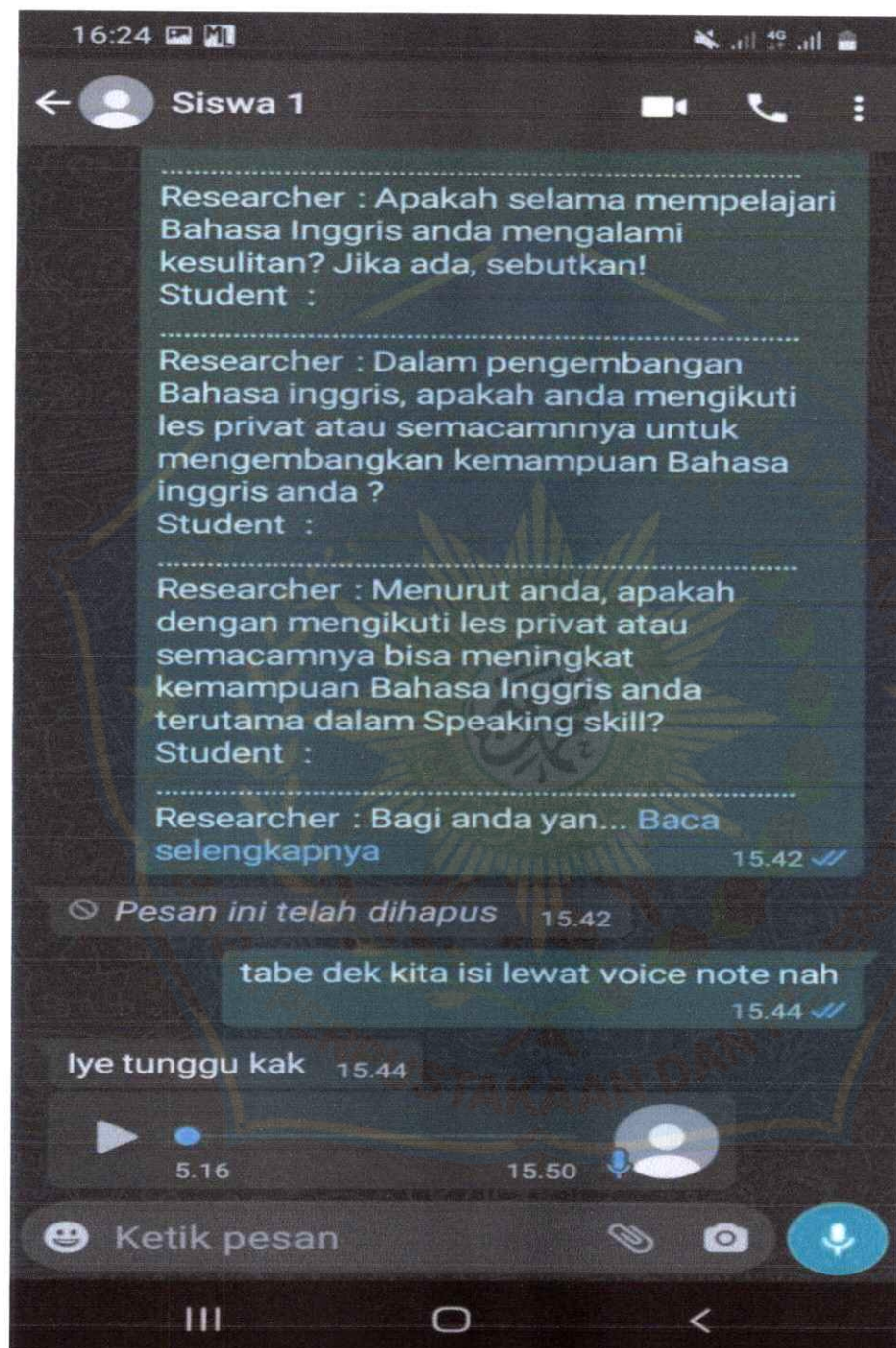
Ditunggu nah 15.47 ✓✓

AUD-20201109-WA0... 16.04

5.22

😊 Ketik pesan







PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMA NEGERI 8 MAKASSAR

Jl. Andi Mangerangi II N0.24 Makassar Telp. 0411873790
Email: sman8mks@yahoo.com



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 598/B/XI/2020

Saya yang bertanda tangan di bawah ini adalah Kepala Sekolah SMA Negeri 8 Makassar, menerangkan bahwa mahasiswa FKIP UNISMUH Makassar :

Nama : Aan Ghifary Haeruddin

NIM : 10535578414

Program Studi : Pendidikan Bahasa Inggris

Benar-benar telah melakukan penelitian mulai dari tanggal 10 – 13 September 2020 untuk Menyusun skripsi penelitian dengan judul **"The Influence of Students' Educational Background Toward Their Ability in Speaking English"**.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Makassar, 20 September 2020

Kepala Sekolah SMAN 8 Makassar

Dra. Siti Suriani

NIP : 196610101990032001



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 3152/S.01/PTSP/2020

Lampiran :

Perihal : Izin Penelitian

Kepada Yth.

Kepala Dinas Pendidikan Prov. Sulawesi Selatan

di Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 59/SOS/04/VIII/VIII/2020 tanggal 23 Juni 2020 perihal tersebut diatas, mahasiswa/apeloni dibawah ini:

N a m a	AAN GHIFARY HAERUDDIN
Nomor Protokol	105.05.57044.14
Program Studi	Pendid. Bahasa Inggris
Pekerjaan/Lembaga	Mahasiswa(S1)
Alamat	Jl. Sir Abuddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan skripsi, dengan judul:

"THE INFLUENCE OF STUDENTS EDUCATIONAL BACKGROUND TOWARD THEIR ABILITY IN SPEAKING ENGLISH (A DESCRIPTIVE STUDY OF STUDENTS IN TENTH GRADE SMAN 6 MAKASSAR)"

Yang akan dilaksanakan dari : **Tgl. 01 Juli s.d 01 Agustus 2020**

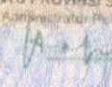
Selanjutnya dengan hal tersebut diatas, pada dasarnya kami menyetujui keaktifan diaktud dengan kegiatan yang tertera di belakang surat izin penelitian

Demiikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana maksudnya

Ditentukan di Makassar

Pada tanggal : 29 Juni 2020

A.n GUBERNUR SULAWESI SELATAN
PR. KEPALA DINAS PERANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN
 Kepala Administrator Pelayanan Perizinan Terpadu



Ir. IFFAH RAFIDA DJAFAR, ST., MT.
 Np. 10741021.200903.2.001

Tersedia di:

1. Ruang PBM (Pusat Burekrasi) Makassar

2. Penerima

Kantor PBM/PTSP/2020

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THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND TOWARDS THEIR ABILITY IN SPEAKING
ENGLISH

From author/researcher

AAN GHIFARY HAERUDDIN

ID: 10535578414

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Universitas Muhammadiyah Makassar

Makassar, 9 Rabiul Akhir 1442 H
24 November 2020 M

Head of
English Education Department,



Umar Khaerati Syam, S.Pd., M.Pd

NBM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0132/BG-FKIP/LOA/B/XI/1442/2020

Dear AAN GHIFARY HAERUDDIN

It is our pleasure to inform you that, after review your paper:
**THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND
TOWARD THEIR ABILITY IN SPEAKING ENGLISH**

The manuscript ID: 87

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Indonesian Journal of Psycholinguistics**,
ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
ijp@bg.unismuhmakassar.ac.id

Makassar, 28 November 2020 M
13 Rabi'ul Akhir 1442 H

Head of English Education Department
Faculty of Teacher Training and Education



Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



| Terakreditasi Institusi

CURRICULUM VITAE



Aan Ghifary Haeruddin was born on December 11, 1994 in Balikpapan. He is the first child and only has one brother from the marriage partner Haeruddin and Herlina, his beloved parents. He started his education as an elementary school student at SD INPRES Bertingkat Melayu 1 in 2001 and graduated in 2007. In the same year he registered as a student at SMPN 21 Makassar and graduated in 2010. Then, he continued his education at SMA Negeri 8 Makassar and graduated in 2013. Furthermore, the researcher decided to continue his study at English Department of Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis entitled **The Influence of Students' Educational Background Towards Their Ability in Speaking English** (*A Descriptive Quantitative at the Tenth Grade of SMAN 8 MAKASSAR*).