

**THE INFLUENCE OF STUDENTS' EDUCATIONAL
BACKGROUND TOWARD THEIR ABILITY IN
SPEAKING
(A CORRELATIONAL STUDY OF THE FIRST YEAR
STUDENTS OF MAN BLORA IN THE ACADEMIC YEAR
2010/ 2011)**

A Graduating Paper

**Submitted to Board Examinees in Partial Fulfillment of the
Requirements for the Degree of Educational Islamic Studies (S. Pd. I)
in the English Department and Educational**



Written By:

Ainur Rahmawati

11307101

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MINISTRY OF RELIGIOUS AFFAIRS

STATE ISLAMIC STUDIES INSTITUTE (STAIN) SALATIGA

Jl. Tentara Pelajar No. 02 Telp. (0298) 323706 Fax. (0298) 323433 Salatiga 50721

Website: www.stainsalatiga.ac.id E-mail administrasi@stainsalatiga.ac.id

DECLARATION

In the name of Allah, the lord of Mercy, the giver of Mercy

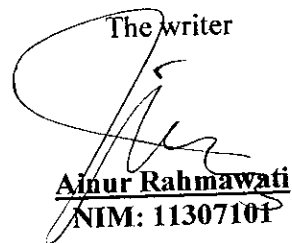
Hereby the writer fully declares that the graduating paper is made by the writer herself and it is not containing materials written or has been published by other people and other people's ideas, except the information from the references.

The writer is capable to account for the graduating paper if in the future the graduating paper can be proved of containing other's ideas or in fact the writer imitates the other's graduating paper.

Likewise, the declaration is made by the writer hopes that the declaration is made by the writer and the writer hopes that the declaration can be understood.

Salatiga, February 5, 2012

The writer



Ainur Rahmawati
NIM: 11307101

Mashlihatul Umami, S.PdI, MA.

Salatiga, Februari 5th, 2012

The Lecturer of Educational Faculty
State Islamic Studies Institute of Salatiga

ATTENTIVE COUNSELOR'S NOTE

Case : Ainur Rahmawati's Graduating Paper

Dear

The Head of State Islamic
Studies Institute of Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting Ainur Rahmawati's Graduating Paper entitled "**THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND TOWARD THEIR ABILITY IN SPEAKING**" (A Correlational Study of the First Year Students of MAN Bora in Academic Year 2010/ 2011". I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

Consultant,



Maslihatul Umami, S.Pdi, MA
NIP. 19800513 200312 2 003



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC STUDIES INSTITUTE (STAIN) SALATIGA
Jl. Tentara Pelajar No. 02 Telp. (0298) 323706 Fax. (0298) 323433 Salatiga 50721
Website: www.stainsalatiga.ac.id. E-mail administrasi@stainsalatiga.ac.id

GRADUATING PAPER

**THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND TOWARD
THEIR ABILITY IN SPEAKING (A Correlational study of the First Year Students of
MAN BLORA in the Academic Year of 2011/2012)**

CREATED BY:

Ainur Rahmawati

NIM: 113 07 101

Has been brought to the board of examiners of English department of education faculty
State Islamic Studies Institute (STAIN) Salatiga on March, 9th 2011, and hereby considered to
completely fulfilment of the requirement for the degree of SI Kependidikan Islam.

Boards of examiners,

Head : Benny Ridwan, M. Hum
Secretary : Norwanto, S.pd. M.Hum
1st Examiner : Dr. H. Sa'adi, M.Ag
2nd Examiner : Dra.Hj. Woro R. M.Pd
3rd Examiner : Mashlihatul Umami, S.PdI, Ma

Four handwritten signatures are stacked vertically, each on a horizontal line. From top to bottom, they correspond to the Head, Secretary, 1st Examiner, and 2nd Examiner.

Salatiga, March 9th, 2012

Head of STAIN Salatiga

A handwritten signature of Dr. Imam Sutomo, M.Ag, written over a horizontal line.

Dr. Imam Sutomo, M.Ag
NIP. 195808 27 198303

MOTTO

YOU WILL NEVER KNOW TILL YOU HAVE TRIED

DEDICATION

This thesis is dedicated to:

- ❖ Allah SWT, The Almighty God for my talents and many perfect things having been blessed
- ❖ My dearest parents, Dad (Bambang Suhajar), Mom (Lilik) for their never ended prayers, resignation, honest love, and struggle, sacrifice and learn lives that are very important.
- ❖ My beloved brother's, Aliga Fatony and Nunung Budi Listyawan, Aufha Very Sandoval thanks for sacrifice, honest, love, support, pray, care, help and motivation.
- ❖ My best friend that I always miss, Vitha Harjosuekamto, Ugek, Pradiptha Adie N., Hagai Siwi Wicaksana, Hamra Murdhany, Angga Dwi Pradana, Idha Aeutikha, Bachtiar Affandy, Hary Abdi Ntd, Heru S, Septyan Adie N, Ticha Rakhma, Olive Jasmine, Ferry, Nia. Thanks for your motivation, suggestion, love slapping once I false, pray, care, honest, support and attention.
- ❖ My beloved, Eddy Saputra Ntd. Thanks for your motivation, suggestion, love, honest, support and attention.
- ❖ The family of English Department Especially in the academic year 2007 who cannot be mentioned one by one, thanks to all.
- ❖ All of my friends in STAIN Salatiga.

ABSTRACT

Rahmawati, Ainur. 2012. THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND TOWARD THEIR ABILITY IN SPEAKING (A Correlational Study Of The First Year Of MAN Blora In The Academic Year 2010/2011). Graduating paper of English department of education faculty State Islamic Studies Institute (STAIN) Salatiga. Consultant: Mashlihatul Umami, S.Pd.I, MA

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

Many problems come out in the effort of acquiring skill of speaking a second language. Those came from difficulties of learning second language. Choose a better educational background is a strategy which can be used to improve speaking ability. Thus, the aims of conducting this research are to find all the data of students' educational background that have been taught since first school. The technique of collecting data applied by the writer are documentation, observation and questionnaire. The data, which have been collected, analyzed by using some book for the theoretical data and questionnaire for the quantitative data. From the calculation of the questionnaire and speaking result, the result of the influence of students' educational background towards speaking ability is 0.418 beside that, the calculate of 5 % of significant level is 3,25 . It means that students' educational background influenced speaking ability of the first year students of MAN Blora in the academic year 2010/2011. Therefore, students' educational background is definitely has contribution of speaking abilities.

ACKNOWLEDGEMENT

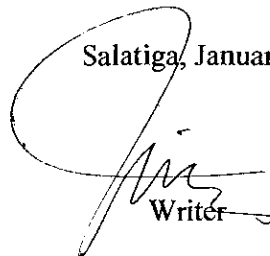
Firstly, the writer extends praises thanks to Allah SWT for his blessing and Mercy, so she able to finish this thesis. All the marvelous guidance in wonderful ways is given to the writer in facing difficulties and uncertainties.

However, the writer realize that besides her will and effort there are some helps from many people, friends, relatives that make the process of writing is much easier. In this occasion, the writer would like to express her special and deep gratitude and appreciation to:

1. DR. Imam Sutomo, M.Ag, the Rector of State Islamic Studies of Salatiga
2. Mashlihatul Umami, S.PdI, MA, as the head of English Department, and as writer's consultant, thanks for her kindness and guidance.
3. All of lectures of English Department
4. My beloved family, mother, father, cousins, brother, nephew, niece, uncles, aunts, cousins who have given true love, cares, prays, supports and valuable lesson.
5. For everyone that I can't mention one by one, thank for every slight help I got.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of this graduating paper.

Salatiga, January 2011



Writer

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CHAPTER I

INTRODUCTION

A. Background of The Study

We live in a world of language. We talk to others with language. Languages are important in globalization era. That demands the people to have competence on it. This a part of society and culture, also part of social system and communication (Suwito, 1985:2). The people viewed as social phenomenon because they apply language in society.

Languages are used as a mean of communication. We need language to communicate with others. People have to master English to communicate with foreigner because it is used as international language. There are four language skills in English. One of them is speaking. Speaking happened when all students and teacher make a discussion in the class.

Many people said that speaking is one of the difficult subjects. Another reason for the effective learning foreign language to children is that they are still in the optimum age, the time when they are full ready to born languages. Furthermore, some psychological factors, such as the strong desire and less risk taking, also make them learn language more easy. For children the willingness to communicate with others is so high. Therefore, the teacher of language must try to increase the childhood's motivation of English.

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. According to Wilga 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).

First, language is speech, not writing. It means that as a normally we learn our mother tongue in spoken form before being introduced to representation by graphic symbols, and as speech or sound communication.

Second, language is a set of habits. It is in accordance with Palmer’s definition of language learning as “a habit forming process” (Horald: 23). From that statement, we can see that language is habit; to make habit we need process. That is why the teacher must control the student to make habit, that to be habit.

Third, teach language, not teach about language. It means that the language teacher must teach about how to speak this sentence not teach what the structural of the sentence. The essential for students whose main aims was to be able to use the language in communication.

Fourth, language is what its native speaker’s say, not what someone thinks they ought to say. Its mean that the material students learned audio-lingual contest in the contained structures in common use in the counties

where the language was spoken. In addition, advanced levels attention was paid to regional differences of pronunciation and expression.

Fifth, every language is different. It means that the structural linguistic rejected the notion of a universal grammatical system that can serve as framework for the organization of the factor of language.

Most, language teaching in school is now in the teaching of English as a first foreign language. That is why a teacher must guide the students for expressing their idea, their feeling, and everything they have in their mind. Because pupils can learn, that each of sense is gateway to observing different characteristic or properties of objects (Peter, 1977: 44). Can be by hearing, touching, testing, and smiling. By hearing, we can knowable such as loudness, pitch, and rhythm and by touching, we understand about the size, shape and texture of object. By testing, we can feel that it is so bitter or so sweet etc.

We receive or not in modern era English is becomes international language, so we must prepare for our students that they can survival their life in modern era. According to H. Daoglas say that

English, as becoming bilingual is a way of life. Every bone and fiber of your being is being affected in some way as you struggle to reach beyond the confines of your first language and into a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send receive message in a second language (Brown, 1980: 1).

From that, explanation above us can know if English takes an important part in many countries, so it is not surprising to learn it. However, English will be difficult for student who has enough time for learning; and it will be difficult for those who do not have chance and time. Then they try to

find suitable ways of doing it. That is why English is given the priority as the first foreign language to be taught to the student from elementary school until to the university. It is taught as one of the compulsory subject and given automatically the primary status among other foreign languages.

To mastery of English, we must master of speech. According to Horald B. Allen said that the speech is the foundation of all other linguistic skill (Hoarld, : 48).

The objective of the teaching of English in Indonesian elementary school is mainly to prepare when they want continue their educational in high level. We have known that the graduates of senior high school have not been able to read the English textbook when they are in the university. Although they have studied English for nine years, however, the result of the teaching of English has not been satisfactory yet.

The writer has some reasons, stated as follows. *First*, the rapid rise of the demand of the teaching of English in school may have an effect on the quality of teaching English. Actually there are some school that are still in doubt about the teaching of English in school, because they are not ready to have this program due to various practical reason(lack of qualified teacher, lack of language teaching facilities however, they have conduct English as a local content subject because they do not want to be left behind. *Second*, based on the rationale, the writer is interested in knowing how the teaching of English has been conducted so far. English in school is the educational background of the students. Because if the student have good educational

background they good in English, the students have attitude towards the teaching of English.

Realizing the importance of students' educational background to speaking ability, the writer would like to identify how far "THE INFLUENCE OF STUDENTS' EDUCATIONAL BACKGROUND TOWARD THEIR ABILITY IN SPEAKING (A correlational study of the first year students of MAN BLORA in the Academic Year 2010/2011)".

B. Limitation of The Problem

The writer would like to limit the scope of the study to the following problems in order to avoid misinterpretation of the problem the scope is presented in the following:

1. This research especially focused on how far is the influence of students' educational background toward their speaking ability in teaching and learning process of English.
2. This research is conducted to the first year students of MAN BLORA in the Academic Year 2010/2011.

C. Statements of The Problem

To clarify the problem that is going to be analyzed, the statements of the problems are formulated as follow:

1. How far is the educational background of the students in the first year students of MAN BLORA in the Academic Year 2010/2011?
2. How far is the speaking ability of the first year students of MAN BLORA in the Academic Year 2010/2011?
3. Is there any significant correlation between the students' educational background toward their speaking ability of the first year students of MAN BLORA in the Academic Year 2010/2011?

D. The Objectives of The Study

The objectives of the study are stated as follows:

1. To find out the students' educational background of the first year students of MAN BLORA in the Academic Year 2010/2011.
2. To find out the students' ability in speaking of the first year students of MAN BLORA in the Academic Year 2010/2011.
3. To find out whether there is significant correlation between the students' educational background and the student's ability in speaking class of the first year students of MAN BLORA in the Academic Year 2010/2011.

E. The Benefits of The Study

In writing this research, the writer has some objectives

1. Practically: this research is hoped 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.

F. Definition of Key Terms

1. Influence

Influence is power to affect somebody's character, beliefs or action through, person, fact etc. That exercise such power, action of natural forces, power due to wealth position (Hornby, 1974:437).

2. Student

Student is a person who studies at college, polytechnic or university: boy or girl attending school, any one who studies or who devote the acquisition of knowledge (Hornby, 1974:437)

3. Speaking

Speak is communicate with each other. Speaking is make use of language in ordinary, not singing, voice (Hornby, 1974:774).

4. Students' Speaking Ability

Ability is something done successfully with effort and skill. Generally, ability is a personal accomplishment, an attainment of goals set the individual or society in educational psychology (Watson, 1987:8).

5. Educational Background

Educational Background is it means where and what school you came from basically all the school that you've been ([Http://socrats.berkeley.edu/~noe/education/.html](http://socrats.berkeley.edu/~noe/education/.html))

The writer uses the report score of speaking in the first year students of MAN BLORA in the Academic Year 2010/2011).

G. Literature Review

The writer takes review of related literature from other thesis as principle or comparative in this research.

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 Alfiquoendaruati 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 (Alfiquoendaruati, 2009).

The second is done by Lestari Handayani entitled "*The influence of Student's Self Confidence toward Their Achievement in Speaking (A case study of fifth semester students of English educational Faculty of STAIN Salatiga in the academic Year of 2005/2006*". She has analyzed that there is a positive 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 Achievement 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 writer interested to carry out a research dealing with the mastery of English especially in speaking. To make different research with other researcher, the writer has a bravely to do the research about students' educational background with title "*The influence of Students' Educational Background toward Students Ability in Speaking (A Correlation Study of the in the first year students of MAN BLORA in the Academic Year 2010/2011)*".

On this research, the writer describes definition of students' educational background, students' speaking ability, and the role of students' educational background to speaking ability.

H. Hypothesis

Suryabrata (1995:69) said in his book "Metodologi Penelitian" that hypothesis is answers for the problem of research and must be tested again empirically. So, the hypothesis in this research is there is an influence of students' educational background toward students ability in speaking of the first year students of MAN Blora in the Academic Year 2010/2011.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to describe about: a) students' educational background, b) speaking,) speaking ability in English teaching.

Those will be explained in the following discussion.

A. Definition of Students' Educational Background

1. Definition of Students' Educational Background

Educational background is related to any prior schooling is successfully completed. High school diploma, college, and vocational programs are all educational background. Educational plays a large role in the life of students and it is crucial in regard to a student's transition. Each type of school, whether public, private or home school offers unique opportunities expanding beyond the education a student is currently receiving ([Http://depts.washingtons.edu/cridweb/inclusive/background.html](http://depts.washingtons.edu/cridweb/inclusive/background.html)).

2. Students' Roles

Students, first of all, should be active participants in their education. By the active, this means that students should contribute to classroom discussions by not only answering direct questions posed by the teacher, but answers questions posed by their peers. This again, is not all that the student should do. Students should feel free to ask question, or express their ideas about a subject, not only to their teacher, but also their

press. This allows students to construct their own knowledge about their learning, and apply it to their education.

A student's role is also to be motivated about their learning. This role is also tied to a teacher's role as well. However, if students are truly interested in learning, it is their job to think. When thinking, students should be able to find some prior experience or knowledge to apply this new learning too. When doing so, they should mentally prepare themselves to learn more about this new concept or idea. Now, this does not always happen, but a student who wants to be actively involved in their education.

As the teacher's role is now a facilitator, the student's role is to take given information or instructions and coordinate that takes for himself or group members, and begin the task. The student must be a task monitor by checking him self in terms of on task study time, noise level, and quality work. Teacher should be responsible for gathering materials needed for an assignment, when given directions to where resources can be found. The teacher also put back materials when finished. These are simplistic roles, but that i use in my classroom as a cooperative learning teacher. Students take part in the assignment and learning itself ([Http://mskbailey.wordpress.com/2009/10/10-the-role-the-students-in the-classroom](http://mskbailey.wordpress.com/2009/10/10-the-role-the-students-in-the-classroom)).

3. Teachers' Roles

Guy and Francoissay that teaching is exercised skill, deliver knowledge, make up behavior and values transfer teaching is make changing to students it is self (Hasan, 1994 : 23). It is mean that teaching learning process does not teach about the subject matter only, beside that there is changing behavior to students. So the teacher must be figure to students. In this context, a role is a set of behaviors derived from the expectations demanded of it. It is simply a pattern of behavior recognizable in repented performances. The effective performance of such behaviors is depended a knowledge and a set of skill consistent with the role expectation (Jhon, 1981: 13).

One of the most conception of the role of conception of the role of teacher is that of a given of information (Version, 1980: 5).

If all goes well, the process ends with the students who have often been passive receiver. Teaching has been describe by a not the transmission of the material from and instructor's book to a student's note book, by passing the minds of both. It means that teaching not only teaches about the material, but also must understand about students in teaching learning process.

In teaching learning process beside giving information, the e roles is teacher roles is also for giving motivation of any classroom activity, guide, and give facility to study their purpose (Slameto, 1988 : 99).

Even though there is many other factors that influence pupils' mastery of subject matter in the school setting, for example newspapers, radio, television, film, and soon, the teacher is one of the many resources only f learning media in the class. And the teacher has to create a describe classroom climate to plan a variety of learning activities. To enrich materials effectively, a teacher can use facilities including television, electronic learning, laboratories, computer terminal, and dial access retrieval systems.

The teacher plays important roles in the teaching learning process. The qualification of a teacher should have certain competence and ability to be a qualified teacher. We have known that the children of school still easy to be influenced to the others things. The students dependent to their teacher, their friend and also their family in making their decision. That is why to teacher should try to work and understands each characteristic of students. In the class he teacher is characteristic of students. In the class the teacher is responsible for many types of instruction, for helping our students grow awareness and in their ability to relate others.

The teacher should cooperate to think their action thoroughly. Here he plays some important roles increase from teach or educated become the director of teaching learning process. It means that teacher set up a conductive situation that prevent students dorm getting burred. The teacher should be a good facilitator for the students, It is necessary that the teacher should be a competent one because he/she presents the materials in an

appropriate way. The teacher should arrange appropriate methods for the teaching learning activities.

The teacher plays the role of a learning coordinator successfully in today's school, her or she must process the basic knowledge and concepts of a subject matter field and must know what to select content. The mastery of subject matter, though an absolute necessity for a teacher outside the scope of this book. No single book can possibly deal adequately with all subject areas.

In fact not all teachers fulfill the criteria above. An English teacher should not stress only on the materials giver, but she or he also has to set up a conductive situation that prevents student from the assumption that English.

English is a 'care' subject. A teacher should be a total teacher. It means that a teacher should not be seen as more technicians who conduct the job that is delivery the knowledge but as a teacher who involves his/her skills values and expertise in it. In everywhere the student hope the teacher always gives attention to them. Because according to some of student that teacher is the spirit father for the children (Syaiful, 2002:74).

Spiritual father means the teacher is rapidly becoming a director, or facilitator of learning experience. That is why before we do our duty as teacher we must know the aim of education.

The teacher has objective of teach some materials. As like swann judith coupe and peter mittler opinion that the aim of education should be

the same for all children, irrespective of ability or disability and would apply to all ages and stages of development (Keen, 1989: 45).

We cannot ignore that many aspects of teacher's role are shaped by the society or the community in which he works.

This relationship with other members of community in which he works. This relationship with other members of community which are particularly with other members of community which are particularly significant from him according to cultural, geographical, and administrative features or the context in which he is teaching (Morrison, 1976 : 98).

Every learning teaching process in the classroom teacher will contact directly in extended periods with his pupils. The teacher normally has some direct contact, but who may also have considerable indirect influence upon him during teaching learning in the class. Finally, the teacher's contacts with groups and individual beyond the school attend be occasion oral, but they too many exert powerful influences on him indirect ways.

The teacher must try as precut as possible in front but students, because the central role of a teacher promote, growth and achievement which is internal process. (David , 1978: xii).

As like Marsa Weiland Bruce Joyce say the teacher responsibilities can conveniently be described in there categories:

Reasonability for the personal growth of our students, responsibility for their mastery of academic subjects, including the basic skill of reading and computation that are so essential to contemporary life.

B. Speaking Ability in English Teaching

1. Definition of speaking

Speaking is a spoken communication that use of words to convey meaning (Alderman, 1993: 100). The function of speaking is to communicate using language. When we speak, we are constantly estimating the hearer's knowledge and assumptions, in order to select language that will be interpreted in appropriate with our intended meaning (Littlewood, 1984: 3). In studying speaking, the student must master the knowledge of the language concerning choosing the right forms, putting them in the correct order, etc. Skill in using language refers to what to say, how to say and how to develop.

To get goal of developing speaking skill, students must focus on the communicative abilities of interpretation and expression. It means that the students must be able to use their ability in speaking of their communication. The most important is practice every day.

Brown (1984) says that giving speaker experience in hearer's role is more helpful than simple practice in tasks where a speaker is having real difficulties in appreciating what a particular task requires. In tasks where speaker are largely successful in meeting a particular task demand, then repeated practice may enable them to improve further their

performance in this respect, and may indeed be by pleasant and motivating experience.

2. The Strategy to Study Speaking

Other teachers persuade themselves that if they speak the new language exclusively in the classroom, the students will at some time, begin to speak it fluently too, this they justify by the argument that the students now have the opportunity to learn a second or third language as they learned their native language as children. (Wilga, 1981 : 188)

This reasoning ignores the fact that little children learn to speak their language by continual prattling for most of their waking hours, frequently using incorrect forms that they are continually being spoken to, often in specially adapted language, and encouraged in their effort to produce speech, and that their efforts at uttering comprehensible speech enable them to gain things for which they feel a great need. Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is more important for familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication. Teachers will need to use their imagination in devising situations, which provoke the use of language in the expression of the student's own meaning, even when the student has very limited resources on which to draw. From these early experiments with the language, students have become aware of extraordinary potentiality for the creation of new meaning that

recommendations and rearrangements of language elements provide. They realize language is a valuable tool, which can be used in many ways. The active practice of speech cannot be left to a later stage, when student presumably know the language from the dissection and reassembling of the written language. By this time, many students will have developed certain inhibitions about making strange sounds in public, and will find it difficult to express themselves orally in the complex forms of the literary code they have been taught. Students should be given the opportunity, throughout their period of language study, to develop ever more complicated structural patterns of the new form of speech, and in consolidating the muscular control involved in the acceptable production of sound sequences (Wilga, 1981: 189). The prolonged practice they require in working with the code must not be delayed. For these reasons, speaking should be a natural activity from the first lesson.

There are many techniques' to help student to speak in front of the class or the audience:

- a. If you have to speak in public, then rehearse well and have all the information, notes etc. In advance so that you will feel well prepared.
- b. Go over the event in your mind and see yourself coping with the situation well and foresee any potential problems you may have but see your self deadline even with those with complete confidence.
- c. See the speech or presentation as challenge, a positive opportunity to improve your self.

- d. Learn to slow down when you are under stress, most people panic and rush a head but you need to calm yourself are slowdown, this will look more confident. If you think, you look more confident you will feel more confident.
- e. Always smile and you will look and feel more confident
- f. Learn to relax your muscles and remove tension from your body.

Learning how to plan and deliver oral reports is a skill that will be useful to you. (Warriner, 1982:555)

3. How to teach speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In the communicative model of language teaching, instructors help their students to develop the knowledge by providing authentic practice that prepares students for real life communication situations, they help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

4. Goal and Technique's for teaching speaking

The goal of teaching speaking skill is communicative efficiency, Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

In communicative output, the learner's main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other information gap. In these activates, language is a tool, not an end itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories on input and output vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the learners

at all proficiency levels, including beginners, benefit from this variety, it is more motivation, and it is also more likely to result in effective language learning.

Speaking lessons often tie in pronunciation and grammar, which are necessary for effective oral communication, or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the student will practice with the actual speaking activity.

These activities may include imitating, answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skill as well, such as when one student is given a simple drawing and sits behind another student, facing away. The second student asks questions to clarify unclear instructions, neither can look at each other's page during the activity.

Here are some ideas to keep in mind as speaking activities:

a. Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with language the students have.

b. Correcting Errors

You need to provide appropriate feedback and correction, but do not interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after without embarrassing the student who made error. You can write the error on the board and ask who can correct it.

c. Quantity vs. Quality

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieted ones to take more risks.

d. Conversation Strategies

Encourage strategies like asking for clarifications, paraphrasing, gestures, and initiating.

e. Teacher Intervention

If speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instruction, or stop an activity that is too difficult or boring.

(<http://en.wikipedia.org/wiki/publicspeaking>).

5. Factors affecting adult English Foreign Language of oral communication

The affects adult English Foreign Language learners oral communications to provide guidance in developing competent speakers of English are:

a. Age or maturational contains

This ageing process it self may affect or limit adult learners' ability to pronounce the target language fluently with native like pronunciations, problems with prosodic features such as intonation, stresses, and other phonological nuances still cause misunderstandings or lead to communication breakdown.

b. Aural Medium

Usually, one person speaks, and the other people respond through attending by means of listening process. In fact, during interaction, every speaker plays a double role-both as listener and as a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely with listening.

c. Sosio-cultural factors

One must know how the language is used in a social context to speak language. The student had not understood the non verbal message, which illustrates that the socio-cultural factor is another aspect that affects oral communication greatly.

d. Affective factor

These related to second language or foreign language is emotions, self-esteem, empathy, anxiety, attitude, and motivation.

6. Problems of Teaching Speaking

a. Students do not want talk or say anything

One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in groups of lines etc. On the other hand, by decorating the walls in English language and culture posters. From day one teach your students classroom language, keep on teaching it, and encourage your students to ask for things and to ask for question in English. Giving positive feedback also helps to encourage and relax shy student to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skill and let the students know they are being assessed continually on their speaking practice in class throughout the term.

b. When the students work in pairs or groups they just end up chatting in their own language

Make sure you give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their, likewise if the task is too easy they may get

bored and revert to their language. Also, be aware of the fact that some students especially beginners, will often use their as an emotional support as first, translating everything word for word to check they have understood the task before attempting to speak. In the case of these students simply be patient as most likely once their begin to disappear. If students do not have something to say or to do, or do not feel the need to speak, you can be sure it will not be long before they are cheating away in their language.

(<http://www.teachingenglish.org.uk/think/speak/speakskills%2.shtml>).

7. Indicator of Students Speaking Ability in Speaking

The students speaking are indicated by the following indicator:

a. Self confidence

Students may have confidence in one self, ability, and power to speak.

b. Grammar

Students can use the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language in speaking.

c. Vocabulary

Students can use a set of words within a language that are familiar to that person.

d. Fluency

Students have ability to speak with speed, accuracy and proper expression.

e. **Comprehension**

Students can interpret the purpose and content of the presentation by observing the speakers.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

In this research, the writer uses quantitative approach. A Quantitative study that is consistent with the quantitative paradigm is an inquiry of social or human problems, based on testing of theory composed of variables, measured with numbers, and analyzed with statistical procedure's, in order to determine whether the predictive generalizations of the theory hold true (Creswel, 1994: 2).

A correlative quantitative is a method of research in which the writer has two or more quantitative variables form the same groups of subject, and writer tries to determine if there is a relationship between the two variables. (http://www.ehow.com/info_8359597_advantages-disadvantages-correlation-research.html).

B. Population

1. Population

Population is all members of the research subject (Arikunto, 1993:102). The population of this research is the first year students of MAN BLORA in the Academic Year 2010/ 2011. The total numbers of the population are 200 Students. They are dividing into five classes. Those are A, B, C, D, and E.

2. Sample

Sample is the part of the representative of population who are observed (Arikunto, 1993:104). The sampling technique of the research is cluster sampling. The research only selects a number of clusters from the collection clusters of the entire population. Therefore, only a number of clusters are sampled, the other entire clusters are left unrepresented. In this research, the writer takes all of students of the first year students of MAN BLORA in the Academic Year 2010/2011. According to Arikunto (1993: 104) if the number of subject is less than 100 subjects, the research can take entire subject. However, if the number of subject in the research more than 100 person, we can take 10%-15% or 20-25% of the population. The sample of the study is the first year students of MAN BLORA in the Academic Year 2010/2011. The writer takes the sample 20% from the total of population. Therefore, she takes 37 students as the subject in this research.

C. Techniques of Data Collection

The techniques for collecting data the writer used two techniques, they are:

1. Questionnaire

To obtain the data, the writer uses the questionnaire method. Questionnaire instrument, play an important role to collect data. Students are asked to answer the questions. This is used to find the students' educational background and speaking skill.

2. Documentation

It is finding data about variables in notes, raport, book transcript, paper, meeting note, agenda, and soon. This method is used to get the data about the condition of teachers, officer and students. The writer also studied the data that are collection of reports from the teachers. The data is about the speaking teaching process.

3. Observation

Observation method is used by the writer to monitoring and the registration by using the systematic phenomenon, which is observed.

4. Interview

Interview is conversation bettween two people (the interviewer and interviewee) where questions ansked by the interviewer to obtain the information from the interviewee.

D. Data Analysis

In order to conduct a good arrangement, the writer uses a statistic formula. This formula is used to find the influence of students' educational background toward their ability in speaking subject. The formula is

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

Explanation

r_{xy} = Correlative Coefficient of Variable x and y.

- x = The Sum of the Students' Educational Background.
 y = The Sum of the Speaking Skill.
 N = The Total Number of Respondent.

After analyzed the data using the formula above, the writer can get the result about the correlation between the students' Educational Background and their ability in speaking. This data will be compared with the hypothesis it will be accepted or rejected, and the statement of the problem will be answered.

E. Profile of School

1. History of MAN Blora

As bilingual school, the teacher of MAN Blora target to make their students position well in developing globalized world and motivate them to gain certain roles in the social life through our bilingual program.

Chronologically, the history of State Senior Islamic School (MAN) Blora founding can be described into three parts, they are:

- **Building Initiation:**

At 1979, committee of Ma'arif organization under authority of Nahdatul Ulama in Blora regency founded an Islamic Senior High School namely "MA Ma'arif" Blora. Many years seeing the degradation of this school, all school committee agreed to fuse with another state school, that is Islamic senior high school (MAN) Purwodadi at 1985. Some figures who founded Islamic senior high

school (MAN) Blora are K.H Zaenuddin Zahid BA (The Branch Leader of NU Blora), Lasmini Muchsan, B.Sc,(The Branch the Secretary NU Blora), Masrum Achmadi BA, (The Branch Leader of Secretary of Secretary of Treasure NU Blora), Drs. Chudlori Sup'at (the Leader of LP Ma'arif Blora), Mahmudi BA, (Public Service).

- **State Islamic Senior High School Purwodadi Branch in Blora**

From the year to year being a branch of MAN Purwodadi this school has become developed. Many free students registered to this school. This development can be requirement to this school to separate from MAN Purwodadi, Thus, in 1993 MAN Purwodadi branch in Blora got a state certificate from religious affair ministry of Republic of Indonesia and became State Islamic Senior High School.

- **State Islamic Senior High School Blora**

Based on the decision of Minister of Religious affair of Republic of Indonesia Number: 244 Year 1993 date October, 25 1993, MAN Purwodadi Branch in Blora was changed its status into State Islamic Senior High School (MAN) Blora. For the first period, MAN Blora appointed Drs. Chudlori Supa'at as the head master of MAN Blora.

2. **Functions and Objectives of Islamic Senior High School**

An Islamic Senior High School which is characterized as Islamic School. It has functions and objectives are explained below:

- a. Religious teaching functions to shape Indonesia people to be faithful and god-fearing to God The only One, to have good moral behavior, able to keep peacefulness, able to keep the harmony of intern and inter-religions.
- b. Religious teaching is purposed to develop learner capability, understand, comprehend, and apply religious values which is match with science technology and art mastery.

3. Vision and Mission

Madrasah Aliyah Blora has vision and mission as bellow:

a. Vision

- Creating an excellent Muslim learner in achievement, competent in activity, and noble in right.
- Prepare students intellectually, morally, socially, emotionally, and physically for admission to the best university/institution in the world.
- Ensure the development of essential social and natural sciences knowledge.
- Direct students into becoming effective communicators, networkers and cross cultural team players.
- Facilitate learning and communication in multiple languages.
- Help students garner realistic objectives that foster a fondness of their language and culture, and a keen awareness of their surroundings to help them to become tolerant, open-minded and

respectful towards other cultures in the multicultural context of the region.

b. Mission

- Improving the process of learning and teaching quality.
- Improving teachers professionally competences.
- Improving disciplines.
- Improving religious education as the character of Islamic Senior High School.
- Completing all infrastructure needs.
- Bringing Islamic school into institution choice for new students and society.
- Recognize that every student is different and his/her particular needs to develop to prepare to enter a demanding world.
- Encourage students to become life-long enthusiastic learners who can communicate with other people with love and tolerance by showing the utmost respect towards other beliefs and ideas.

4. The official Staffs

To manage the educational activities, every school needs official staff. It is expended that every activity can be performed effectively and efficiently, so that the goal of teaching can be achieved. Based on the result of direct observation, it's found that the number of official staffs in the institution year 2010/2011 is 21 people.

5. Teaching Staff

In teaching and learning process, teacher has important roles. Their existence is always needed in every school or educational institution. They will give material or subject. There are 53 teachers of MAN BLORA in the academic year 2010/2011. There are:

NO	NAME	SUBJECT
1.	Suhamto, Drs, M.Pd	Matematika
2.	EdySunaryo, Drs.	Matematika
3.	Warsan, Drs, H.	Fiqih
4.	EkoSulistiawati, Dra.	BP
5.	SulasmNingsih, Dra.	Biologi
6.	Moh. Fatur, Drs.	AqidahAhlaq
7.	SitiKhusnulKotimah, Dra.	Qur'an Hadits
8.	YulisSetyaningsihS.pd	Biologi
9.	Sutikno, S.Pd.	Penjaskes
10.	Sri NurWahyuniati S. Pd	Biologi
11.	Sujito S. Pd, M. Si	Kimia
12.	Siswati, S. Pd.	Fisika
13.	BambangSulistyono, S. PD	Ekonomi
14.	Suparti, S.Ag.	AqidahAhlaq
15.	BambangNurcahyo, S.Pd	Kimia
16.	KalimatuSakdiyah, S. Pd	Ekonomi
17.	LailiQudsiyah, S. Pd.I.	B. Arab
18.	Ida Nurhayati, S. Pd	Sejarah
19.	Sulistyowati, S.Pd.	B. Indonesia
20.	MaftukhahKrisnawati, S.Pd	Geografi
21.	Ali MustainFahmi, S. Pd	PKn
22.	YuniDewi Lestari, S. Pd	Matematika

23.	SitiIndarti, S. Ag.	B. Arab
24.	SutrisnoAgusWidodo, S. Pd.	Matematika
25.	Gunawan, S. Pd.	B. Inggris
26.	UmiKhayati, S. Pd.	Ekonomi
27.	LailaNurhayatin, S. Pd.	Ekonomi
28.	Ernawan, S. Pd.	Sejarah
29.	YeniIsnawati, S. Pd	Fisika
30.	Iskandar, S.Pd	Penjaskes
31.	Sugiharto, S.Pd	B. Indonesia
32.	Liliana Indah Puspitasari, S.Pd	Ekonomi
33.	Maskuri, S. Pd. I	B. Inggris
34.	Dra. Ma'arifatun	Kimia
35.	Drs. Bardiyono	B. Inggris
36.	Mahmudi As. BA	SKI
37.	ZaatAfandi, S. Ag.	Fiqih
38.	Murtiningsih, S. Pd	Geografi
39.	FatimatusZahro. S. Psi	BP
40.	Paryono, S. Pd	SeniBudaya
41.	NailiNurRahmawati, S. Pd.I	TIK
42.	DwiDiahArdiastuti, S.Si	Sejarah

6. Students' Condition

There are 619 students of MAN Blora in the academic year 2010/2011. They consist of 247 students of X year, 19 students of XI Agama. 113 students of XI IPA, 77 students of XI IPS, 98 students of XII IPA, 65 students of XII IPS.

Table 3.2 Students' Condition of MAN Blora

Kelas	Jml Romb. Belajar	KELUAR BULAN INI			MASUK BULAN INI			JML SISWA BULAN INI			ABSENSI (%)			Ket
		L	P	J	L	P	J	L	P	J	S	I	A	
X	6				-	-	-	113	134	247	-	-	-	
XI Agama	1							9	10	19				
XI IPA	3				-	-	-	35	78	113	-	-	-	
XI IPS	2				-	-	-	44	33	77	-	-	-	
XII IPA	3				-	-	-	31	67	98	-	-	-	
XII IPS	2	-	-	-	-	-	-	35	30	65	-	-	-	
Jml	17	0	0	0	0	0	0	267	352	619	0	0	0	

7. Facilities of MAN Blora

This school has complete enough facilities. To develop the quality of education, teaching learning process equipment and facilities have the main role in the educational process. The school must try to fulfill them. So, the teaching learning process can be successful. They have laboratory to conduct teaching learning process. Other facilities are library and internet. The library is one of major supporting facility to fulfill scientific information needed by the students and facilitate learning and communication in multiple languages.

8. Curriculum of MAN BLORA

Curriculum of MAN BLORA as follows:

- Matematika
- Fiqih
- BP
- Biologi
- Aqidah Akhlaq
- Qur'an Hadits
- Penjaskes
- Kimia
- Fisika
- Ekononi
- B. Arab
- Sejarah

- B. Indonesia
- Geografi
- PKn
- B. Inggris
- SKI
- Fiqih
- SeniBudaya
- TIK
- Ketrampilan Printing
- B. Jawa
- Sosiologi
- KetrampilanBusana
- Ketrampilan Agama

CHAPTER IV

DATA ANALYSIS

This chapter presents the ways to calculate the data of students' educational background and their ability in speaking class to the first year students of MAN BLORA in the Academic Year 2010/2011). The correlation analysis of two variables will be calculated by the product moment formulation.

The data analysis will be done step by step. This is the step of data analysis.

A. Variables of Investigation

The variables are condition or characteristics that a researcher manipulates, controls, or observe. There are two kinds of variables, independent variables (X) and the dependent variable (Y).

1. The Student's Educational Background

This is the dependent variable. The student's Educational Background indicated by the questionnaire.

2. The student's speaking ability.

This is the independent variable. The student's ability in speaking indicated by the following indicator:

a. Self confidence

Students may have confidence in one self, ability and power to speak.

b. Grammar

Students can use the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language in speaking.

c. Vocabulary

Students can use a set of words within a language that are familiar to that person.

d. Fluency

Students have ability to speak with speed, accuracy and proper expression.

e. Comprehension

Students can interpret the purpose and content of the presentation by observing the speakers.

B. Data Presentation

1. Questionnaire

After the writer collected the data about the student's mother tongue by the questionnaire. The writer makes the criteria about the result of the questionnaire answer the criteria is:

- a. Answer a has score 3.
- b. Answer b has score 2.
- c. Answer c has score 1.

The questionnaire consists of 20 items of statements of the students' educational background of the first year's students of MAN BLORA in the academic year of 2010/2011.

2. Subject name

Table 4.1

No	Student Number	Name
1	3001	Abdul Daip
2	3002	Ahmad Yogi E
3	3003	ArlitaHaraivana
4	3004	AyuFitriana
5	3005	Ahmad AgungWibowo
6	3006	Ahmad Rosidi
7	3007	AniKhusnul K
8	3008	ArisRizai
9	3009	Catur Asmara
10	3010	Dimas Agung M
11	3011	DwiWahyu N A
12	3012	EkaSiska W. L
13	3013	EniSafitri
14	3014	FerySabta W
15	3015	HestiWidya R
16	3016	IlhamOkavia
17	3017	ItikaRatnasari
18	3018	KhoirunNajib
19	3019	M. Khabib
20	3020	M. Abdul Rohim
21	3021	M. Arifuddin

22	3022	M. Gigih M
23	3023	Mukhlisin
24	3024	NurJami'ah
25	3025	PutriAyu A
26	3026	Retno Angelina
27	3027	Rovianto
28	3028	Siti Indah I
29	3029	SitiMarfu'ah
30	3030	SitiNaimatul K
31	3031	SitiSiswanti
32	3032	Sri Nanik
33	3033	Sulikati
34	3034	Wahyu U
35	3035	TitisiAlinta Sari
36	3036	Yolanda Sonya S
37	3037	Yunita Sari

The writer disseminates a questionnaire to 37 respondents, and then reassembles their answer. These questions are made to find data on the use of students' educational background variable. The answers that have been collected are recorded to the specific tables.

Table 4.2
The Result of Questionnaire Distribution

No	Answer number																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	A	B	B	B	C	B	C	B	B	A	B	A	B	A	A	B	A	A	C	C
2	A	A	A	B	B	B	B	B	C	B	C	A	A	A	B	B	B	C	B	A
3	B	A	B	B	B	A	A	A	B	B	B	A	B	B	C	C	C	B	C	B

4	A	A	B	B	B	B	A	A	C	B	B	C	C	C	C	B	B	C	B	C
5	B	A	C	B	A	A	A	C	B	B	C	B	B	B	C	C	B	C	C	A
6	A	A	B	B	B	B	C	B	B	A	B	A	B	A	B	C	B	B	B	C
7	B	B	C	B	A	A	A	A	B	B	C	A	B	B	C	B	C	C	B	B
8	A	B	A	B	A	B	C	A	B	A	A	A	B	B	A	C	B	B	A	B
9	A	B	C	B	B	A	A	B	B	A	B	A	B	A	B	B	B	B	B	C
10	A	A	C	A	B	A	A	A	B	B	B	A	A	B	A	B	C	C	C	B
11	B	A	B	B	B	C	A	A	B	A	B	A	B	A	A	C	C	B	C	B
12	B	A	B	B	C	B	A	A	B	A	A	A	B	C	C	C	C	B	C	C
13	B	A	C	B	B	A	A	A	B	B	C	A	C	C	C	B	C	B	C	B
14	A	B	C	B	B	A	B	A	A	B	A	A	A	B	A	C	C	C	C	C
15	B	A	C	B	C	A	B	A	B	B	C	A	B	B	C	B	B	B	C	A
16	A	A	B	B	B	B	C	A	A	B	B	A	A	B	B	B	A	A	A	C
17	A	A	A	B	B	B	C	A	B	B	C	C	A	A	A	A	A	C	C	A
18	A	A	B	B	C	B	A	A	A	B	B	A	A	B	A	B	B	C	C	C
19	B	A	A	B	C	B	A	A	A	B	B	A	C	B	C	B	C	C	C	A
20	B	A	B	B	C	B	A	A	A	B	C	A	A	B	C	C	B	B	C	C
21	B	A	C	B	C	B	A	B	B	A	C	A	B	A	A	B	B	B	C	B
22	B	B	A	C	B	C	B	C	B	C	A	B	A	B	A	B	B	C	A	C
23	B	A	B	C	B	A	B	B	A	A	B	B	A	B	A	B	B	C	C	B
24	B	B	C	B	B	B	A	A	B	A	B	C	B	B	C	B	C	B	C	C
25	B	A	B	B	A	A	B	B	B	B	C	C	B	A	A	A	B	B	C	B
26	A	A	B	B	B	A	C	A	B	A	B	A	B	C	C	A	C	A	A	B
27	A	A	B	B	A	A	B	B	B	A	B	C	B	B	C	C	B	B	B	B
28	B	A	B	B	B	C	A	A	A	B	A	C	B	C	C	B	C	B	B	B
29	B	B	B	B	B	B	A	A	B	A	A	B	B	C	C	B	B	B	C	C
30	B	B	C	B	C	A	A	A	B	B	A	A	B	B	C	B	C	C	C	B
31	A	A	B	B	B	C	A	A	B	A	B	A	B	A	A	A	C	C	C	C
32	C	A	B	B	A	C	A	A	A	A	A	A	B	A	A	C	B	C	C	A
33	B	B	B	B	B	B	A	A	B	B	A	A	B	C	C	B	C	B	B	A

34	A	A	A	B	B	B	A	A	C	A	A	A	A	B	C	C	B	C	C	B
35	B	A	B	B	C	B	A	A	B	A	B	A	A	B	C	B	C	B	C	C
36	B	A	B	B	B	B	B	B	B	B	B	C	A	A	A	A	A	B	A	B
37	B	A	B	B	B	C	A	A	B	B	C	A	B	B	A	A	C	C	B	B

Because the respondent's answer was from the data, the writer's makes the data coded. Coding is data processing by setting and provides answer categories code on each answers. The writer changes the result of questionnaire to be the quantitative data obtained into questionnaire score:

- a. Score 3 for option a
- b. Score 2 for option b
- c. Score 1 for option c

Data concerning the students' educational background obtained by propagated questionnaires to students. The entire questionnaire returned and the result will be shown in table of 4.3

Table 4.3

The questionnaire calculation

NO	ANSWER			SCORE			SUM	SCORE (X1)
	A	B	C	3	2	1		
1	7	9	4	21	18	4	43	71,6
2	6	10	4	18	20	4	42	70
3	5	11	4	15	22	4	41	68,3
4	4	9	7	12	18	7	37	61,6
5	4	8	8	12	16	8	36	60
6	5	12	3	15	24	3	42	70
7	4	10	6	12	20	6	38	63,3
8	9	9	2	27	18	2	47	78,3

9	4	12	4	12	24	4	40	66,6
10	9	6	5	27	12	5	44	73,3
11	7	9	4	21	18	4	43	71,6
12	6	6	8	18	12	8	38	63,3
13	4	8	8	12	16	8	36	60
14	8	6	6	24	12	6	42	70
15	4	10	6	12	20	6	38	63,3
16	9	9	2	27	18	2	47	78,3
17	9	5	6	27	10	6	43	71,6
18	8	8	4	24	16	4	44	73,3
19	6	7	7	18	14	7	39	65
20	6	8	6	18	16	6	40	66,6
21	6	9	5	18	18	5	41	68,3
22	5	9	6	15	18	6	39	65
23	6	10	4	9	22	6	37	70
24	3	11	6	9	22	6	37	61,6
25	6	10	4	18	20	4	42	70
26	9	7	4	27	14	4	45	75
27	5	11	4	15	22	4	41	68,3
28	5	10	5	15	20	5	40	66,6
29	4	11	5	12	22	5	39	65
30	5	8	7	15	16	7	38	63,3
31	9	6	5	27	12	5	44	73,3
32	10	4	6	30	8	6	44	73,3
33	4	12	4	12	24	4	40	66,6
34	9	6	5	27	12	5	44	73,3
35	6	9	5	18	18	5	41	68,3
36	7	11	2	21	22	2	45	75
37	6	9	5	18	18	5	41	68,3
Summary of subject								2538,3

The writer determines the interval degree which suitable depends on the result of questionnaire below:

- a. Determine the highest score (Ba) = 78,3
- b. Determine the lowest score (Bb) = 60

Formulate:

$$\begin{aligned} \text{Interval} &= \frac{(Ba - Bb) + 1}{3} \\ &= \frac{(78,3 - 60) + 1}{3} \\ &= 6,4 \end{aligned}$$

With the interval class 6, 4 then rounded to 6 to make easier, the writer acquired the students' educational background classification as follows:

- a. 74-79 good
- b. 67-73 fair
- c. 60-66 weak

Based on the interval above it can be known that the students' educational background is alike what is presented in:

Table 4.4

The percentage of student's educational background

No	Mother tongue	Frequency	Percentage
1	Good	9	24,3%
2	Fair	16	43,2%
3	Weak	12	32,4%
		37	100%

To get the data of speaking ability, the writer takes the score in test of speaking.

Table 4.5

The score of speaking test

No	Student number	Sum	Score (x2)
1	3001	72	72
2	3002	62	62
3	3003	62	62
4	3004	60	60
5	3005	61	61
6	3006	70	70
7	3007	75	75
8	3008	72	72
9	3009	61	61
10	3010	75	75
11	3011	70	70
12	3012	70	70
13	3013	60	60
14	3014	65	65
15	3015	70	70
16	3016	75	75
17	3017	70	70
18	3018	73	73
19	3019	73	73
20	3020	72	72
21	3021	73	73
22	3022	73	73
23	3023	75	75

24	3024	65	65
25	3025	75	75
26	3026	75	75
27	3027	75	75
28	3028	74	74
29	3029	62	62
30	3030	73	73
31	3031	67	67
32	3032	62	62
33	3033	61	61
34	3034	75	75
35	3035	61	61
36	3036	75	75
37	3037	66	66
		2555	2555

Based on the data above, the writer determines the interval of students speaking ability.

- The highest score (Ba) = 75
- The lowest score (Bb) = 60
- The interval

Formulate:

$$\begin{aligned}
 \text{Interval} &= \frac{(Ba - Bb) + 1}{3} \\
 &= \frac{(75 - 60) + 1}{3} \\
 &= 5,3
 \end{aligned}$$

With the interval class 5, 3 then rounded to 5 to make it easier, the writer acquired the student's speaking ability classifications as follows:

- a. 72-77 = good speaking ability
- b. 66-71 = fair speaking ability
- c. 60-65 = weak speaking ability

Based on the interval above it can be known that the student speaking ability is alike what is presented in:

Table 4.5

The percentage of speaking ability

No	Speaking	Frequency	Percentage
1	Good	18	48,6%
2	Fair	7	18,9%
3	Weak	12	32,4%
		37	100%

3. Correlation Analysis

The purpose of the data analysis in this research is to measure the student's educational background and speaking ability of the first year students of MAN BLORA in the academic year of 2010/2011. To measure this, it is important to take the prefatory of measurement as follows.

Table 4.6

The prefatory table for computation of coefficient x and y

No	X	Y	x ²	y ²	Xy
1	71,6	72	5136,1	5184	5160
2	70	62	4900	3844	4340
3	68,3	62	4669,4	3844	4236,7
4	61,6	60	3802,7	3600	3700
5	60	61	3600	3721	3660
6	70	70	4900	4900	4900
7	63,3	75	4011,1	5625*	4750
8	78,3	72	6136,1	5184	5640
9	66,6	61	4444,4	3721	4066,7
10	73,3	75	5377,7	5625	5500
11	71,6	70	5136,1	4900	5016,6
12	63,3	70	4011,1	4900	4433,3
13	60	60	3600	3600	3600
14	70	65	4900	4225	4550
15	63,3	70	4011,1	4900	4433,3
16	78,3	75	6136,1	5625	5875
17	71,6	70	5136,1	4900	5016,7
18	73,3	73	5377,7	5329	5353,3
19	65	73	4225	5329	4745
20	66,6	72	4444,4	5184	4800
21	68,3	73	4669,4	5329	4988,3
22	65	73	4225	5329	4745
23	70	75	4900	5625	5250
24	61,6	65	3802,7	4225	4008,3
25	70	75	4900	5625	5250
26	75	75	5625	5625	5625

27	68,3	75	4669,4	5626	5125
28	66,6	74	4444,4	5476	4933,3
29	65	62	4225	3844	4030
30	63,3	73	4011,1	5329	4623,3
31	73,3	67	5377,7	4489	4913,3
32	73,3	62	5377,7	3844	4546,7
33	66,6	61	4444,4	3721	4066,7
34	73,3	75	5377,7	5625	5500
35	68,3	61	4669,4	3721	4168,3
36	75	75	5625	5625	5625
37	68,3	66	4669,4	4356	4510
	2538,3	2555	174969,4	177553	175685

$$\sum x = 2538,3 \quad \sum y^2 = 177553$$

$$\sum y = 2555 \quad \sum xy = 175685$$

$$\sum x^2 = 174969,4$$

To interpret the research finding, in this study, the researcher uses the Pearson product moment correlation formula to compose the data that have been continued as follows:

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

$$r_{xy} = \frac{175685 - \frac{(2538,3)(2555)}{37}}{\sqrt{\left[174969,4 - \frac{6442966,9}{37} \right] \left[177553 - \frac{6528025}{37} \right]}}$$

$$r_{xy} = \frac{175685 - 175279,9}{\sqrt{[174969,4 - 174134,2][177553 - 176433,1]}}$$

$$r_{xy} = \frac{405,1}{\sqrt{(835,2)(1119,7)}}$$

$$r_{xy} = \frac{405,1}{\sqrt{935173,44}}$$

$$r_{xy} = \frac{405,1}{967,04}$$

$$r_{xy} = 0,418$$

C. Interpretation

From the calculation above, it was obtained that $r_{xy} = 0,418$ and then r_{xy} is consulted to the critical value for r table of product moment to examine whether r_{xy} value is significant or not. The value of r table with $N = 37$ and the 5% significant level is 0,325, so it can be conducted that r_{xy} is greater than r table or 0,418 is greater than 0,325.

The result of the study shown that the student's educational background gives useful contribution to their ability in speaking class.

D. Discussion

The research finding indicates that there is significant correlation between the student's educational background and their ability in speaking class. This implies that the student's educational background gives a useful

contribution to their ability in speaking class 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 MAN Blora in the academic year of 2010/2011 are students who learn English and they must practice in daily life. Therefore, personality plays an important role in determining the weakness or strength students skill speaking.

The first discussion in this thesis is the influence of students' educational background of the first year students of MAN BLORA in the academic year 2010/2011. This data is gained by spreading the questionnaire about the students' educational background with 20 items of questions each from multiple choice items with 3 options. Total score of the lowest is 36 and the highest is 47. From the data processing the writer obtained that as 9 students of 24, 3% frequency answered in the high category of educational background, 16 students of 43, 2% frequency answered the medium category of educational background, and 12 students of 32, 4% frequency answered in the weak category of educational background.

The second discussion is students speaking skill of the first year students of MAN BLORA in the academic year 2010/2011. Data of the

students speaking ability is gained by asking for the English teacher Mr. Maskuri, S.Pd.

The lowest speaking score is 60 and the highest speaking score is 75. From the data processing, the writer obtained that 18 as 48,6% frequency of the high category, 7 of 18,9% frequency of medium of fair category, and 12students of 32,4% frequency of the low category.

Based on the result of the study, it can be sumed up that student's educational background gives useful contribution to their ability in speaking class.

CHAPTER V

CLOSURE

This study involves two variables namely the students' educational background and the students' speaking ability. There are three points describing students' educational background, to find out students' speaking ability, and to predict the influence between students' educational background and students' speaking ability of the first year's students of MAN BLORA in the Academic Year 2010/2011.

A. Conclusion

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

1. The profile of the students' educational background of the first year students of MAN Blora in the academic year 2010/2011 is has great influence in teaching and learning English process. This data gained by spreading the questionnaire about the students' educational background with 20 items of questions. The lowest score is 36 and the highest score is 47. The writer concludes that the influence of the educational background of the first year students of MAN BLORA in the Academic Year 2010/2011 is fair. It is proven by the frequency 43,2 % as many as 16 students

2. The students' attitudes toward the teaching of English were very good, most of the students like and enthusiastic in joining English material, and most of them could understand the material. They enjoyed the teaching learning activities. They wanted to be able to speak English fluently and they were proud of their school because English was introduced to the student. In the fact, most of the students like English.
3. The writer concludes that students speaking ability of the first year's students of MAN BLORA in the Academic Years 2010/2011 are good. It is proven by the frequency calculation is 48.6% as many as 18 students of the high category.
4. There is an influence between the students' educational background and student's speaking ability. It can be seen in the result of this research that r calculation is 0,418 while r table is 0,325, because r calculation $<$ r table, therefore, hypothesis is accepted it means there is an influence of the students' educational background towards students' speaking ability.

B. Suggestion

To improve the speaking ability of students in the first year of MAN BLORA in the academic years 2010/2011, The research give some suggestion that hopefully it be use full in improving students' speaking ability, some of suggestion are given to teachers, students, research.

1. 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 use 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.

2. 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.

3. 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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APPENDIXES

Angket penelitian

1. Tulislah nama, kelas, dan nomor absen pada tempat yang tersedia.
2. Lingkarilah a, b, atau c, sesuai dengan keadaan anda.

Nama:

Kelas:

No Absen:

1. Apakah latar belakang pendidikan terakhir anda?
 - a. Sekolah Berbasis Intrnasional
 - b. Mts
 - c. SMP
2. Jika anda diajar oleh guru bahasa inggris dalam pelajaran bahasa inggris, apakah kalian merasa senang?
 - a. Senang sekali
 - b. Sedikit-sedikit
 - c. Tidak senang
3. Pernahkan anda menggunakan bahasa inggris dalam proses belajar?
 - a. Pernah
 - b. Kadang-kadang
 - c. Tidak Pernah
4. Dalam pembelajaran bahasa inggris, apakah anda mudah memahaminya?
 - a. Ya, mudah
 - b. Sedang-sedang saja
 - c. Tidak mudah
5. Apakah penjelasan guru bahasa inggris mudah diterima?
 - a. Ya, mudah
 - b. Kadang-kadang
 - c. Tidak bisa diterima
6. Apakah anda merasa anda mempunyai kemampuan yang baik dalam berbahasa inggris?
 - a. Ya, sudah
 - b. Sedang-sedang
 - c. Tidak
7. Apakah anda lancar dalam berbahasa inggris?
 - a. Sangat lancar sekali
 - b. Sedang-sedang
 - c. Tidak lancar
8. Pernahkah anda melakukan perbaikan jika anda melakukan kesalahan dalam berbicara bahasa inggris?
 - a. Pernah
 - b. Kadang-kadang
 - c. Tidak pernah
9. Murid yang baik, biasanya selalu menyesuaikan dirinya, menurut anda apakah anda termasuk murid yang bisa menyesuaikan diri dengan situasi yang berhubungan dengan kondisi kelas anda saat pembelajaran bahasa inggris?
 - a. Ya, selalu menyesuaikan
 - b. Kadang-kadang
 - c. Tidak menyesuaikan

10. Keahlian seseorang biasanya berkaitan dengan pengalaman, apakah anda mempunyai pengalaman yang baik dalam berbahasa inggris?
 - a. Ya, punya
 - b. Sedikit-sedikit
 - c. Tidak punya sama sekali
11. Apakah pembelajaran bahasa inggris dikelas menyenangkan?
 - a. Menyenangkan
 - b. Kadang-kadang
 - c. Tidak menyenangkan
12. Dalam kegiatan belajar mengajar, apakah anda selalu antusias?
 - a. Ya, selalu
 - b. Kadang-kadang
 - c. Tidak pernah
13. Agar dalam proses belajar mengajar berjalan dengan lancar, apakah anda memiliki buku yng sesuai dengan mata pelajaran bahasa inggris?
 - a. Punya
 - b. Kadang-kadang
 - c. Tidak punya
14. Apakah kalian merasa kesulitan mengerjakan PR bahasa inngris?
 - a. Tidak kesulitan
 - b. Kadang-kadang
 - c. Kesulitan
15. Jika anda mempunyai kesulitan dalam belajar bahasa inggris, apakah anda bisa menyelesaikan kesulitan anda?
 - a. Pernah
 - b. Kadang-kadang
 - c. Tidak pernah
16. Apakah anda pernah mengikuti privat atau kursus bahasa inggris?
 - a. Sering
 - b. Kadang-kadang
 - c. Tidak pernah
17. Dalam pembelajaran speaking, apakah anda sering memperbanyak kosa kata bahasa inggris?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak
18. Dalam belajar speaking, apakah anda takut untuk megikutinya?
 - a. Tidak takut
 - b. Kadang-kadang takut
 - c. Takut
19. Apakah anda merasa materi atau topik yang guru anda jelaskan itu mudah?
 - a. Mudah
 - b. Biasa saja
 - c. Sulit
20. Apakah anda senang belajar disekolah anda dulu?
 - a. Senang
 - b. Biasa
 - c. Tidak senang.

CURRICULUM VITAE

Name : Ainur Rahmawati
Place and Date of Birth : Temanggung, 26 April 1989
Address : Kendal 2/II Kaloran Temanggung

Background of Education :

- SD Negeri I Gandon graduated in 2001
- MTs Assalam Temanggung graduated in 2004
- MA Assalam Temanggung graduated in 2007

Salatiga, 5 Februari 2012

Ainur Rahmawati

DAFTAR NILAI SKK

Nama : Ainur Rahmawati

Progdi: TBI

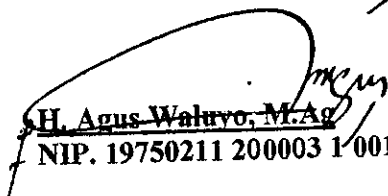
NIM : 11307101

PA : Hammam, S.Pd, M.Pd

No.	Piagam Penghargaan	Tanggal	Sebagai	Bobot
1.	Orientasi Program Studi dan Pengenalan Kampus (OPSPEK) BEM STAIN Salatiga	28-31 Agustus 2007	Participant	3
2.	"Masa Ta'aruf (MASTA) dan Buka Bersama IMM"	14 September 2007	Participant	3
3.	"Breaking The fast and Bioskop Ramadhan"CEC(Communicative English Club)	November 12 th 2007	Participant	2
4.	"English Friendship Tour" held by Education Division of Communicative English Club (CEC).	November 11 th 2007	Participant	2
5.	"Darul Arqom Dasar (DAD)" IMM Kota Salatiga	14-16 Desember 2007	Participant	3
6.	" Bakti Sosial II Forum Mahasiswa Temanggung di Salatiga(Formatas)	18-20 Desember 2007	Panitia	3
7.	Seminar Nasional "Kepemimpinan Demokrasi & Politik Pendidikan untuk Kesejahteraan Rakyat"(BEM) Badan Eksekutif Mahasiswa Salatiga	23 April 2008	Participant	6
8.	Kegiatan Seminar Sehari" Perjuangan Kartini & Peningkatan Partisipasi Politik Perempuan Dalam Rangka Menyukkseskan Pilgup Jateng 2008" Koalisi Perempuan Indonesia (KPI)	26 April 2008	Participant	2
9.	Seminar "Method of English Teaching"(CEC) Communicative English Club Salatiga	May 31 st 2008	Participant	2
10.	Buka Bersama" Pra-DM Sehari Bersama Kammi" dengan tema " Indahnya Kebersamaan di Bulan Ramadhan"(PRA DM I) Salatiga	4 September 2008	Participant	2
11.	Serasehan Keagamaan" Aktualisasi Nilai-nilai Spiritual Puasa di Bulan Ramadhan"(DEMA) Salatiga	9 September 2008	Participant	2
12.	SK " Pimpinan Daerah Muhammadiyah Kota	7 September 2008	Panitia	3

	Salatiga Lembaga Amil Zakat Infaq dan Sodaqoh Muhammadiyah			
13.	Kuliah Umum dan Dialog” Perkembangan Kerjasama ASEAN Bersama Direktorat Jenderal Kerjasama ASEAN Departemen Luar Negeri Republik Indonesia” STAIN Salatiga	10 Pebruari 2009	Participant	3
14.	Kursus Pembina Pramuka Mahir Tingkat Dasar (KMD) Kwartir Cabang Salatiga	9-14 Pebruari 2009	Participant	3
15.	Practicum Program STAIN Salatiga	20 February 2009	Participant	3
16.	Bedah Film”Laskar Pelangi” dan Penggalangan Dana untuk Korban Situ Gintung(DEMA) Salatiga	4 April 2009	Participant	2
17	SK “Pesantren Liburan Anak Sekolah (PLAS)” Pimpinan Daerah Muhammadiyah Kota Salatiga	7 September 2009	Panitia	3
18.	SK” Pengurus Taman Pendidikan Al-Qur’an (TPQ) “ Raudhatul Jannah” Kalicacing Salatiga	2 February 2011	Pengurus	4
19.	Praktikum Pelatihan TOEFL bagi Mahasiswa Jurusan Tarbiyah dan Syariah	24 Januari-10 Februari 2011	Participant	3
20.	Praktikum Pelatihan Ikhtibar al-Arabiyah Ka Lughah Ajnabiyah(ILAIK) bagi Mahasiswa Jurusan Tarbiyah dan Syariah	11-26 Pebruari 2011	Participant	3
Jumlah				57

Salatiga, 27 Juli 2011
Ketua Bidang Kemahasiswaan


H. Agus Waluyo, M.Ag
NIP. 19750211 200003 1 001