



THE CONTRIBUTIONS OF *ENGLISH DAY PROGRAM*
TOWARDS STUDENTS' SPEAKING SKILLS
IN INTERNATIONAL STANDARD SCHOOL
SMK N 1 PACITAN

a final project

submitted in partial fulfillment of the requirements for the degree of *Sarjana*

Pendidikan in English

by

TIKA MUDYANITA

PERP2201407044

UNNES

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

2011

PERNYATAAN

Dengan ini saya,

Nama : Tika Mudyanita

NIM : 2201407044

Prodi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

menyatakan dengan sesungguhnya bahwa skripsi / final project yang berjudul:

“The Contribution of English Day Program Towards Students’ Speaking Skills In International Standard School SMK N 1 Pacitan”

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/ final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan kekeliruan saya bersedia menerima resikonya.

Demikian, harap pernyataan ini dapat digunakan sebagaimana mestinya.

Semarang, 8 Juni 2011

Tika Mudyanita

2201407044

ACKNOWLEDGMENTS

First and for most I thank Allah SWT for the blessing, health and inspiration given to me during my study at Semarang State University.

I would like to express my gratitude to the following persons:

1. Drs. L.Elyas Nugraha, M.A., as the first advisor and Sri Wuli Fitriati, S.Pd, M.Pd., as the second advisor who were willing to give valuable and continuous guidance and advice to complete my final project.
2. All of lecturers and friends in the English Department who have given support.
3. Sobat MIRROR who always become my soul in arts.
4. My beloved family especially my parents, my brother and sisters, Ismail and Hadiwinoto families, thanks for always giving me support and love.
5. My beloved friends who always give me support and for their sincere friendship: Lita, Rachma, Shella, Devi, Ika, Kiki, Risa, Mbak Disty, Mbak Windara, Tika.
6. All of the members of õnyah mixö family, thanks for becoming my second family.
7. My beloved õguardianö M.Choriq Bayhaqi who always prays for me everytime and give me a thousands support.

Tika Mudyanita

“A journey of a thousand miles must begin with a single step”

(Lao-Tsu)

“ Do the best, because the best time is now ”

(HLTM)



- My beloved parents,
Turmuzi and Titik Kurniati whom I love so much.
- My lovely brother and sisters,
Satrio Budi Utomo, Dita Mudyana and Restiana Rizky Rimadhani.

ABSTRACT

Mudyanita, Tika. 2011. *The Contributions of English Day Program Towards Students' Speaking Skills In International Standard School SMK N 1 Pacitan*. Final Project. English Department, Languages and Arts Faculty, Semarang State University. First Advisor : Drs. L.Elyas Nugraha, M.A. Second Advisor : Sri Wuli Fitriati, S.Pd, M.Pd.

Key words: *English Day* program, International standard school, descriptive qualitative research.

This study discussed about the contributions of *English Day* program towards students' speaking skills in international standard school. Speaking English was the important thing in an international standard school, and *English day* was one of the programs to improve students' speaking skills in international standard school.

The problem of this study was to what extent the *English Day* program gave contributions towards the students' speaking skills in SBI SMK N 1 Pacitan in the academic year 2010/2011. The objective of the study were to describe the implementation of *English Day* program and to discover the contribution *English Day* program towards students' speaking skills. The method of this study was descriptive qualitative study. The data were collected from questionnaire, observation, and interview. The subject of the study were the first grade students of TKJ class (Communication networking technique) of SBI SMK N 1 Pacitan in the academic year of 2010 / 2011. Questionnaire and unguided interview were given to the students, while guided interview were given to the English teacher.

The results of the research showed that, *English Day* program could improve students' and teachers' speaking skills. If they could obey the regulation that they must speak English all day long when *English Day* program run, automatically they would be able to speak English well. But, the implementation of *English Day* in SBI SMK N 1 Pacitan haven't been done well because of several reasons. Mostly, they were still shy used English or, they had some difficulties to understand English conversations. They haven't understood that speaking English was very important for International Standard School.

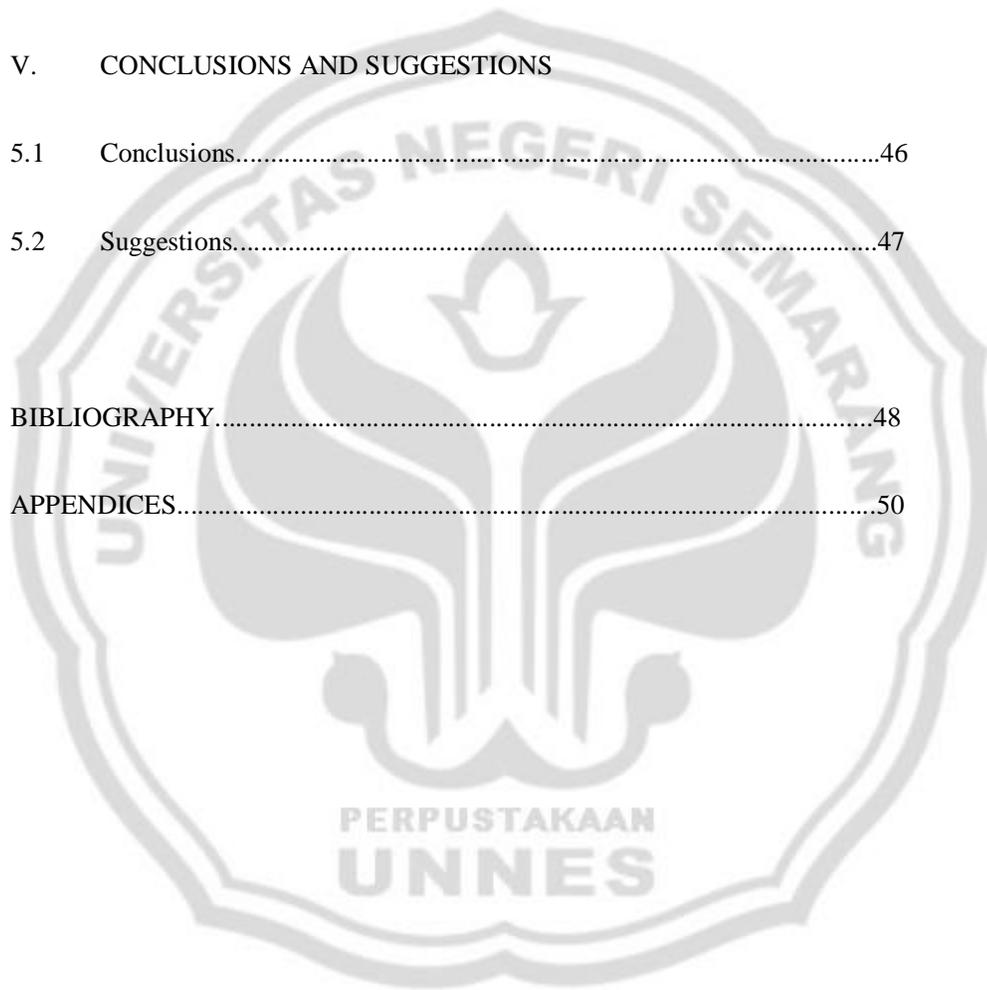
It was recommended that the school must made a regulation about *English Day* program and also added one more day when all persons in school must speak English all day long, since *English Day* was an important program for International Standard school.

TABLE OF CONTENTS

| | |
|---|------|
| ACKNOWLEDGMENTS | ii |
| ABSTRACT..... | iv |
| TABLE OF CONTENTS | v |
| LIST OF APPENDICES..... | viii |
| CHAPTER | |
| I. INTRODUCTION | |
| 1.1 Background of the Study..... | 1 |
| 1.2 Reasons for Choosing the Topic..... | 4 |
| 1.3 Statement of the Problem..... | 5 |
| 1.4 Objectives of the Study..... | 5 |
| 1.5 Significance of the Study..... | 5 |
| 1.6 Outline of the Report..... | 6 |
| II. REVIEW OF RELATED LITERATURE | |
| 2.1 Previous study..... | 7 |
| 2.2 Nature of Language..... | 8 |
| 2.3 General Concept of Speaking..... | 10 |

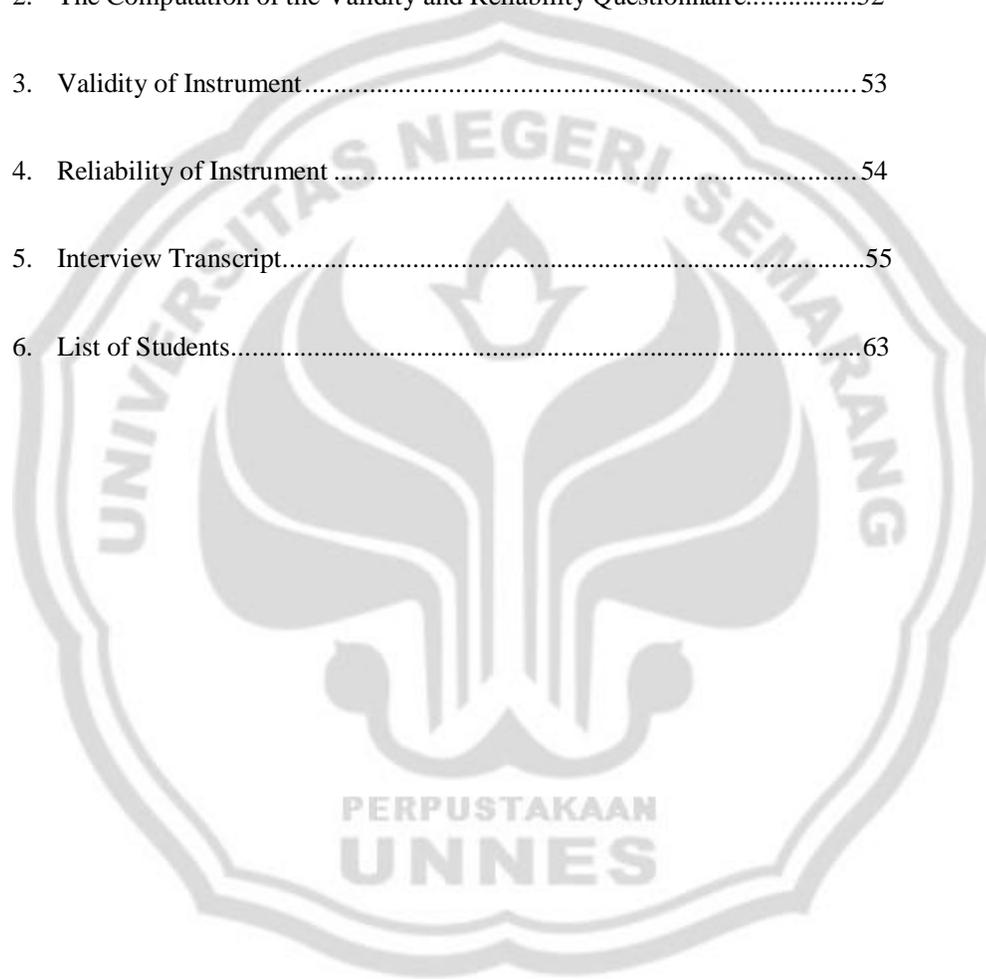
| | | |
|-------|--|----|
| 2.4 | Speaking Skill..... | 14 |
| 2.5 | Elements of Speaking..... | 16 |
| 2.6 | English Day Program and International Standard School in Indonesia..... | 18 |
| | | |
| III. | METHOD OF INVESTIGATION | |
| 3.1 | Research Approach..... | 25 |
| 3.2 | Subject of the Study..... | 27 |
| 3.3 | Technique of Collecting Data..... | 27 |
| 3.4 | Role of the Researcher..... | 32 |
| 3.5 | Technique of Data Analysis..... | 32 |
| | | |
| IV. | RESEARCH FINDINGS AND DISCUSSIONS | |
| 4.1 | Results of the Observations..... | 34 |
| 4.1.1 | The Result of Observation 1..... | 34 |
| 4.1.2 | The Result of Observation 2..... | 35 |
| 4.2 | Results of the Interview..... | 35 |
| 4.3 | Results of Questionnaire..... | 38 |

| | | |
|--------------------------------|-----------------------------------|----|
| 4.3.1 | Validity of Questionnaire..... | 38 |
| 4.3.2 | Reliability of Questionnaire..... | 39 |
| 4.4 | Discussions..... | 45 |
| V. CONCLUSIONS AND SUGGESTIONS | | |
| 5.1 | Conclusions..... | 46 |
| 5.2 | Suggestions..... | 47 |
| BIBLIOGRAPHY..... | | 48 |
| APPENDICES..... | | 50 |



LIST OF APPENDICES

| | |
|---|----|
| 1. Questionnaire..... | 50 |
| 2. The Computation of the Validity and Reliability Questionnaire..... | 52 |
| 3. Validity of Instrument..... | 53 |
| 4. Reliability of Instrument..... | 54 |
| 5. Interview Transcript..... | 55 |
| 6. List of Students..... | 63 |



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English is very important because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce economy, politics, education, science, technology and so on.

As we know, there are many languages in this world. However, there is a language which is considered as international language that is English. As an international language, English is spoken by many people all over the world as the first, second or foreign language.

People use language to express their mind, wishes, and ideas. Language is a means of communication used by people to share ideas with others. Language predicts attitude and wishes of the users. Ramelan (1992 : 14) says :

í the use of language enables the members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding.

Language is not only used for daily conversations but also in education, research and science, including the broadcasting and the writing of newspaper, magazine, and technology and scientific books as well. Therefore, people who

want to be acquainted with technology and scientific advances should master this language well since it is much used in science and technology in almost all countries.

There are some reasons why English is really considered very important and has to be taught in Indonesia. First, as a developing country, Indonesia has to cooperate with other countries to carry about the development in all fields. In this position, English is really needed since it is used as an international language. Second, for the country development, people in Indonesia should master English an international language because in science and information technology developments, Indonesia cannot work alone. Here, English is used as a tool to understand and develop the information of science and technology progress.

Knowing that the advantages of English for the development, our government always makes efforts to improve the quality of the English teaching in Indonesia by stressing and taking it as a compulsory subject to be taught to the Elementary School, Junior High School and Senior High School. Our government states in Content of Standard (Standar Isi) for English subject that is that English is a tool for communicating in spoken and written.

The result of teaching English in some of the Junior and Senior High Schools at South-East Asia, especially speaking, is still considered unsatisfactory. (www.philselfsupport.com/teachingmethodology.htm).

It is said there that the students still have very poor ability to use English for oral communication. Due to the fact, it needs some efforts to improve the students' ability in speaking. One of the improvements of the speaking ability deals with the

method which is reflected in the material and the way of teaching given to the students.

Communicating is to understand and give information, thoughts, and feelings and develop knowledge, technology and culture. It is hoped that after students learn English, they can use English to communicate because the goal of teaching and learning language is communicative competence. The government always makes efforts to improve the quality of English teaching, by improving the quality of teachers and other components in educational process.

However, it seems that teaching and learning English has not reached the goal yet. Many students get high scores in written English test; know the structure of English or the grammar rules, and mastery the vocabulary but they cannot speak English or express their feelings and thoughts in English in correct form.

Based on Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP, 2006:278) the aim of the English teaching in Indonesia is to enable students to have ability in developing communicative competence in both oral and written form achieving functional literacy level to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students' comprehension about interrelatedness between language and culture.

Another problem is only few learners get opportunity to practice speaking English in classroom and outside the classroom. Practicing means getting knowledge, skills and experience. Language learning is a process of habit formation. (Skinner, 1957:5-6) The more often something is repeated, the stronger

the habits and the greater the learning. As language is spoken, the learners of a language have to be able to speak in the language. We must do lots of practices to be able to speak in a certain language. But in fact, most of students have little opportunity to practice speaking English outside the classroom because people around them accustomed to using their mother language (Javanese or Indonesia). Therefore, it is conducted an alternative way to improve student's speaking skill. For example, *English Day* program in International Standard School (SBI). Refer to this description, I intend to observe the contributions of the *English Day* program in SBI SMK N 1 Pacitan.

1.2 Reasons for Choosing the Topic

The reasons why the writer chooses the topic "The Contributions of *English Day* towards Student's speaking skill" are as follows :

- 1) We have found many facts that the teaching and learning English has not reached the goal yet. It is shown by many phenomena that students' speaking ability in English is not as good as their achievement in written English test.
- 2) English speaking is an important skill for students, especially those studying in International Standard School (SBI) where English is international language needed to communicate in international.
- 3) *English Day* program is one of creative strategies to improve students' speaking ability. English Day program is a program where in this day all

person in the school must speak English all day long. English Day usually used in international standard school.

- 4) SMK N 1 Pacitan is an International Standard School (SBI), so the students and the teachers must use English to communicate one another.

1.3 Statement of the Problem

Based on the general background of the study above, the statement of the problem is as follows:

“To what extent does the *English Day* program give contributions towards the students’ speaking skills in SMK SBI 1 Pacitan in the academic year 2010/2011?”

1.4 Objectives of the Study

Based on the problems above, the objectives of this study can be stated as follows:

- 1) to describe the implementation of *English Day* program at SBI SMK N 1 Pacitan in the academic year 2010/2011.
- 2) to discover the contributions of *English Day* program towards the students’ speaking skill in SBI SMK N 1 Pacitan in the academic year 2010/2011.

1.5 Significance of the Study

The significances of this study are:

- 1) To know the implementation of *English Day* program in the school.
- 2) To motivate the teacher and the students to use English as daily language in this school.

- 3) The research findings would also give some advantages for further research and development efforts as a reference and empirical evidence.

1.6 Outline of the Report

This study consists of 5 chapters. Chapter I covers the background of the study, reasons for choosing the topic, statement of the problem study, objectives of the study, the significance of the study, and outline of the report.

Chapter II presents review related literature, which consist of previous study, nature of language, general concept of speaking, speaking skill, elements of speaking, english day and Internasional based School in Indonesia (SBI).

Chapter III discusses the method of investigation presents method of investigation. This chapter deals with research approach, subject of the study, technique of collecting data, role of the researcher, technique of data analysis.

Chapter IV presents the research findings and discussions.

Chapter V presents the conclusions and suggestions. In the last page of this report, to assure that the study is really valid, I give appendices and bibliography.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses about nature of language, general concept of speaking, speaking skill, elements of speaking skill, *English Day* and international standard school in Indonesia (SBI).

2.1 Previous Study

There have been a number of researches related about this topic.

Naela Khikmiah (2010) in her study *The Impact of English Club Towards Students' Speaking Skill*. She conducted study to investigate the impact of students of English club towards their speaking skill. She stated that one way to obtain more practices to speak English is by joining an extracurricular program. English club gives chance to students to learn speaking English. She concluded that English club has many advantages which can improve students speaking skill.

Another study is an national lipi journal entitled *Pengembangan Sekolah Bertaraf Internasional Melalui Organisasi Belajar : Konsep dan Implementasi* by Slamet Suyanto (2006). The study was proposed to mind the learning organization as one of the generic promoting way to develop school into an international level. He said that there were many ways for school to develop themselves into an

international level. Every school may use different ways that are suitable with the school conditions.

Based on all of the studies, a topic related to the use *English Day* program as a program to improve students' speaking skill has been worked out. It motivates me to conduct a study of this particular interest.

2.2 Nature of Language

Language is the system of sounds and words used by humans to express their thoughts and feelings (Oxford 1995: 662). According to Finocchiaro and Michael Bonomo (1973:3), language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.

Many of Indonesian learners find difficulties in acquiring the oral English language since most problems are caused by different elements found between the two languages (Ramelan, 1992:5). Thus, by knowing some of the characteristics of spoken language, it will help learners much in carrying out the oral presentation. Such characteristics suggested by Brown are summarized as follows:

(1) Clustering

Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

(2) Redundancy

The speaker has the opportunity to make the meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

(3) Reduced form

Constructions, elisions, reduced vowels, and so on; all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

(4) Performance variables

One of the advantages of spoken language is that the process of thinking as someone speaks allows him to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. One of the differences between native and non native speakers of language is their hesitation phenomena.

(5) Colloquial language

Make sure that the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

(6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of ways in teaching spoken English is to help learners achieve an acceptance speed along with other attributes of fluency.

(7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

(8) Interaction

Learning to produce wave of language in a vacuum ó without interlocutors ó would rob speaking skill of its richest component; the creativity of conversational negotiation (Brown, 2001: 271).

2.3 General Concept of Speaking

Speaking is one of language skills. It perhaps the most demanding skill for the teacher to teach (Wendy and Lisbeth, 1993:33). There are three reasons why it is good to give students speaking (Harmer, 1991:87-8) :

(1) Rehearsal

It gives them a chance to rehearse having discussions outside the classroom.

(2) Feedback

Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

(3) Engagement

Good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

According to David Nunan (2003:55-6), speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language context is one where the target language is not the language of communication in the society (e.g. learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom. In language lessons ó especially at the beginning and intermediate levels ó learners must be given opportunities to develop both

their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of a new language.

According to the Oxford Advanced Learner's Dictionary, speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. while speech means the power of action of speaking; a manner or way of speaking (1995:1140,1141).

According to Martin Bygate (1987:3) speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning.

Martin Bygate further says that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. The speaker's sentence cannot be as long as or as complex as in writing, because the writer has more time to plan. Mistakes are also made in both the message and the wording. We forget things we intended to say. To minimize those mistakes, the learners should have speaking practice through many kinds of activities such as story telling in front of the class, playing a role on stage, or even joining conversation program on radio.

Speaking as the primary skill is not same with writing ones. When someone writes something, s/he has a time to reread and correct to any mistakes

what they have made. But they do not have time to avoid and correct the mistakes they have while they are speaking. Indeed, it includes differences include its functions, contexts, and consequently the way of conveying messages (Halliday, 1989:32).

In speaking, people do communication for some reasons. Jeremy Harmer (2002:46)

states the reasons as follows:

(1) "They want to say something". What is used here is general way to suggest that the speakers make definite decisions to address other people.

Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2) "They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

(3) "They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they possess) the language they think is appropriate for this purpose.

Harmer (1988:1-2) also states that people who want to learn a foreign language may have a number of reasons for doing so. There are some reasons why people learn English.

The first reason is the target language community. Because the students live in the target language community either temporarily or permanently; they have to learn the language so that they are able to speak the target language to survive in that community.

The second reason is English for specific purposes. In this case, a student has specific reason for wanting to learn English. A news reporter from a foreign TV Station, for example, has to be able to speak English fluently.

There are students who learn English because of the school curriculum. Since English is a compulsory subject and a part of the school curriculum, students have to study it.

Furthermore, there are students who learn English because they are attracted by the culture of the target language community. The students want to know more about people who speak English and places in which English is spoken.

The next reason is advancement. Some people believe that they will have a chance for advancement in their daily lives if they master English Language. People with a good knowledge of a foreign language will get a better job. This is particularly English which is considered as an international language.

Finally, the reason is miscellaneous. There are number of other reasons which are possibly less important than those mentioned above. For example, a

student goes to English classes just for fun, he likes a particular person in the class, or in general he likes the atmosphere of the class.

According to the BBC World Service radio series (<http://www.bbc.co.uk/worldservice/learningenglish/radio/studyguides/pdf/betterspeaking.pdf>), there are some of the common problems which people face when they are learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it is needed for effective communication. There are six important things considered to be useful that someone can be more fluent in speaking. They are confidence; fluency and accuracy; finding the right words; showing where we are going; keeping the listeners interested and sounding natural.

In conclusion, there are various reasons for studying English. Therefore, an English teacher should not treat his students in the same way during the lesson. For instance, the students who study English because it is a part of the school curriculum that should be treated in very different way from the students who voluntarily go to a language teaching institute.

2.4 Speaking Skill

The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol).

Another way of representing these skills is by reference not to the medium but to

the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills. The diagram below expresses these four skills:

| | Productive / Active | Respective/ Passive |
|---------------|---------------------|---------------------|
| Aural medium | Speaking | Listening |
| Visual medium | Writing | Reading |

According to Bygate (1987 : 5-8), there are two basic ways in which speaking can be seen as a skill. They are motor perspective skill and interaction skill.

1) Motor perspective Skill

Involve perceiving, recalling and articulating in the correct order sounds and structure of the language.

2) Interaction Skill

Cover making decisions about communication, such as what to say, how to say it and whether to develop it, in accordance with one`s intentions, while maintaining the desired relations with others.

According to Harris (1969:81) speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

- (1) pronunciation (including the segmental features :Vowels and consonants; and the stress and intonation);

- (2) grammar;
- (3) vocabulary;
- (4) fluency (the ease and speed of the flow of speech)
- (5) comprehension.

The definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report situations in precise words, or the ability to express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2.5 Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

(1) Language features

The elements necessary for spoken production, are the following:

- a) Connected speech in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should

involve students in activities designed specifically to improve their connected speech.

b) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

(2) Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

a) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) Information processing: quite apart from our response to otherø feelings, we also need to be able to process the information they tell us the moment we get it.

2.6 *English Day* Program and International Standard School in Indonesia (SBI)

According to Hariyanto (www.psb_pisma.org/how prepare school with international standard in Indonesia), English has become a world-wide language, with numerous countries adopting it as an official language. English is the dominant international language in science, business, aviation, entertainment, and diplomacy, and also on the Internet.

English Day is a day where is in this school, the teacher and the students must use English all day long. In Indonesia, *English Day* usually used in international standart school. So, English Day program related to improve the studentsøspeaking skill in international standard school.

The title international standard school, SBI in *Bahasa* Indonesia, is given as an accreditation status to schools that have completed the required standards. The use of the terms õinternationalö has drawn a lot of comments and concerns among the public in general.

The goal of this international standard school (SBI) project, in other words, is the establishment of one class or more in a primary and/or secondary school in each province and/or district that satisfies some international standards.

The project is, therefore, an introduction to internationalism in education for the public schools in Indonesia.

A national education system should ensure equal opportunity, improvement of quality and relevance and efficiency in management to meet various challenges of local, national, and global lives; therefore it requires well-planned, well-directed, and sustainable education reform (Depdiknas 2003, p.4-5).

Hariyanto also stated that the requirements for English proficiency and technology skill also appear in the list of requirements for a teacher in an international standard school. Every teacher is required to have:

- 1) a bachelor degree
- 2) course subject expertise
- 3) a teaching certificate
- 4) outstanding working performance
- 5) proficiency to operate Information and Communication Technology,
- 6) english instructional skill equal to a TOEFL score of 500. One of the plans in the development of an SBI is to deliver some course subjects, hard science subjects, in English.
- 7) The instrumental inputs are curriculum, teacher, principal, support persons, infrastructure, organization, management, administration, and school environment. Curriculum have to be enriched (to be extended, to be strengthened, and to be deepened)
- 8) The support persons (librarian, laboratories, technician of computer, chief of officer, administrator of monetary, accountancy, officer,

infrastructure, and secretariat), qualification and quantity. In addition, Hariyanto states that there are several ways to improve English in international standard school :

1) Creating the daily English environment (*English Day*)

All components of school (Principal, teachers, students, all support officers) must communicate in English well everyday. School must creating English environment in teaching and learning process, in meetings , and in daily conversation. This environment will be successful if school establishes the regulation that speaking English is compulsory for all school components in daily activities at school. The main supporter of program is English teachers, they should share their knowledge and skill about English to other teachers. The announcement, the name-board of school and room, the handout and worksheet of mathematic and science subjects must be written in English. All efforts have purpose to accelerate to creating English environment in school.

2) Moving class

The environment of characteristically subject in the classroom will be conducted, if teaching and learning process is executed by moving class system. Students of certain class move to subject classroom every the teaching and learning of certain subject will be conducted. The moving class has many purposes to create the support environment of international standard school (SIS). The infrastructure, literatures, media of learning must be supplied in every classroom. Every classroom must show the condition and characteristic of

each subject (i.e : chemistry class, physic class, biology class, mathematic class, economy class, history class, and religion class). This conditions will create all teachers of SIS can use the modern technology (information and communication and technology/ICT) in teaching and learning process, all students will receive the same service in every subject and every classroom about facility, media, literatures, and process.

3) Workshop

Workshop is the one of some ways to increase the abilities of persons or employments. The material of workshop are the ability of teachers in enrichment of teaching and learning technique, class management, using the modern technology in making the material of teaching and evaluation, arrange the adapted curriculum can be trained and increased by workshop periodically in school. Usually, workshop of the certain material is conducted annually, because workshop is needed the big fund. The participants of workshop are all components of school. Workshop needs the steering committee (is arranged in starting the academic year), the facilitator as resource person and fund to support the conducting of activity. The resource persons are the teachers which have ever joined the similar workshop in higher level (national level), and the fund execution of workshop can be taken away from the school budged, governmental relief fund /bock grant or the similar budged from central/province/town government.

4) In-house training

In-house training is the activity to give material or train the persons to increase their certain ability or skill. The participant, fund, facilitator/resource person, material of in house training are smaller than workshop, but the frequency of in house training is bigger than workshop. Usually, the conducting of in house training is weekly and taken in Subject Teachers Deliberation Day. The participants of in house training are the teachers of specially subject. Some materials are able to be trained by in house training are practice speaking English (facilitated by English teachers or Institution of English Course), arrange adapted curriculum, handout, worksheet, peer teaching (facilitated by the Lecturer of the nearest University). The steering committee of in house training is the increasing of human resource section in SIS management. The fund of in house training execution is taken from school budget or the governmental relief fund.

5) Study / Course

The fourth effort to prepare the human resources of SIS is by study or course. Study/Course is the activity to increase the ability of human resources by studying in higher level (Graduate Program) or diploma either in appropriate study program and other study program that able to support the execution of SIS. The increasing of English speaking of school components can be done by taking the course in English Course Institution. The skill of computer technology can be accelerated by taking the course in Institution of Computer Technology. The qualification and competency of teachers increased by taking study at higher level in nearest or overseas University. The fund of this program is taken from school budget, the governmental relief fund, or scholarship.

6) Teacher exchange

The fifth effort to prepare the human resources of SIS is by teacher exchange. The aim of teacher exchange is increasing the teacher's ability of teaching and learning knowledge by teaching for a time in partnership school. This program must be arranged in the Memorandum of Understanding with partnership school how many teachers which exchanged, when the teacher exchange conducted, how to defray this program, what is the goal of this program. The teacher exchange is executed periodically in academic year, maybe about three months or one semester every year. It is impossible to exchange all teachers every semester, so the teacher exchange is executed by rotation, this year, school exchanges two teachers, and next year two teachers too, but the teachers are got the rotation are other subject teachers.

7) Preparing curriculum

a. Learning the syllabi of national curriculum

The first step to prepare the adapted curriculum is learning the syllabi of national curriculum. All teachers of every subject have to know well about the national curriculum both the syllabi and the deeper of every topic. Teachers able to arrange the learning purposes, the indicators, the learning experience, material, the year or semester program, and the kind of assessment.

b. Learning the syllabi of international curriculum

The second step to prepare the adapted curriculum is learning the syllabi of international curriculum of partnership school. The teachers of every subject

which certificated have to know well about the international curriculum both the syllabi and the deeper of every topic. Teachers have to know the aim of each topic, and can arrange the indicators, the learning experience, material, the year or semester program, and the kind of assessment. The stock of purchasing international curriculum can be conducted by in house training of teachers continually and continuation.

c. Comparing the deepness of national and international curriculum

The third step to prepare the adapted curriculum is comparing the deepness of national and international curriculum. The other term of this step is mapping curriculum, by guidance the resource person, teachers compare the syllabus of both curriculum, the aims, topics, indicators, experience of learning. Equally, teachers arrange the deepness of each curriculum.

d. Composing the adapted curriculum

The last step of preparing of adapted curriculum is composing step. Based on the mapping of the national and international curriculum, the adapted curriculum is arranged. The adapted curriculum consists of aims, syllabus, indicators, material, the experience of learning, and the kind of assessment. The material of adapted curriculum covers the both national and international curriculum. The adapted Curriculum have to enriched (to be extended, to be strengthened, and to be deepened) so fulfill the content standard of SNE plus international curriculum which dug from various in and abroad school owning international reputation. The expectation of adapted curriculum is the output of SIS know well about national curriculum (SNE) and international curriculum,

ready in the final national examination (UN), The New Student Admission Selection in University (SPMB), the International Certification Examination, or study in overseas University.



CHAPTER III

METHOD OF INVESTIGATION

Chapter III discusses about research approach, subject of the Study , technique of collecting data, role of the researcher, technique of analyzing data.

3.1 Research Approach

According to Arikunto (1998 :245), a descriptive study is a kind of nonhypothesis research and do not need to formulate the hypthothesis in steps of the research. In this study, the writer used descriptive qualitative study.

The qualitative data are describing the words or sentences that are separated based on the categories to get the conclusion. The data is summed up, compared with the expected result and obtained the percentage. This technique is usually called "descriptive qualitative".

According to Arikunto, descriptive qualitative research is a non-hypothesis research. As a result, in the step of its research, the descriptive research does not need to make the formula of hypothesis (2002:22). Therefore, the writer does not use the hypothesis but she uses explanation in his analysis in the descriptive one with using qualitative data analysis.

Fatimah (1993: 13) says that qualitative method becomes the starting point of qualitative research that emphasizes the quality (originally data) according to

descriptive understanding and originally itself. This method presents the reality of relationship between the researcher and respondent directly.

From the explanation above, it is concluded that qualitative research methods are developed in social sciences to enable researchers to study social and cultural phenomena and events. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions.

The collected data are not numbers, but it can be words or something description. All the collected data may become the key of what has been researched. Description is the accurately explanation of data which is suitable with its own natural characteristic. The collected data are sentences. Therefore, the writer used descriptive qualitative research.

3.2 Subject of the Study

The class under study was the first grade of SBI SMK N 1 Pacitan in the academic year 2010 / 2011. It is located on Gatot Subroto street number 35 Pacitan East Java. The writer choose TKJ (Communication networking technique) Class. There are 32 students, 24 boys and 8 girls.

3.3 Techniques of Collecting Data

In this research, the data were collected by using observation, field note, questionnaire, and interview.

a) Observation

Observation is the action of collecting data on the performance based on an object using five senses, those are sight, smelling, hearing, touching and taste (Arikunto, 2006 : 156-157). In this research, the writer conduct outdoor and clasroom activity. The writer was only an observer. She did not teach.

The writer observed the teaching-learning process and the studentsø activities in the classroom. The observation were conducted two times. It conducted on Monday and Tuesday, March 28, 2011 and March 29, 2011.

b) Field note

Make a note about the effectiveness of using English day in International School. The guideline of the field notes encompassed:

(a) Observation towards the students.

(i) observed studentsø communication using English

(ii) observed teacher`s communication using English

(b) Observation towards the teachersø way of teaching English as the media of interaction.

www.etr.org/recapp/research/researchglossary.htm (2007)

mentions that field notes were a written/typed record of events and observations kept by a researcher. It was used to know the activity during the teaching and learning process, to record events happen in the class.

c) Questionnaire

According to Brown. A and Dowling. P (1998:66-69) questionnaires hold a number of attractions for the researcher who wishes to collect information from a large number of people but has limited time and resources. They also said that questionnaires are particularly useful for gathering simple information on what people do or have done(although care must be taken to allow for the limitation of memory in the question asked) and what people know alternative. Meanwhile, Arikunto says that a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge, belief etc. (2002:128).

From the assumptions above, the writer had reasons for choosing questionnaires as her instrument. The reasons were as follows: it could collect information from a large number of students and on the other side; the students as respondents could complete and return it in certain period. The alternative questions of questionnaire would be used in this study is the closed question. The writer wanted to underline here that the questionnaire would be used to measure the students' speaking skill improvement. Hornby (1995: 962) states that questionnaire is a written or printed list of questions to be answered by a number of people especially as part of a survey.

Arikunto (1998: 140) defines that a questionnaire is a number of within questions, which are used to gain information from respondents about the respondents themselves, or their knowledge, belief, etc.

Arikunto also stated that a questionnaire based on the way to answer the question, there are two types of questions:

(a) opened questionnaire, the respondent can answer the questions using their own sentences.

(b) closed questionnaire, the respondent can directly choose the appropriate answer.

The writer used this method to measure to what extent *English Day* influence the students' speaking skill.

d) Interview

The writer also conducted a number of interviews to collect data about English day to improve students' speaking skill.

According to Best (1981 : 164) interview is, in a sense, an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information verbally in a face to face relationship. The interview is also particularly appropriate when dealing with young children, illiterates, those with language difficulties, and those of limited intelligence.

Arikunto (2002:132) pointed out that an interview is a dialogue between an interviewer and the respondents about a certain topic with the purpose to obtain more information.

There are some kinds of interview that can be used in collecting data. In using a kind of interview, the writer considers the most suitable way with the situation. From the way of its administration, Arikunto (2002:145-146) classified interview into three types, they are :

a. Un ó guided interview

In this type, the interviewer is free to ask everything to the interviewee, but she still remembers about the data that would be gathered.

b. Guided interview

In performing the interview, the interviewer informs a special topic that is preparing questions before conducting a conversation.

c. Free ó guided interview

In conducting this type of interview, the interviewer gives the informer the chance to express her idea freely, but the conversation does not deviate from the topic. The free guided is the combination between guided and un-guided interview.

In this study, the writer used unguided interview and guided interview to get some information that helps to get comprehensive data by asking the questions related to the topic. The writer used this interview method because she wanted to get more detailed data which were impossible to obtain. The writer used this method to measure the students' ability in speaking English, and also to ask the student to give some suggestions and criticism about *English Day* program in their school.

3.5 Role of the Researcher

Since the research was descriptive qualitative, the roles of the writer were as an analyst and observer. As an analyst, the writer wanted to describe the students' ability to speak English all day long. As the observer, the writer observed the implementation of *English Day* in this school.

3.6 Technique of Data Analysis

The data collection activity were conducted through several steps.

First, the writer fulfilled some formal administrative procedure including getting the permission from the head of school to collect data. As soon as the permission was given, the writer met the English teacher to make an appointment for doing observation.

As the observer, the writer went to SBI SMK N 1 Pacitan to conduct the observation on the appointed date. Steps of this research procedures were as follows :

- (1) Observing all of the daily activities of the students and the teachers in the school, including classroom activities and outdoor activities.
- (2) Giving questionnaires to the students related about the implementation of *English Day* in their school.
- (3) Doing the interview with the teacher and the students about the implementation of *English Day* and to measure their ability in speaking English.

(4) Determining the early data from questionnaire, field note, and the interview`s transcript.

(5) Analysing the data.

The data resources were taken by using observation, interview, and questionnaire.

According to Moleong (2000 : 13), analyzing data is a process to arrange and organize the data in a certain pattern and category. The steps were as follows:

(1) Analyzing Questionnaire

Some required steps to analyze questionnaire were :

- a) Grading each item of the questionnaire and making a percentage of fit.
- b) Determining the grade score.
- c) Tabulating the data of questionnaire.
- d) Analyzing the data, the reliability and the validity using Response Analysis (RA)

(2) Analyzing observation list, and interview result.

The data in this research are in the form of words, phrases, sentences taken from the data resources. The result can be concluded from its resources.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses the results of the data analysis. The findings concerning the investigations of the study are described.

4.1 Results of the Observations

The observations were conducted two times on the days of the implementation of *English Day* in SBI SMK N 1 Pacitan, (Monday and Tuesday). The first observation was on Monday, March 28, 2011 and the second observation was on Tuesday, March 29, 2011.

4.1.1 Result of the First Observation

The first observation was conducted on Monday, March 28, 2011. The first part, the writer observed situation in this school, the outdoor activities on the day that they were required to use English. The writer found that they had problems to speak English all day long with every person that they met that day, both teachers and students. The teachers just spoke in English in the first conversation. After that, they used Indonesian.

Not only the teachers who had problems, the students also had problems in speaking English all day long. The students seldom used English to talk with their friends. The writer noticed that they spoke English just with the teachers when

they met the teacher or asked something. Most of them used Indonesian on that day.

4.1.2 Result of the Second Observation

The second observation was conducted on Tuesday, March 29, 2011. It was the second day of *English Day* in that week. In my second observation, the writer did the observation in a classroom. The writer chose class X TKJ 2 (communication networking technique). At that time, the class was studying English with Mrs Nofia Ristanti, S.Pd. Twenty nine students took part in the teaching learning process, while three students didn't come because they were sick. The environment in that class was quiet enough when Mrs.Nofia was explaining the materials about descriptive text. But, they started making noise when they didn't understand the teacher's explanation. Finally, the teacher started to use both Indonesian and English to explain the materials.

At that time, the writer also got a chance from Mrs.Nofia to take part in the class. She asked me to check the students' speaking skills through short conversations in front of class and also interviewed them, and finally the writer gave a questionnaire about *English Day* to them and asked the students to complete it. After that, the writer interviewed the teacher.

4.2 Results of the Interview

The interview was conducted on Tuesday, March 29, 2011. It was aimed at obtaining the data about the contributions of *English Day* towards speaking skills and also the implementation of *English Day* in SBI SMK N 1 Pacitan as

international standard school. The writer interviewed the students of X TKJ 2 class and the English teacher, Mrs Nofia Ristanti, S.Pd.

Unguided interview was given to the students. From this interview, it can be concluded that the students were not familiar with *English Day* and they also got difficulties when they were asked to speak English all day long.

For the teacher, Mrs Nofia Ristanti, the writer did guided interview. In performing the interview, the interviewer informed the teacher a special topic to be discussed. The writer prepared questions before conducting a conversation.

The results of the interview were as follows :

Question 1: *Tell me about description of international school.*

Question number 1 was about the meaning of international school, the teacher said that international school is the school that adopted the curriculum not only the national one, but also the international curriculum. She also said that if a school wanted to be claimed as international school, it had to use English as the main language in that school.

Question 2: *Do you agree with English Day program?*

Question number 2 asked about the agreement of the teacher about *English Day* program. She said that she absolutely agree with *English Day* program, it should become a habit, so they must create environment between teachers and students to apply their English. It would be very useful if the school applied *English Day* program.

Question 3: *Do you think that English Day program can improve students and teachers' speaking skill?*

Question number 3 asked about whether or not there are some improvements of students' speaking skills through *English Day*. She said that, of course, if there was an *English Day* in a school, it means that the teachers and the students could use their English not only in standard words, but they also could use the language as media of communication. So it would improve their English automatically if they used it regularly not only one or twice a month.

Question 4: *Do you think that English Day program in this school has been done well?*

Question number 4 asked about the implementation of *English Day* program in this school. She said that it has not been really done well, because only some teachers and some students applied this. Most of them were still shy when they were asked to speak in English, even they didn't have self confidence to express their ideas in English.

Question 5: *What is your suggestions to the school about the implementation of English Day?*

Question number 5 asked about the teachers' suggestions about the implementation of *English Day* in this school. She answered that the implementation should be from the top. The headmaster of this school must make a policy to make every person in this school used English in that day. If they didn't, there would be some consequences, like punishment, because *English Day* is an important program in international standard school.

4.3 Results of Questionnaire

The students were asked to fill in questionnaire. The questionnaire was intended to support the primary data of the research. The following discussion will discuss the students' responses dealing with the contributions of *English Day* for their speaking skills. There were twenty nine students in the class completing the questionnaire.

4.3.1 Validity of Questionnaire

Validity is a measurement which indicates the degree of validity of an instrument (Arikunto, 2006 : 168). An instrument is valid when it measures what it should be measured. The following is a formula to measure validity according to Arikunto (2006 : 170) :

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

r_{xy} = correlation coefficient

N = total of participants

X = total item score

Y = total score

The result of the questionnaire for twenty nine respondents was valid. The detailed calculation of the result is presented in the appendix 2. The result of correlation coefficient is 0.3832.

4.3.2 Reliability of the Questionnaire

Instrument reliability indicates that an instrument is reliable to be used as means of collecting the data because the instrument is good (Arikunto 2006 :178).

Below is the formula to measure reliability according to Arikunto (2006 : 188) :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

r_{11} = Instrument reliability

k = total item

$\sum \sigma_b^2$ = the sum of item variance

σ_t^2 = total variance

The result of the questionnaire for twenty nine respondents was valid. The detailed calculation of the result is presented in the appendix 3. The result of instrument reliability is 0.836.

Table of Questionnaire

| NO | PERNYATAAN | SS | S | AS | TS | STS |
|----|--|----|----|----|----|-----|
| 1 | Saya sangat menyukai pelajaran bahasa Inggris. | 2 | 18 | 9 | 0 | 0 |
| 2 | Saya aktif berbicara bahasa Inggris di luar sekolah. | 0 | 1 | 13 | 12 | 3 |

| | | | | | | |
|----|---|----|----|----|----|---|
| 3 | Saya aktif berbicara bahasa Inggris di sekolah pada jam pelajaran bahasa Inggris. | 0 | 6 | 15 | 8 | 0 |
| 4 | Saya aktif berbicara bahasa Inggris di sekolah tidak hanya pada saat jam pelajaran bahasa Inggris. | 1 | 2 | 11 | 14 | 1 |
| 5 | Saya mendukung program <i>English Day</i> di sekolah saya. | 6 | 10 | 11 | 2 | 0 |
| 6 | Program <i>English Day</i> di sekolah saya berjalan dengan baik. | 4 | 12 | 8 | 5 | 0 |
| 7 | Guru saya berbicara dalam bahasa Inggris saat <i>English Day</i> di sekolah saya. | 10 | 14 | 5 | 0 | 0 |
| 8 | Teman-teman saya berbicara dengan bahasa Inggris saat <i>English Day</i> . | 0 | 2 | 18 | 7 | 2 |
| 9 | Saya selalu berbicara dalam bahasa Inggris saat <i>English Day</i> di sekolah. | 0 | 3 | 15 | 10 | 1 |
| 10 | Saya ingin hari pelaksanaan program <i>English Day</i> di sekolah saya ditambah. | 3 | 9 | 8 | 8 | 1 |
| 11 | Saya sangat mendukung diberikan sanksi kepada guru dan siswa jika mereka tidak berbicara dalam bahasa Inggris saat <i>English Day</i> . | 4 | 4 | 5 | 14 | 2 |
| 12 | Pelaksanaan program <i>English Day</i> di sekolah | 10 | 13 | 5 | 1 | 0 |

| | | | | | | |
|----|---|----|----|----|---|---|
| | saya perlu perbaikan. | | | | | |
| 13 | Program <i>English Day</i> membuat kemampuan berbicara bahasa Inggris saya meningkat. | 12 | 11 | 5 | 1 | 0 |
| 14 | Saya menyukai bahasa Inggris setelah ada program <i>English Day</i> di sekolah saya. | 1 | 8 | 16 | 4 | 0 |
| 15 | Saya ingin program <i>English Day</i> diberlakukan di sekolah lain juga. | 17 | 8 | 2 | 2 | 0 |

The formula to calculate the percentage of questionnaire is:

$$\frac{\hat{U}_x}{n} \times 100 \%$$

\hat{U}_x = total answer

n = total students

The results of the questionnaire will be interpreted as follows :

Question number 1 asked the students wheter they like learning English.

The result is 6.9% students answered very agree. 62% students answered agree.

31% students answered rather agree, and no students answered disagree and very disagree.

Question number 2 asked the students about their activity in speaking English outside the school environment. The results were no students answered

very agree. 3.5% students answered agree. 44.9 % students answered rather agree. 41.4 % students answered disagree, and 10.3 % students answered very disagree.

Question number 3 asked the students about their activeness in speaking English at English class. The results were no student answered very agree. 21% students answered agree. 52% students answered rather agree. 27.6% students answered disagree, and no one student answered very disagree.

Question number 4 asked the students about their activeness in speaking English not only at English class, but also in all of their classes. The results were 3.5% students answered very agree. 6.9% students answered agree. 38% students answered rather agree. 48.3% students answered disagree, and 3.5% students answered very disagree.

Question number 5 asked the students whether they support *English Day* program in their school. The results were 21% students answered very agree. 34.5% students answered agree. 38% students answered rather agree. 6.9% students answered disagree, and no students answered very disagree.

Question number 6 asked the students whether *English Day* program in their school has been done well. The results were 13.8% students answered very agree. 41.4% students answered agree. 27.6% students answered rather agree. 17.2 % students answered disagree, and no one student answer very disagree.

Question number 7 asked the students about their teacher whether or not they speak English when *English Day* program in their school is held. The results were 34.5% students answered very agree. 48.3% students answered agree. 17.2%

students answered rather agree, and no student answered disagree and very disagree.

Question number 8 asked the students whether or not their friends speak English when *English Day* program in their school is held. The results were no one student answered very agree. 6.9% students answered agree. 62% students answered rather agree. 24% students answered disagree, and 6.9% students answered very disagree.

Question number 9 asked the students whether they always speak English when *English Day* program in their school is held. The results were no one student answered very agree. 10.3% students answered agree. 52% students answered rather agree. 34.5% students answered disagree, and 3.5% student answered very disagree.

Question number 10 asked the students about the additional day to hold *English Day* program in their school. The results were 10.3% students answered very agree. 31% students answered agree. 27.6% students answered rather agree. 27.6% students answered disagree, and 3.5% students answered very disagree.

Question number 11 asked the students whether their support about giving punishment to the teachers and students if they aren't speak English when *English Day* program in their school is held. The results were 13.8 % students answered very agree. 13.8% students answered agree. 17.2% students answered rather agree. 48.3% students answered disagree, and 6.9% students answered very disagree.

Question number 12 asked the students about their agreement that *English Day* program in their school need an improvement. The results were 34.5% students answered very agree. 44.8% students answered agree. 17.2% students answered rather agree. 3.5% students answered disagree, and no student answered very disagree.

Question number 13 asked the students whether or not *English Day* program in their school give an improvement towards their speaking skill. The results were 41.4% students answered very agree. 38% students answered agree. 17.2% students answered rather agree. 3.5% students answered disagree, and no student answered very disagree.

Question number 14 asked the students about their interest with English after *English Day* program in their school has been done. The results were 3.5% students answered very agree. 27.6% students answered agree. 55.2% students answered rather agree. 13.8% students answered disagree, and no student answered very disagree.

Question number 15 asked the students about their agreement if *English Day* program is held in another schools too. The results were 58.6% students answered very agree. 27.6% students answered agree. 6.9% students answered rather agree. 6.9% students answered disagree, and no student answered very disagree.

Based on the finding of the result of the questionnaire, it can be concluded that the implementation of *English Day* in SMK SBI 1 Pacitan hasn't been done well. The teachers and the students mostly still using Indonesian than English.

They agree that *English Day* program in their school should improved because they understand that *English Day* is a good program to improve their speaking skills in English.

4.4 Discussions

The discussions of the research findings are presented as follows:

First, *English Day* program gave contributions to students and teachers speaking skill when they used it continuously, not just a day in a month. The result of the research is both teachers and students in SBI SMK N 1 Pacitan, they couldn't run *English Day* program well, although SBI SMK N 1 Pacitan is international standard school.

Second, there are some problems that caused *English Day* program has not been implemented well yet. For example :

- (1) Both the teachers and the students were still shy to express their ideas in English.
- (2) They felt difficult to speak English because of lack of vocabulary.
- (3) Both teachers and students were less of awareness that *English Day* is an important program to run in international standard school. Actually, having a status an international standard school, SBI SMKN 1 Pacitan must have a certain characteristic which become the school's strength compared to other regular school. For example, using English in the class and outside of the class as communication language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the conclusions are given based on the results of the research. Some suggestions will follow afterwards.

5.1 Conclusions

We can infer some conclusions from this study. *English Day* is a program of international standard school SBI SMK N 1 Pacitan. The results of the study were answered the research problem to what extent does the *English Day* program give contributions towards the students' speaking skills in SBI SMK N 1 Pacitan. *English Day* program can improve students' and teachers' speaking skills. If they could obey the regulation that they must speak English all day long when *English Day* program run, automatically they will be able to speak English well. As an International Standard School, SBI SMK N 1 Pacitan must be able to compete with other schools, not only in Indonesia but also all over the world. So, as an International language, English must be learned intensively in this school, one of the ways is through *English Day* program.

Based on the result of the study, from observation, questionnaire, and also the interview, the writer can conclude that *English Day* program in SBI SMK N 1 Pacitan have not been done well. There are some reasons that caused it. Mostly, they were still shy using English as their language. They also have some

difficulties understanding conversations in English. They lack of awareness that speaking English is very important for international standard school.

5.2 Suggestions

Having conducted the research, the writer would like to offer some suggestions.

For the student, must improve their ability in speaking English especially obey the regulation about *English Day* program. The students must realize that they school in international standard school, so they must able to speak English.

For the headmaster and teachers, *English Day* program must be improved in SBI SMK 1 Pacitan. For example, the school has to add one more day where all the people must speak English all day long. Speaking English must be started from the teachers and the headmaster, so the students will follow to speak English without shiness or afraidness. Their speaking automatically will improve if they practice continously. The school must make a regulation. Because *English Day* is an important program for international standard school, the headmaster and teacher make regulations about *English Day*. If the people in the school do not speak English when *English Day* program runs, they can get a punishment, for example getting some points. When the students' points reach maximum limit, they will get warning or even drop out from the school.

For future researcher, they can use this final project as a literature to guide them when they want to do the similar research. Although this study has been done, but because of the limitation time, it still has some weaknesses. Therefore, any reserchers interested in the same field are suggested to do deep analysis.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1998. *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta : PT.Rineka Cipta.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian : Suatu Pendekatan Praktek*. Jakarta : PT.Rineka Cipta.
- BBC Radio UK. Learn English Speaking. Available at (<http://www.bbc.co.uk/worldservice/learnenglish/radio.studyguides/pdfc/better speaking.pdf>) accessed on Sunday, January 30, 2011.
- Best, J.W. 1981. *Research in Education*. New Jersey: Prentice Hall.
- Brown, A. and Dowling, P. 1998. *Doing Research / Reading Research : A Mode of Interrogation for Education*. London : Falmer.
- Brown, H.D. 2001. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. Longman.
- Bygate, M. 1987. *Speaking*. Oxford University Press.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Jakarta.
- Djasudarma, Fatimah.T. and Nadeak, W. 1993 . *Metode Linguistik : Ancangan Metode Penelitian dan Kajian*. Jakarta : Eresco.
- Finocchiaro, M.B. and Bonomo, Michael. 1973. *The Foreign Language Learner*. Regents Publishing.
- Halliday, Michael. A.K. 1989. *Language as Social Semiotic*. Michigan: University Park Press.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman.
- Harmer, Jeremy.2003. *The Practice of English Language Teaching*. London: Longman.
- Harris, David. P. 1969. *Testing English As a Secondary Language*. New York : Mc. Graw-Hill, Inc.

- Haryanto.2010. *How Prepare School with International Standard in Indonesia*. Available at (<http://www.psb-psma.org>) accessed on Friday January 21, 2011.
- Hornby, A.S. 1995. *Oxford Advanced Dictionary Lerner's of Current English*. Oxford : Oxford University Press.
- Khikmiah, Naela. 2010. *The Impact of English Club Towards Students' Speaking Skill*. Final Project. Semarang State University.
- Lado, Robert. 1961. *Linguistic Across Cultures : Applied Linguistic for Language Teachers*. Michigan : University Michigan Press.
- Miles, M. and A. Huberman. 1994. *Qualitative Data Analysis : an Expanded Sourcebook*. Thousand Oaks : Sage.
- Moleong, Lexy. J. 2007. *Metodologi Penelitian Kualitatif*. Bandung : Remaja Rosdakarya.
- Nunan, David. 2003. *Practical English Language Teaching*. Birmingham : Mc Graw-Hill.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang : IKIP Semarang Press.
- Skinner, B.F. 1957. *Verbal Behavior*. Appleton-Century-Crofts.
- Suyanto, Slamet.2006.*Pengembangan Sekolah Bertaraf Internasional Melalui Organisasi Belajar : Konsep dan Implementasi*. Available at www.jurnal_lipi.pdf.com.
- Wendy. and Lisbeth. 1993. *Second Language Instruction Volume 3-4*. Sociological Abstract Inc.
- _____. 2011. *Research method*. Available at (http://www.org/recopp/research/research_glossary.htm.2007) accessed on Friday January 21, 2011.
- _____. 2011. *Teaching Methodology*. Available at (<http://www.philsefsupport.com/teachingmethodology.htm>) accessed on Sunday, January 30, 2011.

APPENDIX 1

QUESTIONNAIRE

NAMA :

ABSEN :

KELAS :

| NO | PERNYATAAN | SS | S | AS | TS | STS |
|----|--|----|---|----|----|-----|
| 1 | Saya sangat menyukai pelajaran bahasa Inggris. | | | | | |
| 2 | Saya aktif berbicara bahasa Inggris di luar sekolah. | | | | | |
| 3 | Saya aktif berbicara bahasa Inggris di sekolah pada jam pelajaran bahasa Inggris. | | | | | |
| 4 | Saya aktif berbicara bahasa Inggris di sekolah tidak hanya pada saat jam pelajaran bahasa Inggris. | | | | | |
| 5 | Saya mendukung program <i>English Day</i> di sekolah saya. | | | | | |
| 6 | Program <i>English Day</i> di sekolah saya berjalan dengan baik. | | | | | |
| 7 | Guru saya berbicara dalam bahasa Inggris saat <i>English Day</i> di sekolah saya. | | | | | |
| 8 | Teman-teman saya berbicara dengan bahasa Inggris saat <i>English Day</i> . | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 9 | Saya selalu berbicara dalam bahasa Inggris saat <i>English Day</i> di sekolah. | | | | | |
| 10 | Saya ingin hari pelaksanaan program <i>English Day</i> di sekolah saya ditambah. | | | | | |
| 11 | Saya sangat mendukung diberikan sangsi kepada guru dan siswa jika mereka tidak berbicara dalam bahasa Inggris saat <i>English Day</i> . | | | | | |
| 12 | Pelaksanaan program <i>English Day</i> di sekolah saya perlu perbaikan. | | | | | |
| 13 | Program <i>English Day</i> membuat kemampuan berbicara bahasa Inggris saya meningkat. | | | | | |
| 14 | Saya menyukai bahasa Inggris setelah ada program <i>English Day</i> di sekolah saya. | | | | | |
| 15 | Saya ingin program <i>English Day</i> diberlakukan di sekolah lain juga. | | | | | |







APPENDIX 5

INTERVIEW TRANSCRIPT

Guided interview for teacher :

1. Tell me about description of international school?

As far as I know, International School is the school that adopted the curriculum not only the national one, but also the international curriculum. It means that, if a school wants to be claimed as international school, it has to use English as the main language in that school.

2. Do you agree with *English Day* program?

Sure, English Day program should become a habit, so they must create environment between teachers and students to apply their English. It would be very useful if the school apply *English Day* program.

3. Do you think that *English Day* program can improve students' and teachers' speaking skills?

I think yes of course, if there was an *English Day* in a school, it means that the teachers and the students could use their English not only in standard words, but they also could use the language as media of communication. So it will improve their English automatically if they use it regularly not only one or twice a month.

4. Do you think that *English Day* program in this school done well?

Not really I think, because only some teachers and some students applied this. Most of them were still shy when they were asked to speak in English, even they didn't have self confidence to express their ideas in English.

5. What is your suggestions to the school about the implementation of *English Day*?

Well, the suggestion are, that the implementation should be from the top. The headmaster of this school must make a policy to make every person in this school used English in that day. If they didn't, there would be some consequences, like punishment, because *English Day* is an important program in international standard school.

Unguided interview for students:

1. Students 1

What is your name ?

My name is Asri Puji Astuti

How old are you?

16 years old

Do you like English? Why?

Yes, because English is fun and good.

What is your favourite lesson? Why?

Kimia, because i want become doctor.

Do you know about international school?

school in foreign? saya pernah dengar sekolah ini bertaraf internasional.

Do you know about English Day program in this school?

I know, but i am not use miss. Because my friends not use English too.

My teacher not explain about *English Day*.

2. Student 2

What is your name ?

Indah Ervina

How old are you?

I am 15 years old

Do you like English? Why?

Not really, English difficult miss.

What is your hobby?

I Like reading and shopping.

Do you know about international school?

Pernah denger tapi saya tidak tahu sebenarnya apa.

Do you know about English Day program in this school?

Yes, but i don't understand. Katanya memang setiap senin dan selasa kita disuruh ngomong bahasa Inggris, tapi susah kalau menurut saya. Bahasa Inggris ngomongnya susah.

3. Student 3

What is your name ?

Bayu Aji

How old are you?

17

Why you choose this school?

Because I like computer

Do you know about international school?

Yes, this school international school

Do you know about English Day program in this school?

Yes, my teacher ask to speak English every Monday and Tuesday in this school

4. Student 4

What is your name ?

Maryono

How old are you?

Umur saya maksudnya? Saya 16 tahun

Do you like English?

English? No, I like olahraga

Do you know about international school?

Saya kurang tahu, tapi saya pernah dengar.

Do you know about English Day program in this school?

Yes, saya juga pernah dengar. Tapi sekolah saya tidak pernah memberitahu kira-kira bagaimana

5. Student 5

What is your name ?

My name Ratna Wulandari

How old are you?

I am 16 years old

What is your hobby?

I love playing game online and reading novel

Do you like English?

Yes I like it, because i think English is cool and can help me to speak with people in internet. Bisa chattingan sama orang luar negeri.

Do you know about international school?

Yes, my school is international school. But i dont know what is international school.

Do you know about English Day program in this school?

Yes, but it not happen i think, because the teacher not do it first.

Give some suggestion for your school related to English Day program?

I hope this school will use English like school in America or Australia miss, so this school not lost with other school in America or Australia.

6. Student 6

What is your name ?

I am Dhamara Prasadana

How old are you?

I am 17 years old

Do you like English? Why?

Not really, but I understand English

What is your favourite lesson? Why?

I like mathematic. I like count. I like rumus.

What is your hobby?

Riding bike in beach with friends

Do you know about international school?

No, I dont know. Maybe seperti school in big city, in Surabaya or Jakarta.

Do you know about English Day program in this school?

No, miss. I know English Day. But, in this school i don't know miss.

7. Student 7

What is your name ?

Yudi Efendi

How old are you?

I am 15

What is your favourite lesson? Why?

Bahasa Indonesia. Karena gampang.

Do you know about international school?

Saya tidak tahu miss.

Do you know about English Day program in this school?

Oh, pernah dengar tapi saya juga tidak pernah bicara bahasa Inggris.

Susah banget miss. Guru-guru juga pasti susah kalau mengajar pakai bahasa Inggris.

8. Student 8

What is your name ?

Hadyati Lukmana

How old are you?

I am 16 years

What is your hobby?

Reading magazine

Do you know about international school?

School yang pake bahasa internasional, kaya bahasa Inggris gitu

Do you know about English Day program in this school?

I dont really know miss.

9. Student 9

What is your name ?

Okki Richianto

How old are you?

16 years old

Do you like English? Why?

Yes, I like English, because it is good for my knowledge

Do you know about international school?

No, but I think it school must really good, the student also clever than the other students in the school like this.

Do you know about English Day program in this school?

Yes, but I try to use English and my friends said that I am sombong.

10. Student 10

What is your name ?

Rica Vitria

How old are you?

Saya 15 years old

What is your favourite lesson? Why?

My favourite is Bimbingan Konseling. I want become psycholog.

Do you know about English Day program in this school?

I don't know miss. Maybe Mr Sugeng pernah menyebutnya tapi saya tidak mengerti saya harus bagaimana.

APPENDIX 6

LIST OF STUDENTS of X TKJ 2 (Communication networking technique)

CLASS

1. Abdul Rochim
2. Asri Puji Astuti
3. Bayu Aji
4. Bayu Widiyanto
5. Chanif Agung Prabowo
6. Cipto Wiyono
7. Dedy Triasmoko
8. Dhamara Prasadana
9. Dikagustama Restufarandi
10. Dwi Muhammad
11. Fahmut Taajuddin
12. Hadyati Lukmana
13. Herfin Elsananta Putra
14. Indah Ervina
15. Indarwati
16. Maryono
17. Miftahul Huda
18. Muh. Fajar Kurniawan
19. Muhammad Imam M.
20. Nilanaisila Nafulani



21. Nugraha Panji Tisna
22. Okki Richianto
23. Praba Anung P.
24. Ratna Wulandari
25. Reva Puji Rahayu
26. Rica Fitria
27. Romladi
28. Setiawan Edi S.
29. Tomson Sapta P.
30. Yayang Putra
31. Yogi Saputra
32. Yudi Efendi



The Computation of the Validity and Reliability Questionnaire

| No | Code resp | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | Y | Y ² |
|----|--------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|----------------|
| 1 | T-01 | 4 | 3 | 4 | 3 | 5 | 2 | 4 | 3 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 60 | 3600 |
| 2 | T-02 | 4 | 2 | 3 | 2 | 3 | 4 | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 5 | 48 | 2304 |
| 3 | T-03 | 4 | 2 | 3 | 2 | 4 | 5 | 5 | 2 | 3 | 5 | 2 | 5 | 5 | 5 | 5 | 57 | 3249 |
| 4 | T-04 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4 | 45 | 2025 |
| 5 | T-05 | 4 | 1 | 2 | 2 | 3 | 4 | 5 | 3 | 2 | 3 | 2 | 4 | 5 | 3 | 5 | 48 | 2304 |
| 6 | T-06 | 3 | 2 | 2 | 2 | 4 | 5 | 3 | 3 | 2 | 2 | 2 | 5 | 5 | 3 | 4 | 47 | 2209 |
| 7 | T-07 | 4 | 2 | 3 | 1 | 3 | 3 | 5 | 2 | 2 | 1 | 5 | 3 | 3 | 3 | 2 | 42 | 1764 |
| 8 | T-08 | 3 | 2 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 34 | 1156 | |
| 9 | T-09 | 4 | 3 | 3 | 3 | 5 | 4 | 4 | 3 | 3 | 3 | 2 | 5 | 4 | 3 | 4 | 53 | 2809 |
| 10 | T-10 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 4 | 45 | 2025 |
| 11 | T-11 | 5 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 5 | 4 | 4 | 3 | 56 | 3136 |
| 12 | T-12 | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 53 | 2809 |
| 13 | T-13 | 4 | 3 | 4 | 2 | 5 | 4 | 4 | 3 | 3 | 5 | 3 | 5 | 4 | 4 | 5 | 56 | 3136 |
| 14 | T-14 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 68 | 4624 |
| 15 | T-15 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 3 | 1 | 4 | 4 | 2 | 5 | 41 | 1681 |
| 16 | T-16 | 4 | 1 | 3 | 2 | 5 | 5 | 5 | 1 | 2 | 2 | 4 | 5 | 5 | 4 | 5 | 53 | 2809 |
| 17 | T-17 | 4 | 2 | 2 | 2 | 4 | 4 | 3 | 2 | 2 | 3 | 2 | 4 | 3 | 3 | 5 | 45 | 2025 |
| 18 | T-18 | 4 | 3 | 4 | 3 | 5 | 4 | 5 | 2 | 3 | 4 | 3 | 5 | 5 | 4 | 5 | 59 | 3481 |
| 19 | T-19 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 3 | 5 | 56 | 3136 |
| 20 | T-20 | 4 | 2 | 3 | 2 | 4 | 4 | 5 | 3 | 2 | 4 | 1 | 5 | 5 | 4 | 4 | 52 | 2704 |
| 21 | T-21 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 49 | 2401 |
| 22 | T-22 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 3 | 5 | 57 | 3249 |
| 23 | T-23 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 45 | 2025 |
| 24 | T-24 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 5 | 3 | 5 | 52 | 2704 |
| 25 | T-25 | 4 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 5 | 3 | 5 | 51 | 2601 |
| 26 | T-26 | 3 | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 5 | 50 | 2500 |
| 27 | T-27 | 3 | 2 | 4 | 2 | 4 | 2 | 4 | 3 | 3 | 4 | 2 | 4 | 4 | 3 | 4 | 48 | 2304 |
| 28 | T-28 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 4 | 4 | 4 | 5 | 46 | 2116 |
| 29 | T-29 | 3 | 1 | 4 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 5 | 4 | 4 | 2 | 5 | 42 | 1764 |
| | ΣX | 109 | 70 | 85 | 75 | 107 | 102 | 121 | 78 | 78 | 92 | 81 | 119 | 121 | 93 | 127 | 1458 | 74650 |
| | ΣX^2 | 419 | 184 | 263 | 213 | 417 | 384 | 519 | 224 | 224 | 324 | 267 | 507 | 525 | 313 | 397 | | |
| | ΣXY | 3973 | 2486 | 3094 | 2605 | 3960 | 3604 | 4229 | 2580 | 2721 | 3264 | 3053 | 4321 | 4235 | 3314 | 4457 | | |
| | f_{xy} | 0.363 | 0.532 | 0.480 | 0.589 | 0.772 | 0.493 | 0.396 | 0.473 | 0.704 | 0.733 | 0.391 | 0.600 | 0.720 | 0.612 | 0.473 | | |
| | r_{label} | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | 0.367 | | |
| | Criteria | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | | |
| | σ^2 | 0.33 | 0.54 | 0.50 | 0.68 | 0.79 | 0.90 | 0.50 | 0.51 | 0.51 | 1.15 | 1.46 | 0.67 | 0.72 | 0.53 | 0.82 | | |
| | Reliability | $k = 15$ $\Sigma \sigma_b^2 = 10.59$ $\sigma_t^2 = 48.14$ $r_{11} = 0.836$ | | | | | | | | | | | | | | | | |

Appendix 3

The Computation of Item Validity Questionnaire

Formula

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

Criteria

The item test is valid if $r_{xy} > r_{label}$

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

| No. | Code | X | Y | X ² | Y ² | XY |
|----------|------|-----|------|----------------|----------------|------|
| 1 | T-01 | 4 | 60 | 16 | 3600 | 240 |
| 2 | T-02 | 4 | 48 | 16 | 2304 | 192 |
| 3 | T-03 | 4 | 57 | 16 | 3249 | 228 |
| 4 | T-04 | 3 | 45 | 9 | 2025 | 135 |
| 5 | T-05 | 4 | 48 | 16 | 2304 | 192 |
| 6 | T-06 | 3 | 47 | 9 | 2209 | 141 |
| 7 | T-07 | 4 | 42 | 16 | 1764 | 168 |
| 8 | T-08 | 3 | 34 | 9 | 1156 | 102 |
| 9 | T-09 | 4 | 53 | 16 | 2809 | 212 |
| 10 | T-10 | 4 | 45 | 16 | 2025 | 180 |
| 11 | T-11 | 5 | 56 | 25 | 3136 | 280 |
| 12 | T-12 | 5 | 53 | 25 | 2809 | 265 |
| 13 | T-13 | 4 | 56 | 16 | 3136 | 224 |
| 14 | T-14 | 4 | 68 | 16 | 4624 | 272 |
| 15 | T-15 | 4 | 41 | 16 | 1681 | 164 |
| 16 | T-16 | 4 | 53 | 16 | 2809 | 212 |
| 17 | T-17 | 4 | 45 | 16 | 2025 | 180 |
| 18 | T-18 | 4 | 59 | 16 | 3481 | 236 |
| 19 | T-19 | 4 | 56 | 16 | 3136 | 224 |
| 20 | T-20 | 4 | 52 | 16 | 2704 | 208 |
| 21 | T-21 | 3 | 49 | 9 | 2401 | 147 |
| 22 | T-22 | 3 | 57 | 9 | 3249 | 171 |
| 23 | T-23 | 4 | 45 | 16 | 2025 | 180 |
| 24 | T-24 | 4 | 52 | 16 | 2704 | 208 |
| 25 | T-25 | 4 | 51 | 16 | 2601 | 204 |
| 26 | T-26 | 3 | 50 | 9 | 2500 | 150 |
| 27 | T-27 | 3 | 48 | 9 | 2304 | 144 |
| 28 | T-28 | 3 | 46 | 9 | 2116 | 138 |
| 29 | T-29 | 3 | 42 | 9 | 1764 | 126 |
| Σ | | 109 | 1458 | 419 | 74650 | 5523 |

By using that formula, we obtain that :

$$r_{xy} = \frac{[29 \times 5523] - [109 \times 1458]}{\sqrt{\{(29 \times 419) - (109)^2\} \{(29 \times 74650) - (1458)^2\}}}$$

$$r_{xy} = 0.3832$$

On $\alpha = 5\%$ with $N = 29$ it is obtained $= 0,367$

Because of $r_{xy} > r_{label}$, so the item number 1 is Valid.

Appendix 4

The Reliability of the Questionnaire

The research applied the alpha formula as follows :

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

R_{11} = Reliability of the instrument

k = the number of questionnaire item

$\sum \sigma_b^2$ = the sum of item variance

$\sum \sigma_t$ = total variance

1. Total Variance

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{10528 - \frac{(10423)^2}{20}}{20}$$

$$\sigma_t^2 = 2972.318$$

2. Each item Variance

$$\sigma_i^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma_{b1}^2 = \frac{419 - \frac{(109)^2}{29}}{29} = 0.33$$

$$\sigma_{b2}^2 = \frac{184 - \frac{(70)^2}{29}}{29} = 0.54$$

.

.

.

$$\sigma_{b30}^2 = \frac{397 - \frac{(127)^2}{29}}{29} = 0.82$$

$$\sum \sigma_b^2 = 48.14$$

3. The Computation of reliability test with alpha formula :

$$r_{11} = \left(\frac{15}{15-1} \right) \left(1 - \frac{48.14}{2972.318} \right)$$

$$r_{11} = 0.836$$

For $\alpha = 5\%$ and number of subject $n = 20$, $r_{\text{tabel}} = 0.444$

Because $r_{11} > r_{\text{tabel}}$, then instrument is reliable