



**AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS'
MONITOR USE IN SPEAKING PERFORMANCE
BASED ON KRASHEN'S (1982) MONITOR
HYPOTHESIS AT SMAN 4 JEMBER**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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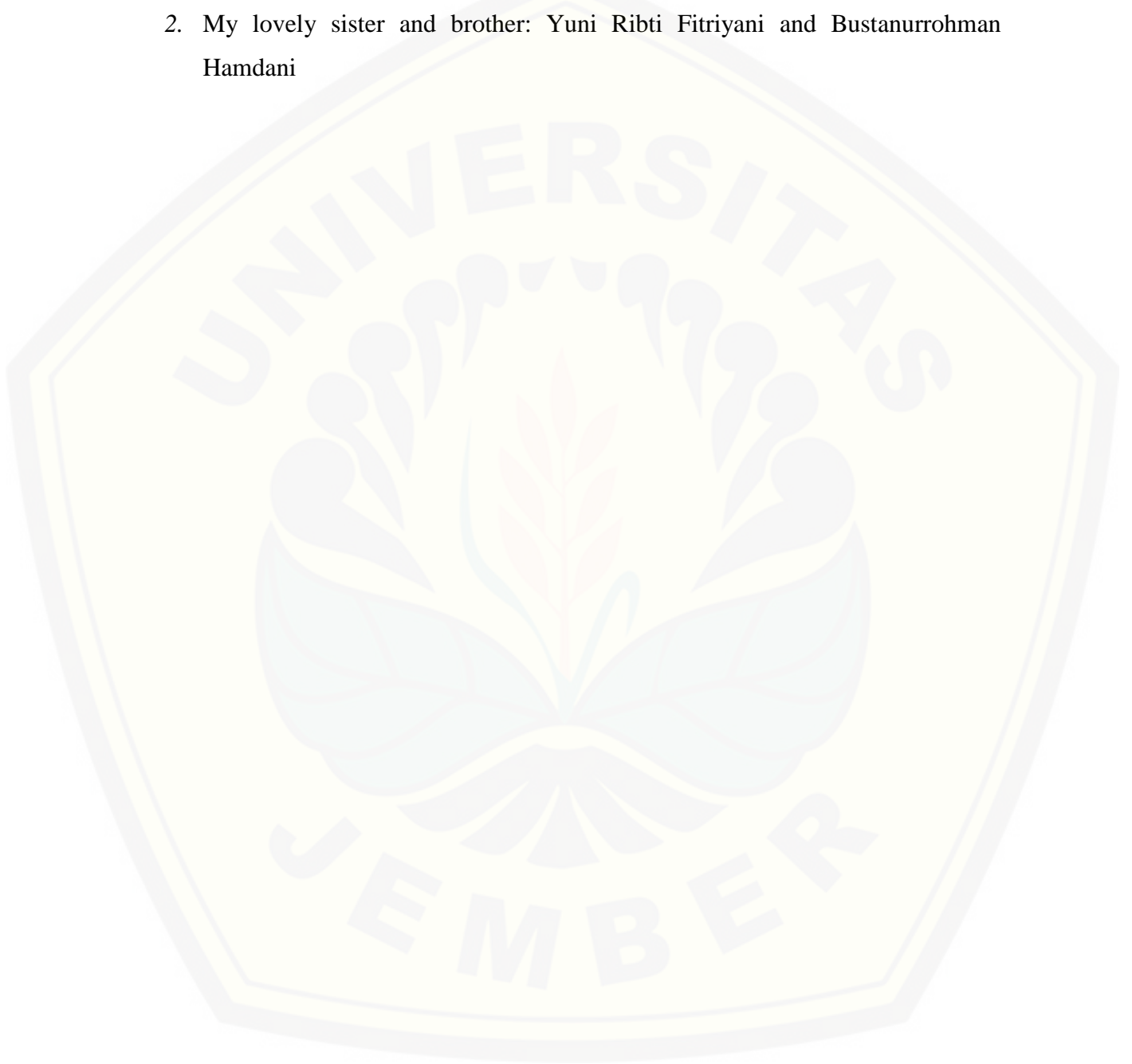
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, (Late) M. Walid and Munadiyah
2. My lovely sister and brother: Yuni Ribti Fitriyani and Bustanurrohman Hamdani



MOTTO

“If everybody thought before they spoke, the silence would be deafening”

(George Barzan)



George Barzan. Available at
<http://selfhelpdaily.com/quotes-about-speaking/> [June 15, 2015].

APPROVAL SHEET

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STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to quality award. Besides, ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive criticism and suggestions will be fully appreciated.

Jember, June 2015

The Writer

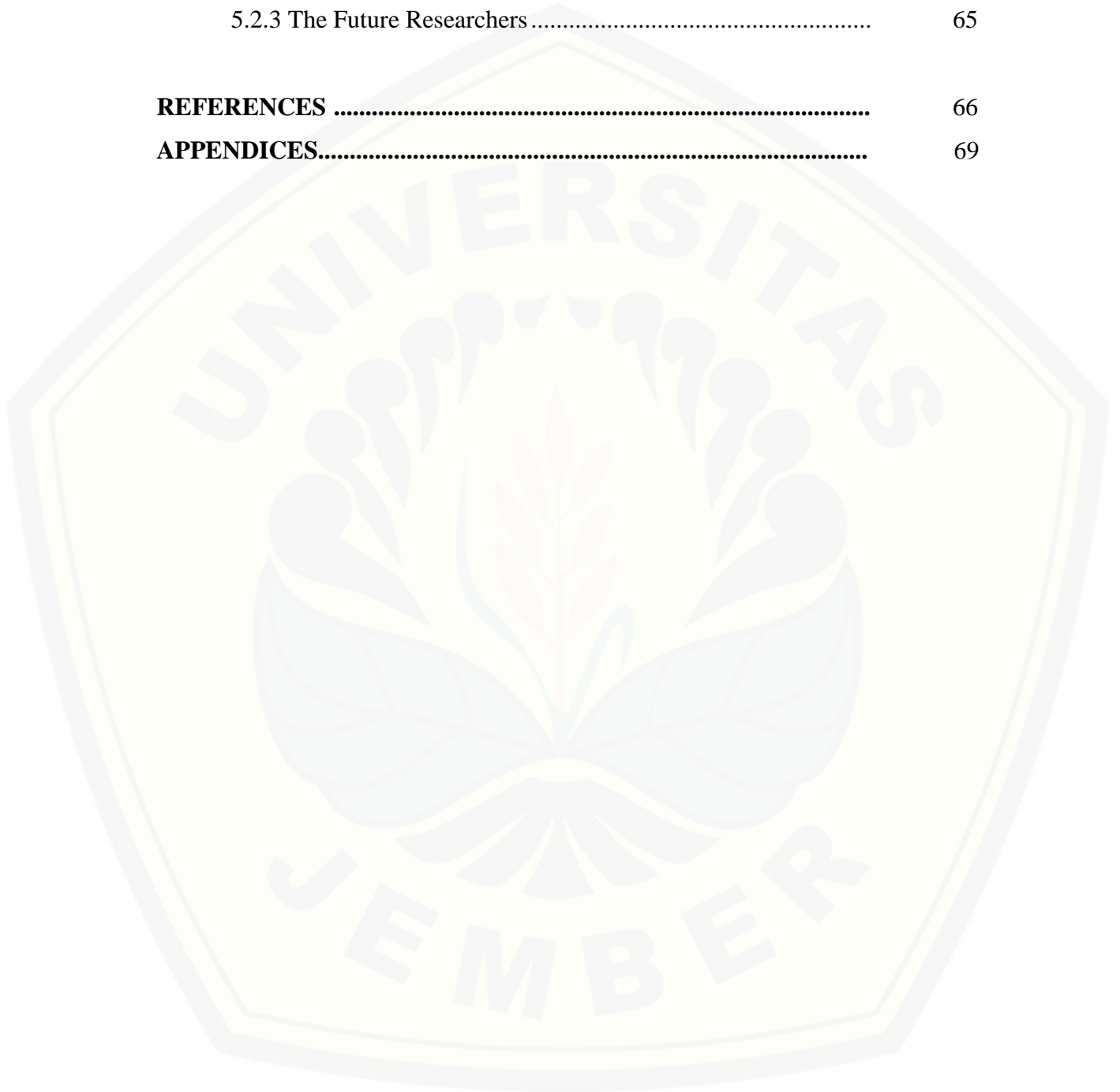
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SUMMARY

An Analysis of the Eleventh Grade Students' Speaking Performance based on Krashen's (1982) Monitor Hypothesis at SMAN 4 Jember, Jember; Moh Rofid Fikroni, 110210401010; 2015; 100 pages; English Language Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.

Speaking is one of the language skills in English which is mostly done in daily activities. Through speaking, people are able to express their ideas, opinions, as well as their views. Moreover, speaking is considered to be the main goal in learning English as a second or foreign language. The students' English development is measured on how effective they use the language or speak English in particular.

Speaking is considered to be a productive skill which requires the students to produce the language. Krashen (1982), proposes a hypothesis in relation to the students' language production, both in written and oral forms, which is called monitor hypothesis. In this particular hypothesis, he suggests that there is a mental device inside human's mind which has function as an editor to what he/she says. This mental device is responsible for the students' language production in particular.

The purpose of this research was to classify the eleventh grade students' monitor performance in their speaking at SMAN 4 Jember, in which it covered the students' monitor performance in the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication.

The design of this research was descriptive research. The research respondents were the students who were in the eleventh grade. In collecting the data, the researcher used interview, speaking test, and questionnaire. The interview method was used to collect the data in relation to the students' speaking performance in teaching and learning activities and to support the result of the questionnaire. The speaking test was used to measure the students' speaking performance in performing dialogs based on certain topics. Moreover, the questionnaire was used to collect the data in relation to the students' monitor

performance in their speaking. The gained data were in the form of qualitative and quantitative data. The qualitative data were analyzed by describing the real condition of the students and the quantitative data were analyzed by using percentage formula.

The result of the speaking test was shown that more than half number of the students got score in the range of 1-1.9 and 2-2.9. Their percentage was 78.12%. Meanwhile, the percentage of the students who got score in the range of 3-3.9 and 4-5 was only 21.88%. So, based on this result, there is indication that most of the students were classified as monitor over-users and under-users. Meanwhile, the result of the questionnaire showed that most of the students were classified as monitor over users with the percentage of 71,88%. Meanwhile, there were 21,88% of them that were classified as monitor optimal-users, and there were only 6,25% of them that were classified as monitor under-users. Besides the result of the interview also showed that most of the students were classified as monitor over-users. They claimed that they found difficulties in saying something in English, they were not confident enough to express their ideas in English, and most of them were afraid of making mistakes so that they preferred to remain silence when having interaction with other people.

Then, based on the data analysis, it can be concluded that there were 23 students (71,88%), who became research respondents, that were classified as monitor over-users, there were 7 students (21,88%) who were classified as monitor optimal-users, and there were only 2 students (6,25%) who were classified as monitor under-users. Thus, it can be said that most of the students in eleventh grade of SMAN 4 Jember over used their monitor in their speaking, or in other words they were classified as monitor over-users.

CHAPTER I. INTRODUCTION

This chapter presents some aspects in relation to the topics of the research. It consists of background of the research, problem of the research, objective of the research, and significance of the research. This chapter discusses the main reason about the conduction of the research and the question to be answered based on the result of the research.

1.1 Background of the Research

Speaking is one of the skills in English which is mostly done in daily life. People tend to use speaking rather than other skills to convey their ideas or opinions in daily interaction. For instance, the interaction happens between the teacher and the students in teaching and learning activities. The teacher will mostly use speaking rather than writing in explaining the materials and asking questions about the materials given.

However, in foreign language classroom, the students are not exposed to produce the language orally. Due to this fact, there will be many problems faced by the teacher. For instance, there might be a student who is found having difficulty in saying something, but actually he knows exactly what he wants to say. In another case, there might be a student who is very confident in saying something, but at the same time, he ignores the use of grammar. Even, there might be a student who knows what he wants to say and he gets sufficient knowledge about how to say it in English, but he prefers not to use his knowledge and ignores the use of grammar. These kinds of problem will mostly occur, especially for foreign language students.

On the other hand, the main objective to master the language, English in particular, has become to be able to communicate using the language. Richard (2008:19) says that the students' mastery of speaking skill has become the main goal in learning English as a second language or foreign language. Furthermore, he states that the learners will assess their success in language learning and how

effective they use or speak English by looking at how they have improved their speaking skill.

Speaking refers to the ability of the learners to produce the language in oral form (spoken language). Speaking is considered to be a complex skill because the learners are expected to say something by considering at least five aspects such as grammar, fluency, vocabulary, pronunciation, and the content. Due to this reason, speaking is considered to be the most difficult skill to be mastered especially for foreign language students, since they are required to say something spontaneously and correctly at the same time.

One of the strategies that are commonly used by teachers to teach speaking to their students is by ignoring the aspect of grammar. For early foreign language learners in particular, the focus of mastering speaking is to be able to say something, so that the use of grammar can be neglected. However, something that needs to be remembered is when they have already developed their speaking skill, it is essential to remind them about the use of grammar, because the role of grammar is significant in delivering the meaning or the message. Besides, the aspect of fluency also plays such an important role in aspect of delivering the messages. When someone is not accurate in saying something, there is possibility that people will misunderstand about what he/she actually wants to say.

Speaking is considered to be a productive skill which requires the students to produce the language which involve such a process that is believed taking place in students' mind. Krashen (1982), an American applied linguist, proposes a hypothesis called *Monitor Hypothesis*. Krashen (1982:15) states that there is a mental device inside human beings, which is gained from learning process that has function as an editor to what he/she says. This mental device is called monitor. This monitor is formed through such a process inside humans' mind. The ability of the students to learn something will enable them to use their monitor, or in other words the acquired knowledge which is gained through the process of learning will be monitored.

Since students will have their own capability in learning something, the use of monitor itself will be varied based on their capability. Krashen (1982:19) divides this variation into: Monitor Over-users, Monitor Under-users, and Monitor Optimal-users. (1) Monitor over-users refer to the learners when they over use their monitor. In this case, they will speak hesitantly and often concerned to what they are about to say. (2) Monitor under-users refer to the learners when they have not learned, or they prefer not to choose to use their knowledge even the condition allows it. (3) Monitor optimal-users refer to the learners when they use their knowledge appropriately and does not interfere their communication. However, there is possibility that optimal-users will neglect the use of grammar in their communication in order not to interfere their utterances. Usually, in written form, they will do their best to make any appropriate correction so that it can make their output become as accurately as possible.

Doing this kind of research gave such a new perspective to the teacher to be much more aware and concern about the students' capability in relation to the use of their monitor in producing the language. This was important because how the students monitor their utterances would affect to their psychological aspect. For example, there might be students who were over confident about their speech and ignored the use of grammar or there might be students who were afraid in making mistakes and they would not say anything at all. Thus, when the teacher had already known what monitor that their students have in their speaking, they would provide such an environment that was suitable for their students, so that the material which was being taught would be effectively delivered to the students.

Finally, by considering the fact above, a study entitled “**An Analysis of the Eleventh Grade Students' Monitor Use in Speaking Performance Based on Krashen's (1982) Monitor Hypothesis at SMAN 4 Jember**” was conducted.

1.2 Problem of the Research

Based on the background of the research above, the problem that would be investigated was *how do the eleventh grade students at SMAN 4 Jember use their monitor in their speaking performance?*

1.3 Objective of the Research

Considering the problem of the study, the objective of this study was to classify the eleventh grade students' monitor use in their speaking performance at SMAN 4 Jember.

1.4 Significance of the Research

This research gave contributions and knowledge for university students of English Department, English teachers, and other researchers.

1.4.1 For the English Teacher

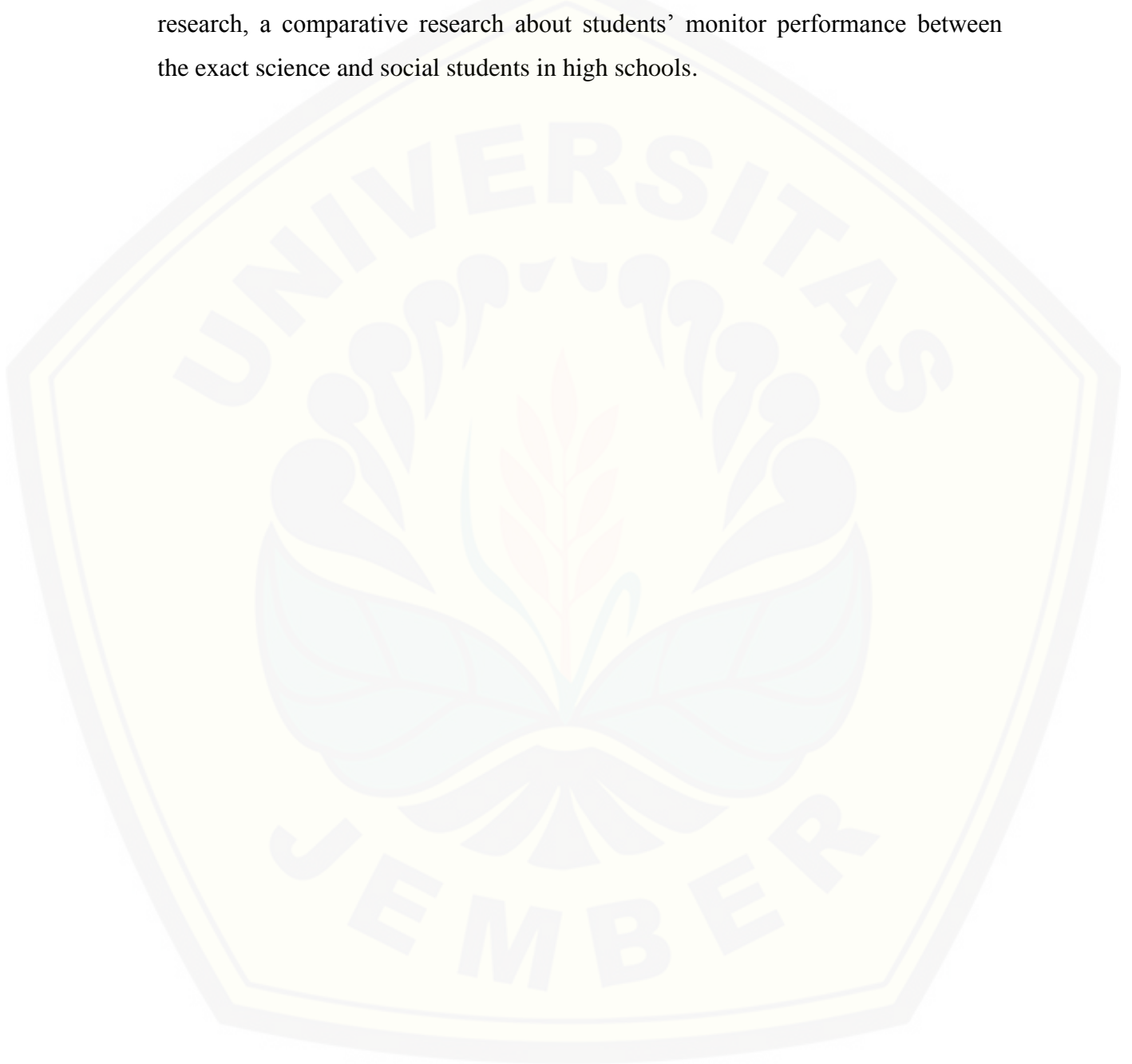
The result of this research provided such a feedback to the teacher about the students' monitor performance in speaking skill so that after knowing the students' ability in using their monitor, the teacher knew exactly how to provide more comfortable and suitable atmosphere inside the class room, based on their students' use of monitor.

1.4.2 For the Students

This research result gave better understanding to the students about their monitor performance. This particular knowledge helped them to be more familiar with English and get used to using English in daily activities so that they will be able to communicate using English easily.

1.4.3 For the Future Researchers

The result of this research provided a reference about different point of view so that it would be possible to conduct further research on the similar topic but in different focus. For example, it could be used as the reference for another research, a comparative research about students' monitor performance between the exact science and social students in high schools.



CHAPTER II. REVIEW OF RELATED LITERATURE

In relation to the problem of the study, this chapter reviews some points of view related to EFL (English Foreign Language) students' speaking performance, function of speaking, the communicative competence of speaking, Krashen's hypotheses of monitor, the use of monitor, and individual variation of monitor.

2.1 EFL (English Foreign Language) Students' Speaking Performance

In speaking, the speakers are required to not only say something, but they also need to understand the message from whom they talk to in order to give an appropriate respond at the same time. It means that the most important thing in speaking is a matter of how to make such successful interaction. Thornburry (2005:8) states that speaking is a speech production that becomes a part of daily activities which involve interaction. This interaction leads to an activity called conversation. In line with Thornburry, Nolasco (1997), as cited in Junaidi (2011:10), says that speaking ability is a matter of conversation, not fluent speaking. Therefore, it can be said that it will perform natural interaction between the speaker and the hearer. In this case it will need such a process of understanding and giving feedback activities between the speaker and the hearer, and when this process done gradually, automatic conversation becomes accustomed and finally fluency conversation. So, the effectiveness of speaking is determined on the successfulness of interaction which is done by the speaker and the hearer who understand each other.

Klippel (1984:4) strengthens Nolasco's statement by saying that in foreign language teaching, the teacher needs to provide natural communication that will help the students achieve communicative skill in their speaking. Students are said to have a good speaking ability when they are able to exchange opinions, information, and even their thoughts in speech (orally). As a result, it is crucial for the teachers to provide the students with the communicative language teaching environment, in order to make the students become accustomed to speak English so that they will improve their speaking ability. However, this important thing

seems to be not really taken seriously. In the foreign language teaching, especially the activities being done in the classroom, the activity does not really provide such interaction to the students. For foreign language teachers, the aspect of grammar is considered to be the most important thing. This is the main problem that will affect to the development of students' speaking skill.

As it has already mentioned before that the speaking performance is a matter of how interaction done spontaneously between the speaker and the hearer. The process of delivering the messages and responding them need to be done as smoothly as possible, so that the whole process of interaction will be meaningful and there will be no misunderstanding takes place between them. Harmer (2001:269), when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects: knowledge of 'language features', and the ability to process information on the spot (mental/social processing).

Language features which are necessary for spoken production involves, according to Harmer (2001:269), these following features: connected speech, expressive devices, lexis and grammar, and negotiation language. (1) Connected speech: conveying fluent "connected speech" including assimilation (modified sounds), elision (omitted), linking 'r' (added), and weakened (through contractions and stress patterning). (2) Expressive devices: pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (super segmental features). (3) Lexis and grammar: supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.). (4) Negotiation language: in order to look for clarification and to show the structure of what we are saying.

Furthermore, Harmer (2001:271) adds, in order to conduct a successful language interaction, it is also necessary to realize the use of the language features through mental/social processing which includes three features: language processing, interacting with others, and on-the-spot information processing. (1) Language processing: processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of

meaning (retrieval of words and phrases from memory, putting them together into syntactically and proportionally appropriate sequences). (2) Interacting with others: includes listening, understanding of how the other participants are feeling, knowledge of how linguistically to take turns or allow others to do so. (3) On-the-spot information processing: processing the information the listener is told the moment he/she gets it.

From Harmer's point of view the ability to conduct oral communication will depend on the participant's knowledge of language features and the ability to process information and language on the spot (responding the information). Language features involve four areas: connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills, and 'mental/social processing', it will help him or her achieve the goal of successful communication. Processing skills include these features: language processing, interacting with others, and on-the-spot information processing which is also necessary to be able to respond the messages or ideas being delivered by other people (the speaker).

Based on the theories above, it can be concluded that speaking is one of language skills in which it is an activity to express or communicate opinions, thoughts, and ideas in particular interaction. Some experts suggest that speaking is a matter of conversation. It means that when we are able to speak about something to other people and they understand to what we talk about, we have already achieved the main purpose of speaking. Moreover, Harmer also proposes the theory about speaking, in which he says that there are two important elements in order to be fluent in speaking, they are: knowledge of 'language features', and the ability to process information on the spot (mental/social processing). So, for Harmer, the successfulness of interaction done by the speaker and the hearer will not only depend on how the speaker delivers his message, but also how the hearer will respond the message itself.

2.2 Function of Speaking

As it is already explained before, in English teaching and learning, the mastery of speaking skill has become the main goal in learning second language and foreign language. However, teaching speaking is not all about teaching the aspects of speaking such as pronunciation, vocabulary, fluency, grammar, and the content, but the function of speaking itself also important to be taught to the students. Richard (2008:21-28) proposes three functions of speaking, in which these functions are the expanded version of Brown and Yule's framework (1983), they are: (1) talk as interaction, which cover the aspect of interacting with others in conversation of daily life, (2) talk as transaction, which cover the aspect of getting certain information through conversation, and (3) talk as performance, which cover the aspect of how to give or present our opinions, thoughts, or ideas in public or in front of other people. So, teaching speaking is not about how to introduce or teach about the aspects of speaking to the students, but it is also necessary for the teacher to teach about the function of the speaking so that the students will not only be able to know and familiar with the speaking aspects, but also they will know how to use it.

Moreover, Brown (2004:142) explains that a list of speaking can be used as the indicators in assessing the skill of speaking. Furthermore, he proposes 16 skills in speaking which is described as the macro and micro skills of speaking. These micro and macro-skills of speaking related to the function of speaking. The micro-skills will cover the production of smaller language units such as phonemes, morphemes, words, collocations, fluency and phrasal units. The macro-skills cover the speaker's focus on the larger elements such as accuracy, discourse, style, cohesion, nonverbal communication, and strategic option. Further explanation as follow:

1. Micro-skills

Micro-skills of speaking cover the smaller units of speaking skill. Brown (2004:142-143) suggests some skills, they are: (1) producing variation of phonemes and allophonic variants in English, (2) producing chunks in different lengths in the language, (3) producing the stress

patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours, (4) producing reduced forms of words and phrases, (5) using a sufficient number of vocabulary (words) in order to achieve pragmatic purposes, (6) producing fluency at different tempo of the speech, (7) producing the variation of the oral production in aspect of strategic devices such as pauses, self correction, backtracking in order to develop the clarity of the message, (8) using grammatical word classes (nouns, adverbs, verbs, etc), systems (for example: tense, agreement, pluralization, etc), word order, patterns, rules, and elliptical forms, (9) producing the appropriate speech in natural constitutes such as appropriate phrases, pause groups, breath groups, and sentence constituent, (10) expressing a specific meaning in different grammatical forms, and (11) using organized devices in spoken discourse.

2. Macro-skills

Meanwhile, the macro-skills cover larger units of speaking. Brown (2004:143) proposes other skills such as: (1) accomplishing appropriate communicative function based on the situations, participants, and goals, (2) using appropriate sociolinguistics features such as styles, registers, implicative, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other features in face to face conversations, (3) conveying links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification. (4) conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language, (5) developing and using a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2.3 The Communicative Competence of Speaking

The communicative aspect of speaking will concern about the language use in social life in which will be related to the communicative competence. Communicative competence refers to the competence to communicate (Bagaric and Djigunovic, 2007:94). In line with this statement, Louma (2004:97) says that communicative competence will highlight about the use of language for communication. Because of that reason, it can be said that communicative competence plays such an important role in daily interaction. Besides that, the successfulness of reaching the goal of social interaction will depend on the large extent of ability in communicative competence (Rickheit and Strohner, 2008:15). Canale and Swain (1980:27) propose that communicative competence will be at least consisting of three components such as grammatical competence, sociolinguistic competence, and strategic competence (communication strategies).

2.3.1 Grammatical Competence

The first component of communicative competence is the grammatical competence. Canale and Swain (1980:29) defines grammatical competence as the type of competence in which it will focus on the use of lexical items, morphology rules, syntax, semantics, and along with the aspect of phonology (pronunciation). It is clear that grammatical competence much more talk about the aspect of the knowledge of the language. Furthermore, they suggest that grammatical competence will allow the speaker to make use of the knowledge needed in understanding and expressing their ideas in relation to the aspect of literal meaning of the utterances. Meanwhile, Murcia et al. (1995:16-17) suggest slightly different theory about grammatical competence. They prefer to use the term *Linguistic Competence* rather than grammatical competence. Moreover, linguistic competence includes the basic element of communication such as the sentence patterns and types, the constituent structure, the morphological inflections, as well as the lexical resources.

In this study, the researcher focuses on the use of grammar and vocabulary as the indicator to assess students' speaking performance in aspect of grammatical competence.

2.3.1.1 Grammar

Grammar is one of the important elements in speaking in relation to form a speech. According to Ur (1988:4), Grammar can be defined as the rule of how to combine and construct words into larger units in aspect of meaning. Thornburry (1999:1), strengthens to this statement by saying that grammar is a study of forming possible structures used in a language. Furthermore, Thornburry (1999:2) states that grammar is not always about the syntax and morphology, but it is all about linguistic *chains* and *slots*. It means that grammar will give such ability to someone (the speaker) to be able to chain some words in particular order (based on the rule) and also to give variation or finding another words which can slot into any link in the chain. So, in this particular case the speaker need to possess ability how to use grammar correctly, in relation to the speaking, in order to be able to speak something in the language.

However, learning grammar does not necessarily means to learn about the grammar itself, but also other aspects of language. Radford (1988:2) suggests that grammar refers to the set of rules or principles that contain how to construct, pronounce, and understand phrases and sentences in the language concerned. It means that in learning grammar, not only the aspect of syntax that is going to be learned, but also the aspect of phonology and morphology as well. So, by mastering grammar, it is possible to someone to speak about something in the language correctly and smoothly.

Teaching grammar in classroom is very crucial. Ur (1988:4) suggests that knowledge of grammatical rules is important in mastery of language. He argues that the learners are not going to be able to construct words unless they know how they should be put together. Moreover, Ur (1988:5) adds some points in relation to the learning of grammar. He states that the learning of

grammar need to be seen as the long term process in mastering the language as whole not only just by learning the rules itself.

2.3.1.2. Vocabulary

Vocabulary is considered to be one of language components of English besides grammar and pronunciation. Moreover, vocabulary plays such an important role in gaining communicative goal in speaking. Wilkins in Thornburry (2002:13) says, “Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed.” In this statement, Wilkins stresses the word *nothing*. He argues that someone might not have an ability to speak anything if he does not have any vocabularies.

However, having such extends number of vocabularies is one thing, but having the ability in using those vocabularies is another thing. The teacher needs to know and makes sure that the students also possess knowledge of how to make use of their vocabularies. This is because of the fact that it will be useless for them to have a large numbers of vocabularies when they do not have any ability in using them. The ability being discussed here is the ability to construct and combine their vocabularies correctly to make it understandable, especially for the listener or someone whom they talk to. Thus it is very crucial for the teachers to provide such activities when the students are used to using their vocabularies.

2.3.2 Sociolinguistic Competence

Troike (2003:18) suggests that communicative competence involves social and cultural aspect that are essential in relation to the ability to understand and deliver linguistic forms. One of the components of communicative competence that has something to do with these aspects is *sociolinguistic competence*. Sociolinguistic competence refers to the ability to use the language based on socio cultural context in relation to the contextual factors such as topics, role of participants, settings and norms of interaction (Canale and Swain, 1980:30). This competence is very crucial to initiate interaction in the society. It can be said that

when someone does not have sufficient knowledge about this competence or he does not have enough skill in sociolinguistic competence, he will find himself in difficulty to interact with others in certain society. Murcia et al. (1995:23) use slightly different term in this particular competence, the term which is used is socio cultural competence. They propose that socio cultural competence is the speaker understanding and ability in expressing ideas or messages appropriately within the aspect of social and cultural context of the communication.

Furthermore, Murcia et al. (1995:23-25) define some categories of socio cultural competence such as: (1) Social contextual factors, which concern to the participants' variables (include of all these variables: age, gender, office and status, social distance, and relations) and situational variables (time, place, and social situation) in the interaction of communicative situation. (2) Stylistic appropriateness factors, which include the aspect of politeness strategies and stylistic variation (degrees of formality and field-specific registers) in the real life situation. (3) Cultural factors, which include three main components in cultural aspects such as socio cultural background knowledge of the target language community (involving the way of living and living standard), awareness of major dialect or regional differences, and cross-cultural awareness (involving the differences and similarities for cross-cultural communication). (4) Non-verbal communicative factors, which include five variables such as kinesics factors (facial expression, gestures, eye contact), proxemic factors (the use of space in initiating conversation), haptic factors (the role of touching in the target language community), paralinguistic factors (involving the acoustical sounds and non-vocal voices), and the last one is silence factors.

In the discussion of sociolinguistic competence, Canale (1983), as cited in Murcia et al. (1995:7), defines more comprehensible model of communicative competence in which divides sociolinguistic competence into two: sociolinguistic competence and discourse competence. Canale (1983, 1984) as cited in Bagaric and Djigunovic (2007:97) describes discourse competence as the mastery of the rules in which having role in combining forms and meanings as one meaningful unit in the spoken or written form. It means that in discourse competence not only

the aspect of meaning that will be the main focus, but also the aspect of how to combine the forms to create certain meaning.

Murcia et al, (1995:13-16) say that there are five components that contribute to discourse competence, they are: (1) Cohesion, refers to the area of discourse related to the linguistic competence in which deals with the use of cohesion devices (pronouns, demonstrative, articles, and other markers signal contextual *co-reference*) to construct sentences and utterances. (2) Deixis, according to Hatch (1992), refers to the linking process of the situational context with the discourse in the use of personal pronouns, spatial references (here, there, this, that), temporal references (now, then, before, after), and certain textual references (the following chart, the example above). (3) Coherence, refers to the process interrelating the sentences or utterances in a discourse sequence which based on organization of expression and interpretation of content and purpose, thematization and staging (theme-rheme development), management of old and new information, propositional structures and their organizational sequences, and temporal continuity/shift (sequence of tenses). (4) Genre or generic structure, concern to the use different genre usually used in certain language. It is said that, every language have its formal schemata in which lead to the variation of genres such as narrative, interview, service encounter, research report, and sermon (Carrel, 1984). (5) Conversational structure, refers to the turn-taking system in conversational activities which includes the way of how to perform openings and re-openings, how to hold and relinquish the floor, how to interrupt, how to collaborate and backchannel, how to do pre-closings and closings.

In this study, the researcher focuses on the discourse management and pronunciation as the indicator to assess students' speaking performance in aspect of sociolinguistic competence.

2.3.2.1. Discourse Management

Discourse management mainly concern about the ability of the students in constructing sentences and producing utterances comprehensively to convey their opinions or ideas (Thornbury, 2005:127-128). It means that the students'

ability in discourse management can lead them to achieve the success of communicative goal. Therefore, it can be said that when the students say something, the teacher needs to make sure that they know what they talk about so that the content of their speech will be clear. Content here refers to the messages, ideas, opinions, and thoughts of the speaker. Palmer (1976:5) suggests that when language is considered to be informational system or communicative system, it involves the aspect of message (meaning) in relation to a set of signs (the sound of language or the symbols of the written text). However, there is another thing in which also plays such an important role in achieving successfulness of communicative goal, that is understanding and comprehending the content being delivered. Moreover, Harmer (1998:47) claims that meaning can be stated in many different ways. That is why some time there will be misunderstanding when the meaning being delivered is not carefully comprehended. Because of this reason, it is essential to comprehend and understand about the meaning or information that is delivered in order to initiate and maintain successful communication.

In classroom activities, the teacher needs to provide such activities when the students are required to speak about particular topic or situation given. The students need to be exposed to the speaking activities in real life situation when they are used to interact with the society (Troike, 2006:166). By providing such activities, it involves the process of comprehending the message that implies in that topic. In these activities, the teacher needs to make sure that they are going to be able to come up with logical thought or they are able to logically reason about that topic. This indicates that the students understand about what is being talked about and are able to give appropriate responses to it.

2.3.2.2 Pronunciation

Pronunciation refers to the sound of speech which consists of some features, such as individual sounds, pitch, volume, speed, pausing, stress, and intonation (Louma, 2004:11). In line with this statement, Hewings (2004:3)

says that pronunciation is the combination of main components of speech. In relation to speaking skill, pronunciation plays such an important role in determining the successfulness of the students' speaking progress. According to Kelly (2000:11), pronunciation becomes one of important things to be taught in the classroom because of the consideration of the students' pronunciation errors will give such an effect to prevent successful communication.

However, it is not easy for the students of second or foreign language learners to learn how to pronounce words correctly. Yule (2010:188) says that it might happen to second language learners that it is easier for them to learn about vocabulary and grammar rather than pronunciation. This is because there are so many things that need to be considered in learning pronunciation. Brown and Yule (1983:2) claims that in learning pronunciation, the learners are required to be able to distinguish the sounds of the words, identify the stressed and the intonation of each vocabulary.

In order to overcome the problems above, Morley in Parrish (2004:110–111) suggests that pronunciation can be distinguished into two: production and performance. He says that production refers to the aspect of how to separate sounds as well as the aspect of stress, intonation and rhythm patterns. However, performance refers to the aspect of overall intelligibility (the ability to make someone understood) and communicability (the ability to make sense of communicative goal). Hence, it is not enough for the teacher to only teach about how to pronounce words correctly in aspect of stress and intonation, but the teacher needs to provide such communicative activities in order to make the students familiar with the words being taught.

2.3.3 Strategic Competence

The last component of communicative competence is strategic competence. Strategic competence refers to the mastery of verbal and non-verbal strategies to overcome difficulties in communication breakdowns to enhance the effectiveness of communication by paraphrasing, gestures, and varying intonation, speed or rhythm (Canale and Swain, 1980:30). It can be said that this particular

competence will be related to grammatical competence or linguistic competence (verbal communication) and sociolinguistic competence (non-verbal communication). As it is stated earlier, the main purpose of this competence to overcome the communication problems and difficulties. Murcia et al. (1995:26) propose three functions of communication strategy which is used in three different perspectives:

1. *Psycholinguistic perspective*: Communicative strategies refer to the verbal communications that is used to overcome the problems in aspect of planning and execution stage in gaining a communicative goal.
2. *Interactional perspective*: Communicative strategies involve demand of help as well as other cooperative problem-solving behaviors which occur after some problems take place in the process of initiating communication which usually in form of negotiation of meaning and repair mechanics.
3. *Communication continuity/maintenance perspective*: Communication strategies refer to the effort of maintaining communication when facing some difficulties in initiating the communication itself by delaying the time to think and to make alternative speech plans.

In this study, the researcher focuses on the use of interactive communication as the indicator to assess students' speaking performance in aspect of strategic competence.

Interactive Communication refers to the ability of the students to initiate and respond appropriately at the speed and necessary rhythm about the message being delivered and to complete the task asked (Thornburry, 2005:129). It means that in this particular aspect, the students are required to be able to communicate in such a way that they can develop their own ideas and also to make it coherent to the topic at the same time.

In this particular aspect, possessing ability to speak about something fluently is very crucial in delivering the messages or the idea of the speaker. Brown and Yule (1983:13) say that the main purpose of speaking is a matter of delivering the message of the speaker rather than to be a nice to someone whom they talk to. In line with this statement, Parrish (2004:100) suggests that someone

needs to be fluent in facing the demands of communicative activities in daily life interaction outside the classroom. It means that when the speaker is not fluent enough in speaking about something, there will be possibility that the listener will not really capable of understanding the messages delivered by the speaker.

2.4 Krashen's SLA Hypotheses

Krashen (1982:9), in relation to the second language acquisition (SLA), proposes five basic hypotheses namely: The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis, and The Monitor Hypothesis. (1) The Acquisition-Learning Hypothesis, according to Krashen (1982:10), deals with the ways how adult learners develop their competence in a language, which are called as acquisition and learning. Acquisition is described as subconscious process which is much more identical to the process of first language acquisition. Meanwhile, learning is described as a conscious process that focuses the students' attention on the form of the language. (2) The Natural Order Hypothesis deals with a certain orders in relation to the students' language development. Krashen (1982:12) states that grammatical structures are acquired in predictable orders. This assumption is based on the phenomenon in which the learners tend to acquire certain grammatical structures early and some others later. (3) The Input Hypothesis, according to Krashen (1982:20), deals with the way how the students will acquire (not learn) the language in which by understanding the message that is described as *comprehensible input*. Comprehensible input here refers to input in which containing our current knowledge (*i*) and higher knowledge (*i+1*) that we have not known yet. (4) The Affective Filter Hypothesis deals with the affective variables that are believed to be able to give a certain effect to the second language acquisition process. According to Krashen (1982:31), these variables are: motivation, self-confidence, and anxiety (5) The Monitor Hypothesis, according to Krashen (1982:15), deals with a certain mental device in which has function as an editor to the students' language production, both in spoken and written forms. This monitor is formed through the learning process done by the students.

In this study, monitor hypothesis will be used to analyze students' speaking performance. This particular hypothesis is chosen because it is responsible to the students' language productions, both in spoken or written forms. Besides, since the students will have their own ability, the use of their monitor will also be varied based on their ability. There might be a student who will monitor their utterances optimally, or a student who will over-use their monitor, or even there might be a student who will not use their monitor at all.

2.5 The Monitor Hypothesis

Every student will have their own capability and competence in getting certain knowledge. Some of them might be high achievers and the other might be low achievers. This is the most fundamental thing in relation to the way they get proper knowledge about particular thing, especially in acquiring the language.

Monitor hypothesis mainly relates to the learning-acquisition hypothesis. According to Krashen (1982:15), acquisition *initiates* our utterances in a second language and responsible for our fluency, meanwhile learning has only one function, and that is as a Monitor, or editor. Learning has the role to make changes in the form of utterance, after it has been "produced" by the acquired system. This process is called as *Monitor Hypothesis*. Hence, The Monitor hypothesis claims that acquisition and learning are used in very specific way which is to monitor the language production, both in spoken and written forms. To make it clear, consider this picture:

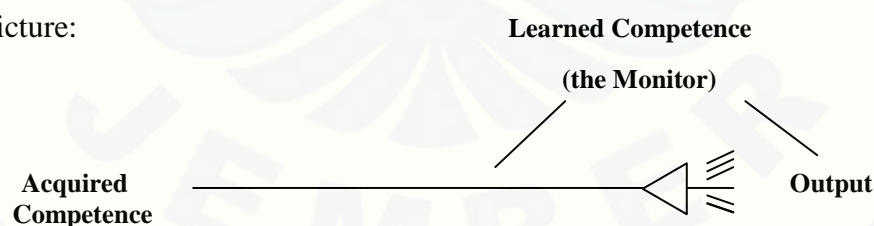


Figure 2.1: Acquisition and learning in second language acquisition.
(Krashen 1982:16)

The figure above reveals how monitor will edit the output of the production of the acquired competence. The monitor will edit or correct the output before or after the utterance is actually spoken or written. So, the monitor will not only edit the students' speech production, but the written production as well.

The use of monitor is related to the use of the rule (grammar). Krashen (1982:16) states that there are three conditions that need to be achieved in order to make conscious grammar fully operated. However, it does not necessarily mean that the users can fully operate their monitor even if these conditions are met. Those conditions are: (1) Time. He says that there must be sufficient time in order to use the grammar properly. In conversational activities, sometimes there is no sufficient time to think or even to use the grammar properly. (2) Focus on form. Having sufficient amount of time will be not enough in operating the monitor. The speaker or the performer needs to consider the form also. This process may lead to the process of thinking about correctness. (3) Know the rule. This is the most difficult requirement due to the fact that the structures of language are complex. There are so many aspects which need to consider. He stresses that this is become the problem because even the best students do not learn every rule they are supposed to.

In conclusion, it can be concluded that monitor hypothesis proposed by Krashen states that the process of learning will enable such a device called monitor that has function to monitor the language production, both in spoken and written forms. The monitor can be used and very useful when three conditions are met, such as: time, focus on form, and know the rule. However, due to the fact that every student has their own competence, it does not necessarily mean that the monitor will fully operate even when those three conditions are met.

2.6 Individual Variation of Monitor

Foreign language performers will use their monitor based on how they make use of their acquired competence. Krashen (1981:12) states that some performers might use their conscious knowledge of the target language whenever possible, some others Monitor users might, in fact, be so concerned with language production to make it suitable to their conscious rules that fluency would be seriously considered. And the other Monitor users are those who almost never monitor their output.

2.6.1 Monitor Over-users

The first variation is monitor over-users. Krashen (1982:19) suggests that monitor over-users refer to people who attempt to monitor all the time, performers who are constantly checking their output with their conscious knowledge of the language production. Furthermore he says that this kind of performers tends to speak hesitantly, often self-correct in the middle of utterances, and are so concerned with correctness so that they cannot speak fluently.

There may be two possible different causes for over-user of the monitor, for instance the use of grammar. Over-user may first does not have sufficient experience in the language production, especially in oral production. They might have been be a victims of the learning process which only focus on the aspect of grammar, so they do not acquire much proper experience in language and do not have any choice except to be dependent on the learning process itself. Another possibility may be related to personality. These over-users have had a chance to acquire, and may actually have acquired a great deal of the second language. They simply do not trust this acquired competence and only feel secure when they refer to their Monitor "just to be sure".

2.6.2 Monitor Under-user

The second variation in relation to the variation of the use of monitor is monitor under-user. According to Krashen (1982:19), monitor under-users refer to performers who have not acquired, or if they have acquired competence, they prefer not to use their conscious knowledge, even when conditions allow it. These performers are typically uninfluenced by error correction, self-correct only by using their feeling for correctness (e.g. "it sounds right"), and rely completely on the acquired system.

Stafford and Covitt (1978) in Krashen (1981:17) note that some under-users pay "lip service" to the value of conscious grammar. Their subject "I" felt that people need conscious rules to speak "correctly", and that "grammar is the key to every language". "I" himself, however, hardly used conscious rules at all, in speech or writing. Furthermore, Krashen (1981:16-17) says, "The under-user

may be living in the country where the target language is spoken or may be exposed to frequent use of the second language in his own country.”

2.6.3 Optimal Monitor Users

The last variation of the use of monitor is optimal monitor users. According to Krashen (1982:20), optimal monitor users refer to performers who use the Monitor when it is appropriate and when it does not interfere with communication. Many optimal users do not use grammar in ordinary conversation, where it might interfere. In writing, and in planned speech, however, when there is time, optimal users are typically able to make whatever corrections they can to raise the accuracy of their output.

Optimal Monitor users can therefore use their learned competence as a supplement to their acquired competence. Krashen (1982:20) says, “Some optimal users who have not completely acquired their second language, who make small and occasional errors in speech, can use their conscious grammar so successfully that they can often produce the illusion of being native in their writing”. This does not imply that conscious learning can entirely make up for incomplete acquisition. Some un-acquired rules will be learnable and others not. The optimal user is able to complete the gap in conscious learning, but not all of it.

CHAPTER III. RESEARCH METHODS

This chapter presents the research methods used in this study. It covers several sub-chapters, such as: (1) research design, (2) the operational definition terms, (3) area determination method, (4) research respondent, (5) data collection method, and (6) data analysis method. Research method is considered as the main core of the research because it defines the steps done by the researcher. Furthermore, this chapter defines some processes take place in this research and the way how to analyze the data.

3.1 Research Design

Research design was the blue print of conducting the research. This research was conducted by using descriptive research. Donald et al. (2010:640) say that descriptive research is a research that aims to describe certain variable in which in form of factual data rather than manipulated data. This research was intended to describe the students' ability in speaking based on Krashen's monitor hypothesis.

The procedures of the research design were as follows:

1. Determining the research topic.
2. Formulating research problems.
3. Determining the respondents of the research.
4. Constructing the research instruments.
5. Collecting preliminary data such as the list of the students and the students' English scores.
6. Giving the speaking test to tap students' speaking performance.
7. Distributing the questionnaire directly after giving the speaking test to obtain more detail information about the students' characteristics in speaking.
8. Giving interview to the respondents to get information about their feeling when they were asked to speak about something.

9. Analyzing and explaining the obtained data from the speaking test, the questionnaire, and the interview.
10. Classifying the respondents as monitor optimal-user, monitor over-user, and monitor under-user, based on the result of the data analysis of the speaking test, the questionnaire, and the interview.
11. Drawing Conclusion.

3.2 The Operational Definition of the Terms

Operational definition of the terms here proposed to give explanation about the terms and concepts used in this research. Besides, it is also intended to avoid misunderstanding of the concepts used in this research. The terms that are necessary to be described operationally are:

3.2.1 Speaking Performance

Speaking performance here refers to the students' performance in producing the language in oral form. The students' speaking performance was measured by using speaking test that focused on the aspect of the use of Grammar, Vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

3.2.2 Monitor Hypothesis

Monitor hypothesis here refers to the hypothesis that is proposed by Krashen. Krashen suggests that acquired knowledge functions as the monitor that monitor our performance in producing the language, both in speaking and writing. The monitor performance varied based on the use of their monitor. The variations of this monitor hypothesis are:

1. Monitor Over-user, it refers to the condition when the performers tend to monitor his language all the time. These performers seem to speak hesitantly.

2. Monitor Under-user, it refers to the condition when the performers does not use their monitor. These performers tend to speak randomly without thinking about the appropriate use of the grammar.
3. Monitor Optimal-user, it refers to the condition when the performers tend to appropriately use their monitor in producing the language. These performers tend to speak fluently based on the appropriate grammar.

3.3 Area Determination Method

Area determination method was the method used in determining area or the place that was used in conducting the research. To determine the research area, the researcher used purposive method. Frankel et al. (2012:100) say that purposive method is where investigators use personal judgment to select a sample based on previous knowledge of a population and the specific purpose of research. Moreover, Arikunto (2006:139) suggests that purposive method is a method used based on the certain purposes in relation to some reasons such as time, energy, and fund.

This research was conducted at SMAN 4 Jember in 2014 / 2015 academic year because of three reasons:

1. This kind of research had never been conducted in this school.
2. The English teacher allowed the researcher to conduct the research in the eleventh grade students.
3. The head master gave permission to the researcher to conduct the research.

3.4 Respondent Determination Method

According to Arikunto (2006:129), research respondent is the subject of the research which the data is taken from. Furthermore, he suggests that respondents are the people who give data to the researcher in form of either spoken or written form. Determining the respondents of the research was an important part and very crucial because the respondents were the main source in getting the data. Proportional random sampling was used to determine the research respondents.

3.4.1 Population

Population is a group or cases (individuals, objects, or events) that correspond to the particular criteria to which to generalize the results of the research (McMillan, 1996:85). Moreover, Donald et al. (2010:148) suggest that population the overall members of any classified people, events or objects. The population of this research was the eleventh grade students at SMAN 4 Jember in 2014/2015 academic year.

3.4.2 Sample

Sample refers to part of the population (Donald et al, 2010:148). Moreover, Frankael et al (2012:91) define sample is the group in which the information is obtained. This process was usually done to limit the respondents. This research used proportional random sampling. According to Arikunto (2006:134), when the number of respondents is more than 100 people or subjects, we might take 10%, 20%, or up to 25% or more from the population. However, if the respondents are less than 100 people, the researcher must take all of the population.

Thus, based on the explanation above, proportional random sampling was used to get the sample because it gave the researcher representative, not only of the overall population, but also the key sub-groups of the population. Furthermore, lottery was used in this process.

The steps in choosing the sample are as follow:

1. Determining the population.
2. Choosing 10% of students in each class. However, if the calculation showed decimal number, then it would be rounded to the higher value.
3. Asking the teachers of each class to give permission to selected students to skip the class in order to administer the speaking test.
4. Administering the speaking test to the selected students.

3.5 Data Collection Method

In conducting a research, the process of collecting the data was considered to be the important thing, because it gave the researcher information which was needed. In this research, the data collection method was used to collect the data about students' speaking performance. In this research, there were three kinds of data collection methods used, namely: speaking test, questionnaire, and interview.

3.5.1 Speaking Test

Test can be defined as the set of questions that was intended to measure someone's skill or ability. Donald et al. (2010:201) describe a test as a set of stimuli given to an individual in order to obtain responses which are assessed in numerical score. Therefore, to describe the students' speaking performance, speaking test was used.

Hughes (2003:22) proposes that there are two kinds of test based on the method of scoring, subjective and objective tests. Furthermore, he says that if the test needs a judgment from the scorer, the test is called as subjective test. Meanwhile, if the test does not need any judgment from the scorer, it said to be an objective test. The subjective test was used in this research because it needed judgment from the scorer or examiner to the students' speaking performance. In order to reduce the subjective level of the test, the researcher used a scoring guide and inter rater, in which it used two raters, the first rater was the researcher and the second rater was the English department student.

However there are some requirements to make a good test. Hughes (2003:26) says that a test is supposed to be a good test when it has validity and reliability. Hughes states that the test will be considered to have validity when it measures what is intended to be measured accurately. Hence, validity concerns with the accuracy of the test. Reliability concerns with the extent of the result in which it is consistent every time it is used. Therefore, reliability relates to the aspect of consistency. Meanwhile, the students' speaking test was analyzed by using analytical scoring method. Hughes (2003:100) says that analytical scoring method requires a separate score in each aspect.

In relation to analyze the speaking test, the researcher videotaped the research respondents' performance in speaking. In order to make them relaxed and do not feel any pressure of being videotaped, the researcher explained to them that this speaking test had nothing to do with their speaking score at class and it did not affect their score in English subject.

In order not to disturb other classes, the researcher did not administer the speaking test to all of the research respondents at once. However, the researcher only used the English class period to administer the speaking test. In this particular activity, the researcher asked the research respondents to come to a certain room that was available to administer the speaking test. Since there were eight classes, there would be eight sessions of speaking test and there were four students, in each session, to be tested (see Appendix D).

In the speaking test itself, there were five topics to be chosen. The research respondents had to choose one of them to make a simple dialog. These five topics were the topics that the students had already known. In this case, the students performed the dialog in pairs. They were given one minute to prepare the dialog and they needed to perform the dialog from the chosen topic within two up to three minutes. The researcher videotaped them and made a transcription of their dialog. This transcription was analyzed by using a scoring guide. In the scoring guide itself, there were 5 band scores that were used to represent the students' ability in their speaking. The students who were able to get score in the range of 3-5 were classified as monitor optimal-user. Meanwhile, the students who got score in the range of 1-2.9 were classified as monitor over-user and under-user. These were because the students who got score in the range 3-5 were able to produce a good speech and show a good skill in speaking related to the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication. However, the students who got score in the range of 1-2.9 were still having difficulties in their speaking. The scoring guide was as a follow:

Table 3.1 The Scoring Guide for Students' Speaking Test

Components	Score	Criteria
Grammatical Competence		
Grammar and Vocabulary	5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on wide range of familiar topics.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
Sociolinguistic Competence		
Discourse Management	5	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organization of ideas. Uses a range of cohesive devices and discourse markers.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.
Pronunciation	5	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
Strategic Competence		

Interactive Communication	5	Initiates and responds appropriately linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.

(Cambridge, 2011:2)

Table 3.1 shows the aspects that were used to measure the students speaking performance. The first aspect concerned about the use of grammar and the vocabulary. It measured the students' ability to make use of their grammar and vocabulary, especially the way they constructed utterances which was not only grammatically correct, but as well as using appropriate vocabularies. Two of the indicators were the use of simple grammatical and complex grammatical form. For example: *I eat bread* (simple grammatical form) and *I was watching television when my father came* (complex grammatical form). The second aspect was discourse management that concerned with the students' ability in delivering their ideas or information, as well as the use of cohesive devices. Besides that, it also measured the students' performance in relation to the hesitation in producing utterances, whether it took place or not. The next aspect was pronunciation. It measured the students' ability in pronouncing the words as well as the use of stress, intonation, and articulation. The last aspect to be measured was the aspect of interactive communication. This aspect concerned about the students' ability in initiating and maintaining the interaction being done. Besides, it measured how the students negotiated and developed the interaction itself.

3.5.2 Questionnaire

Questionnaire is a set of questions which is delivered to certain people and usually in the form of MC (multiple choices), true-false, matching, or interpretive-exercise questions (Frankael et al, 2012:125-126). Furthermore, Frankael et al. propose the advantages and disadvantages of administering the questionnaire. One of the advantages of the use of questionnaire is it can be given to the large number of people at the same time. Meanwhile, the disadvantages of the questionnaire are the questions can be ambiguous and the respondent of the questionnaire has no chance to expand their answers verbally when the questions related to some particular interest.

In this research, the questionnaire was used to gain some supportive data in relation to support the data taken from the students' speaking performance. These supportive data were used to analyze and decide what kind of monitor performance that the students had in their speaking. Moreover, in order to avoid misunderstanding and help the students to comprehend the content of each statement, the items of the questionnaire were presented in *bahasa Indonesia*. The distribution of the items in the questionnaire was as follow:

Table 3.2 The Distribution of Question Items in Questionnaire

No.	Aspect	Item Numbers
1.	Monitor use in Grammar and Vocabulary Aspect	1, 11, 17, 19, 22, and 24
2.	Monitor use in Discourse Management Aspect	2, 7, 10, 12, 16, and 18
3.	Monitor use in Pronunciation Aspect	3, 5, 8, 13, 15 and 20
4.	Monitor use in Interactive Communication Aspect	4, 6, 9, 14, 21, and 23

The table above showed the distribution of the question items in the questionnaire. The questionnaire was constructed to decide what monitor performance used by the students in their speaking. Each question item would

measure the students monitor performance on the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication.

In determining the students' monitor performance in the questionnaire, the researcher gave score in each option. The score varied from 0 up to 2 (0, 1, and 2). Each statement had three options, such as "sering", "terkadang", and "jarang". For those who chose the option that indicates monitor optimal-user got the score of 0. Meanwhile, for those who chose the option that indicates monitor over-user got the score of 1, and they got the score of 2 when they chose the option that indicates monitor under-user. However, each option had different score in each statement. Hence, The students who were able to get score below 1 ($x < 0$), were classified as monitor optimal-user. The students who were able to get score in the range of 1-1,5 ($1 \leq x < 1,5$), were classified as monitor over-user. The students who were able to get score in the range of 1,5-2 ($1,5 \leq x \leq 2$), were classified as monitor under-user. In calculating the score, the researcher used *Pulse Basis Function*. Detail information was presented in Appendix L.

3.5.3 Interview

Hancock et al. (2009:16) say interviewing is conversational activity done by interviewer with interviewee in which based on strict predetermined order of the questions that is already prepared before. This activity was very useful to gain some important information from the one who is in charge. Frankael et al. (2012:451) state that there are four kinds of interview such as structured, semi-structured, informal, and retrospective interview. Furthermore, they define these types of interview such as follow:

1. Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advanced or by using interview protocol.
2. Basically structured and semi-structured interview are similar. The difference lies in the questions in which the questions can be developed to gain specific information.

3. Informal interview is less formal rather than structured and semi-structured interview. In this kind of interview, the interviewer and the interviewee have casual conversation, and usually there will be no specific or sequence of the questions.
4. Retrospective interview refers to the interview activity in which the interviewer will try to recall the interviewee's memory happened in the past and ask him or her to reconstruct it.

In this research, semi structured interview was used so that the data gained could be controlled in such a way in order not to make them too broad. This semi-structured interview was conducted with the English teacher and the research respondents. The data which was gained from the teacher provided information about students' speaking performance and the background knowledge to the researcher. In doing this particular interview, the researcher used English. On the other hand, the data which was gained from the research respondents was used to categorize the students monitor performance (Monitor over-users, under-users, and optimal-users). Moreover, this data would support the result from the questionnaire. In this interview, the researcher used *bahasa Indonesia* so that it would be easier for them to understand the content of each question in the interview itself. The interview guide for the English teacher and research respondents were provided in Appendix N.

3.6 Data Analysis Method

Data analysis method refers to the method that was used to analyze the gained data. After giving score to the students' speaking performance and analyzing the result from the questionnaire and the interview, the students' monitor performance was analyzed quantitatively. The researcher used percentage formula proposed by Ali (1993:186), in which he says that in order to be able to get the percentage of certain score, the gained score can be divided with the total gained score and times 100%. The quantitative formulation that was used to analyze the students' monitor performance was as follow:

$$E = \frac{n}{N} \times 100\%$$

E = The students' monitor performance of speaking in percentage.

n = The total number of Students who does the monitor performance.

(Optimal-user, over-user, and under- user).

N = The total number of students.

(Adapted from Ali, 1993:186)

The steps of analyzing the data were as follow:

1. Making transcription of students' speaking test.
2. Giving scores to the students' speaking performance based on the each aspects in the scoring guide.
3. Finding total score of the students' speaking test.
4. Analyzing the results of the questionnaire that is given to the students after having speaking test.
5. Giving interview to the students about the results of questionnaire.
6. Analyzing the collected data by matching the results with the characteristics of the variation in Krashen's Monitor Hypothesis (Monitor Optimal-users, over-users, or under-users).
7. Classifying the students speaking performance based on the variation in Krashen's Monitor Hypothesis (Monitor Optimal-users, over-users, or under-users).
8. Analyzing the students' monitor performance by using the quantitative formula above.

In order to help the assessor give score to the students speaking performance, the researcher used a rubric score containing four aspects of speaking, they are: Grammar-Vocabulary, Discourse Management, pronunciation, and interactive communication. The score of each aspect would be combined to formulate the total score. Detail information was presented in Appendix F.

CHAPTER IV. RESULT AND DISCUSSION

This chapter presents the result of the research and the discussion of the gained data. It covers the activities of the research which includes the result of the speaking test, the result of the questionnaire, and the result of the interview. Besides, this chapter also covers the analysis, explanation, and discussion of the students' monitor performance in their speaking.

4.1 The Activities of the Research

The research began by doing preliminary study in which collecting the data by doing interview with the English teacher. The result of the interview was used to give background knowledge to the researcher in relation to the students' ability in speaking. Besides collecting supporting data such as the number of population of the students in the eleventh grade and their English score were also conducted at SMAN 4 Jember. The interview was done on Tuesday, March 3rd 2015. Whereas collecting the number of students and their English score were done on Thursday, April 16th 2015. The students' English score was used to identify the homogeneity of the population. Meanwhile, conducting the speaking test started on the 17th of April up to the 1st of May 2015. Detail information was presented in Appendix D.

Besides doing the interview, the researcher used speaking test and questionnaire as the data collection method. The speaking test was given to the research respondents to identify the students' speaking performance in English. Meanwhile, the result of the questionnaire was used to determine the students' monitor performance based on Monitor Hypothesis.

4.2 The Result of Data Collection

In collecting the data, there were three methods that were used, namely: the speaking test, the questionnaire, and the interview. They used to determine how the research respondents used their monitor in their speaking. In this

particular sub-chapter, the result of each instrument was presented as briefly as possible.

4.2.1 The Result of the Speaking test

In the speaking test, the research respondents performed the dialog in pairs, from the chosen topic, within two up to three minutes. Meanwhile, in giving the score, Inter rater was used in this research in which it used two raters, the first rater was the researcher and the second rater was the English department student. This particular method was used to reduce the subjectivity of the test and to make the test more reliable. Both of the raters gave score to the speaking performance in the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication.

Table 4.1 The Recapitulation of the Students' Speaking Score and Each Aspect

No.	Speaking Performance	Band Score				Total
		1-1.9	2-2.9	3-3.9	4-5	
<i>Speaking Score</i>						
1.	Speaking	3	22	6	1	32
<i>Speaking Score based on each Aspect</i>						
2.	Grammar-vocabulary	2	20	8	2	32
3.	Discoure Management	1	17	12	2	32
4.	Pronunciation	1	19	11	1	32
5.	Interactive Communication	1	23	6	2	32

The table above shows the score gained by the students in the speaking test. As can be seen from the table, most of the students got score in the range of 2-2.9. It means that most of them found difficulties in saying something in English on the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication. To make it clear the percentage of the students' speaking score was presented as follow:

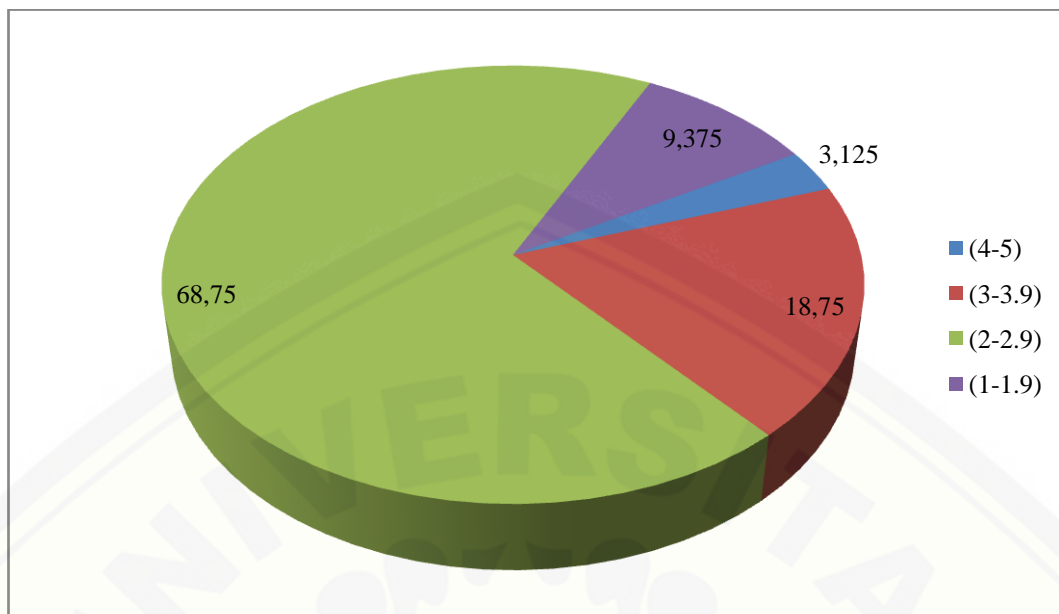


Chart 4.2 The Percentage of the Students' Speaking Score.

Chart 4.2 reveals the percentage of the students speaking score based on four aspects that were used, such as: grammar-vocabulary, discourse management, pronunciation, and interactive communication. According to the chart, more than half number of the students got score in the range of 1-1.9 and 2-2.9. Their percentage was 78.12%. Meanwhile, the percentage of the students who got score in the range of 3-3.9 and 4-5 was only 21.88%. So, based on this result, there is indication that most of the students were classified as monitor over-users and under-users, in which it means that most of them found difficulties in saying something in English. Further analysis was presented in the next sub-chapter.

4.2.2 The Result of the Questionnaire

One of the methods that was used in collecting the data in this research was questionnaire. The questionnaire itself was used to gain some data in relation to the characteristics of the research respondents based on Krashen's monitor hypothesis. There are 24 items in the questionnaire and each item measured the students' monitor performance on the aspect of grammar-vocabulary, discourse management, pronunciation, and interactive communication. Moreover, in order to avoid misunderstanding and help the students to comprehend the content of

each statement, the questionnaire items were presented in Bahasa Indonesia. The result of the questionnaire was as a follow:

Table 4.3 The Result of the Questionnaire

No.	Monitor Performance	Frequency	Percentage (%)
1.	Monitor Optimal-user	7	21,88
2.	Monitor Under-user	2	6,25
3.	Monitor Over-users	23	71,88
<i>Total</i>		32	100

The table above shows the result of the questionnaire. There were 71,88% of the students, which is more than half of the total number of the students, were classified as monitor over-users. To make it clear consider the chart below:

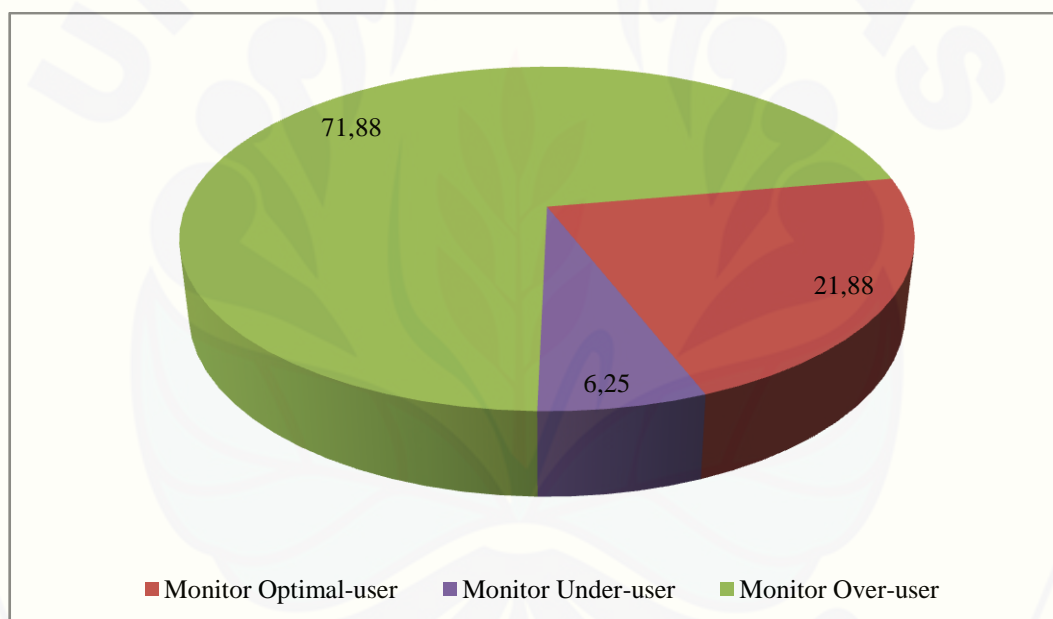


Chart 4.4 The Percentage of the Students' Monitor Performance

Chart 4.4 shows the students' monitor performance in their speaking. Based on the result, most of the students were classified as monitor over-users with the percentage of 71,88%. Meanwhile, the percentage of the students who were classified as monitor optimal-users was 21,88%, and 6,25% of them were classified as monitor under-users. Based on this result, it can be concluded that most of the students over used their monitor, they were not confident in saying something in English, they were hesitant when they were about to say something,

and they also tried to repeat their utterances most of the time. Further Analysis was presented in the next sub-chapter.

The frequency of the students' monitor performance in the questionnaire based on the range score was as follow:

Table 4.5 The Frequency of Students' Monitor Performance based on the Range Score

No.	Range Score	Frequency
1.	$(x < 0)$	7
2.	$(1 \leq x < 1,5)$	23
3.	$(1,5 \leq x \leq 2)$	2
<i>Total</i>		32

The table above shows the dispersion of the result of the questionnaire. Most of the students got the range score of $(1 \leq x < 1,5)$. In which it means that more than half of the total number of the students were classified as monitor over-users. To make it clearer consider the chart below:

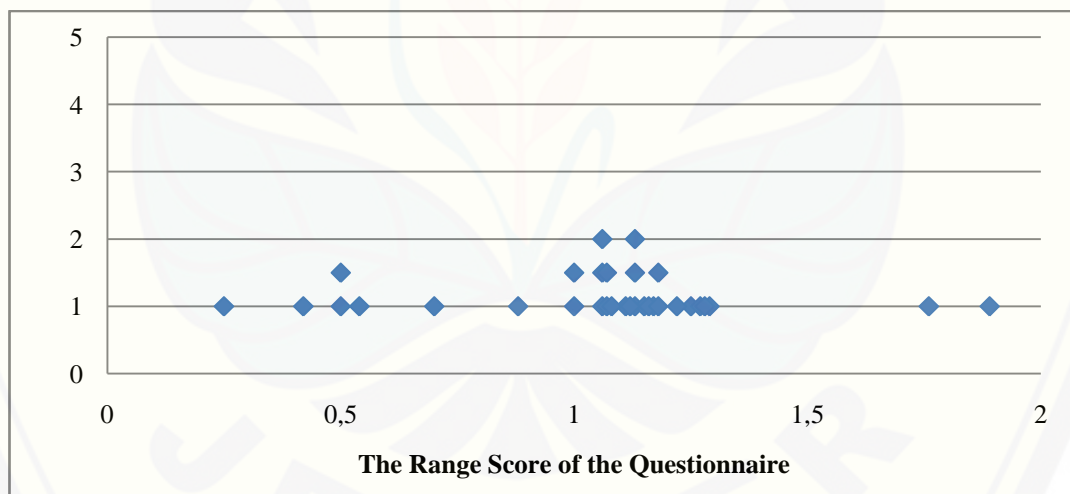


Chart 4.6 The Dispersion of the Students' Monitor Performance based on the Result of Questionnaire

As can be seen from the above chart, most of the students got score in the range of 1-1,5 in which it means that most of them were classified as monitor over-users. In this particular case, the researcher used certain range score in determining the students' monitor performance. The students who were able to get

score below 1 ($x < 0$), were classified as monitor optimal-users. The students who were able to get score in the range of 1-1,5 ($1 \leq x < 1,5$), were classified as monitor over-users. And, the students who were able to get score in the range of 1,5-2 ($1,5 \leq x \leq 2$), were classified as monitor under-users.

4.2.3 The Result of the Interview

In this research, there were two interviewing activities that were done by the researcher. The first interview was done with the English teacher. In this particular interview, the gained data was used as the background knowledge in relation to the way the teacher taught English, especially speaking. From the interview, it was revealed that the teacher mostly used role-play technique in teaching speaking to the students. Besides, in teaching speaking, the teacher would ask something directly to the students during the teaching and learning process in the classroom. The teacher also claimed that he used media such as pictures to stimulate the students in saying something. The teacher said that his students were able to use proper expressions related to the topic of introducing their self, expressing their opinions, giving suggestion, showing empathy, congratulating others, and asking for invitation. This information was used to create the speaking test that was going to be given to the students.

The second interview was done with the students that became the research respondents. This particular interview was done to get some further information in relation to the result of the questionnaire. This information was used to support the data in determining the students' monitor performance in their speaking. From the interview, the research respondents revealed some information in relation to their characteristics in using their monitor. For instance, one of the students said that she tried to repeat her utterances because she did not want to make a mistake that would make her felt ashamed when interacting with other students. This particular characteristic matched up very well with the characteristics of monitor over-users. Besides there was a student who claimed that he would make some repetition to what he said because he realized that someone whom he talked to was confused to his speech. Another student said that she would repeat her

utterances most of the time because she was confused and did not know what to say next. These particular characteristics showed that most of the students were classified as monitor over-users.

4.3 Analysis and Explanation of the Result of Data Collection

In this particular sub-chapter, the results of data collection were analyzed based on each aspect that was used: Grammar-vocabulary, Discourse Management, Pronunciation, and Interactive Communication.

4.3.1 The Analysis and Explanation of the Students' Speaking Performance.

The analysis of the students' speaking performance was presented based on aspects of speaking that were used. The researcher analyzed the result of the speaking test by using percentage formula. Each chart had value of 25%, in other word the total percentage of each aspect would be 100%. The students' speaking score was presented in detail in Appendix G and Appendix K.

4.3.1.1 The Result of the Speaking Test on the Aspect of Grammar-Vocabulary

The classification of the students' speaking score in aspect of Grammar and Vocabulary was as follow:

Table 4.7 The Students Speaking Score based on the Aspect of Grammar-Vocabulary.

Score	Frequency	Percentage (%)
4-5	2	1.56
3-3.9	8	6.25
2-2.9	20	15.63
1-1.9	2	1.56
Total	32	25

As can be seen from the above table, there were 2 students (1,56%) who got score in the range of 4-5. Meanwhile there were 8 students (6,25%) who got score in the range of 3-3.9, there were 20 students (15,63%) who got score in the range of 2-2.9, and there were 2 students who got score in the range of 1-1.9. To

make it clear, the percentage of the students' speaking score based on the aspect of grammar-vocabulary was as follow:

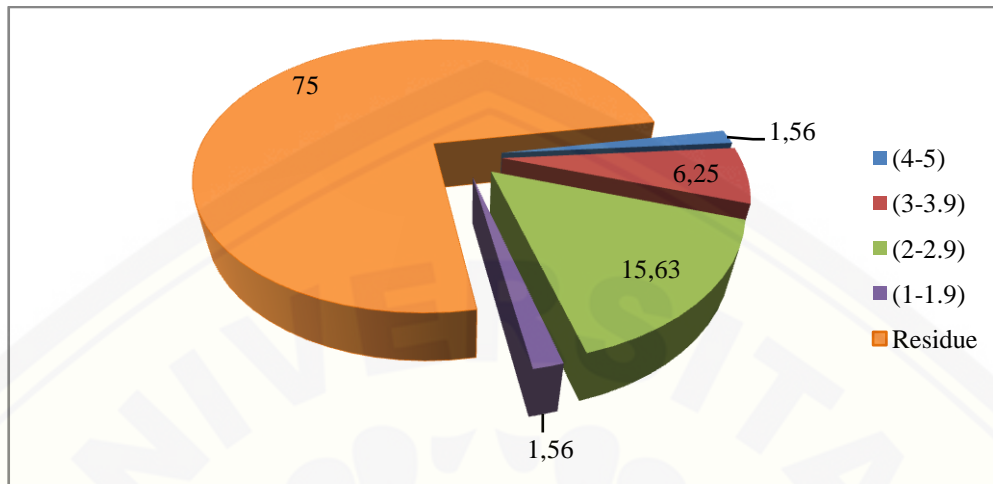


Chart 4.8 The Percentage of Students' Speaking Performance on the Aspect of Grammar-Vocabulary

Chart 4.8 reveals that the students who got score in the range of 3-3.9 and 4-5 had the percentage of 7,81% in which it means that they were classified as monitor optimal-users. However, more than half of the number of the students, with the percentage of 17,19%, got score in the range of 2-2.9 and 1-1.9. Thus, it can be concluded that most the students were categorized as monitor over-users and monitor under-users. This result showed that the students found difficulties in using simple grammatical forms and use appropriate verb to support their utterances when interacting with other students.

In this particular aspect, the students were not really able to use simple grammatical forms. Especially, in relation to the aspect of subject-verb agreement. Besides, most of the students had limited vocabularies in which it made them become confused whenever they were asked to say something in English. However, some of them showed a good control of using simple grammatical forms, and they were able to attempt to use the complex one. These students were also able to convey their ideas or opinions easily by using various kinds of vocabularies. Thus, most of the students were classified as monitor over-users and under-users in the aspect of grammar-vocabulary.

4.3.1.2 The Result of the Speaking Test on the Aspect of Discourse Management

The classification of the students' speaking score in aspect of Discourse Management was as follow:

Table 4.9 The Students Speaking Score based on the Aspect of Discourse Management.

Score	Frequency	Percentage (%)
4-5	2	1.56
3-3.9	12	9.38
2-2.9	17	13.28
1-1.9	1	0.78
Total	32	25

Table 4.9 shows that there were 2 students (1,56%) who got score in the range of 4-5. Meanwhile there were 12 students (9,38%) who got score in the range of 3-3.9, there were 17 students (13,28%) who got score in the range of 2-2.9, and there was 1 student who got score in the range of 1-1.9. To make it clear, the percentage of the students' speaking score based on the aspect of grammar-vocabulary was as follow:

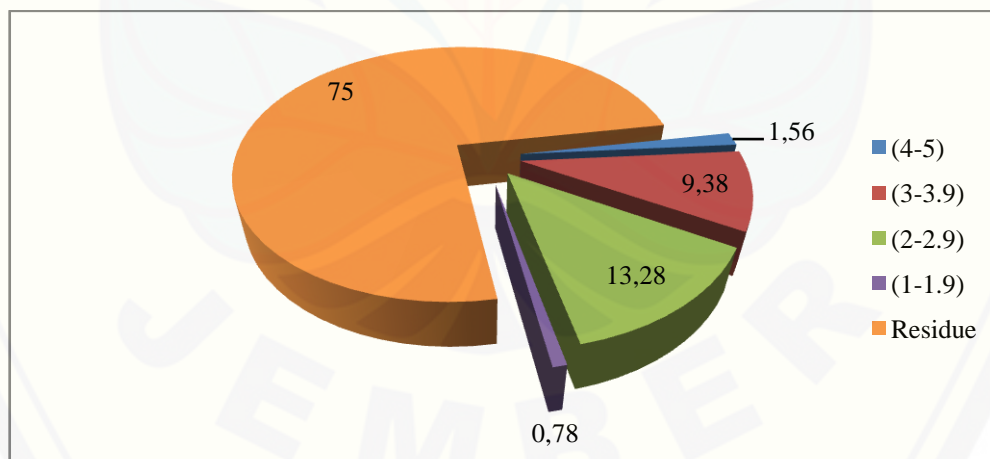


Chart 4.10 The Percentage of Students' Speaking Performance on the Aspect of Discourse Management

Chart 4.10 shows that 10,94% of the students got score in the range of 3-3.9 and 4-5, in which it means that they were classified as monitor optimal user. However, 14,06% of the students got the score in the range of 2-2.9 and 1-1.9.

Thus, it can be concluded that most the students were categorized as monitor over-users and monitor under-user. This result showed that they were able to produce appropriate responses by using short phrases, despite some repetition and hesitation.

In this particular aspect, most of the student found difficulties in giving appropriate responses to whom they talked to. Most of them seemed to try to repeat their utterances most of the time. This kind of thing made someone, whom they talked to, become confused about the meaning of their utterances. Most of them were also seemed to be hesitant in giving responses. However, there were some students who were able to give appropriate responses and support their utterances when interacting with other students. So, based on this result most of the students were classified as monitor over-users and under-user in the aspect of discourse management.

4.3.1.3 The Result of the Speaking Test on the Aspect of Pronunciation

The classification of the students' speaking score in aspect of pronunciation was as follow:

Table 4.11 The Students Speaking Score based on the Aspect of Pronunciation.

Score	Frequency	Percentage (%)
4-5	1	0.78
3-3.9	11	8.59
2-2.9	19	14.84
1-1.9	1	0.78
Total	32	25

As can be seen in Table 4.11, it was revealed that there was 1 student (0,78%) who got score in the range of 4-5. Meanwhile there were 11 students (8,59%) who got score in the range of 3-3.9, there were 19 students (14,84%) who got score in the range of 2-2.9, and there was 1 student (0,78) who got score in the range of 1-1.9. To make it clear, the percentage of the students' speaking score based on the aspect of grammar-vocabulary was as follow:

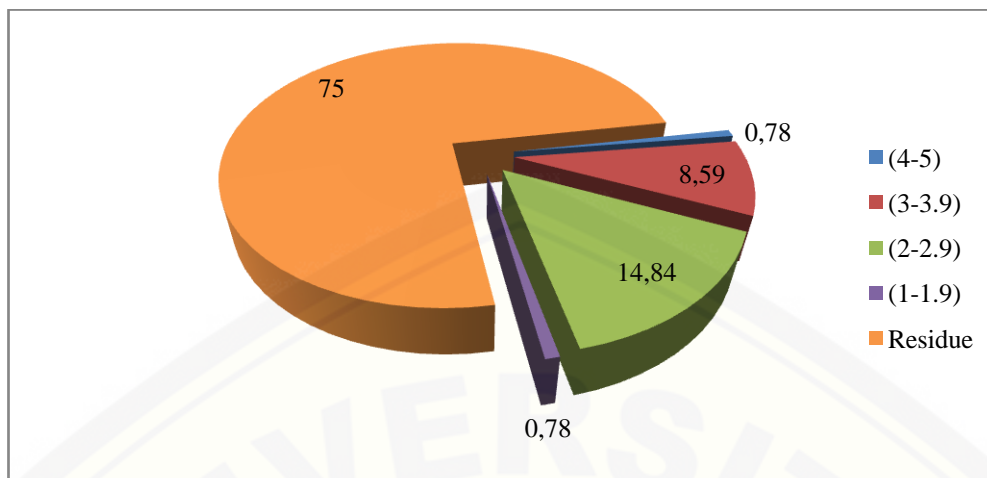


Chart 4.12 The Percentage of Students' Speaking Performance on the Aspect of Pronunciation

According to Chart 4.12, it was revealed that the students who got score in the range of 4-5 and 3-3.9 had the percentage of 9,37% in which they were classified as monitor optimal-users. However, 15,62% of them or there were 20 students got score in the range of 1-1.9 and 2-2.9 who were categorized as monitor over-users and under users. From this result, it was revealed that the students were struggling to pronounce words correctly. But, their pronunciation was still understandable in initiating and maintaining the conversation.

In this particular aspect, most of the students were not really capable to pronounce certain words correctly. However, their pronunciation was still understandable and did not disturb the process of exchanging ideas in interacting with other students. This problem seemed to be the most common one to be encountered, because it was not only the fact English was considered as a foreign language, but also the students were not accustomed to using English, even in teaching and learning activities in the classroom. Thus, most of the students were classified as monitor over-users and under-users in the aspect of pronunciation.

4.3.1.4 The Result of the Speaking Test on the Aspect of Interactive Communication

The classification of the students' speaking score in aspect of interactive communication was as follow:

Table 4.13 The Students' Speaking Score based on the Aspect of Interactive Communication

Score	Frequency	Percentage (%)
4-5	2	1.56
3-3.9	6	4.69
2-2.9	23	17.97
1-1.9	1	0.78
Total	32	25

From the above table, it was revealed that there are 2 students (1,56%) who got score in the range of 4-5. Meanwhile there are 6 students (4,69%) who got score in the range of 3-3.9, there were 23 students (17,97%) who got score in the range of 2-2.9, and there was 1 student (0,78%) who got score in the range of 1-1.9. To make it clear, the percentage of the students' speaking score based on the aspect of interactive communication was as follow:

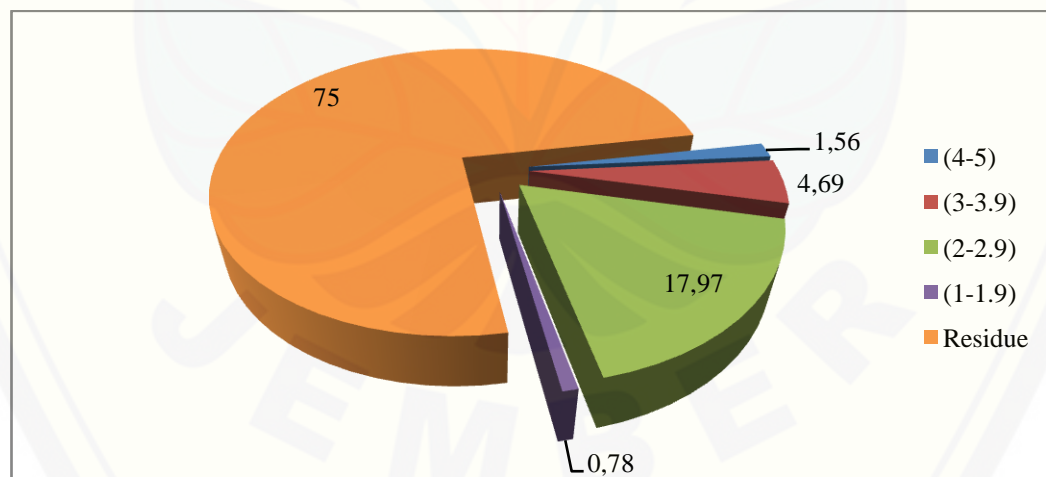


Chart 4.14 The Percentage of Students' Speaking Performance on the Aspect of Interactive Communication

As can be seen from Chart 4.14, there were only 6.25% of the students who were classified as monitor optimal-users. They were able to get score in the range of 3-3.9 and 4-5. Meanwhile, more than half of the total number of the students (18,75%) or there were 24 students got score in the range of 1-1.9 and 2-2.9. It means that most of the students were classified as monitor over-users and under-users. Hence, it can be concluded that most of the students found difficulties to maintain the interaction when having conversation. However, some of them were able to initiate and develop the topic of the conversation properly.

In this particular aspect, most of the students were not able to initiate and develop the conversation they had. In this problem, most of them seemed to use short phrases in giving responses when interacting with their friends. Because of this reason, there was a tendency that one of the speakers dominated the conversation. When this was happening, the conversation itself would be boring and become predictable. However, some of them were able to develop as well as initiate the topic of the conversation by telling a humor or give another problem to be solved in the conversation. Therefore, most of the students were classified as monitor over-users and under-users in the aspect of interactive communication.

In conclusion, from the explanation above we can conclude that most of the students, in each aspect of speaking (grammar-vocabulary, discourse management, pronunciation, and interactive communication), were classified as monitor over-users and under-users. This is because most of them got score in the range of 1-1.9 and 2-2.9 out of 5 in which the maximum score in the speaking test. However, in order to know the exact percentage of each variation in monitor use (monitor optimal-users, over-users, and under-users), the result of the speaking test must be combined with the result of the questionnaire and the interview.

4.3.2 The Analysis and Explanation of the Result of the Questionnaire.

The analysis of the result of the questionnaire was presented based on aspects of grammar-vocabulary, discourse management, pronunciation, and interactive communication. The researcher analyzed the result of the speaking test by using percentage formula. Each chart had value of 25%, in other word the total percentage of each aspect would be 100%.

4.3.2.1 The Result of the Questionnaire on the Aspect of Grammar-Vocabulary

There are six items in the questionnaire that measured the students' monitor performance in aspect of grammar-vocabulary. The result of the questionnaire was presented as follow:

Table 4.15 The Result of the Questionnaire on The Aspect of Grammar-Vocabulary

No.	Statements	Items	Option		
			S	T	J
1.	Saya memikirkan <i>grammar</i> sebelum mengungkapkan sesuatu dalam bahasa Inggris.	1	16	11	5
2.	Ketika melakukan interaksi dalam bahasa Inggris, saya kesulitan menggunakan kosa kata yang tepat.	11	20	5	7
3.	Saya memperhatikan kosa kata apa yang akan saya gunakan ketika berinteraksi dalam bahasa Inggris.	17	22	8	2
4.	Saya merasa yakin untuk menggunakan <i>grammar</i> yang sesuai ketika menulis, karena saya mempunyai cukup waktu untuk memikirkan <i>grammar</i> .	19	9	21	2
5.	Saya merasa ragu-ragu untuk menggunakan <i>grammar</i> yang tepat ketika berinteraksi dengan orang lain.	22	21	7	4
6.	Saya kesulitan menggunakan kosa kata yang tepat ketika mengungkapkan sesuatu dalam bahasa Inggris.	24	19	8	5
Total percentage %			60,71	24,48	12,75

(Notes: S= Sering, T= Terkadang, and J= Jarang)

The above table reveals the result of the questionnaire based on the aspect of grammar-vocabulary. The number in red indicates optimal-user, green indicates over-users, and purple indicates under-user. From the table it can be concluded that most of the students were classified as monitor over-users. To make it clear, the result of the questionnaire on the aspect of grammar-vocabulary was presented in chart as follow:

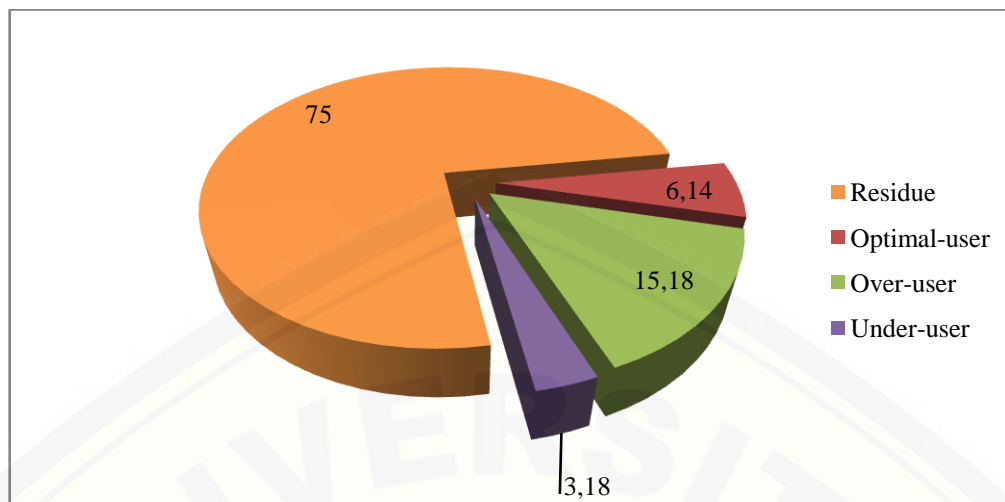


Chart 4.16 The Percentage of the Students' Monitor Performance on the Aspect of Grammar-Vocabulary.

According to Chart 4.16, most of the students, with the percentage of 15,18%, were classified as monitor over-users. Meanwhile, 6,14% of them were classified as monitor optimal-users, and there were only 3,18% of them that were classified as monitor under-users.

The result of the questionnaire in the aspect of grammar-vocabulary was shown that for items number 1 and 22, most of the students chose “sering”, in which it means that most of them were struggling in using their grammar in their speaking. They tried to think about the grammar most of the time. In this particular case, their characteristics matched up with the characteristics of monitor over-users. Meanwhile, for the item number 19, most of the students chose “terkadang”, in which it means that they were not really able to control their grammar even though they were given enough time. For the items number 11, 17, and 24, most of the students also chose “sering”. It means that the students were also struggling in making use of their vocabularies, and they were hesitant in using them in their speaking. It seemed that they over thought about what vocabularies they should use while interacting with their friends or other people.

4.3.2.2 The Result of the Questionnaire based on Aspect of Discourse Management

There are six items that measured the students, characteristics in relation to the aspect of the discourse management. The result of the questionnaire was presented as follow:

Table 4.17 The Result of the Questionnaire on The Aspect of Discourse Management

No	Statements	Items	Option		
			S	T	J
1.	Saya mampu merespon ucapan orang lain dalam bahasa Inggris dengan menggunakan ungkapan yang benar.	2	11	19	2
2.	Saya merasa ragu-ragu ketika mengucapkan suatu kata ketika melakukan interaksi dalam bahasa Inggris	7	17	9	6
3.	Saya mencoba untuk memperbaiki setiap ungkapan dalam bahasa Inggris yang saya anggap kurang tepat.	8	15	12	5
4.	Ketika merespon ungkapan orang lain dalam bahasa Inggris, saya merasa ragu-ragu sehingga sedikit yang bisa saya katakan.	12	20	3	9
5.	Saya cenderung mengulang-ngulang apa yang saya katakan ketika berinteraksi dalam bahasa Inggris.	16	8	17	7
6.	Saya kesulitan menggunakan kata penghubung yang tepat ketika mengungkapkan sesuatu dalam berinteraksi menggunakan bahasa Inggris.	18	16	12	4
Total percentage %			49,48	33,33	17,19

(Notes: S= Sering, T= Terkadang, and J= Jarang)

Table 4.17 reveals the result of the questionnaire in the aspect of discourse management. The number in red indicates optimal-user, green indicates over-users, and purple indicates under-user. From the table it can be concluded that most of the students were classified as monitor over-users. To make it clear, the result of the questionnaire on the aspect of discourse management was presented in chart as follow:

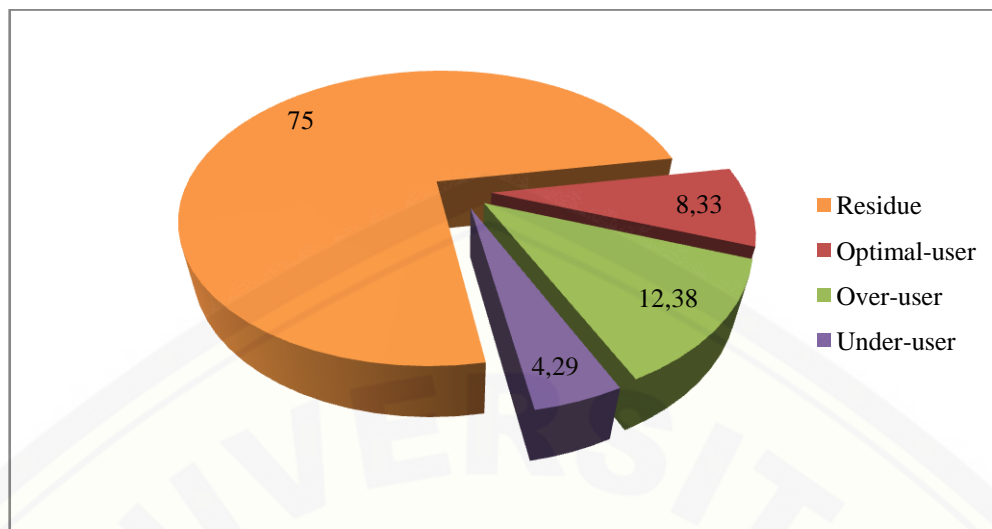


Chart 4.18 The Percentage of The Students' Monitor Performance on the Aspect of Discourse Management.

As can be seen from Chart 4.18, the percentage of the students who were classified as monitor over-users was 12,38%. Besides, 8,33% of them were classified as monitor optimal-users. Moreover, 4,29% of the students were classified as monitor under-users. Therefore, it can be concluded that most of the students were classified as monitor over-users.

According to the result of the questionnaire in the aspect of discourse management, most of the students chose "sering" for the items number 7, 8, and 18. It was shown that most of them were hesitant to say something correctly when interacting with other students. Besides, they tried to make some correction to their utterances most of the time and they found difficulties in using correct conjunction while having conversation. For the item number 2, most of them also chose "sering" in which it means that they were struggling in using correct expression to express their ideas or opinions. However, most of them chose "terkadang" for the items number 12 and 16, in which it means that most of them would at least say something or give proper responses rather than remain silence, even though sometime they made some repetition in their utterances.

4.3.2.3 The Result of the Questionnaire based on Aspect of Pronunciation

In the aspect of pronunciation, there were also six items that was used as indicators in measuring the students' monitor performance. The result of the questionnaire was as follow:

Table 4.19 The Result of the Questionnaire on The Aspect of Pronunciation

No .	Statements	Item s	Option		
			S	T	J
1.	Saya memikirkan tentang bagaimana mengucapkan (pronouncing) kata-kata dengan benar saat berbicara dalam bahasa Inggris.	3	17	12	3
2.	Saya kesulitan mengucapkan suatu kata ketika berinteraksi dengan orang lain dalam bahasa Inggris.	5	15	12	5
3.	Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan benar, tanpa ragu-ragu.	10	6	23	3
4.	Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan intonasi yang tepat.	13	4	16	12
5.	Saya memperhatikan aspek intonasi dan penekanan kata (word stress) ketika mengucapkan suatu kata dalam bahasa Inggris.	15	12	13	7
6.	Saya merasa tidak percaya diri untuk mengucapkan suatu kata dalam bahasa Inggris dengan benar.	20	8	18	6
Total in percentage (%)			47,39	33,85	18,75

(Notes: S= Sering, T= Terkadang, and J= Jarang)

The above table reveals the result of the questionnaire in the aspect of pronunciation. The number in red indicates optimal-user, green indicates over-users, and purple indicates under-user. From the table above it can be concluded that most of the students were classified as monitor over-users. To make it clear, the result of the questionnaire on the aspect of pronunciation was presented in chart as follow:

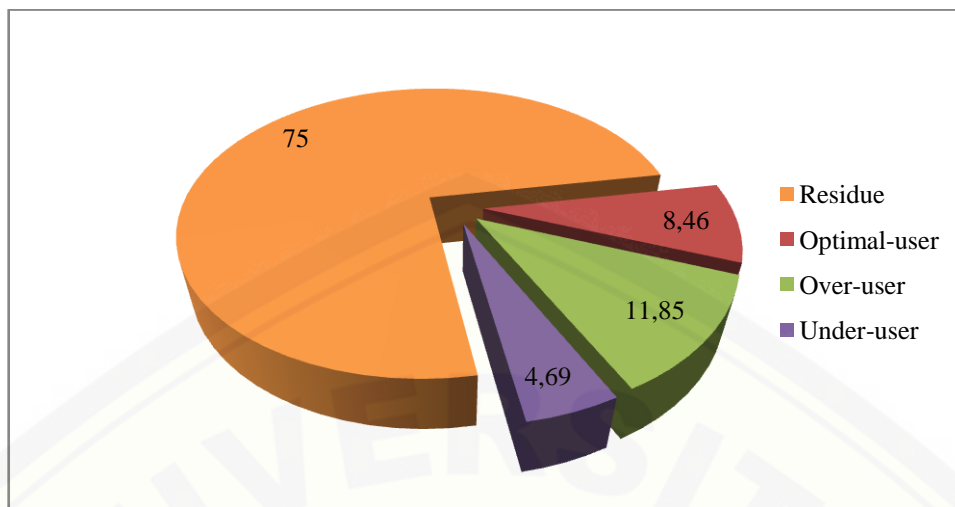


Chart 4.20 The Percentage of The Students' Monitor Performance on the Aspect of Pronunciation.

From Chart 4,20, it was revealed that most of the students, with the percentage of 11,85%, were classified as monitor over-users. The percentage of the students who were classified as monitor optimal-users was 8,46%. The percentage of the students who were classified as monitor under-users was 4,69%. Based on this result, most of the students were classified as monitor over-users in the aspect of pronunciation.

In the aspect of pronunciation, the result of the questionnaire revealed that for the items number 3 and 5, most of the students chose "sering" in which it means that most of them would think too much about how to pronounce words correctly and yet at the same time they were struggling in pronouncing those words. Meanwhile for the items number 10, 13, 15, and 20, most of them chose "terkadang". It means that they were not really confident in pronouncing certain words in English and they were not really able to pronounce words by using correct intonation. Because of these reasons, they were hesitant in pronouncing some words in English.

4.3.2.4 The Result of the Questionnaire based on Aspect of Interactive Communication

There were six items that was used to measure the students' monitor performance in relation to the aspect of interactive communication. The result of the questionnaire in this particular aspect was presented as follow:

Table 4.21 The Result of the Questionnaire on The Aspect of Interactive Communication

No	Statements	Items	Option		
			S	T	J
1.	Saya menggunakan kata-kata lain yang relevan untuk mengungkapkan apa yang saya maksud ketika lawan bicara saya tidak mengerti apa yang saya katakan.	4	11	20	1
2.	Saya memperhatikan grammar ketika melakukan interaksi dalam bahasa Inggris.	6	17	9	6
3.	Saya merasa tidak percaya diri, sehingga saya cenderung diam ketika saya diajak berbicara dalam bahasa Inggris oleh seseorang.	9	20	5	7
4.	Saya mampu memperbaiki setiap ungkapan yang saya anggap kurang tepat ketika berinteraksi dengan orang lain dalam bahasa Inggris.	14	12	13	7
5.	Saya lebih memilih menunggu orang lain untuk memulai percakapan, karena saya tidak percaya diri dan sering ragu-ragu untuk mengatakan sesuatu dalam Bahasa Inggris.	21	7	21	4
6.	Saya akan menggunakan perasaan ("sepertinya benar" atau "kedengarannya benar") untuk menentukan benar atau salah dalam mengungkapkan sesuatu menggunakan bahasa Inggris ketika sedang berinteraksi dengan orang lain.	23	11	12	9
<i>Total in percentage (%)</i>			44,79	36,46	18,75

(Notes: S= Sering, T= Terkadang, and J= Jarang)

Table 4.21 shows the result of the questionnaire in the aspect of interactive communication. The number in red indicates optimal-user, green indicates over-users, and purple indicates under-user. From the table above it can be concluded that most of the students were classified as monitor over-users. To make it clear, the result of the questionnaire on the aspect of interactive communication was presented in chart as follow:

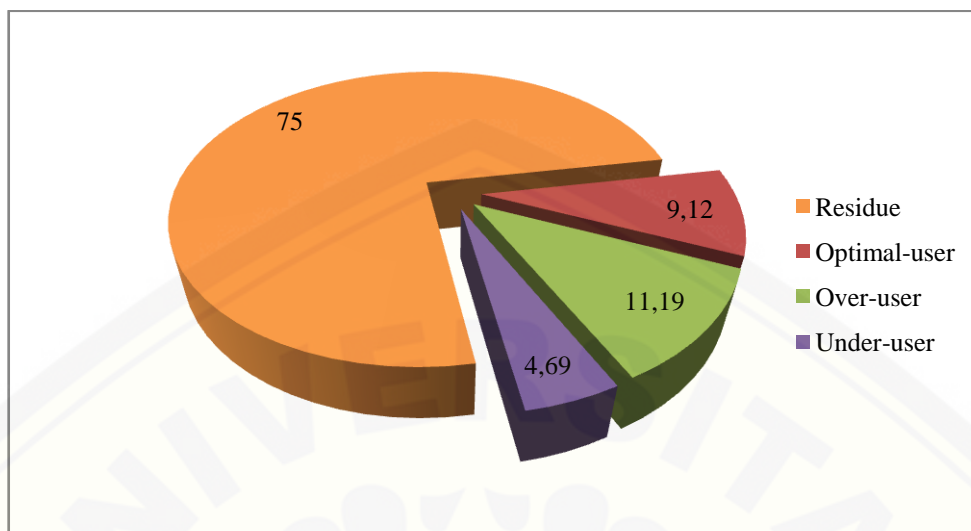


Chart 4.22 The Percentage of The Students' Monitor Performance on the Aspect of Interactive Communication.

Chart 4.22 shows the percentage of the students' monitor performance in the aspect of interactive communication. The percentage of the students who were classified as monitor over-users was 11,08%. Meanwhile, the percentage of the students who were classified as monitor optimal-users was 9,12%. The percentage of the students who were classified as monitor under-users was 4,29%.

In the aspect of interactive communication, the result of the questionnaire showed that most of the students, for the item number 4, chose "terkadang" in which it means that they preferred to repeat their utterances rather than using similar vocabularies when someone whom they talked to did not understand to what they said. Meanwhile, for the items number 9 and 21, most of them also chose "terkadang". It means that they sometime preferred to say something rather than remain silence as well as waited someone to initiate the conversation first. However, for the item number 6, most of them chose "sering". It indicated that most of them would think too much about their grammar while interacting with other students. Meanwhile, item number 14 showed that most of them were not really able to make some correction to their utterances when they made mistakes.

4.3.3 The Analysis and Explanation of the Result of the Interview.

The second interview was done with the students that was become the research respondents. This particular interview was done to get some further information in relation the result of the questionnaire. This information was used to support the data in determining the students' use of their monitor in their speaking performance. The result of the interview was as follow:

Table 4.23 The Result of the Interview with the Respondents

No.	Questions	Monitor Performance*		
		Op-U	Ov-U	Un-U
1.	Ketika anda mengucapkan sesuatu dalam Bahasa Inggris, apakah Anda memperhatikan grammar? Seperti, "Haruskah saya menggunakan present tense?" atau "Bukankah lebih baik menggunakan continous tense?"	12	12	8
2.	Bagaimana dengan penggunaan kosa kata Anda, apakah Anda memikirkan tentang penggunaan kosa kata yang tepat ketika mengucapkan sesuatu dalam bahasa Inggris?	7	22	3
3.	Apakah Anda sering mengulang-mengulang kata ketika mengucapkan sesuatu dalam bahasa Inggris?	7	12	13
4.	Apakah Anda bisa membenarkan ucapan Anda setiap saat? Bagaimana Anda membenarkan ucapan Anda tersebut?	9	22	1
5.	Ketika Anda berbicara dalam Bahasa Inggris, apakah Anda memperhatikan intonasi?	4	23	5
6.	Ketika Anda tidak mengerti ucapan lawan bicara Anda dalam Bahasa Inggris, apa yang biasa Anda Lakukan?	3	28	1
7.	Bagaimana dengan ketika lawan bicara Anda tidak mengerti apa yang Anda ucapkan, apa yang biasa Anda lakukan?	13	15	4
8.	Ketika Anda diharuskan untuk mengucapkan sesuatu dalam Bahasa Inggris, akan tetapi Anda tidak bisa mengucapkan apapun, apa yang biasa Anda Lakukan?	7	13	12
Total Percentange (%)		24,22	57,42	18,36

Notes:

- * = The students' monitor performance were categorized based on the students' answer in the interview.
- Op-U : Optimal User, Ov-U : Over User, Un-U : Under User

As can be seen from Table 4.23, it was revealed that most of the students were classified as monitor over-users. The percentage of the students in this category was 57,42% in which it means that more than half of the total number of the students. Meanwhile, the percentage of the students who were categorized as monitor optimal-users was 24,22%, and there was 18,36% of the students who were categorized as monitor under-users. In conclusion, based on the result of the

interview, it was revealed that the characteristics of most of the students matched up with the characteristics of monitor over-users.

4.4 The Result of the Homogeneity Test

The homogeneity test was conducted by analyzing the students' English score in which it was collected from the English teacher. It was done to know whether the students' were homogenous or not. The students' English score was analyzed statically by using SPSS software by means ANOVA. The result of the analysis was as follow:

Table 4.24 The Descriptive of the Output

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
XI MIPA 1	32	72.2500	1.75977	.31109	71.6155	72.8845	70.00	79.00
XI MIPA 2	34	72.7059	2.08209	.35708	71.9794	73.4324	70.00	79.00
XI MIPA 3	33	72.5152	2.20966	.38465	71.7316	73.2987	70.00	78.00
XI MIPA 4	33	72.6061	4.28617	.74613	71.0863	74.1259	65.00	82.00
XI MIPA 5	29	73.3793	4.64769	.86305	71.6114	75.1472	65.00	82.00
XI MIPA 6	34	73.0294	5.68616	.97517	71.0454	75.0134	64.00	85.00
XI SOS 1	32	72.7813	2.91530	.51536	71.7302	73.8323	69.00	80.00
XI SOS 2	32	73.6250	3.56280	.62982	72.3405	74.9095	68.00	80.00
Total	259	72.8533	3.60793	.22419	72.4118	73.2947	64.00	85.00

From the table above, it can be seen that the means of each class were quite similar. It means that every mean of each class could be put in the interval of other class. For instance, the mean score of class XI MIPA 1 in which 72.2500 could be put in the interval of class XI MIPA 2 in which had the lower bound of 71.9794 and the upper bound of 73.4324. It happened to other classes. For this reason, it can be said that all of the classes were homogenous. Further analysis was presented as follow:

Table 4.25 The Result of ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	46.478	7	6.640	.503	.832
Within Groups	3311.947	251	13.195		
Total	3358.425	258			

According to the table above, the value of sig. was 0,832 in which it was higher than 0,05 and it means all of the groups have same variance. In other words, the population was homogenous. For that reason, the researcher was able to use proportional random sampling method and select some students as representatives of each class.

4.5 Summary of the Result of Data Collection

Based on the result of the speaking test, the questionnaire, and the interview, it can be concluded that most of the eleventh grade students at SMAN 4 Jember were categorized as monitor over-users. It means that most of them over used their monitor in their speaking, in which it means that they found themselves in difficult to use correct expressions, appropriate vocabularies, and proper grammatical forms in saying something in English.

The result of the speaking test showed that the percentage of the students who were categorized as monitor over-users and under-user was 78,12% and the percentage of the students who were categorized as monitor optimal-user was 21,88%. Moreover, the result of the questionnaire showed that the percentage of the students that were classified as monitor over-users was 71,88%. Besides 21,88% of them were classified as monitor optimal-users, and there were only 6,25% of them were classified as monitor under-users.

4.6 Discussion

In analyzing the data, the researcher combined the result of the speaking test, the questionnaire, as well as the interview in which it was revealed that more

than half of the research respondents were classified as monitor over-users. So, it can be concluded that most of the eleventh grade students of SMAN 4 Jember over used their monitor in their speaking.

In detail, the result of the speaking test in the aspect of grammar-vocabulary showed that most of the students were classified as monitor over-users and under-users. There were 2 students (6,25%) who got score in the range of 4-5. Meanwhile there were 8 students (25%) who got score in the range of 3-3.9, and there were 20 students (62,5%) who got score in the range of 2-2.9, and there were 2 students (6,25%) who got score in the range of 1-1.9. From the result above, it can be said that most of the students found difficulties in using simple grammatical forms in their speaking, especially in relation to use the appropriate verb correctly. For instance, “*I am not smile*” in which it must be “*I do not smile*”, “*you laugh now*” in which it must be “*you are laughing now*”, “*I will waiting for you*” in which it must be “*I will wait for you*”, “*don’t worry your car will be find soon*” in which it must be “*don’t worry your car will be found soon*”. From the above explanation, it can be said that the students found difficulties in the aspect of subject-verb agreement in which it was the fundamental thing in constructing sentences or utterances. As Thornbury (1999:2) states that grammar is about linguistic *chains* and *slots*. It means that grammar is about how to link certain word to another word that is matched each other. Meanwhile, in aspect of vocabulary the students were able to make use their vocabularies appropriately, despite some mistakes. For example, the word “name” in “I heard that last night you get the first *name* for the singing competition” in which it should be replaced by the word “place”, the word “inform” in “Did you *inform* your lost car to the police?” in which it should be replaced by “report”. Overall, the students needed to be careful in using the appropriate words, especially in relation to the appropriate verb to be used in certain tenses.

In the aspect of the discourse management, it was revealed that most of the students were classified as monitor over-users and under-users. This is because, there were only 2 students (6,25%) who got score in the range of 4-5. Meanwhile there were 12 students (37,5%) who got score in the range of 3-3.9, and there

were 17 students (53,13%) who got score in the range of 2-2.9, and there was 1 student (3,13%) who got score in the range of 1-1.9. Based on the result above, it can be concluded that most of the students got score in the range of 2-2.9 in which it means that they were able to give responses appropriately when having a conversation with someone else by using short phrases. However, most of them were hesitant and tended to repeat their utterances when saying something in English. Because of this reason, the content of their utterances were difficult to be understood. For instance, “if [if] we can [if we not] [if we not] use correctly (eh) if can [if can] [if can] [if can] disturb the concentration of students.” In this utterance, the speaker actually wanted to correct her utterance, but since she repeated her words so many times, it made her utterance grammatically incorrect and it was difficult to get the meaning of it. Besides, most of the students accustomed to making mistakes in aspect of using appropriate conjunction. For example, “I have been looking for you in class *about* an hour ...” in which it should be “I have been looking for you in class *for about* an hour”, “let’s go to the class we are *about* have an English test” in which it should be “let’s go to the class we are *about to* have an English test”. Based on the explanation above, it can be concluded that most of the students were able to give proper responses when saying something in English, despite some repetition and mistakes in relation the use of conjunction. So, the students had to be more careful in using conjunction so that their utterances would become understandable. Besides the teacher needed to provide communicative environment so that the students were used to use the language. In line with this statement, Troike (2006:166) suggests that the students need to be exposed to the speaking activities in real life situation when they are used to interact with the society.

Meanwhile, in the aspect of pronunciation, it was revealed that most of the students were classified as monitor over-users and under-users. This is because there was only 1 student (3.13%) who got score in the range of 4-5. There were 11 students (34,38%) who got score in the range of 3-3.9, there were 19 students (59,38%) who got score in the range of 2-2.9, and there was 1 student (3,13%) who got score in the range of 1-1.9. Based on the result, it can be concluded that

most of the students got score in the range of 2-2.9 in which it means that they found difficulties in pronouncing some words in English. This finding in line with the Yule's (2010:188) statement that second language learners seem to be easier to learn about vocabulary and grammar rather than pronunciation. However, their pronunciation was mostly intelligible, their intonation was generally appropriate, despite some mistakes in word levels. For instance, some students found difficulties in pronouncing certain words such as the word "fish" in which it was pronounced as /fis/ instead of /fɪʃ/, the word "train" in which it was pronounced as /trɪn/ instead of /treɪn/, the word "way" in which it was pronounced as /wɪ/ instead of /weɪ/, the word "suggest" in which it was pronounced as /suges/ instead of /sədʒest/. Thus, the students need to be more familiar with English, especially in spoken form. By doing so, the students would be accustomed to saying something in English and finally they would be fluent enough in pronouncing utterances or single words properly.

In the aspect of the interactive communication, it was revealed that most of the students were classified as monitor over-users and under-users. It was shown that there were 2 students (6,25%) who got score in the range of 4-5. Meanwhile there were 6 students (18,75%) who got score in the range of 3-3.9, there were 23 students (71,88%) who got score in the range of 2-2.9, and there was 1 student (3,13%) who got score in the range of 1-1.9. Based on the result above, it can be concluded that most of the students got score in the range of 2-2.9 in which it means that the students were able to initiate and maintain the topic of the conversation appropriately, by using correct expressions with very little prompting and support. Some of students, while performing the dialog, were able to maintain and develop the topic of the conversation that they had chosen. For example, there were some students who chose the topic number two in which it was about inviting someone (best friend) to come to the birthday party. In this particular topic, one of the students pretended to have a conflict with her best friend and asked another friend of hers to help her to invite her best friend. Besides, there was a student, who got the topic of congratulating his friend for winning a singing competition, that was able to develop the topic by asking him to

sing a song. Based on this reason, some of the students were creative enough in developing the topic and maintain it to make the conversation keep flowing. This was important because the students need to be fluent enough to face the demands of communicative activities, not only inside the classroom but also outside the classroom (Parrish, 2004:100).

The result of the questionnaire and the interview also showed that most of the students were classified as monitor over-users. This is based on the data in which it was shown that the percentage of the students that were classified as monitor over-users was 71,88%. Meanwhile, 21,88% of them were classified as monitor optimal-users, and there were only 6,25% of them were classified as monitor under-users. In detail, the percentage of the students that were classified as monitor over-users in the aspect of grammar-vocabulary was 60,71%, in the aspect of discourse management was 49,48%, in the aspect of pronunciation was 47,39%, and in the aspect of interactive communication was 44,79%. The result of the interview revealed that 57,42% of the students were classified as monitor over-users. The percentage of the students who were categorized as monitor optimal-users was 24,22%, and 18,36% of the students who were categorized as monitor under-users. It can be concluded that the students found difficulties in saying something in English, they were in doubt about their speaking skill, they tried to correct their utterances most of the time, they tried to repeat their utterances, and they were not confident enough in saying something in English. These research findings showed that even though a student was able to get a good score in English, it did not necessarily mean that he/she was categorized as monitor optimal-user. This was because monitor performance is a matter of students' characteristics and it is mainly related to their routine especially in relation to the use of English itself.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings as well as the suggestions to the English teacher, the students, and the other researchers.

5.1 Conclusion

According to the research findings, the eleventh grade students of SMAN 4 Jember were classified as Monitor Over-users. It means that they over used their monitor in their speaking. This is based on the findings that showed the percentage of the number of the students that were classified as monitor over-users were 71,88%. Meanwhile, 21,88% of them were classified as monitor optimal-users, and there were only 6,25% of them who were classified as monitor under-users.

Thus, the above percentage (71,88%) of the number of the students showed that most of the students at SMAN 4 Jember found difficulties to say something in English. They over thought their grammar, they were not confident in saying something in English, they were hesitant whenever they were about to say something, and they tried to repeat and correct their utterances because they were not sure whether they were correct or not.

5.2 Suggestion

From the findings of this particular research, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

It is suggested to the English teacher of SMAN 4 Jember to be much more aware to the students' characteristics, especially in relation to the use of their monitor. It is highly recommended to the teacher to provide appropriate atmosphere in the class room in which the teacher should provide communicative environment that require the students to produce the language, both in written and

oral form. This particular environment will make the students become accustomed to using English, so that they will develop their English by their own way.

5.2.2 The Students

Due to the main goal in learning English is to be able to communicate by using English, it is suggested to the students to be much more familiar with English, by mean using the language especially in speaking. By doing this, the students will be accustomed to using the language and they will not be hesitant in saying something in English.

5.2.3 The Future Researchers

The result of this research hopefully will give better understanding to other researchers about the topic of the students' monitor performance and make this research as the consideration in conducting similar topic in different field. It is highly suggested to them to just only focus in investigating the students' monitor performance in particular class to limit the topic and save much more time so that they can be more focus in analyzing the students' ability in using their monitor.

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APPENDIX A

RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
<p>An Analysis of the Eleventh Grade Students' Speaking Performance Based on Krashen's (1982) Monitor Hypothesis at SMAN 4 Jember</p>	<p>How do the eleventh grade students at SMAN 4 Jember use their monitor in their speaking performance?</p>	<p>Students' use of Monitor in Speaking Performance</p>	<p>The students' performance on:</p> <ol style="list-style-type: none"> 1. Grammatical Competence (Grammar and Vocabulary) 2. Sociolinguistic Competence (Discourse management and pronunciation) 3. Strategic Competence (Interactive communication) 	<ol style="list-style-type: none"> 1. Respondents: the eleventh grade students of SMAN 4 Jember 2. Informant: the English teacher. 3. Instruments: <ol style="list-style-type: none"> a. Speaking test b. Interview c. Questionnaire d. Documentation 	<ol style="list-style-type: none"> 1. Area Determination Method: Purposive 2. Research Design Method: Descriptive Research 3. Respondent Determination Method: Random Sampling 4. Data Collection Method: <ol style="list-style-type: none"> a. Test b. Interview c. Questionnaire 5. Data Analysis: <ol style="list-style-type: none"> a. Descriptive Qualitative b. Quantitative <p> $E = \frac{n}{N} \times 100\%$ </p> <p>E = The students' monitor performance in speaking in percentage</p> <p>n = The total number of Students who does the monitor performance. (Optimal-user, over-user, and under-user).</p> <p>N = The total number of Students</p> <p>(Ali, 1993:186)</p>

APPENDIX B

**THE LIST OF THE ELEVENTH GRADE STUDENTS AND THEIR
ENGLISH SCORES AT SMAN 4 JEMBER**

NO.	NAME	Class	Score
1.	ADHLI IBNU MUKHAFFI	XI MIPA 1	71
2.	AHMAD YUSEF BAHRIAN	XI MIPA 1	71
3.	ALFIN NURA FEBRIANTI	XI MIPA 1	73
4.	ANGGITA AYU FARADIBA AZ-ZAHRA	XI MIPA 1	73
5.	ANNISAH ARSYIAH MUSYAROFAH	XI MIPA 1	73
6.	BAGUS RAHMAD HIDAYAT	XI MIPA 1	71
7.	BALQIS RAHMANIA SURYA	XI MIPA 1	74
8.	BUNGA CHIKA ARYA PUTRI	XI MIPA 1	71
9.	DIAN RISMAYASARI	XI MIPA 1	73
10.	DIMAS FALDI JIAULHAQ	XI MIPA 1	75
11.	DIMAS GALUH SAPUTRO	XI MIPA 1	71
12.	DINDA YAUMIL GRAZZIA	XI MIPA 1	71
13.	EDO KRISTIAN YUSAK	XI MIPA 1	72
14.	ERDIANANA WULAN SAVITRI	XI MIPA 1	72
15.	ERDO FACHRIZAL OKTAVIAN	XI MIPA 1	74
16.	FIRDA AMALIA	XI MIPA 1	70
17.	HENDRA HERMAWAN	XI MIPA 1	75
18.	KHANNIFATUL MAULA MURSYID	XI MIPA 1	71
19.	MAYA INDAH MAULANI	XI MIPA 1	72
20.	MUHAMMAD IQBAL PUTRA	XI MIPA 1	79
21.	NAJLA KAMIL	XI MIPA 1	72
22.	NANDA WAHYU PRATAMA	XI MIPA 1	71
23.	NASYA PUTRI PRADANA	XI MIPA 1	72
24.	NINDYA NOVITASARI	XI MIPA 1	71
25.	RIZKI YUDHA PRATAMA	XI MIPA 1	73
26.	RIZKY NIDHOM FAHMI	XI MIPA 1	72
27.	RIZKY NUR FAQIH	XI MIPA 1	71
28.	SAFIRA MARAHASTADARTA	XI MIPA 1	71
29.	SLAMET ILHAM PRAMONO	XI MIPA 1	73
30.	THEA LOLITA ELSORIA	XI MIPA 1	71
31.	TRIHARISKA JALADRI PERMATA	XI MIPA 1	71
32.	VIDITA IMROATUS SHOLEHA	XI MIPA 1	72
33.	AHMAD SAUQIE WASIL HAFIDHI	XI MIPA 2	70
34.	ANANTO ARI PRABOWO	XI MIPA 2	74
35.	ANDREW ADI NUGRAHA	XI MIPA 2	79
36.	ANNISA DYAH AYU CAHYANI H.	XI MIPA 2	73
37.	CAROLUS RAHMADITA PUTRA PERDANA	XI MIPA 2	78
38.	CITRA AULIA MAHARANI	XI MIPA 2	72
39.	DESAK MADE DWIKA SANIRIATI	XI MIPA 2	72
40.	DEVI FITRIA WAHYUNINGTYAS	XI MIPA 2	72
41.	DINDA AZIZA ZHAFIROH	XI MIPA 2	71

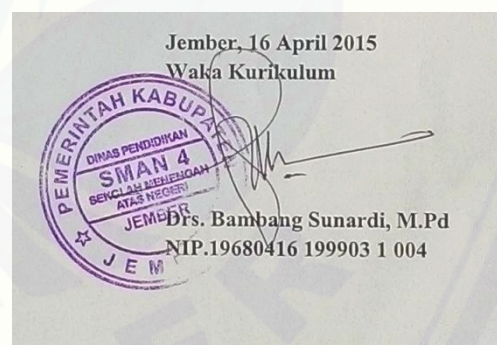
42.	DONI FIRDAUS FADLIL	XI MIPA 2	71
43.	EVA TRI WICAHYANTI	XI MIPA 2	74
44.	FARADILA RIZKI	XI MIPA 2	72
45.	FENTY APRILIA SETYA HADI	XI MIPA 2	73
46.	FIRYAAL MUJAHIDAH	XI MIPA 2	75
47.	IMROATUL KARIMAH	XI MIPA 2	72
48.	IZZA AFKARINA MAULIDIA	XI MIPA 2	74
49.	KHOIRUL EKO KURNIAWAN	XI MIPA 2	71
50.	LEONARDO ISARIMA SASTRIYO	XI MIPA 2	76
51.	MARERA PUTRI MANUSAKERTI	XI MIPA 2	73
52.	MOH. MUIZZUL MUGHNI	XI MIPA 2	71
53.	MUHAMMAD BAHARUDIN YUSUF	XI MIPA 2	71
54.	MYA HIDAYATUL ULFA	XI MIPA 2	71
55.	NENGAH ADINDA PRASTARI PUTRI	XI MIPA 2	76
56.	NURIKKE AGUS FITRIANI	XI MIPA 2	72
57.	RAVINDA LADY PARLINDUNG	XI MIPA 2	72
58.	RIA AGUSTIN	XI MIPA 2	71
59.	RIFQI WIDIARKO	XI MIPA 2	71
60.	RINANDA DWI PRIYOGA	XI MIPA 2	71
61.	ROKI PRASETYO ADI	XI MIPA 2	74
62.	SOFVIANA ARIFATUS SOLEHA	XI MIPA 2	72
63.	SRI WULANDARI	XI MIPA 2	72
64.	SYAFRINA PUTRI MONARIKA UTOMO	XI MIPA 2	72
65.	TORIQ HUSEIN A.	XI MIPA 2	71
66.	YUNIAN NISAIL WARDA	XI MIPA 2	73
67.	ADILAH DWI TAMAMI	XI MIPA 3	78
68.	ALFATIKHA MANIK KHUMA YROH	XI MIPA 3	73
69.	ANINDYA SALSA PUSPITA SARI	XI MIPA 3	78
70.	ANITA RATNASARI RAHAYU	XI MIPA 3	72
71.	AVIF RIDHO	XI MIPA 3	72
72.	BENING DWITA KARTIKASARI	XI MIPA 3	73
73.	DIKI PRASETYA NUGRAHA	XI MIPA 3	71
74.	EVI NOVITASARI	XI MIPA 3	78
75.	FACHRY ASY'ARI	XI MIPA 3	71
76.	FEBRI DWI JAYATI	XI MIPA 3	71
77.	GHULAM AZMI ADITAMA	XI MIPA 3	72
78.	IZZY FACHRUL A.W.	XI MIPA 3	71
79.	LIZA AMALIA PUTRI	XI MIPA 3	75
80.	MOHAMAD FARIZ FAROSI	XI MIPA 3	70
81.	MUHAMMAD IDRIS SIDDIQ	XI MIPA 3	72
82.	MUHAMMAD RAFLY SURYANTO	XI MIPA 3	71
83.	MUHAMMAD RIZAL FADILLA	XI MIPA 3	73
84.	MUHAMMAD VERRIS RISMANTO	XI MIPA 3	72
85.	NADIRA TRI HAPSARI	XI MIPA 3	72
86.	NOVIA DWI AGUSTIEN	XI MIPA 3	76
87.	NOVILIA TRI SETYAWATI	XI MIPA 3	72
88.	NOVITA YUKEN NUR AULIA	XI MIPA 3	72
89.	PANJI WICAKSONO	XI MIPA 3	75

90.	RAMADANI EKA STIYA	XI MIPA 3	73
91.	RATNA PRATIWI NUGROHO	XI MIPA 3	71
92.	RENDITA ILMI AULIA DEWANTI	XI MIPA 3	72
93.	RISKA DEWI SAFITRI	XI MIPA 3	71
94.	RIVAL RIZKI HUDAIFI	XI MIPA 3	71
95.	ROIHANA JANNATIL FIRDAUS	XI MIPA 3	72
96.	SUBHAN AFFANDI	XI MIPA 3	71
97.	VIRDA FAUZIAH	XI MIPA 3	71
98.	WILDAN FIKRI ALFAWAITZ	XI MIPA 3	70
99.	YULIANJATI DWI BAGUS S.	XI MIPA 3	71
100.	ACHMAD SULTONI ROMADHON	XI MIPA 4	65
101.	ALDHA AYU POSTALIA DHARMAWAN	XI MIPA 4	72
102.	ANAS BASTIYAR	XI MIPA 4	70
103.	ANINDYA AULIA NISA	XI MIPA 4	74
104.	ANNISA PUTRI PRATIWI	XI MIPA 4	69
105.	AULIA FIRDAUSY	XI MIPA 4	81
106.	BAZZOKA LAZUARDI	XI MIPA 4	70
107.	DELVI AGUSTINA PRATIWI	XI MIPA 4	82
108.	DEWI SINTA TRESNOWATI	XI MIPA 4	72
109.	DEYIS MAGFIROTUL HIKMAH	XI MIPA 4	70
110.	DHEA SAVIRA HADI	XI MIPA 4	70
111.	DIANA HAFIDA	XI MIPA 4	72
112.	DIO BILLYADO SP.	XI MIPA 4	70
113.	EKA KHUSNUL HAYUNINGTIAS	XI MIPA 4	71
114.	FAIRUZ SUBIANTORO	XI MIPA 4	77
115.	FARADILA RISMALIA M.J	XI MIPA 4	70
116.	GHINA ISMAH	XI MIPA 4	70
117.	GILANG RAMADHAN	XI MIPA 4	73
118.	ILHAM PUTRA SANDHI FIRMANSYAH	XI MIPA 4	78
119.	IMELDA INKA TRISTATI	XI MIPA 4	80
120.	IRFAN ROSYIDI	XI MIPA 4	77
121.	LEGITA VENTYNA PUTRI HARIADI	XI MIPA 4	70
122.	LINDA ANDRIAN	XI MIPA 4	75
123.	MAHARDIKA GILANG ADITYA	XI MIPA 4	68
124.	MOCH. ILYAS ROMADHAN	XI MIPA 4	68
125.	NUNING KRISTANTI	XI MIPA 4	72
126.	PANJI BUDI SATRIA	XI MIPA 4	65
127.	RIZKA AMALIA REBRIYANTI	XI MIPA 4	77
128.	ROFIN FATHONI	XI MIPA 4	73
129.	SIKKA NURIZZA	XI MIPA 4	68
130.	SISKA AMELIA	XI MIPA 4	76
131.	WILDAN RIANSYAH	XI MIPA 4	75
132.	YOSAFAT PRATISTA GALIH MAHASMARA	XI MIPA 4	76
133.	ADELLA RAMADHANTY	XI MIPA 5	71
134.	AGNES YOPIZHA R.	XI MIPA 5	70
135.	AKHMAD DANI MUNIF	XI MIPA 5	82
136.	ANURI RAHMA WARDHANI	XI MIPA 5	80
137.	ARVITO RIZAL FAHRIN	XI MIPA 5	65

138.	BALQIS WIDYASTUTI SUPARIONO	XI MIPA 5	77
139.	BRIAN RIZQI PARADISIACA DARNOTO	XI MIPA 5	80
140.	DAMA KRISNA BACHTIAR	XI MIPA 5	79
141.	DIMAS BINTANG PAMUNGKAS	XI MIPA 5	76
142.	EKO JULIUS RENDY SETIAWAN ISHAK	XI MIPA 5	72
143.	ESA SAKTI MAHENDRA SAPTA PUTRA M. I.	XI MIPA 5	74
144.	FAROS FADLUR ROHMAN	XI MIPA 5	71
145.	GIO PRAMANDA GALAXI	XI MIPA 5	74
146.	HILMI SAKA DAYAAJI WIDIANSYAH	XI MIPA 5	75
147.	HOMSATUL ISTIQOMAH	XI MIPA 5	76
148.	KIKI APRELIA	XI MIPA 5	76
149.	KUNTI KUNANTI	XI MIPA 5	75
150.	LIYATHOTUN FATIMAH	XI MIPA 5	65
151.	MELZA ANIESIA PUTRI YANANTO	XI MIPA 5	71
152.	MOCH. YAHYA RIO SAPUTRA	XI MIPA 5	71
153.	MOHAMMAD IMRAN	XI MIPA 5	74
154.	NABIYLA BIBA	XI MIPA 5	71
155.	NURUL HIDAYATI	XI MIPA 5	77
156.	RIZQY DHINIA	XI MIPA 5	75
157.	SHINDY ISTIAYU FADILLA	XI MIPA 5	66
158.	SISKA APRILIA ERISA PUTRI	XI MIPA 5	79
159.	SITI NUR RAHMAH	XI MIPA 5	71
160.	VIA DWI MAIFTAKHUR ROCHMA	XI MIPA 5	65
161.	WILDAN NANDA OCTAVIA	XI MIPA 5	70
162.	ADEN BAGUS HERMAWAN	XI MIPA 6	76
163.	AFIFAH MAULINA WAHYUNING MUSLIM	XI MIPA 6	70
164.	AHAMD LUM'ANUL ANWARRRI	XI MIPA 6	71
165.	AISYA NADIVA KOLBIHI	XI MIPA 6	72
166.	AMALIA WIDYA R.	XI MIPA 6	72
167.	ARIEF LUKMAN BAHRONI	XI MIPA 6	76
168.	ARISQI ALI WAFa	XI MIPA 6	69
169.	BOBY WAHYU NUSANTARA	XI MIPA 6	64
170.	CHARISMA APRILIANI	XI MIPA 6	71
171.	CLARIZA ZAKIAH LAILA RIZKY	XI MIPA 6	71
172.	CLARIZA ZAKIAH PRISADENA	XI MIPA 6	74
173.	DEWA GEDE ARDI CAHYA PUTRA	XI MIPA 6	65
174.	DIAN FITRI SUSANTI APRILYAH	XI MIPA 6	70
175.	FADIAH IMALIA	XI MIPA 6	70
176.	FARIZ BAGAS PUTRA WESANTO	XI MIPA 6	68
177.	GERALDIN IMAWAN	XI MIPA 6	74
178.	HENDRIK WIN ISTIAWAN	XI MIPA 6	69
179.	IMANINDA FURQANDARI	XI MIPA 6	84
180.	KARINA LAKSMIARI	XI MIPA 6	77
181.	MAULINA FIRDHAUS	XI MIPA 6	64
182.	MELISA PUSPITA MAHARANI	XI MIPA 6	69
183.	NONI NAMIDA OIVIANI	XI MIPA 6	68
184.	NUR APRILIA SETYOYUNI	XI MIPA 6	81
185.	NURUL FAIZAH	XI MIPA 6	74

186.	POPY CAROLYNA PERTIWI	XI MIPA 6	69
187.	RAHMA RIZKI UMAMI	XI MIPA 6	85
188.	RIFALDO APRILIAN SYAH	XI MIPA 6	77
189.	RIZKY RAMANANDARU	XI MIPA 6	82
190.	SALMA AULIA	XI MIPA 6	76
191.	SANDRA TIARA ANGGRAENI	XI MIPA 6	74
192.	SEPTI PERMATASARI	XI MIPA 6	65
193.	ULRIFA DWI USMANA	XI MIPA 6	83
194.	WINDI INDRIASTUTI	XI MIPA 6	73
195.	YANUAR DWI FIRDAUS RAMADHANA	XI MIPA 6	80
196.	ADE TIA SETIYAWAN	XI SOSIAL 1	71
197.	AGVELY AULIA JASMINE	XI SOSIAL 1	70
198.	AHMAD RIZQI ALFIN	XI SOSIAL 1	72
199.	AMANDA TRIO OKTAVIANTONI	XI SOSIAL 1	71
200.	ANDRE PRASETYO HADI	XI SOSIAL 1	70
201.	BAYU PUTRA PRATAMA	XI SOSIAL 1	71
202.	CLARIN NADYA YANUAR	XI SOSIAL 1	72
203.	DEA EPRIMIA	XI SOSIAL 1	74
204.	DONY ARIA DISTIRA	XI SOSIAL 1	70
205.	FAIQOTUL HIMMAH	XI SOSIAL 1	70
206.	FERIL AKBAR RAMADANI	XI SOSIAL 1	69
207.	FIRMAN SUKMA HADI	XI SOSIAL 1	71
208.	GALUH PRANA JAYA	XI SOSIAL 1	72
209.	GHAIDA PRATIWI	XI SOSIAL 1	77
210.	GUSTI VAN PAUNDRASTA	XI SOSIAL 1	78
211.	INTAFA'A MAHARA	XI SOSIAL 1	70
212.	JOKO PRASETYO	XI SOSIAL 1	70
213.	KARINA AULIA NOCIACAHYATI	XI SOSIAL 1	71
214.	MAYU RUSYDIANA	XI SOSIAL 1	74
215.	MOH. JAMIL RAMDANI	XI SOSIAL 1	75
216.	NADIA ASALIA FATIMAH ZAHRA	XI SOSIAL 1	71
217.	NOFAL TRIJULIANTO KURNIAWAN	XI SOSIAL 1	76
218.	NURUL ISMA FITRIYANTI	XI SOSIAL 1	74
219.	PUTRI AYU SARASWATI	XI SOSIAL 1	78
220.	RESTU WAHANA SAFARUSSAMA	XI SOSIAL 1	71
221.	RURIALWAN PAWANA	XI SOSIAL 1	71
222.	SARAH DESSY AGATHA	XI SOSIAL 1	80
223.	SATRIA BAGUS WINARNO	XI SOSIAL 1	75
224.	SHASTY KUSUMANINGTYAS	XI SOSIAL 1	77
225.	TAUFIK RAHMADANI	XI SOSIAL 1	75
226.	TITA NINDYA PUSPA	XI SOSIAL 1	72
227.	TRI YULI KHOIRUNNISAK	XI SOSIAL 1	71
228.	ACHMAD FEBRIANSYAH	XI SOSIAL 2	74
229.	ADRIANSYAH RAHMAN DEWANTARA	XI SOSIAL 2	69
230.	AHMAD KHOSIN	XI SOSIAL 2	70
231.	ALDO ARDIAN	XI SOSIAL 2	73
232.	ANGGUN ELOK FAIKOTUL HIKMAH	XI SOSIAL 2	73
233.	AZIM NURUR ROHMAN	XI SOSIAL 2	70

234.	BAGUS ARIANDO	XI SOSIAL 2	73
235.	DAVIDEA RAHMA	XI SOSIAL 2	79
236.	DHIMAS RIFQI AULIA	XI SOSIAL 2	70
237.	DIANA MAYANG SARI	XI SOSIAL 2	71
238.	DIASETRI RAHAYU LESTARI	XI SOSIAL 2	71
239.	DINDA BUNGA SHABRINA	XI SOSIAL 2	80
240.	ECHA ADITYA NOVERTA	XI SOSIAL 2	76
241.	EKA SUNDARI	XI SOSIAL 2	74
242.	ELVIRA KURNIA RAMADHANI	XI SOSIAL 2	74
243.	GANGGA WIDYA SARASTI	XI SOSIAL 2	76
244.	GHINA ALIFAH HANIF	XI SOSIAL 2	72
245.	IKHTIAR LUTFI WIDIANTO	XI SOSIAL 2	73
246.	IRFAN NAUFAL	XI SOSIAL 2	70
247.	MAHDI RAKA ADRIA	XI SOSIAL 2	78
248.	MUCHAMMAD NUR HIDAYATULLAH	XI SOSIAL 2	76
249.	MOHAMMAD ALBA FUAD HASAN	XI SOSIAL 2	71
250.	MUH. GUSTI ABADI	XI SOSIAL 2	70
251.	PIPING TRI WAHYUNI	XI SOSIAL 2	77
252.	R. RADITYA WICAKSANA	XI SOSIAL 2	71
253.	RACHIEL VIO	XI SOSIAL 2	80
254.	SAVIRA TUZZAHRA	XI SOSIAL 2	78
255.	SEKAR WULAN AMBORO KASIH	XI SOSIAL 2	71
256.	SETYAWAN AGUNG NUGROHO	XI SOSIAL 2	68
257.	TEGAR PRATAMA ARIS MUHTADIN	XI SOSIAL 2	77
258.	TYAS ARTHASARI	XI SOSIAL 2	71
259.	WEDIFTI YULIANO DIERTA	XI SOSIAL 2	80



APPENDIX C

THE LIST OF RESEARCH RESPONDENTS

No.	The Initial Name	Class
1.	HH	XI MIPA 1
2.	KMM	XI MIPA 1
3.	MIP	XI MIPA 1
4.	SIP	XI MIPA 1
5.	AAN	XI MIPA 2
6.	LIS	XI MIPA 2
7.	NAPP	XI MIPA 2
8.	SPMU	XI MIPA 2
9.	ADT	XI MIPA 3
10.	BDK	XI MIPA 3
11.	EV	XI MIPA 3
12.	MRS	XI MIPA 3
13.	AAN	XI MIPA 4
14.	MIR	XI MIPA 4
15.	SA	XI MIPA 4
16.	YPGM	XI MIPA 4
17.	ADM	XI MIPA 5
18.	ARW	XI MIPA 5
19.	SIF	XI MIPA 5
20.	SA	XI MIPA 5
21.	DGACP	XI MIPA 6
22.	IF	XI MIPA 6
23.	RAS	XI MIPA 6
24.	SA	XI MIPA 6
25.	DA	XI SOS 1
26.	GVP	XI SOS 1
27.	PAS	XI SOS 1
28.	SDA	XI SOS 1
29.	DBS	XI SOS 2
30.	RV	XI SOS 2
31.	ST	XI SOS 2
32.	TPAM	XI SOS 2

APPENDIX D

THE ACTIVITIES OF THE RESEARCH

No.	Date	Activities
1	April 16th 2015	Collecting the students' English score
2.	April 17th 2015	Administering the speaking test and the questionnaire to XI MIPA 6
3.	April 18th 2015	Administering the speaking test and the questionnaire to XI SOSIAL 1
4.	April 20th 2015	Administering the speaking test and the questionnaire to XI MIPA 1
5.	April 21th 2015	Administering the speaking test and the questionnaire to XI MIPA 4
6.	April 22th 2015	Administering the speaking test and the questionnaire to XI MIPA 3 and XI MIPA 5
7.	April 23th 2015	Administering the speaking test and the questionnaire to XI SOSIAL 2
8.	April 24th 2015	Giving the interview to XI MIPA 6
9.	April 25th 2015	Giving the interview to XI SOSIAL 1
10.	April 27th 2015	Giving the interview to XI MIPA 1
11.	April 28th 2015	Giving the interview to XI MIPA 4
12.	April 29th 2015	Giving the interview to XI MIPA 3 and XI MIPA 5
13.	April 30th 2015	Giving the interview to XI SOSIAL 2
14.	May 1st 2015	Asking for the statement letter of accomplishing the research.

APPENDIX E

SPEAKING TEST

Subject	: English
Type of the Test	: Speaking Test
Level	: XI Grade
Time allocation	: 2-3 minutes each pair

Look at these situations below:

1. Your friend has just won a singing competition and you come to visit her/him to give your congratulation.
2. You are about to have a birthday party and you want to invite your best friend to come to your party.
3. Your friend has just lost her/his car and you want to cheer him/her up.
4. Your friend has just broken up with her boy friend or his girl friend and you give him some suggestions to forget him/her.
5. You and your friend are discussing about the use of Smartphone at school.

Discuss with your partner and choose one situation. Construct a conversation together with your partner about your choice. You will be given 2-3 minutes to perform it.

APPENDIX F

THE STUDENTS' SPEAKING TRANSCRIPTION

I. CODING SYSTEM

1. Written in ■ = Error on Grammar and Vocabulary
2. Written in ■ = Error on Pronunciation
3. Written in ■ = Error on Discourse Management

Error on discourse management which consists of three aspects:

- a. . = pauses (signify that the speaker pauses his/her speech in one second)
- b. (x) = filler (x is a word that become the filler in the speech)
- c. [x] = repetition (x is words that is repeated in the speech)
4. /xxx/ = tuning section.

II. SCORING RUBRIC

Components	Score	Criteria
Grammatical Competence		
Grammar and Vocabulary	5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on wide range of familiar topics.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.
Sociolinguistic Competence		
Discourse Management	5	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.

Pronunciation	5	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
Strategic Competence		
Interactive Communication	5	Initiates and responds appropriately linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
	4	<i>Performance shares features of Bands 3 and 5</i>
	3	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
	2	<i>Performance shares features of Bands 1 and 3</i>
	1	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.

(Cambridge, 2011:2)

III. THE STUDENTS' SPEAKING TRANSCRIPTION

A. *Pair 1: GVP and PAS (XI SOS 1)*

Gusti : /Hi Ayu, **what's happen?** Why **are** you look so sad?/

Ayu : /No, there is nothing **happen.**/

Gusti : /Oh really? ... I have been looking for you in class **about** an hour and you are not around./

Ayu : /Well, okay. **(eh)** Actually I just broke up with **him.**/

Gusti : /Oh really? Why?/

Ayu : /Yeah, I don't know. May be .. I am just too busy with my activity and **(he was like)** I don't even care about him anymore, but deep inside I do really care./

Gusti : /Oh, I am sorry to hear that. Actually I also broke up with my girl about two weeks ago and . it seems that we have the same problem./

Ayu : /Yeah, I think we have to forget it and .. may be we just need **a time.**/

Gusti : /Okay, actually lets go to the class we are **about have** an English test **right now.**

Ayu : /Well, okay./

No.	Name	Raters	Speaking Components				Score	Avg
			GV	DS	P	INT		
1.	GVP	Rater 1	3	4	2	3	3	3
		Rater 2	3	4	2	3	3	
2.	PAS	Rater 1	4	4	4	3	3.75	3.75
		Rater 2	4	4	4	3	3.75	

Note : Rater 1 = *The Researcher*

Rater 2 = *The English Department Student*

B. Pair 2: LIS and NAP (XI MIPA 2)

Leo : /Dinda, I heard you have **lose** your car./

Dinda : /Who says? I don't have a car and you don't have to know./

Leo : /Hey, you get angry now, [**that's mean**] **that's true**. You have **lose** your car. Eh come on **an.suər** me./

Dinda : /Yeah yeah, I [**I**] [**I**] [**I**] lost my car and **what's now?**/

Leo : /Because I am your friend I will let you buy a new car **with** my money./

Dinda : /Do you have money?/

Leo : /**You are not happy?** Come on man!/


Dinda : /So I [**I**] **just say wow** like that **and** you can get me .. a car./

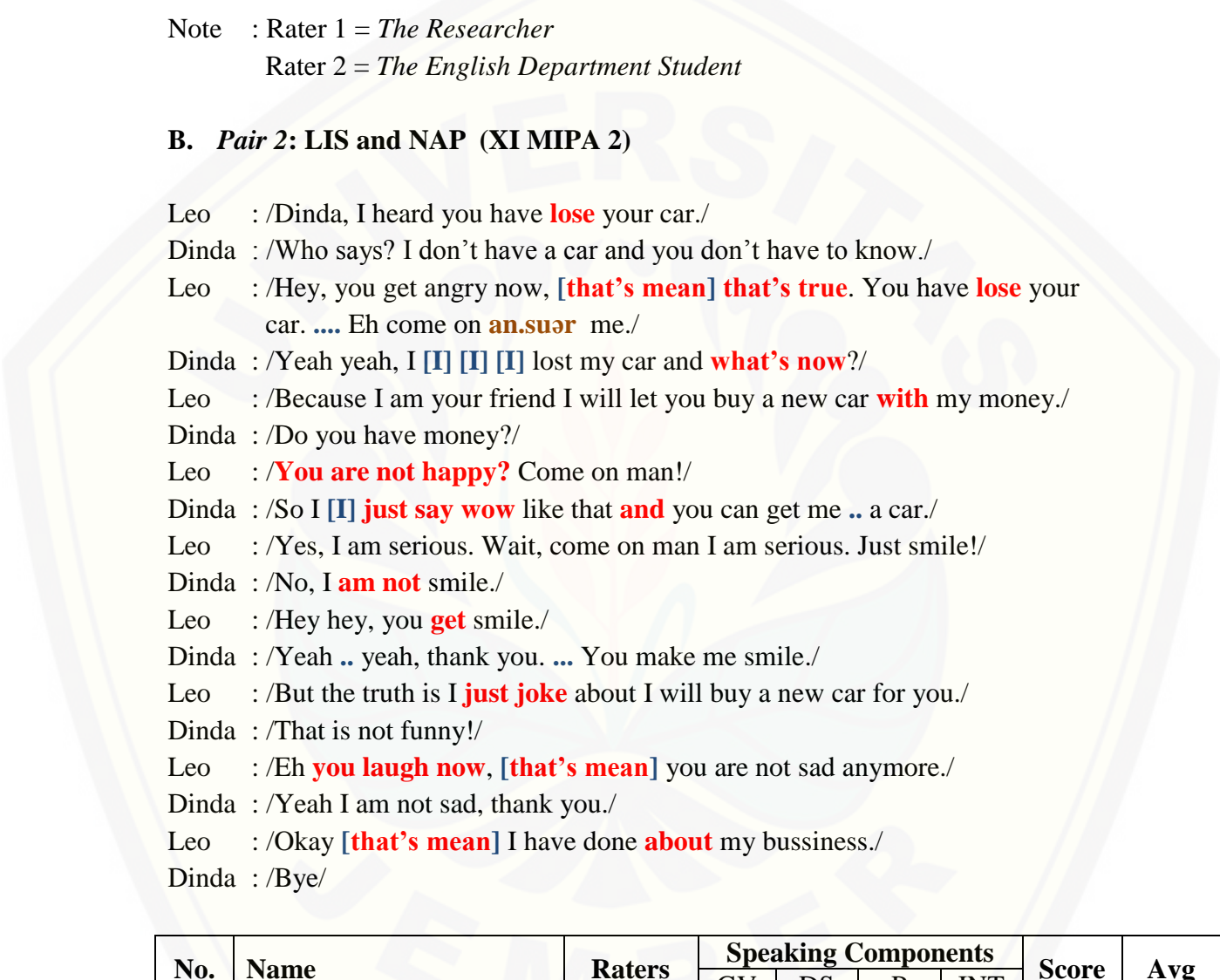
Leo : /Yes, I am serious. Wait, come on man I am serious. Just smile!/


Dinda : /No, I **am not** smile./

Leo : /Hey hey, you **get** smile./

Dinda : /Yeah .. yeah, thank you. ... You make me smile./

Leo : /But the truth is I **just joke** about I will buy a new car for you./

Dinda : /That is not funny!/


Leo : /Eh **you laugh now**, [**that's mean**] you are not sad anymore./

Dinda : /Yeah I am not sad, thank you./

Leo : /Okay [**that's mean**] I have done **about** my bussiness./

Dinda : /Bye/

No.	Name	Raters	Speaking Components				Score	Avg
			GV	DS	P	INT		
1.	LIS	Rater 1	2	2	2	2	2	2
		Rater 2	2	2	2	2	2	
2.	NAPP	Rater 1	2	3	3	2	2.5	2.5
		Rater 2	2	3	3	2	2.5	

Note : Rater 1 = *The Researcher*

Rater 2 = *The English Department Student*

C. Pair 3 : AAN and SA (XI MIPA 4)

Anin : /Hi Siska/

Siska : /Hi Anin/

Anin : /What are you doing now?/

Siska : /I **have online** with my smartphone./

Anin : /Oh .. **(eh)** what do you think about smartphone in class?/

Siska : /**(eh)** I think using smartphone in class **not [not] too annoying** yeah **(eh)** ... because **(eh)** if we .. use smartphone in class **we can** the **[the]** smartphone can help me **to finish** to complete the task **(eh)** ... the smartphone **(eh) [the smartphone] have** many benefits for me, **(eh)** and what do you think?/

Anin : /**(ehm)** I think **same** with you, but if **[if]** we .. can **[if we not] [if we not]** use correctly ... **(eh)** if **can .. [if can] .. [if can] .. [if can] disturb the concentration of students.**/

Siska : /**(eh)** I think smartphone **(eh) have** many benefits for us, like if we .. have any problems we can **calls the** our friends with smartphone and we can **communication** with .. our .. friends that's far from me./

Anin : /Yeah **(eh)** I will **true** about you and I .. **[and I]** feel in my life ... the smartphone is **benefit** for me./

Siska : /**(eh)** I **[I]** think so. **(eh)** So **not [not] problem** if we use smartphone in class. I think **[I think] (eh) ... [I think] use** smartphone in class **not [not] problem** if we **[eh] ..** know the time when **we ..** have to **using**, when we have not to **using. I think that.**/

Anin : /Yeah, I think so, okay thank you Siska./

Siska : /Thank you Anin./

No.	Name	Raters	Speaking Components				Score	Avg
			GV	DS	P	INT		
1.	AAN	Rater 1	2	2	2	2	2	2
		Rater 2	2	2	2	2	2	
2.	SA	Rater 1	2	3	2	2	2.25	2.5
		Rater 2	2	3	2	2	2.25	

Note : Rater 1 = *The Researcher*

Rater 2 = *The English Department Student*

APPENDIX G

THE RESULT OF STUDENTS' SPEAKING PERFORMANCE

No.	Name	GV			DS			P			INT			Total	Avg
		R1	R2	A	R1	R2	A	R1	R2	A	R1	R2	A		
1.	HH	2	2	2	2	2	2	1	1	1	2	2	2	7	1.75
2.	KMM	2	2	2	2	2	2	2	2	2	2	2	2	8	2
3.	MIP	3	3	3	3	3	3	3	3	3	2	2	2	11	2.75
4.	SIP	2	2	2	3	3	3	2	2	2	2	2	2	9	2.25
5.	AAN	2	2	2	2	2	2	2	2	2	2	2	2	8	2
6.	LIS	2	2	2	2	2	2	2	2	2	2	2	2	8	2
7.	NAPP	2	2	2	3	3	3	3	3	3	2	2	2	10	2.5
8.	SPMU	2	2	2	2	2	2	2	2	2	2	2	2	8	2
9.	ADT	3	3	3	3	3	3	3	3	3	2	2	2	11	2.75
10.	BDK	2	2	2	2	2	2	2	2	2	2	2	2	8	2
11.	EV	3	3	3	2	2	2	3	3	3	2	2	2	10	2.5
12.	MRS	2	2	2	2	2	2	2	2	2	2	2	2	8	2
13.	AAN	2	2	2	2	2	2	2	2	2	2	2	2	8	2
14.	MIR	2	2	2	2	2	2	2	2	2	2	2	2	8	2
15.	SA	2	2	2	3	3	3	2	2	2	2	2	2	9	2.25
16.	YPGM	2	2	2	2	2	2	2	2	2	2	2	2	8	2
17.	ADM	1	1	1	2	2	2	2	2	2	2	2	2	7	1.75
18.	ARW	2	2	2	2	2	2	3	3	3	2	2	2	9	2.25
19.	SIF	1	1	1	1	1	1	2	2	2	1	1	1	5	1.25
20.	SA	2	2	2	2	2	2	2	2	2	2	2	2	8	2
21.	DGACP	2	2	2	2	2	2	2	2	2	2	2	2	8	2
22.	IF	3	3	3	3	3	3	3	3	3	3	3	3	12	3
23.	RAS	2	2	2	2	2	2	2	2	2	3	3	3	9	2.25
24.	SA	3	3	3	3	3	3	3	3	3	3	3	3	12	3
25.	DE	3	3	3	3	3	3	3	3	3	3	3	3	12	3
26.	GVP	4	4	4	4	4	4	2	2	2	4	4	4	14	3.5
27.	PAS	4	4	4	4	4	4	4	4	4	4	4	4	16	4
28.	SDA	3	3	3	3	3	3	3	3	3	3	3	3	12	3
29.	DBS	2	2	2	3	3	3	3	3	3	2	2	2	10	2.5
30.	RV	3	3	3	3	3	3	3	3	3	3	3	3	12	3
31.	ST	2	2	2	3	3	3	2	2	2	2	2	2	9	2.25
32.	TPAM	2	2	2	2	2	2	3	3	3	2	2	2	9	2.25

Notes:

- a. GV : Grammar-vocabulary
- b. DS : Discourse Management
- c. P : Pronunciation
- d. INT : Interactive Communication
- e. R1 : Rater 1
- f. R2 : Rater 2
- g. A/Avg : Average

APPENDIX H

**THE RESULTS OF STUDENTS' SPEAKING PERFORMANCE ON THE
ASPECT OF GRAMMAR-VOCABULARY**

No.	The Initial Name	Rater 1	Rater 2	Average
1.	HH	2	2	2
2.	KMM	2	2	2
3.	MIP	3	3	3
4.	SIP	2	2	2
5.	AAN	2	2	2
6.	LIS	2	2	2
7.	NAPP	2	2	2
8.	SPMU	2	2	2
9.	ADT	3	3	3
10.	BDK	2	2	2
11.	EV	3	3	3
12.	MRS	2	2	2
13.	AAN	2	2	2
14.	MIR	2	2	2
15.	SA	2	2	2
16.	YPGM	2	2	2
17.	ADM	1	1	1
18.	ARW	2	2	2
19.	SIF	1	1	1
20.	SA	2	2	2
21.	DGACP	2	2	2
22.	IF	3	3	3
23.	RAS	2	2	2
24.	SA	3	3	3
25.	DA	3	3	3
26.	GVP	4	4	4
27.	PAS	4	4	4
28.	SDA	3	3	3
29.	DBS	2	2	2
30.	RV	3	3	3
31.	ST	2	2	2
32.	TPAM	2	2	2

APPENDIX I

**THE RESULTS OF STUDENTS' SPEAKING PERFORMANCE ON THE
ASPECT OF DISCOURSE MANAGEMENT**

No.	The Initial Name	Rater 1	Rater 2	Average
1.	HH	2	2	2
2.	KMM	2	2	2
3.	MIP	3	3	3
4.	SIP	3	3	3
5.	AAN	2	2	2
6.	LIS	2	2	2
7.	NAPP	3	3	3
8.	SPMU	2	2	2
9.	ADT	3	3	3
10.	BDK	2	2	2
11.	EV	2	2	2
12.	MRS	2	2	2
13.	AAN	2	2	2
14.	MIR	2	2	2
15.	SA	3	3	3
16.	YPGM	2	2	2
17.	ADM	2	2	2
18.	ARW	2	2	2
19.	SIF	1	1	1
20.	SA	2	2	2
21.	DGACP	2	2	2
22.	IF	3	3	3
23.	RAS	2	2	2
24.	SA	3	3	3
25.	DA	3	3	3
26.	GVP	4	4	4
27.	PAS	4	4	4
28.	SDA	3	3	3
29.	DBS	3	3	3
30.	RV	3	3	3
31.	ST	3	3	3
32.	TPAM	2	2	2

APPENDIX J

**THE RESULTS OF STUDENTS' SPEAKING PERFORMANCE ON THE
ASPECT OF PRONUNCIATION**

No.	The Initial Name	Rater 1	Rater 2	Average
1.	HH	1	1	1
2.	KMM	2	2	2
3.	MIP	3	3	3
4.	SIP	2	2	2
5.	AAN	2	2	2
6.	LIS	2	2	2
7.	NAPP	3	3	3
8.	SPMU	2	2	2
9.	ADT	3	3	3
10.	BDK	2	2	2
11.	EV	3	3	3
12.	MRS	2	2	2
13.	AAN	2	2	2
14.	MIR	2	2	2
15.	SA	2	2	2
16.	YPGM	2	2	2
17.	ADM	2	2	2
18.	ARW	3	3	3
19.	SIF	2	2	2
20.	SA	2	2	2
21.	DGACP	2	2	2
22.	IF	3	3	3
23.	RAS	2	2	2
24.	SA	3	3	3
25.	DA	3	3	3
26.	GVP	2	2	2
27.	PAS	4	4	4
28.	SDA	3	3	3
29.	DBS	3	3	3
30.	RV	3	3	3
31.	ST	2	2	2
32.	TPAM	3	3	3

APPENDIX K

**THE RESULTS OF STUDENTS' SPEAKING PERFORMANCE ON THE
ASPECT OF INTERACTIVE COMMUNICATION**

No.	The Initial Name	Rater 1	Rater 2	Average
1.	HH	2	2	2
2.	KMM	2	2	2
3.	MIP	2	2	2
4.	SIP	2	2	2
5.	AAN	2	2	2
6.	LIS	2	2	2
7.	NAPP	2	2	2
8.	SPMU	2	2	2
9.	ADT	2	2	2
10.	BDK	2	2	2
11.	EV	2	2	2
12.	MRS	2	2	2
13.	AAN	2	2	2
14.	MIR	2	2	2
15.	SA	2	2	2
16.	YPGM	2	2	2
17.	ADM	2	2	2
18.	ARW	2	2	2
19.	SIF	1	1	1
20.	SA	2	2	2
21.	DGACP	2	2	2
22.	IF	3	3	3
23.	RAS	3	3	3
24.	SA	3	3	3
25.	DA	3	3	3
26.	GVP	4	4	4
27.	PAS	4	4	4
28.	SDA	3	3	3
29.	DBS	2	2	2
30.	RV	3	3	3
31.	ST	2	2	2
32.	TPAM	2	2	2

APPENDIX L

THE FORMULA USED IN THE QUESTIONNAIRE

In calculating the students' monitor performance in the questionnaire, the researcher used *pulse basis function* formula. This formula was useful to calculate something by ignoring certain thing. In this research, the researcher would ignore the optimal-user in order to differentiate the number of over-user and under-user. This was done because optimal-user had already been identified from the result of the speaking test. The formulas that were used in this research were as follow:

$$X_f = \frac{\sum S_n . P_n}{\sum A_n . P_n}$$

and

$$\bar{X} = \frac{\sum S_n}{N}$$

- P_n : Pulse Basis Function, P_n
 - 1 → Inside cell
 - 0 → Outside cell
- S_n : Score → Optimal-user = 0
Over-user = 1
Under-user = 2
- A_n : Weight of Score, in this research : $A_1=A_2=A_3= \dots \dots A_n = 1$
- N : Number of statements in the Questionnaire
- \bar{X} formula is used to calculate Optimal-user
- X_f formula is used to calculate Over-user / Under-user

APPENDIX M

THE EXAMPLES OF STUDENTS' ANSWER ON THE QUESTIONNAIRE

A. Monitor Over-user

$\frac{23}{20} = 1,15 \rightarrow 0,4$

Nama : NENGAH ADINDA P. P.
Kelas : XI MIPA - 2

KUISIONER

Berilah tanda silang pada salah satu jawaban yang telah disediakan (a, b, atau c) yang benar-benar menggambarkan kondisi Anda!

1. Saya memikirkan grammar sebelum mengungkapkan sesuatu dalam Bahasa Inggris.
a. Sering b. Terkadang c. Jarang
2. Saya mampu merespon ucapan orang lain dalam bahasa Inggris dengan menggunakan ungkapan yang benar.
a. Sering b. Terkadang c. Jarang
3. Saya memikirkan tentang bagaimana mengucapkan (pronouncing) kata-kata dengan benar saat berbicara dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang
4. Saya menggunakan kata-kata lain yang relevan untuk mengungkapkan apa yang saya maksud ketika lawan bicara saya tidak mengerti apa yang saya katakan.
a. Sering b. Terkadang c. Jarang
5. Saya kesulitan mengucapkan suatu kata ketika berinteraksi dengan orang lain dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang
6. Saya memperhatikan grammar ketika melakukan interaksi dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang
7. Saya merasa ragu-ragu ketika mengucapkan suatu kata ketika melakukan interaksi dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang
8. Saya mencoba untuk memperbaiki setiap ungkapan dalam bahasa Inggris yang saya anggap kurang tepat.
a. Sering b. Terkadang c. Jarang
9. Saya merasa tidak percaya diri, sehingga saya cenderung diam ketika saya diajak berbicara dalam bahasa Inggris oleh seseorang.
a. Sering b. Terkadang c. Jarang
10. Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan benar, tanpa ragu-ragu.
a. Sering b. Terkadang c. Jarang
11. Ketika melakukan interaksi dalam bahasa Inggris, saya kesulitan menggunakan kosa kata yang tepat.
a. Sering b. Terkadang c. Jarang
12. Ketika merespon ungkapan orang lain dalam bahasa Inggris, saya merasa ragu-ragu sehingga sedikit yang bisa saya katakan.
a. Sering b. Terkadang c. Jarang
13. Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan intonasi yang tepat.
a. Sering b. Terkadang c. Jarang
14. Saya mampu memperbaiki setiap ungkapan yang saya anggap kurang tepat ketika berinteraksi dengan orang lain dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang
15. Saya memperhatikan aspek intonasi dan penekanan kata (word stress) ketika mengucapkan suatu kata dalam bahasa Inggris.
a. Sering b. Terkadang c. Jarang

16. Saya cenderung mengulang-ngulang apa yang saya katakan ketika berinteraksi dalam bahasa Inggris.
 a. Sering | b. Terkadang c. Jarang
17. Saya memperhatikan kosa kata apa yang akan saya gunakan ketika berinteraksi dalam bahasa Inggris.
 a. Sering | b. Terkadang c. Jarang
18. Saya kesulitan menggunakan kata penghubung yang tepat ketika mengungkapkan sesuatu dalam berinteraksi menggunakan bahasa Inggris.
 a. Sering | b. Terkadang c. Jarang
19. Saya merasa yakin untuk menggunakan grammar yang sesuai ketika menulis, karena saya mempunyai cukup waktu untuk memikirkan grammar.
a. Sering | b. Terkadang c. Jarang
20. Saya merasa tidak percaya diri untuk mengucapkan suatu kata dalam bahasa Inggris dengan benar.
 a. Sering | b. Terkadang c. Jarang
21. Saya lebih memilih menunggu orang lain untuk memulai percakapan, karena saya tidak percaya diri dan sering ragu-ragu untuk mengatakan sesuatu dalam Bahasa Inggris.
 a. Sering | b. Terkadang c. Jarang
22. Saya merasa ragu-ragu untuk menggunakan grammar yang tepat ketika berinteraksi dengan orang lain.
a. Sering | b. Terkadang c. Jarang
23. Saya akan menggunakan perasaan ("sepertinya benar" atau "kedengarannya benar") untuk menentukan benar atau salah dalam mengungkapkan sesuatu menggunakan bahasa Inggris ketika sedang berinteraksi dengan orang lain.
a. Sering | b. Terkadang c. Jarang
24. Saya kesulitan menggunakan kosa kata yang tepat ketika mengungkapkan sesuatu dalam bahasa Inggris.
 a. Sering | b. Terkadang c. Jarang

..... — — — — — *End of questionnaire* — — — — —

B. Monitor Optimal-user

Nama : Dea Eprimia
Kelas : KF. SOSIAL-1

$\frac{6}{29} = 0,25 - 70\% - u$

KUISIONER

Berilah tanda silang pada salah satu jawaban yang telah disediakan (a, b, atau c) yang benar-benar menggambarkan kondisi Anda!

- Saya memikirkan grammar sebelum mengungkapkan sesuatu dalam Bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya mampu merespon ucapan orang lain dalam bahasa Inggris dengan menggunakan ungkapan yang benar.
 a. Sering b. Terkadang c. Jarang
- Saya memikirkan tentang bagaimana mengucapkan (pronouncing) kata-kata dengan benar saat berbicara dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya menggunakan kata-kata lain yang relevan untuk mengungkapkan apa yang saya maksud ketika lawan bicara saya tidak mengerti apa yang saya katakan.
 a. Sering b. Terkadang c. Jarang
- Saya kesulitan mengucapkan suatu kata ketika berinteraksi dengan orang lain dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya memperhatikan grammar ketika melakukan interaksi dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya merasa ragu-ragu ketika mengucapkan suatu kata ketika melakukan interaksi dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya mencoba untuk memperbaiki setiap ungkapan dalam bahasa Inggris yang saya anggap kurang tepat.
 a. Sering b. Terkadang c. Jarang
- Saya merasa tidak percaya diri, sehingga saya cenderung diam ketika saya diajak berbicara dalam bahasa Inggris oleh seseorang.
 a. Sering b. Terkadang c. Jarang
- Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan benar, tanpa ragu-ragu.
 a. Sering b. Terkadang c. Jarang
- Ketika melakukan interaksi dalam bahasa Inggris, saya kesulitan menggunakan kosa kata yang tepat.
 a. Sering b. Terkadang c. Jarang
- Ketika merespon ungkapan orang lain dalam bahasa Inggris, saya merasa ragu-ragu sehingga sedikit yang bisa saya katakan.
 a. Sering b. Terkadang c. Jarang
- Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan intonasi yang tepat.
 a. Sering b. Terkadang c. Jarang
- Saya mampu memperbaiki setiap ungkapan yang saya anggap kurang tepat ketika berinteraksi dengan orang lain dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang
- Saya memperhatikan aspek intonasi dan penekanan kata (word stress) ketika mengucapkan suatu kata dalam bahasa Inggris.
 a. Sering b. Terkadang c. Jarang

16. Saya cenderung mengulang-ngulang apa yang saya katakan ketika berinteraksi dalam bahasa Inggris.
a. Sering ~~b. Terkadang~~ c. Jarang
17. Saya memperhatikan kosa kata apa yang akan saya gunakan ketika berinteraksi dalam bahasa Inggris.
a. Sering ~~b. Terkadang~~ c. Jarang
18. Saya kesulitan menggunakan kata penghubung yang tepat ketika mengungkapkan sesuatu dalam berinteraksi menggunakan bahasa Inggris.
a. Sering ~~b. Terkadang~~ c. Jarang
19. Saya merasa yakin untuk menggunakan grammar yang sesuai ketika menulis, karena saya mempunyai cukup waktu untuk memikirkan grammar.
~~a. Sering~~ b. Terkadang c. Jarang
20. Saya merasa tidak percaya diri untuk mengucapkan suatu kata dalam bahasa Inggris dengan benar.
a. Sering ~~b. Terkadang~~ c. Jarang
21. Saya lebih memilih menunggu orang lain untuk memulai percakapan, karena saya tidak percaya diri dan sering ragu-ragu untuk mengatakan sesuatu dalam Bahasa Inggris.
a. Sering ~~b. Terkadang~~ c. Jarang
22. Saya merasa ragu-ragu untuk menggunakan grammar yang tepat ketika berinteraksi dengan orang lain.
a. Sering ~~b. Terkadang~~ c. Jarang
23. Saya akan menggunakan perasaan ("sepertinya benar" atau "kedengarannya benar") untuk menentukan benar atau salah dalam mengungkapkan sesuatu menggunakan bahasa Inggris ketika sedang berinteraksi dengan orang lain.
a. Sering ~~b. Terkadang~~ c. Jarang
24. Saya kesulitan menggunakan kosa kata yang tepat ketika mengungkapkan sesuatu dalam bahasa Inggris.
a. Sering ~~b. Terkadang~~ c. Jarang

..... *End of questionnaire*

C. Monitor Under-user

$\frac{37}{21} = 1,76 \rightarrow U_n = 4$

Nama : Leonardo Isarimba Saseryo
 Kelas : X1 MIPA 2

KUISIONER

Berilah tanda silang pada salah satu jawaban yang telah disediakan (a, b, atau c) yang benar-benar menggambarkan kondisi Anda!

- Saya memikirkan grammar sebelum mengungkapkan sesuatu dalam Bahasa Inggris.
 a. Sering 2 b. Terkadang 2 Jarang
- Saya mampu merespon ucapan orang lain dalam bahasa Inggris dengan menggunakan ungkapan yang benar.
 a. Sering 1 Terkadang c. Jarang
- Saya memikirkan tentang bagaimana mengucapkan (pronouncing) kata-kata dengan benar saat berbicara dalam bahasa Inggris.
 a. Sering 2 b. Terkadang Jarang
- Saya menggunakan kata-kata lain yang relevan untuk mengungkapkan apa yang saya maksud ketika lawan bicara saya tidak mengerti apa yang saya katakan.
 a. Sering 1 Terkadang c. Jarang
- Saya kesulitan mengucapkan suatu kata ketika berinteraksi dengan orang lain dalam bahasa Inggris.
 a. Sering 2 b. Terkadang Jarang
- Saya memperhatikan grammar ketika melakukan interaksi dalam bahasa Inggris.
 a. Sering 2 b. Terkadang Jarang
- Saya merasa ragu-ragu ketika mengucapkan suatu kata ketika melakukan interaksi dalam bahasa Inggris.
 a. Sering 2 b. Terkadang Jarang
- Saya mencoba untuk memperbaiki setiap ungkapan dalam bahasa Inggris yang saya anggap kurang tepat.
 a. Sering 0 Terkadang c. Jarang
- Saya merasa tidak percaya diri, sehingga saya cenderung diam ketika saya diajak berbicara dalam bahasa Inggris oleh seseorang.
 a. Sering 2 b. Terkadang Jarang
- Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan benar, tanpa ragu-ragu.
 a. Sering 1 Terkadang c. Jarang
- Ketika melakukan interaksi dalam bahasa Inggris, saya kesulitan menggunakan kosa kata yang tepat.
 a. Sering 2 b. Terkadang Jarang
- Ketika merespon ungkapan orang lain dalam bahasa Inggris, saya merasa ragu-ragu sehingga sedikit yang bisa saya katakan.
 a. Sering 2 b. Terkadang Jarang
- Saya mampu mengucapkan suatu kata dalam bahasa Inggris dengan intonasi yang tepat.
 a. Sering 1 Terkadang c. Jarang
- Saya mampu memperbaiki setiap ungkapan yang saya anggap kurang tepat ketika berinteraksi dengan orang lain dalam bahasa Inggris.
 a. Sering 1 Terkadang c. Jarang
- Saya memperhatikan aspek intonasi dan penekanan kata (word stress) ketika mengucapkan suatu kata dalam bahasa Inggris.
 a. Sering 2 b. Terkadang Jarang

16. Saya cenderung mengulang-ngulang apa yang saya katakan ketika berinteraksi dalam bahasa Inggris.
a. Sering 2 b. Terkadang c. Jarang
17. Saya memperhatikan kosa kata apa yang akan saya gunakan ketika berinteraksi dalam bahasa Inggris.
a. Sering 2 b. Terkadang c. Jarang
18. Saya kesulitan menggunakan kata penghubung yang tepat ketika mengungkapkan sesuatu dalam berinteraksi menggunakan bahasa Inggris.
a. Sering 0 b. Terkadang c. Jarang
19. Saya merasa yakin untuk menggunakan grammar yang sesuai ketika menulis, karena saya mempunyai cukup waktu untuk memikirkan grammar.
a. Sering 2 b. Terkadang c. Jarang
20. Saya merasa tidak percaya diri untuk mengucapkan suatu kata dalam bahasa Inggris dengan benar.
a. Sering 2 b. Terkadang c. Jarang
21. Saya lebih memilih menunggu orang lain untuk memulai percakapan, karena saya tidak percaya diri dan sering ragu-ragu untuk mengatakan sesuatu dalam Bahasa Inggris.
a. Sering 0 b. Terkadang c. Jarang
22. Saya merasa ragu-ragu untuk menggunakan grammar yang tepat ketika berinteraksi dengan orang lain.
a. Sering 2 b. Terkadang c. Jarang
23. Saya akan menggunakan perasaan ("sepertinya benar" atau "kedengarannya benar") untuk menentukan benar atau salah dalam mengungkapkan sesuatu menggunakan bahasa Inggris ketika sedang berinteraksi dengan orang lain.
 Sering 2 b. Terkadang c. Jarang
24. Saya kesulitan menggunakan kosa kata yang tepat ketika mengungkapkan sesuatu dalam bahasa Inggris.
a. Sering 2 b. Terkadang c. Jarang

----- *End of questionnaire* -----

APPENDIX N

THE INTERVIEW GUIDE OF INTERVIEW 1 AND 2**A. Interview Guide 1**

Interviewee : Nida Sofi Haiti, S.Pd.

Interviewer : Moh. Rofid Fikroni

Date/Place : March 3rd, 2015 / SMAN 4 Jember

Objective : This interview is used to gain some information as the preliminary study

No.	Questions	Answers
1.	In teaching speaking, what kind of activities do you usually use?	(..ehm..) On eleventh grade, usually I use (..ehm..) role play and also asking directly, but mostly I use role play, mostly.
2.	What about using the media, do you use any particular media, in teaching speaking especially?	(..ehm... ya) Especially in eleventh grade, on materials ..ehm.. expressing asking for opinions, I use some pictures and then I will ask my students directly, and then I ask about, "what is your opinion about this picture?". And then I do it (..ehm...) with certain pictures that really interesting or with current issues that the pictures and then I will ask my students about his opinions or their opinions.
3.	How is students' speaking development at class?	Ya, I don't think so that my student is good in speaking, but just average. The development is average development, not good enough and also not bad enough.
4.	Okay, So what kind of expressions do your students are able to produce orally?	(..ehm..) May be (..ehm..) orally, Introducing others, self introduction, and then expressing opinions, and then sympathy, I think. On the eleventh grade I only give them expression suggestion and also opinion.
5.	How many classes are there in the eleventh grade?	We have eight classes, and consist of 36 students each classes.

**Note: The answers of the teacher are re-written as the way it is. The researcher does not make any correction in it.*

B. Interview Guide 2

Interviewee : KMM (XI MIPA 1) (*Monitor Over-user*)

Interviewer : Moh. Rofid Fikroni

Objective : This interview is used to support the result from questionnaire

No.	Questions	Answers
1.	Ketika anda mengucapkan sesuatu dalam bahasa Inggris, apakah Anda memperhatikan <i>grammar</i> ?	<i>Kadang.</i>
2.	Seperti, “Haruskah saya menggunakan <i>present tense</i> ?” atau “Bukankah lebih baik menggunakan <i>continous tense</i> ?”	Sering, sering.
3.	Bagaimana dengan penggunaan kosa kata Anda, apakah Anda memikirkan tentang penggunaan kosa kata yang tepat ketika mengucapkan sesuatu dalam bahasa Inggris?	Sering, iya.
4.	Apakah Anda sering mengulang-mengulang kata ketika mengucapkan sesuatu dalam bahasa Inggris? Mengapa Anda melakukan hal tersebut?	Iya. Ya itu, soalnya takut <i>gak</i> tepat gitu. Nanti kan malu kalo <i>gak</i> (anu), cara bacanya salah gitu kan malu.
5.	Apakah Anda bisa membenarkan ucapan Anda setiap saat? Bagaimana Anda membenarkan ucapan Anda tersebut?	Kadang. Ya mikir, maksudnya diulang yang salah aja.
6.	Ketika Anda berbicara dalam Bahasa Inggris, apakah Anda memperhatikan intonasi?	Iya.
7.	Bagaimana dengan ketika Anda tidak mengerti ucapan lawan bicara Anda dalam Bahasa Inggris, apa yang biasa Anda Lakukan?	Ya, (ya) dimengerti dikit-dikit kan biasanya ada kosa kata yang dimengerti walaupun hanya dikit, ya itu dah.
8.	Ketika lawan bicara Anda tidak mengerti apa yang Anda ucapkan, apa yang biasa Anda lakukan?	Ya kalau temen ku <i>gak ngerti</i> , bicara Bahasa Indonesia.
9.	Ketika Anda diharuskan untuk mengucapkan sesuatu dalam Bahasa Inggris, akan tetapi Anda tidak bisa mengucapkan apapun, apa yang biasa Anda Lakukan?	Ya bilang maaf saya tidak bisa berbahasa Inggris.

C. Interview Guide 2

Interviewee : SA (XI MIPA 6) (*Monitor Optimal-user*)

Interviewer : Moh. Rofid Fikroni

Objective : This interview is used to support the result from questionnaire

No.	Questions	Answers
1.	Ketika anda mengucapkan sesuatu dalam bahasa Inggris, apakah Anda memperhatikan <i>grammar</i> ?	Terkadang iya, karena kalau saya <i>gag ngomong (apa)</i> tidak memperhatikan grammar kadang <i>anu</i> ambigu.
2.	Seperti, “Haruskah saya menggunakan <i>present tense</i> ?” atau “Bukankah lebih baik menggunakan <i>continous tense</i> ?”	Iya, <i>anu</i> karena saya biasanya menyesuaikan dengan kondisinya. Seperti itu.
3.	Bagaimana dengan penggunaan kosa kata Anda, apakah Anda memikirkan tentang penggunaan kosa kata yang tepat ketika mengucapkan sesuatu dalam bahasa Inggris?	<i>Hem</i> , tidak pernah sih. Pokoknya langsung <i>ngomong aja</i> .
4.	Apakah Anda sering mengulang-mengulang kata ketika mengucapkan sesuatu dalam bahasa Inggris?	Terkadang, untuk memberikan (<i>apa ya</i>), <i>biar</i> lawan bicara saya itu mengerti.
5.	Apakah Anda bisa membenarkan ucapan Anda setiap saat? Bagaimana Anda membenarkan ucapan Anda tersebut?	Iya saya tahu, dan saya akan membenarkannya. Mungkin mengganti kosa kata atau sesuatu yang <i>sekiranya</i> salah. <i>Itu aja</i> .
6.	Ketika Anda berbicara dalam Bahasa Inggris, apakah Anda memperhatikan intonasi?	Iya, karena kalau <i>speaking gag pake</i> intonasi itu pasti, (<i>apa ya</i>) lawan bicara kita juga <i>gag ngerti</i> apa yang kita <i>omongin</i> , <i>kan</i> ambigu juga, <i>gitu</i> .
7.	Ketika lawan bicara Anda tidak mengerti apa yang Anda ucapkan, apa yang biasa Anda lakukan?	Mungkin, lebih menekankan pada kosa kata yang saya maksud itu, <i>kalo gag</i> mungkin saya akan (<i>apa ya</i>) (<i>eh</i>) mengulangi <i>lah</i> sampai dia mengerti.
8.	Bagaimana dengan ketika Anda tidak mengerti ucapan lawan bicara Anda dalam Bahasa Inggris, apa yang biasa Anda Lakukan?	Saya akan, (<i>saya akan</i>) meminta lawan bicara saya untuk mengulanginya dan menjelaskan maksudnya.
9.	Ketika Anda diharuskan untuk mengucapkan sesuatu dalam Bahasa Inggris, akan tetapi Anda tidak bisa mengucapkan apapun, apa yang biasa Anda Lakukan?	Ya, saya bilang <i>kalo ya</i> saya <i>gag</i> bisa mengucapkannya.

D. Interview Guide 2

Interviewee : RAS (XI MIPA 6) (*Monitor Under-user*)


Interviewer : Moh. Rofid Fikroni

Objective : This interview is used to support the result from questionnaire

No.	Questions	Answers
1.	Ketika anda mengucapkan sesuatu dalam bahasa Inggris, apakah Anda memperhatikan <i>grammar</i> ?	Saya jarang memperhatikan grammar, saya lebih ke apa yang saya inginkan ucapkan saya langsung ucapkan.
2.	Bagaimana dengan penggunaan kosa kata Anda, apakah Anda memikirkan tentang penggunaan kosa kata yang tepat ketika mengucapkan sesuatu dalam bahasa Inggris?	Ya <i>kalo</i> itu saya sering memikirkan kosa kata yang benar. Soalnya terkadang saya mengucapkannya (<i>terkadang</i>) orang tidak mengerti. Saya harus mengucapkan kosa kata yang lebih (<i>lebih</i>) dapat dimengerti lagi.
3.	Apakah Anda sering mengulang-mengulang kata ketika mengucapkan sesuatu dalam bahasa Inggris?	Tidak, soalnya <i>kalo</i> kita mengulang sesuatu <i>kalo</i> mengulang itu nanti (<i>itu</i>) <i>bisa-bisa jadi</i> kebiasaan dan nanti <i>monotone</i> bahasa Inggrisnya kita.
4.	Apakah Anda bisa membenarkan ucapan Anda setiap saat? Bagaimana Anda membenarkan ucapan Anda tersebut?	Saya biasanya langsung minta maaf ke orangnya, terkadang kan orangnya <i>gag ngerti</i> saya lebih baik bilang lagi, “maaf itu salah tadi, yang benar gini gini gini”.
5.	Ketika Anda berbicara dalam Bahasa Inggris, apakah Anda memperhatikan intonasi?	Sering saya memikirkannya. Soalnya <i>kalo</i> kita <i>pake</i> intonasi itu percakapannya lebih seru, <i>gag garing</i> jadi lebih enak didengerin, soalnya kan <i>kalo</i> intonasinya pas kan kita <i>ngomongnya</i> jadi lebih enak.
6.	Ketika Anda tidak mengerti ucapan lawan bicara Anda dalam Bahasa Inggris, apa yang biasa Anda Lakukan?	Terkadang <i>kalo</i> misalnya tidak mengerti, saya biasanya langsung minta maaf <i>sama</i> minta diulangi lagi.
7.	Ketika lawan bicara Anda tidak mengerti apa yang Anda ucapkan, apa yang biasa Anda lakukan?	Kalo saya langsung, terkadang kan itu <i>kayak udah</i> ketahuan dari wajahnya kan kalo <i>gag ngerti</i> sama sekali. <i>Coba</i> saya bilang lagi, maksud saya itu <i>kayak gini gini</i> , lebih ke detail lebih ke poin-poinnya <i>aja gag</i> ke penjelasan yang detail gitu. Jadi lebih enak.
8.	Ketika Anda diharuskan untuk mengucapkan sesuatu dalam Bahasa Inggris, akan tetapi Anda tidak bisa mengucapkan apapun, apa yang biasa Anda Lakukan?	Saya lebih baik meminta maaf dan menjelaskan <i>kalo</i> saya tidak tahu <i>apa ini</i> dan saya lebih baik diam.

APPENDIX O

THE PERMISSION LETTER TO CONDUCT A RESEARCH


PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
 Jl. Dr. Subandi No. 29 Kotak Pos 181 Telp. (0331) 487028 Fax. 421152 Kode Pos 68118
JEMBER

REKOMENDASI
Nomor : 072/ 1177 /413/2015

TENTANG
IJIN PENELITIAN

Dasar : Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Kabupaten Jember nomor : 072/386/314/ 2015, tanggal , 17 Maret 2015

MENGIJINKAN :

Nama : MOH. ROFID FIKRONI
NIM : 110210401010
Alamat : Jl. Kalimantan No. 37 Jember
Fakultas : Jurusan Pend. BHS & Seni Prodi Pend. Bhs Asing FKIP Universitas Jember
Keperluan : Melakukan Ijin Penelitian Tentang " A Descriptive Stdy Of The Eleventh Grade Student's Speaking Performance Based on Krashen Monitor Hypotheses at SMAN 4 Jember , "

Yang akan dilaksanakan pada :
Tanggal : 17 Maret s.d. 17 Juni 2015
Tempat : Di SMA Negeri 4 Kab. Jember

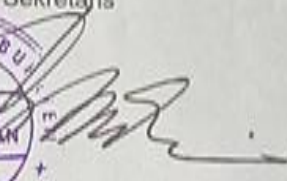
Dengan catatan :

1. Penelitian ini benar-benar untuk kepentingan Pendidikan;
2. Tidak dibenarkan melakukan aktivitas politik;
3. Apabila situasi dan kondisi wilayah tidak memungkinkan akan dilakukan penghentian kegiatan;
4. Tidak mengganggu kegiatan belajar mengajar di sekolah.

Demikian surat ijin ini dibuat untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Jember
 Tanggal : 01 April 2015

a.n.Kepala Dinas Pendidikan
 Kabupaten Jember
 Sekretaris


Drs. SUBADRI HABIB, M.Si
 Pembina
 NIP.19600917 197907 1 001

APPENDIX P

**STATEMENT LETTER FOR ACCOMPLISHING THE RESEARCH
FROM THE HEADMASTER OF SMAN 4 JEMBER**

 PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jl. Hayam Wuruk 145 Telepon 0331 - 421819 Fax. 0331-412463 Jember 68135
web: <http://www.sman4jember.sch.id> - e-mail: admin@sman4jember.sch.id


SURAT KETERANGAN

Nomor : 421.3/374/413. 20523826/2015
Perihal : Melaksanakan Penelitian

Yang bertanda tangan dibawah ini, kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

N a m a : MOH ROFID FIKRONI
N I M : 110210401010
Program Studi : Pendidikan Bahasa dan Seni

Benar-benar telah melaksanakan penelitian dengan judul “ **An Analysis Of The Eleventa Grade Students Speaking Performance Based On Krashen’s (1982) Monitor Hypothesis At SMA Negeri 4 Jember.** “ pada tanggal 17 April s.d 1 Mei 2015.

Demikian, Surat Keterangan ini dibuat agar dapatnya dipergunakan sebagaimana mestinya.

Jember, 27 Mei 2015
Kepala Sekolah,


Dra. Hj. HUSNAWIYAH, M.Si
NIP. 19561231 198201 2 013

