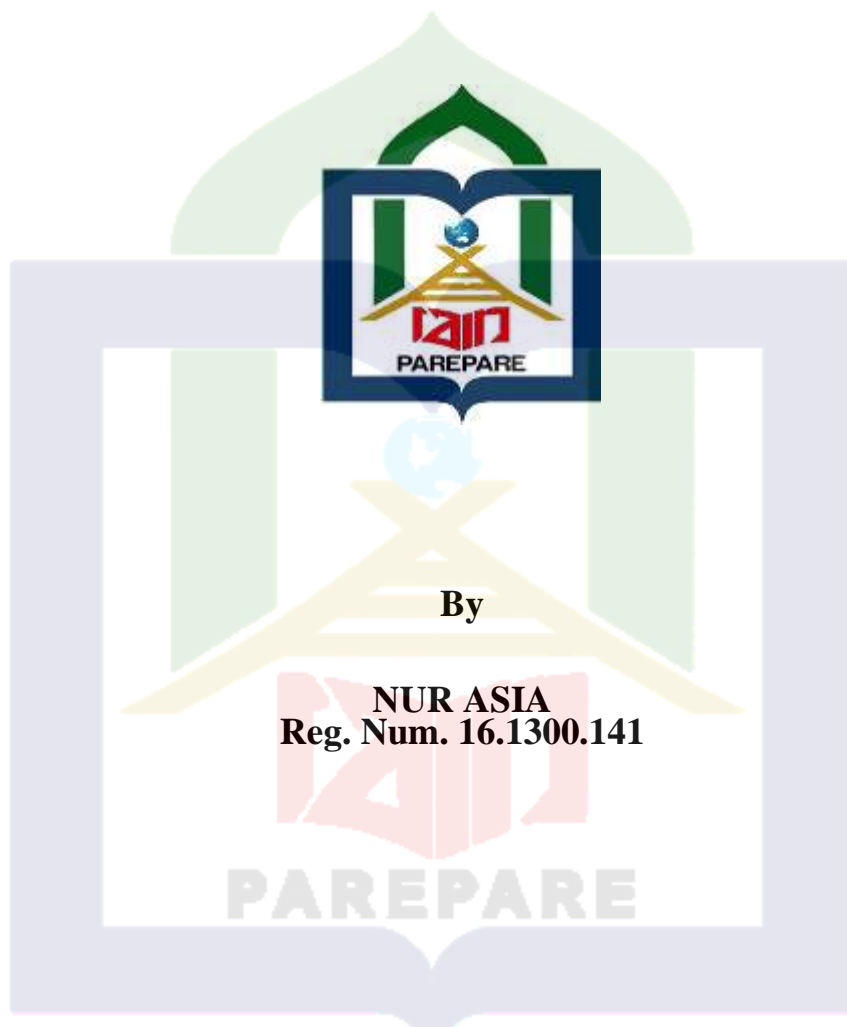


A THESIS

**THE INFLUENCE OF SECOND LANGUAGE ACQUISITION
TOWARD SPEAKING ABILITY AT TENTH GRADE OF
SENIOR HIGH SCHOOL 8 PINRANG**



By

**NUR ASIA
Reg. Num. 16.1300.141**

**ENGLISH EDUCATION PROGRAM
FACULTY TARBIYAH
INSTITUT AGAMA ISLAM NEGERI (IAIN)
PAREPARE**

2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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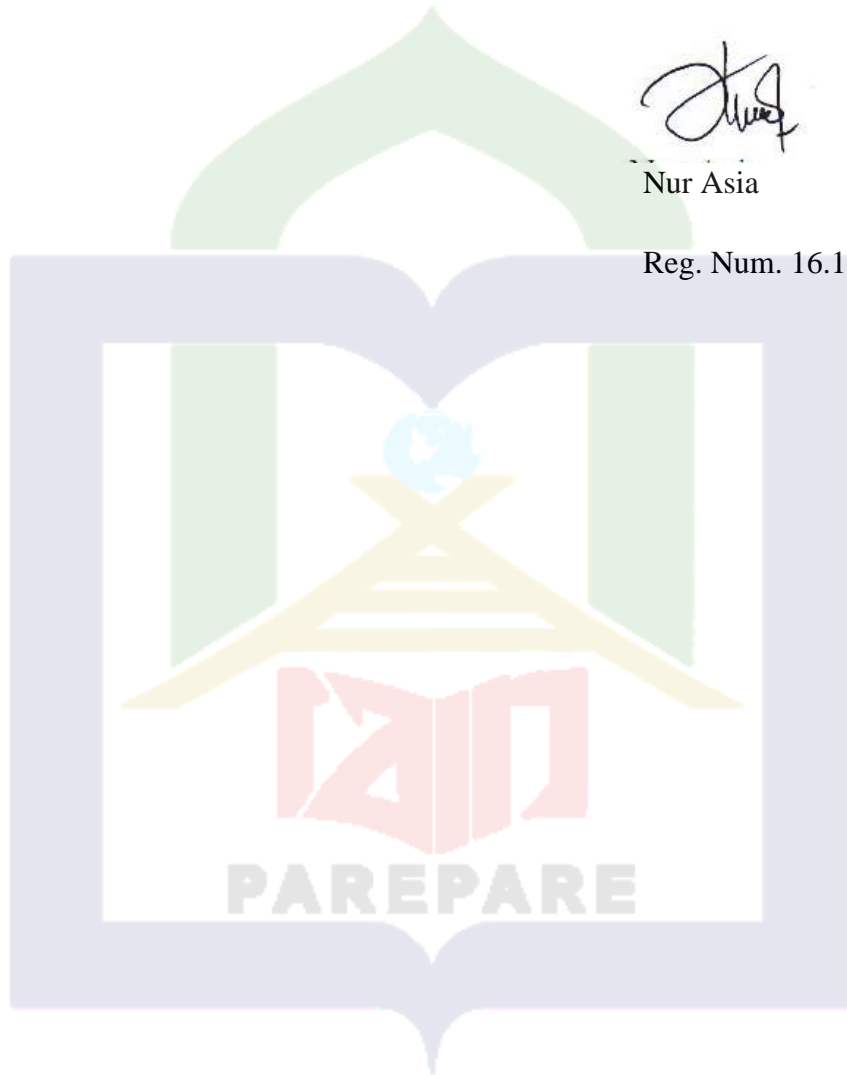
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Nur Asia. *The Influence of Second Language Acquisition Toward Speaking Ability at Tenth Grade of Senior High School 8 Pinrang.* Supervised by Abd Rauf Ibrahim and Ahdar.

The objectives of the research are: 1) To know the second language acquisition at tenth grade of senior high school 8 Pinrang. 2) To know the students' speaking ability at tenth grade of senior high school 8 Pinrang. 3) To find out the influence of second language acquisition toward speaking ability st tenth grade of senior high school 8 Pinrang.

The method in this research is quantitative with correlation analysis, it connects between data showing second language acquisition with the data showing students' speaking skill. The data about second language acquisition is gathered by questionnaire which is conducted by the writer, while the data about students's speaking skill is gathered by conducting speaking test.

The result of students' second language acquisition is in the very good category. This is in accordance with the result of questionnaire data analysis given to 30 respondents. This result proved that is $424 : 3000 = 0, 14133$ or 141% of the criteria set. While, the result of students' speaking skill in the good classification with the result obtained from the students' speaking skill is 78. The result of this research show that there is an insignificant influence of second language acquisition on students speaking skill at the tenth grade of SMAN 8 Pinrang with the value of R_{tab} value was bigger than R_{hit} value indicates that there is no any influence of second language acquisition on speaking skill. The level of significant= 0,5% then the value of $R_{tab} = 0.374$ while the value of $R_{hit} = 0, 335$, it could be concluded that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected. It meant that there is no any influence of second language acquisition on students' speaking skill at tenth grade of SMA N 8 Pinrang.

Keyword: *Second Language Acquisition, Speaking Skill*

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CHAPTER I

INTRODUCTION

A. Background

Every human being never escapes from communicating with each other, both in daily life such as among families and in the community where they hang-out and live in groups. The resulting form of their communication is language. Language is a communication tool that is used by humans around the world, language has a very important role in human life because language is the core of human communication, both in oral and written communication. Language itself is a system of sound symbols used by members of social groups to work together, communicate and identify themselves. If there is no language, human would have difficulty communicating and socializing.

Language is a guide to social reality, though language is not ordinarily thought of as of essential interest to the students of social science, it powerfully conditions all our thinking about social problems and process. Human beings do not live in the objective world alone, not alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular.¹ Language is very important, especially in communicating because a person cannot live alone without help from others. So it is very clear that in the life of everyone cannot be separated from language. The first time a child master a language that is heard directly from his mother when the child is born into this world is called the mother tongue or first language. Then as time goes by and as a child grows, the child would acquire a language other than the language taught by his mother, namely second, third and so on which is called language acquisition depending on the social environment and cognitive level that the person through the learning process.

¹ Edward Sapir, *Language An Introduction to the Study of Speech* (New york: A Harvest Book, Harcourt, Brace & World, Inc), p. 3

Mastery of language usually occurs when a child who has never had a language can then speak so that the first language is the first language someone has mastered and mastered and after the first language there is also a second language. The second language is the language a person has after mastering the first language and this language is usually acquired in the social environment where the language is spoken. The term foreign language is used to denote a language acquired in an environment where it is not normally used by students in everyday situations. That is why English in Indonesia is called a foreign language.¹

Being able to do speaking, especially in English is very important as a means of communication for foreign languages at the international level. Therefore, it is very important to introduce English from an early age because English is a global language that is used not only at the primary and secondary school level but also higher education level.²

Schools can be one of the important roles in influencing fluency in doing English because English is an international language used in various fields ranging from economics, politics, business, and technology. Therefore, the ability to speak English is one of the requirements the main thing is to be able to compete in the era of globalization. Being able to speak, especially English does not only act as a means of communication, but also makes it easier for the environment and work and with English it will facilitate the achievement of goals because English is an international language which means that communicating in the international world must use English. Not mastering English means unable to communicate with the international world. However, most schools do not consider learning English from a student

¹ Dra. Karmadevi Christiaan M.P, Dra. Sutini Paimin, Dr. Theresia K. Brahim , *Second Language Acquisition* (Cet, I; Jakarta: Universitas Terbuka, Depdikbud, 1995), p. 2

² Sri Handayani. "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong ASEAN". Jurnal Profesi Pendidik Ikatan Sarjana Pendidikan Indonesia (ISPI) Jawa Tengah, Vol 3 No 6, p. 102-106

fluency point of view and rarely consider moves or approaches they can take to improve learning.¹

As is the case with language, when acquiring language a person will be able to speak so that they can be skilled at speaking for a purpose. The purpose of teaching speaking skills to students is to apply language in daily communication when at school even in their environment outside of school. By speaking, students will be familiar with the sentences they use in speaking. Teaching speaking to communicate in English means teaching students to communicate in English.

Speaking skills are one of the four main aspects of language besides reading, writing, and listening and have been described in the high school syllabus for English subjects emphasizes secondary education students who are expected to use English as a means of communication in various types of texts, both oral and written texts so that they have basic skills in listening, speaking, reading, and writing.² So that students in the school environment are expected to be able to speak and interact in English or the second language.

Mastery of foreign languages, including English does not hinder or even strengthen mastery of the mother tongue, Indonesian.³ This is very logical on the basic that Indonesian grammar and vocabulary are strongly influenced by English. The wider a person's linguistic mastery of English, the more his Indonesian language skills will increase. Based on this, the reduction in time allocation for English lessons in high school is unfounded. The use of Indonesian and English as the language of knowledge in the era of globalization is very much needed among Indonesian students. The use of English in learning will not shift the position of Indonesian, instead the use of English can strengthen the mother tongue, Indonesian. Students in

¹ Sjafitri Nursiti Mail. "Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipersoalkan". Maret 2018: Jurnal Pendidikan UNSIKA, Vol. 6 No. 1, p. 23-28

² Mulyani." Analisis Teks Kompetensi Dasar Pada Silabus Bahasa Inggris SMA/MA/SMAK/MAK KEMDIKBUD 2017". Kemdikbud 2017: Jurnal Dimensi Pendidikan dan Pembelajaran Universitas Muhammadiyah Ponorogo, Vol 6 No 2, p. 53-59

³ H. Panggabean, " Problematic Approach to English Learning and Teaching: A Case in Indonesian. English Language Teaching" (Canadian Center of Science and Education, 2015), p. 49

the era of globalization are led to master English as an international language, however, students should not forget their mother tongue.

In language acquisition, especially the acquisition of a second language, where students in the school environment are expected to have become an obligation to master a second language in this case is Indonesian, especially at Senior High School 8 Pinrang where most of every students who is in one school scope has a different regional language or commonly referred to as the first language or mother tongue. Therefore, the second language here is very influential in the fluency of communication, whether it is communication between students or communication between students and teachers. Where one of the students confirmed this that in the school environment there was a special moment for this class where they were required to speak English in one day but they are not used to it and the lack of attention from the teacher so that it is still not taken seriously by students and the impact of that makes some students still stiff in speaking English.

In schools, there are a lot of Indonesian language subject that are taught, even almost every day subjects use Indonesian. Then, when learning English is taught only general subjects for example, when teaching tenses that are taught only understanding, formulas and giving some examples and as usual students read the results of sentences that match the examples given and after that there is no additional learning others to students to better understand what tenses are. According to the English Teacher, there are some students who are fluent in second language acquisition then also fluent in speaking in English or answering some questions in English, there are also students who are not very fluent in second language acquisition then are also not fluent in speaking in English or answer several questions in English.

In accordance with the explanation above about the cases that occurred in this study, the researcher will conduct an analysis study about the influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang.

B. Problem Statement

Based on the background above, the researcher formulates the research question as follows:

1. Is there any influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang?
2. How good is the students speaking ability at ten grade of Senior High School 8 Pinrang?

C. Objective of the Research

1. To know any influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang?
2. To find out the influence of second language acquisition toward speaking ability st tenth grade of senior high school 8 Pinrang?

D. Significance of the Research

The significance of the research is benefits obtained from the analysis of data collected relating to science in general.

As for this use is:

1. Theoretically: This scientific work is expected to be used as a reference and useful reading material so that it can contribute to the development of science, especially for educators and can serve as a guide for future researchers.
2. As input for critical considerations to improve the competence and professionalism of a teacher in transferring student material.
3. Practically:

Is expected to be useful provisions as prospective educators and for writers, it can increase the writer's insight and knowledge regarding the state of the object of research both in general and specific scope, and for students, educators, or the community, it is hoped that this research would be able to add knowledge, especially in the field of linguistics or education to become further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

A review of the results of previous research is used as a support for the research to be carried out. On the one hand, it is a material for comparison with exiting research, bot regarding the advantages or disadvantages that existed before as well as strengthening arguments. So that in this case the research takes research related to the title raised.

Second Language Acquisition in the “Jungle Child” movie’s characters, research conducted by Ade Ayu Irma Oktavia. This research is the characters in the “Jungle Child” movie not getting too much acquire their second language and what hinders their second language acquisition is the first language factor and motivational factor. It is still necessary to have encouragement, desire, and goals or motivations that arise withn themselves because basically motivation in learning that comes from within children causes children to have strong desire to learn and some of them younger children are introvert and eksrtouvert so that they have not acquire the language better because they had not found their own identities so that there is no motivation from them to learn new language. The first language factor has an influence on the process of mastering the second language because it is based on the attitude of children who consciously or not have transferred the elements of their first language when they receive a new language or use a second language so that child not already found her own identify, rejected the new language resulting in interference, code switching, or code mixing.¹ Based on the research above it can conluded that not getting too much acquire their second language and what hinders their second language acquisition in the “Jungle Child” movie’s characters not getting

¹ Ade Ayu Irma Octavia, *Second Language Acquisition in the “Jungle Child” movie’s character*. (Thesis; English Department Faculty of Arts and Humanities Islamic State University of Sunan Ampel, Surabaya)

too much acquire their second language and what hinders their second language acquisition is the first language factor and motivational factor.

The Influence of First Language on Second Language toward Speaking Ability for class IX Students of Al-Falah Modern Islamic Boarding School Abu Lam-U Aceh Besar District by Sri Wahyuni. The aim of teaching speaking skills to middle school students is to apply directly in the language school they are learning. Because of speaking lessons cannot be separated from conversation, teaching speaking can mean teaching students to speak in the language intended. This is important to know in depth about the teaching and learning process of speaking, because in many cases students have difficulty mastering speaking skills after attending the lesson. This researcher describes the research the case that occurred in the modern Islamic boarding school obliged students to speak two foreign languages (Arabic and English) according to a predefined weekly schedule in every day conversation. The purpose of this study is to describe, 1) why language first can affect the second language of students in speaking, 2) the factors of any errors which often happens in speaking, and) is there a way that students can minimize it the influence of the first language to the second language in speaking. The techniques used are: observation students, questionnaires, and interview. The population of this study were all students of the Al-Falah Islamic boarding school Abu Lam-U, while the sample is class X student which consists of two classes, namely class XI which is started getting language teaching from grades VII and X2 newly taught when class X (intensive class). From the analysis, the writer found the influence the adoption of the first language to the second language is caused by several factors, for example: lack mastery of language structures, lack of information about English and lack of mastery vocabulary. In addition, Arabic also took part in influencing the language English of students, because most students speak Arabic more dominantly. From references this illustrates that the ability of students to speak a second language can be affected by

the student's first language.² Based on the research above it can be concluded that found the influence the adoption of the first language to the second language class IX Students of Al-Falah Modern Islamic Boarding School Abu Lam-U Aceh Besar District by Sri Wahyuni is caused by several factors, for example: lack mastery of language structures, lack of information about English and lack of mastery vocabulary. In addition, Arabic also took part in influencing the language English of students, because most students speak Arabic more dominantly. From references this illustrates that the ability of students to speak a second language can be affected by the student's first language

B. Some Pertinent Ideas

1. The concept of Speaking

a. Definition of Speaking

To understand speaking as concept, it is essential that we take into account the definitions of speaking proposed by some linguistics and practitioners. Speaking as to say something from feeling and mind expressed through the sequence of the sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) convey a particular function within a language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing formation. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and involving.³

English is one of the foreign languages in Indonesia. The single most important aspect of learning a language is mastering the art of speaking and success as measured in terms of the skill to carry out a conversation in the language.

² Sri Wahyuni, "The Influence of First Language on Second Language toward Speaking Ability for class IX Students of Al-Falah Modern Islamic Boarding School Abu Lam-U Aceh Besar District" Jurnal: Vol. VI, No. 2

³Bown, 1994; Burns & loyce, 1997 (online) (area.dge.mec.pt/grammatical/whatspeakingis.htm, assessed on 21 February 2022), p. 45

Speaking is the way to bring a message from one person to others in order to interact with them. Communication will not be running well without speaking. The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas works as they wanted. Speaking not only functions as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message being spoken.⁴ Speaking as transaction refers to situations where the focus is on what is or done. The message meaning and meaning and making oneself understood clearly and accurately are the central focus. In our social lives, transactional speaking can be identified in terms of job interview, discussion, etc. The main features of transactional speaking are:

1. It functions to exchange information.
2. It is message-oriented which means to communicate meaning.
3. Participants use strategies to understand each other.
4. It needs more questions, repetitions, checks for comprehension.
5. Ideas negotiation normally occurs.
6. Language accuracy is not always important.

Speaking as interaction is commonly found in our real social life in terms of interpersonal dialogues or conversation. Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking.⁵

In mastering English, the thing that needs to be mastered is speaking. Speaking makes us able to establish communication with each other. In speaking, some basic components such as vocabulary, grammar, pronunciation and so on are needed. One of the things we must have in speaking is the courage and confidence to express what is thought. In the process of learning in speaking class is a form of practice to master English and speaking ability will be remembered with practice.

⁴ A. Kaharuddin Bahar. Transactional Speaking (Guna Darma Ilmu: 2004), p. 3.

⁵ A. Kaharuddin Bahar. Interactional speaking (Trust Media Publishing Yogyakarta: 2014), p. 2.

b. The Component of Speaking

Falling back on the ideas of speaking concept as previously described, it is essential that the learners no more recognize speaking as to say something by using voice⁶, more than that, it must be described as to say something from feeling and mind expressed through the sequence of sound (pronunciation), vocabularies, phrases and sentences (grammar) that contain meaning (pragmatics and semantics) according to the functional and social convention in a certain language.

1. Fluency

The fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs in fluency include a reasonable fast speed of speaking and only a small number of pauses and 'ums..' or 'errs...' these signs indicated that the speaker does not have to spend a lot of time searching for the language item needed to express the message. Fluency in speaking can reflect no one in mastering a language. However, to be able to speak with fluent speakers must master the basic components of language. If you are able to talk about without having to think long it can be agreed to talk.

2. Accuracy

Accuracy is clear, articulate, grammatically and phonologically correct language. Accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken language, whereas fluency is probably best achieved by allowing the "stream" of speech to "flow".

3. Content

Content is an idea that will be expressed in terms of speaking. This content is very important to start talking. This is the main foundation for someone to talk every person must have an idea in mind to express it. It is through these ideas that will become the main point of what we say. Even the little things that we convey are content, like names, places and more. Content has meaning in noun classes or nouns

⁶ S. A. Hornby. Oxford Advanced Learner's Dictionary of Current English, Fourth Edition (Oxford: Oxford University Press:2005), p. 134.

so that the content can state the name of a person, place, or all object and everything that is subjected.

4. Pronunciation

Having established that intelligible pronunciation is one of the necessary component of oral communication.⁷ Pronunciation is the way to produce the word clearly when they are speaking. It deals with phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.

Component of speaking becomes the foundation of mastering English by understanding the component makes us understand the basic in English. In every component of speaking we need to be well mastered to be able to be fluent in English. To master English we need to have enough vocabulary and be able to arrange it into sentences that can be understood in speaking

c. Type of Speaking

Using a foreign language socially tends to be natural, while using a foreign language pedagogical tends to be artificial since in order to make the students speak, the teachers intentionally provide some classroom activities which are aimed at stimulating the students' oral production. In the classroom, students may produce several types of speaking performance that carried out from the continuum of classroom activities to promote communicative competence.⁸ There are six speaking categories that students may carry out in the classroom.

⁷ Marianne Celce-Murcia and Donna M. Brinton. Teaching Pronunciation (Cambridge University Press: 2010), p. 9.

⁸ A. Kaharuddin Bahar. The Communicative Competence-Based English Language Teaching (Trust Media: 2013), P. 22.

1) Imitative Speaking

Imitative speaking tends on producing speech by imitating language forms either phonological or grammatical. This category is not for the purpose of meaningful interaction, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty.

2) Intensive Speaking

Intensive speaking goes a step further than imitative. If imitative speaking generally is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect language.

3) Responsive Speaking

Responsive speaking refers to the students' speech production in the classroom in the form of short replies or students-initiated question or comments. These replies are usually sufficient and do not make into dialogue which can be authentic and meaningful e.g.

a: How are thing?

b: Fantastic

4) Transactional Language

Transactional language carried out for the purpose conveying or exchanging specific information, is an extended from responsive language.⁹ This type of speaking is more responsive nature than negotiative as conversation e.g.

a: What is the main idea of this essay?

b: The UN should have more authority.

c: More authority than what?

d: Than it does righ now

e: What do you mean?

⁹ Douglas H Brown., Teaching by Principles An Interactive Approach to Language Pedagogy (San Francisco State University, 2000), p. 273

f: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons.

g: You don't think the UN has that power right now?

h: Obviously not, Iraq is still manufacturing nuclear bombs.

5) Interpersonal Speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors:

- a) Casual register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang
- e) Ellipsis
- f) Sarcasm, etc.

For example:

A: Hi, Bob, how's it going?

B: Oh, so-so

A: Not a great weekend, huh?

B: Well, far it be from me to criticize, but I am pretty miffed about last week.

A: What are you talking about?

B: I think you know perfectly, what I am talking about

A: Oh, that. How come you get so bent out shape over something like that.

6) Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral report,

summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

A teacher must recognize their students well to provide material suitable for them. In each class there are various types of students in speaking, ranging from the proficient to the beginner. For this reason, teachers must be smart in choosing teaching methods that are suitable for every student in the class so they can speak well.

d. The Difficulties of Speaking

The learning process in English is very difficult to understand without the techniques and learning processes that are more effective, in the process of learning English has many obstacles. Constraints in teaching English do not only happen to pursuers, but to students. There are many people suggest about the problem. One of them says that problem will appear is inappropriate between exception and reality. Another problem defines that a problem will happen if someone's necessary does not fulfill.

Penny Ur describe some difficulties in speaking activities that faced by the learners below:

1. Inhibition, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, afraid of criticism or losing face, or simple shy to speak.
2. Nothing to say, you often hear learners complain that they cannot think of anything to say: they have no motives to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation, only one participant can talk at time if he is or she to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use, when the learners share the same mother tongue, they may tend to use it because it is easier, because it felt unnatural to speak to one another in a foreign language.¹⁰

Based on the above theory, the researchers concluded that there are some problem activities that may be faced by the students to speak. So, a teacher must be able to adjust the problem of students in speech and provide corrections to the students so that the students who had difficulty in speaking will not find difficulty in speaking.

2. The Concept of Second Language Acquisition (SLA)

There are some concepts of speaking, they are: The definition of second language acquisition (SLA), processes in acquiring two or more languages, influencing factors in second language acquisition (SLA).

a. Definition of Second Language Acquisition (SLA)

The second language itself is defined in board terms. The second language is simply considered the language that is acquired the language that is acquired or learned after the child has mastered the first language.¹¹

Another definition that goes further reveals that a second language is the official or socially dominant language that is usually needed for education, work, and other education. Foreign language is defined as one of the languages that are not widely used by learners in a social context which may be used for future travel or cross-cultural communication, but it is not really necessary and direct practical application.¹²

When the first language is considered as an acquired language without conscious effort, this second language has its own characteristics in the process and conditions of acquisition. Moreover, second language is not only limited to the

¹⁰ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), p. 121.

¹¹ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 2003), p. 98

¹² Muriel Saville Troike, *Introducing Second Language*, (U.S.A: Cambridge University Press, 2006), p. 66

language learned by children, but also includes actors who are more heterogeneous in various aspects. So it can be interpreted that the second language is the language obtained after the first language has been mastered and studied for various purposes.

Departing from the essence of second language acquisition, it helps us to first understand what acquisition. According to Krashen, acquisition is a subconscious and intuitive process in the development of a language system, no different from the process of a child to “just learn a language”.¹³

In the development of the second language, Krashen argues that this second language was obtained in two ways, namely:

- 1) Acquisition, is an subconscious that leads to the development of competence and does not depend on grammatical rules.
- 2) Learning, refers to conscious learning awareness and knowledge of grammar rules.

Acquisition of a second language (SLA) also refers to learning a target language either by individuals or groups for specific language and learning objectives. The scope of the SLA includes informal learning that occurs naturally, formal learning in the classroom, as well as a mixture of these settings and circumstances.¹⁴

b. Theories of Second Language Acquisition

In the acquisition of language, both the first language and the second language, there are many theories that underlie how the processing occurs. The most common and basic theories are cognitivist theory. Cognitive theory explains that it is a characteristic of a separate naturalism, but one of several abilities that stems from cognitive maturity and language is structured by reason. According to the theory of cognitivist, the most important thing to achieve is cognitive development, and then knowledge can come out in the form of language skills. From birth to 18 months,

¹³ H. Douglas Brown, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Person Education, 2007), p. 45

¹⁴ Murriel Saville Troike, *Introducing Second Language Acquisition*, (U.S.A: Cambridge University Press, 2006), p. 145

language is considered non-existent. Children only understand the world through their senses. Children only recognize objects that are seen directly. At the end of one year, children can understand that objects have permanent properties, so children begin to use symbols to represent objects that are not present in front of them. This symbol then develops into the initial words spoken by the child.¹⁵ According to the cognitive view, a child's mastery and development of language is determined by his cognitive power. The environment does not necessarily have an influence on the intellectual and language development of the child, if the child himself is not actively involved with his environment. In other words, it is the child who plays an active role in being involved with his environment so that his language mastery can develop optimally

c. Processes in acquiring two or more languages

Language that acquire for the first time is called as first language while another language that acquire after first language is called as second language. In fact, the third, the fourth language or even more also called as second language because second language is the term of language that acquired after acquiring mother language. Second language is generally an official language that acquire for some purpose such as education, employment, and many more immigrants who have different native language.¹⁶

Second language acquisition (SLA) in the acquisition process by human about another language. Second language usually can get from two situations they are informal and formal. Informal L2 learning takes place in the natural context, for example when a child from the java area lives in the city of Jakarta, to communicate with native speakers such as when playing with other children there, the child must to use the Jakarta language. Different from informal L2 acquisition, formal L2 learning takes place in the class, such as when a student's is assigned as assignment by his

¹⁵ Murriel Saville Troike, *Introducing Second Language Acquisition*, (U.S.A: Cambridge University Press, 2006), p. 97

¹⁶ 1 ibid.

teacher to tell an event in class, then uses Indonesian and does not use the language of the area where they come from.

Human ability in using only one language called as monolinguals, while ability to use two languages called as bilingualism, so multilingualism refers to ability in using more than two languages. Multilingualism actually is not a rare event because psycholinguistics said that around half of inhabitant in the world can use more than two languages. There are two different children's acquisition process in acquiring two or more languages:¹⁷ So there are several abilities in the language, namely monolingualism, bilingualism, and multilingualism

1) Simultaneous process

It is process of acquiring two or more language at the same time. It is generally done by bilingual parents to their kids. For example, parents using two languages when they speak with their kids. It can be called as simultaneous process if kids can respond two languages that they heard. Simultaneous process has two basic conditions where kids may acquire two more languages:

- a) One person-one language (1P-1L). It means that one person only speak one language to kids. For example of this case is when mother is Indonesian, then she communicate with her kids use only Indonesian language, while father is British so father also communicate with his kids using English language. Kids who acquire two or more languages that one person-two language. It is because of consistency. Children easier to set which language that they will use when communicate with another who has different language.
- b) One person-two languages (1P-2L). It means that one person speak using two languages. For example mother and father have different native language, mother is Indonesian and father is English. Both of

¹⁷ Murriel Saville Troike, *Introducing Second Language Acquisition*, (U.S.A: Cambridge University Press, 2006), p. 111

them mix between Indonesian and English language to communicate with their kids. Kids usually have barrier in this situation. They typically confused to use different language at the same time. For instant, they may use English language system for Indonesian language.

2) Sequential process

This process is more common than simultaneous process. It is process of acquiring another language after the first language has been acquired. Sequential process occurs in immigration case. Children who move to another country which has different language from their native language favor to acquire a new language. For example Indonesian kids who move and stay in America will learn English language at school, but they still continue acquire Indonesian language at home from their parents. Kids who acquire two or more languages sequentially will through four common stages below

- a) Children try to use their native language to communicate with other children who have different language there. Exactly the other children will not understand their native language so they give up then silent.
- b) Children abandon their native language so they try to communicate through gesture. In this part children start to understand a little of the second language.
- c) Children start to use second language in the same way as first language.
- d) At the end, children begin to use grammatical utterances in appropriate situations.

d. Influencing factors in second language acquisition (SLA)

Factors which influence second language acquisition can be supporting factors or even barrier factors, those factors concern with external and internal factors.

External factors refer to environment where the language is acquired and the method that is used to introduce the language while internal factors refer to self-condition.¹⁸

1) Internal factors

It can say that those factors come from the language learners themselves. Those factors are part of psychology. It can be divided into six categories. They are age, sex, personality, attitudes and motivation.

a) Age

The psycholinguists have separated human's age of second language acquisition into three categories: 1) Children under twelve years (0-11 years). The critical period of language acquisition happen at two until eleven years old. In that period children are easier to acquire language. It happens because their brain is elastic yet. The elasticity will be decreased if they grow older. Children in this age can acquire language unconsciously. They can acculturate easier with their playmates. They also can reproduce the speech of second language that they heard without worrying they will false. In this age, children's motoric skills are better than the older one, the possibility of their pronunciation like native also higher. Children under 7 years old also have amazing memory so they can acquire language easier but they cannot apply syntactic rules as good as older children. Older children (above 7 years) in this age begin to optimize their cognitive abilities for considering syntactic rules of the second language. 2) Teenager, twelve until eighteen years old (12-18 years), In this period, the brain's performance is declined. It because of the elasticity of the brain decreased. Teenager usually can acquire language consciously in school. They can apply syntactic rules of second language better than children, but their motor skill in perform language is not better than children. 3) Adults (above 18 years), many research

¹⁸ Dra. Karmadevi Christiaan M.P, Dra. Sutini Paimin, Dr. Theresia K. Brahimi, *Second Language Acquisition* (Cet, I; Jakarta: Universitas Terbuka, Depdikbud, 1995), p. 88

revealed that adults typically declined in second language acquisition. Same as teenager, the barrier of adults happen on their second language pronunciation, but adults can comprehend the syntactical rules faster than younger. They also can create the complex sentences better. Adults are suggested to learn language formally. Through learn language formally, they are expected to perform language better because it can stimulate their motoric skill. If they are active in this learning process exactly it can make their pronunciation are like native.

b) Sex

Most of research said that females are better than males, it is because females are typically can perform verbal language better. Emotional factor also effect males to silent than express their feeling verbally, but this factors has close relation to their personality.

c) Personality

Discussing the question of a person's attitude in mastering a second language, there are two factors that influence and the first is called encourage intake to motivate students to communicate with native speakers of a second language. The second factor is the factor that is able to make student use the language they hear, but it must be remembered that hearing a second language with understanding or listening comprehension does not mean that a student has mastered the language or it does not mean that second language acquisition has occurred.

d) Attitude

Attitude is mental condition which formed through self-experience. Attitude toward second language may affect second language acquisition process.¹⁹ Attitude has impact at efficiency of language acquisition process based on language learner themselves whether he/she accept or

¹⁹ Dra. Karmadevi Christiaan M.P, Dra. Sutini Paimin, Dr. Theresia K. Brahimi, *Second Language Acquisition* (Cet, I; Jakarta: Universitas Terbuka, Depdikbud, 1995), p. 101

reject a new language. for example when somebody moves to another country which has different language, he/she use their native language to communicate with family but he/she must learn a new language to communicate with another people there, attitude in this situation may appear such as learner attitudes toward native, native toward language itself, and etc.

If someone does not like the language it will make he/she decline in achieving second language. Children who have ethnocentric tendencies are more difficult to gain their knowledge about second language than open-minded children. Not only attitudes toward the language, but attitudes toward the second language community also may affect the second language achievement. If people have good attitude toward the second language achievement. If people have good attitude toward the second language community exactly they will success to acquire that language because they more confident to use the second language for communication.

Attitudes toward second language usually can be divided into positive attitude and negative attitude. Positive attitude appears when people enthusiast to use the second language. They assume that second language is important for them. They are also proud to use it in their daily life. Negative attitude toward second language appears when people not care about the second language. They expect that second language does not have any benefit, so they do not have any passion to acquire the second language. Usually it is caused by anxiety, anxiety is a complex construct with different facet. Anxiety includes worry, fear, and so on. Anxiety in second language can be seen as the tension in the classroom that felt by

learners.²⁰ Attitude has impact at efficiency of language acquisition process and based on the writer above attitudes toward second language usually can be divided into positive attitude and negative attitude.

e) Motivation

Motivation is an emotional process that can use a person to fail or succeed in carrying out an activity. In learning a second language a student will be successful if the motivation that the person has is right, be it intrinsic or extrinsic motivation. Intrinsic motivation is motivation that comes from within, for example someone wants to learn English because they feel they need English for several purposes. If the need is due to intrinsic motivation, it is hoped that the student will succeed because the motivation is strong enough. Extrinsic motivation is motivation comes from outside oneself, for example someone who learns English because he wants to be famous or wants to follow trends. If this kind of motivation occurs, the person's success is doubtful, because the existing motivation is not strong enough to support what he wants.

Motivation may affect the SLA process. Motivation of second language is formed of an effort, a desire and good attitude toward the language. It has close relation to social aspect. It usually involves parents as the main role. Parents can motivate children through encouraging children to use second language in their daily life. Siblings, friends, parents in working also may involve. There are two motivational factors of learning second language acquisition. Those motivation are:²¹

1) Instrumental motivation

It is the motivation to acquire new language to reach a certain goals, such as for educational goals or seeking job. This motivation

²⁰ Vivian Cook, *Linguistics and Second Language Acquisition* (Cet I; London; PALGRAVE, 1993), p. 57

²¹ E. Finegan, *Language Its Structure and Use* (Los Angeles: Michael Rosenberg, 2004), p.

does not need to communicate with native. People only need a little stimulus to acquire second language, such as learn from book.

2) Integrative motivation

The motivation to interact naturally with other native and wants to be like them called as integrative motivation. It includes successful acquisition of registers and speaks like native pronunciation. Usually this motivation happens because of the communication needs. For example an Indonesian stays in Britain, so he/she must learn English to communicate with native.

Even though motivation is important factors in second language acquisition, but children 1-2 years old do not needs motivations to learn second language, while the older children needs motivation to learn second language acquisition because they begin to understand whether the second language has positive or negative impact for them or they may choose another interesting activity to do than learn the second language.

2) External factors

External factors regards toward environment where the language is acquired and the method in introducing the second language. The environment of second language acquisition is divided into formal and informal situation, while the method that is used refers to introduction and explication. The method in second language acquisition has close relation to intellectual processing. Intellectual process deals with intelligence. So, intellectual processing means process that involve human's ability to think and comprehend the information. Intellectual process in language acquisition divided into two, induction and explication.

a) informal situation

Informal situation or environment as previously stated namely the environment or natural situation without being formed in a planned manner. This informal environment basically just happens and is without engineering and formation in a planned manner. Inner informal environment relation to

language, both in terms of the acquisition process and learning, the coverage is much larger than the formal environment. This informal environment includes a variety of situations such as when communicating at home with family, communication with friends or with other people, communication in the market, in the office, or anywhere as well as various other situations that occur naturally. So informal situations in second language acquisition refer to natural conditions.

The second language in this situation is acquired unconsciously. It means that the characteristic of second language acquisition in informal situations is experienced in similar conditions where the first language is acquired. Children who move to another country can acquire new language by interaction with playmates and are categorized into second language acquisition in informal situations. They are unconscious that they acquire second language; they only realize that they communicate with natives using second language. Children typically are not aware about the second language grammatical rules, but they can feel the correctness and the mistake of the speech.

Informal situations or informal environments that occur naturally and are of greater frequency rather than the formal environment, it makes up more of the informal environment role when compared to the formal environment in terms of gain and language learning. This results in an informal environment more dominant and provides assistance to learners. Basically, this informal environment is more related to language acquisition problems, while the formal environment tends to be related to language learning problems. This can be accepted with the reason that the more informal environment dominates learners, resulting in learners tend to master the material learned naturally through the acquisition of various informal situations.²²

b) formal situation

²² Andiopenta Purba “ Peranan Lingkungan Bahasa dalam Pemerolehan Bahasa Kedua” FKIP Universitas Jambi: Vol. 3 No. 1 Juli 2013, p. 13-25

Formal situation occurs in a classroom. This situation is usually called as planned situation. It is because the learning process has already planned that there is a course about language. the second language is learnt consciously in this situation. The language learners in this process are aware about the grammatical rules of the language, but they ignore the communication process. So, in this process the language learners only focus on language rule without practice to communicate using the second language with native. The characteristic which make the formal situation different from the informal situation is there an instructor who guides the learning process. The instructor is the only one who knows about the second language. The language learning process will not happen until the instructor gives the course.

c) Induction

Induction is language learning process by self-discovery. This process mostly applied by children under 7 years old or in the early before children entering to school. In that time, children will expose and remember the second language words that they heard, not only that the learner also expected to understand the rules and structures of second language by themselves.²³

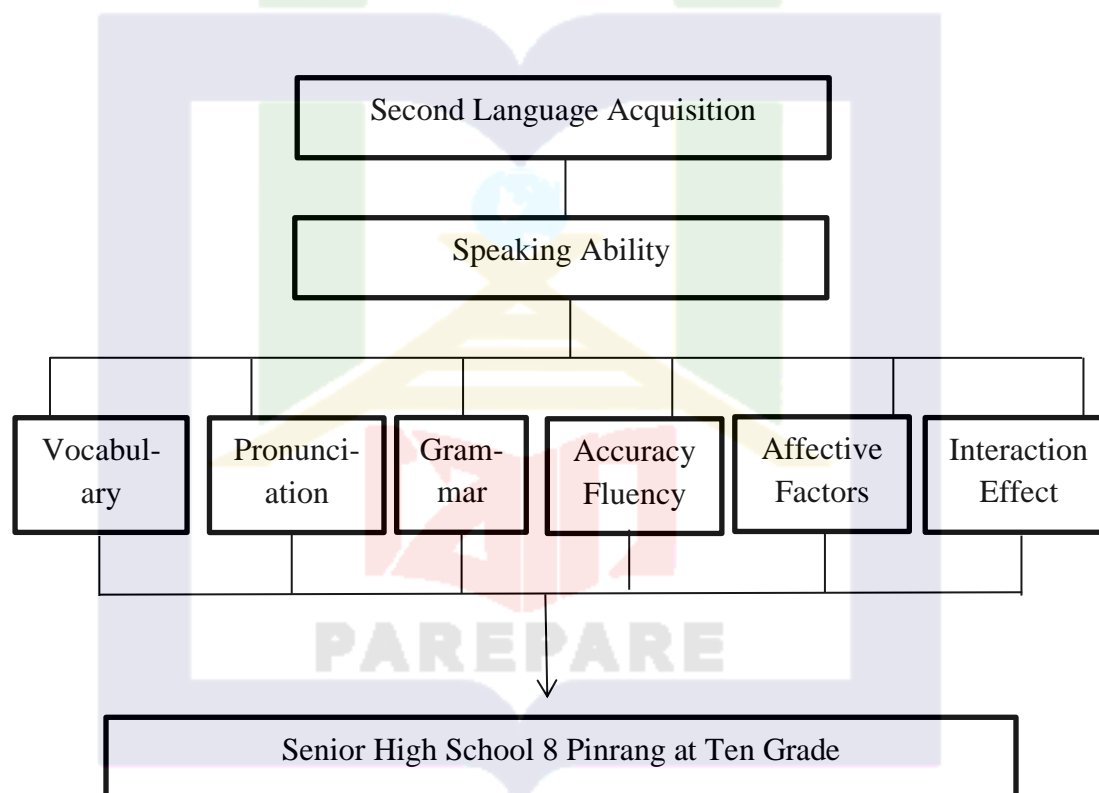
Teaching of a second language covers several areas. Includes understanding in general about what a language is, what is learning, and for the context of a classroom, what is teaching. Knowledge of first-hand language learning for children understand the SLA principle. How a number of the essential differences between the learning of children and adults and between the acquisition of a first language and second language must be carefully conveyed. Learning a second language is part of and following general and principled man. There is a large variation in cognitive style among learners as well as the choice of different strategies for each learner. in this process mistakes are an unavoidable aspect and they can deeper insights.

²³ Ade Ayu Irma, "Second Language Acquisition in the Jungle Child Movie's Characters", Thesis: English Department Faculty of Arts and Humanities UIN Sunan Ampel Surabaya, 2018

C. The Conceptual Framework

Conceptual framework is a description of the pattern of relationship between concepts or variables coherently which is a complete picture of the focus of the research. The frame of mind is usually expressed in the form of a schematic or chart.²⁴ This framework is used by researchers to describe problems in writing scientific papers. So with this researchers really need a framework as a basis for systematic thinking.

This picture is about the influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang.



²⁴Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama 2013), p. 26

D. Hypothesis

Based on the related literature, the researcher formulates hypothesis as follows:

H_0 : There is no influence of second language acquisition toward speaking ability at tenth grade of senior high school 8 Pinrang.

H_1 : There is influence of second language acquisition toward speaking ability at tenth grade of senior high school 8 Pinrang.

E. Variable and Operational Definition

1. Variable research

Variable can be defined as any aspect of a theory that can vary or change as part the interaction within the theory. In other words, variables are anything can addit or change the result of a study. Every study has variables as these are needed in order to understand differences.²⁵ This study has two variables, they are independent variable and dependent variable. Independent variable of the researcher is second language acquisition and dependent variable of this researcher is speaking skill

2. Operational Definition

a. Second Language Acquisition

Second Language Acquisition is simply considered the language that is acquired or learned after the child has mastered the first language and this language is usually acquired in the social environment where the language is spoken.

b. Speaking Skill

Speaking as to say something from feeling and mind expressed through the sequence of the sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) convey a particular function within a language. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing formation. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

²⁵ Christopher, L, Heffner“ Defining Variable”.Allpsych.com/ Researchmethod/ Deviningvariable// (Accessed On 13th, December 2020)

It is often spontaneous, open-ended, and involving. Speaking is important one, and the way to speak also different, depend on the situation. It is suggested to speak in more polite in formal situation and daily life. There are some aspect of speaking such as vocabulary, pronunciation, accuracy and fluently, affective factors and the interaction effect. But in this research, the researchers focus on the student's vocabulary, and pronunciation.



CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

This research was conducted using a quantitative with use correlational analysis. Correlation analysis is an analysis to find the level of relationship or association between the independent variable and the dependent variable. Second language acquisition (X) are independent variables and speaking skill (Y) are dependent variables.



Where:

X: Variable Independent (Second language acquisition)

Y: Variable Dependent (Speaking skill)

B. Location and Duration of the Research

The location of this research was SMAN 8 Pinrang by focusing at tenth grade of IIS students on academic year 2020/2021, and research conducted for approximately a month, because this research is the quantitative and have a several time to collect and analyze the data.

C. Population and Sample

1. Population

The population of this research was the tenth grade of IIS students at SMAN 8 Pinrang in academic year 2020/2021. The tenth grade of IIS students at SMAN 8 Pinrang consist of four classes. The total of IIS students at SMAN 8 Pinrang are 138 students. For short, let's take a look at the table below:

Table 3.1: Students' of SMAN 8 Pinrang

NO	Class	Total
1	X IIS 1	30

Connection from continued table 3.1

2	X IIS 2	35
3	X IIS 3	35
4	X IIS 4	33
Total		133

Sumber data: SMAN 8 Pinrang

2. Sample

In this research, to obtain sample data the researcher used cluster random sampling technique where this type of sampling was carried out based on certain groups or areas and in this study there are four classes of tenth grade IIS students at SMAN 8 Pinrang

. The researcher took one class of them could represent the other classes. So, the sample is X IIS 1 consist of 30 students.

D. Instrument of the Research

There are some procedural in this research such as follow:

1. Questionnaire

In this research, the researcher distributed the questionnaire about students aimed to know their second language acquisition score. In determining students score the researcher used closed questionnaire in which the respondents ticked the available responses given by the researcher. The questionnaires used five alternative based on the Likert's scale is used to measure attitude, opinion, perception based on the certain object or phenomena.¹ The indicators of the questionnaire were explained as follows: Strongly Agree (Sangat Setuju), Agree (Setuju), Hesitant (Ragu-ragu), Disagree (Tidak Setuju), and Strongly Disagree (Sangat Tidak Setuju).

Table 3.2: Criteria questionnaire score:

Positive Statement		Negative Statement	
Criteria	Score	Criteria	Score
Strongly agree (SA)	5	Strongly agree (SA)	1

¹ Sugioyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2015), p. 168-169

Connection from continued table 3.2

Agree (A)	4	Agree (A)	2
Hesitant (H)	3	Hesitant (H)	3
Disagree (D)	2	Disagree (D)	4
Strongly disagree (SD)	1	Strongly disagree (SD)	5

Source: rating scale, Sugiyono²

Table 3.3: Classifying the student's in to the following criteria:

INTERVAL	CLASSIFICATION
20-35	Very Poor
36-51	Poor
52-67	Fair
68-83	Good
84-99	Very Good

To determine the value of the interval and the classification of students in second language acquisition must pay attention to the value of the interval. If the value of interval 20-35 then classification is very poor, if the value of interval 36-51 then classification is poor , if the value of interval 52-67 then classification is fair, , if the value of interval 68-83 then classification is good, , if the value of interval 84-99 then classification is very good.

2. Test

Test is a number of questions that have been given to students to be given a response or answered to measure that level of students' speaking skill.

To measure students' speaking skill, the researcher gave some questions to students in order to measure that level of their speaking skill. In the process of measuring their speaking skill, the researcher shared recording via whatsapp and then scores them by using table classification score.

² Sugiyono, Metode Penelitian Statistika (Bandung, Alfabeta, 2011) , p. 126

Table 3.4: Criteria of Students' Speaking skill score

No	Competence	Criteria	Point
	Accuracy	1. Pronunciation is only very slightly influenced by mother tongue. Two or three minor grammatical and lexical errors.	6
		2. Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical error but most utterances are correct.	5
		3. Pronunciation is still moderately influenced by the mother tongue but no serious phonological and lexical errors but only one or two major errors casing confusing.	4
		4. Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors some of which cause confusing.	3
		5. Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.	2
		6. Serious pronunciation errors as well as many basic grammatical and	1

Connection from continued table 3.4

		lexical errors no evidence of having mastered any of the language ability and areas practiced in the course.	
2	Fluency	<p>1. Speak without too great an effort with a fairly wide range of expression. Search for words occasionally but only one or two unnatural pauses.</p> <p>2. Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.</p> <p>3. Although she has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p> <p>4. Has to make an effort for much time. Often has search for the desired meaning. Rather halting delivery and fragmentary.</p> <p>5. Long pause while she searches for the desired meaning frequently fragmentary and halting. Delivery, almost gives up making the effort at times. Limited range of expression.</p>	<p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p>

		6. Full of long and unnatural pause. Very halting and fragmentary delivery. At the times gives up making the effort. Very limited range expression.	1
3	Comprehensibility	<p>1. Easy for listener to understand the speaker's intonation in general meaning. Frey few interruption or clarification required.</p> <p>2. The speaker's intonation and general are fairly clear. A few interruption by the listener for the sake of classification are necessary.</p> <p>3. Most of what a speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek the clarification.</p> <p>4. The listener can understand a lot of what said but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.</p> <p>5. Only small bits (usually short sentences and phrases) can be understood and the with is used to listening to speaker.</p> <p>6. Hardly anything of what is said can</p>	<p>6</p> <p>5</p> <p>4</p> <p>3</p> <p>2</p>

		be understood, even when the listener makes a great effort or interrupts the speaker is unable to clarify anything she seems to have said. ³	1
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Classifying students' speaking skill into six levels as the following table:

Table 3.5: Classification of Students' Speaking Skill

No	Classification	Score
1	Excellent	91-100
2	Very good	81-90
3	Good	71-80
4	Fair	61-70
5	Poor	51-60
6	Very poor	<50

³ J. B. Heaton, *Writing English Language Test: Longman Handbooks for Language Teachers*, p. 100

F. Technique of Collecting Data

In the process of collecting data, researcher distributed questionnaire and gave speaking test to students. Researcher distributed questionnaire to students using Google form to find out students' second language acquisition share by researcher via whatsapp. Then the researcher gave some questions to students by sending voice messages via whatsapp also, then the researcher collected the data and the researcher analyzed the data by using product moment correlation to answer the problem about the influence of second language acquisition on students' speaking skill.

F. Technique of Data Analysis

1. Descriptive Statistic

Data analysis using descriptive statistics, which described the existing data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics is done by collecting, compiling, presenting, analyzing all data of all variables in terms of percentage, frequency, distribution,, histogram, diagram, graph, mean, mode, median, and standard deviation.

2. Inferential Statistic

Inferential statistic are statistical data analysis technique used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing, inferential statistical analysis is used to know the influenced of second language acquisition on students' speaking skill class X IIS 1 of SMAN 8 Pinrang, using Person's product moment correlation analysis technique with the following formula:

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

Where:

r_{xy} = The correlation coefficient of variable X and Y

N= The sum of the object total

$\sum xy$ = Total multiplication score X and Y

$\sum x^2$ = The sum of squares distribution score X

$\sum y^2$ = The sum of squares distribution score Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_0 is accepted and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_0 is rejected.⁴

3. Speaking Skill in Speaking Test

The result of the test was tabulated to find out the score by applying the formula as follows:

Rate percentage of the students score

$$P = \frac{A}{B} \times 100$$

Where:

P = percentage

A = students' proportion choosing

B = the total number of students.⁵

The result of the test was tabulated to find out about the influence of second language acquisition on speaking skill, the researcher used a simple linear regression formula.

$$Y = a + bX$$

Y = the dependent variable (the predicted value).

X = the independent variable.

a = constant (the value of Y when X = 0)

b = koefisien regression (value increase or decrease if it is positive if it worth negative).⁶

⁴ Burhan Bungin, S. Sos., M. Si. *Metode Penelitian Kuantitatif*. (cetakan 3. Jakarta: Fajar Interpretama Offiset. 2005), p. 197

⁵ Trianto, M. Pd. *Mendesain Model-Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana Prenada Media Group, 2009), p. 243

The price of a and b can be determined by formula.⁷

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum x^2 - (\sum X)^2}$$



⁶ Drs. Andi Supangt. *Statistika dalam Kajian Deskriptif, Inferensi, dan Nonparametrik*. (Edisi Pertama), (Jakarta: Prenada Media, 2007), p. 334

⁷ Prof. Dr. H. Agus Irianto. *Statistik Konsep Dasar, Aplikasi dan Pengembangan*, (Edisi Pertama), (Jakarta: Prenada Media, 2004), p. 158-159

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with finding and discussion. The finding was the students' score obtained through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given, that will be explained more details.

A. Findings

Based on the result of the SPSS, description of the data presented in this section includes variable data of the students' second language acquisition (X) or refers to individuals and groups who are learning a language after their first language from childhood and also refers to the learning process and students speaking skill (Y) when speaking skills are defined as skills which allow us communicate effectively and these skills give us the ability to convey information verbally and in a way that the listener can understand. The values that have been presented after processing from raw data using descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable are presented as follows.

1. Students Second Language Acquisition

The summary of descriptive statistics for students' second language acquisition (X) can be seen in the following table.

Table 4.1 The Summary of Descriptive Statistics (Variable X)

Statistics

N	Valid	30
	Missing	0
Mean		14.13
Std. Error of Mean		.587
Median		14.00
Mode		14
Std. Deviation		3.213
Variance		10.326
Skewness		-.229
Std. Error of Skewness		.427
Kurtosis		-.079
Std. Error of Kurtosis		.833
Range		13
Minimum		8
Maximum		21
Sum		424

The result show that the students' second language acquisition variable score was between 8 and 21, the mean was 14.13, median 14.00, mode 14, variance 10.326, skewness -.229, kurtosis -.079, and std. deviation 3.213. The frequency distribution of students' second language acquisition can be seen in the following table.

Table 4.2 Frequency Distribution of (Variable X)

Students' Second Language Acquisition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	3	10.0	10.0	10.0
	10	1	3.3	3.3	13.3
	11	2	6.7	6.7	20.0
	12	2	10.0	10.0	26.7
	13	2	13.3	13.3	33.3
	14	7	23.3	23.3	56.7
	15	4	13.3	13.3	70.0
	17	6	20.0	20.0	90.0
	18	1	3.3	3.3	93.3
	19	1	3.3	3.3	96.7
	21	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

X variable diagram can also be shown in Figure 4.1 as follows:

Figure 4.1 Bar Chart of Students' Second Language Acquisition (Variable X)

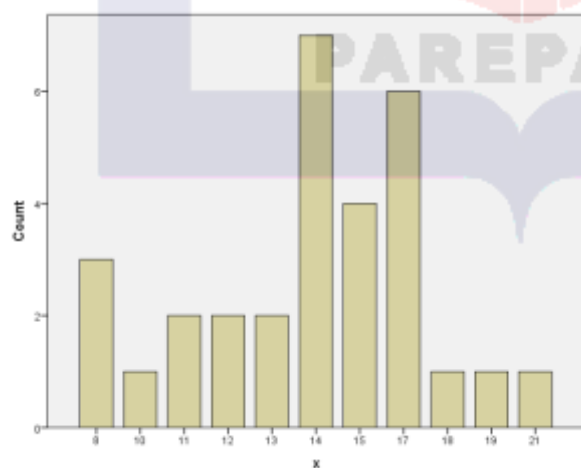
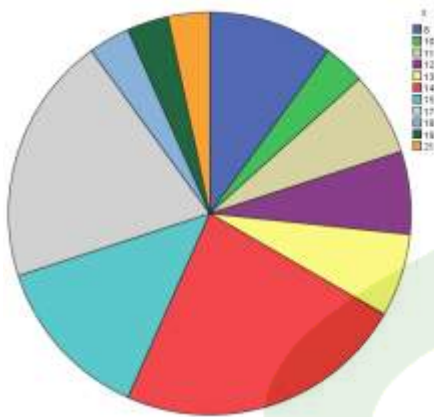


Figure 4.2 Pie Chart of Students' Second Language Acquisition (Variable X)



Based on the frequency distribution for the total score obtained by each respondent with a score of 10, 18, 19 and 21 each have 1 frequencies (3,3%), score 11, 12, and 3 each have 2 frequencies (6,7%), score 15 have 4 frequencies (13,3), score 17 have 6 frequencies (20.0%), score 14 have 7 frequencies (23.3%). So the largest frequency is that the score 14 which has 7 frequencies (23.3%) and the smallest frequency is at the score 10, 18, 19 and 21 each have 1 frequencies (3,3%).

Table 4.3 Guidelines for interval the score of respondent

INTERVAL	CLASSIFICATION
20-35	Very Poor
36-51	Poor
52-67	Fair
68-83	Good
84-99	Very Good

The total value of students' second language acquisition obtained from the result of study is 424, the highest value of this result variable is $20 * 5 = 100$, because the number of respondent is 30, the criteria value is $30 * 100 = 3000$. So the students'

second language acquisition is $424 : 3000 = 0,14133$ or 141% of the criteria set. So it can be concluded that the value of student's second language acquisition belongs to the very good category. So it can be concluded that the second language acquisition at tenth grade of senior high school 8 Pinrang can be stated to have a very good influence because it is marked by the results of calculations on the interval value indicating that the second language acquisition is included in the very good category.

2. Students' Speaking Skill

The summary of descriptive for students' speaking skill (Y) can be seen in the following table.

Table 4.4 The Summary of Descriptive Statistics (Variable Y)

Statistics		
N	Valid	30
	Missing	0
Mean		24.70
Std. Error of Mean		1.052
Median		23.50
Mode		23
Std. Deviation		5.760
Variance		33.183
Skewness		.787
Std. Error of Skewness		.427
Kurtosis		1.113
Std. Error of Kurtosis		.833
Range		25
Minimum		15
Maximum		40
Sum		741

The result shows that variable score of the students' speaking skill was between 15 up to 40, mean score of 24.70, median 2350, mode 23 , variance 33.183, an std. deviation 5.760. The frequency distribution of students' speaking skill can be seen in the following table.

Table 4.5 Frequency Distribution of Students' Speaking Skill (Variable Y)

Students' Speaking Skill

		Frequency	Percent	Valid Percent	Cumulative Percent
	15	2	6.7	6.7	6.7
	17	2	6.7	6.7	13.3
	21	2	6.7	6.7	20.0
	22	2	6.7	6.7	26.7
	23	7	23.3	23.3	50.0
	24	3	10.0	10.0	60.0
	25	2	6.7	6.7	66.7
Valid	26	3	10.0	10.0	76.7
	28	1	3.3	3.3	80.0
	29	1	3.3	3.3	83.3
	30	1	3.3	3.3	86.7
	31	1	3.3	3.3	90.0
	36	2	6.7	6.7	96.7
	40	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Y variable diagram can also be shown in Figure 4.3 as follows:

Figure 4.3 Bar Chart of Students' Speaking Skill (Variable Y)

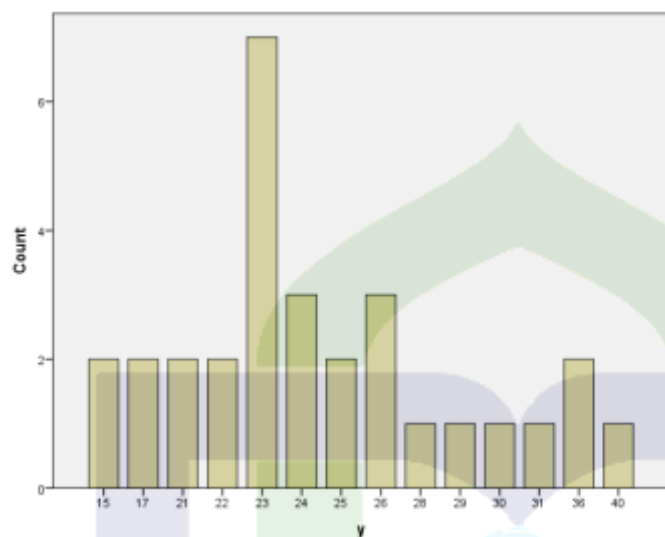
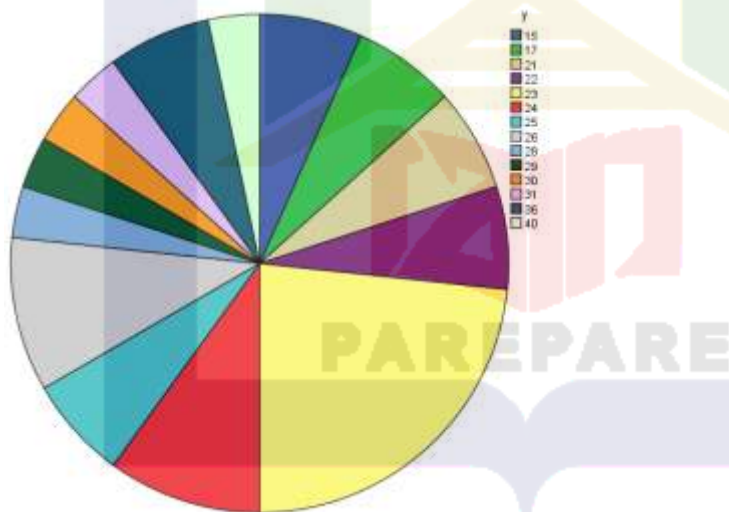


Figure 4.4 Pie Chart of Students' Speaking Skill (Variable Y)



Based on the frequency distribution for the total score obtained by each respondent with a score of 28, 29, 30, 31, and 40 each have 1 frequencies (3,3%), score 15, 17, 21, 22, 25, and 36 each have 2 frequencies (6,7%), score 24, and 26 each have 3 frequencies (10,0%), score 23 have 7 frequencies (23.3%). So the largest

frequency is that the score 23 which has 7 frequencies (23.3%) and the smallest frequency is at the score 28, 29, 30, 31, and 40 each have 1 frequencies (3,3%).

Table 4.6 The Students' Score on Speaking Test

No	Name	Total Score	Final Score (Y)	Y^2
1	Andrianto Kalla	23	76	5776
2	Azmira Nurdin	21	70	4900
3	Citra Lestari	26	86	7396
4	Fadhil Fahrizal Hamka	24	80	6400
5	Fitrah	25	83	6889
6	Hamida	25	83	6899
7	Hariani	26	86	7396
8	Hilda	24	80	6400
9	Ichsan Rahman	26	86	7396
10	Isnaini	23	76	5776
11	Kartini	25	83	6889
12	Linda	23	76	5776
13	Marwah	21	70	4900
14	Masita	24	80	6400
15	Miftahul Rahman	24	80	6400
16	Mutmainnah	22	73	5329
17	Mohammad Ad'han	23	76	5776
18	Nadia	22	73	5329
19	Naila Safitri	23	76	5776
20	Nismayanti	21	70	4900
21	Nur Eda	25	83	6899
22	Nur Qalbi Sarni Saputri	22	73	5329

Continued-

Connection from continued table 4.6

No	Name	Total Score	Final Score (Y)	Y^2
23	Nur Syafika	25	83	6899
24	Nuraslani	24	80	6400
25	Nurhidayah	22	73	5329
26	Nurul As'yura Muinra	25	83	6899
27	Nurul Natasya	21	70	4900
28	Rahmawati Acong	23	76	5776
29	Rahmawati Hajir	24	80	6400
30	Siti Nurhaisa	24	80	6400
TOTAL		706	2344	183924

To find out the final score of students in speaking English test, the researcher was using a formula as follow:

$$score = \frac{\text{the students' score}}{\text{the number of students}} \times 100$$

For example, the student number one got score 23 in speaking. To find out his final score, the researcher calculated his score as follow:

$$score = \frac{23}{30} \times 100 = 76$$

$$Y = \frac{\sum E}{N}$$

$$Y = \frac{2344}{30}$$

$$= 78$$

Table 4.7 The Classification, Score, Frequency, and Percentage of Students' Speaking Test

No	Classification	Score	Frequency	Percentage
1	Excellent	91-100	0	0%
2	Very Good	81-90	9	30%
3	Good	71-80	17	56,67%
4	Fair	61-70	4	13,33%
5	Poor	51-60	0	0%
6	Very Poor	Less than 50	0	0%

3. The Calculating of Reading Habit Score and Speaking Score

The students' calculating score of reading habit and speaking include X (students' second language acquisition score), X^2 (students' second language acquisition score quadratically), Y (students' speaking score), Y^2 (students' speaking score quadratically), and XY (multiplying the value of X and Y). The score is administrated in the following table.

Table 4.8 Calculating Scores of Second Language Acquisition and Speaking Test

No	Name	X	X^2	Y	Y^2	X.Y
1	Andrianto Kalla	37	1367	76	5776	2812
2	Azmira Nurdin	46	2116	70	4900	3220
3	Citra Lestari	62	3844	86	7396	5332
4	Fadhil Fahrizal Hamka	45	2025	80	6400	3600
5	Fitrah	36	1296	83	6889	2988
6	Hamida	60	3600	83	6889	4980
7	Hariani	51	2601	86	7396	4386
8	Hilda	48	2304	80	6400	3840

Continued-

Connection from continued table 4.8

No	Name	X	X^2	Y	Y^2	X.Y
9	Ichsan Rahman	51	2601	86	7396	4386
10	Isnaini	50	2500	76	5776	3800
11	Kartini	52	2704	83	6889	4316
12	Linda	50	2500	76	5776	3800
13	Marwah	49	2401	70	4900	3430
14	Masita	45	2025	80	6400	3600
15	Miftahul Rahman	59	3481	80	6400	4720
16	Mutmainnah	49	2401	73	5329	3577
17	Mohammad Ad'han	51	2601	76	5776	3876
18	Nadia	54	2916	73	5329	3942
19	Naila Safitri	53	2809	76	5776	4028
20	Nismayanti	53	2809	70	4900	3710
21	Nur Eda	46	2116	83	6889	3818
22	Nur Qalbi Sarni Saputri	39	1521	73	5329	2847
23	Nur Syafika	53	2809	83	6889	4399
24	Nuraslani	66	4356	80	6400	5280
25	Nurhidayah	70	4900	73	5329	5110
26	Nurul As'yura Muinra	55	3025	83	6889	4565
27	Nurul Natasya	60	3600	70	4900	4200
28	Rahmawati Acong	55	3025	76	5776	4180
29	Rahmawati Hajir	40	1600	80	6400	3200
30	Siti Nurhaisa	44	1936	80	6400	3520
TOTAL		1529	79789	2344	183894	119862

$$\text{Mean } (\Sigma) x = 1529$$

$$\text{Mean } (\Sigma) y = 2344$$

$$\Sigma x^2 = 79789$$

$$\Sigma y^2 = 183894$$

$$\Sigma xy = 119862$$

The next calculation is finding out the influence between two variables (r_{xy}) by using correlation product moment formula. The score is administrated in the following calculation.

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

$$r_{xy} = \frac{30 \cdot 119862 - (1529)(2344)}{\sqrt{\{30 \cdot 79789 - (1529)^2\} \{30 \cdot 183894 - (2344)^2\}}}$$

$$r_{xy} = \frac{3595860 - 3583976}{\sqrt{\{2393670 - (1529)^2\} \{5516820 - (2344)^2\}}}$$

$$r_{xy} = \frac{11,884}{\sqrt{(2393670 - 2337841)(5516820 - 5494336)}}$$

$$r_{xy} = \frac{11,884}{\sqrt{(55829)(22484)}}$$

$$r_{xy} = \frac{11,884}{\sqrt{1255259236}}$$

$$r_{xy} = \frac{11,884}{3542963}$$

$$r_{xy} = 0,335$$

Calculating the *degree of freedom*

To know the influence of second language on students' speaking skill at the tenth grade of SMAN 8 PINRANG in 5% significance, the researcher is using r_{tabel} with degree of freedom as follow:

df: N-2

df: 30-2

df: 28

df: 0.374

Table 4.9 Table of R_{hit} and R_{tab}

R_{hit}	R_{tab}
0,335	0,374

The data above shows that the value of R_{tab} values was bigger that R_{hit} values indicates that there is no any influence of second language acquisition on students' speaking skill.

For the level of significance = 0.5% then the value of $R_{tab} = 0.374$ while the value of $R_{hit} = 0.335$, it could be concluded that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected. It meant that there is no any influence of second language acquisition on students' speaking skill at tenth grade of SMAN 8 PINRANG.

B. DISCUSSION

1. The Influence of Second Language Acquisition on Students' Speaking Skill

Students' second language acquisition at tenth grade of SMAN 8 Pinrang in the very good category and the students' speaking skill at the tenth grade of SMAN 8 Pinrang in the good classification. After calculating and analyzing the statistics with the Person's Product Moment, the result of this hypothesis found that there was an insignificant influence of second language acquisition on students' speaking skill at tenth grade of SMAN 8 Pinrang.

The result of the calculation and discussion above, this study measures the level of second language acquisition based on the cognitive theory which stated that that it is a characteristic of a separate naturalism, but one of several abilities that stems from cognitive maturity and language is structured by reason, in other words it is the child who plays an active role in being involved with his environment so that his language mastery can develop optimally. The results of this study indicate that there is no significant effect on of second language acquisition on students' speaking skill at tenth grade of SMAN 8 Pinrang this is because apart from the environment of studets who only focus on class hours and they also lack practice about speaking which causes a lack of confidence and motivation that can support their learning activities, they indirectly involve their cognitive so that language does not develop optimally.

Second language is simply considered the language that is acquired the language that is acquired or learned after the child has mastered the first language. Another definition that goes further reveals that a second language is the official or socially dominant language that is usually needed for education, work, and other education. Foreign language is defined as one of the languages that are not widely used by learners in a social context which may be used for future travel or cross-cultural communication, but it is not really necessary and direct practical application. Acquisition is a subconscious that leads to the development of competence and does

not depend on grammatical rules. Second language acquisition (SLA) also refers to learning a target language either by individuals or groups for specific language and learning objectives, the scope of the SLA includes informal learning that occurs naturally, formal learning in the classroom, as well as a mixture of these settings and circumstances.

There are two factors that influence in second language acquisition (SLA) Factors which influence second language acquisition can be supporting factors or even barrier factors, those factors concern with external and internal factors. External factors refer to environment where the language is acquired and the method that is used to introduce the language while internal factors refer to self-condition like age , sex, personality, attitude, and motivation. Where age the psycholinguists have separated human's age of second language acquisition into three categories is children under twelve years, teenager or twelve until eighteen years old, and adult or above 18 years. Sex Most of research said that females are better than males it is because females are typically can perform verbal language better. A person's attitude in mastering a second language there are two factors the first is called encourage intake to motivate students to communicate with native speakers of a second language and the second factor is the factor that is able to make students use the language they hear but it must be remembered that hearing. Motivation is an emotional process that can use a person to fail or succeed in carrying out an activity.

In the learning process some problem of speaking, those problems are elaborated as follow: Inhibition, speaking requires some degree of real-time exposure to an audience, learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, afraid of criticism or losing face, or simply shy to speak. Nothing to say, you often hear learners complain that they cannot think of anything to say: they have no motives to express themselves beyond the guilty feeling that they should be speaking. Low or uneven participation, only one participant can talk at a time if he is or she to be heard; and in a large group this means that each one will have only very little talking time, this problem is

compounded by the tendency of some learners to dominate, while others speak very little or not at all.. Mother-tongue use, when the learners share the same mother tongue, they may tend to use it because it is easier, because it felt unnatural to speak to one another in a foreign language.

The influence of second language acquisition students speaking skill proved insignificant. These result also support the results of Ade Ayu Irma Octavia about second language acquisition in the “jungle child” movie’s character when her research research is conducted to know about Children Second Language Acquisition in informal situation. The focus is one the immigrant children characters to analyze their Second Language Acquisition process in informal situation and what are the influencing factors of their Second Language Acquisition. This study is descriptive research. The data which is taken from the movie’s transcript is analyzed using content analysis method. The theory of second language acquisition and its influencing factors is used to answer the research problem. The result reveal that the characters in the “Jungle Child” movie not getting too much acquire their second language and what hinders their second language acquisition is the first language factor and motivational factor. It is still necessary to have encouragement, desire, and goals or motivations that arise within themselves because basically motivation in learning that comes from within children causes children to have strong desire to learn and some of them younger children are introvert and eksrtouvert so that they have not acquire the language better because they had not found their own identities so that there is no motivation from them to learn new language. The first language factor has an influence on the process of mastering the second language because it is based on the attitude of children who consciously or not have transferred the elements of their first language when they receive a new language or use a second language so that child not already found her own identify, rejected the new language resulting in

interference, code switching, or code mixing.¹ Based on the research above it can be concluded that not getting too much acquire their second language and what hinders their second language acquisition in the “Jungle Child” movie’s characters not getting too much acquire their second language and what hinders their second language acquisition is the first language factor and motivational factor.

Based on the results of the study that have been done it can be concluded that students’ second language acquisition at tenth grade of SMAN 8 Pinrang is 141, very good category and student’s speaking skill at tenth grade of SMAN 8 Pinrang is 78, good classification. There is an insignificant influence of second language acquisition on students’ speaking skill at the tenth grade of SMAN 8 Pinrang with the value of R_{tabel} value was bigger than R_{hitung} value indicates that there is no any influence of second language acquisition toward speaking ability. The level of significant = 0.5% then the value of $R_{tab} = 0.374$ while the value of $R_{hit} = 0,335$, it could be concluded that the null hypothesis (H_0) was accepted and alternative hypothesis (H_1) was rejected. It meant that there is no any influence of second language acquisition on students’ speaking skill at tenth grade of SMAN 8 Pinrang.

This is supported by the students themselves, how they are not fluent in English because they are still influenced by their first language or mother tongue, then they also rarely practice or repeat English lessons themselves, making them less fluent in English, which is supported by nativism theory which says that the nativism views states that language processing is determined by nature so that language develops naturally along with how the person uses language so that it becomes a habit which is then developed in the learning process.²

¹ Ade Ayu Irma Octavia, *Second Language Acquisition in the “Jungle Child” movie’s character*. (Thesis; English Department Faculty of Arts and Humanities Islamic State University of Sunan Ampel, Surabaya)

² Muriel Saville Troike, *Introducing Second Language Acquisition*, (U.S.A: Cambridge University Press, 2006), P. 2

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of data analysis and discussion of the result that has been describe in this research, which discusses the influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang. Based on the description above, the researcher can conclude that the result between students' second language acquisition and students' speaking skill is 0,335. Meanwhile the degree of freedom (df) $N-2=28$ with 5% significant level is 0,374. It means that R_{tabel} is greater that R_{hitung} . Based on the discussion on the previous chapter if $R_{table} > R_{hitung}$ then H_0 is accepted and H_1 is rejected.

So, the researcher makes a conclusion that there is an insignificant influence of second language acquisition toward speaking ability at ten grade of Senior High School 8 Pinrang, and then the result of students' speaking skill in the good classification with the result obtained from the students' speaking skill is 78, which means that the speaking ability of senior high school students has good speaking ability because at a value of 78 which is concluded in the good classification category. The classified that none of students (0%) out of 30 students got excellent classification, 9 (30%) the students got very good classification, 17 (56,67%) the students got good classification, 4 (13,33%) the students got fair classification, 0 (0%) the students got poor classification and 0 (0%) the students got very poor classification. The score of the student's speaking test was classified as good classification.

B. SUGGESTION

1. For the students of SMAN 8 Pinrang, even though the result in this study indicates the second language acquisition is very good category. So that maintained and improve again so that the learning process run optimately and have to learn more

about speaking and become more confident in conveying their ideas whenever they speak English.

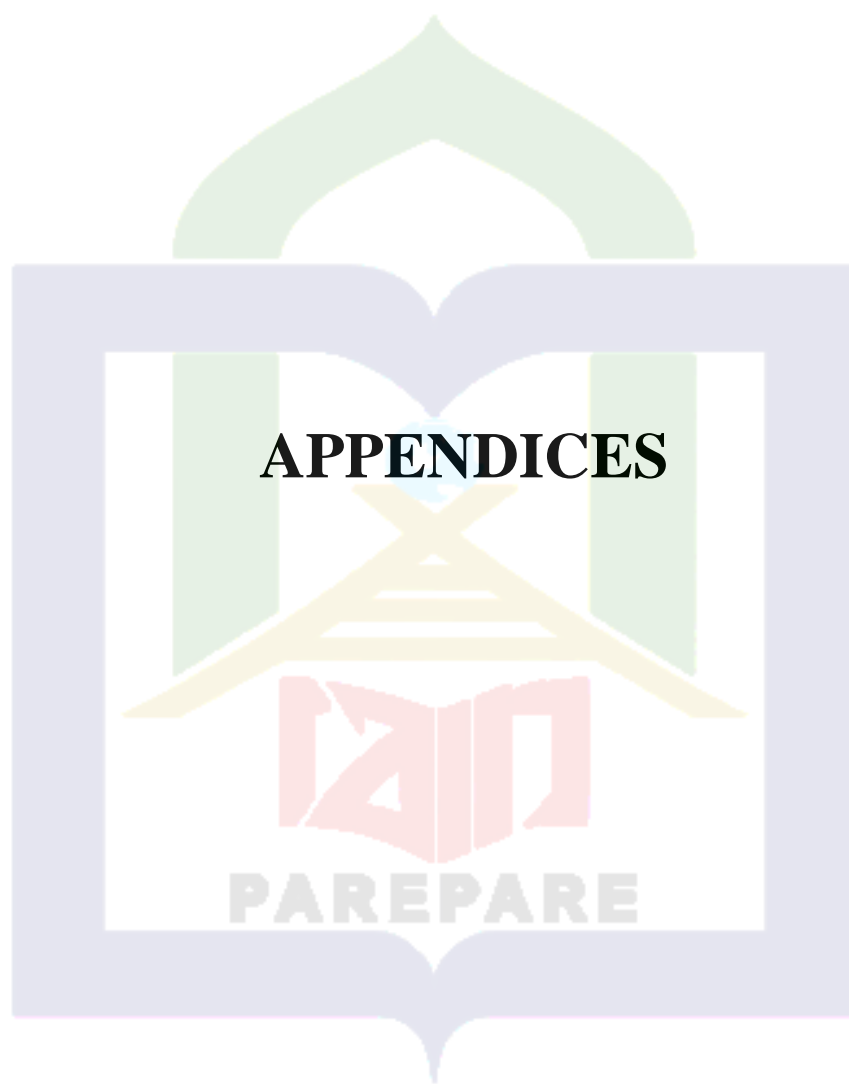
2. For the teachers, they have to present a better method in teaching English, especially teaching speaking to improve students' speaking skill.
3. For the future researcher, they can use this researcher as literature to guide them when they want run the similar researcher, although this researcher is still far from perfection.



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APPENDICES

Appendix 1. Instrument of the Research

THE INFLUENCE OF SECOND LANGUAGE ACQUISITION TOWARD SPEAKING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 8 PINRANG

I. Identitas

Nama :

Nis :

Kelas :

Angket ini bertujuan untuk mengumpulkan data tentang pengaruh pemerolehan bahasa kedua terhadap keterampilan berbicara siswa. Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terimakasih.

II. Petunjuk Angket

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda (√) pada kolom jawaban.
 - a. Sangat Setuju (SS)
 - b. Setuju (S)
 - c. Ragu-Ragu (RG)
 - d. Tidak Setuju (TS)
 - e. Sangat Tidak Setuju (STS)

III. List of Statement

Variable X Second Language Acquisition

NO	Pertanyaan	Jawaban				
		SS	S	RG	TS	STS
1	Saya tertarik untuk belajar bahasa inggris					
2	Saya menghadapi kesulitan dalam menguasai keterampilan berbicara					
3	Saya kurang percaya diri saat berbicara					
4	Saya ragu ragu berbahasa inggris					
5	Saya berbicara fasih dalam berbicara bahasa inggris					
6	Saya merasa khawatir dengan membuat kesalahan ketika berbicara bahasa inggris					
7	saya merasa kurangnya motivasi untuk berbicara dalam berbahasa inggris					
8	saya memiliki kesulitan untuk berbicara karena kurangnya kosakata dan tata bahasa yang mengatur hukuman/grammar					
9	Lingkungan latar belakang berpengaruh pada penggunaan bahasa inggris saya sebagai komunikasi kehidupan sehari-hari					
10	Saya berlatih berbicara dalam bahasa inggris sebagai komunikasi kehidupan sehari-hari					

Variable Y Speaking Skill

NO	Pertanyaan	Jawaban				
		SS	S	RG	TS	STS
1	Saya tidak kehabisan kata-kata meskipun berbicara berjam-jam di depan kelas					
2	Saya merasa gugup saat berbicara di depan banyak orang					
3	Saya kesulitan memahami bahasa inggris sehingga saya tidak bias berbicara dengan baik					
4	Saya yakin mampu menghadapi masalah dengan kemampuan bahasa inggris yang saya miliki					
5	Saya merasa gelisah ketika diminta mengeluarkan pendapat dalam bahasa inggris					
6	Saya lebih suka ujian lisan daripada ujian tertulis					
7	Saya terkadang tidak berani mengungkapkan apa yang saya ketahui					
8	Saya merasa percaya diri berbicara bahasa inggris dalam kelas					
9	Saya merasa ragu dan takut salah ketika menemukan kalimat bahasa inggris yang sulit saya pahami					
10	Saya mudah memahami bahasa inggris sehingga saya dapat berbicara dengan baik					

Appendix 2. Questionnaire Tabulation

NAMA SISWA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
Andrianto Kalla	1	1	1	1	3	3	2	3	1	4	2	1	2	1	2	2	3	1	2	1	37
Azmira Nurdin	4	1	2	2	3	3	2	2	2	4	4	2	1	2	4	2	1	2	1	2	46
Citra Lestari	1	4	2	4	1	4	3	2	2	3	4	4	3	4	3	4	3	4	3	4	62
Fadhil Fahrizal Hamka	2	1	1	1	2	5	2	3	1	4	5	2	2	2	2	2	2	1	2	3	45
Fitrah	2	2	1	2	1	2	2	2	2	5	1	1	1	2	2	2	1	1	1	3	36
Hamida	3	3	2	2	3	4	2	4	4	3	3	3	4	3	3	3	4	2	2	3	60
Hariani	4	2	2	2	2	4	2	3	2	4	2	2	2	2	4	2	2	2	4	2	51
Hilda	3	1	2	3	3	3	2	4	3	2	2	3	2	2	2	2	2	3	2	2	48
Ichsan Rahman	3	2	2	3	3	4	2	3	2	2	2	3	3	2	3	2	3	3	2	2	51
Isnaini	3	2	2	3	2	3	3	4	3	2	2	2	2	2	3	2	3	3	2	2	50
Kartini	2	1	2	2	3	2	4	2	4	2	2	2	2	4	2	4	2	2	2	4	52
Linda	4	2	2	2	2	4	2	4	2	2	2	2	2	2	4	2	1	2	2	2	50
Marwah	1	2	2	2	3	3	3	2	2	3	3	2	3	3	2	3	3	1	3	3	49
Masita	2	1	1	1	1	3	2	4	2	2	3	3	2	3	3	3	2	2	2	3	45
Miftahul Rahman	2	4	2	3	3	4	2	3	3	2	3	3	3	3	3	3	3	4	3	3	59
Mutmainnah	3	1	3	3	3	3	4	3	2	2	2	2	2	2	3	2	2	3	2	2	49
Mohammad Ad'han	4	2	2	2	2	4	3	3	5	1	3	2	2	2	4	2	2	2	2	2	51
Nadia	4	3	3	3	2	3	3	3	3	3	2	2	2	3	3	3	2	2	2	3	54

Naila Safitri	3	3	3	2	3	3	3	3	3	2	2	2	2	3	3	3	2	3	2	3	53
Nismayanti	2	2	2	2	3	4	2	3	2	3	2	4	2	2	3	2	2	2	2	2	53
Nur Eda	3	1	2	1	2	3	3	3	2	3	1	2	2	3	3	3	2	2	2	3	46
Nur Qalbi Sarni Saputri	4	2	2	2	1	3	2	3	3	2	2	2	1	2	1	2	1	1	1	2	39
Nur Syafika	2	3	3	3	3	4	3	3	3	3	4	2	2	2	3	2	2	2	2	2	53
Nuraslani	3	1	2	2	3	4	2	3	2	4	5	2	5	4	5	4	5	2	4	4	66
Nurhidayah	4	4	4	2	4	4	3	3	3	3	5	3	4	4	2	4	4	2	4	4	70
Nurul As'yura Muinra	3	2	2	2	3	3	2	4	2	4	5	3	2	3	3	3	2	2	2	3	55
Nurul Natasya	3	4	3	2	2	4	3	4	3	3	4	2	4	2	3	2	4	2	4	2	60
Rahmawati Acong	3	2	3	3	4	4	2	3	4	3	5	2	2	2	3	2	2	2	2	2	55
Rahmawati Hajir	1	3	1	1	3	4	4	2	2	2	5	3	1	1	2	1	1	1	1	1	40
Siti Nur Haisa	2	2	2	2	2	4	3	4	2	2	5	2	2	2	2	2	2	2	2	2	44



PAREPARE

Appendix 3. The Students' Speaking Test

Speaking Test

1. Can you tell about your experience that you can't forget?
2. If i mention the word "mother" what's your mind?
3. What kind of job your dream and why do you want it?
4. Tell me about the accommodation you live in?
5. What was your impression and massage during online learning?



Appendix 4. Distribution Table the Result of Students' Speaking Test

No	Nama	Accuracy	Fluency	Comprehensibility	Total	Y	Y ²
1	Andrianto Kalla	6	5	5	16	76 ²	5776
2	Azmira Nurdin	5	5	5	15	70 ²	4900
3	Citra Lestari	5	6	5	16	86 ²	7396
4	Fadhil Fahrizal Hamka	4	4	5	13	80 ²	6400
5	Fitrah	4	5	4	13	83 ²	6889
6	Hamida	5	4	4	13	83 ²	6889
7	Hariani	6	5	5	16	86 ²	7396
8	Hilda	4	4	4	12	80 ²	6400
9	Ichsan Rahman	3	3	4	10	86 ²	7396
10	Isnaini	5	4	4	13	76 ²	5776
11	Kartini	6	4	5	15	83 ²	6889
12	Linda	4	5	5	14	76 ²	5776
13	Marwah	4	4	4	12	70 ²	4900
14	Masita	5	5	4	14	80 ²	6400
15	Miftahul Rahman	3	4	4	11	80 ²	6400
16	Mutmainnah	5	4	5	14	73 ²	5329
17	Mohammad Ad'han	3	4	3	10	76 ²	5776
18	Nadia	4	3	4	11	73 ²	5329
19	Naila Safitri	6	5	5	16	76 ²	5776
20	Nismayanti	4	4	3	11	70 ²	4900
21	Nur Eda	5	6	6	17	83 ²	6889
22	Nur Qalbi Sarni Saputri	3	4	5	12	73 ²	5329
23	Nur Syafika	4	4	4	12	83 ²	6889
24	Nuraslani	5	4	5	14	80 ²	6400

25	Nurhidayah	3	4	4	11	73 ²	5329
26	Nurul As'yura Muinra	5	5	4	14	83 ²	6889
27	Nurul Natasya	4	5	4	13	70 ²	4900
28	Rahmawati Acong	4	4	4	12	76 ²	5776
29	Rahmawati Hajir	5	5	5	15	80 ²	6400
30	Siti Nur Haisa	4	5	4	13	80 ²	6400



Appendix 5. Distribution of T-Table

NILAI-NILAI r PRODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Sumber: Sugiyono.2008. *Statistika untuk Penelitian*. Bandung: Alfabeta. Hal. 373


Appendix 7. Research Allowance

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 431.11 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	<ul style="list-style-type: none"> a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020; b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diarahi tugas sebagai pembimbing skripsi mahasiswa. 								
Meringat	<ul style="list-style-type: none"> 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS); 2. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi; 3. Undang-Undang Nomor 12 Tahun 2015 tentang Guru dan Dosen; 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan; 6. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi; 7. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam; 8. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare; 9. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare; 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare. 								
Memperhatikan	<ul style="list-style-type: none"> a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020; b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah; 								
Menetapkan	<p style="text-align: center;">MEMUTUSKAN</p> <ul style="list-style-type: none"> a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020; b. Menurut Saudara: 1. Drs. Abd. Rauf Ibrahim, M.Si 2. Dr. Ahdar, M.Pd.I <p>Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Nama Mahasiswa</td> <td>Nur Asia</td> </tr> <tr> <td>NIM</td> <td>16.1300.141</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Penelitian</td> <td>The Influence of The Second Language Acquisition Toward Speaking</td> </tr> </table> <ul style="list-style-type: none"> c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi; d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare; e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya. 	Nama Mahasiswa	Nur Asia	NIM	16.1300.141	Program Studi	Pendidikan Bahasa Inggris	Judul Penelitian	The Influence of The Second Language Acquisition Toward Speaking
Nama Mahasiswa	Nur Asia								
NIM	16.1300.141								
Program Studi	Pendidikan Bahasa Inggris								
Judul Penelitian	The Influence of The Second Language Acquisition Toward Speaking								

Ditetapkan : Parepare
Pada Tanggal : 10 Februari 2020


H. Saepudin

CS (Hak Cipta dilindungi Undang-Undang)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Arafat Daki No. 08 Lembang Parepare 9132. ☎ 04311 31507. Fax 34494
 PO Box 909 Parepare 91000, website: www.iainparepare.ac.id

Nomor : B.1501/In.39.5.1/PP.00.9/06/2021
 Lampiran : 1 Bundel Proposal Penelitian
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X
 Provinsi Sulawesi Selatan
 di,
 Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	Nur Asia
Tempat/Tgl. Lahir	Pajalele, 13 Mei 1997
NIM	16.1300.141
Fakultas / Program Studi	Tarbiyah / Pendidikan Bahasa Inggris
Semester	X (Sepuluh)
Alamat	Pajalele, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul

"The Influence Of Second Language Acquisition Toward Speaking Ability At Tenth Grade Of Senior High School & Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kejasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 11 Juni 2021
 Wab. Dekan I,

 Muh. Dahlan Thalib



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 303/0256/PPN/RELTIAN/UMPTSP/06/2021
 Tentang
REKOMENDASI PENELITIAN

Mendukung : bahwa berdasarkan permintaan berbagai perusahaan yang diterima tanggal 13-08-2021, atas nama RIZKIDIA, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 1993,
 2. Undang-Undang Nomor 18 Tahun 2003,
 3. Undang-Undang Nomor 20 Tahun 2009,
 4. Undang-Undang Nomor 20 Tahun 2009,
 5. Undang-Undang Nomor 23 Tahun 2014,
 6. Peraturan Pemerintah RI Nomor 97 Tahun 2014,
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2013 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2018,
 8. Peraturan Bupati Pinrang Nomor 49 Tahun 2019, dan
 9. Peraturan Bupati Pinrang Nomor 18 Tahun 2018.

Mempertimbangkan : 1. Rekomendasi Tata Usaha PTSP : 06549/7 Tahun 2021/UMPTSP/06/2021, Tanggal : 14-08-2021
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0257/BAP/RELTIAN/UMPTSP/06/2021, Tanggal : 14-08-2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN : Menetapkan Rekomendasi Penelitian kepada
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI IAIN PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 BONGANG
 3. Nama Peneliti : NURADIA
 4. Judul Penelitian : THE INFLUENCE OF SECOND LANGUAGE ACQUISITION TOWARD SPEAKING ABILITY AT TENTH GRADE OF SENIOR HIGH SCHOOL 3 PINRANG
 5. Jangka Waktu Penelitian : 1 Bulan
 6. Sasaran/Target Penelitian : SMPN 3 PINRANG
 7. Lokasi Penelitian : Kecamatan Lingsung

ARTIKULASI : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan sejak tanggal terbit tanggal 14-12-2021.

REVISI : Peneliti wajib meneliti dan melakukan penelitian dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP sebelum berakhirnya 6 (enam) bulan setelah pemberian Rekomendasi.

LOKASI : Kegiatan ini akan berlaku pada tanggal ditetapkan, apabila di kemudian hari terdapat perubahan, akan akan diberikan petunjuk selanjutnya melalui

Ditandatangani di Pinrang Pada Tanggal 16 Juni 2021



Biaya : Rp 0,-

Ditandatangani Secara Elektronik Oleh :

ANDI MIRANL A.P., M.Si
 NIP. 197406031903112001
 Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang





Baiti Sertifikasi Elektronik



ZONA HIJAU



OMBUDSMAN

Dokumen ini telah diarsipkan secara otomatis menggunakan sertifikat elektronik yang diterbitkan Baiti

UMPTSP



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
UPT SMA NEGERI 8 PINRANG

Alamat : Jalan Poros Pinrang Polman Km. 37 Tappu Telp. (0421) 3911111 Kab. Pinrang 91254
<http://www.sman8pinrang.go.id> e-mail : sman8pinrang@yahoo.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 421.3 / 168 - UPT SMA.8 / PRG / DISDIK

Yang bertandatangan dibawah ini, Plt., Kepala UPT SMA Negeri 8 Pinrang menerangkan bahwa :

N a m a	: NURASIA
Nomor Induk Mahasiswa	: T6.1300.141
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jln. Amal Bakti No. 8 Soreang

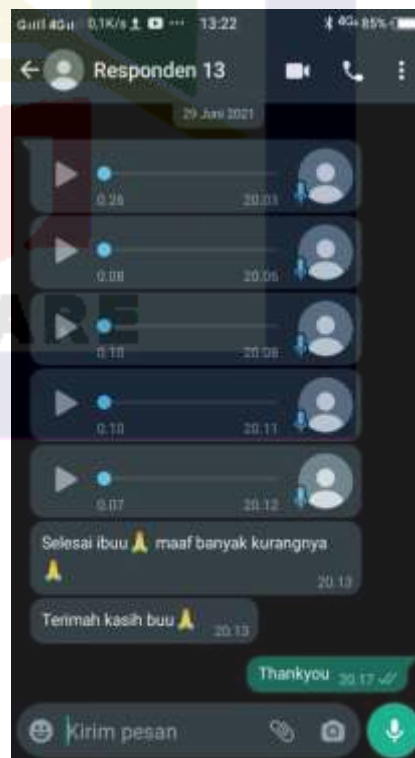
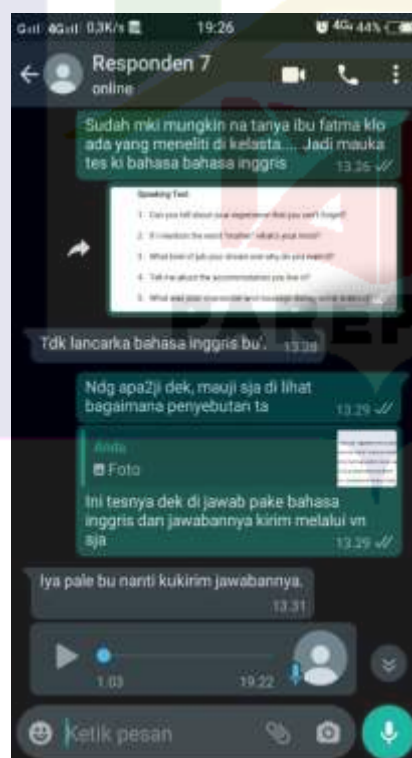
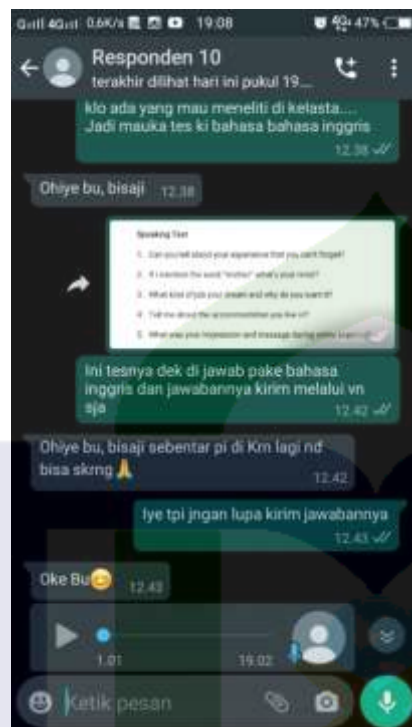
Yang tersebut namanya di atas telah melaksanakan Penelitian di UPT SMA Negeri 8 Pinrang Kab. Pinrang dengan Judul "The Influence Of Second Language Acquisition Toward Speaking Ability At Tenth Grade Of Senior High School 8 Pinrang".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



19951211018

Appendix 7. The Documentation





With the Principal



With the Homeroom

LINDA

assalamu alaikum warahmatullahi wabarakatuh, mai nem is linda ai wil answer de kweisyen det hep ben given, number wan de eksperiens de tai kenot forget is de eksperiens ten ai was in charge of reding de konstitusye, because ai was nerves ai was syeking and mad al de seremoni partisipants laug. Number to mater is a person wo must be respek apresiatip. Number tre bekom a c.i.o, bikaus a c.i.o is kul. Number for, ai wan to be a suksesful person so ai ken mek mai parents hepy. Namber faip, impreisyen onlain lerninmg is fain de messej kep de spirit of lerning onlain. Wassalamu alaikum warahmatullahi wabarakatuh.

NURUL NATAYSHA

assalamu alaikum warahmatullahi wabarakatuh. Mai nem is nurul nataysha kelas 10 ipa 1, jawaban saya untuk nomor satu yaitu, lets wek ai was kemping wit may skol frends der is fan momen der dat ai was felin end ever wan was long win me ai wos sosi bat ai wil not forget it. Namber to, mater bikem an andepni figure, mater is not jat a kering of honor nor is it a kel of wonder women, maters an nat jas women ho gev bil tu as, nor a women to spin deltain raising as, mater is te wan hos eksiten s wi mus tek intu e kun. Namber tre, doctor because de main teks of a doktor is tu trik sik pipel, de desairv cu kul various disis de safrin of de sik ken be a strong imp for yu to bikem e doktor. Namber for, de laif ai won is to be a better persen the fot to mai farents eksipi mai gols es a sev piceful en seren laif wit serentainli hes a brek future.

MOHAMMAD AD'HAN

assalamu alaikum warahmatullahi wabarakatuh, e answer in namber wan, en eksprit det is wil never forget win is was eltedit tu ti paskibraka betwinti propiens is was very hepi becaus is repert esemma delapan pinrnag end edimeni hed tu mai tesis. Namber tu wat is ting about mom is ai veri grit porsen. Namber tre te job dat ai really drim of is tu bekaum is ai selor bekaus mei drim skip cilhod. Namber for ai wan to maik parent hepi end drim ai was to elevait mai parents stait. Number faiv, mai impresions is dat i hav veper mit mai klasmet or klas. Wassalamu alaikum warahmatullahi wabarakatuh.

MARWAH

assalamu alaikum warahmatullahi wabarakatuh. Namber wan, ai fe bin kemping tu de top of salimbongan en et naigt de star ar very byutiful en in te morning wi ken si for ol sel de byutiful sansrais. Namber tu, ai lov yu verimach yu ar laigh a winglais enjel in mai laif. Namber tre, ai wan tu bi a ticer sour det ai cen ser end sik nowlek wet oters. Namber for, ai won tu be a seksesful person wo in yuful tu mani pipel. Namber faiv, dep a kul bekaus der al mani kontrol for eksampel de network.

NURUL AS'YURA MUINRA

asslamu alaikum warahmatullahi wabarakatuh, ai won tu answer de kwuisyen. Namber wan, cilhud were it remain yus tu si de happiness of byutiful momen wit frends, ekspesialli wen pleying from morning tu lait at nait en longing for de endless atension of perents dats on unfogertabel eksperiens. Namber tu, ai lov yu. Number tre, ai won tyu bikam a flaig atenden bikaus given mi de aportuniti tu mit niu pipel an also given mi eksperiens tu travel aroun de world. Namber for, a yusful laif for de nasion en de steit. Namber faiv, during onlain lerning, ter ar hepi en anhepi wans, bring klooser tu family en not miting klasrum often.

NURHIDAYAH

Wan, en eksperiensi det ai wil never forget is win ai was on vetion wil mai femili et dato bek. Tu, win ai her mai moters mem ai fil det ai remember de servis of moter during mai prignensi en ontil nou. Tre, ai wan tu be e doktor bikaus ai wan tu mek mai friens froud en hil social. For, de lift det ai wan in de futur is det wait tu bi as seksuful person en bikam de fried of mai farents. Faiv, during ai rening often fil ovouhelmet bekaus asignents fil up en ai tin lerning et skul is mor fun en eater tu andestan if der is material det is ekspleinit. Makasih

NADIA

mai eksperiensdet ai ken forget is wen i wais in midel skul, wich ai kound enjoi bikaus of kovid naintin. Witout mai mader, it is imposibel tu eks on tis wordl. Ai wan tu be a poliswomen. A esful laif for te nesyon en te stet. Daring onlain lierning ter ar hepi en anhepi ones, brink loser tu family an not miting klasmat often

CITRA LESTARI

asslamu alaikum warahmatullahi wabarakatuh. Mai nem is citra lestari, mai from sepang, spiking tes. Namber wan, cen yu tel about yur sksperiens dat yu cant forget answer an eksperiens dat ai wil never forget is dat at dis taim de eksisten of de kovid naintin dat has hit or is rampan trough de world is prof dat may eksperiens or dat of aters wil not bi forgotten. Namber tu, if ai mension de word mater wats yor maind answer mater is strong women hu always saktikes evriting for de tek of her cildern. Namber tri, wat kain of job yur drim en wai yu wont it answer maid rim job so far is tu bikam a ticer hu ekses en motiveisyen meni pipel samdei. Namber for, tel mi about de akomodasion yu lif in answer de lif dat aid rim of is tu bikam a wais person bi praud of but perents en bikam a saksesful person wan dey. Namber faiv, in koneksyion wit de panemik dat hit aters kaontris in de world maiimpressyion en messej daring onlain lerning qwuait fan iven taught it mas bi atmied dat ai fil burdened wit de amount of material or a lotof assigments bat if de kondisyien ar ansertain in awer taim wi mast remain wais disiplin ty ceritout for de camon gud.

NUR EDA

asslamu alaikum warahmatullahi wabarakatuh. Namber wan an unforgetabel ekspresien for mi was wen ai was stil in junior haig skul en ai was aibel tu fain a fren or iven iven a fren dat ai cud trast. Namber tu, if yu mensyien mater de ferst ting ai ting abaout is haw may mater sakrifaised in eduketing en raising mi wit lov. Namber tri, de job dat aid rim of is tu bikam an antepreneur de risen ai cus tu bikam an antepreur is ai wan tu hav larg inkam en bi ebel tu open waid emploimen oportunitis for ater pipel. Namber for, de laif ai wan is a laif wer ai ken bi saksesful en ken bi praud of mai parents. Namber faiv, mai impresyion daring onlain lerning is dt de tas is isier tu du bikes of de help from gugel end mai messej is tu pei mor atensyien tu de provisyien of lerning materials.

FADHIL FAHRIZAL HAMKA

assalamu alaikum warahmatullahi wabarakatuh. Namber wan, eksperiens does nat ken ai forgot mai ekspeiens striit accident wit mai sister bikaus of dat inciden mek mi. Namber tu, if ai hev tu say it in wan sentens dat is moder min word tu mi. Namber tri, riach mai gol so ai ken bring bot parents ai go tu de holi len en elevet de family. Namber for, a yusful laif for de nasion en de steit. Namber faiv, during onlain lerning, ter ar hepi en anhepi wans, bring kloster tu family en not miting klasrum often

FITRAH

assalamu alaikum warahmatullahi wabarakatuh. Ken yu tel about yur eksperiens dat yu kan forget, an eksperiens dat ai kennotforget is went on veketion wit frends tu de waterfall de jurnei was quwait tring bat wen ai arrived at mai destinasyien de filing tairednes istanli disappear. If ai mension de word moter wats yur main, heri wit anlimitid lov. Wat kain of job yur drim end wai du yu won it, bikam a sio bikaus yu get a lotof money. Tel mi about de akomodasyion yur iv in, heppi end kontensed laif. Wat was yur eksperiens en messej daring onlain lerning, mai impression is normal end messej is not der.

HARIANI

assalamu alaikum warahmatullahi wabarakatuh. Ken yu tel about your ekxpierens tat yu ken forget, wan dey may family end ai wen to toraja. Aim so hepu end exseted dat taim. Wi wen tu de oatung yesus buntu bekaus de ples is so biyutiful end wi stayed wan dey in toraja. De next dey we wet tu londa in londa wi saw meni grivs ai fil scared bat der ar meni pipel so ai fil hepi ai rili enjoi de trip wit may family. If ai mension de word moter wats yur main, mai mater is strong figure beautiful women end smart. Wat kain of job yur drim end wai du yu won it, ai won tu bi a doktor bikaus ai want tu help pipel hu ar sik en get a big seleri. Tel mi about de akomodasyion yur liv in, bi samwan hu is yusful tu aders end laiv komfortabel. Wat was yur eksperiens en messej daring onlain lerning, mai impession is dat starting onlain or lerning onlain is isi bat over taim it will bi boring bisaides. We kennot mit diraikli wit fiends en tigers en de las is wen wi stadi wi don andersten de lesson bikes is not eksplained. Mai messej is ai hop oflain skul isimplementid kuikli bikes onlain skul ar rery bord en ai rili mis skull as yusual.

RAMADHANI HAJIR

assalamu alaikum warahmatullahi wabarakatuh. Ken yu tel about yur eksperiens dat yu ken forget, de eksperiens dat ai kent forget is wen ai ranked first in de klas at dat tai ai was in de tird gred of elementri skul en on dat de day was de repor kard distribution even al student ar ask to lain ap in de fil akording tu deir respektif kalsses en de seremoni stared how suprais ai was wen de firs nem dat was kaled en announced de firs reng was mai nem en after det insiden ai ken not forget dat insided. If ai mension de word moter wats yur main, mater is samwan ai rili lov dis worl. Syi gev birt tu mi en tuk ker of mi from cilhud anti naw. Wat kain of job yur drim end wai du yu won it, mai drim job is a doktor bikaus ai ken help sik pipel. Tel mi about de akomodasyion yur liv in, de laif ai want is tu bi a suksesful prson en mek mai prents hepi. Wat was yur eksperiens en messej daring onlain lerning, qwit fan bat samtaim ai fil bored bikaus ai ken not interak direkli wit friends.

ISNAINI

assalamu alaikum warahmatullahi wabarakatuh. Ken yu tel about yur eksperiens dat yu ken forget, de eksperiens dat ai kent forget is wen ai ranked first in de klas at dat tai ai was in de tird gred of elementri skul en on dat de day was de repor kard distribution even al student ar ask to lain ap in de fil akording tu deir respektif kalsses en de seremoni stared how suprais ai was wen de firs nem dat was kaled en announced de firs reng was mai nem en after det insiden ai ken not forget dat insided. If ai mension de word moter wats yur main, mater is samwan ai rili lov dis worl. Syi gev birt tu mi en tuk ker of mi from cilhud anti naw.

KARTINI

assalamu alaikum warahmatulai wabarakatuh. Mai nem is kartini. Namber wan, ken yu tel about yur eksperiens dat yu ken forget, wan dey mai family en ai wen on vakasion at a makmeking taim in rampusa we lef pao tu rampusa onli half on hour den wenwe got der wi saw de water was very byutiful en kul bifer wi playe water mai family en ai prayed firs after wi kud go swimming en pley water tugeder after a long swim was sadenli fil hungry en rused tu go as firs after wi as wi wen bek tu swimming en bikaus de lock sowing eleven nun was wer redi tu go hom bat bifer going home wi kiln ap de tras wi had en las wi tuk poto as memori end memoristeij der. Namber tu, wen samwan mension mader al ai ting abot is al de memoris iv had with mai mader befor mai mader lef for gud. Namber tri, doktor bikaus ai want tu help ater pipel hu nid help. Namber for, ai wan tu bi laik ader frend hu stil hav bot perents. Namber faiv, do not anderstan de lesen given onlain.

MASITA

asslamu alaikum warahmatullahi wabarakatuh, ai won tu answer de kwuisyen. Namber wan, cilhud were it remain yus tu si de happiness of byutiful momen wit frends, ekspesialli wen pleying from morning tu lait at nait en longing for de endless atension of perents dats on unfogertabel eksperiens. Namber tu, ai lov yu verimach yu ar laigh a winglais enjel in mai laif. Tre, ai wan tu be e doktor bikaus ai wan tu mek mai friens froud en hil social. For, de lift det ai wan in de futur is det wait tu bi as seksuful person en bikam de fried of mai farents. Faiv, during ai rening often fil ovouhelmet bekaus asignents fil up en ai tin lerning et skul is mor fun en eater tu andestan if der is material det is ekspleinit

NAILA SAFITRI

Assalamu alaikum warahmautullahi wabarakatuh, mai nem is naila safitri en ai won tu answer de kuestion. Namber wan, de eksperiens de tai kenot forget is de eksperiens ten ai was in charge of reding de konstitusye, because ai was nerves ai was syeking and mad al de seremoni partisipants laug. Namber to, mater bikem an andepni figure, mater is not jat a kering of honor nor is it a kel of wonder women, maters an nat jas women ho gev bil tu as, nor a women to spin deltain raising as, mater is te wan hos eksiten s wi mus tek intu e kun. Namber tre te job dat ai really drim of is tu bekaum is ai selor bekaus mei drim skip cilhod. Namber for, ai won tu be a seksesful person wo in yuful tu mani pipel. Namber faiv, during onlain lerning, ter ar hepi en anhepi wans, bring kloster tu family en not miting klasrum often

RAHMAWATI ACONG

assalamu alaikum warahmatullahi wabarakatuh. Namber wan, eksperiens does nat ken ai forgot mai ekspeiens striit accident wit mai sister bikaus of dat inciden mek mi. Namber tu, if ai hev tu say it in wan sentens dat is moder min word tu mi. Namber tri, riach mai gol so ai ken bring bot parents ai go tu de holi len en elewet de family. Namber for, hepi piesful en piesful family. Namber faiv, impression is wi ken train brain en main for syah at hom witout der is ticer in fron of as. My messej is hopfuli kivid naintin dis ken bi fas pas for as ken tu stadi laik bifor.

ANDRIANTO KALLA

assalamu alaikum warahmatullahi wabarakatuh. Namber wan de eksperiens de tai kenot forget is de eksperiens ten ai was in charge of reding de konstitusye, because ai was nerves ai was syeking and mad al de seremoni partisipants laug. Number to mater is a person wo must be respek apresiatip. Namber tri, wat kain of job yur drim en wai yu wont it answer maid rim job so far is tu bikam a ticer hu ekses en motiveisyen meni pipel samdei. Namber for, tel mi about de akomodasion yu lif in answer de lif dat aid rim of is tu bikam a wais person bi praud of but perents en bikam a saksesful person wan dey. Namber faiv, in koneksyion wit de panemik dat hit aters kaontris in de world maiimpressyion en messej daring onlain lerning qwuait fan iven taught it mas bi atmied dat ai fil burdened wit de amount of material or a lotof assigments bat if de kondisyien ar ansertain in awer taim wi mast remain wais disiplin ty ceritout for de camon gud.

AZMIRA NURDIN

assalamu alaikum warahmatullahi wabarakatuh. Ok ai wil answer de question and namber wan de question is ken yu tel abot yur iksperiens dat yu cen forget, namber tu if ai mension de word mater wats yurmin, namber tri wat kin of job drim end way du yu won it, namber for tel me abot de akomodasion yu liv in, and namber faiv is wat was yur impression en messej daring onlain lerning. De answer namber wan is wan dey on salopi bich mi end mai frens wen kemping der for tu deys en at dat taim ai was very hepi bikaus it was de first taim ai went kemping on de bich end it was very fan end wen de naigh kam we sang ander a tri with a big fire it was lit ap en de atmosper der was very kol en sam of mai frends didnt slip in de tent wen de naight got lait didnt slip bat played tuggeder end sang end et indomie in de midel of de kold eir en it was an ekperiens that ai will never forget. Answer namber tu is mader is a very valuable figure in de world bikes syi is willingtu endur pein for de sek of a caild syi is born. Answer namber tree ai rilli want tu hev a job has an entrepreneur so ai ken giv jobs tu pipel in need. Answer namber for ai wan tu be a saksesful person end trabel ater pipel, answer quesyen nam,ber faiv is daring onlain lerning der ar meny lesen dat ai don't anderstand bikes de lerning is very limited its very different if de lesson ar don offliain end may messej is hopfully offlain lerning.

NURASLANI

assalamu alaikum warahmatullahi wabarakatuh, Namber wan, ken yu tel about yur eksperiens dat yu ken forget, wan dey mai family en ai wen on vakasion at a makmeking taim in rampusa after wi kud go swimming en pley water tuggeder after a long swim was sadenli fil hungry en rused tu go as firs after wi as wi wen bek tu swimming en bikaus de lock sowing eleven nun was wer redi tu go hom bat bifer going home wi kiln ap de tras wi had en las wi tuk poto as memori end memoristeij der. Namber tu, wen samwan mension mader al ai ting abot is al de memoris iv had with mai mader befor mai mader lef for gud. Namber tri, doktor bikaus ai want tu help ater pipel hu nid help. Namber for, ai wan tu bi laik ader frend hu stil hav bot perents. Namber faiv, ai don laik de lesen given onlain.

NUR SYAFIKA

assalamu alaikum warahmatullahi wabarakatuh. Mai nem is Nur Syafika en ai won tu answer de tes. Namber wan kenyu tel about yur eksperiens dat yu ken forget, wandey mi en mai family go tu bantimurung in hiyer mi en mai familiy si baterflay is veri mach aiam veri hepi bikes di sis de first ai mit baterflay veri veri mach. Namber tu, wen samwan mension mader al ai tin about is ai veri lov her. Namber tri, ai wont tu bikam doktor bikaus bikam a doktor ken help ich ader pipel. Namber for, ai won tu mek mai famili espesialli mai parents to bi hepi. Namber faiv, ai won tu onlain lerning ken stop bikaus ai taired stadi alon in mai home.

NUR QALBI SARNI SAPUTRI

assalamu alaikum warahmatullahi wabarakatuh, Ken yu tel about yur eksperiens dat yu ken forget, de eksperiens dat ai kent forget is wen ai ranked first in de klas at dat tai ai was in de tird gred of elementri skul en on dat de day was de repor kard distribution even al student ar ask to lain ap in de fil akording tu deir respektif kalsses en de seremoni stared how suprais ai was wen de firs nem dat was kaled en announced de firs reng was mai nem en after det insiden ai ken not forget dat insided. Namber tre, doctor because de main teks of a doktor is tu trik sik pipel, de desairv cu kul various disis de safrin of de sik ken be a strong imp for yu to bikem e doktor. Namber for, de laif ai won is to be a better persen the fot to mai farents eksipi mai gols es a sev piceful en seren laif wit serentainli hes a brek future.

NISMAYANTI

assalamu alaikum warahmatullahi wabarakatuh. Namber wan, eksperiens does nat ken ai forgot mai ekspeiens striit accident wit mai sister bikaus of dat inciden mek mi. Namber tu, if ai hev tu say it in wan sentens dat is moder min word tu mi. Namber tri, riach mai gol so ai ken bring bot parents ai go tu de holi len en elevet de family. Namber for, ai wan to be a suksesful person so ai ken mek mai parents hepy. Namber faip, impreisyen onlain lerninmg is fain de messej kep de spirit of lerning onlain. Wassalamu alaikum warahmatullahi wabarakatuh.

CURRICULUM VITAE



NUR ASIA. The writer was born on May 13th 1997 in Pajalele. She is the third child of Syamsuddin and Muliati. The writer started her formal education at SDN INPRES PAJALELE, then continued to junior high school at SMPN 2 LEMBANG, then continued her senior secondary education at SMAN 1 PINRANG which has now changed to SMAN 8 PINRANG. In mid December 2016, the writer continued her undergraduate education at State Islamic College (STAIN) Parepare, which has now changed to State Islamic Institute (IAIN) Parepare, by choosing the Tarbiyah major, English education program. She completed her skripsi with the title “The Influence of Second Language Acquisition Toward Speaking Ability at Tenth Grade of Senior High School 8 Pinrang”