THE CORRELATION BETWEEN STUDENTS' PERFORMANCE IN CONVERSATION CLASS AND THEIR ENGLISH ACHIEVEMENT IN REGULAR ENGLISH CLASS AT SMPN 1, BALONGBENDO

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

By:

ANIFATUN NIKMAH
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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE OF ISLAMIC STUDIES
SUNAN AMPEL
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DECLARATION

Saya yang bertanda tangan dibawah ini:

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Surabaya, 3 September 2012

Yang Menyatakan,

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Approval Sheet

This thesis by Anifatun Nikmah entitled "The Correlation between Students' Performance in Conversation Class and Their English Achievement in Regular English Class at SMPN 1, Balongbendo" has been approved by the thesis advisors for further approval by the board of examiners.

Surabaya, 3 September 2012

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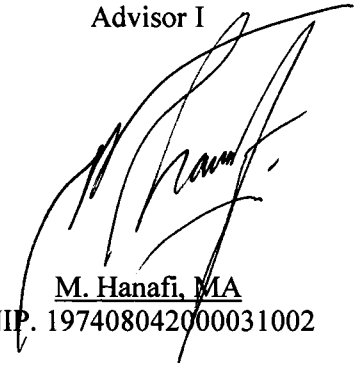

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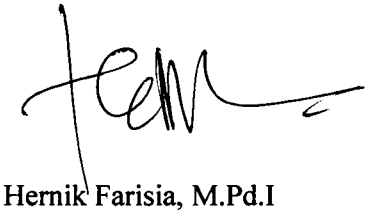

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APPROVAL SHEET

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CHAPTER I
INTRODUCTION

This chapter reviews about background of the research, statement of the problem, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms, and research report writing organization.

A. Background of the Research

SMPN 1 Balongbendo is one of junior high schools in Sidoarjo. The teaching and learning in this school is supported by several extracurricular activities, those are conversation class, sports, scout, choir, and flag hoisting unit. In this school, the conversation class is a language-learning program that is to enhance the students' English achievement, especially in mastering their speaking skill. According to Hussin, Maarof, and D'Cruz in Irna Melani's thesis state that enriching student language program is needed to enhance students' language proficiency in school.[1] Another aim of language learning program is to support the students' academic achievement. Based on Cizek's theory about the role of programs is to design in enhancing students' achievement.[2]

[1] Irna Melani, S1 Thesis: "*Effects of The English Club Program on Students' Academic Self-Efficacy Quality (A Case Study of The English Club Program Implemented in SMPN 7 Bandung)*" (Bandung: Universitas Pendidikan Indonesia, 2008), p. 2

[2] Gregory J. Cizek, "Learning, Achievement, and Assessment: Construct at a Crossroads". In Gary D. Phye (Ed.). *Handbook of Classroom Assessment: Learning, Achievement, and Adjustment* (California: Academic Press, 1997), p. 3

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From the preliminary survey, the researcher observed the implementation of the conversation class and the activities in the teaching and learning process. Then, based on the result of the preliminary survey, in the teaching and learning process, it indicated that the conversation class in the school was different which it was aimed to enhance the students' English proficiency especially in mastering oral skill but the teaching-learning activity was not for speaking skill only, but also other English skills. As Woods's statement that oral communication skill depends on listening skill, which listening requires reading and writing skills, because the skills are interdependent.[3] It means that oral skill cannot be separated from the other skills and it is proved by the teaching and learning activity in the conversation class.

Furthermore, the implementation of the conversation class is appropriate in improving the students' English achievement, which English subject for junior high school is purposed to master the four English skills (listening, speaking, reading, and writing). Based on the National Education Curriculum, English subject for junior high school is aimed to improve the students' English skill which they can use English in communication both spoken and written to solve the daily problem.[4] Therefore, learning English skills is important for student because it is a basic comprehension in communication in English. It is evidence

[3] Caroline Woods, *Professionals Development for Teachers: Teaching and Assessing Skills in Foreign Languages* (Cambridge: Cambridge University Press, 2005), p. 24

[4] National Education Department (Depdiknas), *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris* (Jakarta: Depdiknas, 2006).

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that the conversation class, which contains the integration skill, could be an effort in enhancing the students' English achievement.

In addition, the time of teaching and learning for English subject in the school is very limited. It is proved by the Minister of National Education Regulation (Permendiknas) that curriculum provides the students' learning time in English class for junior high school only two meetings in a week which 80 minutes for each meeting.[5] It indicates that the curriculum gives minimum English exposure for students, which limit the students in learning English. Whereas four English skills should be learned in English lesson.

From the reason above, the conversation class has important roles in enriching the students' achievement that are to increase the students' speaking skill and enhance the students' English achievement which to develop the four English skills proficiency as mentioned in curriculum goal for English subject. Therefore, the conversation class as the students' learning program is to give the students extra learning time besides regular English class. Whereas four English skills should be learned in English lesson. Hence, the role of students' learning program is giving good result in enhancing the students' achievement.

Considering the importance of conversation class in enhancing students' English achievement, the researcher wants to find out whether there is a significant correlation between students' performance in conversation class and

[5] Minister of National Education (Depdiknas), *Minister of National Education Regulation (Permendiknas) No. 22 Year 2006,* (Jakarta: Depdiknas, 2006), p. 11

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their English achievement in regular English class. Therefore, the researcher decides to present the research by the title: THE CORRELATION BETWEEN STUDENTS' PERFORMANCE IN CONVERSATION CLASS AND THEIR ENGLISH ACHIEVEMENT IN REGULAR ENGLISH CLASS AT SMPN 1, BALONGBENDO.

B. Statement of the Problem

From the previous discussion, the question that is relevance with the study as follows: Is there any significant correlation between students' performance in conversation class and their English achievement in regular English class at SMPN 1, Balongbendo?

C. Objectives of the Research

Related with the problem above, the researcher gives the objective as follows: To examine whether there is significant correlation between students' performance in conversation class and their English achievement in regular English class at SMPN 1, Balongbendo.

D. Significance of the Research

This research is conducted to know the correlation between students' performance and their English achievement in regular English class at SMPN 1, Balongbendo.

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The findings of the research could be significant for the teacher of English class, the teacher of conversation class, and the other schools.

For the teacher of English class, the result of the research could be useful in convincing the teacher that the implementation of conversation class can improve students' English achievement. Then, for the teacher of conversation class, the result of the research is expected to be able to give a contribution for the teacher, which could motivate the teacher more in enhancing students' performance in conversation class such give innovation in teaching and learning that makes the students more motivated and enjoy learning English. Next, for the other schools, the result of the study is to convince the other schools that implemented conversation class is the good way as extra learning program besides regular English class. Therefore, the other schools can develop and implement the conversation class in their school.

E. Scope and Limitation of the Research

The research will focus on the correlation between students' performance in conversation class and their English achievement in regular English class at SMPN 1 Balongbendo. It is limited to describe: (1) the students' performance in conversation class; (2) the students' English achievement in regular English class; and (3) the correlation between students' performance in conversation class and their English achievement in regular English class.

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This research is limited at SMPN 1 Balongbendo on Jl. Raya Balongbendo. The school is chosen because this school has a learning program such conversation class, which the conversation class in this school has various activities and the teacher of the conversation class has many ways in creating such various activities in the conversation class. The subject of this research is the eighth grade students of SMPN 1 Balongbendo. The researcher limits the research for the eighth grade students because it will more focus on the research. The reason in choosing the eighth grade students as the object is because the activities in eighth grade students more various than in the seventh and the ninth grade.

F. Definition of Key Terms

To prevent misunderstanding of the meaning of the terms in the research, the researcher provides the terms as follows:

Students' performance

Brown in Bustanul Arifin's thesis states that "Performance is the actual doing of something: listening, speaking, reading, and writing."[6] In addition, Brown in his book entitled *Principles of Language Learning and Teaching* states that performance is defined as manifestation of students' competence, which speaking

[6] Bustanul Arifin, S1 Thesis: "*The Correlation between Reading Comprehension Ability and Summary Writing Performance in The Second Grade Students at MA Nurut Tauhid Lumajang"* (Surabaya: IAIN Sunan Ampel Surabaya, 2011), p. 8

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and writing skills refer to students' production; listening and reading skills refer to students' comprehension.[7]

In this research, the students' performance refers to the students' performance in conversation class which the aim of the program is to master the students' speaking skill, but in the teaching and learning process contain other skills of English (listening, reading, and writing) activities. To know the result of students' performance, it is investigated through the students' performance assessment during one semester. The students' performance assessment in conversation class is to assess students' speaking skill. Hughes mentions the scales in assessing speaking skill based on American FSI (Foreign Service Institute) procedure, there are five point scales in speaking performance, and those are:

1. *Accent*
2. *Grammar*
3. *Vocabulary*
4. *Fluency*
5. *Comprehension.*[8]

English Achievement

Cizek states that academic achievement is defined as "Knowledge gained or skills developed in the school subjects, usually designated by test scores or

[7] H. Douglas Brown, *Principles of Language Learning and Teaching,* 4th Ed. (White Plains, New York: Addison Wesley Longman Inc, 2000), p. 30-31

[8] Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge University Press, 2003), p.130

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by marks assigned by teachers, or by both."[9] In addition, Afit Nurhidayah states that academic achievement is the students' result that has been achieved after following certain subject at school.[10] While, Cizek takes the definition of achievement from the Dictionary of Education which is defined as "Accomplishment or proficiency of performance in a given skill or body of knowledge, and progress in school."[11]

In this research, the students' English achievement is students' accomplishment in teaching and learning in English class during one semester which is in the second semester 2011/2012 academic year. It is investigated through the students' final report in regular English class. The final report is taken from the school report.

According to the English teacher, the criteria of English achievement are available which the category of student English achievement score is categorized as follows:

90 – 100 = excellent achievement

80 – 89 = very good achievement

70 – 79 = good achievement

60 – 69 = fair achievement

< 60 = poor achievement

[9] Gregory J. Cizek, "Learning, Achievement,... p. 4

[10] Afit Nurhidayah, S1 Thesis: *"The Influence of Students' Attitude to English Teaching on Their English Achievement at SMPN 1 Bancak of Semarang Regency"* (Surakarta: Muhammadiyah University of Surakarta, 2008), p. 2

[11] Gregory J. Cizek, "Learning, Achievement... p. 4

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Conversation class

In this research, conversation class is defined as students' extra learning program besides regular English class, which more focuses on mastering students' speaking skill but in the teaching and learning activities it contains not only speaking skill, but also other skills of English.

Correlation

Correlation is to predict scores and explain the relationship among variables.[12] In this research, correlation refers to a relationship between students' performance in conversation class and students' English achievement in regular English class.

G. Research Report Writing Organization

This research is organized into five chapters, as follows:

The chapter I is introduction. This chapter discusses about background of the research, statement of the problem, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms, and research report writing organization.

The chapter II is review of related literature. It discusses about the definition of students' performance, English in junior high school as compulsory subject, students' English performance in conversation class, students' English

[12] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 4th ed. (Boston: Pearson Education, Inc., 2012), p. 338

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achievement, the relationship between students' performance in conversation class and their English achievement in regular English class, and previous studies.

The chapter III discusses about research methodology. It contains about research design, research population and sample, research setting, research variable, hypothesis, source of data, research instrument, data collection technique, and data analysis technique.

The chapter IV discusses about analysis of research finding and discussion.

The chapter V is conclusion of the research and the suggestions needed from the researcher.

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CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains the theories that related with the study. The researcher describes the relevant literatures in order that underpin the issues of the research. This chapter reviews about the definition of students' performance, English in junior high school as compulsory subject, students' English performance in conversation class, students' English achievement, the relationship between students' performance in conversation class and their English achievement, and previous studies.

A. The Definition of Students' Performance

The definition of performance based on the Longman Dictionary of Language Teaching and Applied Linguistics is "A person's actual use of language".[13] In addition, Brown in Bustanul Arifin's thesis states that "Performance is the actual doing of something: listening, speaking, reading, and writing."[14] It means that performance is person doing in using language to present the language proficiency.

While, Brown in the book entitled *Principles of Language Learning and Teaching* explains that performance is a form of production or comprehension in

[13] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th Ed. (Harlow: Pearson Education Limited, 2010), p. 428
[14] Bustanul Arifin, S1 Thesis: "*The Correlation*… p. 8

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linguistics events which production refers to speaking and writing skills, and comprehension refers to listening and reading skills.[15] It means that the students' performance of speaking and writing skills is classified as students' production of linguistics while the performance of listening and reading is classified as students' comprehension of linguistics.

In addition, Brown explains that performance is observable and concrete manifestation or realization of competence.[16] It indicates that students' performance is students' manifestation of their competence in realization such practice and it can be observed by other students.

B. English in Junior High School as Compulsory Subject

According to the Minister of National Education Regulation (Permendiknas) that there are 10 compulsory subjects that should be taught in junior high school and one of the subjects is English subject.[17] While the students' learning time in English class for junior high school is only two meetings in a week which 80 minutes for each meeting.[18] It means that English is an important subject to be taught in junior high school, but the learning time given for the students is limit.

Based on the National Education Curriculum, English subject is aimed to develop four English skills in order to make the students capable in

[15] H. Douglas Brown, *Principles of…* p. 31
[16] H. Douglas Brown, *Principles of…* p. 30
[17] National Education Department (Depdiknas), *Minister of...* p. 10-11
[18] National Education Department (Depdiknas), *Minister of ...* p. 11

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communication and using English in certain purposes. In addition, English subject for junior high school is aimed to improve students' English skills which they can use English in communication both spoken and written to solve the daily problem.[19] Therefore, learning English skill competencies are important for student because it is a basic comprehension in communication in English.

In addition, the course outline contains about four English skills (listening, speaking, reading and writing) and the other components as supporting materials in English lesson; i.e. grammar, pronunciation and vocabulary.

C. Students' English Performance in Conversation Class

Richards explains that conversation contains various activities.[20] Bailey states "Conversation is one of the most basic and pervasive forms of human interaction."[21] In this case, the conversation itself contains the various activities which build the interaction between each person.

Harran states that the main goal of conversation class is to develop learners' ability to communicate and the teacher can be more effective in building the conversational skills of their students.[22] From that theory, it means that

[19] National Education Department (Depdiknas), *Kurikulum 2006...*
[20] Jack C. Richards, *The Language Teaching Matrix* (New York: Cambridge University Press, 1990), p. 67
[21] Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (New York: McGraw-Hills Companies, Inc., 2005), p. 42
[22] Thomas James Harran, *"The Conversation Class"*, (http://ir.lib.oita-u.ac.jp/dspace/bitstream/10559/13376/1/kenkyu-ronbun-56-1.pdf, accessed on 28 May 2012), p. 2

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conversation class is a kind of language learning program which is aimed to build the students communication skill which include speaking skill.

Speaking is the most important skill of the four English skills, as Celce-Murcia and Olshtain theory as cited in Esther Uso-Juan and Alicia Martinez-Flor book that speaking in a second language is the most challenging skill of the four skills, which involves a complex process of constructing meaning.[23] In addition, Cooper and Morreale as cited in Fisher and Frey book entitled *Checking for Understanding* explain about speaking skill that

> *"Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners."*[24]

It means that speaking is an important skill in daily interactions because people use speaking more than written form. In daily life, speaking is used to share and exchange information to other people.

Furthermore, speaking skill becomes an important part in teaching and learning. It is stated by Sari Luoma that speaking skill is an important part in curriculum in language teaching and an important object of assessment.[25] In the

[23] Esther Uso-Juan and Alicia Martinez-Flor, *Current Trends in The Development and Teaching of The Four Language Skills* (Berlin: Walter de Gruyter GmbH & Co. KG, 2006), p. 139

[24] Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom* (USA: Association for Supervision and Curriculum Development (ASCD), 2007), p. 16

[25] Sari Luoma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), p. 1

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same line, Richards and Renandya state that "A large percentage of the world's language learners study English in order to develop proficiency in speaking."[26]

On the other hand, speaking is a difficult skill to be mastered by the students especially for foreign language students. Kang as cited in Laili Abidah thesis states speaking is a difficult skill for foreign language learners because effective speaking needs the students to be able to use language in social interactions.[27] Therefore, the teacher should assist the students in exercising their speaking skill by giving learning program that focus more on speaking skill such conversation class.

Conversation class is a language-learning program which is made by a school or an institution with the purpose is to give student extra learning with using oral skill. In some schools or institution, the conversation class is held outside the English class. Many activities are applied in conversation class, e.g. debate, speech, comic writing, storytelling, drama, student simple oral translation activity, presentation, games, etc. From the teaching and learning activities, conversation class contains not only speaking activities, but also other skills of English activities. As Woods's statement that oral skill requires listening skill, which listening requires reading and writing skill.[28] It means that speaking skill activity cannot be separated from the other English skills activity. In this case, it

[26] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 201
[27] Laili Abidah, S1 Thesis: *"Group Discussion as an Alternative Technique to Teach Speaking to the Eleventh Grade of Senior High School Students"* (Surabaya: UNESA, 2009), p. 6
[28] Caroline Woods, *Professionals Development…* p. 24

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gives benefit for students that they could learn English skills in deep besides in English class.

Furthermore, students' performance is a students' realization of their competence by exercising or practising which can be observed by the other students. As Brown statement that performance is observable and concrete manifestation or realization of competence.[29] In this case, the students' English performance in conversation class refers to the students' performance in speaking skill of English. Performance in speaking skill is defined to produce something. According to the Brown's statement that performance is categorising as production which includes speaking and writing skills or comprehension which includes listening and reading skills of linguistic events.[30]

To know the result of students' performance, the teachers have to measure through assessment. As Harris and McCann's statement that assessment is "Measuring our students' performance in any one of many different ways, diagnosing the problems and measuring the progress students make."[31] It means that assessment is used to know the progress of students' performance.

In addition, Shermis and Vesta give definition about assessment, as follows: [32]

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[29] H. Douglas Brown, *Principles of Language Learning and Teaching,* 5th Ed. (White Plains, New York: Pearson Education Inc, 2007), p. 35

[30] H. Douglas Brown, *Principles of Language Learning and Teaching,* 5th … p. 36

[31] Michael Harris and Paul McCann, *Assessment* (Oxford: Macmillan Publishers Ltd, 1994), p. 89

[32] Mark D. Shermis and Francis J. Di Vesta, *Classroom Assessment in Action* (Plymouth, UK: Rowman & Littlefield Publishers Inc, 2011), p. 2

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(a) A set of procedures
(b) Designed to provide information about students' development, growth, and achievement
(c) As compared with a standard. It means that assessment is important for measuring students in learning process.

It indicates that assessment is the measurement during teaching and learning process and a way to collect the students' learning result.

Russell and Airasian explain about performance assessment that is a kind of assessment which requires students to demonstrate skill and knowledge by producing a formal product or performance.[33] In line with previous explanation, Shermis and Vesta describe that performance assessment is an exercise which a student demonstrates specific skills and competencies of proficiency or excellence.[34] It means that performance assessment is an assessment which needs the students demonstrating specific skill with performance. As Hernik Farisia's statement in her thesis, she gives conclusion for performance assessment definition that is an assessment which asking the students to demonstrate and apply the knowledge to the several context.[35]

Kim's statement in the journal entitled *Investigating the Construct Validity of a Speaking Performance Test* explains that "Speaking performance assessments have focused on eliciting examinees' underlying language ability through their

[33] Michael K. Russell and Peter W. Airasian, *Classroom Assessment: Concepts and Applications,* 7th Ed. (New York: The McGraw-Hill Companies Inc, 2012), p. 201
[34] Mark D. Shermis and Francis J. Di Vesta, *Classroom…* p. 120
[35] Hernik Farisia, S1 Thesis: *"Pengaruh Penerapan Penilaian Kinerja (Performance Assessment) terhadap Kreativitas Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam (PAI) di Kelas X SMA Negeri 1 Sidoarjo*" (Surabaya: IAIN Sunan Ampel Surabaya, 2007), p. 24

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actual oral performance on a given task."[36] It means that speaking performance assessment is given to examine the students' speaking ability by oral performance.

Performance assessment has different characteristics from other assessment techniques. Oosterhof states that it has unique characteristics in assessing, for example it can measure a process of production, it can occur in natural or structured settings, and the most important it can measure skills that written test cannot.[37]

The teacher should establish the criteria before assessing the student performance. Harris and McCann describe that establish the criteria for assessing the students' speaking ability is important, those criteria are:[38]

a. *Fluency and lack of hesitation*
b. *Relevance and interest of the performance*
c. *Pronunciation, which consists sounds/rhythm/word and sentence stress/intonation*
d. *Appropriacy of language*
e. *Grammatical accuracy*
f. *Use of suitable vocabulary.*

The students' performance assessment in conversation class is to assess students' speaking skill. Hughes mentions the procedures based on American FSI

[36] Hyun Jung Kim, "Investigating the Construct Validity of a Speaking Performance Test". *Spaan Fellow Working Papers in Second or Foreign Language Assessment.* Vol 8, 2010, p. 1. (http://www.cambridgemichigan.org/sites/default/files/resources/SpaanPapers/Spaan_V8_Kim.pdf, accessed on 18 June 2012)

[37] Albert Oosterhof, *Developing and Using Classroom Assessments*, 3rd Ed. (New Jersey: Pearson Education Inc, 2003), p. 148

[38] Michael Harris and Paul McCann, *Assessment*... p. 79

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(Foreign Service Institute) procedure, there are five point scales in speaking performance, and those are: [39]

1. *Accent*
2. *Grammar*
3. *Vocabulary*
4. *Fluency*
5. *Comprehension.*

The point scales above are expanded into the conversions tables as follows:[40]

Table 2.1

Speaking Proficiency Score Categories

	PROFICIENCY DESCRIPTIONS
	Accent
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.
5	No conspicuous mispronunciations, but would not be taken for a native

[39] Arthur Hughes, *Testing for* … p. 130
[40] Arthur Hughes, *Testing for* … p. 131-132

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	speaker.
6	Native pronunciation, with no trace of “foreign accent.”
	Grammar
1	Grammar almost entirely inaccurate except in stock phrases.
2	Constant error showing control of very few major patterns and frequently preventing communication.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during the interview.
	Vocabulary
1	Vocabulary inadequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

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5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
	Fluency
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker's
	Comprehension
1	Understands too little for the simplest type of conversation.
2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3	Understands careful, somewhat simplified speech when engaged in a

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	dialogue, but may require considerable repetition and rephrasing.
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The ratings above are weighted and totalled as below:[41]

Table 2.2

The Weighting Table of Speaking Proficiency Score Categories

WEIGHTING TABLE							
	1	**2**	**3**	**4**	**5**	**6**	**(A)**
Accent	0	1	2	2	3	4	.....
Grammar	6	12	18	24	30	36	.....
Vocabulary	4	8	12	16	20	24	.....
Fluency	2	4	6	8	10	12	.....
Comprehension	4	8	12	15	19	23	.....
						TOTAL	.....

[41] Arthur Hughes, *Testing for* … p. 132

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From totalled points the score should be completed with scoring categories, it is aimed to make easily in assessment. The scoring categories as below:[42]

Table 2.3
Subcategories of Oral Proficiency Scores

Level	Description
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimu courtesy requirements and maintain very simple face-to-face conversation on familiar topics.
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics

[42] H. Douglas Brown, *Language Assessment Principles and Classroom Practice,* (USA: Pearson Education Inc, 2004), p. 174

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3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

Jackson's statement in the journal entitled *The Conversation Class* gives some suggestions when teaching and learning in conversation class. The suggestion will be described as follows:[43]

a. Cultivate a relaxed atmosphere

Creating a relaxed atmosphere in the conversation class is giving the student a good atmosphere situation to express himself. Some approaches in creating a relaxed atmosphere:

[43] Acy L. Jackson, "The Conversation Class", *English Teaching Forum*, no.1, 2012, (http://exchanges.state.gov/englishteaching/forum/archives/docs/forum-12-50-01/50_1_9_pp29-31_reflections_conversation.pdf, accessed on 28 May 2012), p. 29-31

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1) Learn the students' name

Knowing the name of each student is important for teacher because it indicates of personal interest. Remembering the students' name is an art that the teacher should master. Some suggestions in helping teacher to make easy in remembering the students' name:

- *Concentrate on the student.*

  When a student introduces himself, the teacher should repeat aloud the name at least once and twice to himself.

- *Take notes.*

  The teacher can ask the student to write his name on the notepad which the teacher should always carry to class.

- *Identify the seats and use the students' name.*

  The teacher writes the names of each student on slips of paper and attaches these to the students' chairs or desks. It makes easier for everyone to learn everybody else's name.

2) Give praise when it is deserved

The teacher should give the students such praise when the students doing well in the activities. It could motivate the students more and reinforce them to make a good performance next.

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3) Smile

A smile generates warmth and indicates that the teacher gives response. The teacher should not be afraid to smile or giving a hearty laugh if a situation warrants it.

4) Speak naturally

The teacher should make the students understand what he speaks. Moreover, the teacher should speak as naturally as possible in a conversation class.

5) The student should talk, not take notes

Teaching and learning in conversation class should give opportunity for students to talk maximally. The student should not take notes.

6) Everyone should use English

The teacher should discourage the students' use of mother tongue and should confine his own remarks to English, even if at first the student miss much that is said. The teacher could allow the translation of words and phrases if some activities cannot be continued without it but the times should be little.

b. Be alert and foster alertness

The teacher should stay alert and give attention that the students' attention does not wander. When the student does not pay attention, the teacher can give a question to the student, or ask the student to repeat something that

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has been said, or ask the student to repeat a question that the teacher has asked to the other students.

c. Be enthusiastic and engender enthusiasm

Enthusiasm is one of the most important factors in teaching and learning process especially in a conversation class. In this class, the students should feel enjoy and comfort to speak more actively. Therefore, the teacher should feel joy in engaging the students in conversation class activities. Students' expression should be encouraged by their enthusiasm even if the students will have an excitement in using new language for some purposes such for communication.

d. Be patient

Patience is an important thing for teacher especially in conversation class. The teacher should keep in mind, which the teacher should put himself as if the students. The teacher should think that the students had to struggle to express their ideas with the new language as he was first learning a new language. The teacher should remember the times when he himself has been afraid or ashamed to speak and someone gave him the encouragement that helped him find the proper words. The teacher must give the student time needed. At the same time, the teacher must monitor class participation, to see that no student monopolizes the time by talking too much or hesitating too often and too long. Helping the student such an understanding takes both time and patience.

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e. Be sensitive

The teacher must be sensitive to the students' expressions, speech, gestures, and facial expressions. Some students are especially sensitive about making mistakes. Therefore, the teacher should not laugh when the students making mistakes or allows other students to do so. Each student must always be taken seriously because there is a time for laughing, but be discreet and sensitive to the feelings of the student.

f. Think

The teacher must limit in practicing English to talk alone in the class. The teacher should encourage the students to try to talk with some issues which making them to think with their idea. The conversation class is most successful when the students are thinking in English.

g. Listen

The teacher should not dominate to speak in the class. He should try to get the students to speak as much as possible. The teacher's role is as a critical listener, which he must play a more active role in order to keep the conversation moving.

h. Making corrections

It is a delicate area in a conversation class. Therefore, the teacher should always correct the mistakes made by the students; the teacher should not let them pass. For example, when a student mispronounces a word, the teacher may use it later in a sentence. In the end of the class, he may

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point out the way in pronouncing that word and others from the conversation correctly. Nevertheless, the teacher should keep in mind the students' feelings who made the mistake and make the correction as tact as possible. He should always avoid embarrassing the student.

In addition, Jackson gives suggestion topics which are relevant to be implemented in conversation class as follows:[44]

1) Extemporaneous speaking

   Before the class meeting, type individual topics on small pieces of paper. When the students arrive, each one picks up a slip of paper. Give each student two minutes to organize his thoughts and two minutes to speak. After a student speaks, members of the class ask him two or three questions.

2) Colored slides

   Show colored slides of interesting places known to the students. As each slide is shown, the students engage in casual conversation about the place being viewed.

3) Book reviews

   Assign students to prepare and give the class five minutes to review the books that interest the group.

[44] Acy L. Jackson, "*The Conversation*… p. 31

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4) Theater party

   Sometimes plan a theater party for the class. The movie or play may be in English preferably or the native language. Afterward, the students discuss the play or movie they have seen in English.

5) Class on tape

   Tape a session of the conversation class. Then play the tape for the class at another session. This creates great interest among the students. It also enables to evaluate the students' performance as well.

6) Role playing

   The teacher can use the topic of movies in role playing activities.

7) Games and songs

   Give a session of games or songs, which give variety to the conversation class and to round out the students' experiences that they have in actually using English.

D. Students' English Achievement

Achievement refers to the learner ability within a classroom lesson, unit, or even curriculum.[45] In addition, Nunan in his book states that achievement is student mastery in specific curricular objectives.[46] It means that achievement is student

[45] H. Douglas Brown and Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practices*, 2nd Ed. (New York: Pearson Education, Inc., 2010), p. 9

[46] David Nunan, *Task-Based Language Teaching* (New York: Cambridge University Press, 2004), p. 143

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mastery for specific objectives within the lesson or curriculum. In this case, students' English achievement refers to the students' acquisition in English objectives which is contained in lesson, unit, or curriculum. While, Richards explains that curriculum goals are to represent the outcomes of a language program.[47]

In the other hand, the students' English achievement based on the National Education Curriculum for junior high school is aimed to improve the students' English skills, which they can use English in communication both spoken and written to solve the daily problem.[48] It serves the students with four skills of English that are listening, speaking, reading, and writing. Hence, English lesson is aimed to develop the skills for preparing the students capable in communication and using English in certain purposes.[49] Concisely, students' English achievement is the students can use English four skills for communication in their daily life.

Ebel as cited in Kurnia Dwi Perwitasari's thesis describes that achievement is an outcome of education and shown by the students' grades or scores.[50] In this research, the students' English achievement is investigated through the students' final report in English class. The final report is taken from school report which is to investigate the students' English achievement during one semester. Based on the Longman Dictionary of Language Teaching and Applied

[47] Jack C. Richards, *The Language…* p. 67
[48] National Education Department (Depdiknas), *Kurikulum 2006...*
[49] National Education Department (Depdiknas), *Kurikulum 2006...*
[50] Kurnia Dwi Perwitasari, S1 Thesis: *"Correlation between Parents' Background and the English Achievement of the Third Year Students at SMAN 2 Probolinggo"* (Malang: University of Muhammadiyah Malang, 2011), p. 13

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Linguistics, achievement is "Nondurative and have an inherent end point, for example finish, realize, and arrive."[51] It means that achievement is students' result in teaching and learning process.

E. The Relationship between Students' Performance in Conversation Class and Their English Achievement in Regular English Class

The conversation class is more focusing on students' speaking skill. Although the focus of conversation class is more on mastering speaking skill but it still requires the other skills such listening, reading, and writing. Woods in the book entitled *Professionals Development for Teachers: Teaching and Assessing Skills in Foreign Languages* states that oral communication skill depends on listening skill, which listening requires reading and writing skills, because the skills are interdependent.[52] In the same line, Dunlap and Weisman explain that "Oral language plays a key role in daily communication. It is building block for developing reading and writing skills."[53] It is the evident that the outcome of conversation class is important for the English class learning considering the principal role of speaking skill.

In addition, Brown states about the integration of English four skills (listening, speaking, reading, and writing) in teaching and learning will give

[51] Jack C. Richards and Richard Schmidt, *Longman Dictionary…* p. 35
[52] Caroline Woods, *Professionals Development…* p. 24
[53] Carmen Zuñiga Dunlap and Evelyn Marino Weisman, *Helping English Language Learners Succeed* (Huntington Beach, CA: Shell Education, 2006), p. 68

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student chance in developing their efforts with doing meaningful tasks of the diversity skills because the separated skills in teaching and learning will limit the students into one mode performance. In spite of the integration of skills are occurred but the unique characteristics of each skill should be kept. The following observation that Brown suggested to support the integration of skills as below: [54]

1. Production and reception are related.
2. Interaction is to send and receive messages.
3. Written and spoken language bears a relationship each other.
4. The interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
5. By permitting learners can do with language rather than focusing on the forms of language, we invite any or all of the four skills that relevant into the classroom.
6. One skill will reinforce another skill. Learning to speak in part from what we hear and learn to write in part from what we read.
7. Most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act.

In this research, the conversation class refers to extracurricular program. Extracurricular is aimed to increase students' academic achievement. According

[54] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed. (New York: Addison Wesley Longman Inc, 2001), p. 234

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to Elizabeth, "Extracurricular activities are opportunities to engage in extensions of academic activities and/or non-academic activities under school auspices."[55] As the extracurricular, the conversation class has the purpose for pupils, which are enhancing student achievement in English lesson.

In addition Scrivener states that conversation class is the chance which creates students' fluency and confidence.[56] It means that the conversation class has many functions which are to increase the students' English achievement, their self confident, and the fluency in learning process.

Concisely, conversation class is important to enhance students' achievement in English. Considering with the important of conversation class for English class, the researcher wants to find out the significant correlation between students' performance in conversation class and students' English achievement.

F. Previous Studies

Some researchers have conducted studies related to this research. For instance, Maya Rizki Fauzia did research about the implementation of extra learning program which was entitled the implementation of teaching English in a Conversation Class at SMA Negeri 8 Malang. She employed the research using descriptive-qualitative design. The data were obtained by using field notes,

[55] Mary Elizabeth, *"What are extracurricular activities?"* (http://www.wisegeek.com/what-are-extracurricular-activities.htm#, accessed 18 May 2012)
[56] Jim Scrivener, *Learning Teaching* (Oxford: Macmillan Publishers Limited, 2005), p. 147

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interview, and questionnaires. The result of her research were as follows; first, storytelling, whispering games, story completion, role play and watching movie were the classroom activities conducted in the conversation class. Second, the teacher acted as knowledge transmitter, a manager for the classroom activities and the counselor. Third, the teaching materials used the students' funny experiences, Indonesian folk tales, argumentative texts about current social issues in Indonesia, and a heroic movie. Fourth, the media of teaching used whiteboard and a heroic movie. Fifth, 92% of the students face speaking problems. The last, the students' strategies used in overcoming their speaking problems were paraphrasing, approximation, the use of gestures, asking help from their classmates and their English teacher, adjusting the messages, and the use of native language.[57]

Furthermore, Ahmad Rusdi also did research dealing with the implementation of extra learning program. The research was entitled the implementation of English Conversation Class (ECC) at SMP Negeri 10 Malang. The researcher employed the research using descriptive-qualitative design. The data were obtained by using field notes, interview, and questionnaires. The result of this study were about the techniques used in ECC; the facilities provided by the school for ECC were same with those used by the regular English class; the problems in ECC were the ECC teachers' lack of preparation, unwillingness of the students to use English, the overcrowded of the class, the unpredictable

[57] Maya Rizki Fauzia, S1 Thesis: *"The Implementation of Teaching English in a Conversation Class at SMA Negeri 8 Malang"* (Malang: University of Malang, 2007)

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changes of the ECC teachers' composition and, additional duties for the ECC teachers; 97.05% students agreed with the existence of the ECC program; and the last, 100% teacher agreed with the implementation of ECC program in the class.[58]

Then, another research was dealt by Erlyna Abidasari entitled the implementation of English conversation club as an extracurricular program at SMP Negeri 4 Malang. The subjects were the VII and the VIII grades students who followed the English conversation club, the English teachers, and the headmaster of SMPN 4 Malang. The data in this study were obtained by using field notes, interview guides, and questionnaires. The findings of the research were as follows:

(1) The purpose of conducting the ECC was to establish more opportunities to speak English in daily and natural contexts with comfortable environment.

(2) The facilities provided by the school were considered sufficient.

(3) The learning process conducted by the teachers in the ECC program were classified as good.

(4) The researcher summarized about the students and teachers' opinion that the implementation of ECC was positive activities although the implementation was considered in less maximum.[59]

[58] Ahmad Rusdi, S1 Thesis: *"The Implementation of English Conversation Class (ECC) at SMP Negeri 10 Malang"* (Malang: University of Malang, 2007)
[59] Erlyna Abidasari, S1 Thesis: *"The Implementation of English Conversation Club as an Extracurricular Program at SMP Negeri 4 Malang"* (Malang: University of Malang, 2008)

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The previous studies that were conducted by Maya Rizki Fauzia, Ahmad Rusdi and Erlyna Abidasari focused on examining the implementation of the language learning programs which concentrate on improving speaking skill. The researcher concludes about the result of the researches that the implementation of the language learning programs gives positive improvement for the students' English ability.

The researches and this research have similar thing that wants to investigate the students' development by language learning programs outside the regular English class. Nevertheless, this research has different point with the researches above. The studies above are focused on the implementation of the language learning programs, but more important is to investigate the correlation of the students' performance of those programs with students' English achievement. Therefore, it is important to conduct a research about the correlation of students' performance in conversation class and students' English achievement in regular English class at SMPN 1, Balongbendo.

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CHAPTER III
RESEARCH METHOD

This chapter presents the methodology of the research. It consist of research design, research population and sample, research setting, research variable, hypothesis, source of data, research instrument, data collection technique, and data analysis technique.

A. Research Design

The design of this research is correlation. According to Ary, Jacobs, and Sorensen's statement that correlational research produces indexes which show the direction and the strength of relationships among variables.[60] In addition, Creswell states that "Correlation designs provide an opportunity for you to predict scores and explain the relationship among variables."[61] From the theories, the researcher concludes that correlational research is to identify the relation among variables and to know the strength of relationship. The design is useful to describe and find out the significance correlation between students' performance in conversation class and students' English achievement. In the same line, Meredith D. Gall, Joyce P. Gall, and Walter R. Borg say that correlation research is

[60] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education,* 8th ed. (Canada: Wadsworth Cengage Learning, 2006), p. 350
[61] John W. Creswell, *Educational Research…* p. 338

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purposed to discover relationships between variables through the use of correlational statistics.[62]

In this research, the researcher uses Pearson Product Moment to analyze the correlation between student performance in conversation class and student English achievement. Ary, Jacobs, and Sorensen state that "A very useful statistic, the Pearson Product Moment correlation coefficient (Pearson r), indicates both the direction and the magnitude of the relationship between two variables."[63]

The first variable is the score of student performance in conversation class which is taken by the teacher assessment from the first lesson until the last lesson; it is considered as independent variable (variable X). Then the second variable is student English achievement in regular English class which is taken from the students' school report, it is considered as dependent variable (variable Y).

B. Research Population and Sample

1. Population

According to Ary, Jacobs, and Sorensen explain that "Population is defined as all members of any well-defined class of people, events, or objects."[64] The population of the research is the 8th grade students of SMPN 1, Balongbendo in 2011/2012 academic year. The consideration in choosing the population is

[62] Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Educational Research: An Introduction,* 7th Ed. (Boston: Pearson Education Inc, 2003), p. 320
[63] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to…* p. 129
[64] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to…* p. 148

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because the conversation class in eighth grade is conducted with many activities and various activities which consist of the four English skills activities. There are 8 classes in the eighth grade. Each class contains 35-36 students of 2011/2012 academic year. The total population is 285 students.

Class	**8.A**	**8.B**	**8.C**	**8.D**	**8.E**	**8.F**	**8.G**	**8.H**
Number of Students	36	36	35	35	36	36	36	35

2. Sample

Best's statement in Kurnia Dwi Perwitasari's thesis that sample is a small part of population in observation.[65] In this study, the researcher uses cluster sampling, according to Gay as cited in Aura Lunar Farasty's thesis explains that "Cluster sampling is randomly selected groups, not individuals. All the members of selected groups have similar characteristics."[66] The researcher takes the sample randomly is class 8 C of 2011/2012 academic year. The class consist of 35 students. The researcher's consideration in choosing the sample is because each class has same characteristic which they had been given the same lesson.

[65] Kurnia Dwi Perwitasari, S1 Thesis: *"Correlation between*… p. 19

[66] Aura Lunar Farasty, S1 Thesis: *"The Students' Motivation in Joining English Conversation Extracurricular (ECE) by British Five at SMPN 5 Malang"* (Malang: University of Muhammadiyah Malang, 2011), p. 27

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C. Research Setting

This research will be conducted in SMPN 1 Balongbendo which is located in Jl. Raya Balongbendo, Sidoarjo, East Java. The setting is chosen based the consideration that SMPN 1 Balongbendo has the object being observed that is conversation class which is considered to be able to provide the data needed.

The subjects of this study are the eighth grade students of SMPN 1 Balongbendo. The eighth grade students are chosen because in the eighth grade many activities and various activities are applied in the conversation class. So, the researcher can gain more information needed in observing the students of eight grade students.

D. Research Variable

The research variable is divided in two variables that are dependent variable and independent variable. Zainal Arifin's statement in Bustanul Arifin thesis states that "Dependent variable (Y) is the factor that searched and count to decide the effect that caused by the independent variable (X)."[67] In this research, the dependent variable is the students' English achievement and the independent variable is the students' performance in conversation class.

The students' performance refers to the students' performance in conversation class during one semester which is the second semester in

[67] Bustanul Arifin, S1 Thesis: "*The Correlation…* p. 30

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2011/2012 academic year. To know the result of students' performance, it is investigated through the students' performance assessment during one semester. The students' performance assessment in conversation class is to assess students' speaking skill. Hughes mentions the scales in assessing speaking skill based on American FSI (Foreign Service Institute) procedure, there are five point scales in speaking performance, and those are:

1. *Accent*
2. *Grammar*
3. *Vocabulary*
4. *Fluency*
5. *Comprehension.*[68]

The English achievement is the students' accomplishment in teaching and learning in regular English class during one semester which is the second semester in 2011/2012 academic year. It is investigated through the students' final report in regular English class. The final report is taken from the school report.

The categorization of students' English achievement as follows:

90 – 100 = excellent

80 – 89 = very good

70 – 79 = good

60 – 69 = fair

< 60 = poor

[68] Arthur Hughes, *Testing for…* p.130

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E. Hypothesis

Ha: there is significant positive correlation or negative correlation between students' performance in conversation class (X) and their English achievement in regular English class (Y) at SMPN 1 Balongbendo.

Ho: there is no significant positive correlation or negative correlation between students' performance in conversation class (X) and their English achievement in regular English class (Y) at SMPN 1 Balongbendo.

F. Source of Data

In this research, the source of the data is from documentation and interview. The documentation data is from the students' academic record. The data is from teacher assessment both in conversation class and regular English class, and another data is the teachers' interviewing.

The data from the teacher assessment is to find the result of the students' performance and their English achievement in regular English class. Then the data are compared by the formula of correlation research using Pearson Product Moment and the findings will show the significant correlation between students' performance and their English achievement in regular English class. And the next data is from the teachers' interviewing. It is conducted to know the implementation of conversation class besides regular English class.

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G. Research Instrument

Research instrument is a means to collect the data. According to Arikunto in Aura Lunar Farasty's thesis explains that instrument is a tool used in collecting the data for the research.[69] The study uses:

1. Documentation.

   Documents are "A readily source of data in research as many already exist in the institutional system."[70] The researcher takes from the already data of the teacher. The data is taken from the teacher assessing in the classroom. Burns states that documents have a wide range for research focus which can be used by the researchers, such as students' portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletters, and previous test or examination papers.[71] In the same line, Suharsimi Arikunto as cited in Fatkul Hadi's thesis state that documentation is a technique in collecting the data about variables in the forms of notes, scores, books, newspaper, magazine, etc.[72]

   In this research, the documentation data is taken from the teacher assessment which is investigated through the students' scores, both the students' performance score and students' English achievement score. The

[69] Aura Lunar Farasty, S1 Thesis: *"The Students'*… p. 27
[70] Anne Burns, *Collaborative Action Research for English Language Teachers* (Cambridge: Cambridge University Press, 1999), p.140
[71] Anne Burns, *Collaborative Action.*… p. 140
[72] Fatkul Hadi, S1 Thesis: *"The Correlation between Learning Habits and English Achievement of 5th Year Students at SD Negeri Pandanwangi V Malang"* (Malang: University of Muhammadiyah Malang, 2011), p. 18

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data is required to know the correlation between students' performance and their English achievement in regular English class. The consideration in choosing the data is because the researcher wants to know the students' teaching and learning process result in one semester.

For the data of students' performance, the researcher chooses to gain the data from the students' score of the teacher assessment. It is investigated through the teacher's score transcript that is to know the students' performance in the conversation class during one semester. Next, for the data of students' English achievement, the researcher chooses to gain the data from the students' final report which is to know the students' achievement in regular English class in one semester. It is taken from the students' school report. Both of the students' performance and students' English achievement is to know the student teaching and learning result during one semester which in the second semester 2011/2012 academic year.

2. Interview.

The researcher uses the interview guideline to gain the data from the teacher of conversation class. This interview consists of several questions about the implementation of conversation class besides regular English class, which are talking about the activities that are implemented in the conversation class; it is to know the teaching learning activities clearly. And other topics are mainly talking about the role of conversation class besides regular English class; it is

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to know the important of the conversation class. The researcher will be equipped with an interview guide (see appendix 4).

H. Data Collection Technique

The researcher conducts the research in SMPN 1 Balongbendo. The data are collected by documentation and interview. Before going to the main research, the researcher conducts preliminary survey. Preliminary survey is attempted to get information about the implementation of conversation class besides regular English class. In the preliminary survey, the researcher meets the teacher of conversation class of SMPN 1 Balongbendo and asking about the implementation of conversation class in the school shortly. The obtained data from preliminary survey is used to set up the action of the research.

The first data is collected from the documentation of the teacher which is a main data of the research. The documentation is teacher assessing both of in conversation class and regular English class. The researcher collects the students' performance scores in the conversation class through the teacher's score transcript during one semester which is the second semester in 2011/2012 academic year. Then, the researcher collects the score from students' school report during one semester which is the second semester in 2011/2012 academic year that is to know the students' English achievement.

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And the last data is collected from the teacher interviewing. The researcher interviews the teacher of conversation class to know the implementation of conversation class besides regular English class and the relationship with regular English class.

I. Data Analysis Technique

1. Documentation

The data from documentations are the main data of the research. It will be collected and analyzed using Pearson Product Moment. The procedures of data analysis are arranged as following steps:

a. Sorting

The researcher sorts the data needed after collecting the data. The main data is from students' performance score in conversation class and students' English achievement score in regular English class.

b. Analyzing

The researcher sums up the score of students' performance in conversation class, which the score is taken from the teacher assessment from each lesson given by the teacher during one semester. Then, the result is calculated with the score of students' English achievement in English class with Pearson Product Moment formula to find out the correlation significant between student performance in conversation class

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and student English achievement in regular English class at SMPN 1 Balongbendo.

The formula as follows: [73]

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

Where:

r = correlation coefficient of variable X and Y

$\sum XY$ = the sum of the product of X and Y scores for each students

$\sum X$ = the sum of X scores

$\sum Y$ = the sum of Y scores

$\sum X^2$ = the sum of square of students' performance in conversation class scoring

$\sum Y^2$ = the sum of square of students' English achievement scores in English regular class

$(\sum X)^2$ = the sum of squared X scores

$(\sum Y)^2$ = the sum of squared Y scores

n = the total of respondents

[73] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 1987), p. 193

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The above formula is very important due to find out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between the two variables or not.

Then, from the result of the r computation (r-*observation*), it is classified as the perfect positive relationship (+1.00), no relationship (0), or the perfect negative relationship (-1.00). As Donald Ary, Lucy Cheser J. and Chris Sorensen's explanation that explain[74]

> *"The sign (+ or −) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases . . . A negative coefficient indicates that as one variable increases, the other decreases . . . The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to −1.00 (indicating a perfect negative relationship)."*

To know the significance of the correlation computed r with r at the table, there are many classifications of the degrees of correlation to indicate the significance. To know the significant of correlation in simple way, the r-*observation* is investigated through the table of interpretation of the correlation coefficient. The degrees of correlation are classified into five groups, they are as follows: [75]

[74] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to…* p. 350
[75] Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2010), p. 231

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0.00 – 0.199 = very low correlation
0.20 – 0.399 = low correlation
0.40 – 0,599 = moderate correlation
0.60 – 0.799 = high correlation
0.80 – 1.000 = very high correlation

Another way in investigating the significant of correlation is comparing with r-*table* (see appendix 1). This way is considered as the thorough way.[76] Therefore, it investigates the coefficient correlation more careful than using the degrees of correlation above.

In comparing the r-*observation* and r-*table*, the degrees of freedom (df) should be computed first. The formula as follows:[77]

df = N – nr

Where:

df = the degrees of freedom

N = the number of cases

nr = the number of variables, in this research the number of variables are two which students' performance (X) and students' English achievement (Y), so nr = 2.

[76] Anas Sudijono, *Pengantar Statistik…* p. 194
[77] Anas Sudijono, *Pengantar Statistik…* p. 181

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2. Interview

The data from interview is the supported data for the main data. It is to know the implementation conversation class besides regular English class. The procedures of data analysis are arranged as following steps:

a. Gathering

The researcher gathers the data needed after collecting the data from interviewing the teacher of conversation class.

b. Describing

The researcher describes a summary of the data collected from interview data.

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CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the results of collecting data and the analyzing data through the student' academic records which is used to find the result about the relationship between students' performance in conversation class and their English achievement in regular English class then the discussions follow based on the data analysis.

A. Research Findings

1. The Findings of Students' Performance

The first variable was students' performance in conversation class (X). The data was about the students' performance in conversation class at SMPN 1 Balongbendo. The students' performance in the conversation class covered the students' performance of speaking skill. The data was obtained through the students' performance assessment which was taken from 10 lessons given by the teacher during one semester. The researcher took the raw data from the teacher assessment.

The teacher assessed the students' performance with three components of students' speaking score compositions that consist of fluency, comprehension, and accent. Whereas the speaking score composition based on American FSI level was consist of five components. The composition in

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assessing according to the teacher of conversation class was interpreted into English by the researcher, as follows:

Table 4.1

The Teacher Score Categories in Assessing Students' Performance in Conversation Class

Level	Criteria	Score
	Fluency	
5	Speech is smooth as a native speaker	**17 – 20**
4	Speech is smooth, but the speed as non-native speaker and sentence may used certain dialect	**13 – 16**
3	Speech is hesitant and listener need such effort in listening	**9 – 12**
2	Speech is very slow and effortless	**5 – 8**
1	Speech is fragmentary and cannot be understood	**0 – 4**
	Comprehension	
5	Understands everything in speech	**49 – 60**
4	Understands quite well in speech	**37 – 48**
3	Understands quite well but need repetition	**25 – 36**
2	Understands very simple speech	**13 – 24**
1	Understands too little	**0 – 12**

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	Accent	
5	Pronunciation can be understood, as native speaker	**17 – 20**
4	Pronunciation can be understood but contains such certain dialect	**13 – 16**
3	Pronunciation can be understood but the hearer need to more concentrate in listening	**9 – 12**
2	Pronunciation is difficult in understanding	**5 – 8**
1	Pronunciation is unintelligible	**0 – 4**

The students' performance in conversation class was taken from the students' scores from the first lesson until the last lesson (see appendix 2). Then, the scores of each student was calculated to find the average (mean) of each score. The formula was below:

$$Mx = \frac{\sum X}{N}$$

Then, the result of the score calculation was tabulated into the table below:

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Table 4.2

Student Totaled Score in Conversation Class from the First Lesson until the Tenth Lesson

No	Student	Score
1	FDP	76
2	HSP	77
3	HSF	79
4	ISA	79
5	ISM	87
6	JA	74
7	LO	87
8	LYY	85
9	AAA	75
10	AP	81
11	AA	78
12	AP	80
13	ASP	79
14	BO	79
15	BA	90
16	DAS	78
17	DYI	80
18	ESS	80

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19	FA	82
20	FZ	90
21	FK	88
22	GR	79
23	HFM	82
24	II	78
25	LAS	80
26	LPP	74
27	NUK	78
28	PDW	88
29	RTW	77
30	RANT	79
31	SNA	90
32	SUL	81
33	TS	76
34	TFP	88
35	YE	80

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From the data above, the students' score result of students' performance in conversation class could be categorized in subcategories of oral proficiency scores to find the students' oral comprehension in general.

Table 4.3

The Subcategories of Students' Performance in Conversation Class

Score	Rating	Frequency	Percentage
16 – 25	0+	-	-
26 – 32	1	-	-
33 – 42	1+	-	-
43 – 52	2	-	-
53 – 62	2+	-	-
63 – 72	3	-	-
73 – 82	3+	25	71.4%
83 – 92	4	10	28.6%
93 – 99	4+	-	-
Total		**35 students**	**100 %**

Based on the subcategories determined above, 0 frequencies were for ratings 0+, 1, 1+, 2, 2+, 3 and 4+. And in the rating 3+, there were 25 frequencies which showed that 71.4% of the students were able to use the language to satisfy professional needs in a wide range of sophisticated and demanding

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tasks. Then, in the rating 4, there were 10 frequencies which showed that 28.6% of the students were able to use the language fluently and accurately on all levels normally pertinent to professional needs.

Furthermore, to know the students' performance in conversation class of class 8 C, the researcher calculated the mean (average) of the data, the formula as follows:

$$Mx = \frac{\sum X}{N}$$

After calculating the students' performance score in the Excel, the mean (average) of the students' performance was 80.97143. It was found that the mean of the students' performance was 81.

2. The Findings of Students' English Achievement

The second variable was students' English achievement in regular English class (Y). This variable was collected from the students' achievement record in class 8 C of 2011/2012 academic year. In this research, the data of the student English achievement was obtained from the students' school report in regular English class during one semester. The score of the students' school report was taken from a whole of students' score from assessment of assignments and examination during one semester which consisted of the daily exercises, midterm examination, and final examination.

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The daily exercises were divided into oral assignment, written assignment, and daily test. Which oral assignments consisted of listening assignment and speaking assignment; and written assignments consisted of reading assignment and writing assignment. But the quantities of the assignment of listening, reading, and writing skill were many more than speaking assignment. And the daily tests were varying which consisted of multiple choice, essay and gap filling.

The students' English achievement was obtained from the score calculation from the mean of the daily exercises scores, midterm examination score, and final examination score. Then, the score was calculated into the formula as follows:

$$\frac{3NH + UTS + UAS}{5}$$

Where:

NH = Mean of the daily exercises

UTS = Midterm examination score

UAS = Final examination score

The students' English achievement score was provided into the table below:

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Table 4.4

The Students' English Achievement Scores

No	Student	Achievement Score	Classification
1	FDP	90	Pass
2	HSP	84	Pass
3	HSF	85	Pass
4	ISA	83	Pass
5	ISM	82	Pass
6	JA	81	Pass
7	LO	86	Pass
8	LYY	86	Pass
9	AAA	81	Pass
10	AP	82	Pass
11	AA	85	Pass
12	AP	88	Pass
13	ASP	88	Pass
14	BO	90	Pass
15	BA	92	Pass
16	DAS	80	Pass
17	DYI	88	Pass
18	ESS	79	Pass

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19	FA	77	Pass
20	FZ	88	Pass
21	FK	87	Pass
22	GR	78	Pass
23	HFM	82	Pass
24	II	85	Pass
25	LAS	80	Pass
26	LPP	77	Pass
27	NUK	75	Pass
28	PDW	90	Pass
29	RTW	79	Pass
30	RANT	78	Pass
31	SNA	90	Pass
32	SUL	80	Pass
33	TS	75	Pass
34	TFP	87	Pass
35	YE	86	Pass

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Based on the table, the data showed that the highest score was 92 and the lowest score was 75. If the students' scores were classified based on Minimum Passing Grade (KKM) as the school standard of students pass that KKM = 7.5, all of the students were 100% passed, which could give general description that all of students in the eighth grade of SMPN 1 Balongbendo had good mark in English subject.

Then, the students' English achievement score was categorized into the English achievement criteria. The data was tabulated into the following table:

Table 4.5

The Categorization of Students' English Achievement

Interval Class	Frequency
91 – 100	1
81 – 90	24
71 – 80	10
61 – 70	0
< 60	0
Total	**35**

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From the student categorization above, in the interval class of 91 – 100 was categorized as excellent; 81 – 90 was categorized as very good category; 71 – 80 was categorized as good category; 61 – 70 was categorized as fair category; and < 60 was categorized as poor category.

The table above showed that there was one student who got excellent category; there were 24 students who got very good category; there were 10 students who got good category; and there was no student who got fair and poor category. It meant that the students' English achievement in 8 C class of 2011/2012 academic year was good achievement.

To know the students' English achievement of class 8 C, the researcher calculated the mean (average) of the data, the formula as follows:

$$Mx = \frac{\sum X}{N}$$

After calculating the students' English achievement score in the Excel, the mean (average) of the students' English achievement was 83.54286. It was found that the mean of the students' English achievement was 84.

3. The Correlation between Students' Performance Scores and Students' English Achievement Scores

After the data had been collected, the researcher calculated the data using the Pearson Product Moment Correlation to find the significant correlation between students' performance and their English achievement.

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Table 4.6

The Computation of Correlation between Students' Performance and Students' English Achievement

Subject	X	Y	XY	X^2	Y^2
FDP	76	90	6840	5776	8100
HSP	77	84	6468	5929	7056
HSF	79	85	6715	6241	7225
ISA	79	83	6557	6241	6889
ISM	87	82	7134	7569	6724
JA	74	81	5994	5476	6561
LO	87	86	7482	7569	7396
LYY	85	86	7310	7225	7396
AAA	75	81	6075	5625	6561
AP	81	82	6642	6561	6724
AA	78	85	6630	6084	7225
AP	80	88	7040	6400	7744
ASP	79	88	6952	6241	7744
BO	79	90	7110	6241	8100
BA	90	92	8280	8100	8464
DAS	78	80	6240	6084	6400
DYI	79	88	7040	6400	7744
ESS	80	79	6320	6400	6241

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FA	82	77	6314	6724	5929
FZ	90	88	7920	8100	7744
FK	88	87	7656	7744	7569
GR	79	78	6162	6241	6084
HFM	82	82	6724	6724	6724
II	78	85	6630	6084	7225
LAS	80	80	6400	6400	6400
LPP	74	77	5698	5476	5929
NUK	78	75	5850	6084	5625
PDW	88	90	7920	7744	8100
RTW	77	79	6083	5929	6241
RANT	79	78	6162	6241	6084
SNA	90	90	8100	8100	8100
SUL	81	80	6480	6561	6400
TS	76	75	5700	5776	5625
TFP	88	87	7656	7744	7569
YE	80	86	6880	6400	7396
N= 35	**$\sum X$= 2833**	**$\sum Y$= 2924**	**$\sum XY$= 237164**	**$\sum X^2$= 230234**	**$\sum Y^2$= 245038**

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Where:

n = 35

$\sum XY$ = 237164

$\sum X$ = 2833

$\sum Y$ = 2924

$\sum X^2$ = 230234

$\sum Y^2$ =245038

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

$$= \frac{35 \times 237164 - 2833 \times 2924}{\sqrt{(35 \times 230234 - 2833^2)(35 \times 245038 - 2924^2)}}$$

$$= \frac{8300740 - 8283692}{\sqrt{(8058190 - 8025889)(8576330 - 8549776)}}$$

$$= \frac{17048}{\sqrt{32301 \times 26554}}$$

$$= \frac{17048}{\sqrt{857720754}}$$

$$= \frac{17048}{29286.8}$$

= 0.582

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From the calculation above, it described that r-*observation* was 0.582 meaning a positive correlation. The correlation was in positive correlation which meant if the students' performance in conversation class achieved good performance, the students' achievement in regular English class achieved good achievement too.

To answer the research question as mentioned in chapter 1, is there any significant correlation between students' performance and their English achievement in regular English class at SMPN 1, Balongbendo; it was needed to compare with r-*table* which the degrees of freedom (df) was calculated first.

$$df = N - nr$$

$$df = 35 - 2$$

$$df = 33$$

From the calculation, it showed that df = 33. Then, df was used to search the significant level in r-*table* of Product Moment Value (see appendix 1). In the r-*table* it was found that the result was significant at level 5% = 0.344 and 1% = 0.442. Which the comparing data between r-*observation* and r-*table* as below:

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Table 4.7

The Comparing Data between r-*observation* and r-*table*

Significant Level	The Comparison	The Value
At 5 %	r-*observation* > r-*table*	0.582 > 0.344
At 1%	r-*observation* > r-*table*	0.582 > 0.442

Based on the table above, it meant that r-*observation* higher than r-*table* both of significant at 5% and 1% level. To conclude the research hypothesis that there was a correlation between the students' performance in conversation class and their English achievement in regular English class at SMPN 1, Balongbendo was accepted.

4. The Result of the Interview Data

The interview data was the supporting data that to know the implementation of the conversation class. It was taken from interviewing the teacher of conversation class. The teacher's name was Joko Hernawan, S.Pd. The interview was held on 20 June and 14 July 2012. Based on the interview data with the teacher, the result would be described as follows.

The conversation class was an extracurricular program in the school, which the curriculum was based on the curriculum that created by the teacher of conversation class. It meant that the teacher had the main role in the development of conversation class.

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While, the implementation of the conversation class in the school was to enhance the students' English achievement in regular English class and to increase the student's English ability, especially in mastering speaking ability. Therefore, in the teaching and learning process, it contained other skills of English (listening, reading, and writing). Furthermore, the conversation class was held besides regular English class and the time provided by the school was one meeting in a week for 90 minutes.

Then, in the teaching and learning activities in the conversation class in eighth grade were applied presentation activity, debate activity, student simple translation activity (both of English into Indonesian and Indonesian into English), vocabulary pronunciation, dialogue activity, and student making comic activity. From the activities of students making a comic story activity, it indicates that the activity needs students' ability of writing. Then in the students' simple oral translation activity, it indicated that the activity needed students' listening ability because the students should heard the sentences from the teacher then the students gave the translation orally. For the students' story telling activity, it needed students to read the story script; therefore it required students' reading ability. It proved that the conversation class consisted of the various activities besides speaking activities.

In the other hand, the teaching and learning activities in the conversation class for seventh grade and ninth grade were not various as in the eighth grade. For the seventh grade, the activities that were conducted in

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conversation class such as drama, dialog, students' simple oral translation activity, memorizing vocabulary, and spelling activity. Then in the ninth grade, the activities that were conducted in conversation class such as drama, debate, student interview activity, and vocabulary pronunciation.

In addition, the media used by the teacher of conversation class namely whiteboard and teacher handbook. While the facilities that provided by the school were the classroom, library, and the language laboratory. In the other hand, the overcrowded class and unwillingness students in using English were the problems faced by the teacher in the teaching and learning activity. Therefore, in overcoming the problem, the teacher inserted competition techniques and games in the activities when the students' attention wanders; it is to attract their attention.

B. Discussion

This research focused on determining whether there was correlation between students' performance and their English achievement in the eighth grade students at SMPN 1 Balongbendo. The first result demonstrated the students' performance in conversation class that 71.4% students were able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. And 28.6% students were able to use the language fluently and accurately on all levels

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normally pertinent to professional needs. The mean (average) of the students' performance was 81 which showed good achievement.

The second result demonstrated the students' English achievement in regular English class of class 8 C that showed the students had good mark in English subject, which was shown by the students' score that 100% passed from the Minimum Passing Grade (KKM). The mean (average) of the students' English achievement was 84 which showed good achievement too.

The last result according to the data computation of correlation between students' performance and their English achievement was found that the correlation was 0.582 (r-*observation* = 0.582); it meant that the correlation was positive correlation. According to Donald Ary, Lucy Cheser J. and Chris Sorensen's explanation that[78]

> *"The sign (+ or −) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases . . . A negative coefficient indicates that as one variable increases, the other decreases . . . The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to −1.00 (indicating a perfect negative relationship)."*

It meant that if the students' performance increased and the students' English achievement increased too. Considering the Pearson Product Moment Correlation, it was only used to find the degree of the correlation between variables which was

[78] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to…* p. 350

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to find the strength of correlation between two variables, not to measure the influences between a variable to other.

Furthermore, the r-*observation* was 0.582 that we could interpreted in the simple way of interpretation that it was classified as moderate correlation meaning although the correlation had positive correlation but the correlation was in the moderate level which had limited correlation.

Then, the r-*observation* was compared with r-*table*; it was found that r-*observation* higher than r-*table* which could be concluded that there was significant correlation between students' performance in conversation class and students' English achievement in English class both at 5% and 1% level. Therefore, it gave evidence for hypothesis that there is a significant correlation between students' performance in conversation class and students' English achievement at SMPN 1 Balongbendo was accepted. While for the null hypothesis that there is no a significant between students' performance in conversation class and students' English achievement at SMPN 1 Balongbendo was rejected.

In conclusion, the result of data analysis showed that the students' performance in conversation class had a good performance as well as a good achievement in regular English class. Therefore, both variables correlated positively and significantly.

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the research conclusion and the suggestion from the researcher for the future researchers.

A. Conclusion

The calculation of the correlation was 0.582. Based on the analyzing data, it proved that there was a positive correlation between students' performance in conversation class and their English achievement and it was classified as a moderate correlation. The correlation of coefficient was significant at 5% and 1% level, which meant the students' performance in conversation class had significant correlation to their English achievement in regular English class. The important thing to be noted, that the Pearson Product Moment Correlation did not intend to measure the any causal relationship between variables. As a result, the students who had good performance in conversation class did not always had good achievement in English. But it could be said that between students' performance in conversation class and their English achievement at SMPN 1 Balongbendo, there was correlation each other and it was classified as moderate correlation. At the last, the Ha was accepted and the null hypothesis was rejected.

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B. Suggestion

The result of the research is focused on the correlation of the variables. It will be better if the further researcher conduct the related issues in another case, which can compare conversation class and other language-learning program that focused on mastering the speaking skill such conversation club. It will show the differences and the similarity each other.

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