COMPARISON OF STUDENTS LEARNING OUTCOMES IN ENGLISH SPEAKING SKILLS BETWEEN RURAL AND URBAN SCHOOLS

(An Explanatory Study at Senior High Schools Students in Bengkulu Province)

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno of Bengkulu.

By:

NEVY NURISTI OCHTAVIANI
NIM. 1811230124

ENGLISH EDUCATION STUDY PROGRAM
TADRIS DEPARTMENT
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC UNIVERCITY OF BENGKULU
2022

PRONOUNCEMENT

Name   : NEVY NURISTI OCHTAVIANI
NIM   : 1811230124
Study Program   : English Education Study Program
Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "COMPARISON OF STUDENTS LEARNING OUTCOMES IN ENGLISH SPEAKING SKILLS BETWEEN RURAL AND URBAN SCHOOLS (An Explanatory Study At Senior High Schools Students In Bengkulu Province)" is my real masterpiece. The thins out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Bengkulu,   2022

Stated By

NEVY NURISTI OCHTAVIANI

NIM: 1811230124

ADVISORS SHEET

Subject : NEVY NURISTI OCHTAVIANI
Nim : 1811230124
To : The Dean of Tarbiyah and Tadris
Faculty in Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advice, herewith, as the advisors, we state that the thesis of:

Name : NEVY NURISTI OCHTAVIANI

NIM : 1811230124

Title : COMPARISON OF STUDENTS LEARNING OUTCOMES IN ENGLISH SPEAKING SKILLS BETWEEN RURAL AND URBAN SCHOOLS (An Explanatory Study at Senior High Schools Students in Bengkulu Province).

Has already fulfilled the requirements to be present for the Board of examiners (munaqasyah) to gain a bachelor's degree in English education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Bengkulu   2022

Advisor 1   Advisor 2

Risnawati, M.Pd   **Andri Saputra, M.Sc**
NIP.199106262019031014   NIP.197405231999032002

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled: **COMPARISON OF STUDENTS LEARNING OUTCOMES IN ENGLISH SPEAKING SKILLS BETWEEN RURAL AND URBAN SCHOLLS (An Explanatory Study at Senior High Schools Students in Bengkulu Province).** By Nevy Nuristi Ochtaviani (1811230124) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman

Dr. Hj Asiyah, M.Pd
NIP. 196510272003122001

Secretary

Heny Friantary, M.Pd
NIP. 198508022015032002

Examiner I

Feny Martina, M.Pd
NIP. 198703242015032002

Examiner II

Endang Haryanto, M.Pd
NIDN. 2004058601

Bengkulu,   July 2022
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

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MOTTOS

"I can accept failure, but I can't accept anything I never tried"

(Michael Jordan)

"Never compare your process to someone else's, because everyone has their own process and path". Spirit!!!

(Nevy Nuristi Ochtaviani)

DEDICATION

The researcher would like to dedicate this thesis to:

- ➢ Allah SWT. As the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can't describe how I am for every mercy, healthy, and happiness on my way to finishing this thesis.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu   2022

The researcher

NEVY NURISTI OCHTAVIANI
1811230124

ABSTRACT

Nevy Nuristi Ochtaviani, 2022 Comparison of Students' Learning Outcomes In English Speaking Skills Between Rural and Urban Schools (An Explanatory Study At Senior High Schools Students In Bengkulu Province)

Advisor 1: Risnawati, M.Pd   Advisor 2: Andri Saputra, M.Sc

This study aims to compare English learning outcomes in the field of English Speaking skills in rural and urban schools. Learning to speak has the goal of making students able to speak English as an international language. This study used mix method. From the results of this research, the researcher concluded that Schools in urban areas do not always guarantee good students' grades, and conversely, schools in rural areas cannot guarantee that students' grades are always low. From the results of research that has been conducted, it is found that schools in rural areas get higher scores than students who study in urban areas. These factors can cause: 1) students in rural schools tend to be few, therefore the teacher can pay more attention to explaining the material. 2) There is a determination to learn better even with inadequate facilities. 3) The learning methods used by teachers in rural areas are different from those in urban areas. 4) Students' interest in learning English in rural areas is higher than students in urban areas. Based on the results of the study, there are also four factors that influence the low test results of urban students, namely the lack of students specifically in speaking, lack of students' concentration during the learning process, low understanding of students' concepts about English lessons in speaking skills, and lack of student discipline.

Keywoard : Learning Outcomes, English Speaking Skills, Rural And Urban Schools.

ABSTRAK

Nevy Nuristi Ochtaviani, 2022. Perbandingan Hasil Belajar Siswa Dalam Keterampilan Berbicara Bahasa Inggris Antara Sekolah Pedesaan dan Perkotaan (Explanatory Studi Pada Siswa SMA di Provinsi Bengkulu)

Pembimbing1: Risnawati,M.Pd Pembimbing2:Andri Saputra, M.Sc

Penelitian ini bertujuan untuk membandingkan hasil belajar bahasa Inggris bidang keterampilan Berbicara Bahasa Inggris di sekolah pedesaan dan perkotaan. Pembelajaran berbicara memiliki tujuan agar siswa mampu berbahasa Inggris sebagai bahasa internasional. Dalam penelitian ini digunakan metode campuran. Dari hasil dari penelitian ini Peneliti menyimpulkan bahwa Sekolah di perkotaan tidak selalu menjamin nilai siswa yang baik, dan sebaliknya sekolah di pedesaan tidak dapat menjamin bahwa nilai siswa selalu rendah. Dari hasil penelitian yang telah dilakukan, ditemukan bahwa siswa yang belajar di daerah pedesaan mendapatkan nilai yang lebih tinggi dibandingkan siswa yang belajar di perkotaan. Faktor-faktor ini dapat menjadi penyebab: 1) siswa di sekolah pedesaan cenderung sedikit, oleh karena itu guru dapat lebih memperhatikan dalam menjelaskan materi. 2) Ada tekad untuk belajar lebih baik walaupun dengan fasilitas yang kurang memadai. 3) Metode pembelajaran yang digunakan guru di perdesaan berbeda dengan di perkotaan. 4) Minat siswa untuk belajar bahasa Inggris di pedesaan lebih tinggi dibandingkan siswa di perkotaan. Berdasarkan hasil penelitian juga terdapat empat faktor yang mempengaruhi rendahnya hasil tes siswa perkotaan yaitu kurangnya siswa khususnya dalam berbicara, kurangnya konsentrasi siswa selama proses pembelajaran, rendahnya pemahaman konsep siswa tentang bahasa Inggris. pelajaran keterampilan berbicara, dan kurangnya disiplin siswa.

Kata Kunci : Hasil Belajar, keterampilan berbicara bahasa inggris, sekolah pedesaan dan perkotaan.

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CHAPTER I

INTRODUCTION

A. Background of Study

This study aims to compare English learning outcomes in the field of English Speaking skills in rural and urban schools. Learning to speak has the goal of making students able to speak English as an international language. In short, students are considered to have achieved speaking skills when they can express ideas, opinions, feelings, experiences, and the four components of English with good pronunciation, fluency, vocabulary, and accuracy in English Grammar (Feberani, 2018). This is supported by Wood who states that success is measured not only in the functional effectiveness of the language but also in terms of the acceptability of the form of language used (McNaughton et al., 2008).

According to (Karyati, 2019), speaking is the ability to pronounce language sounds to express or convey thoughts,

ideas, or feelings orally, to create comfortable interaction and communication, because the main purpose of speaking is to communicate. In speaking skills, a student must practice a lot to have good speaking skills (Ananda, 2019). But in reality, many students are not interested in learning to speak English, this is because speaking English is a very difficult skill to learn from the other four English skills. The general problem based on previous research is that the difficulty of students speaking English is that they have to produce sentences suddenly when they have to talk to other people (Rao, 2019). In addition, they also face many difficulties in speaking using the correct language structure. It is quite difficult for students to produce sentences without studying the grammatical structure first (Rao, 2019). This shows that speaking English is not a simple skill where you should have been capable in some English supplements such as vocabulary, pronunciation, having ideas, and grammar.

The problem regarding students' low interest in speaking skills in English is related to the low motivation of students towards speaking skills in English (Shahnaz et al., 2021). This is in line with the results of research conducted by that the number of students who are not motivated to speak English is more common in rural than in urban areas. This happens because English learning in rural areas has greater barriers than in schools in urban areas (Hossain, 2016). This is caused by various factors, including students' low interest in English lessons, lack of support from parents and the environment, and low competence of English teachers.

Learning English becomes more difficult for students especially when learning English in a rural school context (Harlina & Nur Yusuf, 2020). This is closely related to the lack of resources and learning environment. Rural schools do not have as many opportunities to improve English skills as urban schools. Access to information about English is very limited. So that students in their daily lives do not know

English well, especially the level of understanding of English speaking skills, which then has an impact on their lack of interest in learning English (Harlina & Nur Yusuf, 2020).

Some consider that teachers in urban schools have more access to developing subject matter, whereas teachers in rural schools often lack access to developing subject matter (Harlina & Nur Yusuf, 2020). This then encourages the learning process in the classroom to only focus on the teacher (Hargreaves et al. 2009, quoted from Febriana et al., 2018). The focus of learning that is only in the hands of the teacher results in students not having the will and ability to learn independently. Also suggested that the failure of learning English in rural schools was influenced by the lack of qualified teachers and resources to support the learning process. Rural schools have difficulty recruiting qualified teachers for several reasons, including limited access to schools, lower salaries compared to urban schools, and inadequate school resources and facilities (du Plessis, 2014).

The fact others to appear based which study is motivation early teacher in teach speaks still low, they do not focus teach speak because make students pass the exam no student must fluently talk. Problem enough in related learning with the student is that part big student no have time for train speak language English alone. They do not have knowledge and Skills language Enough English. Student language transfer first they to language England. They feel inferior speak because afraid of error. The problem in teaching-related learning with curriculum and book text is that the teacher uses work students and handouts that do not support students in speech-language England. The teacher must get many experiences in teaching and try many methods in teaching talk. Different from the teacher who teaches in urban, accustomed teacher with a method that makes the student more active in following moderate learning take place, as well adequate facilities very make it easy student in school for increase Skills speak it in language English (Harlina & NurYusuf, 2020).

Based on this view, it can be seen that the comparison of English learning outcomes in rural and urban areas is very different, which is caused by several factors in the learning system in urban and rural areas. English is currently widely known by students in urban schools, but it is different from schools in rural areas (Ganesh et al., 2019). English in rural areas is not widely known both at school and outside of school (du Plessis, 2014). Rural students do not know the importance of learning English other than as a subject in national examinations. Lack of knowledge about English has a big influence on the interest in learning that grows in students. In addition, the assumption that English is a difficult subject makes them unwilling to have a great interest in learning English. Many of them are not learning English optimally. The environment is also considered very influential on a person. The influential environment shapes a person's mindset and motivation to do something, does not open up opportunities for rural school students to learn English, especially in

speaking skills in English. In general, motivation is defined as a way to influence a person or many people to do something in which there is a specific goal (Uno & Lamatenggo, 2010). The rural school environment that is not familiar with English makes students less interested in learning English. In addition, the family environment and place of residence also play a very important role in helping to improve the quality of student learning. However, the role of parents in rural settings in helping students learn English is rated very low (Holguín & Morales, 2016). Parents do not help students learn and also do not control students optimally. Parents in rural areas do not provide special motivation to students in developing their abilities, especially those related to learning English. Parents are more important to work outside the company. This is related to economic conditions in rural areas which usually come from the lower middle economic class. So, even though they pay attention, they do not monitor the progress of their

children in the learning process at school (Hariya Harlina & Fazri Nur Yusuf, 2020).

Based on my personal view when PPL teaches in one of the high schools in Bengkulu City where students who study in English classes do not occur reciprocity where there are only a few students who have reciprocity between students and teachers. Most students who learn English are silent and do not pay attention to the teacher who teaches due to the lack of student interest in English lessons. The researcher also conducted interviews with some students about learning English, where the students said that English lessons were not interesting and difficult to understand, unlike other general subjects.

Based on the results of the pre-survey, the researcher compared several school students in rural and urban areas. Which was conducted in one of the village schools, namely SMAN 11 Bengkulu Selatan and SMAN Kota 01 Bengkulu

City, the results showed that students' ability to learn English, especially speaking skills in rural and urban schools almost always had the same results. This was confirmed by one of the teachers at SMAN 11 Bengkulu Selatan who was also almost the same as the answer from teachers SMAN 01 Bengkulu City that when the teachers sought attention by asking something in English, most of the students were silent or only answered with a yes/an answer. No, even though the question is very far from a yes/no answer. Some of the students even laughed when they heard their answers. This reflects the ability of students who do not understand the questions asked by the teacher. Many factors are behind this, including the low interest of students in learning English, the lack of support from parents and the surrounding environment, and also the competence of the English teacher which is quite low. Based on the results of the pre-survey, it can be concluded that the students' ability to speak English, especially speaking skills, get almost the same results. This has resulted in a research gap

with previous studies where the students' ability in speaking English skills in rural and urban areas is quite different.

To strengthen this research, the researcher provides several previous studies. Hariya Harlina & Fazri Nur Yusuf (2020), "The Challenges of Learning English in Rural Schools". Based on his research that learning in rural and urban areas is much different due to several factors that affect the level of student learning abilities such as economic factors, environmental factors, and the lack of competent teachers in teaching English.

Victor Pavon Vazquez (2018), research with the title Learning "Outcomes in CLIL Programmes: a Comparison of Results between Urban and Rural Environments". This study combines the analysis of learning outcomes for both language classes foreign and mother tongues, science subjects, the relationship between psycho-affective factors such as verbal reasoning, motivation, anxiety, indifference and self-demand, and the role of extramural exposure, in two different contexts,

Rural vs Urban school. 295 students from two different classes (in Primary Education and in Compulsory Education secondary education) was investigated to examine the relative effect of all this dimension on the level of success of the CLIL program being implemented, with the idea that students from rural and urban schools can perform differently. The results show that although urban students seem to perform better in some of the above dimensions, there are there is not much significant difference between students in rural and urban schools and, when existing, the difference was not significant in most of the dimensions evaluated. Data showed that differences in outcomes between schools were due to a mix of factors in teaching and learning process but cannot be solely accredited on the characteristics two different school settings.

Azwar, Agus, & Nurliana (2015), research with the title Village and City in the Portrait of Education. The result of the research is that the condition of education in big cities where tuition fees are free, still has obstacles, namely the difficulty of

buying school uniforms and books because schools do not provide them for free, so many children in the city drop out. drop out of school and choose to live on the streets. Meanwhile, the condition of education in the village is not much different from the problems of cost and infrastructure. Poor rural communities will not close, this condition is exacerbated by incomplete village infrastructure such as the absence of secondary schools in the village so that if rural communities want to continue to the high school level, they have to go to the city and this makes it more difficult for rural communities. poor people in the village to access education.

In addition to the explanation above, the researcher chose this topic to see and find out the success of students in speaking English which can be seen from the location of the school which is the benchmark for student success, as well as the level of student success. students' confidence in speaking English. This research can also inform the government that education in rural and urban areas must be generalized so that

the success rate of students in rural and urban areas is equally good. Therefore, with all the explanations above, the researcher decided to conduct research in rural schools and urban schools.

So far there have not been many studies that specifically look at the comparison of student learning outcomes in rural and urban schools. Therefore, the author is interested in bringing up the topic for further research. What distinguishes this research from previous research lies in its focus. The focus of this researcher is in terms of the object to be studied to see a comparison of learning English speaking skills in rural and urban areas. From the description above, the researcher focuses on looking at the comparison of learning in rural and urban areas in students' speaking skills.

B. Identification of the Problem

Based on the preliminary study above, there are several problems of students in Rural and Urban school tent classes which are identified as follows:

1. Inadequate facilities, very limited access to information, lack of support from parents, and low competence of English teachers.

2. Students tend to be passive in learning speaking skills and stay silent due to a lack of student interest in learning English.

C. The Limitation of The Problem

Based on the identification of the problems above, it's necessary to focus on the topic of the study. The researcher limits and states the problem as follows:

1. This research is focused on the learning outcomes of English-speaking students in rural and urban schools.

2. This research is focused on the comparison of students' learning outcomes of speaking English between students who study in rural and urban areas.

D. Research Question

1. Is there a significant difference between English Speaking Skill in Urban Schools and Rural Schools in Bengkulu Province?

2. What are some factors which affect students' speaking skill outcomes in Urban Schools and Rural Schools in Bengkulu Province?

E. The Objective of the Study

Based on the research questions above, the purpose of this study is:

1. To investigate whether there is a significant difference between English Speaking skills in Urban Schools and Rural Schools?

2. To find out what factors affect student's Speaking Skill outcomes in Urban Schools and Rural Schools?

F. Significances of the Research

This research is formulated as an effort to find some meaning. The significance of this research is:

1. Theoretically

The results of this study will contribute useful information for future quantitative research with similar problems in speaking skills.

a. For Next Research

1) Hopefully, by knowing the comparison of learning outcomes to speak English, students in rural and urban areas can be identified which are the factors causing these differences.

2) Researchers must be active, creative, motivating, and assisting in the teaching and learning process of

English, so that researchers can find out the results of the comparison between the two schools.

b. For English Teachers

This research not only provides additional contributions to English teachers to develop English teaching techniques so that they are not only focused on the teacher but there must be reciprocity between teachers and students, but also teachers are able to improve the quality of the teaching and learning process.

G. Definition of Key Term

1. Learning Outcomes are measurable achievements that will be understood by students after learning is complete, which helps students understand the importance of information and what they will get from their involvement with learning activities. Learning outcomes also play a key role in assessment and evaluation, clarifying what knowledge students should have upon completion.

2. Speaking skill is a skill that deserves attention every bit as much as literary skill, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language Nunan (2011:39).

3. Rural Schools are defined as schools with fewer than 600 students, located at least five miles from an urbanized area, and have more deficiency than urban schools. In the Indonesian context, rural schools are known for their inadequate facilities and infrastructure (Moulton, 2001).

   Rural schools find it difficult to attract good and suitable teachers, because there are less financial resources available. Brown (2003) opines that the ideal rural teacher at basic level must be prepared to teach multiple grades or subjects, organise extra-curricular activities and adjust well to environment and the community. Notably, it is

extremely difficult to find teachers who fit into the rural community.

4. Urban schools are defined as schools that have very adequate facilities to support the learning system, so that they can achieve maximum results compared to the learning system in rural areas. In terms of facilities, education in the city gets facilities that are considered sufficient to support the learning process.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking

Speaking is a skill that is used by someone to communicate in daily life, whether at school or outside the school. Speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen to make their contribution at high speed, Brown (2004). Ka yi (2006) added that speaking is a productive skill in the oral mode. It like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. While Chaney (in Kayi, 2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Based on the explanations above it can be concluded that speaking is an interactive process between teacher and students where the teacher gives the knowledge to the students in order to produce language as a skill.

According to Ochs and Klinkerin July, (2012) say that speaking is also a mixture to inform and entertaining, and persuade. While SanggamSiahaan says, "Speaking is the spoken productive language ability."

In other words, Brown (2001) stated that "the success of language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language." When people speak, they do not only think about the use of the right sounds or patterns but also the choice of words in order to communicate with other persons so they can convey the right meaning.

Regarding the above statements, the researcher tries to conclude that speaking is an important component in

language because speaking is primarily speech. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. English speaking ability is an ability or skill that the learners have to communicate, convey meaning, and have a meaningful conversation in English. Besides, speaking is a vehicle to communicate or interact with others through the use of verbal and nonverbal symbols. In other words, speaking is not only about communication or interaction but speaking is a process to deliver meaning clear and understandable.

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3).

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills and thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varionis, 1994). For instance, it was proved that leraning speaking can help the development of

reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997).

Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers.

Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987& Brown, 2001). In addition, speaking requires that learners understand when, why, and in what

ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 and Harmer, 2001: 269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

Florez (1999) highlights the following skills underlying speaking:

* Using grammar structures accurately.

* Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives.

* Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs.

* Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension

* Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate

of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

A careful examination of all previously mentioned speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system (Bygate, 1998: 23). It includes sub processes and involves distinct areas of planning. First the speaker has to retrieve words and phrases from memory and assembles them into syntactically and propositionally appropriate sequence (Harmer, 2001: 269-270). Speaking also happens in the context of limited processing capacities due to limitations of working memory, and thus a 16 consequent need for routinization or automation in each area of production arises. This means that the speaker should process the information he listens to the moment he gets it. Besides, speaking involves a sort of monitoring during and following speech production and the managing of

communication under a range of external pressures (Bygate, 1998: 23 & Basturkmen, 2002: 28).

Taking into consideration the current view of speaking as a complex skill and a multi-facets cognitive process, it is important then to consider more closely the features of effective instruction that can facilitate the acquisition of these skills and processes by SL/ FL learners. Oprandy (1994) and Nunan (1999) propose that effective instruction should be characterized by the following:

* The whole should be more important than the parts. This means that both synthetic and analytical procedures used to teach speaking should share a common concern with the whole rather than the parts.

* Instruction should enable learners to reflect on their own as well as on others' processes and strategies in an active way.

* There should be ample opportunities for interacting to expand the repertoire of experiences with the target

language with its various ideational, interpersonal and textual functions for which speech is used. * There should be opportunities for learners to practice both linguistic and communicative competencies.

2. The Importance of Speaking Skills

In the present global world, communication plays an important role in getting success in everything field. Language is used as a tool to communicate. Perfect communication is impossible for people without using language. In addition, people cannot achieve goals, objectives, and goals without using appropriate language to communicate. Therefore, there is a need for language to communicate with other people living all over the world. Like English is considered an international language and spoken all over the world, it serves a purpose to communicate with people living in different regions, states, countries, and world continents.

Speaking skill is the most important skill to acquire a foreign language or second language learning. Among the four major language skills, speaking is considered the most important skill in learning a foreign language or a second language. Brown and Yuke (1983) say, ''Speaking is skills that students value the most in real-life situations**.**

3. Aspects of Speaking

Hughes (2011: 130) defines speaking as a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. Either four or five components are generally recognized in analyzing the speech process, they are:

a. Pronunciation

If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the

physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the law language that do not exist in a language they already know.

b. Grammar

It is obvious that in order be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic element is a language. Vocabulary is single words, set phrases,

variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible. Vocabulary plays a very crucial role in learning another language. By understanding the important role of vocabulary learning in second or foreign language learning, the importance of vocabulary teaching becomes clear. In the past, vocabulary teaching has often ignored in language programs, but today there is a new interest in teaching and learning it. Broadly speaking, there are five methods to vocabulary teaching which are identified by National reading panel. In other words, the National Reading Panel (2000) in its review and analysis of thirty years of the research described five methods of teaching vocabulary. 1. Explicit instruction of vocabulary, 2. Implicit vocabulary instruction, 3. Multimedia methods, 4. Capacity methods, 5. Association methods. The description of

explicit and implicit methods that were applied in this study will be presented.

Decarrico (2001) describes Implicit vocabulary instruction occurs when the mind is focused elsewhere, such as understanding a text or using language for communicative purposes. Implicit vocabulary learning has its root in Krashen's Input hypothesis (1989), he states that as a result of multiple exposures in different contexts, meaning of new words are acquired subconsciously and conscious is on form not on something else. In Line with the consciousness issues advanced in cognitive psychology, implicit learning is generally viewed as in Reber's (1993) terminology that" implicit learning is, in fact, a default mode of learning, that happens unintentionally, unconsciously and most frequently as part of our daily experience" (Reber, 1993,p.5). Huckin and coady (1999) stated that implicit

vocabulary learning occurs as a by-product of a meaning-focused communicative activity, such as reading, listening and interaction. It happens thorough multiple exposures to a word in different contexts.

In addition, Decarrico (2001) recommends that in order that implicit vocabulary instruction occurs, it may be appropriate for students to read numerous texts, but all on the same topic (narrow reading) so that the texts will provide multiple exposures as topic-specific vocabulary is repeated throughout.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on the above explanation, it can be inferred that there were five elements needed for spoken production they are pronunciation, grammar, vocabulary, fluency, and comprehension. We do not only need one or two vocabularies but also as many as we can memorize and understand them. We need many vocabularies to speak with other people. Sometimes some people say that grammar is not necessary but we can see if we do not

understand grammar, how people can understand us. Good pronunciation is also necessary for our communication. So, all elements are needed to produce spoken production well and make good communication for us.

4. The Roles of Teachers in Teaching Speaking

The teacher has a role in the success of students' speaking ability. He or she, at the beginning of his or her teaching, asks the students to be able to pronounce the new language accurately. Furthermore, it continues with its sound production whether it is correct or not. And then he or she encourages students to speak some sounds, repeating, and imitating. Finally, the students are required to have more practice on this oral language. At this point, the teacher no longer primarily corrects the students speaking, but she or he is supposed to encourage them to practice speaking in the target language.

According to Harmer in Hidayat (2013: 10), states that there are three roles of the teacher to get students to speak fluently:

a) Promoter

Students sometimes get lost, cannot think of what to say next, or some other ways how the fluency the teacher expects of them. However, the teacher may be able to help them and the activity is to progress by offering discrete suggestions. And the teacher should give them motivation so that they can be good speakers.

b) Participant

The teacher should be a good animator when asking the students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiastically. At other times, however, teachers may want to participate in the discussion or role-plays themselves. That

way can prompt covertly, introduce new
information to help activity along ensure
continuing students engagement, and generally
maintain a creative atmosphere.

c)   Feedback provider

Questions about when and how to give
feedback and speaking activities are answered by
carefully considering the possible impact of
different approaches. In teaching speaking the
teacher not only provides corrections to students
but also provides suggestions and approaches to
students. The teacher's role is very important to
make the speaking class run well and they play a
role in the students' speaking success.

5. Interaction between the Teacher and Learners

Interaction between the teacher and learners
commonly takes place during the teaching-learning
process. The interaction, which involves both the teacher

and learners, can be considered as reciprocal actions and reactions. The action and reactions between the teacher and learners can be also described in the form of thoughts, ideas, and feelings.

McPake et al affirm that most of the time that the teacher spent in interaction with the learners was in whole teaching and learning conditions (McPake et al, 2008). Situations in which learners are least likely to be on task include working independently of the teacher while interacting socially with other learners and working in small groups with the teacher. The quality of interaction between the teacher and students gives a big impact on the teaching and learning process. As Malamah found, the success of ability grouping depends on the quality of interaction between the teacher and students. In order to get a successful teaching and learning process, the teacher should have good creativity to create an interaction with the students.

B. Learning Outcomes in Teaching Speaking Skills in Rural and Urban Schools.

1. Learning Outcomes

Djamarah and Zain (2002), explain that learning outcomes are students' mastery of the material/subject material that has been given during the teaching process. Learning outcomes are obtained from an integral assessment of the whole implementation of education. The basic assumption is the optimal teaching process enables optimal learning outcomes. The greater the effort to create conditions for the teaching process, the higher the results or teaching products.

Gagne and Briggs in Sudjana (2002) suggest that learning outcomes can be grouped into five categories, namely intellectual skills, cognitive strategies, information, motor skills, and attitudes. In this case, the learning outcomes are obtained in the form of knowledge and skills.

Rohani and Ahmadi (2005) said that the assessment of Learning outcomes aim to see student learning progress in terms of mastering the teaching material that has been studied in accordance with the objectives set. The goal is the target or object to be achieved.

Learning outcomes are written statements of what the successful student/learner is expected to be able to chieve at the end of the programme module/course unit or qualification (Adam, 2004). Learning outcomes are tatements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (ECTS Users' Guide, 2005). Learning outcomes are like navigation tools, such as GPS. Once the destination is fed to GPS the device guides the driver throughout the journey and takes the driver to the mentioned destination correctly without fear of losing the way. Even if the driver takes a wrong route, the GPS guides the driver and helps to join the route which leads to the intended destination.

Similarly learning outcomes are guiding tools wthatguide the students to the desired results of the planned course. They also show and help the teachers the path to be followed and make the students aware what they will be able to achieve at the end of the course. Also they help the teachers and the students know the route to be followed.

2. Teaching Speaking Skills

Teaching speaking skills to students should be oriented to enabling students to speak in English in different situations and genres. There were four recommendations for teachers who are going to teach speaking skills. First, whatever the activity is chosen, it should allow students to talk a lot. Teachers should select speaking activities that demand students to talk a lot. The activity should also be able to involve all the students in the activity. It does not only better students who dominate the class.

Besides that, the activity should be able to motivate students to participate and to talk. Therefore, the activity should be interesting to the students. The last one, the activity should be acceptable with students' proficiency level if it is too difficult or too easy for them, it will motivate than to participate.

Speaking is one of four skills besides writing, reading, and listening. It is also one of the productive skills besides writing that is used to express meaning, so that other people can make sense of them. A skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose-driven), in other words, we genuinely want to communicate something to achieve a particular end.

Harmer (2008: 269-270) defined there were some elements that necessary for speaking as follows:

a. Connected Speech: Effective speakers of English need to be able not only to produce the individual phonemes of English (as saying/would have gone) but also the use fluent 'connected speech' (as in I've gone).

b. Expressive Devices: Native Speakers of English change the pitch and stress of particular parts of utterances, very volume, and speech, and show by other physical and non-verbal (paralinguistic) means how they feel (especially in face to face interaction).

c. Lexis and Grammar: Spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.

d. Negotiation Language: Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

Based on the explanation above, the research can conclude that there were many elements that were necessary for speaking. Because of some elements can make speaking clearly and easily to understanding each other. Students often think that the ability to speak a language is the product of language learning. But speaking is also a crucial part of the language learning process.

3. Teaching Speaking Skills in Rural School

Rural schools are defined as schools with fewer than 600 students, located at least five miles from an urbanized area, and have more deficiency than urban schools (Downes & Roberts, 2017). Rural schools are also known for their certain challenges in learning the English subject (Febriana et al., 2018). The challenges exist in Indonesian rural schools that occurred due to the country's vast geographic distance of rural to urban areas, the variety of languages, and the economic issues (Luschei & Zubaidah, 2012).

Indonesia owns more than 700 local languages which make most Indonesian people bilingual or multilingual (Lie, 2002) but none of the languages is English. Thus, rural teachers who teach English mostly face a barrier to teaching and communicating with rural students who are unable to speak English. For many of the people in rural areas, English is still considered a foreign language that is not necessarily perceived as offering immediate benefits to their lives. As a result, rural students tend to lack motivation in learning English because they rarely use the language in their everyday communication. These students are also not receiving sufficient parental support to learn English since many parents do not see the relevance of learning other than basic reading, writing, and math (Holguin & Morales, 2015). Moreover, within the Indonesian context, rural schools are known for their inadequate facilities and infrastructure (Moulton, 2001). Problems such as the lack of electricity, the lack of

classroom equipment, lack of learning sources, and little support from school principals are the most commonly found in Indonesian rural schools (Febriana et al., 2018). Furthermore, teachers' beliefs are worth exploring especially in relation to the current context where rural schools are among the hardest hit by the pandemic, due to the limited resources they have in running online classes. It would thus be insightful to comprehend how the pedagogical beliefs of these rural teachers have been affected by the pandemic and understand ways in which they navigate with the challenges.

4. Teaching Speaking Skills in Urban School

Urban schools are defined as schools that have very adequate facilities to support the learning system, so as to achieve maximum results compared to the learning system in rural areas. In terms of facilities, education in the city gets facilities that are deemed sufficient to support the learning process. With support like this, the quality of

education in the city has increased. However, education in the city does not mean that there are no gaps. We can find many gaps, especially moral discipline. There are often things that harm the community, such as brawls between schools. Even though it is supported by adequate facilities, education in the city is not necessarily lacking. This is what still allows the government to help change education in the city for the better.

C. Some Relate Previous Studies.

Researchers provide some previous research.

First, the study which conducted by Víctor Pavón Vázquez (2018), research with the title Learning Outcomes in CLIL Programmes: a Comparison of Results between Urban and Rural Environments. The result of the research After approximately two decades of implementing CLIL programs in Spain, there is still a lack of solid grounding on the effects of this kind of approach in areas other than the development of the foreign language being used as the vehicle of instruction.

This study combines an analysis of the learning outcomes of the language classes of both the foreign language and the mother tongue, of science subjects, of the relationship between psycho-affective factors such as verbal reasoning, motivation, anxiety, indifference, and self -demand, and of the role of extramural exposure, in two distinct contexts, rural vs. urban schools. 295 students from two different grades (in Primary Education and in Compulsory Secondary Education) have been investigated in order to examine the relative influence of all these dimensions on the success rate of the CLIL program under implementation, with the idea that students from rural and urban schools may perform differently. Results show that even though urban students seem to perform better in some of the above dimensions, there are not many apparent differences between students in rural and urban schools and, when existing, differences are not significant in the majority of the dimensions evaluated. Data suggests that the dissimilarity of results between schools is caused by a mixture of factors in the

teaching and learning cannot but cannot be solely accredited to the characteristics of the two distinct school settings.

Second, research was done by Azwar, Agus, & Nurliana (2015), research with the title Village and City in the Portrait of Education. The result of the research is that the condition of education in big cities where tuition fees are free, still has obstacles, namely the difficulty of buying school uniforms and books because schools do not provide them for free, so many children in the city drop out. drop out of school and choose to live on the streets. Meanwhile, the condition of education in the village is not much different from the problems of cost and infrastructure. Poor rural communities will not close, this condition is exacerbated by incomplete village infrastructure such as the absence of secondary schools in the village so that if rural communities want to continue to the high school level, they have to go to the city and this makes it more difficult for rural communities. poor people in the village to access education.

Third, a study which conducted by Hariya Harlina & Fazri Nur Yusuf (2020), "The Challenges of Learning English in Rural Schools". Based on his research that learning in rural and urban areas is much different due to several factors that affect the level of student learning abilities such as economic factors, environmental factors, and the lack of competent teachers in teaching English.

From the three previous studies in this study, there will be some differences and similarities. The first difference is the location of the study and the year of research. The second difference is the research of Victor Pavon Vazquez, he uses Learning Outcomes in CLIL Programmes: a Comparison of Results Between Urban and Rural Environments. Azwar, Agus, & Nurliana research, research with the title Village and City in the Portrait of Education. Hariya Harlina & Fazri Nur Yusuf's research, with the research title The Challenges of Learning English in Rural Schools. However, in this study, researchers will compare the results of learning to speak

English for high school students at SMAN 11 Bengkulu
Selatan and SMAN 01 Bengkulu City in the academic year
2022/2023.

D. Hypothesis

The hypothesis can be interpreted as a temporary answer
to the research problem, until it is proven through the collected
data. To test whether or not there is a difference between
variable X (student learning outcomes in rural schools) and
variable Y (student learning outcomes in urban schools), the
researcher proposes the following hypothesis:

Ho (zero hypothesis):	There is no difference in learning outcomes between students in rural schools and urban schools in English subjects.
Ha (alternative hypothesis):	There are differences in student learning outcomes

between rural school students and urban school students in English subjects.

From the hypothesis above, the researcher has a provisional assumption that there is no significant difference in learning outcomes between rural school students and urban school students in English subjects based on report cards. The researcher agrees with the null hypothesis statement above. As for the truth, it is necessary to do research in the school concerned.

CHAPTER III

RESEARCH METHOD

This study aims to compare the significance of the difference between students' speaking skills in a rural school and an urban school. Moreover, this study also investigates the factors which affect students speaking skill outcomes in Urban school and Rural school in Bengkulu Province. The data obtained in the study are as follows:

A. Research Design

In this study, the researchers used a mix method with an explanatory design. The Explanatory design is a two-phase mixed methods design. The overall purpose of this design is that quantitative data helps explain or build upon initial qualitative (Creswell, Plano Clark, et al., 2003). For example, this design is well suited to a study in which a researcher needs qualitative data to explain significant (or

nonsignificant) results, outlier results, or surprising results (Morse, 1991).

This design begins with quantitative collection and analysis data. This firs stage is followed by the subsequent collection and analysis of qualitative data. The second stage, qualitative research is design in such a way that it follows from (or links to) the results of the first quantitative phase. Because these design start out quantitatively, researchers usually put more emphasizes quantitative methods rather than qualitative methods (Aldridge et al, 1999).

According to Creswell, Plano Clark, et al (2003) profit from these design include the following:

1) The two-phase structure makes it easy to implement, because the researcher carried out the two methods in separate phases and collected only one type of data at a time. It means single researchers can do this design; research team is not needed to carry out the design.

2) The final report can be written in two stages, making it easy to write and providing a clear picture for the reader.

3) This design is suitable for multiphase invertigations, as well as single mixed methods study.

4) This design is attractive to quantitative researchers, because it often with a strong quantitative orientation.

B. Subject and object of the Research

The subjects in this study were students in rural schools, namely SMA Negeri 11 Bengkulu Selatan class X A and students in urban schools, namely SMA Negeri 1 Bengkulu City, class X A. While the object in this study was a comparison of the results of learning English in the field of Speaking Skills.

C. Population and Sample

1. Population

The population is a collection of characteristics of the object under study. Another definition of the population is the totality of psychological objects that are limited by certain criteria. And has certain characteristics set by the researcher to be studied and drawn conclusions. The population in this study were class X A students at SMA Negeri 11 Bengkulu Selatan and class X A students at SMA Negeri 1 Bengkulu City.

2. Sample

The sample is a member of the population selected by a certain procedure so that it is expected to represent the population. The sampling technique in this study was carried out by purposive sampling, namely the technique of determining the sample with certain considerations. The author determines the sample of this research in class

X A SMA Negeri 11 Bengkulu Selatan and SMA Negeri 01 Bengkulu City. So, the samples of this study were students of class X A of SMA Negeri 11 Bengkulu Selatan and class X A students of SMA Negeri 1 Bengkulu City.

D. Research Instruments

Research instruments are tools that are selected and used by researchers in their activities to collect data so that these activities become systematic. The instruments used in this study are: first, the documentation used to determine student learning outcomes in rural schools and urban schools from the value of report cards for English subjects for one semester. Second, is the speaking test to answer research question 1, which is used to determine the level of speaking skills in English such as, telling daily activities, telling about hobbies, telling about yourself and others. And the last is an interview or interview to answer research question 2, which

is used to find out respondents' opinions about schools in rural areas and schools in urban areas. interviews of teachers, students, and parents of students.

E. Research Procedure in Collecting Data

1. Research Procedure

In this research procedure, the researcher has three stages in data collection. The first is the planning stage, at this stage the researcher takes the following steps:

a. Identify research problems. In this step, the researcher selects the problem to be explored based on the findings of the classroom learning.

b. Formulation of the problem by identifying the problem and developing a research title.

c. Preparation of research proposals, at this stage the preparation of research proposals and consultations with academic supervisors are carried out.

d. Develop research hypotheses and select the research methodology to be used.

e. Identification of data sources, especially the population and samples in this study.

f. Prepare research instruments.

g. The research will continue with the assessment and testing of the instrument, and the instrument will be revised if it is still not valid.

h. Give permission to related parties.

The second is the implementation phase, where researchers conduct field research on school students in rural areas and school students in urban areas to collect the necessary data.

At this stage it has the following steps:

a. School observation as an initial stage.

b. Conduct a speaking test for class X students.

c. Conduct interviews with teachers who teach, students concerned, and parents of students.

d. Ask students' final grades or report cards to get an initial measurement.

e. Analysis data from observations, speaking tests, interviews, and report cards.

f. Compared the data obtained from two schools namely rural schools and urban schools to obtain the final measurement.

The last is the final stage of research, where researchers will use the data obtained to make reports, review research results, analyze research findings, draw conclusions and provide suggestions based on the results of data processing, and the last is research. the report is prepared as a thesis and submitted to the team. trial testers to evaluate.

2. Data Collection Techniques

The data collection technique is the process of collecting primary and secondary data in a study. Data collection is a very important step, because the data collected will be used to solve the problem being studied to test the hypothesis that has been formulated. In this study, the authors used two methods of data collection, namely:

a. Documentation

Documentation is a method used to find data about things or variables in the form of notes, transcripts, books, newspapers, meeting minutes, agendas, and so on. The authors use this technique to obtain data on student achievement at SMA Negeri 11 Bengkulu Selatan and SMA Negeri 1 Bengkulu City directly from the value of English subjects derived from student report cards.

b. Speaking Test

The speaking test was designed as an instrument in this study. This test aims to determine the level of students' speaking skills. The author will conduct a speaking test to a sample of students by giving questions about speaking skills such as describing oneself, others, telling about hobbies, and telling about their hometown. The assessment is seen from pronunciation, grammar, vocabulary, fluency, and comprehension.

c. Interview

The interview is the process of obtaining information or data for research purposes by means of question and answer, while face to face between the interviewer and the respondent using a tool called an interview guide. In practice, the author will use structured free interviews, which will be the respondents in this study, namely teachers who teach and students to get data

about their opinions regarding schools in rural areas and schools in urban areas. The interview grid that will be conducted by the author is contained in the appendix.

3. Data Analysis Techniques

1. The Data from Test

The data collected by the students' test in tabulating, and find out the percentage of the students by using the percentage technique. The first step for analysis of data was scoring. Scoring was against the grain of questions contained in the speaking. The questionnaire was analysed based on 5 criteria scale which was the most common scale that were used in measuring attitude, opinion and perception of respondents toward subject. In scoring, the researcher counted the number of students given answer in the item based on the speaking test.

Table 3.1

Table Criteria Range Score of Students' Speaking Skill

No	Score Interval	Category
1.	90-100	Excellence
2.	70-80	Very Good
3.	50-60	Good
4.	30-40	Poor
5.	10-20	Very Poor

(Ridwan, 2004)

After the data from questionnaire was analyzed and described, then the researcher conducted the interview to confirm the second research question about the factors which affect students' speaking skill outcomes in Rural School and Urban School in Bengkulu Province. Here, the researcher was some interview the teacher and students at SMAN 11 Bengkulu Selatan and SMAN 1 Bengkulu City.

2. Data from Interview

To analyse the data from interview the researcher will analysed by the steps, based on Gay and Peter Airasian (2000) about Educational Research, there are some steps in analysing the data, they are follow as:

a. Managing

Before the data has ready and able to be interpreted, it's managed by envisioning what the data interview of the research look like. The researcher divided the data based on the each indicator.

b. Reading/Memoing

The first in analysis is reading/ memoing; reading the interview, the researcher comments to get a sense of the data. In this research the researcher read the data from interview. The researcher read some factors which affect students' speaking skill outcomes in Urban Schools and Rural Schools.

c. Classifying

Classifying data is done after reading the data of interview. The data were classified based on the types of factors which affect students' speaking skill outcomes in Urban Schools and Rural Schools.

d. Description

Description is based on the data from interview which is to provide the true picture of the setting and events that took place in it. In this step, the researcher started to describe all the data about how the motivational factors which affect students' speaking skill outcomes in Urban Schools and Rural Schools.

e. Interpreting

Interpreting was done after the data was collected. Interpretation is also a part of process of writing the result of study. Interpretation is

also the reflective, integrative, and explanatory aspects of dealing with studies data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. The researcher interpreted the data about the the factors which affect students' speaking skill outcomes in Urban Schools and Rural Schools.

CHAPTER IV
RESULTS AND DISCUSSION

A. RESULT

1. The difference between English Speaking skill in Urban Schools and Rural School in Bengkulu Province

1.1. The Score of the Speaking Test

a. Rural Schools

Table 4.1

The Score of Speaking Test at Rural Schools

No	Score Interval	Category	Frequency (Students)	Percentage (%)
1.	90-100	Excellence	1	20%
2.	70-80	Very Good	4	80%
3.	50-60	Good	-	-
4.	30-40	Poor	-	-
5.	10-20	Very Poor	-	-
	Total		5	100%

Based on table 4.1 above, the researchers know students' scores of speaking tests. The students who

got an excellent score were one person with a percentage of 20%, while students who got a very good score were four people with a percentage value of 80%.

b. **Urban Schools**

Table 4.2

The Score of Speaking Test at Urban Schools

No	Score Interval	Category	Frequency (Students)	Percentace (%)
1.	90-100	Excellence	-	-
2.	70-80	Very Good	-	-
3.	50-60	Good	5	100%
4.	30-40	Poor	-	-
5.	10-20	Very Poor	-	-
	Total		5	100%

Based on table 4.2 above, the researchers know students' scores of speaking tests. All of the students who got a good score with a 100% percentage.

To see a comparison of speaking test scores in urban and rural schools, the following research is presented in the form of a diagram:
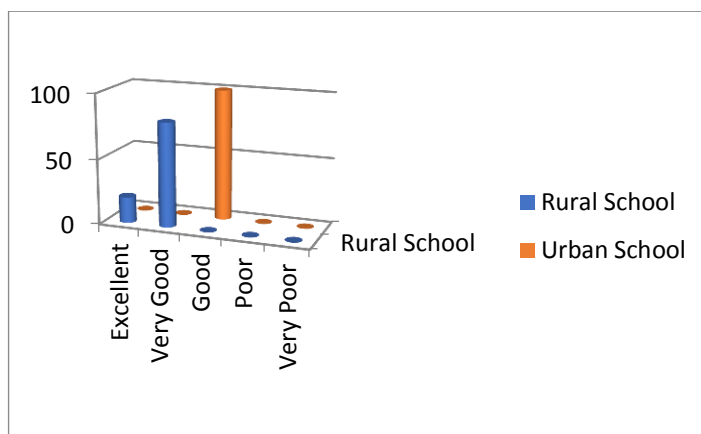
From the diagram above, we can see that none of Bengkulu City's SMA 1 got an excellent score, all samples were 100% in the good category, while SMA 11 Bengkulu Selatan, there were 20% in the excellent category and 80% in the very good category, so from these results it can be concluded that the speaking test score of SMAN 11 Bengkulu Selatan is higher than SMAN 1 Bengkulu city.

2. The factor which affect students speaking skill at Rural and Urban Schools

After conducting interviews, the researchers found that there are several factors that influence the difference in speaking test scores for students who study in rural and urban areas, namely:

a. Factor at Rural Schools

1) Students in rural schools tend to be few; therefore the teacher can pay more attention to explaining the material.

2) There is a determination to learn better even with inadequate facilities.

3) The learning methods used by teachers in rural areas are different from those in urban areas.

4) Students' interest in learning English in rural areas is higher than students in urban areas.

b. Factor at Urban Schools

1) The lack of students specifically in speaking.

2) Lack of students' concentration during the learning process.

3) Low understanding of students' concepts about English lessons in speaking skills.

4) Lack of student discipline.

B. DISCUSSION

The discussion of the research results is carried out in order to provide an explanation and description of the results of this research. The discussion contains a research of findings related to research so that it can be seen to determine whether there is a Comparison of Tenth Grade Learning Outcomes in English Speaking Skills in Rural and Urban Schools, especially at SMAN 11 Bengkulu Selatan and SMAN 1 Bengkulu City.

In this test, there is a significant difference between students who go to school in rural and urban areas, the scores

of school students in urban areas tend to get unsatisfactory scores, this is evidenced by the speaking test scores of students of SMAN 1 Bengkulu City. None of the SMA Negeri 1 Kota Bengkulu scored very well, all samples were 100% in the good category, while SMA Negeri 11 Bengkulu Selatan had 20% in the Excellence category and 80% in the Very Good category. Therefore, from these results, it can be concluded that the student's speaking test score in English at SMA Negeri 11 Bengkulu Selatan is higher than SMA Negeri 1 Kota Bengkulu.

Based on a comparison with previous research, this study has the same theme, as research conducted by Víctor Pavón Vázquez (2018), the results show that even though urban students seem to perform better in some of the above dimensions, there are not many apparent differences between students in rural and urban schools and, when existing, differences are not significant in the majority of the dimensions evaluated. Data suggests that the dissimilarity of

results between schools is caused by a mixture of factors in the teaching and learning cannot but cannot be solely accredited to the characteristics of the two distinct school settings.

In research conducted by Aris Prasetyo (2016) it was also found that there are indeed many things that distinguish between urban schools and rural areas both in terms of facilities, places to study and so on, but everything it has a positive side and the goal of all of them is the same, namely to advance the students. In study by Aris Prasetyo (2016) it was also found that, although schools in rural areas lack adequate facilities, it still does not dampen the enthusiasm of students to continue studying, as evidenced by the Junior High School who has mastered a lot of vocabulary. Next opinion according to Prof. Dr. Harsya Bachtiar (1995), actually students in the village have the same opportunities as students in the city to get education. Education opportunities are opened by the government width for students in the

village as well as in the city. In fact, the people's fighting spirit rural population is higher than urban population. Even though the facilities in the village are lacking adequate, but actually being far from the facility itself becomes very good learning for students in the village because they are familiar with hard work, challenges, and not to be discouraged.

To strengthen this opinion, the researcher also conducted interviews with teachers and students about the problems that occurred, of the ten from two schools of them thought that classroom conditions and facilities affected the enthusiasm for learning in some students but on the other hand when the researcher asked about the learning objectives given by the teacher were easy to achieve, only four samples form SMAN 11 Bengkulu Selatan who answered easily, while the others answered sometimes. From the results of this interview, the researcher concluded that the personality and ability of the teacher in teaching English affects students'

interest in learning, for the results of the interview, the researcher attaches the appendix.

Furthermore, the researcher also conducted interview with teachers, based on the results of interviews the researchers conducted at SMAN 11 Bengkulu Selatan to teachers after each lesson, an individual evaluation was always carried out. This is done to get to know them individually, so that the competence of students' abilities or personal competencies they will also be seen because if their ability to classify, most students only imitate their friends. Meanwhile, when interviewed with teachers of SMAN 1 Bengkulu city, it was found that the process of students being able to understand was not too theoretical. From the results of the two interviews with the teachers, it can be concluded that there are differences in learning interest between urban and rural students, this of course affect the achievement value. The results of the interview, the researcher attach in the appendices.

So from the results of this research, it can be concluded that the schools in urban areas do not always guarantee good students grades, and conversely schools in rural areas cannot guarantee that students grades are always low. From the results of research that has been conducted, it is found that schools in rural areas get higher scores than students who study in urban areas. This factors can be cause : 1) students in rural schools tend to be few, therefore the teacher can pay more attention to explaining the material. 2) There is a determination to learn better even with inadequate facilities. 3) The learning methods used by teachers in rural areas are different from those in urban areas. 4) Students' interest in learning English in rural areas is higher than students in urban areas. Based on the results of the study, there are also four factors that influence the low test results of urban students, namely the lack of students specifically in speaking, lack of students' concentration during the learning process, low

understanding of students' concepts about English lessons in speaking skills, and lack of student discipline.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings of research conducted at the tenth Grade of SMAN 11 Bengkulu Selatan and SMAN 1 Bengkulu City in Academic Year 2021/2022, the researcher can draw the following conclusions:

1. There is a significant difference between students who go to school in rural and urban areas, none of the students of SMA 1 Kota Bengkulu scored very well, all samples were 100% in the good category, while SMA 11 Bengkulu Selatan, there were 20% in the excellence category and 80% in the very good category, so from these results it can be concluded that the speaking test scores of SMAN 11 South Bengkulu are higher than SMAN 1 Bengkulu City.

2. There are some factors which affect students'' speaking skill outcomes in urban schools and rural schools in

Bengkulu province : 1) students in rural schools tend to be few, therefore the teacher can pay more attention to explaining the material. 2) There is a determination to learn better even with inadequate facilities. 3) The learning methods used by teachers in rural areas are different from those in urban areas. 4) Students' interest in learning English in rural areas is higher than students in urban areas.

3. Based on the results of the study, there are also four factors that influence the low test results of urban students, namely the lack (51 ents specifically in speaking, lack of students' concentration during the learning process, low understanding of students' concepts about English lessons in speaking skills, and lack of student discipline.

B. SUGGESTION

From the conclusion above, the writer would like to offer some suggestions to improve the students' achievement

in reading narrative text in order to get a better result. Suggestion is given to:

1. Teacher

   a. The teacher can create an entertainment and enjoyment situation class maybe with using a strategy not only can make students pay attention to the material but also, they can identify some grammatical structures in an interesting and different ways. The students also will be easy open their minds in understanding the material.

   b. Teacher should plan the time well. The teacher should be careful to manage each session of the activity.

2. Next Researcher

   For the next researcher, the result of this research can be used as reference and can be applied this media in the other classroom when teaching English material.

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APPENDICES

Appendix 1. Instrument for Oral Speaking Test

Topic : Introduce Yourself, tell about Hobbies, and describe other people.

Instrument Order :

Please introduce yourself, tell about hobiies, and describe other people in front of the class!

Student Response:

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Aisa Nur Santika

Kelas : X A

Semester : 2

Topic : Describe Hobby

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	15
2	Grammar	20	17
3	Vocabulary	20	18
4	Fluency	20	10
5	Comprehension	20	15
	Jumlah Total	100	75

Guru,

Anna Sulasti, S.pd

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The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Yella laurentia c
Kelas : X A
Semester : 2
Topic : Daily Activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	15
2	Grammar	20	14
3	Vocabulary	20	15
4	Fluency	20	10
5	Comprehension	20	10
	Jumlah Total	100	64

Guru,

Anna Julaset, S.pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.
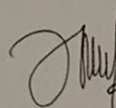
RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Midzagen Ghaliza

Kelas   : X A

Semester   : 2

Topic   : Daily Activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	10
2	Grammar	20	15
3	Vocabulary	20	10
4	Fluency	20	15
5	Comprehension	20	15
	Jumlah Total	100	65

Guru,

Anna Yulisti, S. Pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.
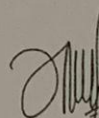
RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Koko Adi Putro

Kelas : X A

Semester : 2

Topic : Daily Activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	15
2	Grammar	20	10
3	Vocabulary	20	15
4	Fluency	20	10
5	Comprehension	20	10
	Jumlah Total	100	60

Guru,

Anun Tulasti, s.pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Prenti
Kelas : X A
Semester : 2
Topic : Daily Activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	18
2	Grammar	20	16
3	Vocabulary	20	16
4	Fluency	20	18
5	Comprehension	20	15
	Jumlah Total	100	83

Guru,

Anna Yuladti, s.pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.
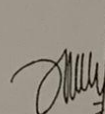
RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : *Pebriyausal*

Kelas : X

Semester : 2

Topic : *Daily Activity*

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	10
2	Grammar	20	15
3	Vocabulary	20	10
4	Fluency	20	10
5	Comprehension	20	10
	Jumlah Total	**100**	55

Guru,

Sri Purwaningsih, S.Pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : putri sakabila

Kelas : x

Semester : 2

Topic : Daily activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	10
2	Grammar	20	12
3	Vocabulary	20	10
4	Fluency	20	10
5	Comprehension	20	10
	Jumlah Total	100	52

Guru,

Sri Purwaningsih . S.N

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The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Arzelia Rahma Z

Kelas : X

Semester : 2

Topic : Daily Activity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	12
2	Grammar	20	14
3	Vocabulary	20	10
4	Fluency	20	18
5	Comprehension	20	15
	Jumlah Total	100	69

Guru,

Sri Purwaningsih, S.Pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
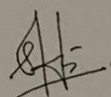3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : M. Akbar Zaid

Kelas : X

Semester : 2

Topic : Daiy Activity

No	Aspek Penilaian	Scores	ilai uru
1	Pronunciation	20	4
2	Grammar	20	7
3	Vocabulary	20	10
4	Fluency	20	10
5	Comprehension	20	10
	Jumlah Total	100	31

Guru,

Sri Purwaningsih .Pd

The Instrument for Oral Speaking Test

Topic:

1. Daily Activity
2. Describe Your Hobby
3. Describe Your Friends

Instrument Order:

1. Please introduce yourself in front of the class.
2. Then please select the topic you will tell.
3. Tell the topic you chose in front of the class.

Students Response:

1.
2.

RUBRIK PENILAIAN KETERAMPILAN BERBICARA

Nama Siswa : Leo Nardo Dicapriko

Kelas : X

Semester : 2

Topic : Daily Aktivity

No	Aspek Penilaian	Scores	Nilai Guru
1	Pronunciation	20	18
2	Grammar	20	10
3	Vocabulary	20	12
4	Fluency	20	15
5	Comprehension	20	10
	Jumlah Total	100	65

Guru,

Sri Purwaningsih, S.Pd

appendix 2. Instrument for Observation Checklist

Observation Checklist of Rural Schools

Schools : SMAN 11 Bengkulu Selatan

Class : X

Date of Observation :

Direction: Give checklist the number which presents your response!

No	Focus of Observation	Yes	No	Notes
1.	Facilities	✓		
2.	Access Information		✓	
3.	Competence of English Teachers	✓		

Observation Checklist of Urban Schools

School : SMAN 01 Kota Bengkulu

Class : X

Date of Observation :

Direction: Give checklist the number which presents your response!

No	Focus of Observation	Yes	No	Notes
1.	Facilities	✓		
2.	Access Information	✓		
3.	Competence of English Teachers	✓		

Appendix 3

Interview Transcript of Teachers

Informant: Anna Yulasti, S.Pd

Interviwer: Materi apa yang ibu gunakan pada saat mengajar bahasa inggris terutama pada keterampilan berbicara dalam bahasa inggris?

Ibu Anna: materi yang saya gunakan berdasarkan topikm pembelajaran pada lesson plan yang di sarankan dari pemerintah yang sesuai dengn kurikulum. Pada materi pembelajaran saya sellalu berusaha menstimulasi agar siswa tidak bosan. Saya sudah pesan kepada mereka bahwa kit aini belajar Bersama yang belum paham silahkan tanya. Jadi, mereka tidak berangapan antar murid dan guru. Saya selingi buku dan internet serta banyak praktek juga. Kalau hanya mengandalkan buku siswa tidak akan begitu memperhatikan.

Interviwer: Selain dari internet apakah ada buku lain yang menunjang pembelajaran siswa?

Ibu Anna: saya hanya menggunakan buku paket saja

Interviwer: metode apa yang di gunakan dalam mengajar speaking?

Ibu Anna: secara teori, bagi saya ketepatan tehknik dan ketepatan metode harus di tentukan oleh peserta didik yang di ajar, mengajarkan siswa untuk berkomunikasi dalam arti bisa menyampaikan rasa dan gagasan pada pihak yang lain.

Interviewer: apakah metode yang digunakan sudah efektif?

Ibu Anna: tentu sudah, saya mengunakan metode itu disesuaikan dengan tingkat kemampuan siswa, kalau tingkat kemampuan siswa sudsh bagus kenapa tidak. Tentunya terus di kembangkan supaya pengetahuan nya semakin bertambah

Interviwer: strategi apa yang ibu gunakan dalam mengajar speaking?

Ibu Anna: saya melatih speaking mereka dengan strategi retelling dan menggunakan game. Game lewat lagu, game lewat film, saya arahakan game suapaya mereka nyaman dan muali terbiasa berbicara dalam bhasa inggris. Siswa juga saya suruh praktek, misalnya menjadi pembaca berita, praktek berdagang. Secara mental mereka juga kuat dan menguasai materi. Kalua mereka juga menguasai dan kuat pada materi makan sudah pasti dalam menulis sudah bagus juga.

Interviwer: Bagaimana ibu mengevaluasi pengajaran speaking?

Ibu Anna: evaluasi dalam arti kompetensi siswa saya klebih suka menggunakan evaluasi yang bersifat produktif. Saya menghindari evaluasi yang bersifat multiplay choice atau close question tetapi saya lebih suka pada open and dad question kemudian saya lebih suka esshy. Karna itu akan benar benar menggali ide mereka mengurangi kesempatan mereka mencontek tetapi itu justru akan menginspirasi siswa yang lain.

Interviwer: Apakah mempersiapkan pengajaran Bahasa inggris itu penting bagi ibu?

Ibu Anna: iya karna bahasa inggris itu ditakuti oleh Sebagian siswa, saya mengantisipasi nya dngan tujuan materi yang saya sampaikan dapat tersampai dengan baik serta siswa juga ikut senang. Karna jika siswa nya senang dan nyaman maka materi atau ilmu akan lama bertahan pada otak mereka dan yang tersampaikan akan mudah di terima oleh siswa. Saya sering mempersiapkan game untuk mereka.

Interview Transcript of Teachers

Informan   : Sri Purwaningsih, S.Pd

Interviwer: Materi apa yang ibu gunakan pada saat mengajar bahasa inggris terutama pada keterampilan berbicara dalam bahasa inggris?

Ibu Sri: Kalau materi itu berdasarkan topik pembelajaran pada lesson plan yang disarankan dari pemerintah yang sesuai dengan kurikulum. Pada saat pembelajaran berlangsung saya selalu berusaha menstimulasikan siswa agar tidak bosan saat belajar, karena anak-anak itu kadang bosan dengan materinya kalau hanya sekedar mengandalkan buku. Materinya itu kadang saya ambil dari internet tentang daily activities, dan narrative texts.

Interviwer: Selain dari internet apakah ada buku lain yang menunjang pembelajaran siswa?

Ibu Sri: kalau buku pegangan siswa itu cuman satu buku ya itu buku paket.

Interviewer: metode apa yang di gunakan dalam mengajar speaking?

Ibu Sri: pada pelajaran speaking saya mengunakan metode audio lingual. Menurut saya mengunkan metode ini tepat sekali dalam mengajar skil speaking pada siswa.metodi ini bermula dari

mendengarkan berita missal nya yang saya berikan akan berlatih mendengarkan pronunciation dari foreigner.

Interviewer: menurut ibu apakah materi pelajaran yang di berikan sudah efektif di dalam kelas?

Ibu Sri: kalau berbicara tentang efektif atau tidak menurut saya sangat efektif, bukti nya siswa tidak ada yang loyo pada saat jam pelajaran, dan nilai mereka selalu naik walau tidak langsung tapi secara perlahan.

Interviewer: strategi apa yang ibu gunakan dalam mengajar speaking?

Ibu Sri: Tergantung dengan tema pelajaran, misalnya kita lagi dialog jadi saya lebih banyak menggunakan role play, sebelum menuju ke speaking kita biasanya ke listening dulu saya biasa lebih suka mengunakan LCD lebih lengkap ada gambar nya juga siswa kan lebih mudah memahami suara dan gambar setelah mereka mendengar kan barulah untuk berlatih speaking di depan kelas.

Interviewer: media apa yang ibu gunakan saat mengajar speaking di kelas?

Ibu Sri: saya selalu mengunakan buku paket, tapi jika hanya mengandalkan buku saja menurut say aitu kurang lengkap. Saya

menggunakan internet kadang saya mendownload dari youtube agar siswa lebih banyak memproleh pemahaman dan pengetahuan.

Interviewer: Bagaimana ibu mengevaluasi pengajaran speaking?

Ibu Sri: Saya biasanya mengavaluasi menggunakan oral, misalnya pada saat role play itu kan lebih gampang lewat observasi kemudian reading karena kan reading itu lebih muda untuk melihat kemampuan siswa lewat partisipasi mereka. Mereka yang lebih memahami pasti akan lebih berpartisipasi dalam diskusi tentang reading itu.

Ingterviwer: Apakah mempersiapkan pengajaran Bahasa inggris itu penting bagi ibu?

Ibu Sri: Bagi saya mempersiapkan pengajaran sebelum mengajar itu sangat penting, karena jika saya mempersiapkan materi pembelajaran dari awal saya akan lebih memahami apa yang harus saya sampaikan saat mengajar agar siswa tidak mudah bosan saat pelajaran berlangsung.

Appendix 4

Transcription Of Interview Students

SMAN 11 Bengkulu Selatan

Responden 1

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Pelajaran Bahasa Inggris itu pelajaran favorit saya dari saya SD sampai Sekarang. Karena saya salalu ketemu sama guru yang menyenangkan.

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Sangat mempengaruhi karena, saya sangat suka sikap ibu Anna yang disiplin dan juga tepat waktu. Ibu Anna sangat baik dan lemah lembut kalau mengajar jadi kami senang belajar dengan dia.

Q. Bagaimana cara mengajar guru anda?

A. Kami sering dikasih kuis untuk melatih tingkat pengetahuan dan keterampilan kami dalam Bahasa Inggris.

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Dibagi dalam kelompok, diberi video itu ditonton abis itu didiskusikan. Setelah itu baru di praktekan di depan kelas.

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Menarik karena tidak semua guru yang pake kuis kayak gitu. Saya lebih suka tugas individu dari pada kelompok karena bisa mandiri dan asah kemampuan saya. Tapi kegiatan kelompok saya juga suka soalnya itu kan hasil dari kerja bareng-bareng jadi kalau disuruh kedepan jadi lebih PD.

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. Sangat mempengaruhi, karena kalau kelasnya nyaman jadi lebih enak belajarnya.

Q. Bagaimana kondisi ruang kelas anda?

A. Lumayan nyaman.

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. Ya menurut saya sudah layak.

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Menurut saya cukup kondusif, tidak terlalu ramai dan juga teman-teman semua sangat memperhatikan penjelasan yang disampaikan.

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya selalu.

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

Q. Tergantung gurunya juga, kalua gurunya selow kan pelajarannya jadi lebih mudah untuk dipahami.

Responden 2

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Bahasa Inggris agak susah sih

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Iya menurut saya sangat mempengaruhi

Q. Bagaimana cara mengajar guru anda?

A. Cara ibu guru dalam mengajar cukup menyenangkan karena kami belajar sambal bermain juga jadi, tidak terlalu tegang dalam belajar di kelas

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. hafalan kosa kata, bercerita di depan kelas seperti daily activity

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. cukup menarik dan tidak begitu membosankan.

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. Mempengaruhi kalua ruangan bersih rapi dan fasilitas lengkap itu sangat mempengaruhi belajar saya dikelas.

Q. Bagaimana kondisi ruang kelas anda?

A. nyaman

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. menurut saya sudah layak dan nyaman juga

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. ada Sebagian yang memperhatikan ada juga yang tidak begitu memperhatikan

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. kadang-kadang

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. tergantung tema kalo menarik dan guru yang menyampaikan dengan bahasa yang muda di mengerti.

Respondent 3

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Bahasa inggris itu sebuah mata pelajaran yang saya senangi, karena merupakan pemblajaran internasional dengan blajar bahasa inggris tersebut akan menambah wawasan, informasi baik dalam negeri ataupun dari luar negeri.

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Kemampuan guru sangat mempengaruhi keberhasilan dalam proses pembalajan, karena dengan kemampuan tersebut seorang guru dapat menjalankan proses pembelajaran dengan baik maka siswa mudah untuk menerima materi yang dijalaskn dari guru.

Q. Bagaimana cara mengajar guru anda?

A. Sangat baikk

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Banyak menghapal kosa kata dan action

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Sangag menarik dan tidak membosankan

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A.sangat mempengaruhi

Q. Bagaimana kondisi ruang kelas anda?

A. nyaman

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. sudah layak

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Sangat antusias saat mengikuti pembelajaran

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya menyampaiakan

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Mudah

Respondent 4

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Pendapat saya bahasa adalah bahasa asing yang susah susah gampang

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Iya mempengaruhi karena jika pribadi seorang guru tidak baik maka akan mempengaruhi minat belajar siswa

Q. Bagaimana cara mengajar guru anda?

A.guru saya mengajar dengan menjelaskan materi pelajaran terlebih dahulu sebelum memberikan tugas

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Kegiatan seperti kerja kelompok dan dialog

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Menurut saya cukup menarik

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A.sangat mempengaruhi karena jika fasilitas sekolah mencukupi makan semngat akan belajar juga semangat begitu juga sebaliknya

Q. Bagaimana kondisi ruang kelas anda?

A. Cukup nyaman

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A.cukup layak

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Biasanya teman saya ada yang bersemangat dan ada yang tidak menyukai saat pelajaran bahasa Inggris

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Iya sudah cukup mudah

Respondent 5

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Pelajaran yang sulit

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Sangat mempengaruhi

Q. Bagaimana cara mengajar guru anda?

A.monoton

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Menulis dan membaca

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Kurang menarik

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A.ya mempengaruhi

Q. Bagaimana kondisi ruang kelas anda?

A. Sedikit rapi

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. Layak

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Menyimak

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Mudah

Transcription Of Interview Students

SMAN 1 Kota Bengkulu

Respondent 1

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Mata pelajaran yang mengajarkan bahasa asing yang sulit.

Q. Siapa guru Bahasa Inggris?

A. Ibu Sri.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Iya, karena kalau pribadi jelek minat belajar bisa kurang.

Q. Bagaimana cara mengajar guru anda?

A. Masih dengan memberikan poin2 dari buku lalu dijabarkan

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Writing, speaking, listening, reading

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Listening

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. Iya, butuh tempat yang nyaman agar belajar lebih semangat dan konsentrasi

Q. Bagaimana kondisi ruang kelas anda?

A. Lumayan bagus, kursi dan meja masih layak pakai tapi tidak layak dilihat.

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. Lumayan

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Bosan

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Selalu seperti itu

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Kadang-kadang

Respondent 2

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Pelajaran yang menyenangkan

Q. Siapa guru Bahasa Inggris?

A. Ibu Sri.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Iya

Q. Bagaimana cara mengajar guru anda?

A. Menyenangkan

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Menyanyi lagu bahasa inggris

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Iya

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. Iya

Q. Bagaimana kondisi ruang kelas anda?

A. Cukup baik

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. Iya

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Aktif bertanya

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Iya

Respondent 3

Q. Apa pendapat anda tentang Bahasa Inggris?

A. Bahasa Inggris adalah ilmu yang mempelajari bahasa asing dan sangat sulit

Q. Siapa guru Bahasa Inggris?

A. Ibu Sri.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. Iya mempengaruhi semakin teliti yang di sampaikan semakin bagus pemahaman

Q. Bagaimana cara mengajar guru anda?

A. Mengajar dengan baik

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. Quis dan hapalan

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. Menarik

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. Iya fasilitas sangatlah penting

Q. Bagaimana kondisi ruang kelas anda?

A. Bersih dan rapi

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. Belum begitu terpenuhi

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Masih kurang begitu paham

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. Iya di sampaikan

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. Kadang-kadang

Respondent 4

Q. Apa pendapat anda tentang Bahasa Inggris?

A. pelajaran nya sulit dan susah di pahami

Q. Siapa guru Bahasa Inggris?

A. Ibu Anna.

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. sangat mempengaruhi

Q. Bagaimana cara mengajar guru anda?

A.bagus dan menyenangkan

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. praktek dan game dalam bahasa inggris

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. sangat menarik

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. iya sangat berpengaruh terhadap fasilitas di ruangan

Q. Bagaimana kondisi ruang kelas anda?

A.bersih dan rapi sehingga membuat kami belajar dengan nyaman

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. sudah layak dan standar sekolah

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. Sebagian teman saya ada yang senang dan ada yang tidak suka terhadap Bahasa inggris.

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. iya, agar kami paham dan lebih rileks saat belajar

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. tentu nya sedikit sulit karna guru kami ingin kami bisa mengerjakan atau mempelajari Bahasa inggris

Respondent 5

Q. Apa pendapat anda tentang Bahasa Inggris?

A. menurut saya menarik

Q. Siapa guru Bahasa Inggris?

A. Ibu Sri

Q. Menurut anda, apakah kepribadian dan kemampuan guru dalam mengajar mempengaruhi minat belajar anda?

A. iya, karna dengan kemampuan atau kepribadian guru siswa akan lebih mengerti

Q. Bagaimana cara mengajar guru anda?

A. sangat bagus karena lebih banyak praktek secara langsung

Q. Kegiatan pembelajaran apa saja yang diberikan?

A. praktek

Q. Apakah kegiatan pembelajaran yang diberikan menarik menurut anda?

A. sangat menarik karena di plajaran ada game nya yang membuat kami seru dalam belajar

Q. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar?

A. iya, sangat mempengaruhi minat belajar siswa

Q. Bagaimana kondisi ruang kelas anda?

A. tertata rapi dan bersih di tambah fasilitas yang memadai

Q. Menurut anda, apakah fasilitas yang ada di kelas sudah layak sehingga dapat membantu motivasi anda untuk belajar Bahasa Inggris?

A. sudah layak dan memaksimalkan siswa dalam belajar

Q. Bagaimana sikap teman sekelas anda saat pelajaran Bahasa inggris dilaksanakan?

A. kebanyakan teman saya tidak suka karena mereka kurang mengerti dalam pelajaran bahasa inggris

Q. Apakah guru anda menyampaikan tujuan pembelajaran sebelum memulai pelajaran?

A. iya agar kami memahami apa yang akan kami pelajari

Q. Apakah menurut anda tujuan pembelajaran yang diberikan mudah untuk dicapai?

A. menurut saya mudah   asalkan kita belajar dengan tekun sampai kita mengerti dengan pelajaran Bahasa inggris

Appendix 5

SMAN 11 Bengkulu Selatan Raport card Scores

No	Name of Students	Score
1.	Student 1	82
2.	Student 2	81
3.	Student 3	81
4.	Student 4	79
5.	Student 5	78
6.	Student 6	74
7.	Student 7	74
8.	Student 8	74
9.	Student 9	74
	Total	**625**
	Average	**69,44**

	Min	74
	Max	82

SMAN 1 Bengkulu City Raport card Scores

No	Name of Students	Score
1.	Student 1	77
2.	Student 2	82
3.	Student 3	88
4.	Student 4	76
5.	Student 5	77
6.	Student 6	87
7.	Student 7	70
8.	Student 8	69

9.	Student 9	89
10.	Student 10	86
11.	Student 11	80
12.	Student 12	70
13.	Student 13	70
14.	Student 14	88
15.	Student 15	89
16.	Student 16	79
17.	Student 17	77
18.	Student 18	70
19.	Student 19	79
20.	Student 20	81
21.	Student 21	81

22.	Student 22	83
23.	Student 23	80
24.	Student 24	89
25.	Student 25	84
26.	Student 26	73
27.	Student 27	73
28.	Student 28	70
29.	Student 29	87
30.	Student 30	87
	Total	**2.381**
	Average	**79.7**
	Min	**70**
	Max	**89**

a. Rural Schools Results Data

Table 4.1

Rural Schools Results Data

No	Score Interval	Category	Frequency (Students)	Percentace (%)
1.	90-100	Excellence	3	33.3%
2.	80-70	Very Good	6	66.7%
3.	60-50	Good	-	-
4.	40-30	Poor	-	-
5.	20-10	Very Poor	-	-
	Total		9	100%

Based on table 4.1 above, the researchers know students learning outcomes. The students who got an excellent score were three people with a percentage of 33.3%, while students who got a very good score were six people with a percentage value of 66.7%.

b. Urban Schools Results Data

Table 4.2

Urban Schools Results Data

No	Score Interval	Category	Frequency (Students)	Percentace

				(%)
1.	90-100	Excellence	16	53.3%
2.	80-70	Very Good	13	43.3%
3.	60-50	Good	1	3.4%
4.	40-30	Poor	-	-
5.	20-10	Very Poor	-	-
	Total		30	100%

Based on table 4.2 above, the researchers know students learning outcomes. The students who got an excellent score were 16 people with a percentage of 53.3%, students who got a very good score were 13 people with a percentage value of 43.3%, while students who got a good score were one people with a percentage value of 3.4%.

c. The Comparison chart of Rural and Urabn Students data Percentage
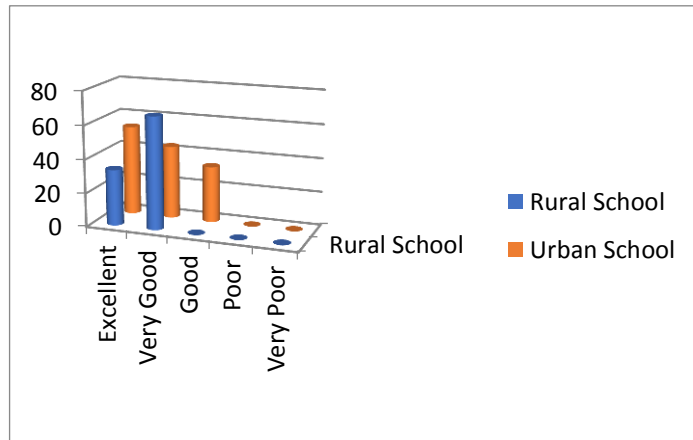
DAFTAR NILAI RAPOR KELAS X
SMAN 1 KOTA BENGKULU

NO	Nama Siswa	Nilai
1.	Ahmad Zakiy Nugraha	77
2.	Arzelia Rahma Zafira	82
3.	Aulia Akbar Muslim	88
4.	Auliya Nurokhma	76
5.	Chiara Siti Fajriah	77
6.	Cleren Stevani	87
7.	Efia Meliana	70
8.	Fajar Galuh Septiadi	69
9.	Fety Apriliana	89
10.	Habli Rafli Nuralkindi	86
11.	Hanifah Laras P	80
12.	Helena Audia Tampu Bolon	70
13.	Ichwan Abdya Fazzle	70
14.	Irma Ningsih	88
15.	Leonardo Dicapriko	89
16.	Malia Zahara	79
17.	Muhammad Akbar Zaid	77
18.	Muhammad Afif Hidayat	70
19.	Muhammad Fariz Al-gaza	79
20.	Nabila Aulia Fasya	81
21.	Nabila Devien Vanescha	81
22.	Nabilla Frizka Pratiwi	83
23.	Narendra Yoga Dasandriya	80
24.	Nila Ulandari	89
25.	Pebriansyah	84
26.	Putri Salsabilla	73
27.	Raihan Hari Prasetyo	73
28.	Riana Tri Eka Saputri	70
29.	Ricardo Janesyah	87
30.	Rizki Bayu Dermawan	87

Appendix 6

Score Speaking test at SMAN 11 Bengkulu Selatan

No	Name of Students	Score
1.	Prenti	83
2.	Aisa Nur Santika	75
3.	Yella Laurentia	64
4.	Midzaqon Ghaliza	65
5.	Koko Adi Putro	60
Total		347
MIN		64
MAX		83
Average		69.4

Score Speaking test at SMAN 1 Bengkulu City

No	Name of Students	Score
1.	Prebriansyah	55

2.	Putri Salsabila	52
3.	Leo Nardo Dicapriko	65
4.	M. Akbar Zaid	61
5.	Arzelia Rahma Z	69
Total		302
MIN		52
MAX		69
Average		60.4

Appendix 7

Documentation

SMA Negeri 11 Bengkulu Selatan dan SMA Negeri 1 Kota
Bengkulu

Speaking Test

Interview Teachers and Students

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimil (0736) 51171-51172
Website www.unfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI
Nomor : 0468 /Un.23/F.1I/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Risnawati,M.Pd 197405231999032002	P I	Nevy Nuristi	TBI	Improving Students Speaking
2	Andri Saputra, S.Pd, M.Sc 199106262019031014	P II	Ochtaviani 1811230124		Skills with the Spying Method (A Classroom Action Research at the Second Students of SMPN 16 South Bengkulu in Academic Year 2021/2022

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan
penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang
tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 14 Januari 2022

Mus Mulyadi

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
    Tadris Bahasa Inggris
    IAIN Bengkulu
Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : NEVY NURISTI OCHTAVIANI
NIM : 1811230124
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **"Improving Students Speaking Skills with the Spying Method (A Classroom Action Research at the Second Students of SMPN 16 South Bengkulu in Academic Year 202102022)"**

Menjadi : **"Comparison of Tenth Grade Learning Outcomes in English Speaking Skills in Rural and Urban Schools (A Study at Senior High Schools Students in Bengkulu Province)"**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu,   April 2022
Dibuat oleh,

Nevy Nuristi Ochtaviani
1811230124

Disetujui oleh,

Pembimbing I,   Pembimbing II,

Rismawati, M.Pd   **Andri Saputra, S.Pd**
NIP.197405231999032002   NIP.199106262019031014

Diketahui oleh,
Kajur Bahasa

Rismawati, M.Pd
NIP.197405231999032002

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : NEVY NURISTI OCHTAVIANI, NIM : 1811230124 yang berjudul "COMPARISON OF TENTH GRADE LEARNING OUTCOMES IN ENGLISH SPEAKING SKILLS IN RURAL AND URBAN SCHOOLS (A Study at Senior High Schools Students in Bengkulu Province)"

Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu ,25 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 25 Mei 2022

Penyeminar I

Penyeminar II

Riswanto, Ph.d
NIP . 197204101999031004

Andri Saputra, S.Pd. M.Sc
NIP. 199106262019031014

Scanned by TapScanner

Nomor : 07-5 / Un 23/F II/TL 00/06/2022   1 Juni 2022
Lampiran : I (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 11 Bengkulu Selatan
Di –
  Bengkulu Selatan

Assalamu'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"COMPARISON OF TENTH GRADE LEARNING OUTCOMES IN ENGLISH SPEAKING SKILL IN RURAL AND URBAN SCHOOLS (A Study AT Senior High Schools Students In Bengkulu Province)"**.

Nama   : Nevy Nuristi Ochtaviani
NIM   : 1811230124
Prodi   : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN 11 Bengkulu Selatan
Waktu Penelitian : 14 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Warahmatullah Wabarakatuh.

             Dekan,

             Mus Mulyadi

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimii (0736) 51171-51172
Website www.uinfasbengkulu.ac.id

Nomor   : 21et- / Un 23/F II/TL 00/06/2022   15 Juni 2022
Lampiran : 1 (satu) Exp Proposal

Perihal   : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 01 Kota Bengkulu
Di –
         Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"COMPARISON OF TENTH GRADE LEARNING OUTCOMES IN ENGLISH SPEAKING SKILL IN RURAL AND URBAN SCHOOLS (A Study AT Senior High Schools Students In Bengkulu Province)"*.

Nama   : Nevy Nuristi Ochtaviani
NIM   : 1811230124
Prodi   : Tadris Bahasa Inggris (TBI)
Tempat Penelitian   : SMAN 01 Kota Bengkulu
Waktu Penelitian   : 14 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Dekan,

us Mulyadi

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PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 11 BENGKULU SELATAN
Jalan Raya Desa Keban Jati Kecamatan Ulu Manna
Bengkulu Selatan

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421.3/400. 066 /SMAN 11 BS/2022

Yang bertanda tangan dibawah ini

Nama	**TARMAN HAYADI, M.Pd**
NIP	197008111994031012
Pangkat/Gol	Pembina TK.I/IVb
Jabatan	Kepala SMA Negeri 11 Bengkulu Selatan

Menerangkan bahwa

Nama	**NEVY NURISTI OCHTAVIANI**
NPM/NIM	1811230124
Fakultas	Tarbiyah dan Tadris (FTT)
Program Studi	Tadris Bahasa Inggris (TBI)

Telah melaksanakan kegiatan penelitian di SMA Negeri 11 Bengkulu Selatan, Jalan raya desa Keban Jati kecamatan Ulu Manna kabupaten Bengkulu Selatan, tanggal 14 Juni 2022 s.d 25 Juli 2022 dengan judul penelitian *"COMPARISON OF TENTH GRADE LEARNING OUTCOMES IN ENGLISH SPEAKING SKILL IN RURAL AND URBAN SCHOOLS (A Study At Senior High School Students In Bengkulu Province)"*

Demikian surat keterangan melaksanakan penelitian ini di buat dengan sebenarnya, atas perhatiaannya terima kasih

Juli 2022
Kepala Sekolah

TARMAN HAYADI, M.Pd
NIP 197008111994031012

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PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTA BENGKULU
Jl. Kuala Lempuing Kel. Lempuing Kec. Ratu Agung Kota Bengkulu 38225
Telp. (0736) 22906 Email: smansakotabengkulu@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 070/278/SMA.N.1/2022

Yang bertanda tangan di bawah ini

Nama	H. RUSTIYONO, M.Pd
NIP	196605091994031004
Pangkat Gol	Pembina IV.a
Jabatan	Kepala SMA Negeri 1 Kota Bengkulu

Berdasarkan Surat dari Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu Nomor 070.5858/Dikbud/2022 tanggal 27 Juni 2022 perihal Rekomendasi Penelitian, Dengan ini menerangkan bahwa mahasiswa dengan data sebagai berikut

Nama	NEVY NURISTI OCHTAVIANI
NIM	1811230124
Program studi	Pendidikan Bahasa Inggris
Universitas	Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah selesai melaksanakan penelitian di SMA Negeri 1 Kota Bengkulu pada tanggal **25** Juli 2022

Dengan Judul " *Comparison of Tenth Grade Learning Outcomes In English Speaking Skill In Rural and Urban Schools (A Study at Senior High School Students in Bengkulu Province)*"

Demikian surat ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya

Bengkulu, **25** Juli 2022
Sekolah

H. RUSTIYONO, M.Pd
NIP. 196605091994031004

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1737 / In.23.1 /I.1T/05.07/2022

Tentang

Penetapan Dosen Penguji

Ujian Komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas

Nama Mahasiswa	Nevy Nurruti Ochtaveana
NIM	1811290174
Jurusan/Prodi	Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Irwan Satria, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Reko Serasi, M.A	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMB
3	Dedi Efrizal, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediaannya untuk diuji
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan

31 Maret 2022

Tembusan :
Yth, Wakil Rektor 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website www.unfasbengkulu.ac.id

Nomor : 5801 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Bengkulu, 27 Juli 2022

Kepada Yth.

1. Dr Hj.Asiyah, M.Pd (Ketua)
2. Heny Friantary, M.Pd (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Yesa Restika 1811230126	08.00-08.50 WIB	The Effectiveness of Techniques Clustering on Student Writing Ability of Descriptive Text
2	Tri Meki 1811230114	08.50-09.40 WIB	The Effect of Project-Based Learning on Students' Writing Ability
3	Nevy Nuristi Oktaviani 1811230124	09.49-10.30 WIB	Comparison of Tenth Grade Learning Outcomes in English Speaking Skills in Rural and Urban Schools (A Study at Senior High Schools in Bengkulu Province)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi

Nama Mahasiswa : Nevy Nuristi Ochtaviani Pembimbing I : Risnawati, M.Pd
NIM : 1811230124 Judul Skripsi : Comparison of 10ᵗʰ Grade learning
Jurusan : Bahasa & speaking english speaking skills in rural and
Program Studi : Tadris Bahasa Inggris urban schools (A study at senior High school
Students in Bengkulu province).

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Wednesday, 16-03-2022	Sk + Research proposal	» Revise the title !	
2	Thursday, 31-03-2022	Chapter I	» Revise as suggested. 1. Research Question 2. Objective of the research	
3.	Wednesday, 06-04-2022	Chapter I.	» Revise as suggested. 1. Identification problem 2. Previous study	
4.	Monday, 8-04-2022	Chapter II, References, Appendices	» Revise as suggested 1. 2. References, Appendix	

Bengkulu,

Mengetahui,
Dekan

Pembimbing I

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Risnawati, M.Pd
NIP. 197405231999032002

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Nama Mahasiswa : Nevy Nuristi Ochtaviani   Pembimbing I : Risnawati, M.Pd
NIM   : 1811230124   Judul Skripsi :
Jurusan   : Bahasa
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
5		Chapter 3,4, & References Appendices	"Acc. you can register to "Seminar Proposal!"	

Bengkulu, April 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Risnawati, M.Pd
NIP. 197405231999032002

Nama Mahasiswa : Nevy Nuristi Ochtaviani Pembimbing I : Risnawati, M Pd
NIM : 1811230124 Judul Skripsi : Comparison of Test Grade learning
Jurusan : Bahasa outcomes in English speaking br
Program Studi : Tadris Bahasa Inggris in Rural and Urban schools

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Wednesday, 20·07·2022	✓ Chapter IV	✓ Revise as suggested!	✓
2.	friday, 22·07·2022	✓ Chapter V. Abstract, Appovory Appendices	✓ Revise as suggested!	✓
3.	Monday, 25·07·2022	✓ Chapter I, II, III, IV, V, References, Appendices, Abstract	✓ Acc you can register for "Ujian Munaqosah"	✓

Bengkulu, July 2022

Mengetahui,
Dekan

Pembimbing I

Dr. M.. Mu..ip, M Pd
NIP. 1970053... 2000031004

Risnawati, M Pd
NIP. 197405231999032002

Nama Mahasiswa : Nevy Nuristi Ochtaviani Pembimbing II : Andri Saputra, S Pd, M Sc
NIM : 1811230124 Judul Skripsi : *Comparison of Tenth grade learning outcomes in english speaking skills at Rural and Urban schools*
Jurusan : Bahasa
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	23/03 2022	background		
2	28/03 2022	Revisi background		
3	7/03 2022	Grammar check include expert		
4	15/03 2022	Research question		
5	22/03 2022		Acc	

Bengkulu, 22 Maret 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP 197006142000031004

Pembimbing II

Andri Saputra, S.Pd, M.Sc
NIP. 199106262019031014

Nama Mahasiswa : Nevy Nuristi Ochtaviani   Pembimbing II : Andri Saputra, S Pd, M.Sc
NIM : 1811230124   Judul Skripsi : Comparison of Text Grade learning
Jurusan : Bahasa   outcomes in English speaking scels
Program Studi : Bahasa Inggris   N Rural And Urban schools (Asta
at senior high school's students in
Bengkulu province)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	Senin 18-07-2022		Revise as Suggested	
2	Rabu 13-07-2022	Bab IV-V	Discussion	
3	Jumat 15-07-2022		Grammar check	
4	Selasa 19-07-2022		ACC	

Bengkulu,

Mengetahui,
Dekan

Dr. Nur ..., M.Pd
NIP. 197005142000031004

Pembimbing II

Andri Saputra, S Pd, M.Sc
NIP. 199106262019031014

25/07 2023

Hanura Febrani

Cek turnitiin Nevy_TBI

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Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : NEVY AURISTI OKTAVIANI
NOMOR INDUK MAHASISWA : 1842501...
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Junat 18/05/2022	08.00	Veri karma kati	1811230073	An Analisis of Student's Ability to answer reading questions with Higher order thinking (HOTS)at Second Grade of Junior High School.	🖊
2	Junat 18/05/2022	08:00	Dewi Wulan	1811230199	The effectiveness of using scramble method to improve reading comprehension.	🖊
3	Junat 18/05/2022	08:00	Anniarsyah	1811230103	The analysis of synctmax and Asyncronoys mline Node in english leaning during casualty	🖊
4	Junat 18/05/2022	08:00	Enyla Pana Rani	1811230111	Student's lexical mastery of collocation and their reading comprehension achievement.	🖊
5	Junat 18/05/2022	15:00	Yesa Restina	1811950126	effectiver of using the clustering technique in improving the ability to write descriptive text	🖊
6						

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