

COMPARING ENGLISH SPEAKING FLUENCY BETWEEN  
STUDENTS OF INTERNATIONAL AND REGULAR PROGRAMS

A CASE STUDY AT SLTP N 8 PADANG

A THESIS

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## ABSTRAK

Dalam skripsi ini, penulis membandingkan kelancaran berbicara bahasa Inggris siswa di kelas IX program International dan Reguler di SLTP N 8 Padang. Tujuan penulisan ini adalah untuk mengetahui tingkat kelancaran berbahasa Inggris pada siswa kelas IX pada kedua program itu. Di samping itu, penulis juga mengidentifikasi tingkat perbedaan kelancaran berbahasa Inggris pada siswa di kedua program dan beberapa faktor yang menyebabkan perbedaan itu.

Dalam hal ini, penulis menggunakan teori yang dikemukakan oleh Rod Ellis (2005), yaitu sistem pengukuran bahasa lisan. Dalam sistem ini, ada tiga faktor yang bisa diukur, yaitu, ketepatan (*accuracy*), kerumitan (*complexity*), dan kelancaran (*fluency*). Penulis hanya memfokuskan penelitian pada pengukuran kelancaran (*fluency*) berbicara bahasa Inggris. Dalam mengumpulkan data penulis menggunakan teknik wawancara dan penyebaran kuisioner pada sepuluh informan. Informannya adalah lima orang siswa terbaik dalam berbahasa Inggris dari kelas IX program International dan lima orang siswa terbaik dari program Reguler. Metode yang digunakan dalam menganalisis data adalah metode perbandingan.

Dari hasil analisa ditemukan bahwa ada sedikit perbedaan pada tingkat kelancaran berbahasa Inggris pada siswa di kedua program yang ditunjukkan oleh tingkat ujaran yang dihasilkan dalam waktu tertentu. Hal ini disebabkan oleh beberapa faktor, diantaranya: dukungan moril dan materil dari keluarga untuk mempelajari bahasa Inggris, motivasi dari guru di sekolah, dan keinginan yang kuat dari dalam diri sendiri untuk bisa berbahasa Inggris dengan lancar. Selain itu, tingkat kelancaran berbahasa Inggris ini juga dipengaruhi oleh lama waktu penggunaan bahasa Inggris, baik di sekolah maupun di luar sekolah. Hasil analisis menunjukkan bahwa siswa terbaik dari kelas Reguler sedikit lebih cepat dalam berbicara bahasa Inggris dibandingkan dengan siswa kelas Internasional dalam hal berbicara bahasa Inggris sebagai bahasa asing.

## CHAPTER 1

### INTRODUCTION

#### **1. 1. Background of the Study**

Language acquisition is a term that is used either for first language (mother tongue) or second and foreign language. Schuman (1980) says that one of the differences between first language acquisition and foreign language acquisition is the fact that all normal human beings achieve proficiency in their first language acquisition, but manifest great variations in acquiring a foreign language. However, acquiring English as a foreign language is not as easy as acquiring English as a first language. The fluency rate of using English as a foreign language can be different from one to another.

The consciousness of people in the world to master not only their mother tongues, have motivated people to learn foreign languages. Childhood is supposed to be the best age of acquiring foreign languages. Lenneberg in Dardjowidjojo (2005) said that children in their critical terms (during childhood) are easier and faster in acquiring a foreign language than adults. This phenomenon can be found in Indonesia as well. In this country, English becomes the first foreign language that should be studied from elementary school up to universities. English is also a foreign language that is used widely all over the world and plays an important role in many sectors of life. That is why acquiring English as a foreign language for Indonesian has become a tendency. The achievement of acquiring English as a

foreign language can be influenced by some factors, one of them is the environmental factor where the children live and grow up.

The environment in acquiring a foreign language can be at home and at school. Schools facilitate students to learn many subjects, including foreign languages. In the teaching process of a foreign language, the schools adopt different ways. There are two kinds of school program related to the teaching process of a foreign language. The first is a regular school program. Here, the pupils in this school program study at least one foreign language as a part of their compulsory education. The foreign language is taught once a week for a two-hour meeting.

The second one is the international program. This program provides the students with the materials using a foreign language. The pupils are not only studying about their subjects, but at the same time they are also acquiring a foreign language. Through this international program, the teaching of a foreign language is integrated with the content teaching (Swain and Lapkin, 1995: 371).

This issue is quite interesting to study, that is comparing the speaking fluency between students in international program and non-international (regular) program in acquiring English as foreign language. The choice of SLTP N 8 Padang as the observation object is based on the fact that this junior high school is the first junior high school in Padang which applies English international program (Syafar, 2006). There is an International Class for every level of this school which uses English as the language of instruction. The teachers and students are

## CHAPTER 4

### CONCLUSION

Having analyzed all of the data, it is found that students in international and regular programs are some ways different in their speaking fluency. These differences are caused by many different factors, such as the motivation of their teachers at school and family at home. It is clearly seen that the students in regular program also improve their English by attending another English course out of school with English native instructors. They also have a strong motivation and willingness from themselves to master English. All of these factors trigger them to improve their English speaking fluency.

As the conclusion, it can be said that in terms of English speaking, collectively, international program students are faster in English speaking than regular program students since the averages of their speech rate are above 2 syllables per second. However, individually, students in regular program are faster in English speaking fluency compared to students in international program. In details, four students in regular program have a higher speaking skill level than students in international program.

There are some weaknesses found in this research. In this research, the time in doing the interview is not set well. The interviewer does not emphasize the informants to talk for one minute. In fact, there are some informants who talk more than one minute, and others talk less than one minute. This difference of time influences the numbers of word production of each informant. Informants

who talk less than one minute are because they lose their ideas to convey. Other students take less than one minute because he or she only produces the common introductory conversations without creatively adding other information that is asked. For this reason, they do not need to take much time in producing those utterances.

Another weakness is that the interviewer does not focus on one topic to ask for. It might influence the informants in giving the information during the interview session. They do not know which one should be informed first. This situation may influence their concentration and makes them a little bit get confused. As the result they lose their ideas and stop talking. That is why, it is suggested to the next research could conduct another more focus and deeper research.

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