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AN UNDERGRADUATED THESIS

THE INFLUENCE OF DIALECT TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF MUHAMMADIYAH SENIOR HIGH SCHOOL PEKALONGAN

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THE INFLUENCE OF DIALECT TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF MUHAMMADIYAH SENIOR HIGH SCHOOL PEKALONGAN

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STATE ISLAMIC COLLEGE (STAIN)
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ABSTRACT

BY

DESY AWAL MAR'AN

In Indonesia, English is learned in formal and informal education. Most schools in this country teach English to the students. That is the effect of globalization era in the world which insist young generation to master one of international language. Hopefully, by mastering English the students will be able to face the advance of the world in the future. In learning English, the students usually taught some abilities like writing, reading, listening, and speaking. Those are skills that must be qualified by students in English. The diversity of Indonesian people influence students' ability in comprehend the subject which learned. One of the diversity is language variation in their daily life which called dialect. Every dialect has certain characteristic in each other. Someone who always uses a certain dialect will have uniqueness when speaking. It influence their ability when speak English. This reserach conducted to know whether there is some positive and significant influence of the students' dialect toward their speaking ability at the eleventh grade of Muhammadiyah Senior High School Pekalongan.

This research was in survey quantitative form. In data collection method, the researcher applied questionnaires and oral test. Research subject were the students of XI IPA in Muhammadiyah Senior High School Pekalongan in academic years 2012/2013 which consist of 28 students. The researcher gave questionaire consist of how often they use their dialect and the influence of other culture in their daily life and oral tests to get data. After getting the data, the researcher calculated using T_{test}.

The result of this study shows that on the standard of significant 1% or 5% degree of freedom (df) 28-1=27. T_{table} shows result 1,7033 and 2,0518, meanwhile $T_{observed}$ was 9,069. The result of data interpretation shows $t_{observed}$ is higher than t_{table}, so, 9,069 > 2,0518 > 1,7033. It means that there is any positive and significant influence of students' dialect toward their speaking ability.

PENGARUH DIALECT TERHADAP KEMAMPUAN BERBICARA SISWA DI KELAS XI SMA MUHAMMADIYAH PEKALONGAN

ABSTRAK

OLEH

DESY AWAL MAR'AN

Di Indonesia, Bahasa Inggris diajarkan oleh hampir seluruh lembaga pendidikan baik formal maupun nonformal. Hal ini merupakan salah satu dampak dari era globalisasi yang menuntut para generasi muda agar dapat menguasai bahasa asing sebagai sarana untuk menghadapi perkembangan zaman. Dalam Bahasa Inggris dipelajari beberapa aspek kemampuan seperti mendengarkan, membaca, berbicara dan menulis. Kondisi masyarakat yang beragam di negara ini tentu berpengaruh terhadap kemampuan siswa dalam menyerap mata pelajaran yang di ajarkan. Salah satu keberagaman itu adalah adanya variasi bahasa yang mereka gunakan dalam kehidupan sehari-hari yang dapat disebut dengan dialek. Setiap dialek memiliki ciri khas tertentu bila dibandingkan dengan dialek lain. Seseorang yang sering menggunakan sebuah dialek dalam kehidupan sehari-hari maka akan memiliki keunikan ketika mereka berbicara. Hal ini mempengaruhi kemampuan mereka dalam berbicara bahasa Inggris. Penelitian ini telah dilakukan untuk mengetahui apakah ada pengaruh yang signifikan sebuah dialek terhadap kemampuan berbicara Bahasa Inggris siswa di kelas XI SMAMuhammadiyah Pekalongan.

Penelitian ini merupakan penelitian survey kuantitatif. Dalam pengumpulan data, peneliti menggunakan metode angket dan test berbicara. Subjek penelitian adalah siswa kelas XI IPA SMA Muhammadiyah Pekalongan pada tahun akademik 2012/2013yang terdiri dari 28 siswa. Peneliti memberikan angket berbentuk pilihan ganda yang terdiri dari pertanyaan seberapa seringnya mereka menggunakan dialek serta pengaruh budaya lain di kehidupan sehari-hari mereka serta tes berbicara untuk mendapatkan data. Setelah data yang diharapkan diperoleh, peneliti menghitung menggunakan T_{test}.

Hasil penelitian ini menunnjukkan bahwa pada standar signifikan 5% atau 1% dengan derajat kebebasan (db) 28-1=. T_{table} menunjukkan hasil 1,7033 dan 2,0518, sedangkan T_{hitung} adalah 9,069. Hasil interpretasi data menunjukkan bahwa T_{hitung}lebih besar dari T_{table} , sehingga 9,069 > 2,0518 > 1,7033. Ini berarti bahwa ada pengaruh yang signifikan antara dialek terhadap kemampuan berbicara siswa.

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APPROVAL PAGE

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RATIFICATION PAGE

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An Undergraduated Thesis entitled : THE INFLUENCE OF DIALECT TOWARD STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADERS OF MUHAMMADIYAH SENIOR HIGH SCHOOL PEKALONGAN written by Desy Awal Mar'an, students number 0953037, English Education Study Programmed, has been examined (Munaqosah) in Tarbiyah Departement on Monday, August 26th 2013 at 11.00-12.00

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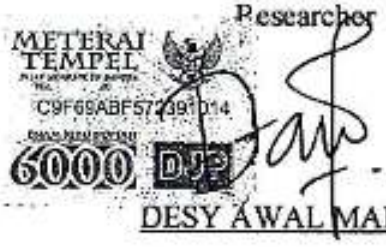
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Metro, August 2013

Researcher



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MOTTOS

وَمَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

Whoever believes in Allah and the Last Day should speak good things or keep silent.

(H.R. Bukhori and Muslim)

Never quit be better!

(Desy Awal Mar'an)

DEDICATION PAGE

The undergraduate thesis is made as the researcher's testimonial for

1. My beloved father Sam'ani, S.Ag and my beloved mother Mariyam who always pray and give me support and guidance to be succesful in my study. I love you so much and forever. You are the inspiration in my life.
2. My beloved younger sister and brothers(Rani, Fadzkur and Ganda), I love you so much.
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6. My beloved brothers and sisters all classmate in class G of eight semester of English Departement who always give spirit and a good contribution.

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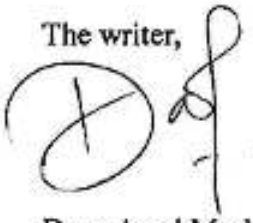
The writer can not stand alone, there were many persons who contributed their meaningful hands in accomplissing her proposal research that the writer could not mention one by one. The writer thanks to Mr. Prof. Dr. Edi Kusnadi, M.Pd and Mr. Johan Wibowo, M.Pd, MM, M.Si. who has contributed their expertise and idea to assist the writer.

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The writer does apologizes for all mistakes she has made in writing and presentation items. Hopefully, this research can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, August 2013

The writer,



Desy Awal Mar'an

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RESEARCH INSTRUMENT

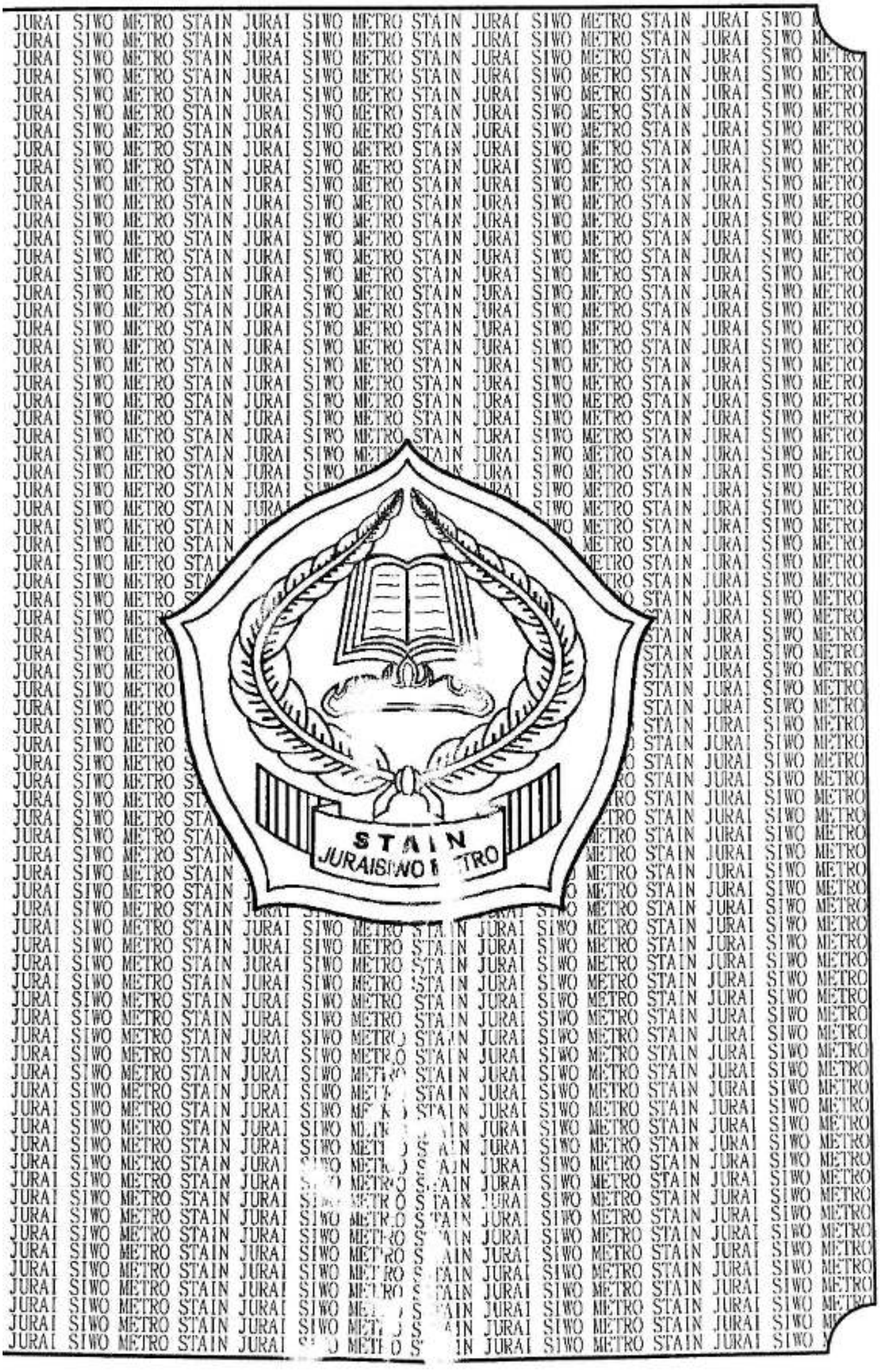
Instruments of this Research Consist of :

1. Students' dialect questionaire
2. Student's speaking test
3. Clarification of References

APPENDICES II

RESEARCH LETTER

1. Surat Bimbingan Skripsi
2. Surat Izin Research
3. Surat tugas Penelitian dari Ketua STAIN
4. Surat Keterangan Penelitian dari Kepala Sekolah SMA Muhammadiyah Pekalongan
5. Kartu Konsultasi Bimbingan Skripsi


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CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia, English is learned in formal and informal education. Most schools in this country teach English to the students. That is the effect of globalization era in the world which insist young generation to master one of international language. Hopefully, by mastering English the students will be able to face the advance of the world in the future. In learning English, the students usually taught some abilities like writing, reading, listening, and speaking. Those are skills that must be qualified by students in English.

Speaking ability is the ability to use language with verbal communication by using voice. This skill is needed to comunicate one person to each other. Someone who has good ability in speaking usually has many relations and friends, that make the person be easier in socialize and do the activities. There are some factors which influence the speaking ability. They are comprehension, pronunciation, vocabulary mastery, grammar mastery and fluency. Those factors are usually had by Indonesian students.

In learning speaking process, teacher should consider about student's native language. Native language is the language which usually used by students. It can be referred to the term dialect. The native language is the most influential factor influencing a learner's pronunciation. If someone is familiar with the sound system of a learner's native language, he/she will be better able to diagnose student difficulties. [1]

Dialect is a language variety which is from the group of the speaker in the relative quantity, who live in one certain place or area or in one certain social status. Indonesia consists of many tribes. Every ethnic has a local language and make the people who use that language have a unique dialect that different with the other ethnic. The dialect shows the characteristic of the people and where they come from. For example: Person who usually uses Javanese language, he/she will have Java's dialect when she/he speaks other language.

In the class that consist of general students, there are students who have different dialects to each other, that make they have different abilities when they speak English. It is also usually caused the students seldom or never use English as their daily language. They only use Indonesian or their mother tongue in daily activities.

This research conducted at the eleventh grade of Muhammadiyah Senior High School Pekalongan both social and science program which is consist of 57 students. In this school, the students consists of two major ethnic,

[1] H. Douglas Brown, *Language Assessment,* New York: Longman, p.284

Lampungnese and Javanese. They look ashamed when they try to speak English. They also only acquaire little of vocabularies, so it make them can't speak well.

B. Problem Identification

Based on the background above, the problem which identified by the researcher are :

1. The students have low vocabulary mastery.
2. The students have low confidence.
3. The students' grammatical mastery is low.
4. The students have poor pronunciation ability.
5. The students have certain dialect in their speaking style.
6. The students don't have speaking habit.

C. Problem Limitation

Based on the identification above, the writer would to focus the investigation of the problem only to "The Influence of Dialect toward Speaking Ability at the 11th Grade Students of Muhammadiyah Senior High School Pekalongan in the Academic Year of 2012/2013". The writer chose speaking ability because it is an important ability and really neeeded to communicate to each other. The school choosen because in that school there are students who are from different ethnic and have certain dialect.

D. Problem Formulation

Based on the background above, the writer formulates the problem as follows:

1. What is the level of students' speaking ability?
2. Is there any positive and significant influence of the dialect of the 11th Grade Students of Muhammadiyah Senior High School Pekalongan in the Academic Year of 2012/2013?

E. Objective and Benefits of the Study

1. Objectives of the study

Related to the problem formulation above, the objectives of the research are :

a. To know what the level the students' speaking ability is.

b. To know whether there is some positive and significant influence of the students' dialect toward their speaking ability.

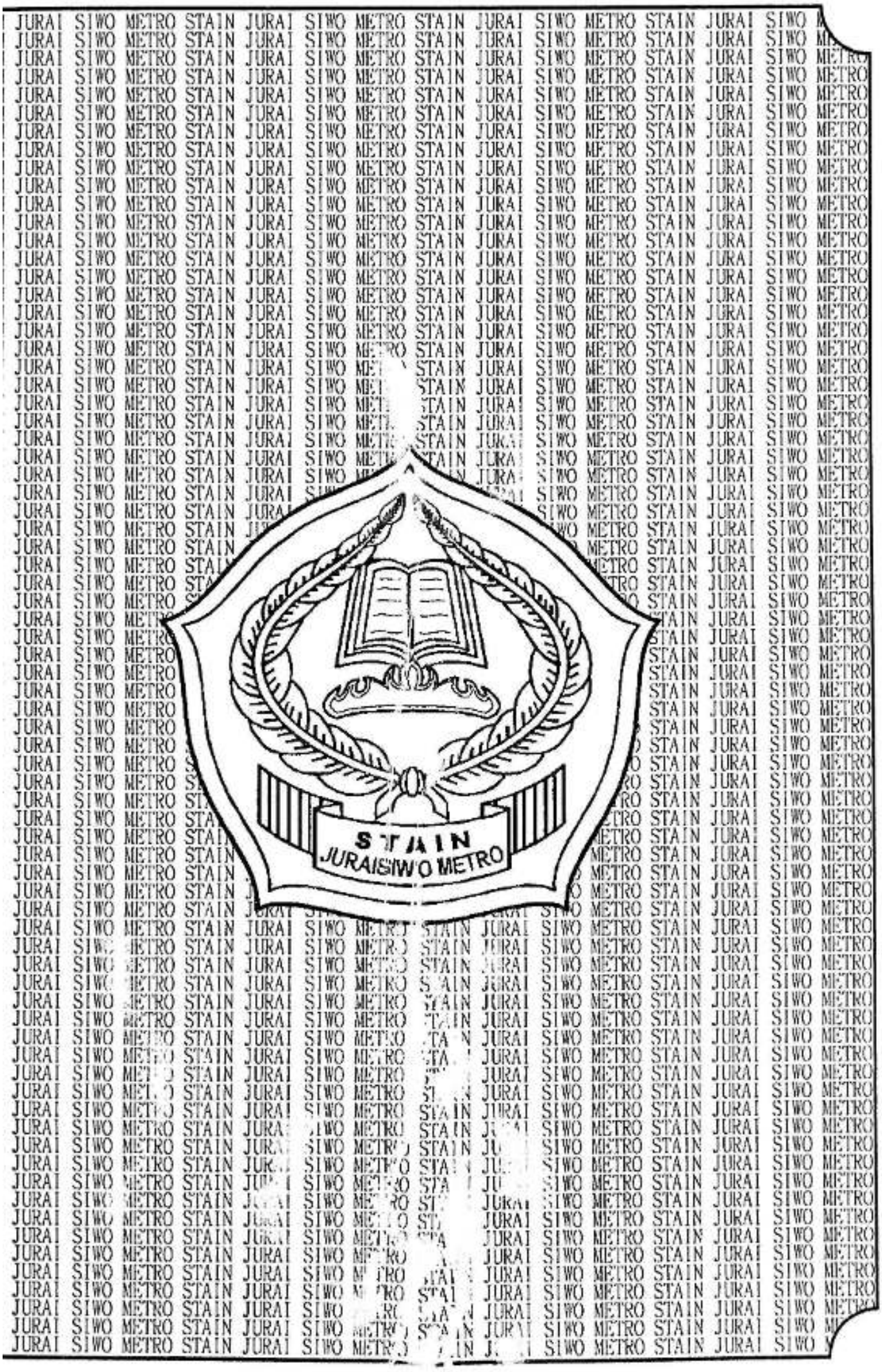
2. Benefits of the study

The result of this research were expected to give some benefits for several parts:

a. For the teacher; The teacher expected to know and understand about different dialect of the students in order can do the appropriate technique for them.

b. For the researcher; The researcher expected to know about the different dialect, and add the knowledge about students' dialect.

c. For the school ; The school expected to fullfill the tools which can help the students' speaking ability.


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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoritical Review

1. Concept of speaking ability

a. Definition of speaking ability

Speaking ability consists of two words; speaking and ability. AS Hornby states that "ability is the fact that somebody or something is able to do something".[1] Furthermore, speaking is the activity to use your voice to say something.[2] These can be referred that speaking ability is the fact that somebody is able to use his/her voice to say something.

Speaking is a productive skill which needs a lot of supporting factors like knowledge, confidence, self esteem and enthusiasm. Speaking a second language, particularly, brings about its own prerequisites: exposure, consolidation, motivation as well as

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[1] ASHornby, *Oxford Advanced Learner's Dictionary Sixth Edition*, Oxford University Press, 2000,p. 2

[2] Ibid., p.1289

acknowledgment.[3] It means that speaking is an industrious ability which needs a lot of supporting factors.

"Speaking is not just about making sounds. Birds, animals, babies make sounds and, though it may be communication of sorts, it is not speaking"[4]. This is the statement which is explained by Sandra Cornbleet and Ronald Carter. It means that every human who speaks, produce and combines sounds in meaningful utterances. So, the listeners can understand or receive messages about what speaker says or wants.

The result of combining sounds is we can say "speech". Speech itself consists of a combination of features:

1) Sounds: combination of individual phonemes to be words.[5]

2) Intonation: in English, there are two basic patterns; rising and falling. The end of phrase or clause usually marked by falling intonation, but the speaker rise their intonation to indicate they will continue, or to show their attitude such as surprise and disbelieve.[6]

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[3] http://ezinearticles.com/?Speaking-Skills-in-the-ESL-Classroom---From-Acquisition-to-Participation&id=1052583

[4] Sandra C. and Ronald C., *The Language of Speech and Writing*, London & New York: Routledge, p.17

[5] Ibid., p.18

[6] Ibid., p.19

3) Rhythm: The position of stress within a single word or a group of words will create the timing of the language and the rhythm.[7]

4) Pitch: the voices can be louder or softer depend on the condition; mood, emphasis, content, e.g. someone who is angry usually speaks louder than in normal condition. Nervousness happens and strains the muscles around the throat and voice box. It causes the average pitch of the voice rises. The nervous speaker generates a typically 'choked' sound, which is unpleasant, and tends to raise anxiety responses in the audience.[8]

5) Pace: this is often related to pitch, e.g. louder talk or speech tends to be slower than the softer one. The nervous speaker usually talks too fast. Not only is it boring if the pace never changes, it also leads to over quick taking a part of information. Varying the pace can reduce the strain on the audience, as well as introducing a refreshing variety.[9]

Whether we realize it or not, these determinant factors can be made to exist in a supportive learning environment of an English as a Foreign Language (EFL) classroom.

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[7] Ibid., p.19
[8] Christopher Turk, *Effective Speaking*, 2003: Spon Press, p. 137
[9] Ibid., p.137

The benchmark of succesful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

b. Functions of speaking

There are three functions of speaking based on Brown and Yule's framework. [10] They are:

1) Talk as interaction

It refers to "conversation". When the people meet, they give and receive greetings, make a chat, retell their experiences and so on. It is more focus on the speakers' action and how they show themselves to each other than on the message of conversation.

Conversation takes place in real time. Most of daily conversation is spontaneous, unplanned and without preparation. It is happened in real time so we need to think rapidly. This factor causes we often pause our speech and hesitate (using 'er...um') to give ourselves time to think. [11]

Most of conversations happen face to face. This allows us to get immediate feedback, use facial gestures, body

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[10] Jack C. Richards, *Teaching Listening and Speaking*, New York: Cambridge University Press, 2008, p.22

[11] Sandra&Ronald, Op.cit., p. 26

language and intonation. When someone talks to the other he/she has purpose in their conversations.[12]

2) Talk as transaction

Talk as transaction refers to conditions where the focal point is on what is said or done. The message and making oneself understood obviously and precisely is the central focus.[13]

3) Talk as performance

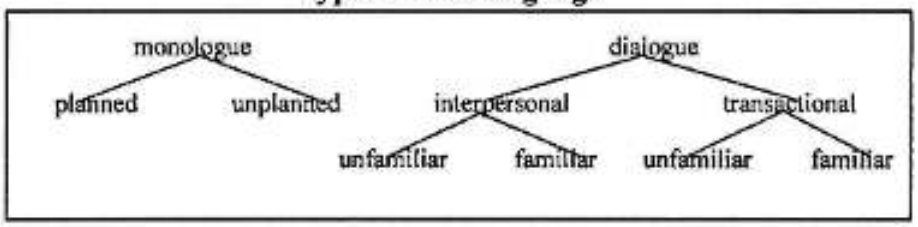
It is refers to public talk, talk that sends forward information to the audience, such as presentations, public announcements, and speeches.[14]

c. Types of spoken language

Nunan draws the types of oral language as follows[15]:

Figure

Types of oral language



[12] Ibid., p.26
[13] Richard, Op.Cit., p. 24
[14] Ibid., p.27
[15] H. Douglas Brown, *Teaching by Principles:* Longman,2001,p. 251

When do monologues, one speaker uses spoken language for any length of time, as in sermon, speeches, news broadcast, and etc.[16] There is no interruption in this section, the listeners only hear and the stream of speech will go on whether the hearer comprehends or not. Planned monologue is like speeches and it needs prewritten materials. It is relatively difficult to be understood. Unplanned monologue is like lectures. It is easier to be comprehended by the listeners.

"Two or more speakers are involved and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to deliver propositional or real information (transactional)."[17]

Speaking consists of some basic types, as follows:

1) Imitative, it's like what parrot do, when speaker only imitate the sound without comprehend their speeches' meaning.[18]

2) Intensive, it is the higher level than imitative, when the speaker not only imitate but also produces and shows their ability in a grammatical, phrasal, lexical, or phonological relationship.[19]

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[16] Ibid., p.9
[17] Ibid., p.251
[18] H. Douglas Brown, *Language Assessment*, New York: Longman, p.141
[19] Ibid., p. 141

3) Responsive, in this type, there is interaction and comprehension of very short conversations, simple comments and so on.

4) Interactive, it is the higher level of responsive, where it has longer and more complex interaction than in responsive type.[20]

5) Extensive (monologue), it is like speech, sermon, story-telling, and so on.[21]

2. The teaching of speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events

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[20] Ibid., p.142

or moments to paper.[22] It means that speaking is the activity to explore our idea and get respond directly.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

The more practical considerations of teaching speaking are as follow:

a. Conversational discourse

The conversation class is something of a maze in language teaching. The targets and the techniques for teaching conversation are very diverse, depending on the student, teacher, and whole context of the class.[23]

According to Richards, two principal approaches indicates "current" teaching of conversation, an indirect approach in which learners are more or less free to engage in interaction, and a direct approach that "involves planning a conversation program around

[22] Richards, Op.cit., p. 19
[23] Brown, Op.Cit., p.267

the specific microskills, strategies, and processes that are involved in fluent conversation."[24]

b. Teaching pronunciation

Pronunciation instruction became somewhat incidental to a course of study. By the mid-1980s, with greater attention to gramatical structures as important element of discourse, to a balance between fluency and accuracy, and to explicit specification of pedagogical tasks hat a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence.

Below is a list of variables that affect pronunciation.

1) Native language

The native language is the most influential factor influencing a learner's pronunciation. If someone is familiar with the sound system of a learner's native language, he/she will be better able to diagnose student difficulties. [25]

[24]Ibid.,p.276
[25] Ibid., p.284

2) Age

Generally, children under the age of puberty have an excelent chance of "sounding like a native" if they have sustained establishment in authentic contexts. Beyond the age of puberty, while adults will almost surely defend a "foreign accent", there is no particular advantage attributed to age.[26]

3) Exposure

If class time spent focusing on pronunciation demands the full concern and interest of the students, then they stand a good chance of reaching their goals.

4) Innate phonetic ability

If pronunciation seems to be naturally difficult for some students, they should not despair, with some effort and concentration, they can improve their competence.

5) Identity and language ego

Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become

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[26] Ibid., p.284

aware-of-and not afraid of-the second identity that may be appearing within them.[27]

6) Motivation and concern for good pronunciation

The extent to which learners' intrinsic motivation pushes them toward improvement will be perhaps the strongest influence of all factors. If that motivation and concern are high, then the necessary effort will be expended in looking for goals.[28]

c. Accuracy and fluency

Fluency may be the first goal in language teaching, allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output archieve accuracy to some extent. The fluency/accuracy problem often boils down to the extent to which the teacher's techniques should be message oriented.[29]

d. Affective factors

One of the main obstacles learners have to solve in learning to speak is the anxiety generated over the risks of blurting things outthat are wrong, stupid, or unintelligible. The teachers' job is

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[27] Ibid., p. 285
[28] Brown, Op.cit., p. 285
[29] Ibid., p.268

to provide the kind of warm, embracing climate that encourages students to speak.

e. The interaction effect

The interactive nature of most communication is also the great difficulty that learners encounter in attempts to speak. Conversations are collaborative as participants involve in a process of meaning negotiation. For the learner, conventions of how to say things, when to speak, and other discourse constraints often overcome the matter of what to say-an incredible task.

3. Concept of dialect

a. Definition of dialect

In a speech community, there is considerable language variation. The speech of its members varies according to many factors, including geographical location, age, occupation, socio-economics status, ethnic group and sex. The kind of the varieties are as follows[30] :

1) Varieties of the speaker.

This variety is seen from the person who use the language, where they live, how their social statues in the society, what their gender, and when the language is used.

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[30] Abdul Chaer, Leonie Agustina,2004,*Sosiolinguistik*,Jakarta:P.T.Rineka Cipta, p.62

Based on the speaker, varieties divided into four types, as follows :

a) Idiolect

Idiolect is the variety which is from individual characteristic. Everyone has their own language variety. This is interrelated with *timbre,* diction, literary style, the arranging of the sentence, etc.[31]

b) Dialect

Dialects are linguistic varieties which differ in pronunciation, vocabulary and grammar from each other and from Standard English (which is itself a dialect). Language variety which is from the group of the speaker in the relative quantity, who are in one certain place or area (e.g. Javanese, Sundanese, Lampungnese, etc). A dialect is usually associated with a particular geographical area.[32]

c) Kronolect (temporal dialect)

The variety which is used by social in the certain era. E.g.: "ken" is usually used in "orde baru" era.[33]

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[31] Ibid., p.62-64

d) Sosiolect (social dialect)

Variety which related to status, group and class of the speaker. This variety divided into eight types as follows :

- Akrolek is social variety that is considered higher than any other social variety. E.g.: *Bagongan language* is used especially for royal palace in Java.
- Basilek is social variety that are considered less prestigious. E.g: "*krama ndesa*" in Javanese.
- Vulgar is social variety that is used by people who are less educated.
- Slang is social variety in the special or confidential. This variety usually practiced by young generation.
- Kolokial is social variety that are used in daily conversation. E.g: *doc (doctor), prof (profesor).*
- Jargon is social variety that is used by certain social groups.
- Argot is social variation that is used by people with certain professions
- Cant is social variety that made whining, full of pretense. E.g.: *cant of beggar.*[34]

[34] Ibid., p.68

2) Varieties of the application

This variety also called fungsiolect or register. This variation concerns the language used for the purpose or certain field. This variety is used in journalism literature, military, trade, education, scientific, etc. in those activities have characteristics like vocabulary. Every field has special vocabulary which will not be used in other field.

a) In literature usually make from estetic aspect. In general someone says, "saya sudah tua" but in literature Ali Hasjmi says in poetry form:

"pagiku hilang sudah melayang
Hari mudaku sudah pergi
Sekarang petang datang membayang
Batang usiaku sudah tinggi"

b) Variety of journalism has certain characteristics like simple, communicative, and brief.

c) Variety of military has characteristics brief and distinct.

d) Variety of scientific has characteristics simple and not ambiguous.[35]

3) Varieties of formality level

Martin Joos in his book *The Five Clock* divide it in five styles. They are:

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[35] Ibid., p.69

a) Frozen is variety that used in respect condition like nation ceremony, notarial deed etc.

b) Formal is variety that used in official meeting, textbook, etc. The patterns and rules of this variety already established as a standard.

c) Consultive is variety that used in school and close speech.

d) Casual is variety that used in non formal situation.

e) Intimate is variety that used by people who are already familiar to talk each other.[36]

Those varieties are still used today and show the condition, class and relation of listeners and speakers in each group when they socialize to each other.

4) Varieties of language based on tool

This variety consists of oral and written or what the tool that used to say something. In oral communication, the person use different types of language with the written communication. In written language, the person should give more intention so that can be understood by the reader clearly.[37]

[36] Ibid., p.71
[37] Ibid., p.73

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The term **dialect** (from the Greek Language word *dialektos*) is used in two distinct ways, even by linguists. One usage refers to a variety of a language that is a characteristic of a particular group of the language's speakers[38]. The term is applied most often to regional speech patterns, but a dialect may also be defined by other factors, such as social class. A dialect that is associated with a particular social class can be termed a sociolect; a regional dialect may be termed a regiolect or topolect. The other usage refers to a language socially subordinate to a regional or national standard language, often historically cognate to the standard, but not a variety of it or in any other sense derived from it.

A dialect is distinguished by its vocabulary, grammar, and pronunciation (phonology, including prosody). Where a distinction can be made only in terms of pronunciation, the term *accent* is appropriate, not *dialect.* Other speech varieties include: standard languages, which are standardized for public performance (for example, a written standard); jargons, which are characterized by differences in lexicon (vocabulary); slang; patois; pidgins or argots.

A term widely applied to what are considered sub-varieties of a single language. Generally, dialect and accent are distinguished by how much of the linguistic system differs. Dialect differ on more than just

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[38] http://en.wikipedia.org/wiki/Dialect.July,9,2011

pronunciation in the basis of morphosyntactic structure and/or how semantic relations are mapped into the syntax[39].

Oxford Advanced Learner's Dictionary states that "dialect is form of a language that is spoken in one area with grammar, words, and pronunciation that may be different from other forms of the same language".[40] Scott Thornbury explains in his book *An A-Z of ELT,* "dialect has words and features of grammar that are not shared by other forms of the language, and is spoken with a different accent. Distinguishing dialect from a language, or from a differently accented variety, is not always easy, and is often based on political as much on linguistic factors".[41]

Geoffrey Broughton and friends state in their book about dialect: "Dialect means primarily the form of language associated with a geographical region, but geographical boundaries are no the absolute determinants, and one may often find two or more dialects being used within one region, especially in a multi-lingual or multi-dialectical situation where one dialect might be used as a lingua franca."[42] A lingua franca is a language widely adopted for communication between two

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[39] Miriam Meyerhoff, *Introducing Sociolinguistics*, New York: Routledge, p.27

[40] AS Hornby, *Oxford Advanced Learner's Dictionary Sixth Edition*, New York: Oxford University Press, p.364

[41] Thornbury,Scott.*An A-Z of ELT*.P.64

[42] G.Broughton, C.Brumfit, Roger F., Peter H., and Anita P, *Teaching English as a Foreign Language*, New York: Routledge, p.31

speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language.[43]

Based on all description above, it can be concluded that dialect is a language variety which is close related to pronunciation and grammar in particular group of society. Dialect is divided into social, regional, and temporal dialect.

In Indonesia, there are many ethnics which have different languages to each other. Every ethnic has a unique dialect which be identity of the people who are from that ethnic. For example; someone who always speaks Javanese, will have Javanese' dialect when speak other language. It is also happened in other tribe. Because of many dialects in Indonesia, our government decide to use "Bahasa Indonesia" as a lingua franca in our country.

b. The Structure of Dialect

1. Social

Language is a means of developing and exchanging ideas. Experience should encourage interaction between students and other, which certainly emphasizes the purpose of communication, the logical arrangement of ideas, and sensitive to the reaction of listeners. Language is tool of power and social forces that influence beliefs, attitudes, and behavior. Therefore, students are taught the

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[43] Jeremy Harmer, *The Practice of English Language Teaching*, New York; Longman, p.1

importance of social responsibility and personal integrity in the use of language.

2. Culture

Individuals are participants of the group, organizations and community members, through participation in shared symbols with other people, groups, organizations and communities.

The language share some similar and different rules.[44] It means that the differences of language can be their characteristic. Symbols and meanings are part of our cultural environtment, and we thank adaption by cultural communication created, maintained and created changed culture perspective (point of view).

Analogy as a form of communication is observed or visible, namely:

a. Interacting, those involved in the interaction of communication such as speaker, wrieters listeners, readers with a variety of different situations.
b. Symbol, consist of symbols (letters, numbers, words, actions) and symbolic language (Indonesian, English, etc.)
c. Media channels used in any communication situation.

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[44] Sanggam Siahaan, *Issues in Linguistics,* Yogyakarta: PT. Graha Ilmu, 2008, p. 223

3. Interlingua transfer

Interlingua transfer is a transfer of rules from language. The learners use items, rules and subsystem, in a target language performance as a result of native language, this phenomenon is called language transfer. When native language habits are helpful to acquaire a target language, it is positive transfer. Meanwhile when a native language habits hide the learner in learning target language, this is a case negative transfer or we call it is interference.

Negative transfer occurs when learning in one context impacts negatively on performance in another. For example, despite the generally positive transfer among related languages, contrasts of pronunciation, vocabulary, and syntax generate stumbling blocks. Learners commonly assimilate a new language's phonetics to crude approximations in their native tongue and use word orders carried over from their native tongue.[45]

4. Educational transfer

Educational transfer or transfer of learning occurs when learning in one context or with one set of materials impacts on performance in another context or with other related materials. Transfer is a key concept in education and learning theory because

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[45] http://learnweb.harvard.edu/alps/thinking/docs/traencyn.htm

most formal education aspires to transfer.[46] For example, learning to memorize vocabularies will help students to speak better.

4. Influence of Dialect toward Speaking Ability

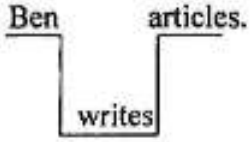
Any educated English speaker can use the vocabulary and grammar of Standard English, but different speakers use their own local words for everyday objects or actions, regional accent, or Received Pronunciation. Non-native speakers of English tend to carry over the intonation and phonemic inventory from their mother tongue into their English speech. It causes many students who have different dialects produce different style in their speech.

a. Standard American Intonation

There are some kinds of American intonation as follow[47]:

1) Noun intonation

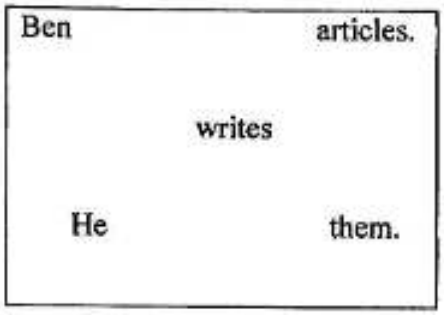
Intonation or pitch change is primarily used to introduce *new information*, so the noun will be stressed.



[46] Ibid.
[47] Ann Cook,*American Accent Training Second Edition*,Barrons, p. 5

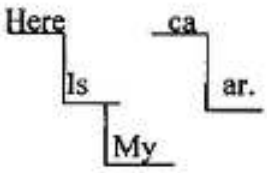
2) Pronouns intonation

In the previous number, noun is new information while pronoun is *old information*



3) Statements and questions intonation

Here is my car.



Where is my car?



There are some differentiation between students' dialect and the standard English language as follow:

a. Phonological differentiation

Phonological is very obvious, though some phonetic differences are not noticeable by the speakers themselves. Speakers' regional and

social affiliation can often be determined by means of phonological features alone.[48]

4) Students pronunce /r/ clearly ⟶ /r/ before /bifo:(r)/

5) born /bo:rn/ ⟶ /boren/

6) take /teɪk/ ⟶ /tek/

7) the /ðe/ ⟶ /nthe/

b. Grammar differentiation

Sometimes students have difficulties in translating their opinion in their native dialect to English because of differences in regularitation. E.g: "dinding hijau itu" = the green wall, the students say "wall green".

B. Theoritical Framework and Paradigm

1. Theoritical Framework

There are two variable in this research, there are independent variable (X) and dependent variable (Y). The independent variable is dialect and the dependent variable is speaking ability.

Speaking is the ability which has been standard in oral communication. Someone who has good ability in speaking will be valued as a master of language. In learning target language, especially in English, many students have difficulties in this ability. That can be

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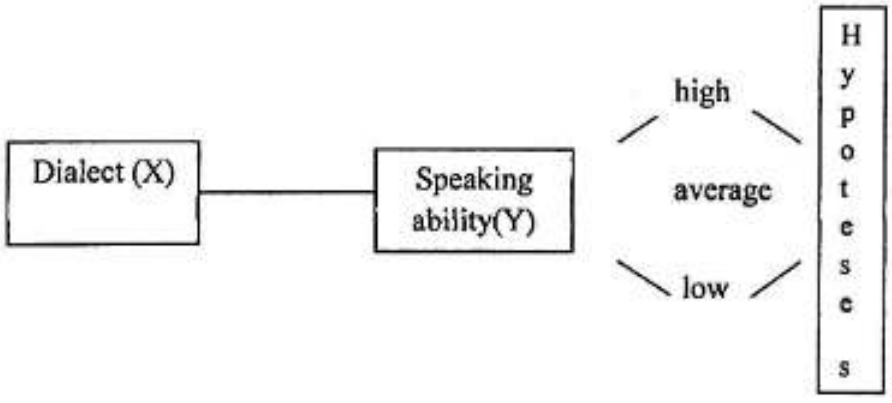
[48] http://www.ifla.uni -stuttgart.de/~jilka/

caused by many factors, like; motivation, vocabulary mastery, dialect, etc.

The native language (dialect) is the most influential factor affecting a learner's pronunciation. Pronunciation was a key to gaining full communicative competence. If someone is familiar with the sound system of a learner's native language, he/she will be better able to diagnose student difficulties. In Indonesia, there are many tribes which have different languages to each other. Every tribe has a unique dialect which be identity of the people who are from that tribe. For example; someone who always speaks Javanese, will have Javanese' dialect when speak other language.

2. Paradigm

Based on the theoritical framework above, the researcher describes the paradigm as follows:



C. Hypothesis Formulation

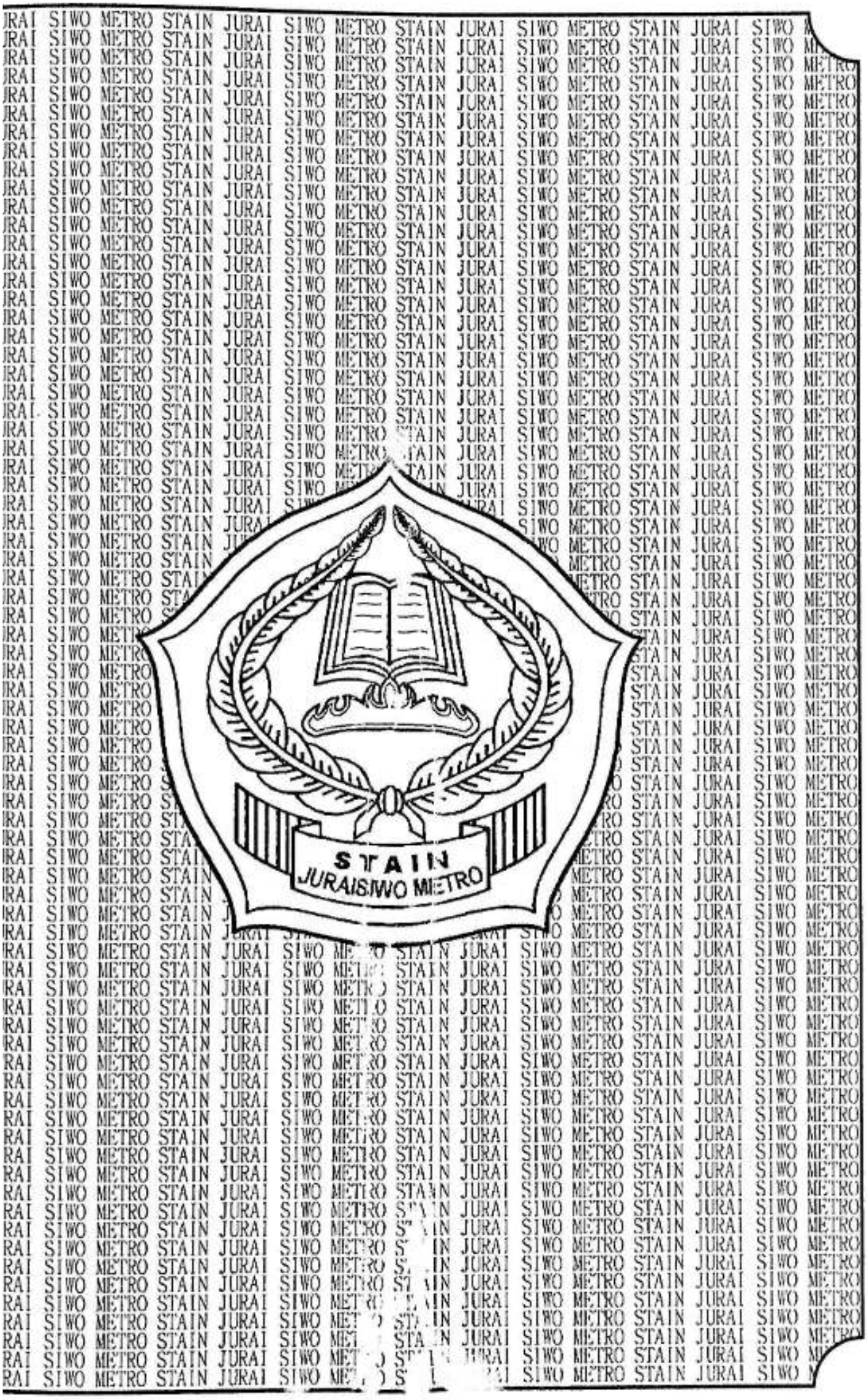
Based on the frame of theory and assumption, the writer formulated the alternative hypothesis (Hi) and null hypothesis (Ho) as follows :

- Alternative hypothesis (Hi)

  There is any positive and significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan in Academic Year of 2012/2013.

- Null hypothesis (Ho)

  There is not any positive and significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan in Academic Year of 2012/2013.


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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used the quantitative research, Aliaga and Gunderson stated that "quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistics)".[1] This is quantitative research in the form of non experimental design.

This research conducted by using survey research where the researcher want to find out whether any relationship or influence of dialect toward students' speaking ability. The researcher came to the real field to collect the information which is needed.

B. Population and Sample

1. Population

Suharsimi Arikunto defined population as "The whole subjects which are complete and clear and will be the object in the research."[2] The research conducted at Muhammadiyah Senior High School Pekalongan in The Academic Year of 2012/2013. The subjects of

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[1] Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, Sage Publications, London, 2004, p. 1

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2006, p. 130

population were taken from the eleventh grade in that school. There were two classes in this grade, and divided into social and science study program. The researcher chose all students in this grade. The amounts of the population were 57 students.

2. Sample

Suharsimi Arikunto stated that "sample is part of population that will be researched."[3]

The sample of this research was taken by cluster sampling technique, where a group of class as sample. The sample were 50% of the amount population, 50 % of 57 students was 28. They were the students of science study program class which consists of 28 students. So, all subjects in this class were involved.

Based on the description above, the writer used all subjects. Both male and female were involved in this research. The students were almost at the same age.

C. The Operational Definitions of Variables

Operational definition was the definition which based on characteristics of the things that will be defined.[4] Meanwhile, variable can be defined as "everything which will be the object of observational research".[5] Referring to

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[3] *Ibid.*, p. 131
[4] Sumadi Suryabrata, *Metode Penelitian*, Rajawali, Jakarta, 1985, p. 76
[5] Ibid. p.72

the statements of the problem in the first chapter of this research, the variables examine were classified into independent and dependent variables.

1. Independent variable

The independent variable of this research was dialect. It mean that how significant was the dialect in order to influence students' speaking ability which referred to the result of students activity in speaking.

2. Dependent variable

The dependent variable of this research was the students' speaking ability at the eleventh grade of Muhammadiyah Senior High School Pekalongan in academic year 2012/2013. The indicators of this variable are: a) pronunciation, b) grammar, c) vocabulary, d) fluency, e) comprehension.

David P. Harris states that there are some measurement in oral test, as follows[6]:

Components	Score	Description
Pronunciation	5	Has few traces of foreign language
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to miss understanding

[6] David P. Harris, *Testing English as a Second Language*, Bombay:Tata Mc Graw-Hill Company Ltd., 1974., p. 84

	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use vocabulary and idioms is virtually that of a native speaker
	4	Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary
	2	Miss use of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	5	Speak as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant: often forced into silence by language limitations
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understands most of what is said at slower-than-normal speed with repetitions
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

D. Data Collection Method

1. Pencil and paper questionnaire

The researcher gave students some written question in order to take the information about what kind of dialect that they usually use.

2. Oral Test

The researcher gave some oral question to the students, and they answered the question. By using this test, the researcher could be allowed to reach sample size targets and quotas and can be adaptive. Students' speaking ability was able to be measured orally and directly by the researcher.

E. Data Analysis Technique

In accordance with the method in present research, that was pre experimental design research, the data were analyzed by using T-test. This test will be used because the variables are independent samples. After collecting

data which was needed, the next step is analyzing in order to know the influence of two variables which are examined. By using T-test, the researcher can examine the influence of dialect toward students' speaking ability. The researcher will give some oral test to the students. Furthermore, the researcher will compare the scores between students with dialect A and students with dialect B.

The T-test in this research would be formulated as follow:

$$D = X - Y$$

$$t = \frac{\sum D}{\sqrt{\frac{(N\sum D^2 - (\sum D)^2)}{N-1}}}$$

Explanation :

X = students' dialect score

Y = students' speaking score

D = range of students' dialect and speaking score

N = Numbers of students

If t observed < t table = data is not significance or the hypothesses is refused.

If t observed < t table = data is significance or the hypotesses is received.

The formula above could be used to count of the influence of the dialect toward students' speaking ability at the eleventh grade of Muhammadiyah

Senior High School Pekalongan. Furthermore, after the data had been analyzed by using that formula, the next step was consulting about the result in order it could be the final result of this research.

F. Research Instrument

Research instrument in this research involves:

1. Instrument Blue Print

This research consist of two Blue print instruments; questionaire and test. The researcher used questionaire to measure Student's dialect. In this questionaire the researcher uses Likert Scale as measurement. In the following table, the scores of students' dialect can be seen.

OPTIONS	STATEMENTS	
	Positive	Negative
Everytime	5	1
Sometimes	4	2
often	3	3
seldom	2	4
Never	1	5

Meanwhile, the researcher uses oral test to know students'speaking ability. This scores can be seen in the following table:

Components	Score	Description

Pronunciation	5	Has few traces of foreign language
	4	Always intelligible, though one is concious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to miss understanding
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use vocabulary and idioms is virtually that of a native speaker
	4	Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary
	2	Miss use of words and very limited vocabulary make comprehension quite difficult
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Fluency	5	Speak as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems
		Speed and fluency are rather strongly affected by

	3	language problems
	2	Usually hesitant: often forced into silence by language limitations
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Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understands most of what is said at slower-than-normal speed with repetitions
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

Table 1

Instrument Blueprint

Variable	Indicators	No. Item
Dialect	1. Social	3,6, 8, 10, 16, 19, 7
	2. Culture	4,17, 9 ,2
	3. Interlingua Transfer	1,5, 13, 14, 11
	4. Educational transfer	7, 15, 20, 18, 12
Speaking ability	1. Pronunciation	1 - 4
	2. Grammar	5 - 8
	3. Vocabulary	9 - 12
	4. Fluency	13 - 16
	5. Comprehension	17 - 20

2. Instrument Calibration

"Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used."

In this research, the writer used the logical validity in the form of content validity. "Content validity for an instrument is show a condition of an instrument which composed based on the subject matter content which evaluated."7 Furthermore, Hatch and Farhady state that "content validity is the extent to which a test measures a representative sample of the subjects matter content."

[7] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Bumi Aksara, Jakarta, 1999, p. 66

a. Validity

Validity is the measurement that shows instruments officially acceptable[8]. This research used external validity. The instrument's validity measured by using formula below[9]:

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

Explanation :

r_{xy} = index correlation

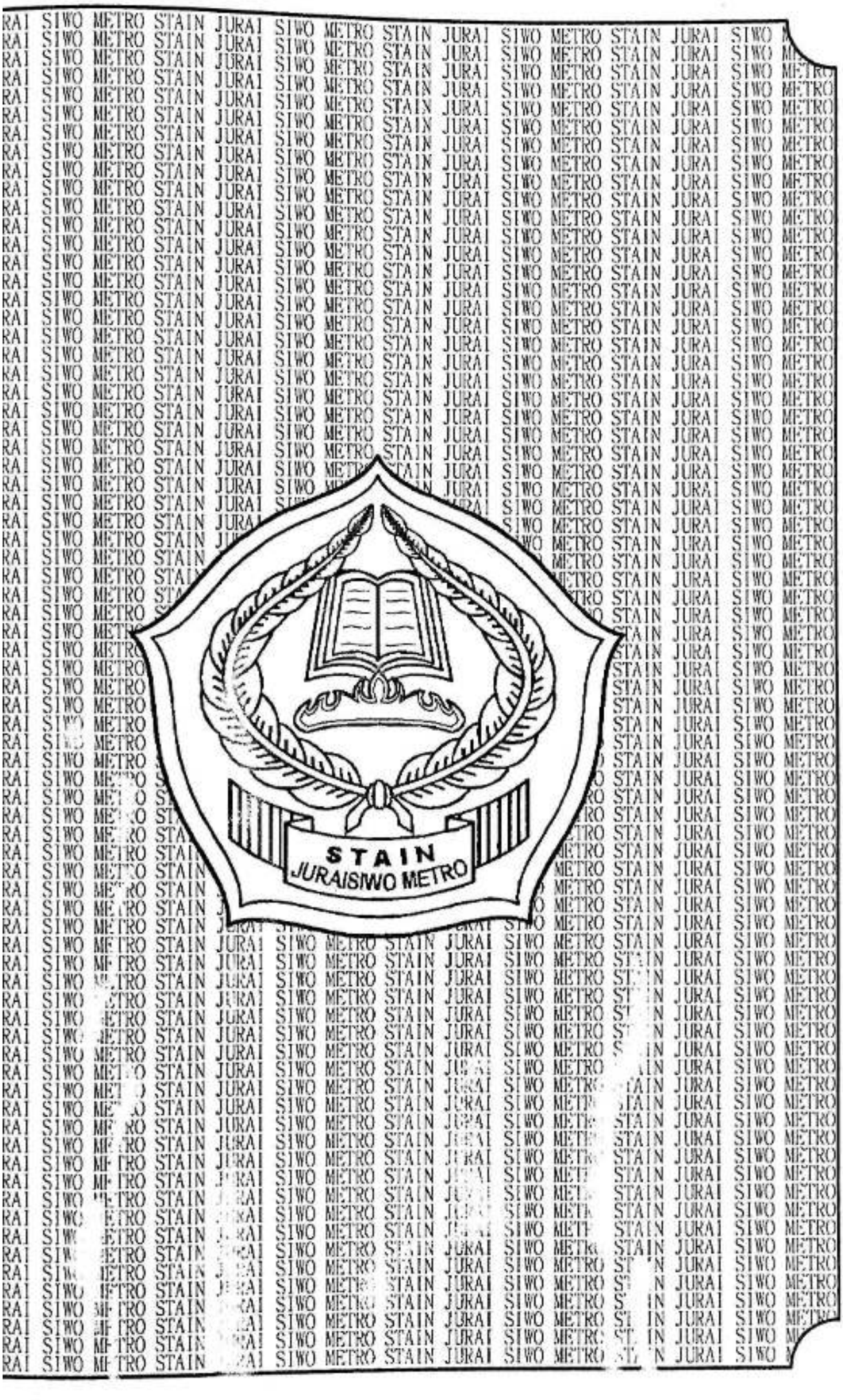
X = respondent's score

Y = respondent's amount score

b. Reliability

Reliability is the index that shows how far the instrument can be trusted or pledged. It means that reliability is the accuracy of the measurement result. The researcher used internal reliability.

[8] Op. Cit. Suharsimi, p.211
[9] Ibid. p. 213


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CHAPTER IV

THE RESULT OF RESEARCH

A. Description

1. Research Setting

a. Short History about the Establishment of Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year 2012/2013.

The Muhammadiyah Senior High Scool Pekalongan is located in Pekalongan East Lampung.It was established on 1st July 1979. Morever, Muhammadiyah Senior High School Pekalongan has accreditation status of " B ". This school is under supervision of Muhammadiyah Pekalongan's branch.

b. Vision and mission

The Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year 2012/2013 has some visions, missions and goals, they are:

a. Vision

"Religius and good achievement".

b. Missions

- Completing learning media and facilities.
- Practicing learn guidance effectively.
- Growing achievement spirit intensively to all people in shool.
- Implement consistent discipline in every way.
- Embedding aqidah through study of religion.
- Establishing a harmonious cooperation between the school and its environment.

c. The Buildings of Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year 2012/2013

Muhammadiyah Senior High School Pekalongan East Lampung has following buildings:

- 6 classrooms
- 1 principal's room
- 2 teacher's rooms
- 1 administration room
- 1 library room
- 1 science laboratory
- 1 computer laboratory
- 5 bathrooms
- 2 canteens
- 1 UKS/IPM room

- 1 ceremony yard
- 1 parking area
- 1 mosque

d. The Quantity of Muhammadiyah Senior High School Pekalongan East Lampung students in the Academic Year of 2012/2013

The quantity of Muhammadiyah Senior High School Pekalongan East Lampung, the students in the academic year of 2012/2013 are 162 can that be identified as follows:

Table 2
The quantity of Muhammadiyah Senior High School Pekalongan East Lampung students in Academic Year of 2012 / 2013

No	Class	Sex		Total
		Male	Female	
1	Class X1	10	10	20
2	Class X2	10	10	20
3	Class XI IPA	10	18	28
4	Class XI IPS	16	12	28
5	Class XII IPA	9	23	32
6	Class XII IPS	16	17	33

Source: observation result in Muhammadiyah Senior High School Pekalongan East Lampung on February 25,2013

2. Research Data

a. Try out validity and reliability

1) Validity Try Out Result

Table 3
Try out dialect questionaire result

Respo nden	Item																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	5	4	1	3	4	1	4	5	5	3	4	3	3	4	1	2	3	3	2	64
2	2	2	2	1	3	3	1	5	4	5	1	4	3	2	4	1	1	5	2	1	52
3	5	2	2	1	2	2	3	3	5	5	4	4	3	4	4	3	3	5	1	3	64
4	3	3	4	1	3	4	1	5	3	3	3	3	3	4	4	1	2	2	3	1	56
5	5	3	5	1	2	3	1	4	4	3	2	3	2	4	3	1	3	2	2	1	54
6	2	5	3	1	2	4	1	4	4	5	3	5	3	4	4	1	2	5	3	2	63
7	2	3	3	1	2	2	1	4	2	3	4	3	1	4	4	1	2	2	1	1	46
8	3	1	5	1	2	3	1	3	3	3	1	4	1	3	3	1	1	3	3	1	46
9	3	2	3	2	2	4	4	5	4	4	2	5	4	4	5	2	3	5	3	4	70
10	3	4	5	1	1	4	1	4	4	4	2	4	1	2	2	1	2	3	1	1	50

Table 4
Try out dialect's questionaire for 1st item result

Responden	X	Y	X^2	Y^2	XY
1	4	64	16	4096	256
2	2	52	4	2704	104
3	5	64	25	4096	320
4	3	56	9	3136	168
5	5	54	25	2916	270
6	2	63	4	3969	126
7	2	46	4	2116	92
8	3	46	9	2116	138
9	3	70	9	4900	210
10	3	50	9	2500	150
ΣN= 10	ΣX=32	ΣY=565	ΣX^2= 114	Σ Y2= 32549	ΣXY=1834

Result of try out data calculation are:

$\Sigma N = 10$
$\Sigma X = 32$
$\Sigma Y = 565$

$\Sigma X^2 = 114$
$\Sigma Y^2 = 32549$
$\Sigma XY = 1834$

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

$$r_{xy} = \frac{10x1834 - (32)(565)}{\sqrt{\{10x114 - (32)^2\}\{10x32549 - (565)^2\}}}$$

$$r_{xy} = \frac{18340 - 18080}{\sqrt{\{1140 - 1024\}\{325490 - 319225\}}}$$

$$r_{xy} = \frac{260}{\sqrt{\{116\}\{6265\}}}$$

$$r_{xy} = \frac{260}{\sqrt{726740}}$$

$$r_{xy} = \frac{260}{852,49} = 0.305$$

There are 20 items in questionaire, also there are 20 product moment correlations have been done and the results are:

1. 1st item = 0.305
2. 2nd item = 0.503
11. 11st item = 0.452
12. 12nd item = 0.544

3. 3rd item = 0.497
4. 4th item = 0.568
5. 5th item = 0.489
6. 6th item = 0.491
7. 7th item = 0.606
8. 8th item = 0.521
9. 9th item = 0.615
10. 10th item = 0.496
13. 13rd item = 0.845
14. 14th item = 0.484
15. 15th item = 0.575
16. 16th item = 0.503
17. 17th item = 0.544
18. 18th item = 0.469
19. 19th item = 0.477
20. 20th item = 0.838

Table 5
Try out dialect's questionaire validity result

No. Item	$r_{observed}$	Interpretation	Explanation
1	0.305	Valid	Low
2	0.103	Valid	Low
3	0.397	Valid	Low
4	0.568	Valid	average
5	0.189	Valid	Low
6	0.291	Valid	Low
7	0.606	Valid	High
8	0.121	Valid	Low
9	0.615	Valid	High
10	0.496	Valid	Average
11	0.152	Valid	Low
12	0.544	Valid	Average
13	0.845	Valid	Very high
14	0.305	Valid	Low
15	0.575	Valid	Average

16	0.503	Valid	Average
17	0.544	Valid	Average
18	0.462	Valid	Average
19	0.277	Valid	Low
20	0.838	Valid	Very high

2) Reliability Try Out Result

Reliability index criteria are as follow:

0,800 – 1,000 very high

0,600 – 0,800 high

0,400 – 0,600 average

0,200 – 0,400 low

0,00 – 0,200 very low

To get the reability result, the researcher divided the instruments to be odd and even items. For the odd items are as follow:

Table 6
Try out dialect's questionaire for odd items result

Responden	Odd Items										Jumlah
	1	3	5	7	9	11	13	15	17	19	
1	4	4	3	1	5	3	3	4	2	3	32
2	2	2	3	1	4	1	3	4	1	2	23
3	5	2	2	3	5	4	3	4	3	1	32
4	3	4	3	1	3	3	3	4	2	3	29
5	5	5	2	1	4	2	2	3	3	2	29
6	2	3	2	1	4	3	3	4	2	3	27
7	2	3	2	1	2	4	1	4	2	1	22
8	3	5	2	1	3	1	1	3	1	3	23
9	3	3	2	4	4	2	4	5	3	3	33
10	3	5	1	1	4	2	1	2	2	1	22
N= 10	32	36	22	15	38	25	24	37	21	22	272

Furthermore, the even items are as follow:

Table 7
Try out dialect's questionaire for even items result

Responden	Even Items										Total
	2	4	6	8	10	12	14	16	18	20	
1	5	1	4	4	5	4	3	1	3	2	32
2	2	1	3	5	5	4	2	1	5	1	29
3	2	1	2	3	5	4	4	3	5	3	32
4	3	1	4	5	3	3	4	1	2	1	27
5	3	1	3	4	3	3	4	1	2	1	25
6	5	1	4	4	5	5	4	1	5	2	36
7	3	1	2	4	3	3	4	1	2	1	24
8	1	1	3	3	3	4	3	1	3	1	23
9	2	2	4	5	4	5	4	2	5	4	37
10	4	1	4	4	4	4	2	1	3	1	28
N= 10	30	11	33	41	40	39	34	13	35	17	293

The next step was the researcher calculated the result and put them into tabulation data.

Table 8
Try out Calculation result

Responden	X	Y	X^2	Y^2	XY
1	32	32	1024	1024	1024
2	23	29	529	841	667
3	32	32	1024	1024	1024
4	29	27	841	729	783
5	29	25	841	625	725
6	27	36	729	1296	972
7	22	24	484	576	528
8	23	23	529	529	529
9	33	37	1089	1369	1221
10	22	28	484	784	616
$\sum N = 10$	$\sum X = 272$	$\sum Y = 293$	$\Sigma X^2 = 7574$	$\Sigma Y^2 = 8797$	$\sum XY = 8089$

Result of try out data calculation are:

$\Sigma N = 10$
$\Sigma X = 272$
$\Sigma Y = 293$

$\Sigma X^2 = 7574$
$\Sigma Y^2 = 8797$
$\Sigma XY = 8089$

To calculate the correlation among items, the researcher used product moment formula as follows:

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

$$r_{xy} = \frac{10x8089 - (272)(293)}{\sqrt{\{10x7574 - (272)^2\}\{10x8797 - (293)^2\}}}$$

$$r_{xy} = \frac{80890 - 79696}{\sqrt{\{75740 - 73984\}\{87970 - 85849\}}}$$

$$r_{xy} = \frac{1194}{\sqrt{\{1756\}\{2121\}}}$$

$$r_{xy} = \frac{1194}{\sqrt{3724476}}$$

$$r_{xy} = \frac{1194}{1926.89}$$

$$r_{xy} = 0.6196$$

Based on calculation above, the result of r_{xy} was 0.6196. Furthermore, the researcher used Spearman-Brown formula to get the reliability result. This formula as follows:

$$r = \frac{2(rxy)}{1+rxy}$$

$$r = \frac{2(0.6196)}{1+0.6196}$$

$$r = \frac{1.2393}{1.6196}$$

$$r = \frac{2(rxy)}{1+rxy}$$

$$r = 0.765$$

Based on the calculation above, the value of r was 0.765. It means that the instruments' reliability index was high. So, the instruments was can be used to measure the students' dialect and reliable.

b. Result of the student's dialect score

The table below illustrated the result of student's dialect score:

Table 9
The result of student's dialect score at the eleventh grade of Muhammadiyah Senior High School Pekalongan in Academic year of 2012/2013

NO	Name	Score
1	AS	63
2	AAS	53
3	AAH	69
4	ER	64
5	ERI	52

6	FA	64
7	FS	56
8	FEA	54
9	F	63
10	IP	46
11	IA	46
12	IAL	70
13	LN	50
14	MS	58
15	MR	52
16	MBW	46
17	MNF	55
18	NSK	56
19	PS	53
20	PC	58
21	PSA	57
22	PU	52
23	RFS	52
24	RK	48
25	RAS	51
26	RA	55
27	RM	56
28	YK	49

Source: the result of dialect's questionaire on 21st May 2013

Furthermore, the researcher measured the class interval:

R = the highest score - the lowest score

$R = 70 - 46$

$R = 24$

$K = 1 + 3.3 \log N$

$K = 1 + 3.3 \log 28$

$K = 1 + 4.77$

$K = 5.77 \longrightarrow 6$

$$P = \frac{R}{K}$$

$$P = \frac{24}{6}$$

$P = 4$

After knowing the class interval, the data was put on the table of frequency distribution, as follow:

Table 10
Frequency distribution of students' score in dialect scores

Class Interval	Frequency	Percentage %
46 – 49	5	17,86 %
50 – 53	8	28,6 %
54 – 57	7	25 %
58 – 61	2	7, 14 %
62 – 65	4	14,28 %
66 – 69	1	3,6 %
70 – 73	1	3,6 %
Total	28	100%

Table 11
Frequency Distribution of Dialect Questionaire Results

Score	Frequency	Percent	Valid Percent	Cumulative Percent
46	3	10.7	10.7	10.7
48	1	3.6	3.6	14.3
49	1	3.6	3.6	17.9
50	1	3.6	3.6	21.4
51	1	3.6	3.6	25.0
52	4	14.3	14.3	39.3
53	2	7.1	7.1	46.4
54	1	3.6	3.6	50.0
55	2	7.1	7.1	57.1
56	3	10.7	10.7	67.9
57	1	3.6	3.6	71.4
58	2	7.1	7.1	78.6
63	2	7.1	7.1	85.7
64	2	7.1	7.1	92.9
69	1	3.6	3.6	96.4
70	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Based on the table frequencies above, can be seen that for the score 70 (3,6%), there was a student, for the score 69 (3,6 %), there was a student, for the score 64 (7,1%), there were 2 students, for the score 63(7,1%), there were 2 students, for the score 58 (7,1%), there were also 2 students, for the score 57 (3,6%), there was a student, for the score56 (10,7%), there were 3 students, for the score55 (7,1%), there were 2 students,for the score 54(3,6%),there was a students, for the

score 53(7,1%), there were 2 students, for the score 52(14,3%), there were 4 students, for the score 51(3,6%), there was also a student, for the score 50(3,6%), there was also a student 49(3,6%), for the score 48(3,6%), there was also a student and for the score 46(10,7%), there were 3 students.

c. Result of the student's speaking score

The table below illustrated the result of student's speaking score:

Table 12
The result of student's speaking score at the eleventh grade of Muhammadiyah Senior High School Pekalongan in Academic year of 2012/2013

NO	Name	Score
1	AS	41
2	AAS	44
3	AAH	65
4	ER	51
5	ERI	42
6	FA	39
7	FS	44
8	FEA	42
9	F	41
10	IP	41
11	IA	41
12	IAL	42
13	LN	43
14	MS	44
15	MR	41
16	MBW	46
17	MNF	42
18	NSK	42
19	PS	43
20	PC	46
21	PSA	43

22	PU	44
23	RFS	45
24	RK	45
25	RAS	42
26	RA	45
27	RM	42
28	YK	45

Source: the result of dialect's questionaire on 21st May 2013

Furthermore, the researcher measured the class interval:

R = the highest score – the lowest score

$R = 65 - 39$

$R = 26$

$K = 1 + 3.3 \log N$

$K = 1 + 3.3 \log 28$

$K = 1 + 4.77$

$K = 5.77 \longrightarrow 6$

$$P = \frac{R}{K}$$

$$P = \frac{26}{6}$$

$P = 4{,}33 \longrightarrow 4$

After knowing the class interval, the data was put on the table of frequency distribution, as follow:

Table 13
Frequency distribution of students' score in speaking scores

Class Interval	Frequency	Percentage %
39 – 42	13	46,4
43 – 46	13	46,4
47 – 50	0	0
51 – 54	1	3,57
55 – 58	0	0
59 – 62	0	0
63 – 66	1	3,57
Total	28	100%

Table 14
Frequency Distribution of Speaking Ability Test Results

Score	Frequency	Percent	Valid Percent	Cumulative Percent
39	1	3.6	3.6	3.6
41	5	17.9	17.9	21.4
42	7	25.0	25.0	46.4
43	3	10.7	10.7	57.1
44	4	14.3	14.3	71.4
45	4	14.3	14.3	85.7
46	2	7.1	7.1	92.9
51	1	3.6	3.6	96.4
65	1	3.6	3.6	100.0
Total	28	100.0	100.0	

Based on the table frequencies above, can be seen that for the score 65(3,6%), there was a student, for the score 51 (3,6%), the was a student, for the score 46 (7,1%), there were 2 students, for the score 45 (14,3%), there were 4 students, for the score 44 (14,3%), there were 4 students, for the score 43(10,7%), there were 3 students, for the

score42(25%), there were 7 students, for the score 41(17,9%), there were5 students and for the score 39(3,6%), there was a student.

B. Hypotheses Testing

After applying test and questionaire method, the writer analyzed and counted the data by using analysis of ttest in order to prove whether there is any significant influence between the students' dialect scores toward their speaking scores at the eleventh grade of students in Muhammadiyah Senior High School Pekalongan in the Academic Year of 2012/2013 as follows:

Table 15
Students' dialect and speaking score

X	Y	D (x1-x2)	D^2
63	41	22	484
53	44	9	81
69	65	4	16
64	51	13	169
52	42	10	100
64	39	25	625
56	44	12	144
54	42	12	144
63	41	22	484
46	41	5	25
46	41	5	25
70	42	28	784
50	43	7	49
58	44	14	196
52	41	11	121
46	46	0	0
55	42	13	169
56	42	14	196
53	43	10	100
58	46	12	144
57	43	14	196
52	44	8	64
52	45	7	49

48	45	3	9
51	42	9	81
55	45	10	100
56	42	14	196
49	45	4	16
ΣX=1548	ΣY=1231	ΣD=317	ΣD^2= 4767

Furthermore, the researcher counted the data by using t_{test} formula :

$$t = \frac{\sum D}{\sqrt{\frac{(N\sum D^2 - (\sum D)^2)}{N-1}}}$$

$$t = \frac{317}{\sqrt{\frac{(28x4767 - (317)^2}{28-1}}}$$

$$t = \frac{317}{\sqrt{\frac{133476 - 100489}{27}}}$$

$$t = \frac{317}{\sqrt{\frac{32987}{27}}}$$

$$t = \frac{317}{\sqrt{1221.74}}$$

$$t = \frac{317}{34.953}$$

$$t = 9.069$$

Table 16
The Result Paired Samples Test on SPSS

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	dialect score - Speaking score	1.132141	6.60557	1.24834	8.76005	13.88280	9.069	27	.000

In the paired sample test above, it was illustrated that $t_{observed}$ was 9,069. The test was in 2-tailed test with standard deviation value was 6,60557 and standard error mean was 1,24834. The result was the same as with manual accounting , that $t_{observed}$ was 9,069. Furthermore, to investigate whether the hyhothesis which had been formulated accepted or not, the researcher consulted $t_{observed}$ to t_{table} as follow:

If $t_{observed}$ is higher than t_{table}, it can be inferred that the hypothesis is accepted and means that there is any positive and significance influence of students' dialect toward their speaking ability at the eleventh grade students of Muhammadiyah Senior High School Pekalongan.

Considering the *df* in the T-Test paired sample was 27, it can be known that the critical value of t_{table} for the 5% were 1,7033 and for 1% were 2,0518. For the result, it can be seen that $t_{observe}$ was higher than t_{table}. So,

it can be inferred that there is any positive and significance influence of students' dialect toward their speaking ability at the eleventh grade of Muhammadiyah Senior High School Pekalongan.

C. Discussion

There are two variables in this research, dialect as independent variable (X) and speaking ability as dependent variable (Y). The data of this research were collected from the tests and questionaires results given to the students. Then, the data were processed and counted by using T-test for paired samples to investigate whether there is any positive and significance influence of students's dialect toward their speaking ability.

The writer has formulated the alternative hypothesis (Hi) and null hypothesis (Ho) as follows :

- Alternative hypothesis (Hi)

  There is any positive and significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan in Academic Year of 2012/2013.

- Null hypothesis (Ho)

  There is not any positive and significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan in Academic Year of 2012/2013.

After Hi and Ho above were formulated the writer consulted $t_{observed}$ and t_{table} a.s follows :

- If $t_{observed}$ is higher than t_{table}. Hi is accepted and Ho is rejected.
- If $t_{observed}$ is smaller than t_{table}.Hi is rejected and Ho is accepted.

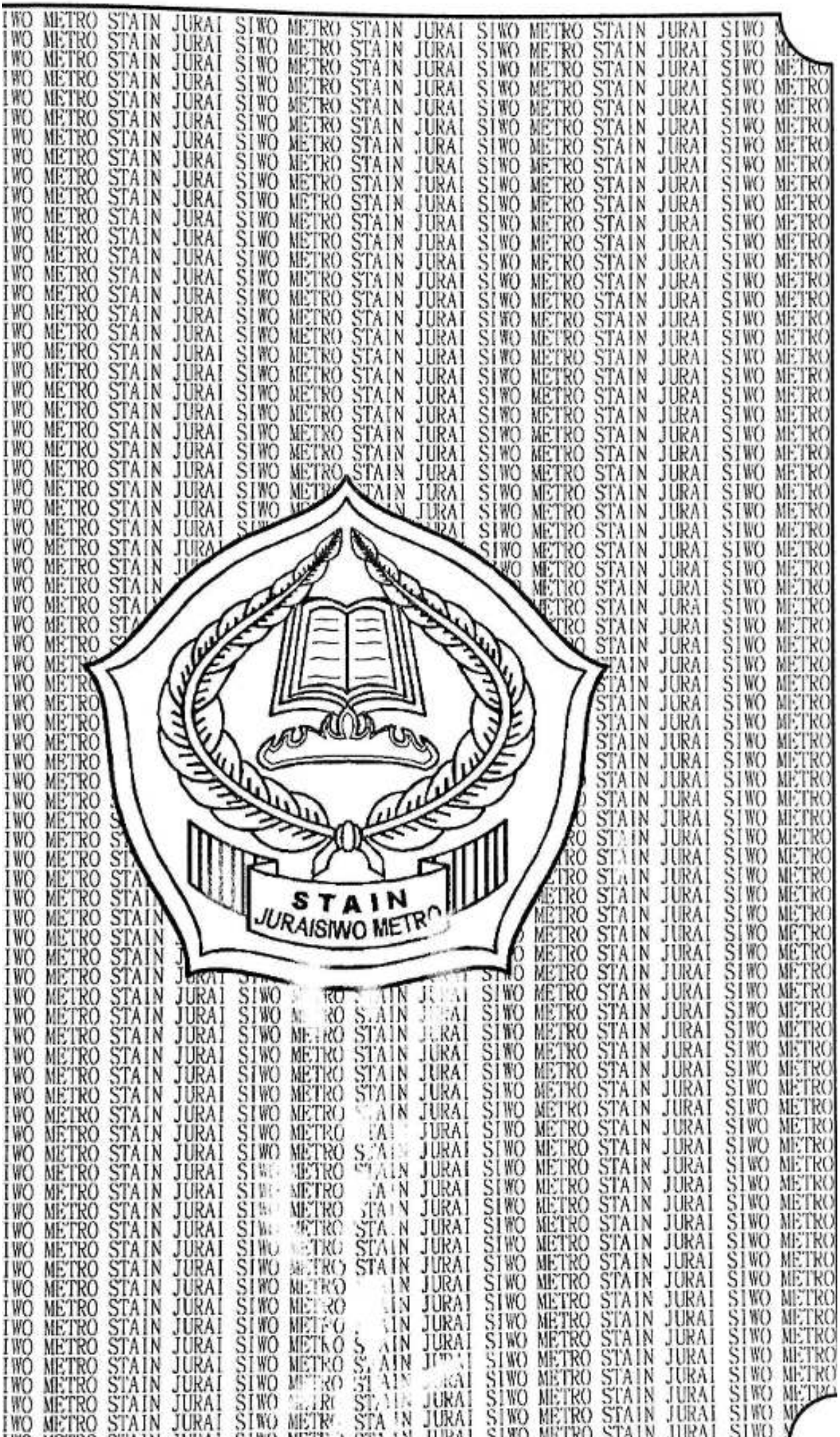
Finally the data confirmed that $t_{observed}$ is higher than t_{table} 9.609 > 2.0518.. Therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is any positive and significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan in Academic Year of 2012/2013.

D. Limitation

Fortunately, the writer did not face serious problems in doing this research because of the reasons, as follows :

1. The place of the research is reachable.
2. The people in the school anable the writer to do this research. The principal, the English teacher and the students were cooperative enough.

Those factors made the research could be conducted properly and the results have been processed in this thesis.


STAIN
JURAISIWO METRO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The focus of the study is to know whether tehere is any positive and significant influence of dialect toward students' speaking ability at the eleventh grade students of Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year of 2012/2013. The dialect which usually used by students influence their ability and style when speaking.

Based on the result of the hypothesis testing, the research concludes that students' dialect can influence their speaking ability. Students who always use their dialect in daily activity have lower ability than the other who mix their language in speaking. Finally, the data prove that the $t_{observed} > t_{table}$, 9.069> 2.0518. That proves that there is a significant influence of dialect toward students' speaking ability at the eleventh grade student of Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year 2012/2013.

B. Suggestions

After the researcher had done the research at the eleventh grade students of Muhammadiyah Senior High School Pekalongan East Lampung in Academic Year 2012/2013, the researcher would like to give some suggestion as follows:

1. For the Students
   a. It is suggested to increase their ability in speaking.
2. For the English Teacher
   a. The English teacher should improve students' speaking ability by giving them chance to more practice in speaking.
   b. The teacher should be more patient in handling and facing the students to practice speaking.
3. For the Headmaster or the School
   a. It is suggested for the headmaster in order to persuade the teachers to use this method it can be enjoyed by the students and efficient in teaching English.
   b. It is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

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CURRICULUM VITAE



The writer Desy Awal Mar'an was born in Rumbia on December 13, 1990. She is the first child of four children of Sam'ani, S.Ag and Mariyam.

She joined at pre elementary school at kindergarten Dharma Wanita Gantiwarno Pekalongan in 1995. At the same year, she entered at elementary school at SD N 2 Gantiwarno. She was there only a year and move to SD N 6 Rukti Basuki Rumbia. Indeed, five years had been a long journey to pass in SD N 6 Rukti Basuki since 1996 – 2002 while she had so many friends to leave. She continued at SMP N 1 Rumbia in three years (2002 – 2005). In line with her focus of the study. Then, she decided to extend her study in SMA N 1 Rumbia for three years (2005 – 2008). Nevertheless, STAIN JURAI SIWO Metro has become her next direction to go on her study in the academic year 2009/ 2010.

PERPUSTAKAAN * STAIN JURAI SIWO METRO * METRO