THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE TOWARDS UPBA (*UNIT PENGEMBANGAN BAHASA ASING*) AND THEIR ABILITY IN SPEAKING AT MAN 1 BANDAR LAMPUNG

(A Thesis)

Submitted in Partial Fulfillment of Requirements for the S-1 Degree

By:
ADELIA VALENTINA
NPM. 1911040003

Study Program : English Education
Supervisor : Meisuri, M. Pd
Co-Supervisor : Satria Adi Pradana, M. Pd

TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG

1445 H/2023 M

THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE TOWARDS UPBA (*UNIT PENGEMBANGAN BAHASA ASING*) AND THEIR ABILITY IN SPEAKING AT MAN 1 BANDAR LAMPUNG

(A Thesis)
Submitted in Partial Fulfillment of Requirements for the S-1 Degree

By:
ADELIA VALENTINA
NPM. 1911040003

Study Program : English Education
Supervisor : Meisuri, M. Pd
Co-Supervisor : Satria Adi Pradana, M. Pd

TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG

1445 H/2023 M

ABSTRACT

This research examined one of the efforts of schools in Bandar Lampung to hold additional foreign language classes. MAN 1 Bandar Lampung had an intra-curricular UPBA (*Unit Pengembangan Bahasa Asing*) which had been holding additional classes as its main activity. Intracurricular is one form of effort to improve English learning in schools. MAN 1 Bandar Lampung is increasing its English learning efforts by holding additional classes for its students. Students already have a good view of the additional classes that have been held. However, is this good perspective in line with students' abilities?

This research tries to test the correlation between students' views about UPBA and their English-speaking abilities. This research uses a correlational method and an instrument in the form of a questionnaire. This research used 60 samples from 30 classes XI MIA 5 and XI MIA 2. The assessments had been adapted to the theory of assessing students' speaking ability by Brown.

The questionnaire's results showed positive results with a percentage of 67%. Even though, then the test results found that of computation in SPSS 27 showed that r_{count} (-0,021) was smaller than r_{table} (0.263) N= 54 with significance level 0.05. Then it can be concluded that H_a is not accepted which is there is no significant correlation between students' perpectives and their speaking ability. Even though students are not given learning before the test. However, they have good abilities in describing their friends.

Keywords: Correlational, Intra-curricular, Speaking Ability, UPBA

FREE PLAGIARISM LETTER

I hereby declare that this thesis, entitled The Correlation Between Student Perspective Towards UPBA (*Unit Pengembangan Bahasa Asing*) and Their Ability in Speaking at MAN 1 Bandar Lampung, is entirely my own and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they books, articles and any other kinds of documents, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, July 2023
Declared by

ADELIA VALENTINA
NPM. 191104003

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1Bandar Lampung 35131 Telp(0721)703260

APPROVAL

Tittle : **THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE TOWARDS UPBA (UNIT PENGEMBANGAN BAHASA ASING) AND THEIR ABILITY IN SPEAKING AT MAN 1 BANDAR LAMPUNG**

Student's Name : **Adelia Valentina**

Student's Number: **1911040003**

Study Program : **English Education**

Faculty : **Tarbiyah and Teacher Training**

APPROVED

Tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, the State Islamic University Raden Intan Lampung

Advisor,

Meisuri, M.Pd
NIP. 19800515200312200 4

Co-advisor,

Satria Adi Pradana, M.Pd
NIP. 198602182015031005

The Chairperson of
English Educational Program

M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1Bandar Lampung 35131 Telp(0721)703260

ADMISSION

A thesis entitled: **THE CORRELATION BETWEEN STUDENTS' PERSPECTIVE TOWARDS UPBA (UNIT PENGEMBANGAN BAHASA ASING) AND THEIR ABILITY IN SPEAKING AT MAN 1 BANDAR LAMPUNG, by: ADELIA VALENTINA, NPM: 1911040003, Study Program: English Education,** was tested and defended in the final examination session held on: Thursday, July 27th, 2023.

Board of Examiners:

The Chairperson : **Prof.Dr. Idham Kholid, M.Ag** (.....)

The Secretary : **Sri Suci Suryawati, M.Pd** (.....)

The Primary Examiner : **Nurul Puspita, M.Pd** (.....)

The First Co-Examiner : **Meisuri, M.Pd** (.....)

The Second Co-Examiner: Satria Adi Pradana, M.Pd (.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988002002

MOTTO

إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ...

''Allah is truly with those who are patient.''

Q.S. Al-Baqarah, 153.[1]

[1] The Noble Quran - Quran.com

DEDICATION

Praise and gratitude to Allah the almighty for his blessing me, and with my deep heart and great love. This thesis is dedicated to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Herman and Ms. Suyanti who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life I am thankful for having by my side, and this thesis is also rs.
3. My beloved sisters and brother, Felisa Oktaviana, Hanif Yusuf Arfandy and Hanisa Mumtaza, were very supportive, caring, and generous during many difficult stages of my study in the University.
4. All beloved lecturers, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluably contributed to the development of my personality and academic skill and knowledge over the years of my study in the university.

CURRICULUM VITAE

Adelia Valentina was born on 14 February 2001. Adelia is the first of four children of Mr. Herman and Ms. Suyanti. Adelia was born and raised in Lampung Province. Adelia has two sisters and one brother. Adelia first sister named Felisa Oktaviana, then the brother named Hanif Yusuf Arfandy and ngest sister named Hanisa Mumtaza. In 2013 Adelia completed her education at SDN 1 Tulang Bawang Baru elementary school. After that in 2013 she continued her education at MTs. Darul Ulum. From a ng age, Adelia love drawing. During junior high school, Adelia was active in school activities such as student council, drawing and calligraphy competitions. After three years of studying at MTs. Daarul Ulum, Adelia continued her studies at SMAN 1 Way Jepara in 2016. In high school she was also active in school activities such as OSIS, ROHIS extracurricular activities, and the English Club. However, first year finished she moved high school to MA Riyadlus Shalihin. At her new school she remains active in school activities, especially extracurricular arts. Her love for art made her actively participate in art competitions such as drawing, calligraphy and painting. In 2019, she continued her studies at UIN Raden Intan Lampung majoring in English Education.

ADELIA VALENTINA
NPM. 191104003

ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala, who has lent me His blessing and mercy for the completion of my study at the State Islamic University of Raden Intan Lampung. I also would like to send my best prayer and salutation to the Prophet Muhammad (peace be upon him), the best lover of the god Allah, who was sent to us to enlighten the path of humanity and divine salvation.

Secondly, my study in Raden Intan State Islamic University of Lampung is not an individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are:

1. Prof. Dr. Nirva Diana, M.Pd, the dekan of the faculty of Tarbiyah and Teacher Training State Islamic University Of Raden Intan Lampung.
2. Ridho Kholid, S.S, M.Pd, as the head of the English Education Department.
3. Meisuri, M.Pd as the advisor who gave time to guide until this thesis completed.
4. Satria Adi Pradana, M.Pd as the co-advisor who gave time to guide until this thesis completed.
5. The students of 11th grade and the teachers at MAN 1 Bandar Lampung for their willingness to be the participants of this research.
6. All the lectures and staff of the English Department have given a lot of precious knowledge and experience during the entire semester.
7. All fellow students in the Department of English Education, of Raden Intan State Islamic University of Lampung, especially all members of Class C, whom I cannot mention all their names

here, but who are always in my thoughts and daily prayers: I am thankful for r supports and for our friendship.

8. All friends of KKN and PPL 2019 of Raden Intan State Islamic University Lampung.

Finally, since nothing is perfect, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, July 2023
Author

ADELIA VALENTINA
NPM. 191104003

TABLE OF CONTENS

Page

COVER ..... **ii**

ABSTRACT ..... **iii**

FREE PLAGIARISM LETTER ..... **v**

MOTTO ..... **ix**

DEDICATION ..... **x**

CURRICULUM VITAE ..... **xi**

ACKNOWLEDGEMENT ..... **xii**

TABLE OF CONTENS ..... **xiv**

LIST OF TABLES ..... **xviii**

LIST OF FIGURES ..... **xix**

LIST OF APPENDICES ..... **xx**

CHAPTER I **1**

INTRODUCTION **1**

A. Title Confirmation 1

B. Background of the Problem 2

C. Identification and Limitation of the Problem 4

1. Identification of the Problem 4

2. Limitation of the Problem 5

D. Formulation of the Problem 5

E. Objective of the Research 5
F. Significance of the Research 5
1. For teachers 5
2. For students 6
3. For school 6
G. Relevant Research 6
H. Systematic of the Research 10
CHAPTER II 13
A. The Description of Perspective 13
B. Types of perspectives 13
C. UPBA 19
D. Speaking Skill 20
1. Definition of Speaking 20
2. Speaking Concept 21
4. Basic Types of Speaking 23
E. Correlational 25
F. Hypothesis 28
CHAPTER III 29
RESEARCH METHOD 29
A. Place and Time of the Research 29
1. Place of the research 29
2. Time of the research 29

B. Research Design 30
C. Operational Definition of Variables 31
1. Variable of The Research 31
2. Operational Definition 31
D. Population, Sample, and Sampling Technique 31
1. Population 31
1. Sample 32
E. Research Instrument 33
1. Questionnaire 33
2. Test 38
D. Data Collecting Procedures 42
E. Validity and Reliability of the Instrument 43
1. Validity 43
2. Reliability 44
F. Data Analysis 45
1. Fulfilment of the Assumptions 46
2. Describing 46
3. Normality Test 46
CHAPTER IV 51
FINDING AND DISCUSSION 51
A. Data Description 51
B. Discussion 63

CHAPTER V 67

CONCLUSION AND SUGGESTION 67

A. Conclusion 67

B. Recommendation..... 67

REFERENCES..... 69

APPENDICES 72

LIST OF TABLES

Page

Table 1 Classification of perspective types..... 14

Table 2 The Number of Students at the Eleventh Grade Students of MAN 1 Bandar Lampung 2022/2023..... 32

Table 3 Total Sample of This Research 33

Table 4 Questionnaire..... 37

Table 5 Questionnaire Assessment Aspects 38

Table 6 Speaking Assessment by Brown 38

Table 7 The Assessment Sheet..... 41

Table 8 Speaking Assessment Aspect 41

Table 9 The Criteria of Reliability Coefficient 45

Table 10 The Reliability of Students' perspective towards UPBA and their Speaking Ability..... 45

Table 11 The Interpretation of Correlation 49

Table 12 Speaking Test Result..... 59

Table 13 Speaking Test Scores 60

Table 14 The Histogram of Speaking Test Score 61

Table 15 Correlation Test 64

LIST OF FIGURES

Page

Figure 1 The Histogram of Students' Perspective towards UPBA Score 58

Figure 2 The Normality Test of Students' Perspectives and Speaking Ability 62

Figure 3 Interview 60

Figure 4 Speaking Test 60

Figure 5 Questionnaire 60

LIST OF APPENDICES

Page

Appendix 1 Students' Questionnaire Result 73

Appendix 2 Reliability and Validity Result 75

Appendix 3 Expert Validation Form of Pre-test and Post-test 80

Appendix 4 Blueprint of Questionnaires 82

Appendix 5 Validity Result 86

Appendix 6 Speaking Instrument 87

Appendix 7 Test Results 88

Appendix 8 Students' Name of MIA 2 and MIA 5 90

Appendix 9 Disposition letter 92

Appendix 10 UPBA's Schedule 93

Appendix 11 Student Answer Sheet 98

Appendix 12 Originally Report 100

CHAPTER I
INTRODUCTION

A. Title Confirmation

In the initial framework to get a clear picture and make it easier to understand the writing of this thesis, it is necessary to have an explanation regarding the affirmation of the title of this research. Confirmation of this title so that there is no misinterpretation of the meaning of the title of the thesis. This research is entitled "The Correlation Between Student Perspective Towards UPBA (*Unit Pengembangan Bahasa Asing*) and Their Ability in Speaking at MAN 1 Bandar Lampung." Therefore, will describe the terms contained in the title:

Correlation is each of two related or complementary things.[2] Correlation refers to the statistical relationship between two entities. In other words, it's how two variables move in relation to one another. Correlation can be used for various data sets, as well. In some cases, you might have predicted how things will correlate, while in others, the relationship will be a surprise to you. It's important to understand that correlation does not mean the relationship is causal.

Then, UPBA (*Unit Pengembangan Bahasa Asing)* MAN 1 Bandar Lampung, is an intraschool activity. UPBA is also a place where foreign languages are developed. UPBA in other agencies is usually referred to as Language Centers. UPBA has an activity to learn English-speaking, that is additional class. [3] Next, Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the

[2] A S Hornby, *Oxford Advance Learner's Dictionary International Student's Edition*, 9th ed. (Oxford University Press, 2015).

[3] Based on interviews that have been conducted with the UPBA secretary

lungs, vocal tract, vocal chords, tongue, teeth, and lips.[4] Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes cognitive, physical, and socio-cultural and a speaker's knowledge and skills must be activated rapidly in real-time.[5] Simply put, speaking is the activity of conveying words with the limbs.

And last, Ability is possession of the means or skill to do something.[6] Ability is the skills and qualities which make it possible to achieve a goal. It may be stable and enduring characteristics that are genetic and can be either completely perceptual or completely motor or a combination.[7] So, speaking ability is the skill of conveying words with the meaning.

B. Background of the Problem

Education is one of the processes in forming, directing, and developing one's personality and abilities. To support the implementation of character education in schools, several regulations have been prepared, starting from presidential regulations, ministerial regulations, to regulations below them. Among them have been made a national policy on the development of national culture and character, the Draft Master of Character Education of the Ministry of National Education, Guidelines for Implementing Character Education, and several

---

[4] Engllish Club, "What Is Speaking?," n.d., https://www.englishclub.com/speaking/what-is-speaking.php#:~:text=What is Speaking%3F Speaking is the delivery of,of the four language skills%2C which are%3A Listening.

[5] Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom1," LEARN Journal: Language Education and Acquisition Research Network 12, no. 1 (2019): 1–11.

[6] A S Hornby, Op. Cit.

[7] IEduNote, "Ability in Organizational Behavior: Types of Ability (Explained)," n.d., https://www.iedunote.com/ability.

guidelines for implementing character education in various educational programs.

The main place to develop education is school. School is a place to study. At school there are many teaching and learning activities. This activity is mostly carried out in the classroom and in the school environment. The school provides many facilities to support teaching and learning activities. Teaching and learning activities are arranged in such a way as to fulfill learning achievements. Although teaching and learning activities are carried out outside and indoors, the main activity at school is learning in the classroom. Activities in the classroom are carried out based on the applicable curriculum. Activities outside the classroom are usually not included in the curriculum such as extracurricular activities. Activities outside the classroom are activities aimed at supporting students' abilities in talent interests. Then, there are also activities that are based on the curriculum but do not include activities in the classroom. These activities are called intra-curricular activities.

Intra-curricular activities are one of the efforts to develop education. Intra-curricular activities and their structure are listed in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Framework of Learning Recovery.

Based on Mulyana and Daryanto, intra-curricular is an activity of the learning process carried out in the classroom. This activity is carried out according to a plan that is based on the curriculum. These intra-curricular activities are given to students in line with the curriculum components. Intra-curricular activities are learning activities that are often carried out in the classroom with an orientation to increase academic ability. Intra-curricular activities are the development of effective student organizations in

schools, both in primary and secondary education, must be able to ensure student participation in the relevant school program, education program, community service program.[8]

Then, intra-curricular activities at school are divided into several fields such as religion, language, sports and so on. One of the intra-curricular programs in schools and universities is the Language Center program. The Language Center has several other names such as UPBA (*Unit Pengembangan Bahasa Asing*) or PPB (*Pusat Pengembangan Bahasa*) and several names that have similar aims, meanings, and purposes. The Language Center is basically an intra-curricular program that contains language activities both learning, research, competitions, and other academic activities. Typically, language centers are found in universities or high school institutions. One of the high schools that has a language center is MAN 1 Bandar Lampung. As one of the businesses in the education sector, MAN 1 Bandar Lampung has a language center called UPBA (*Unit Pengembangan Bahasa Asing*). Not only English, UPBA has other foreign language activities such as Mandarin and Arabic.

C. Identification and Limitation of the Problem

1. Identification of the Problem

Based on the background above, the identify of problem are:

1). Students find difficulties in learning to speak.
2). Students get bored when involved in UPBA activities.
3). Students found it difficult to improve speaking.

[8] Vivien Datania, "The Correlation of Intracurricular Activities and Extracurricular Activities on Soft Skill Formation of Prospective Teachers in Students," IOSR Journal of Humanities And Social Science (IOSR-JHSS) 26, no. 7 (2021): 16–24, https://doi.org/10.9790/0837-2607051624.

2. Limitation of the Problem

Based on the background, this research focuses on students' perspectives on UPBA based on UPBA activities. Then another focus is students' English language skills using describing people material. Then, students' perspectives on UPBA will be correlated with students' speaking abilities.

D. Formulation of the Problem

Based on the problems that have been explained in the background of the problem above, the formulation of the problem of this research is, is there any correlation between students' perspectives towards UPBA and their ability in speaking at MAN 1 Bandar Lampung?

E. Objective of the Research

Based on the formulation of the problem above the objective of this research is to find the correlation between students' perspective towards UPBA and Their Ability in Speaking at MAN 1 Bandar Lampung.

F. Significance of the Research

This research is expected to be useful for the developing English learning for both individuals and institutions, it is expected that this research is useful for:

1. For teachers

Source of information that students' perspective of UPBA has correlation with their speaking ability.

2. For students

As information for Students that their perspective towards UPBA has positive correlation with their speaking ability.

3. For school

Schools can design programs to use UPBA as an alternative way to improve students' speaking ability.

G. Relevant Research

1. The Correlation of Religion in Intra-School Student Organizations on the Character Building of Students at Proklamasi Vocational High School in Karawang by Aisyah, et.al, 2021

The declining character and morale of students is also felt by the Proklamasi Vocational School, Karawang Regency, West Java Province. This is a problem that needs to be resolved and I think that the Religious Sector in the Intra-School Student Organization (OSIS) can be a solution to solve the problem of adolescent delinquency and the declining spiritual attitudes of students at SMK ProkIamasi Karawang. This study aims to find out what are the effects of the Religious Sector in Intra-School Student Organizations (OSIS) on the Spiritual Attitudes of Students at SMK ProkIamasi Karawang. Based on research on the correlation of the field of Religion in Student Organizations on the Character Building of Vocational High School Students Proklamasi is to create an educational institution environment that supports and can become a laboratory for the delivery of religious education, religious education is not only delivered formally in the implementation of the delivery of religious teaching materials, but can also be carried out in Outside the learning process, creating religious situations and conditions,

providing opportunities for students to express themselves, fostering talents, interests, and creativity in religious education in skills and arts, by organizing various kinds of competitions such as intelligence to train and develop courage, speed and accuracy. day to convey knowledge and practice the religious education material obtained.[9]

2. Design, Validity and Effect of an Intra-Curricular Program for Facilitating Self-Regulation of Learning Competences in University Students with the Support of the 4Planning App by Lobos, et.al, 2021.

   Background: Smartphone applications have the potential to support university students for the benefit of learning in higher education. Objective: To design and evaluate the effect of an intra-curricular program using a mobile application on self-regulated learning strategies in university students. Method: The 4Planning mobile application was designed following a systematic literature review, expert judgement, and application. The instrument to assess the effect of the intervention was the SRL Readiness Practices Scale, with a one-factor structure (CFI = 0.98; TLI = 0.97; RMSEA = 0.05) with reliability of α = 0.89. The design was quasi-correlation with pre- and post-test measures and correlation and control groups. The sample consisted of 473 first-year university students (37.02% male) from seven Chilean universities with a mean age of 19.35 (SD = 2.49). Statistical analysis was an ANOVA performed in R software version 4.0.3. Results: Statistically significant differences were identified in the levels of self-regulated learning between the correlation group compared to the control group. Conclusion: The development of the 4Planning app proved to

[9] S Aisyah, M T B Kejora, and A Akil, "The Influence of Religion in Intra-School Student Organizations on the Character Building of Students at Proklamasi Vocational High School in Karawang," *Jurnal Pendidikan Tambusai* 5 (2021): 3764–71, https://www.jptam.org/index.php/jptam/article/view/1466.

be effective in promoting the development of self-regulated learning strategies in university students.[10]

3. The Correlation of Intra-curricular Activities and Extracurricular Activities on Soft Skill Formation of Prospective Teachers in Students by Datania, et.al, 2021.

The purpose of this research is to: 1) analyze the effect of extracurricular activities on the soft skills of prospective teachers; 2) analyze the effect of extracurricular activities on the soft skills of prospective teachers; 3) analyze the effect of intra-curricular and extracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung. This study uses a quantitative descriptive survey method on 62 PGSD students who were determined using a simple random sampling technique (probability sampling). Data collection techniques using the method of observation and questionnaires about soft skills. Data analysis used multiple regression analysis so that the results of the study found that: 1) there is a positive and significant correlation between intra-curricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, indicated by large f-count (0.851) > f-table (0.30) and t-count (24.041) > t-table (1.9708); 2) there is a positive and significant correlation between extracurricular activities on the soft skills of prospective teachers in students of the PGSD study program, Faculty of Teacher Training and Education, University of Lampung, indicated by large rcount (0.865) > from rtable (0.30) and tcount (25.595) > t-table

[10] Karla Lobos et al., "Design, Validity and Effect of an Intra-Curricular Program for Facilitating Self-Regulation of Learning Competences in University Students with the Support of the 4planning App," *Education Sciences* 11, no. 8 (2021), https://doi.org/10.3390/educsci11080449.

(1.9708); 3) there is a positive and significant correlation between curricular, extracurricular, and co-curricular activities on soft skills teacher candidates at the PGSD study program at the Faculty of Teacher Training and Education, University of Lampung, as indicated by a large f-count, which is 367.225 > f-table of 2.646.[11]

4. Impact of an Intra-Curricular Program on Disposition to Study Among University Students by Saez-Delgado, et.al, 2020.

   The main objective of this research study was to evaluate the impact of an intra-curricular intervention on the strategies and beliefs of disposition to study in engineering students. A program of 12 sessions of 20 minutes was applied by professors teaching the subject Calculus I. A correlation design randomized by conglomerates with a control and an correlation group was used, with pre and post intervention measurements. The type of sampling was non probabilistic in five engineering careers. Four sections with 117 students were assigned randomly to the correlation group and three sections with 97 students were assigned to the control group. Using mixed linear models, the results showed better indicators in the correlation group for the nine dependent variables in the study. It is concluded that the intervention is effective to enhance the disposition to study in engineering students.[12]
5. The Correlation of English Movie in Improving Students' Speaking Skill by Prittin, et.al, 2022.

   This research was conducted to find out the relationship between English movie and students' speaking skill. The purpose of this research is to investigate the correlation of English movie in improving students' speaking

[11] Datania, "The Correlation of Intra-curricular Activities and Extracurricular Activities on Soft Skill Formation of Prospective Teachers in Students."

[12] Fabiola M. Sáez-Delgado et al., "Impacto de Un Programa Intra-curricular Sobre La Disposición Al Estudio En Universitarios," *Formacion Universitaria* 13, no. 4 (2020): 101–10, https://doi.org/10.4067/S0718-50062020000400101.

skill. In this research used a quantitative approach by implementing pre-correlation research. In its implementation, carried out pre-tests and posttests to collect data through the value obtained by students. In addition, to strengthening the results of the research collected data by distributing questionnaires with Likert scale to add quantitative data in this research. The sample in this research were 30 students from class IX-11b in SMP Negeri 2 Pematang Siantar. Based on the results of the research can conclude that English movie has good impacts and has good correlations in improving students' speaking skills.[13]

From the researches above, it can be seen that many of these researches has revealed the correlation between programs of UPBA and students' ability. Hence, based on the data above, the researcher conducted a research focusing on the correlation between students' perspective towards UPBA and their speaing ability.

H. Systematic of the Research

1. Chapter I: Introduction
   This chapter consists of the title confirmation, background of the problem, identification and limitation of problem, formulation of the problem, objective of the research, significant of the research, relevant research, systematic of the research.
2. Chapter II: Literature Review
   This chapter consists of the theories of students' perspective and speaking abilities.
3. Chapter III: Research Method

[13] Vanessa Pritin Angel Halawa, Melodi Indah Sihombing, and Farah Tasya Zafirah Nasution, "The Influence of English Movie in Improving Students' Speaking Skill," *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1, no. 2 (2022): 49–58, https://doi.org/10.55047/romeo.v1i2.92.

This chapter consists of time and place of the research, research design, population, sample and data collection, operational definition of variable, research instrument, validity and reliability of the instrument and data analysis.

4. Chapter IV: Research Findings and Discussion
   This chapter consists of data presentation, result of the data of analysis, interpretation, and discussion.
5. Chapter V Conclusion and Suggestion
   This chapter consists of a conclusion and suggestion.

CHAPTER II
FRAME OF THEORIES AND HYPOTHESIS

A. The Description of Perspective

John Dewey defines it as the way we see and understand the world based on our experiences and understanding. Pierre Bourdieu's said that perspective encompasses the social structures and power relationships that influence the way we see and understand the world. Michel Foucault Perspective is the result of social and power processes that shape and limit our thinking. Edward Said Perspective involves the way we see and understand "Oriental" or cultures other than Western culture.

B. Types of perspectives

Based on Zimbardo and Boyd theory perspectives had some types, that are:

1. Past-Negative (PN): Relates to a generally negative, aversive view of the past, which may emerge because of actual experience of unpleasant or traumatic events, of a negative reconstruction of benign events, or of a mixture of both. Sample Correlate: Depression, aggression, low emotional stability, low self-esteem, trait anxiety.
2. Past Positive (PP): Reflects a warm, sentimental attitude toward the past. Sample Correlate: Friendliness, high self-esteem, low anxiety.
3. Present-Hedonistic (PH): Relates to a hedonistic, risk-taking and pleasure-oriented attitude towards life, with high impulsivity and little concern for future consequences of one's actions. Sample Correlate: Novelty and sensation seeking, low impulse control.
4. Present-Fatalistic (PF): "reveals a belief that the future is predestined and uninfluenced by individual action, whereas the present must be borne with resignation because humans

are at the whimsical mercy of "fate". Sample Correlate: Depression, low consideration for future consequences, external locus of control

5. Future (F): Relates to a general future orientation, with behavior dominated by striving for future goals and rewards. Sample Correlate: Conscientiousness, Consideration for future consequences.
6. Future Transcendental (FT): a Extends from the point of imagined death of the physical body to infinity; from this perspective behaviors often seen as irrational, such as suicide, extreme heroism, and excessive tithing, are transformed into rational behaviors expected to lead to fulfillment of transcendental-future goals. Sample Correlate: Religiosity, religious practices.
7. Future Negative (FN): Relates to a negative view of future, fulfilled with worry and future anxiety; with behavior dominated by avoidance of losses and suffering. Sample Correlate: Avoidant and dependent decision-making styles.
8. Future Positive (FP): Reflects a positive view of future, with approach orientation; the dimension is in fact very similar to Zimbardo & Boyd F dimension (also at the measurement level). Sample Correlate: Rational decision-making style.
9. Expanded Present (EP) Reflects temporal coherence; future and past become balanced. Sample Correlate: Balanced Time perspective, mindfulness.[14]

Table 1 Classification of perspective types

NO	Types of Perspectives	Characteristics	Indicators	Activity
1.	Past Negative	Relates to a	Students find	Describing

[14] Maciej Stolarski, Nicolas Fieulaine, and Wessel van Beek, *Time Perspective Theory; Review, Research and Application: Essays in Honor of Philip G. Zimbardo*, *Time Perspective Theory; Review, Research and Application: Essays in Honor of Philip G. Zimbardo*, 2015, https://doi.org/10.1007/978-3-319-07368-2.

	(PN)	generally negative, aversive view of the past, which may emerge because of actual experience of unpleasant or traumatic events, of a negative reconstruction of benign events, or of a mixture of both. Sample Correlate: Depression, aggression, low emotional stability, low self-esteem, trait anxiety	it difficult to speak in front of the class because they have anxiety	people
2.	Past Positive (PP)	Past Positive (PP): Reflects a warm, sentimental attitude toward the past. Sample Correlate: Friendliness, high self-esteem, low anxiety.	Students enjoy additional UPBA class activities such as speaking in front of the class	
3.	Present-Hedonistic (PH)	Relates to a hedonistic, risk-taking and	Students dare to improvise when speaking English in	

		pleasure-oriented attitude towards life, with high impulsivity and little concern for future consequences of one's actions. Sample Correlate: Novelty and sensation seeking, low impulse control.	front of the class without the help of other media such as texts or books.	
4.	Present-Fatalistic (PF)	Reveals a belief that the future is predestined and uninfluenced by individual action, whereas the present must be borne with resignation because humans are at the whimsical mercy of "fate". Sample Correlate: Depression, low consideration for future consequences, external locus of control	-	

5.	Future (F)	Relates to future orientation in general, with behavior dominated by the struggle to achieve goals and rewards in the future. Correlation Examples: Prudence, Consideration of future consequences.	Students continue to practice before moving forward in front of the class to get good grades and English speaking skills	
6.	Future Transcendental (FT)	A Extends from the point of imagined death of the physical body to infinity; from this perspective behaviors often seen as irrational, such as suicide, extreme heroism, and excessive tithing, are transformed into rational behaviors expected to lead to fulfillment of transcendental-future goals. Sample Correlate:	-	

		Religiosity, religious practices.		
7.	Future Negative (FN)	Relates to a negative view of future, fulfilled with worry and future anxiety; with behavior dominated by avoidance of losses and suffering. Sample Correlate: Avoidant and dependent decision-making styles.	Students refuse or are embarrassed to speak English in front of the class because they are not confident	
8.	Future Positive (FP)	Reflects a positive view of the future, with an approach orientation. Correlation Example: Rational decision-making style.	Students are excited and feel that UPBA will be good for their English speaking skills	
9.	Expanded Present (EP)	Reflects temporal coherence; future and past become balanced. Sample Correlate:	-	

		Balanced Time perspective, mindfulness		

Based on the classification of perspective types that have been carried out and correlated with the material describing people, the results found that this research used 7 of the 9 types of perspectives, namely Past Negative (PN), Past Positive (PP), Present Hedonistic (PH), Present Fatalistic (PF), Future (F), Future Negative (FN), and Future Positive (FP) which have been adapted to student activities for the questionnaire.

C. UPBA

UPBA (*Unit Pengembangan Bahasa Asing*) is an intra-school or intra-curricular organization. Based on interviews conducted, UPBA is an extracurricular foreign language development program at MAN 1 Bandar Lampung. This program has several languages to learn such as Mandarin, English and Arabic. Arabic language in schools under the auspices of the Ministry of Religion is included in UPBA activities. Although Arabic and English classes have their own extracurricular classes with different organizations.

The English section of the UPBA program itself has additional class activities which are carried out after teaching and learning activities are carried out or after school according to a predetermined schedule. This intra-curricular program is in accordance with government regulations issued by the Ministry of Education and Culture Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the Context of Learning Recovery. Even though UPBA still sounds foreign at the high school level, this activity is really implemented very well. This can be seen from the preparation of lesson plans, modules, and the

provision of report card facilities for students. UPBA as a language service center is widely available in tertiary institutions, known by a different name but still interpreted as a language service center. UPBA additional class activities must be attended by all MAN 1 Bandar Lampung students. This activity is arranged in such a way with a schedule between different classes but with the same module. This additional class even has a report card system as well as activity attendance.[15]

D. Speaking Skill

1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill. It means that speaking is a Person's skill to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. [16] Furthermore, speaking is the use of language to communicate with other.[17] It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

---

[15] Interview conducted April 14, 2023

[16] Alireza Jamshidnejad, *Speaking English as a Second Language*, *Speaking English as a Second Language*, 2020, https://doi.org/10.1007/978-3-030-55057-8.

[17] Virginia Alangsab and Gregerlin Lambenicio, "Level Of The Influence of the Factors Affecting the Speaking Performance in English Psychology and Education : A Multidisciplinary Journal Level of the Influence of the Factors Affecting the Speaking Performance in Class," no. January (2023), https://doi.org/10.5281/zenodo.7266481.

According to Bailey speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.[18] From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language.

2. Speaking Concept

The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow ones to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.[19]

Speaking becomes one of the most important skills in English because it can make people easily understand what things explained orally. Students' speaking ability is expected to be good because they have learned English since some years in the school and they will have many performances related to oral skill in the school or outside of school, but most of them may not be able to communicate smoothly and accurately because they lack the necessary knowledge.

---

[18] Kathleen M. Bailey, *Teaching Listening and Speaking in Second and Foreign Language Contexts*, *Teaching Listening and Speaking in Second and Foreign Language Contexts*, 2020, https://doi.org/10.5040/9781350093560.

[19] Twinkl, "What Are Speaking Skills?," n.d., https://www.twinkl.co.id/teaching-wiki/speaking-skills.

Related to the theory of Brown speaking can be observed directly and empirically because it is a productive skill and learners are considered to have good speaking performance if they have mastered the components in speaking such as grammar, vocabulary, pronunciation, fluency, and comprehend.[20]

3. Speaking Aspects

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement of whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows according to Brown:

a. Fluency

It refers to one‟s ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a students competence to comprehend all of the speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in or mind. Vocabulary is

[20] Illyin Illyin, Gusti Nur Hanifah, and Sofi Yunianti, "The Affective Factors Influencing Students' Speaking Ability," *UAD TEFL International Conference* 2 (2021): 146, https://doi.org/10.12928/utic.v2.5749.2019.

about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.[21]

4. Basic Types of Speaking

a. Imitative

At one end of the continuum, performance is the ability to simply imitate a word or phrase or possibly a sentence. Although this is a purely phonetic level of oral production, a few prosodic (intonation, rhythm, etc.), lexical, and grammatical properties of language may be included in the performance criteria. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role listening has in this case is the short-term storage just long enough for the responder to retain the prompt that was given.

b. Intensive

The production of short stretches of oral language designed to demonstrate competence within a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture) is a second type of speaking frequently used in assessment contexts. The speaker must be aware

[21] Yenny Rahmawati and Ertin Ertin, "Developing Assessment for Speaking," *IJEE (Indonesian Journal of English Education)* 1, no. 2 (2014): 199–210, https://doi.org/10.15408/ijee.v1i2.1345.

of semantic properties to respond, but interaction with an interlocutor or test administrator is minimal at best. Intensive assessment tasks may include directed response tasks (requests for specific production of speech), reading aloud, sentence and dialogue completion. Assessing Speaking limited picture-cued tasks including simple sequences, and translation up to the simple sentence level. In this research, it is an intensive type of speaking, namely describing someone.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (to preserve authenticity), with perhaps only one or two follow-up questions or retorts. For example, examine the following conversations:

Mary: Excuse me, do you have the time?
Doug: Yeah. Nine-fifteen.
B.T: What is the most urgent environmental problem today?
S: I would say massive deforestation.
Jeff: Hey, Stef, how's it going?
Stef: Not bad, and yourself?
Jeff: I'm good.
Stef: Cool. Okay, gotta go.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can be broken down into two types: (a) transactional language, which has the purpose of exchanging specific information, and (b) interpersonal exchanges, which have the purpose of

maintaining social relationships. (In the dialogue above, A and B are transactional, and C is interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipses, slang, humor, and other sociolinguistic conventions.

e. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (e.g., recalling a vacation in the mountains, conveying a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).[22]

E. Correlational

Due to similarities between a Pearson correlation and a linear regression, researchers sometimes are uncertain as to which test to use. Both techniques have a close mathematical relationship, but distinct purposes and assumptions. Linear regression will be covered in a subsequent tutorial in this series. Briefly, simple linear regression has only 1 independent variable (x) and 1 dependent variable (y). It fits a line through the data points of the scatter plot, which allows estimates of y values from x values.

[22] H. Brown Douglas, "Language Assessment Principles and Classroom Practices," 2018, 245.

However, the regression linear itself provides no information about how strongly the variables are related. In contrast, a correlation does not fit such a line and does not allow such estimations, but it describes the strength of the relationship. The choice of a correlation or a linear regression thus depends on the research objective: strength of relationship versus estimation of y values from x values. However, additional factors should be considered. In a Pearson correlation analysis, both variables are assumed to be normally distributed. The observed values of these variables are subject to natural random variation. In contrast, in linear regression, the values of the independent variable (x) are considered known constants.

Therefore, a Pearson correlation analysis is conventionally applied when both variables are observed, while a linear regression is generally, but not exclusively, used when fixed values of the independent variable (x) are chosen by the investigators in an experimental protocol. To illustrate the difference, in the study by Nishimura et al, the infused volume and the amount of leakage are observed variables. However, had the investigators chosen different infusion regimes to which they assigned patients (eg, 500, 1000, 1500, and 2000 mL), the independent variable would no longer be random, and a Pearson correlation analysis would have been inappropriate.

1. Correlational Study

A correlational study seeks to ascertain relationships between two or more variables. Simply put, does an increase, or decrease in one variable correspond to an increase or decrease in another variable? Findings from a correlational study enable researchers to determine whether as well as the degree to which two variables change together. In a positive correlation, two variables change together in the same direction. For example, the weather temperature may be positively correlated to the sale of ice creams: as the weather temperature increases, so does the number of ice creams sold.

Conversely, in a negative correlation, two variables change together in opposite directions. For example, the amount of money one spends may be negatively correlated to the amount of money in his or her bank account. Two variables may also have no relationship with each other, in which case they may be said to have zero correlation.

2. Types of Correlation Procedures

The Pearson's product-moment coefficient is perhaps the most used correlational procedure. This procedure is used, however, only for continuous variables, i.e., numerical variables that have equidistant points such as weight in kilograms, IQ scores, and number of minutes spent practicing. For variables that are measured in terms of ranks and do not have equidistant points, such as chair placement in a band audition (because the difference in the performance standard between say the first and second chair is not necessarily the same as that between the second and third chair), the Spearman's *rho* or Kendall's *tau* would commonly be used. The point biserial can be used when researchers correlate two variables whereby one variable comprises continuous data and the other dichotomous data (i.e., 0s and 1s), while the phi correlation may be used if both variables are dichotomous.

3. Correlation Coefficient

Correlation strength is measured by the "correlation coefficient." When using the Pearson's product-moment coefficient, this correlation coefficient is represented as the "*r* value." This value ranges from –1.00 (perfect negative correlation) to +1.00 (perfect positive correlation). An *r* value that is close to either end implies a strong relationship and may be described as high, an *r* value that tends towards zero suggests a weak relationship and may be termed as low, and an *r* value that lies between high and low values can be called moderate. It is crucial to note that a curvilinear (i.e., non-

linear) relationship cannot be detected through the *r* value; hence, it is important during statistical analysis to examine scatterplots. These are graphs consisting of plotted points that enable one to visually ascertain if there are linear relationships between two variables through an examination of the "line of best fit" (i.e., a line drawn that is as close as possible to as many points as possible).[23]

F. Hypothesis

Ha: There is a positive correlation between students' perspectives on UPBA and their speaking abilities.

Ho: There is no a positive correlation between students' perspectives on UPBA and their speaking abilities.

[23] Patrick Schober and Lothar A. Schwarte, "Correlation Coefficients: Appropriate Use and Interpretation," *Anesthesia and Analgesia* 126, no. 5 (2018): 1763–68, https://doi.org/10.1213/ANE.0000000000002864.

REFERENCES

Aisyah, S, M T B Kejora, and A Akil. “The Influence of Religion in Intra-School Student Organizations on the Character Building of Students at Proklamasi Vocational High School in Karawang.” *Jurnal Pendidikan Tambusai* 5 (2021): 3764–71. https://www.jptam.org/index.php/jptam/article/view/1466.

Alangsab, Virginia, and Gregerlin Lambenicio. “LEVEL OF THE INFLUENCE OF THE FACTORS AFFECTING THE SPEAKING PERFORMANCE IN ENGLISH PSYCHOLOGY AND EDUCATION : A MULTIDISCIPLINARY JOURNAL Level of the Influence of the Factors Affe ... AFFECTING THE SPEAKING PERFORMANCE IN,” no. January (2023). https://doi.org/10.5281/zenodo.7266481.

Bailey, Kathleen M. *Teaching Listening and Speaking in Second and Foreign Language Contexts*. *Teaching Listening and Speaking in Second and Foreign Language Contexts*, 2020. https://doi.org/10.5040/9781350093560.

Burns, Anne. “Concepts for Teaching Speaking in the English Language Classroom1.” *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11.

Club, Engllish. “What Is Speaking?,” n.d. https://www.englishclub.com/speaking/what-is-speaking.php#:~:text=What is Speaking%3F Speaking is the delivery of,of the four language skills%2C which are%3A Listening.

Creswell, John W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Edited by Vicki Knight. *Nucl. Phys.* 1st ed. Vol. 13. California: SAGE, 2014.

Datania, Vivien. “The Influence of Intracurricular Activities and

Extracurricular Activities on Soft Skill Formation of Prospective Teachers in Students." *IOSR Journal of Humanities And Social Science (IOSR-JHSS)* 26, no. 7 (2021): 16–24. https://doi.org/10.9790/0837-2607051624.

Douglas, H. Brown. "Language Assessment Principles and Classroom Practices," 2018, 245.

Halawa, Vanessa Pritin Angel, Melodi Indah Sihombing, and Farah Tasya Zafirah Nasution. "The Influence of English Movie in Improving Students' Speaking Skill." *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1, no. 2 (2022): 49–58. https://doi.org/10.55047/romeo.v1i2.92.

IEduNote. "Ability in Organizational Behavior: Types of Ability (Explained)," n.d. https://www.iedunote.com/ability.

Illyin, Illyin, Gusti Nur Hanifah, and Sofi Yunianti. "The Affective Factors Influencing Students' Speaking Ability." *UAD TEFL International Conference* 2 (2021): 146. https://doi.org/10.12928/utic.v2.5749.2019.

Jamshidnejad, Alireza. *Speaking English as a Second Language*. *Speaking English as a Second Language*, 2020. https://doi.org/10.1007/978-3-030-55057-8.

Kirakowski, J. "The Use of Questionnaire Methods for Usability Assessment Background Notes on the SUMI Questionnaire." *Measures & Methods for Quality of Use* 4 (1995): 115–130.

Lobos, Karla, Fabiola Sáez-Delgado, Daniela Bruna, Rubia Cobo-Rendon, and Alejandro Díaz-Mujica. "Design, Validity and Effect of an Intra-Curricular Program for Facilitating Self-Regulation of Learning Competences in University Students with the Support of the 4planning App." *Education Sciences* 11, no. 8 (2021). https://doi.org/10.3390/educsci11080449.

Rahmawati, Yenny, and Ertin Ertin. "Developing Assessment for

Speaking." *IJEE (Indonesian Journal of English Education)* 1, no. 2 (2014): 199–210. https://doi.org/10.15408/ijee.v1i2.1345.

S Hornby, A. *Oxford Advance Learner's Dictionary International Student's Edition*. 9th ed. Oxford University Press, 2015.

Sáez-Delgado, Fabiola M., Alejandro E. Díaz-Mujica, Claudio E. Bustos, and María V. Pérez-Villalobos. "Impacto de Un Programa Intracurricular Sobre La Disposición Al Estudio En Universitarios." *Formacion Universitaria* 13, no. 4 (2020): 101–10. https://doi.org/10.4067/S0718-50062020000400101.

Schober, Patrick, and Lothar A. Schwarte. "Correlation Coefficients: Appropriate Use and Interpretation." *Anesthesia and Analgesia* 126, no. 5 (2018): 1763–68. https://doi.org/10.1213/ANE.0000000000002864.

Stolarski, Maciej, Nicolas Fieulaine, and Wessel van Beek. *Time Perspective Theory; Review, Research and Application: Essays in Honor of Philip G. Zimbardo*. *Time Perspective Theory; Review, Research and Application: Essays in Honor of Philip G. Zimbardo*, 2015. https://doi.org/10.1007/978-3-319-07368-2.

Twinkl. "What Are Speaking Skills?," n.d. https://www.twinkl.co.id/teaching-wiki/speaking-skills.

Young, Tony Johnstone. "Questionnaires and Surveys." *Research Methods in Intercultural Communication*, no. December 2015 (2015): 163–80. https://doi.org/10.1002/9781119166283.ch11.

APPENDICES

Appendix 1 Students' Questionnaire Result

NO	Statements	SA	4	A	3	D	2	SD	1
1	UPBA additional classes, support the learning activities in class	60	60	0	0	0	0	0	0
2	UPBA additional classes, support the results of learning activities in class	60	240	0	0	0	0	0	0
3	I feel motivated when learning together in UPBA class	17	68	22	66	21	42	0	0
4	Through UPBA module, I can learn about delivering ideas	13	52	47	141	13	26	0	0
5	I enjoy UPBA activity	0	0	25	75	35	70	0	0
6	I feel UPBA activity is interesting	3	12	23	69	34	68	0	0
7	Through UPBA activity, I can improve my speaking skill	42	168	18	54	0	0	0	0
8	Through UPBA activity, I can improve my facial expression	1	4	54	162	5	10	0	0
9	Through UPBA activity, I can learn about movement and gesture	6	24	36	108	18	36	0	0

10	Through UPBA activity, I can improve my eye contact	2	8	27	81	31	62	0	0
11	Through UPBA activity, I can improve my pronunciation	20	80	36	108	4	8	0	0
12	Through UPBA activity, I know about the varieties of accents	24	96	36	108	0	0	0	0
13	Through UPBA activity, I can improve my pronunciation fluency	15	60	45	135	0	0	0	0
14	Through UPBA activity, I can learn about how to start good speaking to get audience's attention	27	108	33	99	0	0	0	0
15	Through UPBA activity, I can learn about entertaining the audience in public speaking	14	56	36	108	10	20	0	0
Total		304	1036	438	1314	171	342	0	0

Appendix 2 Reliability and Validity Result

Correlations																	
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	TOTAL
Q1	Pearson Correlation	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]
	Sig. (2-tailed)		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q2	Pearson Correlation	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]
	Sig. (2-tailed)	.		.	.	.	.	.	.	.	.	.	.	.	.	.	.009
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q3	Pearson Correlation	.[a]	.[a]	1	.197	.071	-.251	-.009	.118	.004	-.110	.039	.069	.146	.034	.243	.502[**]
	Sig. (2-tailed)	.	.		.131	.590	.053	.945	.370	.973	.404	.767	.602	.267	.798	.062	.000

	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q4	Pearson Correlation	.[a]	.[a]	.197	1	-.116	.254*	.256*	-.017	-.075	.092	-.174	-.017	-.117	.012	.202	.369**
	Sig. (2-tailed)	.	.	.131		.376	.050	.048	.895	.567	.483	.184	.900	.374	.926	.123	.004
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q5	Pearson Correlation	.[a]	.[a]	.071	-.116	1	-.176	.037	.073	.075	.125	.079	.000	.137	-.017	-.036	.309*
	Sig. (2-tailed)	.	.	.590	.376		.178	.780	.580	.567	.340	.551	1.000	.298	.897	.786	.016
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q6	Pearson Correlation	.[a]	.[a]	-.251	.254*	-.176	1	.105	-.006	-.165	.101	.013	-.035	-.146	-.229	-.087	.082
	Sig. (2-tailed)	.	.	.053	.050	.178		.427	.963	.208	.442	.921	.793	.264	.078	.510	.534
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q7	Pearson Correlation	.[a]	.[a]	-.009	.256*	.037	.105	1	-.141	.120	.019	.114	.015	.126	-.139	-.162	.313*
	Sig. (2-tailed)	.	.	.945	.048	.780	.427		.282	.360	.883	.385	.910	.337	.290	.216	.015

	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q8	Pearson Correlation	.[a]	.[a]	.118	-.017	.073	-.006	-.141	1	.011	.006	.194	.176	-.125	-.022	.023	.256*
	Sig. (2-tailed)	.	.	.370	.895	.580	.963	.282		.932	.961	.137	.178	.343	.869	.862	.048
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q9	Pearson Correlation	.[a]	.[a]	.004	-.075	.075	-.165	.120	.011	1	-.200	-.024	-.096	.015	-.008	-.131	.173
	Sig. (2-tailed)	.	.	.973	.567	.567	.208	.360	.932		.126	.853	.463	.908	.952	.319	.186
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q10	Pearson Correlation	.[a]	.[a]	-.110	.092	.125	.101	.019	.006	-.200	1	-.117	-.145	-.120	.003	-.192	.103
	Sig. (2-tailed)	.	.	.404	.483	.340	.442	.883	.961	.126		.373	.268	.362	.982	.143	.433
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q11	Pearson Correlation	.[a]	.[a]	.039	-.174	.079	.013	.114	.194	-.024	-.117	1	.214	.403**	-.245	.089	.405**
	Sig. (2-tailed)	.	.	.767	.184	.551	.921	.385	.137	.853	.373		.101	.001	.059	.497	.001

	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q12	Pearson Correlation	.[a]	.[a]	.069	-.017	.000	-.035	.015	.176	-.096	-.145	.214	1	.236	-.191	.184	.334[**]
	Sig. (2-tailed)	.	.	.602	.900	1.000	.793	.910	.178	.463	.268	.101		.070	.143	.160	.009
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q13	Pearson Correlation	.[a]	.[a]	.146	-.117	.137	-.146	.126	-.125	.015	-.120	.403[**]	.236	1	.019	.306[*]	.487[**]
	Sig. (2-tailed)	.	.	.267	.374	.298	.264	.337	.343	.908	.362	.001	.070		.883	.017	.000
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q14	Pearson Correlation	.[a]	.[a]	.034	.012	-.017	-.229	-.139	-.022	-.008	.003	-.245	-.191	.019	1	.011	.045
	Sig. (2-tailed)	.	.	.798	.926	.897	.078	.290	.869	.952	.982	.059	.143	.883		.936	.731
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
Q15	Pearson Correlation	.[a]	.[a]	.243	.202	-.036	-.087	-.162	.023	-.131	-.192	.089	.184	.306[*]	.011	1	.421[**]
	Sig. (2-tailed)	.	.	.062	.123	.786	.510	.216	.862	.319	.143	.497	.160	.017	.936		.001

	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
TOTAL	Pearson Correlation	.[a]	.[a]	.502**	.369**	.309*	.082	.313*	.256*	.173	.103	.405**	.334**	.487**	.045	.421**	1
	Sig. (2-tailed)	.	.	.000	.004	.016	.534	.015	.048	.186	.433	.001	.009	.000	.731	.001	
	N	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60
**. Correlation is significant at the 0.01 level (2-tailed).																	
*. Correlation is significant at the 0.05 level (2-tailed).																	
a. Cannot be computed because at least one of the variables is constant.																	

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0
a. Listwise deletion based on all variables in the procedure.			

Appendix 3 Expert Validation For
Pre-test and Post-test

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
`PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung
(0721) 703260

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:
Nama : Khusnul Khoiriyah, S. Pd
Instansi : MAN 1 Bandar Lampung
Jabatan : Guru
Bidang : Pendidikan Bahasa Inggris
Telah membaca instrumen penelitian yang akan digunakan dalam penelitian skripsi dengan judul "The Correlation Between Student Perspective Towards UPBA (Unit Pengembangan Bahasa Asing) and Their Ability in Speaking at MAN 1 Bandar Lampung" oleh peneliti:
Nama : Adelia Valentina
NPM : 191104003
Program studi : Pendidikan Bahasa Inggris
Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung,

Validator

Khusnul Khoiriyah, S. Pd

No	Question	Yes	No	Comments
1	Are the direction and instruction of test in instrument clear enough?	✓		
2	Do the indicators in the instrument have covered all aspect measured?	✓		
3	Does the instrument have covered the generic structures?	✓		
4	Is the time allocation quite effective?	✓		
5	Is the material quite understandable?	✓		
6	Is the material in accordance with the applicable curriculum?	✓		

For each question, please give r response by ticking (√) for representing r voice.

General comment:

Please give any general comment or suggestion. may be concerned about this test development.

Bandar Lampung,

Khusnul Khoiriyah, S. Pd

Appendix 4 Blueprint of Questionnaires

NO	Types of Perspectives	Characteristics	Indicators	Activity	Numbers Items
1.	Past Negative (PN)	Relates to a generally negative, aversive view of the past, which may emerge because of actual experience of unpleasant or traumatic events, of a negative reconstruction of benign events, or of a mixture of both. Sample Correlate: Depression, aggression, low emotional stability, low self-esteem, trait anxiety	Students find it difficult to speak in front of the class because they have anxiety	Describing people	10
2.	Past Positive (PP)	Past Positive (PP): Reflects a	Students enjoy additional UPBA		3, 5, 6

		warm, sentimental attitude toward the past. Sample Correlate: Friendliness, high self-esteem, low anxiety.	class activities such as speaking in front of the class		
3.	Present-Hedonistic (PH)	Relates to a hedonistic, risk-taking and pleasure-oriented attitude towards life, with high impulsivity and little concern for future consequences of one's actions. Sample Correlate: Novelty and sensation seeking, low impulse	Students dare to improvise when speaking English in front of the class without the help of other media such as texts or books.		12

		control.			
4.	Future (F)	Relates to future orientation in general, with behavior dominated by the struggle to achieve goals and rewards in the future. Correlation Examples: Prudence, Consideration of future consequences.	Students continue to practice before moving forward in front of the class to get good grades and English speaking skills		7, 11, 13, 14, 15
5.	Future Negative (FN)	Relates to a negative view of future, fulfilled with worry and future anxiety; with behavior dominated by avoidance of losses and suffering.	Students refuse or are embarrassed to speak English in front of the class because they are not confident		8, 9

		Sample Correlate: Avoidant and dependent decision-making styles.			
6.	Future Positive (FP)	Reflects a positive view of the future, with an approach orientation. Correlation Example: Rational decision-making style.	Students are excited and feel that UPBA will be good for their English speaking skills		

Appendix 5 Validity Result

NO	ITEM	RHITUNG	RTABEL	KETERANGAN
1.	Pertanyaan 1	0,42	0,32	Valid
2.	Pertanyaan 2	0,38	0,32	Valid
3.	Pertanyaan 3	0,53	0,32	Valid
4.	Pertanyaan 4	0,38	0,32	Valid
5.	Pertanyaan 5	0,47	0,32	Valid
6.	Pertanyaan 6	0,65	0,32	Valid
7.	Pertanyaan 7	0,56	0,32	Valid
8.	Pertanyaan 8	0,38	0,32	Valid
9.	Pertanyaan 9	0,64	0,32	Valid
10.	Pertanyaan 10	0,39	0,32	Valid
11.	Pertanyaan 11	0,53	0,32	Valid
12.	Pertanyaan 12	0,68	0,32	Valid
13.	Pertanyaan 13	0,52	0,32	Valid
14.	Pertanyaan 14	0,76	0,32	Valid
15.	Pertanyaan 15	0,46	0,32	Valid

Appendix 6 Speaking Instrument

Deskripsikanlah teman sebangku atau teman sekelasmu dengan langkah langkah dibawah ini dalam waktu 3-5 menit!

Langkah-langkah dalam Mendeskripsikan Teman

1. **Mulailah dengan Gambaran Umum**

   Saat memulai deskripsi teman, mulailah dengan memberikan gambaran umum. Ini bisa berupa informasi dasar seperti nama, atau usia. Pastikan juga untuk memperhatikan bagaimana orang tersebut memperkenalkan dirinya sendiri, termasuk cara mereka berbicara dan bertingkah laku.

2. **Fokus pada Karakteristik Kepribadian**

   Setelah memberikan gambaran umum, fokus pada karakteristik kepribadian temanmu. Ini bisa berupa sifat-sifat seperti ramah, sopan, atau suka membantu. Pastikan untuk memberikan contoh konkret untuk mendukung deskripsimu.

3. **Deskripsikan Penampilannya**

   Penampilan temanmu juga merupakan bagian penting dari deskripsi. Ini bisa berupa warna rambut, tinggi badan, atau gaya berpakaian mereka. Namun, penting untuk menjaga keseimbangan antara memberikan detail yang cukup dan tidak terlalu banyak.

Appendix 7 Test Results

SPEAKING TEST														
Code	**XI MIA 2**					**Total**		**Code**	**XI MIA 5**					**Total**	
	P	**G**	**V**	**F**	**C**	**Point**	**Score**		**P**	**G**	**V**	**F**	**C**	**Point**	**Score**
C1	3	3	4	2	3	15	60	E1	4	5	5	2	3	19	76
C2	3	4	4	4	4	19	76	E2	4	5	5	3	3	20	80
C3	3	4	4	3	3	17	68	E3	3	4	4	4	3	18	72
C4	3	4	3	3	3	16	64	E4	3	4	3	3	4	17	68
C5	3	4	4	4	3	18	72	E5	3	4	3	4	4	18	72
C6	2	4	3	2	3	14	56	E6	2	4	4	3	3	16	64
C7	2	4	3	2	3	14	56	E7	3	4	3	3	2	15	60
C8	3	4	4	4	4	19	76	E8	4	4	4	4	4	20	80
C9	2	3	3	3	3	14	56	E9	3	3	3	3	4	16	64
C10	3	4	3	3	3	16	64	E10	3	4	4	4	3	18	72
C11	2	3	4	3	3	15	60	E11	3	4	3	3	3	16	64
C12	3	4	4	3	3	17	68	E12	4	5	5	3	3	20	80
C13	2	3	3	2	4	14	56	E13	3	4	4	4	4	19	76
C14	3	3	4	3	3	16	64	E14	3	4	4	4	4	19	76

C15	2	3	4	3	4	16	64	E15	5	4	3	2	2	16	64
C16	3	4	3	4	4	18	72	E16	3	5	5	3	4	20	80
C17	2	4	4	3	3	16	64	E17	2	4	4	3	3	16	64
C18	2	3	3	3	3	14	56	E18	2	4	4	4	4	18	72
C19	3	4	4	4	3	18	72	E19	3	4	4	4	3	18	72
C20	3	4	3	2	2	14	56	E20	4	4	4	2	2	16	64
C21	3	4	4	4	3	18	72	E21	3	4	4	3	3	17	68
C22	3	4	3	2	4	16	64	E22	3	4	4	4	3	18	72
C23	2	4	4	4	3	17	68	E23	3	4	4	3	2	16	64
C24	3	4	4	3	3	17	68	E24	3	4	4	4	4	19	76
C25	3	4	4	4	3	18	72	E25	3	4	4	4	4	19	76
C26	2	4	3	3	3	15	60	E26	4	4	4	4	4	20	80
C27	3	3	4	3	3	16	64	E27	3	5	5	4	4	21	84
C28	3	4	4	3	3	17	68	E28	3	4	4	3	4	18	72
C29	3	4	4	3	4	18	72	E29	3	4	4	4	3	18	72
C30	2	4	4	3	4	17	68	E30	4	4	4	3	3	18	72
Total						489	1956	Total						539	2156
Mean	65.20		Modus		64			Mean	71.87		Modus		72		

Appendix 8 Students' Name of MIA 2 and MIA 5

No	XI MIA 2	Gender	Code
1.	Adelia	F	E1
2.	Ahmad	M	E2
3.	Alan	M	E3
4.	Alisya	F	E4
5.	Annisa	F	E5
6.	Dihan	F	E6
7.	Farrah	F	E7
8.	Felita	F	E8
9.	Hasty	F	E9
10.	Laily	F	E10
11.	Mayang	F	E11
12.	Nabil	F	E12
13.	Nanda	F	E13
14.	Nashita	F	E14
15.	Naufalen	M	E15
16.	Nayla	F	E16

No	XI MIA 5	Gender	Code
1.	Amanda	F	C1
2.	Andrean	M	C2
3.	Anita	F	C3
4.	Antika	F	C4
5.	Bianca	F	C5
6.	Chika	F	C6
7.	Fadila	F	C7
8.	Faiz	M	C8
9.	Jihan	F	C9
10.	Kadila	F	C10
11.	Keyla	F	C11
12.	Keysha	F	C12
13.	Majest	M	C13
14.	Mozha	F	C14
15.	Nadziifa	F	C15
16.	Naila	F	C16

17.	Nellam	F	E17	17.	Naufal	M	C17
18.	Rachel	F	E18	18.	Nayla	F	C18
19.	Rafi	M	E19	19.	Neisya	F	C19
20.	Rafi	M	E20	20.	Pringgo	M	C20
21.	Rafif	M	E21	21.	Raditya	M	C21
22.	Rahadian	M	E22	22.	Rafiqi	M	C22
23.	Rahelia	F	E23	23.	Rafli	M	C23
24.	Renata	F	E24	24.	Ramona	F	C24
25.	Resdi	M	E25	25.	Rehan	M	C25
26.	Revy	F	E26	26.	Rivalina	F	C26
27.	Rifka	M	E27	27.	Rizka	F	C27
28.	Rona	F	E28	28.	Sabina	F	C28
29.	Siti	F	E29	29.	Salsabila	F	C29
30.	Varissa	F	E30	30.	Shawn	M	C30

Total	**: 30**	**Total**	**: 30**
Male	**: 9**	**Male**	**: 10**
Female	**: 21**	**Female**	**: 20**

Appendix 9 Disposition letter

Kementerian Agama Provinsi Lampung
MAN 1 Bandar Lampung
Jl. Letkol Hi. Endro Suratmin, Kelurahan Korpri Jaya, Kode Pos 35131

Pengantar Lembar Disposisi

No. Index	0718	Tgl. Surat : 10-04-2023	Catatan
Tgl. Terima	10 April 2023		
Asal Surat	FAK TARBIYAH DAN KEGURUAN		
Klasifikasi	Sifat : (Sangat Segera / Segera / Biasa)	Isi : (Penting / Biasa)	
Perihal/Isi Surat	PERMOHONAN MENGADAKAN PENELITIAN		
Pengantar Disposisi			
Disposisi Kepala Madrasah			
Diteruskan Kepada	Waka kurikulum. 23/5 2023.		
Hasil Tindak Lanjut	Acc. penelitian ke unit UPBA khusus B. Inggris Ibu Sri Lisdayeni, M.Pd. (Ketua UPBA).		

Bandar Lampung, 23 May 2023
Petugas,

Alya Ina

Scanned with CamScanner

Appendix 10 UPBA's Schedule

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA
KOTA BANDAR LAMPUNG
MADRASAH ALIYAH NEGERI 1 BANDAR LAMPUNG
Alamat: Jl. Letkol H.Endro Suratmin Korpri Jaya Sukarame Bandar Lampung 35131 Telp/Faks (0721) 706448

JADWAL UNIT PENGEMBANGAN BAHASA ASING
SEMESTER GENAP
TAHUN PELAJARAN 2022-2023

NO	HARI	KELAS	PENGAJAR	PIKET
1.	SENIN (15.00-16.45)	XI	Sisca Novalia, S.Pd.	Siti Rowiyah, S.Pd.
		X2	Devy Feradigma, S.Pd.	
		X3	Khusnun Afifah, S.Pd.	
	Kamis, (16.00-17.00)	X4	Hj. Iis Solihah, M.Pd.	
	SENIN (15.00-16.45)	X5	Khoti Isnaeni, S.Pd.	
		X6	Teguh Juliansah, S.Pd.	
		X7	Ahmad Nashiruddin, S.Pd.	
		X8	Khusnul Khoiriyah, S.Pd.	
		X9	Husnul Khotimah, S.Pd.	
		X10	Hera Suzana, S.Pd.	
		X11	Arina Khuzaniar R. , S.Pd.	
		X12	Meli, S.Pd.	
		X13 (Bahasa Arab)	Amria, S.Pd. I	

2.	Selasa, 16.00-17.00	XI MIA 1	Hera Suzana, S.Pd.	Khusnun Afifah, S.Pd.
		XI MIA 2	Sisca Novalia, S.Pd.	
		XI MIA 3	Arina Khuzaniar R., S.Pd.	
		XI MIA 4	Meli, S.Pd.	
		XI MIA 5	Khoti Isnaeni, S.Pd.	
		XI MIA 6	Ahmad Nashiruddin, S.Pd.	
		XI MIA 7	Devy Feradigma, S.Pd.	
		XI IIS 1	Hj.Iis Sholihah, M.Pd.	
		XI IIS 2	Khusnun Afifah, S.Pd.	
		XI IIS 3	Teguh Juliansah, S.Pd.	
		XI IIS 4	Husnul Khotimah, S.Pd.	
		XI IIS 5	Khusnul Khoiriyah, S.P.d.	
		XI IBB (Bhs Mandarin)	Heny Astuti, S.Pd.	
		XI IKA (Bahasa Arab)	Ulfah, S.Pd.I	

Bandar Lampung, 4 Januari 2023

Ketua	Sekretaris
Sri Lisdayeni, M.Pd	Khusnul Khoiriyah, S.Pd

Mengetahui,
Kepala MAN 1 Bandar Lampung

Lukman Hakim, S.Pd., M.M.

Figure 3 Interview

Figure 4 Speaking Test

Figure 5 Questionnaire

Appendix 11 Student Answer Sheet

Nama Siswa : Chika Ernita Nakhwa

Kelas : XI MIA 5

SS: Sangat Setuju | S: Setuju **TS: Tidak Setuju | STS: Sangat Tidak Setuju**

NO	STATEMENTS	SS	S	TS	STS
1	Kelas tambahan UPBA, mendukung kegiatan belajar di kelas Bahasa Inggris.	✓			
2	Kelas tambahan UPBA, mendukung hasil belajar Bahasa Inggris.	✓			
3	Saya merasa termotivasi saat belajar bersama di kelas tambahan UPBA.		✓		
4	Dari modul yang ada, saya bisa memperoleh banyak ide belajar.	✓			
5	Saya menikmati belajar di kelas tambahan UPBA.				
6	Kelas tambahan UPBA sangat menyenangkan				
7	Dari kelas tambahan UPBA, saya dapat melatih kemampuan berbicara Bahasa Inggris.	✓			
8	Dari kelas tambahan UPBA, saya dapat melatih ekspresi wajah saat berbicara Bahasa Inggris.		✓		
9	Dari kelas tambahan UPBA, saya dapat melatih gestur saat berbicara Bahasa Inggris.		✓		
10	Dari kelas tambahan UPBA, saya dapat melatih kontak mata saya saat berbicara Bahasa Inggris.	✓			
11	Dari kelas tambahan UPBA, saya dapat melatih pengucapan kosa kata Bahasa Inggris yang baik dan benar.	✓			
12	Dari kelas tambahan UPBA, saya dapat mempelajari berbagai aksen Bahasa Inggris.	✓			
13	Dari kelas tambahan UPBA, saya dapat berlatih mengucapkan kosa kata dan kalimat Bahasa Inggris dengan lancer.		✓		
14	Dari kelas tambahan UPBA, saya dapat belajar bagaimana mendapatkan perhatian dari lawan bicara saat berbicara Bahasa Inggris.		✓		
15	Dari kelas tambahan UPBA, saya dapat belajar bagaimana menarik perhatian audien saat berbicara Bahasa Inggris di tempat umum.	✓			

Scanned with CamScanner

Nama Siswa : Sabina Nashwa Khairani

Kelas : XI MIA 5

SS: Sangat Setuju | S: Setuju | TS: Tidak Setuju | STS: Sangat Tidak Setuju

NO	STATEMENTS	SS	S	TS	STS
1	Kelas tambahan UPBA, mendukung kegiatan belajar di kelas Bahasa Inggris.	✓			
2	Kelas tambahan UPBA, mendukung hasil belajar Bahasa Inggris.	✓			
3	Saya merasa termotivasi saat belajar bersama di kelas tambahan UPBA.	✓			
4	Dari modul yang ada, saya bisa memperoleh banyak ide belajar.		✓		
5	Saya menikmati belajar di kelas tambahan UPBA.	✓			
6	Kelas tambahan UPBA sangat menyenangkan			✓	
7	Dari kelas tambahan UPBA, saya dapat melatih kemampuan berbicara Bahasa Inggris.	✓			
8	Dari kelas tambahan UPBA, saya dapat melatih ekspresi wajah saat berbicara Bahasa Inggris.	✓			
9	Dari kelas tambahan UPBA, saya dapat melatih gestur saat berbicara Bahasa Inggris.		✓		
10	Dari kelas tambahan UPBA, saya dapat melatih kontak mata saya saat berbicara Bahasa Inggris.	✓			
11	Dari kelas tambahan UPBA, saya dapat melatih pengucapan kosa kata Bahasa Inggris yang baik dan benar.	✓			
12	Dari kelas tambahan UPBA, saya dapat mempelajari berbagai aksen Bahasa Inggris.			✓	
13	Dari kelas tambahan UPBA, saya dapat berlatih mengucapkan kosa kata dan kalimat Bahasa Inggris dengan lancer.	✓			
14	Dari kelas tambahan UPBA, saya dapat belajar bagaimana mendapatkan perhatian dari lawan bicara saat berbicara Bahasa Inggris.			✓	
15	Dari kelas tambahan UPBA, saya dapat belajar bagaimana menarik perhatian audien saat berbicara Bahasa Inggris di tempat umum.			✓	

Scanned with CamScanner

Appendix 12 Originally Report

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI (UIN) RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama : Adelia Valentina
NPM : 1911040003

Bahwa skripsi yang bersangkutan dengan judul: "The Correlation Between Student Perspective Towards UPBA (Unit Pengembangan Bahasa Asing) and Their Ability in Speaking at MAN 1 Bandar Lampung**"** telah di cek plagiatnya menggunakan Program *turnitin.com* (hasil cek terlampir) dan dinyatakan "**Bebas Plagiarisme**" dengan hasil sebagai berikut:

- Bab 1: 11%
- Bab 2: 17%
- Bab 3: 13%
- Bab 4: 3%
- Bab 5: 0%

Demikian surat keterangan ini disampaikan dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 2023

Pemeriksa

Satria Adi Pradana, M. Pd
NIP. 198602182015031005

Penanggung Jawab

M. Ridho Kholid, M. Pd
NIP. 198505122015031004

Mengetahui,
Ketua Program Studi

Dr. Moh. Muhassin, M.Hum.
NIP. 197708182008011012

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN
Jl. Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131
Telp.(0721) 788887-74531 Fax. 780422 Website: www.radenintan.ac.id

SURAT KETERANGAN
Nomor: B- 3454/ Un.16 / P1 /KT/XII/ 2023

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP : 197308291998031003
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

THE CORRELATION BETWEEN STUDENT PERSPECTIVE TOWARDS UPBA (UNIT PENGEMBANGAN BAHASA ASING) AND THEIR ABILITY IN SPEAKING AT MAN 1 BANDAR LAMPUNG

Karya :

NAMA	NPM	FAK/PRODI
ADELIA VALENTINA	1911040003	FTK/PBI

Bebas plagiasi sesuai dengan hasil pemeriksaan tingkat kemiripan sebesar:

BAB I	BAB II	BAB III	BAB IV	BAB V
11%	17%	13%	3 %	0 %

dan dinyatakan Lulus Cek di Prodi dengan bukti terlampir. Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 20 Desember 2023
Kepala Pusat Perpustakaan

KEMENTERIAN AGAMA PUSAT PERPUSTAKAAN LAMPUNG REPUBLIK INDONESIA

Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP.197308291998031003

Ket:
1. Surat Keterangan Cek Turnitin ini Legal & Sah, dengan Stempel Asli Pusat Perpustakaan.
2. Surat Keterangan ini Dapat Digunakan Untuk Repository
3. Lampirkan Surat Keterangan Lulus Turnitin & Rincian Hasil Cek Turnitin ini di Bagian Lampiran Skripsi Untuk Salah Satu Syarat Penyebaran di Pusat Perpustakaan

Adelia Valentina I

by User Turnitin

Submission date: 07-Aug-2023 08:36AM (UTC+0300)
Submission ID: 2142492531
File name: CHAPTER_I.docx (81.18K)
Word count: 2912
Character count: 19083

Adelia Valentina I

ORIGINALITY REPORT

11%	10%	3%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.radenintan.ac.id Internet Source	2%
2	repository.ar-raniry.ac.id Internet Source	1%
3	repositorio.upse.edu.ec Internet Source	1%
4	www.mdpi.com Internet Source	1%
5	Submitted to Higher Education Commission Pakistan Student Paper	1%
6	www.jptam.org Internet Source	1%
7	www.iosrjournals.org Internet Source	1%
8	ojs.transpublika.com Internet Source	1%
9	etheses.iainponorogo.ac.id Internet Source	<1%

10	www.ijsrp.org Internet Source	<1%
11	Submitted to Far Eastern University Student Paper	<1%
12	jurnal.umpwr.ac.id Internet Source	<1%
13	www.coursehero.com Internet Source	<1%
14	www.semanticscholar.org Internet Source	<1%
15	repofeb.undip.ac.id Internet Source	<1%
16	etheses.uin-malang.ac.id Internet Source	<1%
17	travel.detik.com Internet Source	<1%
18	cuadernos.info Internet Source	<1%
19	www.researchgate.net Internet Source	<1%
20	Submitted to BRAC University Student Paper	<1%
21	Suwinto Johan. "Implementation of Working Agreement with Probationary Period in	<1%

Financial Industry According to Labor Law",
SASI, 2022
Publication

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

Adelia Valentina II

by User Turnitin

Submission date: 08-Aug-2023 08:20AM (UTC-0500)
Submission ID: 2143092181
File name: CHAPTER_II.docx (80.1K)
Word count: 2664
Character count: 15270

Adelia Valentina II

ORIGINALITY REPORT

17%	17%	7%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	azkurs.org Internet Source	15%
2	digilib.uinkhas.ac.id Internet Source	<1%
3	journal.trunojoyo.ac.id Internet Source	<1%
4	www.coursehero.com Internet Source	<1%
5	repositorio.ug.edu.ec Internet Source	<1%
6	Submitted to Stadio Holdings Student Paper	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

Adelia Valentina II

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

Adelia Valentina III

by User Turnitin

Submission date: 08-Aug-2023 08:23AM (UTC-0500)
Submission ID: 2143092930
File name: CHAPTER_III.docx (126.06K)
Word count: 2792
Character count: 16318

Adelia Valentina III

ORIGINALITY REPORT

13%	12%	6%	19%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.researchgate.net Internet Source	3%
2	Submitted to Mancosa Student Paper	2%
3	www.intechopen.com Internet Source	2%
4	www.coursehero.com Internet Source	2%
5	Submitted to Midlands State University Student Paper	2%
6	repository.unibos.ac.id Internet Source	1%
7	dspace.cbe.ac.tz:8080 Internet Source	1%
8	eprints.walisongo.ac.id Internet Source	1%
9	sister.untagsmg.ac.id Internet Source	1%

Adelia Valentina III

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

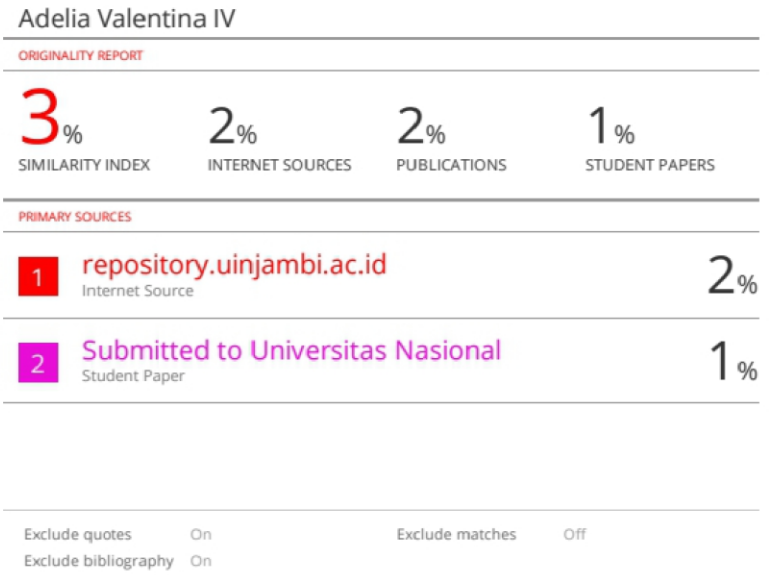
PAGE 9

PAGE 10

Adelia Valentina IV

by User Turnitin

Submission date: 07-Aug-2023 08:53AM (UTC+0300)
Submission ID: 2142501977
File name: CHAPTER_IV.docx (56.97K)
Word count: 1082
Character count: 6037



Adelia Valentina IV

ORIGINALITY REPORT

3%	2%	2%	1%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

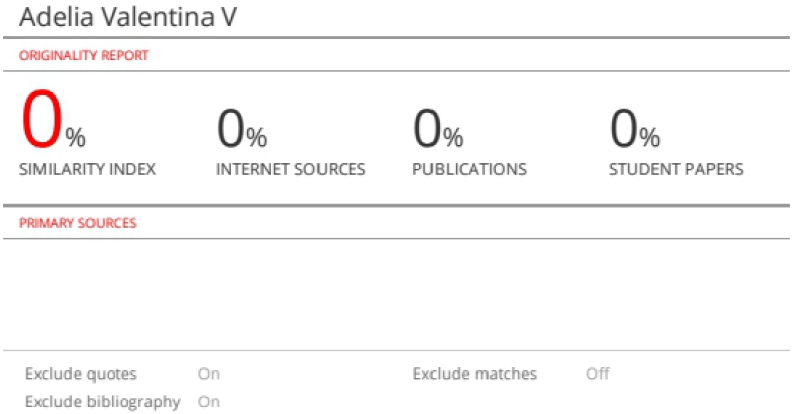
1	repository.uinjambi.ac.id Internet Source	2%
2	Submitted to Universitas Nasional Student Paper	1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

Adelia Valentina V

by User Turnitin

Submission date: 07-Aug-2023 08:58AM (UTC+0300)
Submission ID: 2142505073
File name: CHAPTER_V.docx (42.47K)
Word count: 238
Character count: 1474


Adelia Valentina V

ORIGINALITY REPORT

0%	0%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		