

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL  
TROUGH PUBLIC SPEECH PROGRAM AT THE THIRD GRADE  
IN KULLIYATUL MUBALLIGHIEN AL ISLAMIAH  
OF AL ISHLAH ISLAMIC BOARDING SCHOOL IN 2021/2022  
ACADEMIC YEAR**

**THESIS**



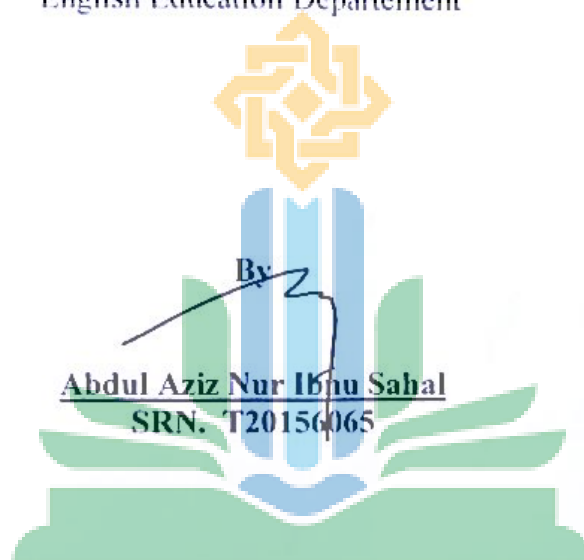
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
By  
J E M B E R  
Abdul Aziz Nur Ibnu Sahal  
NIM T20156065

**STATE ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
ENGLISH EDUCATION DEPARTEMENT  
JUNE 2022**

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**THESIS**

Submitted to State Islamic University KH Achmad Siddiq Jember in partial  
fulfillment of the requirements for Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Departement



**Abdul Aziz Nur Ibnu Sahal**  
SRN. T20156065

Approval by Advisor  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

**As'ari, M.Pd.I**  
NIP. 197609152005011004

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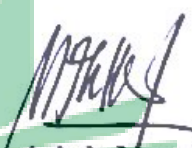
Has been examined and approved as requirement to obtain  
a bachelor's degree (SPD)  
Faculty of Tarbiyah and Teaching Training  
English Language Teacher Training department

Day : Tuesday  
Date : June, 21 2022

Chairman

Sekretaris.

  
Dr. Mustajab, S.AG, M.Pd.I  
NIP 19740905 200710 1 001

  
Mega Fariziah Nur Humairoh M.Pd.  
NIP 19900320 201903 2 010


Anggota:

1. Dr. Inayatul Mukarromah, SS, M.Pd  
NIP 19760210 200912 2 001

2. As'ari, M.Pd.I  
NIP 19760915 200501 1 004

Has been Aproyed by  
Dekan Of Faculty Tarbiyah And Teacher Training



  
Dr. Hana Mukni'ah, M.Pd.I  
NIP 19740511 199903 2 001

## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Meaning: "... Indeed, Allah will not change the condition of a people until they change what is in themselves ..." (QS Ar-Ra'd: 11)<sup>1</sup>



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<sup>1</sup> Muhammad Habib Shakir, The Noble Qur'an (Ahlul Bayt Digital Islamic Library Project: 2010), <https://quran.al-islam.org/>

## DEDICATION

*This thesis present to my big family  
My mom Elyana Rumiati who give me motivation to finishing this thesis  
My father Muhammad Baidowi who give me spirit and other sacrifice for me  
My beloved wife Fahdiatul Maulida thanks for the praying and the patient  
My beloved daughter Arsyla Khumeira Althafunnisa because of you i get a spirit  
for finishing this thesis*



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## ACKNOWLEDEGER

In the name of ALLAH, The Most Gracious and The Most Merciful

First of all the writer's deepest thank to ALLAH SWT, the lord of the universe. Shalawat and salam to our prophet Muhammad SAW, may peace and blessing be upon him, his family and his followers.

I would like to express my gratitude to my beloved mother Elyana Rumiati, My father Muhammad Baidowi, my wife Fahdiatul Maulida and also to my daughter Arsyla Khumeira Althafunnisa for eternal pray, love, patience and all supports.

To my supervisor, Mr. As,ari thank you for the great Patient and contributions in finishing this thesis. May ALLAH always bless him and his family.

I also would like to express my deepest gratitude to all my friends, thank you for giving inspiration and motivation to me for finish this thesis may Allah blesses them all.



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## ABSTRACT

**Abdul Azis Nur Ibnu Sahal. 2022.** *The Implementation of Teaching Speaking Skill By Applying Public Speaking Program For The Third Grade Students in Kulliyatul Muballighien Al Islamiyah Of Al Ishlah Islamic Boarding School Grujugan Bondowoso in 2021-2022 Academic year* supervised by **As'ari, M.Ed**

This study aims to describe the effectiveness of Public speaking program to improve the students' speaking skills for the third grade of Al Ishlah Islamic Boarding School Grujugan Bondowoso.

The formulation of the research problem are : 1.)How is the purpose of teaching speaking skill through public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school? 2.) How is the step of teaching speaking skill through public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school? 3.) How is the strategy of teaching speaking skill through public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school? 4.)How is the evaluation of teaching speaking skill through public speaking program for the third grade of Al Ishlah Islamic Boarding School?

This study was conducted under a *qualitative descriptive approach* which involved observing and describing the behavior of the study without influencing the object of the study. The data were collected through observation, interview and documentation. In analyzing the data, the writer applied three steps, namely reducing the data, displaying the data and drawing conclusion or verification. The key informants were English Public Speaking Teacher and The Students of the third grade of Al Ishlah Islamic Boarding School Grujugan Bondowoso.

Based on finding, it was found the results are: 1) the purpose of teaching speaking skill through public speaking program are: Students are being able to have enthusiasm and seriousness in English learning. 2) the step of teaching speaking skill through public speaking program Strategy was about a.) lecturing from the teacher, b.) make small group discussion in the class and c.) problem solving. 3.) The strategy of teaching speaking skill through public speaking program are: a.) used to improve fluency was text correction by the CLI (central language improvement) b.) used to improve accuracy were correction by the CLI, c.) grammatical correction and pronunciations by the English teacher and delivering the speech on the stage at the weekly speech program 4) The evaluation of teaching speaking skill through public speaking program in weekly speech program at Kulliyatul Muballighien Al Islamiyah was direct and oral evaluation, right after students delivering the speech or at the end of the program. It was a kind of Diagnostic Evaluation. It is for looking for the cause of difficulty in learning.

Related to the improvement above, the researcher concluded that the students' speaking ability can be improved effectively by using Public speaking program. Public speaking program was structured, easier and measured particularly in speaking. They could do all their activity together and they could perform the speech on the stage to show speaking skill.

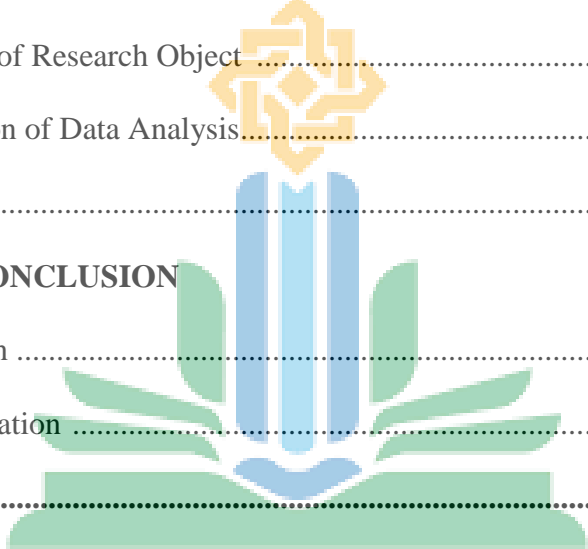
**Keywords:** Public Speaking, Speaking Ability, Qualitative Descriptive

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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Language is a system for the expression of meaning. The primary function is for interaction and communication. It is used by human in order to know and understand each other. As we know God created human in different condition and character, so they needed to interact among people. Language had some functions in people life, in everyday activities. People used language to introduce themselves, communicate with other, and improve their knowledge. Without language it is hard to imagine how people could cooperate and get along with other. According to finocchiaro that “language is a system of arbitrary, vocal symbol which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact”.

As we know language is a necessary for human life, all of people used the language for their daily life. Using language for unity the differentiation both of people , culture and social life. The example in our country this country have much the language but we can understand each other by unity language that Indonesia language

English is an International language which has been received by countries all over the world. The function of that is as a means of communication in meeting business or other activities among government over the world. English is used as science of knowledge; new invention in the

modern technology. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English became important. Listed in the legislation of article 33 No. 20 of 2003 :” Foreign languages can be used as an introductory language in certain units of education to support the foreign language proficiency of learners.”<sup>1</sup> Then from statement above English was taught widely at formal school starting from elementary school until universities even at informal school or english courses.

English teaching learning had the goal of focusing students so that they were able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) were simultaneously performed.<sup>2</sup> In foreign language teaching and learning, ability to speak was the most essential skill since it was the basic for communication and it was the most difficult skill. Reference stated that speaking English is the most difficult for learners.

English as second language is not easy to learn for Indonesian students because learning the second language that means learning new language, new culture and learn new style of language it self. And students in Indonesia learned english as second language hardly and tried to speak by own self. according to Brown said in his book that “second language learning is not a

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<sup>1</sup>UUD 33 no.20 2006

<sup>2</sup>Thanyalak Oradee, “Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role Playing)”, International Journal of Social Science and Humanity, 6(November,2012)

set of easy steps that can be programmed in a quick do it your self kit, no one can tell you “how to learn a foreign language without really trying”.<sup>3</sup>

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Although an ability to read a language is often the limited goal of many learners, it is rare indeed for the teaching of a foreign language not to involve learners and teachers in using the language in class. Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners. Yet speaking in a foreign language was very difficult and competence in speaking took a long time to develop. To speak in a foreign language learners had to master the sound system of the language, had almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they also had to understand what was being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because of speaking was done in real-time, learners’ abilities to plan, process and produce the foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce. Yet teachers often focus narrowly on the

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<sup>3</sup> H.douglas Brown *principles of language learning and teaching*

development of grammatically accurate speech which may conflict with a learner's desire to communicate and be understood.

Speaking skill is the ability to use the language in oral form to express what is on one's mind. In learning speaking, there are a number of components emphasized on: grammar, comprehension, vocabulary, pronunciation, and fluency<sup>4</sup> as the indicators of speaking ability. Thus, in the process of teaching and learning speaking teacher should facilitate students with such meaningful learning experiences to allow them practice and improve those components. It was expected that students did not only speak meaningfully and fluently but also produce accurate utterances.

Based on its function, the purpose of teaching English Subjects in Current curriculum in High School in Indonesia includes: (1) to develop communication ability in the language both orally and in written form covering listening, speaking, reading, and writing, (2) to grow awareness of the nature and importance of English as a foreign language to become a major tool of learning, and (3) to develop understanding of the relationship between language and culture as well as expand the cultural horizons. Thus, students have cross-cultural insights and engage in cultural diversity<sup>5</sup>.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in

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<sup>4</sup> Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. San Fransisco: Longman Education Ltd.

<sup>5</sup> BNSP. (2005). *Standar Isi SMA/MA*. Jakarta

any language learning to make the learners able to use the target language to communicate.

Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

We know that speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207)“ speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.”

Thus, it could be concluded that student's speaking ability was their ability to express what they would say to other people by using their own words with good mastery of pronunciation, grammar, vocabulary, fluency, and also comprehension of the content.

Public speaking is one of the most feared things for many people in fact<sup>6</sup>, some people in Indonesia they felt afraid to speak in the public higher than fear of many thing. Talk's is indeed easy, but talking in front of the crowd with a systematic Language and the material presented can be understood well certainly not easy. It should be required training in public speaking that is a science of speaking about ways of talking in front of a mass with a good talk said to influence the listener so that they are able to follow the pragmatism shared by speakers. Public speaking was done to divide the knowledge or give various types of science that want to be conveyed and the role of public speaking in the present era is open a general audience mind on a knowledge. And it is now spreading and has been divided in various ways and themes each.

Public speaking in this era support the education in society area even that public speaking holding in house of worship, recitation the knowledge or social media that we can find it easily. And it gave the perception and motivation to the listener.

Public speaking at Al Ishlah held the main goal is to improve the ability of students in preaching to the community in according to the name of the Pondok Pesantren Al Ishlah itself Kulliyatul Muballighien al Islamiyah with the meaning the school was build for forming students become the preachers then Al Ishlah has the program to make the vision of boarding school comes true that program is *muhadhoroh* or public speaking program.

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<sup>6</sup> <https://www.quantified.ai/blog/why-do-we-fear-public-speaking/>



This public speaking is developed for students, using 3 languages; Indonesia, English and Arabic, to form the character and knowledge of students. That to give *da'wah* is not only for Indonesians but also in the International society.

The public speaking program here teaches students to always be disciplined to prepare what will be delivered when they become speakers. And this program will form the character of student's focus that will be linked how to conduct good delivery with Bahasa Indonesia or another foreign language which in this case will be a stimulus for students to be the master of foreign languages in the class.

Public speaking is a program that could boost students' self-confidence and improve student's speaking skills. The purpose of public speaking program held in English language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self-confidence, competitive attitude, discipline, and Student's hard work in learning process in the classroom, so students able to speak Arabic and English as well in public. So it is expected that the public speaking training can improve students speaking ability.

Based on the description, the researcher interest in doing research about ***“The Implementation of teaching Speaking Skill By Applying Public Speaking Program For The Third Grade Students in Kulliyatul Muballighien Al Islamiyah Of Al Ishlah Islamic Boarding School Grujugan Bondowoso in 2021-2022 Academic year”***.

## B. Focus of the Research

According to the background of the study. the research focuses are formulated as follows :

1. How is the purpose of teaching speaking skill trough public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year?
2. How is the step of teaching speaking skill trough public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year?
3. How is the strategy of teaching speaking skill trough public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year?
4. How is the evaluation of teaching speaking skill trough public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year?

## C. Research Objective

The research objective is an overview of the direction that will be addressed in conducting research. The purpose of the research should refer to the problems previously formulated. The objectives are as follows:

1. To describe the purpose of teaching speaking skill trough public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year.

2. To describe the step of teaching speaking skill through public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year.
3. To describe the strategy of teaching speaking skill through public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year.
4. To describe the evaluation of teaching speaking skill through public speaking program for the third grade students at Al Ishlah Islamic Boarding School in 2021/2022 academic year.

#### **D. Significance of The Research**

The research benefits contained about what contributions would be given after completion of the research. Usability could be a theoretical usability and usability is practical, such as usability for writers, agencies and societies in science. Benefits with the doing of this research are:

##### **1. Theoretical significance**

This research was expected to add insight to the advancement and development of science, especially on public speaking program to improve speaking skill in teaching and learning process, the importance, and the applications of related theories in the education process.

##### **2. Practical significance**

Practical benefits were useful benefits for solving practical problems. Usually practical benefits are not only for one object but useful for more than one object.

a. For researcher

This research was expected to add insight to the advancement and development of science in particular the development of English education. The researcher could use the used techniques/media to teach in the future teaching-learning. The study also gives insights to the researcher about what things which have to be considered in every teaching and learning process.

b. For IAIN Jember

The results of research can be expected to contribute educational thinking that can be used as a literature reference enhancer that can be applied as information material.

c. For the community

The results of this research can be used as an illustration and additional knowledge to know how to plant the language. It can be used as a model to improve the student's speaking skill, and it may guide, help and encourage students to express their ideas, opinions, and thought.

### **E. Definition of terms**

The definition of the term contains terms that become the point of attention of researchers in the research title. The goal is to avoid any misunderstanding of the term meaning as a researcher. Therefore, researchers need to explain and affirm the definition of any word that supports the title of this proposal. The understanding of each variable is as follows:

## 1. Improving

The verb means to make or become better. Improve also means develop or increase capacity by education or experience, or to achieve something better than<sup>7</sup>. The researcher understanding about this words and the meaning improve that make the quality of being better or more valuable significantly than before by education or experience.

## 2. Speaking Skills

Speaking Skill Speaking is using of language in ordinary voice, uttering words, knowing and being able to use a language, expressing one self in words, making a speech. Speaking skill is the ability to use the language for expressing idea. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.<sup>8</sup> From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others.

## 3. Public speaking

Public speaking is a work done by a speaker to provide information to an audience that aims to provide knowledge and share insight to add knowledge to audience. Public speaking skills refer to the talent of effectively addressing an audience. Whether it is in front of a group of people you already know or a crowd of complete strangers, your ability to communicate to them with clarity and confidence.<sup>9</sup>

## F. Limitation of the Study

To limit the scope of study, the writer will only discuss such as follows:

<sup>7</sup> <https://www.collinsdictionary.com/dictionary/english/improving>, diakses tanggal 12 Juni 2022

<sup>8</sup> Adapted from an article by Kayriye Kayi and various other sources! P.1

<sup>9</sup> Schreiber, L. M., D.Paul, G., & R.Shibley, L. (2012). *The Development and Test of The Public Speaking Competence Rubric*. Communication Education

1. This study will be done with second semester students of Al Ishlah Islamic Boarding School 2021-2022 Academic Year. The researcher chooses the third grade as the object of the research.
2. This study is using public speaking program to improve students' speaking skill. It is done to find how is the improvement of students' speaking skill after applying public speaking program.

### **G. Systematic Discussion**

Systematic discussion contains a description of the thesis discussion flow that starts from the introductory chapter to the closing chapter. To facilitate the understanding of content, the researchers here describe the chapters to provide convenience, the understanding in this discussion the systematic are as follows:

1. The first chapter is an introduction that covers the background of the question, the focus of the research, the objective of the research, the significance of the research, the definition of key terms and the systematic discussion.
2. The second chapter, the study of literature, which consists of previous research, and the study of the theory of the Role of Leaders in the Santri's Morals Development in Al-Ishlah Islamic Boarding School Bondowoso.
3. The third chapter, is a chapter that discusses research methods consisting of, approaches and types of research, research locations, research subjects, data collection techniques, data analysis, data validity and stages of research.

4. The fourth chapter is a chapter that discusses the presentation of data and analysis which consists of an objective picture of research, presentation of data and analysis and discussion of findings.
5. The fifth chapter is a chapter about the conclusions consisting of conclusions and suggestions. The function of this chapter is to obtain an overview of the results of research in the form of conclusions. Whereas suggestions can help provide constructive suggestions related to research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

There are several studies that have been carried out and related to this research, they are:

1. Armasita (2017), thesis of bachelor degree with the title “Improving Student’s Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTS PAB 1 Helvetia. The result of the research is Action learning strategy activity can improve students’ speaking ability showed by the score they get, accurately and also make the students improve their speaking skill.
2. Sumpna (2010), thesis of bachelor degree with the title, “ Improving Student’s Speaking Skill By A Role Play : A Classroom Action Research On The Eleventh Grade Students of Immersion Program of the State Senior High School of Karangpandan Academic Year 2009/2010”. The result of the research is there was role play method can improve the student’s speaking skill and was quite significant. It was reflected from the students’ attitude inside the class during the English teaching learning process.
3. Dian Fitriana (2013), thesis of bachelor degree with the title “Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year of 2012/2013”. The result of the research is there was a significant



effect of the students' speaking skills achievement after being taught by using Guessing games.

**Table 2.1 similarities and differenciation**

No	Name, title of research	Similarities	Differences
1.	Amanita, Improving Student's Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTS PAB 1 Helvetia	Both of the research discuss about speaking skills and the object is eight grade of MTS	The method of the research is different, the researcher used Qualitative Research while Armasita used Quantitative research.
2.	Improving Student's Speaking Skill By A Role Play : A Classroom Action Research On The Eleventh Grade Students of Immersion Program 1 of the State Senior High School of Karangpandan Academic Year 2009/2010	Both of the research discuss about speaking skill	The object of the research is different The method of the research is different, the researcher used Qualitative Research while Sumpana used Classroom Action Research.
3.	Dian Fitriana, Improving the Speaking Skills through Guessing Games of the Seventh Grade Students of SMP Muhammadiyah 1 Seyegan Yogyakarta in the Academic Year of 2012/2013	Both of the research discuss about speaking skill	The subject of the research is different The object of the research is different The method of the research is different, the researcher used Qualitative Research while Dian Fitriana used Quantitative research.

## B. Theoretical Framework

This part discuss about theory that being a perspective in the research. Discussing the theory that related to the research comprehensive and intensive would improve the research knowledge in taking the conclusion at the problem which the researcher wants to discuss related to problem research and research object.<sup>10</sup> The theory that related to this research there are :

### 1. Improving

Improving in the sense that improving the quality in the amount of capacity and value of a matter in the oxford ditionary that explained the improve is to become greater in amount, number, value and other<sup>11</sup> in the explanation improving speaking skill that used to improve how the speaker could make their speaking skill be better and their ability more valuable then before. Improving speaking skill more important to the student's because the people who have studied language they need speaking ability to make a conversation with other people or with other students.

### 2. Speaking skill

Speaking skill, as the researcher wrote in the previous chapter is one of the basic language skills that has important role rather than other skills due to its significant and use for communication. So that, the researcher would explain about the nature of speaking itself in order that gives the obvious information about what speaking is.

Speaking is one of language skill which is very important to be

<sup>10</sup>Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 46.

<sup>11</sup>Oxford dictionary

mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Speaking is a productive oral language activity and is also a component of language skills. According to Tarigan speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. Speaking skills must be trained continuously in order to obtain maximum results. As one component of language skills, speaking has three important elements, namely, 1) language skills, 2) the ability to process the language itself and, 3) appearance. Appearance elements include 1) fluency, 2) accuracy and pronunciation and, 3) communication strategies.<sup>12</sup>

Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech. In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle excellent of social solidarity, of social ranking, of professional advancement and of

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<sup>12</sup> Tarigan. Henry Guntur. 1983. *Speak As A Language Skill*. Angkasa: Bandung.

business”.<sup>13</sup> It indicated that as one of the language skills, speaking should get the attention from teachers and learners because it played the important role in our society.

Meanwhile, Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”.<sup>14</sup> Therefore, as a language skill, speaking became an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

#### a. The Nature of Speaking

Johnson and Morrow (1981: 70) say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level<sup>15</sup>.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on

<sup>13</sup> Martyn Bygate, *Language Teaching: A Scheme for Teacher Education*; Speaking, (Oxford: Oxford University Press, 1997), p.viii

<sup>14</sup> JO Mc Donough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne:Blackwell Publishing, 2003), p.134

<sup>15</sup> Johnson, K. and Morrow, K.E. 1981. *Communication in The Classroom: Handbooks for Teachers’ series*. London: Longman.

how much they feel they have improved in their spoken language proficiency<sup>16</sup>.

Cameron (2001: 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor, 006: 139). In brief, learners need to know how to use the language in context<sup>17</sup>.

Finocchiaro and Brumfit (1983: 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation<sup>18</sup>.

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensiti the person to whom they speak and also the situation in

<sup>16</sup> Richards, Jack C. 2008. Teaching Listening and Speaking: From Theory to Practice: Cambridge: Cambridge University Press.

<sup>17</sup> Cameron, Deborah. 2001. Working with Spoken Discourse. Oxford: SAGE Publications, Ltd.

<sup>18</sup> Finocchiaro, M., & Brumfit, C. 1983. The Functional-Notional Approach from Theory to Practice. Oxford: Oxford University Pers, Inc.

which the conversation takes place. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses.

## b. Types of Spoken Language

Nunan in Brown suggests types of spoken language shown in the following figure:<sup>19</sup>

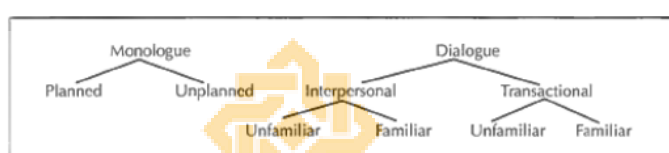


Figure 1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption - the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long “stories” in conversations, for example) exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

<sup>19</sup> Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Longman

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for whose purpose are to convey propositional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an “eavesdropper”. In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning. Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarly, “familiar” participants may share very little common knowledge on a

particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

### c. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown (2001: 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.<sup>20</sup>

#### 1) Pronunciation

Based on Longman Dictionary (2000: 429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak.<sup>21</sup> To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

#### 2) Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically.<sup>22</sup> It means that fluent speaker should be able to speak quickly and automatically.

#### 3) Vocabulary

<sup>20</sup> Brown, H. Douglas. 2001 ( 168 )

<sup>21</sup> Johnson, K. and Morrow, K.E. *Communication in The Classroom: Handbooks for Teachers' series*. London: Longman

<sup>22</sup> Kim, Lee Su. 1995. Creative Games for the Language Class. 'Forum' Vol.33 No. 1, January-March 1995



Based on Longman Dictionary (2002: 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something.<sup>23</sup> To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

#### 4) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary<sup>24</sup> (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

#### d. Problems in Speaking

Brown (2001: 270-271) suggests some causes that make speaking difficult as follows<sup>25</sup>:

- 1) Clustering Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- 2) Redundancy The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
- 3) Reduced Forms Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who

<sup>23</sup> Richard, Jack, C & Richard W. Schmidt, 2002, *Longman Dictionary of Language Teaching and Applied Linguistics*, Longman

<sup>24</sup> Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. London: Longman.

<sup>25</sup> Brown (2001: 270-271)

don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

- 4) **Performance Variables** One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* one of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.
- 5) **Colloquial Language** Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- 6) **Rate of Delivery** Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
- 7) **Stress, Rhythm, and Intonation** This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

- 8) Interaction learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

### 3. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. There are five components are generally recognized in analyzing the speech process.<sup>26</sup>

#### a. Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>27</sup> The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

#### b. Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary.<sup>28</sup>

Grammar is the sounds and the sound patterns, the basic units of

<sup>26</sup> Harmer, J. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman

<sup>27</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), .343.

<sup>28</sup> Martin Bygate, *Language Teaching: A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), .3.

meaning, such as words, and the rules to combine them to form new sentences.<sup>29</sup> Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

The word grammar has several meanings and there is no universally accepted definition on it. As stated by Celce Murcia and Larsen Freeman, Grammar is a way that accounts the structure of the target language and its communicative use<sup>30</sup>. we will need to take into consideration how grammar operates at three levels; the subsentential or morphological level, the sentential or syntactic level, and the suprasentential or discourse level.

According to James D. Williams, Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions.<sup>31</sup> It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules”. Although the descriptions of grammar mentioned above are different, the goal is basically equal that “grammar is a description of how elements of a language are systematically combined”.

### c. Vocabulary

<sup>29</sup> Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York:Harcourt Brace College Publishers, 1998), 14

<sup>30</sup> Celce-Murcia, and Diane L, F. 1983. *The Grammar Book: an ESL/EFL Teacher’s Guide*. (Newbury: Heinle & Heinle Publishers,1999),2

<sup>31</sup> James. D William, *The Teacher’s Grammar Book*. (New Jersey: Lawrence Erlbaum Associates, Publishers,2005)

Building the vocabulary is important for a person who is learning a language. We demand to know vocabulary when we want to communicate and express our ideas. Without knowing vocabulary, we cannot use the language either orally or written and we will not understand what other people are meant. Vocabulary is total number of words in a language.<sup>32</sup> Vocabulary also defines as all the words that a person knows or uses in a particular language.<sup>33</sup> In addition, vocabulary refers to a list or a set of words for a particular language or a list of words that individual speakers of a language might use.<sup>34</sup> It means that vocabulary take part of language and it is spoken by speakers of language.

Vocabulary is basic to communication. I acquires do not recognize the meanings of the key words used by those who adress them, they will be unable to participate in the conversation.<sup>35</sup> Vocabulary is a language area that needs continued growth and development for native and non-native speakers. In the second language context, although it is very easy to use the method for vocabulary instruction, recognize vocabulary as an area of improving importance, one which merits systematic attention in classroom.

<sup>32</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 1995), 465.

<sup>33</sup> Hornby, *Oxford Advanced Learner:Dictionary of Current English* (New York: Oxford University Press, 1986), 15.

<sup>34</sup> Hatch and Brown, *Vocabulary, Semantic, and Language Education* (New York: Cambridge University Press, 1995), 1.

<sup>35</sup> Stephen and Tracy, *The Natural Approach: Language Acquisition in the Classroom* (San Fransisco: Alemany Press, 1983),155

Vocabulary is all the words in a language that a person knows or uses in learning a foreign language. Vocabulary is an area which so important in learning foreign language and it deserves praise attention in classroom. A curriculum with a comprehensive vocabulary component should include opportunities for explicit learning as well as implicit learning. Students need to develop independent learning strategies that will allow them to expand their vocabularies both in and out of the classroom. Without a commitment to vocabulary instruction, the English for Specific Learners students will find themselves at a “loss for words,” and it makes them unable to function sufficient in the second language contexts.

The student knowledge and educational expectations must determine which techniques are can use when they are needed, and to know what extent they are needed to use. If these constrain prevent a simple guideline for applying vocabulary learning techniques, which is perhaps as it should be. Teaching is an art, and vocabulary instruction would appear in teaching and learning foreign language. As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.<sup>36</sup> It is clear that limited vocabulary mastery makes conversation virtually impossible.

#### d. Fluency

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<sup>36</sup> Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>37</sup> Meanwhile, according to Gower, fluency can be thought of as ‘the ability to keep going when speaking spontaneously’.<sup>38</sup> When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.<sup>39</sup>

For oral communication certainly requires a subject to respond to speech as well as to initiate it. The five factors of speaking skill above have important role in speaking. By mastering all the factors, people can produce good speech.

#### 4. Teaching Speaking

According to Harmer (2007: 345), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the

<sup>37</sup> David Riddell, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

<sup>38</sup> Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

<sup>39</sup> Richards, Jack C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press

students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential.

#### a. Principles for Designing Speaking Techniques

Brown<sup>40</sup> suggests some principles for designing speaking techniques as follows:

- 1) Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies.

#### b. Types of Classroom Speaking Performance

Brown<sup>41</sup> suggests some types of classroom speaking performance as follows:

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<sup>40</sup> Brown, H. Douglas. 2001. Principle of Language Learning and Teaching, 2nd Edition. Prentice-Hall, inc.

<sup>41</sup> Brown, H. Douglas. 2001. Principle of Language Learning and Teaching, 2nd Edition. Prentice-Hall, inc.



1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

### 5) Interpersonal (dialogue)

The other form of conversation was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

### 6) Extensive (monologue)

Finally, students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

## 5. Public speaking

### a. The Nature of Public Speaking

Public speaking comes from the words public and speaking; in the oxford dictionary public means group of people who share an interest or those who are involved in the same activity while speaking means talking by using voice (using the words to convey the information, expression, giving direction or sharing thought and feeling). Public speaking is a part of human activities, it refers to speaker's action as the centre of communication process, addresses the audiences consecutively; like presentation, speech, demonstrating ideas, work reports, teaching, promoting product and other intention.<sup>42</sup>

It was also written that public speaking is a process of structured

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<sup>42</sup> Lewis, S. R. (2008). *Speaking With Confidence*. Nevada. The University of Nevada.

speaking to certain group with certain purpose to give the information, to pursue, to influence or to entertain the audiences.

Some experts like Lucas has defined the term of public speaking, he argued that public speaking is a way of sharing someone ideas to other people and to influence them.<sup>43</sup> While Yin wrote that public speaking is the act, the art, or the process of making effective speeches before audiences<sup>44</sup>. Schreiber and Hartranft defined public speaking as the act of delivering a speech in front of a live audience<sup>45</sup>. Almost the same with Schreiber and Hartranft, Yee and Abidin stated that Public speaking is having a speaker to stand before audiences to deliver a speech in a structured manner<sup>46</sup>. In addition, Petek argued that public speaking is the production of homological spoken discourse designed for a wider or narrower public; it also can be included into communication where there is a process of transmitting the message (spoken or written) and the process of receiving the message (listen or read).<sup>47</sup>

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KIAI HAJI ACHMAD SIDDIQ  
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<sup>43</sup> Lucas, S. E. (2009). *The Art Of Public Speaking Tenth Edition*. The Mc Graw Hills Company.

<sup>44</sup> Li, Y., Gao, Y., & Zhang, D. (2016). To Speak Like a Ted Speaker - A Case Study of a Ted Motivated English Public Speaking Study in EFL Teaching. *High Education Studies*, 53.

<sup>45</sup> Schreiber, L., & Hartranft, M. (2013). *Introduction to Public Speaking*. The Public Speaking Project. A creative commons attribution-noncommercial purposes.

<sup>46</sup> Yee, K. M., & Abidin, M. J. (2014). The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety. *International Journal on Studies in English Language and Literature (IJSELL)*, 127—145.

<sup>47</sup> Petek, T. (2007). *Criteria for Public Speaking Planning – Characteristic of Language Learning*. Slovenia: Pedagoška fakulteta, university of Ljubljana, Slovenia. Retrieved from <https://www.dlib.si/stream/URN:NBN:SI:DOC.../PDF>

Globally, it can be concluded that public speaking is an activity of delivering a message from the speakers to audiences with formal and informal presentation in the public domain with the certain purposes.

### **b. The purpose of public speaking**

Before we speak in front of public, we must decide what we speak for and what the purpose of the speech. The purpose of the speech is like a lens in the camera; when the focus is good, the picture will be clear to see<sup>48</sup>. So, determining the purpose of the public speech will make the speakers focus on the target, grabbing the audience's interest and understanding what the audiences want and need. Moreover, the purpose of the speech will also help speaker to choose the best presentation style<sup>49</sup>.

To be more clearly in stating the aim of public speaking, the speakers should be able to determine the general and specific purposes of public speaking. Commonly, the general public speaking purposes are to inform, to persuade and to entertain. Those general purposes of public speaking can be implied into informative speech and persuasive speech based on their intention<sup>50</sup>, they are:

#### 1) The Informative speech (to inform)

It is used to deliver the information or knowledge and understanding through describing, explaining the objects, process,

<sup>48</sup> Julijanti, D. M., & quraisyin, D. (2012). Buku Ajar Public Speaking. Madura: Universitas Trunojoyo.

<sup>49</sup> Nikitina, A. (2011). Successful Public Speaking. Arina Nikitina & Ven tus Publishing ApS.

<sup>50</sup> Lucas, S. E. (2009). The Art Of Public Speaking Tenth Edition. The Mc Graw Hills Company.

concepts, event and issue accurately and clearly without trying to advocate the cause. This speech is useful to comment, to compare, to contrast and to personalize something from speaker's side with vivid words to facilitate the audiences with speaker's experiences. It is like a teacher presentation in front of their students.

2) The persuasive speech which was named as rhetoric (to persuade)

Persuasive speech is used to persuade, to create, to reinforce and to change people's belief, action, attitudes, feelings or values by delivering persuasive message and critical thinking. In careers, persuasive speech is important as a way to convince and to get the trust of the customers about the speakers, the company or the products. Persuasion is also used to deliver religious speech which motivate and guide the followers with religious values. It is like the preachers motivate people to be good followers in certain religion, or in political speech.

Julijanti and quraisyin has added some speech purposes<sup>51</sup>, they are :

3) Argumentative Speech (to convince)

The speech which is aimed to convince the listeners about certain things or certain matters which is usually important for people's life. Its often about the hot topics and they encourage the listeners to change their opinions or point if views on a certain topic.

When deliver an argumentative speech, the speaker must be careful

<sup>51</sup> Julijanti and quraisyin (2012, pp. 28—29)

to use the facts rather than emotions to support the chosen claims and to avoid the bias. At the first part of the speech, it shows the problem, then the next part is a proof of the problem and the suggestion after that. The speech conclusion will offer the audience to find their own decision or solution based on the speech they have followed. The sample topic of the speech likes the important of keeping our environment to minimize global warming, time management is significant for your success, etc.

#### 4) Descriptive Speech ( to describe, to entertain)

This speech is purposed to describe the certain situation or to narrate an object, event or phenomenon which visualize the image. Descriptive speech contains no overt conflict. This speech is little different with others, usually speech for special occasion is brief, natural, tried to adapt with the situation and strengthen the bonds between the speaker and audiences through stories or experiences. It is usually an exchange of experience between the speaker or audiences, it is like sharing past experiences, memorable events, interesting story in wedding party or in other informal occasions. Sometimes, descriptive speech also contains of instructions or the terms and imperative sentence to give the instruction or suggestion. its basic concepts are description, detail instruction, piece of advice and useful recommendation. The sample of this speech, such as

inauguration, wedding, graduation, funerals, receiving award, commemorative or celebration events, etc.

### c. The Benefit of Public Speaking

Public speaking is the science of speech in front of the public, daring to speak in public, spoke in front of the public/people/General is an activity that is basically done in the framework of communication.<sup>52</sup>

The researcher believe most of people from the age of nine years old they have found themselves in a situation where they have had to speak in front o public. However, introduce the self in class or tell the assignment from teacher it doesnot mean make the people to be publis speaker.Public speaking is one of the most feared things for many people in fact, some people fear to speak in front of public higher than fear to the death. It disturb researcher mind because that people are more afraid of ten minutes in front of a group of people than they are of the great unknown.

Public speaking is one of English oral competence needs by every people in the world. It is an art of communication where the speakers use to inform, to explain, to influence, to persuade, to educate, to change the opinion, to motivate or to solve a problem among certain groups or world's society with their own styles.<sup>53</sup> It is involving mentality, emotionally and physically. Public speaking is an intellectual and practical skill and listed as one of people core's skill, because

<sup>52</sup> Zuhri, S. 2010. Public Speaking. Jogjakarta: Graha Ilmu

<sup>53</sup> Schreiber, L., & Hartranft, M. (2013). Introduction to Public Speaking. The Public Speaking Project. A creative commons attribution-noncommercial purposes.

communication skills are critical for intellectual development, career life and civic engagement. It becomes a prominent skill in facing the current ages where people need to build interaction worldwide and universally applicable to all types of major and occupations especially for job seekers. Schreiber and Hartranft divided public speaking into three categories based on its benefit in personal life, professional life and public affairs.

#### 1) Personal life

In personal life, public speaking has an important role as follows:

- a) Public speaking gives a feeling of self confidence in front of other people.
- b) Public speaking helps to diminish the speaking anxiety or speech apprehension through some experiences in performing public speaking on the stage.
- c) Public speaking gives a chance to express speaker's feeling in some special moment like congratulation speech in wedding party, thankful speech in awards event, or eulogy in funeral moment.
- d) Public speaking can be used to give advice that maybe useful for other people life<sup>54</sup>.

While Nikitina argued that for people's personal life, public speaking has benefits, such as: to show one's personal competence

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<sup>54</sup> Schreiber and Hartranft (2013, pp.1— 2)



such as leadership, intelligent and writing skill, to increase a confident, to improve communication skill, to increase organization skill, to greater social influence , to enhance ability in listening, reading and writing, to meet new people, to diminish the anxiety and becoming more definite in speaking in front of people, to improve memory , to control emotion and gesture or body language, to appreciate time management and to cultivate the voice (tone, speech rate, volume)<sup>55</sup>.

Zarefsky argued that public speaking also has some benefits for speakers, they are: learning essentials skills, such as reading, observing and thinking critically; learning in selecting what to say; learning to present skilfully by using effective language, learning in responding other's reaction.<sup>56</sup>

## 2) Professional life

The ability to make good communication through delivering effective ideas (to persuade, to build, to support, to negotiate, and to speak effectively) is a part of professional services in people's career. Schreiber and Hartranft added that 70% of jobs today involves public speaking. It is very crucial because the economy shift from manufacturing today needs the ability to communicate well. The ability to communicate effectively shows that the potential employees especially when they get job interview and

<sup>55</sup> Nikitina (2011, p. 9)

<sup>56</sup> Zarefsky, D. (2012). Public Speaking: Strategies for Success. Pearson.

performances<sup>57</sup>. Moreover, the ability to write presentations and to perform attractively will give positive impact to show the leadership skills, and it will support future career like getting promotion. Public speaking is also useful to support people academic learning and to motivate the workers.

Public speaking is a right way for leaders to show their leadership skill especially to motivate or to instruct their subordinates effectively. The communication between the leaders and the subordinates will be harmony, therefore they are able to work together in realizing the company's target. Julijanti and quraisyin argued that public speaking is not only useful to ease the communication between the leaders and the staff in one organization, but also effective to open the communication among people in one organization, it will create conducive situation in that organization, it will influence people to follow the speaker's ideas as well as to give information and to entertain others.<sup>58</sup>

### 3) Public

In public domain, public speaking is important in creating and sustaining a society. It is also useful in some areas like politic and democracy. According to Schreiber and Hartranft, learning public speaking helps people to listen more carefully and to use

<sup>57</sup> Schreiber and Hartranft (2013, p. 4)

<sup>58</sup> Julijanti and quraisyin (2012, p. 23)

critical thinking and reasoning more effectively.<sup>59</sup> They will allow to solve public dilemmas like segregation, women's right, environmental protection including animals and forests. Nikitina argued that for public, public speaking will use as a bridge among certain groups of world's society, engage democracy, experience in many cultures and respect to differences.<sup>60</sup>

## 6. Public speaking to improve speaking skill

Speaking activities and speaking practice in the classroom should enable students to gain experience using all the "prerequisites" for effective oral communication. What make the classroom activity useful for speaking practice? the most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicate goal in mind. One of the ways to encourage students to improve their speaking skill is by using public speaking program.

Public speaking is a process and acting art of making a speech before an audience.<sup>61</sup> Then from the definition above the writer could understand that it is the process and the acting art is making a good speech in front of many audiences, and to be a good speaker should have an interesting topic as the material of speech, cause a good topic is one of art in

<sup>59</sup> Schreiber and Hartranft (2013, p. 4)

<sup>60</sup> Nikitina (2011, p. 8)

<sup>61</sup> Nikitana, Arina. (2011). Successful public speaking. Academic transfer.

doing a speech, so has good planning and a good step in arranging the sentences.

Public Speaking program should be followed by all members at Al Ishlah Islamic Boarding School, for the students said (muhadoroh) in their language for easy in listening because when the writer asks Public Speaking there are some students still confused about what is the meaning, but when the writer said "muhadoroh" all of them understand the writer purpose. Then the writer interviews with basic language as they know.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research approach used a qualitative approach, with a type of qualitative descriptive research. Qualitative research is research that intends to understand the phenomenon of what is experienced by the object of research. for example, behaviour, perceptions, motivations, actions, etc. In the form of words and language, in a special context that is natural and utilizes various natural methods.

Then what is meant by qualitative descriptive research is a research that produces data in the form of words, images, not numbers. According to Margono, the type of qualitative descriptive research seeks to provide systematically and accurately, actual facts and the nature of certain research subjects.

This study used a qualitative research approach with a qualitative descriptive type because the researcher wanted to describe systematically and carefully about the implementation of public speaking program to improve student's speaking skill at third class in Al Ishlah Islamic boarding School.

#### B. Research Location

The location of the study showed where the research was to be conducted. The research location is an area with clear boundaries so as not to

cause obscurity.<sup>62</sup> The location of this research is Al Ishlah Islamic Boarding School, where the teacher teaching speaking skill.

### C. Research Subject

Determination of informants in this study used purposive sampling. Purposive sampling method is a technique of sampling data sources with certain considerations. Certain considerations such as the person who is considered to know the best about what we expect, or maybe he is the ruler so that it will facilitate researcher to explore the object / social situation under study.<sup>63</sup>

According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who had specific knowledge about the topic being studied/ the type of purposive sampling that a researcher may decide to use depends on the purpose of the study.<sup>64</sup> It means in this research, researcher choose the subject according to the need and purpose of the research.

In this research, the researcher used third grade of KMI Al Ishlah which consist of 28 students. In the subject of the study reported data sources and types of data, Arikunto explained that data is the source from which data is obtained<sup>65</sup>. While according to Lofland in Moleong explained "The source of data in qualitative research consists of two kinds, namely human and non-

<sup>62</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 46.

<sup>63</sup> Sugiyono, *Metode Penelitian Pendekatan Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2017), 85.

<sup>64</sup> Marguerite, Et.Al, *Methods in Educational Research: from theory to Practice*, (San Fransisco: Jassey-Bass, 2006), 162.

<sup>65</sup> Arikunto, *Prosedure Penelitian Suatu Pendekatan* (Jakarta: Bumi Aksara, 2006), 232.

human sources. Non-human data in this study are written words and sources of data in the form of archives, school documents.<sup>66</sup> While human sources become informants are:

- a. English Teacher
- b. Manager of Education
- c. Students of Class three

#### **D. Data Collection Method**

This section explained how researcher collected data and explained the tools that used in data collection methods or tools and materials used in the research. Where researcher went directly to the field to explore data in accordance with the focus and purpose of the study. To get data that was relevant to the problems discussed in the study, the data collected must be representative. The accuracy in choosing a method allows objective data to be obtained that is very supportive in the research. While data collection is observing the variables to be examined by interview, observation, and so on.<sup>67</sup>

The techniques used in collecting data in this research are as follows:

##### **1. Observation**

Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are limited value or difficult to validate. For example, in interviews participants may be asked about how they behave in certain situations but

<sup>66</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remadja Karya, 1989), 157.

<sup>67</sup> Arikunto, *Prosedure Penelitian Suatu Pendekatan* (Jakarta: Bumi Aksara, 2006), 232.

there is no guarantee that they actually do what they say they do. Observing them in those situations is more valid: it is possible to see how they actually behave. Observation can also produce data for verifying or nullifying information provided in face to face encounters.<sup>68</sup> In this case, the researcher used non participant observations where the researcher was not involved and only as an independent observer.

The data that the researcher wanted to get in this observation are:

- a. Implementation of public speaking program in teaching speaking skill at class three.
- b. Active participation students of class three during the learning process
- c. Supporting factors and inhibiting factors faced by the teacher when the process of teaching learning process.

## 2. Interview

Through interview techniques, researcher can stimulate respondents to have a broader insight into their experience. By interviewing the researcher can explore important questions that have not been thought of in his research plan.

The researcher used a type of semi-structured interview, namely the researcher had made an instrument as a guideline when conducting interviews, but the implementation of the interview was not bound by the guidelines and was more free and open.

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<sup>68</sup> Beverly Hancock, dkk, An introduction to Qualitative Research (Nottingham: The NIHR RDS, 2009), 18.



The data that the researcher wanted to obtain using interview techniques are:

- a. The student motivation in public speaking program.
- b. Response from students while teaching speaking skill.
- c. Student's value improve from the previous value.
- d. The achievement of their speaking skill after teaching and learning process.
- e. The supporting factors and inhibiting factors experienced by manager of education when program of public speaking in the forum.

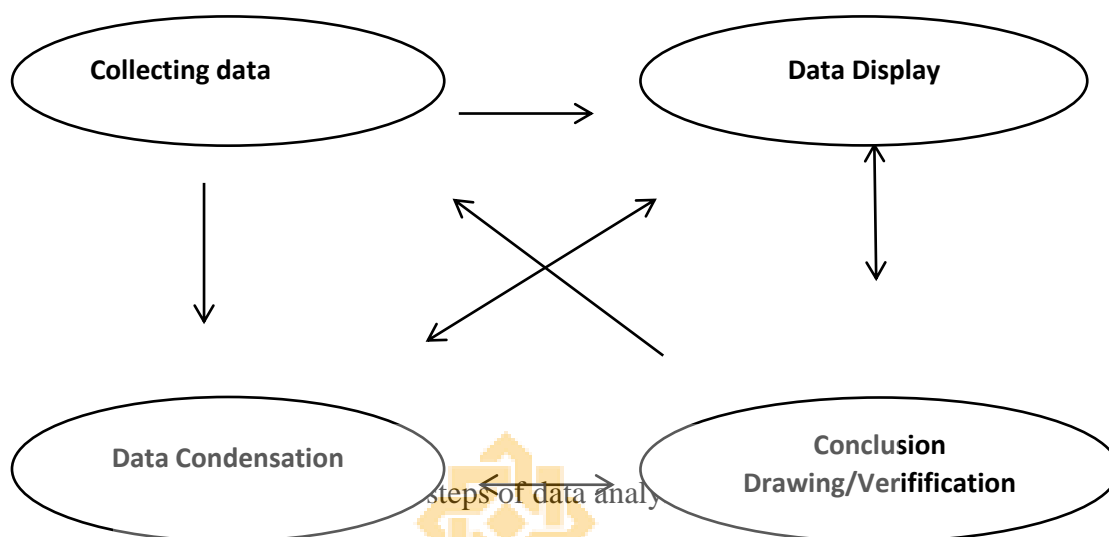
### 3. Documentation

By using documentation techniques, the researcher would be able to attach evidence supporting the research. The data that the researcher want to obtain with documentation techniques are:

- a. History of Al Ishlah Boarding school
- b. Profile of Al Ishlah Boarding school
- c. Teacher
- d. Students
- e. Photos of public speaking program
- f. Photos of teaching and learning activities in the classroom
- g. Photos of interview activities

### **E. Data Analysis Method**

This study uses data analysis developed by Miles and Huberman that is analysed data by four steps:



### 1. Collecting data

First step is collecting data. Researcher would collect information from all the relevant sources to find answer to the research problem. researcher had to act selectively, that was, determining which dimensions are more important, relationships which ones might be more meaningful, and as a consequence, what information which can be collected and analyzed

### 2. Data Condensation

Data Condensation referred to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.<sup>70</sup> In this study described as follows:

<sup>69</sup>Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (United States of America: Arizona State University, 2014), 10

<sup>70</sup>Ibid, 10.

a. Selecting

According to Miles and Huberman, researcher had to act selectively, that is, determining which dimensions are more important, relationships which ones might be more meaningful, and as a consequence, what information which can be collected and analyzed.<sup>71</sup>

b. Focusing

Miles and Huberman state that focusing data was a form of pre-analysis. At this stage, researchers focus on data related to the formulation of research problems.<sup>72</sup> This stage is continuation of the data selection stage. Researcher only limit databased on the formulation of the problem.

c. Abstracting

Abstraction is an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. On this stage, the collected data is evaluated, especially those that have been collected evaluated, especially those relating to the quality and adequacy of data. In this research, researcher collected

d. Simplifying and Transforming

The data in this study are further simplified and transformed in various ways, namely through rigorous selection, through summary or brief description, classifying data in one broader pattern, and so on.

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<sup>71</sup> Ibid, 11

<sup>72</sup> Ibid, 11

### 3. Data Display

The next step is to present the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, tables, graphs and it's like. Thus it will be easier to understand what is happening and can plan further work based on what has been understood.

### 4. Conclusion Drawing

The last step is the stage of drawing conclusions based on findings and verifying data. As explained above, the initial conclusions put forward are still temporary and will change if strong evidence is found to support the next stage of data collection. This process of obtaining evidence is called data verification. If the conclusions expressed at the initial stage are supported by strong evidence in a sense consistent with the conditions found when the researcher returns to the field, the conclusions obtained are credible conclusions.

### F. Data Validation

In terms of checking the data validation, the researcher used a triangulation technique, which was interpreted as a technique for checking the data validation that used something else.<sup>73</sup>

The researcher used source triangulation techniques and methods to test the data validation.

There are five steps, namely:

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<sup>73</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remadja Karya, 1989), 330.

1. Comparing observational data with the results of interviews

In the interview to English Public Speaking Class students of *Kulliyatul Muballighien Al Islamiyah*, some of them used Indonesian spoken language which cannot be translated word by word into English. In this case, the researcher used his interpretation and tried to change Indonesian informal language into formal English.

2. Comparing with what people say in public with what is said personally.

The researcher compared the categories or patterns across the researcher's different sets of data to see whether they say the same thing or whether there are contradictions that the researcher can highlight.

4. Comparing what people say about the research situation with what is said all the time.

The researcher compared the categories or patterns across the researcher's different sets of data to see whether it say the same thing or whether there are contradictions that the researcher can highlight.

5. Comparing the situation and perspective of someone with various opinions and views of others.

The researcher thinks deeply about what the data are saying by reflecting beyond the immediate surface details. Then, started comparing situation, identifying connections, and developing explanations about what the research means at the broadest level.

6. Comparing the results of interviews with the contents of a related document.

The researcher thinks about how the researcher could present the research and what the researcher had found to tell others. Then, the researcher considered how the researcher would organise the whole ‘story of the research’ from beginning to end and not just the analysis and findings.

### G. Research stages

In this section, the research implementation plan will be carried out by researchers, starting from preliminary research, design development, actual research, and report writing.<sup>74</sup>

The research stages consist of pre-field stages, field work stages, and data analysis stages.

#### 1. Pre-field stage

There are several stages of activities that researcher must do, in this stage one consideration is added the needs to be understood, namely research ethics in the field in the activities and considerations described below:

- a. Prepare research designs
- b. Select the research field
- c. Take care of licensing
- d. Explore and assess the field

Field assessments and explore assessments will be carried out well if the researcher has read in advance from the literature or knows through people about the situation and condition of the area where

<sup>74</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah* (Jember: IAIN Jember Press, 2015), 48.

the research was conducted. It is also expected that researcher can adjust to the circumstances of the research area.

- e. Select and use informants
- f. Prepare equipment
- g. The issue of research ethics

## 2. Stage of field work

- a. Understanding the background of research and preparation
- b. Enter the field
- c. Participate while collecting data

## 3. Data analysis phase

The data analysis phase is the last stage of the research process that was discussed in the previous chapter. At this stage the activities include:

- a. Data condensation
- b. Presentation of data.
- c. Conclusion Withdrawal.



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## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Overview of Research Object

##### 1. Geographical Location of Kulliyatul Muballighien Al Islamiyah

Based on the result of the research, the geographical location of Kulliyatul Muballighien Al Ishlah Al Islamiyah is located on Jl. Bondowoso 17-19, Grujugan District, Bondowoso Regency.

##### 2. Vision and Mission of Kulliyatul Muballighien Al Islamiyah

###### a. Vision

Become the best boarding school in education, *da'wah* and social based on qur'an and sunnah ash shohihah. Create right and smart generation with the real meaning sholeh, muslih, 'alim and 'amil<sup>75</sup>

###### b. Mission

- 1) Guiding the formation of *'aqidah shohihah, tauhid*, faith and *akhlakul karimah* for every students accordance with the values of Islamic teachings.
- 2) Raise awareness and responsibility of students and the form of *da'wah, amr ma'ruf* and *nahi munkar* by preparing *ma'lumat* diniyah and insight into *da'wah*, social and competitive life skills.
- 3) Teach students with academic knowledge and the right way of thinking according to a systemic and integrated curriculum.
- 4) Establish branch boarding school in every village/ district/ city/ regency/ province throughout Indonesia and abroad.

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<sup>75</sup> AD/ART IKMPB, 2018



- 5) Develop a synergistic relationship between the boarding school and the family in order to maximize the process and educational outcomes.
- 6) Create productive cooperative relationships between the boarding school and other institutions, government and the community.

## **B. Presentation of Data and Analysis**

Presentation of data and analysis is a part that contains a description of the results of research at Kulliyatul Muballighien Al Islamiyah, using data collection techniques of observation, interviews, and documentation. The data obtained is adjusted to the focus of the research that has been set namely the applying public speaking program to improve student's speaking skill for the third grade students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School. Then, researchers will present data generated from research that has been done.

Researcher was able to analyse the data in qualitative descriptive after collecting data by using interview, document review, and observation. Researcher described, elaborated and interpreted data so that became whole description

Researcher elaborated research findings based on the interview, document review, and observation as follows:

**1. How can applying public speaking program improve student's speaking skill for the third grade students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School**

The speech is the material including thoughts and ideas that delivered by the speaker which expressed verbally and non verbally. A good speech should be clear and easy to be understood by audiences, content of meaningful expressions, organized well, given interesting examples, given memorable phrases, and presented enthusiastically.

Teaching public speaking needs suitable strategy which can be applied efficiently. Choosing the right sources and method are very significant in order to get qualified teaching based on the need of the students, the teacher and the institution to accomodate the purpose of the learning process. The English public speaking teacher developed the method as follows:

a. Lecturing Strategy

As Lecturing is a teaching strategy that allows teachers to be active in transferring the knowledge, usually in a large group student, teachers usually present the material by using audiovisual to help them in transmitting information. In this case, teacher presents the way how to deliver the good speech.

The topic of speech in the material of public speaking was made by seeing the background of the learners as *Pesantren* students. The topic of the public speaking which was suggested related to religious

maters, moral, Muslim's behavior and Islamic daily roles. The teacher chose the topic like *The Character of Rasul, Five Pillars in Islam, The Roles of Pesantren*, and also the topic which was raised student's nationality.

Teacher explained about the informative speech, give detail explanation to students about what informative speech was. Teacher also taught the explanations about saying intentions by showing power point and gave samples:

*I'm going to present the speech entitled...*  
*I would like to present...*

#### b. Small Group Discussion

A teaching strategy that encourages the students to be active in speaking. By participating in a large group discussion, students can practice articulating their ideas and feelings as well as listen to other's perspective.

Teacher managed time to lead the discussion about the theme, the students began to discuss and asked the explanation they were confusing and other students responded. It gave time to the students to elaborate the problems before they deliver the speech in the speech weekly program.

#### c. Problem Solving

A teaching strategy enables students to work together in a team to solve themes given by the teacher. It also uses to solve real-life problems, to practice thinking critically, to practice speaking in front of

public through expressing their ideas, to increase motivation, to learn as a team work and to improve their fluency.

Furthermore, it makes theme easier to arrange and understand the given theme completely.

## **2. How can applying public speaking program improve student's fluency for the third grade students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School**

There are some ways to ensure the student's fluency and ready to deliver their topic in the weekly speech program, as follows:

### a. Preparing the speech

A competent speaker makes a good preparation before delivering the speech. Preparation and delivery are two main part of public speaking which determine whether it will be successful or not.

The students prepare the topic they will deliver based on the theme given by the teacher before. Ustadz Fahaz as the English teacher stated as follow:

“Students have to arrange the text by themselves. They can get the resources in the library or through the literature they got around. They have a week to compose it before check the reliability to their room conselor”

In addition, students also explained about composing the text, Ari as follows:

“Teacher gave the theme a week before, so we still have time to prepare it well. Even though we just have limited time.”<sup>76</sup>

<sup>76</sup> Ari, *interview*, Bondowoso, 7 september 2019.

Another student added about preparation, Gufron as follows:

“As long as I study at Kulliyatul Muballighien Al Islamiyah, I used to arrange the text together with my friends before asking approval from the room master.<sup>77</sup>”

According to the observation and interview elaborated above, researcher concluded that the preparations for composing English text speech were: 1) Giving theme, 2) Library documentation, 3) Room master approval. In addition, the students arrange the text with duration around 5-7 minutes.

b. CLI (Central Language Improvement) Approval

After composing the text, the students have to get approval from the chief of language section. To get it they have to read it fluently with minimum errors. And else the CLI will check their text whether grammatically or the diction used.

The student also explained about asking approval from the CLI,

Raihan said as follows:

“This is not an easy case. Not only revising the text but sometimes we have to repeat it two or three times to get the CLI signature. Otherwise we will be punish for not qualify to perform the speech.”<sup>78</sup>

The approval means to make the students prepare well for the speech. So they can perform best based on the theme given and the text that they have composed.

<sup>77</sup> Gufron, *interview*, Bondowoso, 6 June 2022

<sup>78</sup> Raihan, *interview*, Bondowoso, 6 June 2022

### c. Delivering Speech

After having approval from the CLI, students have to deliver the speech in front of others on the scheduled date. Instead of having self-confidence, students have to minimize their mistakes on pronunciation. When they perform on the stage, the teacher and also CLI will assess their fluency. If they didn't perform as expected, they have to repeat the same theme for the next week.

According to the observation and interview elaborated above, researcher concluded that the speech program at Kulliyatul Muballighien Al Ishlah Al Islamiyah was a structured program to improve the student's ability in speaking and confidence. And for time allocation was 5-7 minutes for delivering the speech.

### **3. How can applying public speaking program improve student's accuracy for the third grade students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School**

There are some ways to ensure the student's accuracy and ready to deliver their topic in the weekly speech program, as follows:

#### a. Preparing the speech

A competent speaker makes a good preparation before delivering the speech. Preparation and delivery are two main part of public speaking which determine whether it will be successful or not.

The students prepare the topic they will deliver based on the theme given by the teacher before. Ustadz Fahaz as the English teacher

stated as follow:

“Students have to arrange the text by themselves. They can get the resources in the library or through the literature they got around. They have a week to compose it before check the reliability to their room counselor”

In addition, students also explained about composing the text,

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<sup>79</sup> Ari, *interview*, Bondowoso, 6 June 2022.

<sup>80</sup> Raihan, *interview*, Bondowoso, 6 June 2022.

speech. So they can perform best based on the theme given and the text that they have composed.

c. English Teacher Approval

The speech text that have been composed by the students and qualify to be delivered should be check to the English teacher. This step is to ensure the accuracy of their pronunciation. Each student has to practice without seeing text immediately. The teacher will assess the accuracy of their speaking.

If there are mistakes the teacher will correct the pronunciation. After performing in front of the teacher, the students will have approval to deliver their speech on the stage at the weekly speech program.

d. Delivering

After having approval from the CLI, students have to deliver the speech in front of others on the scheduled date. Instead of having self-confidence, students have to minimize their mistakes on pronunciation.

When they perform on the stage, the teacher and also CLI will assess their fluency. If they didn't perform as expected, they have to repeat the same theme for the next week.

According to the observation and interview elaborated above, researcher concluded that the speech program at Kulliyatul Muballighien Al Ishlah Al Islamiyah was a structured program to improve the student's ability in speaking and confidence. Furthermore,



checking for the fluency and accuracy were done well to ensure that the students qualify to perform the speech.

#### **4. Evaluation Used by the Teacher in Speech Program at Kulliyatul Muballighien Al Islamiyah**

Researcher found that evaluation in speech program at Kulliyatul Muballighien Al Islamiyah was conducted right after the schedule done. It was explained by Ustadz Fahaz Zahru as the English teacher, as follows:

“I evaluated when students perform their speech then when approval process done.”<sup>81</sup>

According to observation and interview above, researcher concluded that evaluation in speech program at Kulliyatul Muballighien Al Islamiyah are direct evaluation. Evaluation was done after the delivered speech they have composed.

#### **C. Discussion**

This section will discuss the relationship between data that has been found in the field with relevant theories. Data obtained through interviews, observations and documentation will be analyzed through discussion of findings related to the theory. The discussion will be detailed according to the focus of research that has been determined to be able to answer the problems that exist in the field. This section was researcher's idea, the correlation between categorizes and dimensions, the findings and the previous findings, with interpretation and explanation in findings of field.<sup>82</sup>

<sup>81</sup> Fahaz, *interview*, Bondowoso, 6 Juni 2022.

<sup>82</sup> Tim Penyusun IAIN Jember, *Pedoman Karya Tulis Ilmiah* (Bondowoso: IAIN Press, 2018), 77.

## **1. Applying public speaking program to improve student's speaking skill for the third grade students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School**

According to finding section, researcher mentioned that the speech program were guided by: 1) Lecturing Strategy, 2) Small Group Discussion, 3) Problem Solving, 4) Evaluation. In addition, the sources of material are from library of any kind of literature around.

The speech program is arranged systematically according to some strategy applied. In order to make the strategy as reflection of the goal from student's speaking skill. The choosing of method should be in line with measure to choose content based on the course and related to Islamic norms or to raise sense of nationality.

According to the findings and theory above; researcher concluded that in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School, teachers applied the strategy to improve student's speaking skill. Because the method was relevance with the goal of speech program and student's necessity. In addition, the strategy was arranged in logic and systematic concept and sourced from authentic sources, characteristic of teacher master, and society. It determined the appropriation of strategy with the goal of speaking skill and the condition of students.

## 2. Applying public speaking program to improve fluency

According to finding section, researcher mentioned that the strategy used in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School to improve the fluency done by CLI started with giving weekly theme, correcting the students speech text, and delivering the speech at the stage.

There were some criteria which made the student pass the fluency checking and qualify to deliver their speech on the stage, they were<sup>83</sup>:

- a. Concordance between the theme given and the text.
- b. Minimize grammatical errors.
- c. Students able to minimize wrong pronunciation, not more than 10 mistakes.
- d. Duration of the speech between 5-7 minutes.

## 3. Applying public speaking program to improve student's accuracy

According to finding section, researcher mentioned that the strategy used in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School to improve the fluency done by CLI started with giving weekly theme, correcting the students speech text, and delivering the speech at the stage.

There were some criteria which made the student pass the fluency checking and qualify to deliver their speech on the stage, they were<sup>84</sup>:

<sup>83</sup> *Imas Kurniasih, Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30

<sup>84</sup> *Imas Kurniasih, Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30

- a. Concordance between the theme given and the text.
- b. Minimize grammatical errors.
- c. Students able to minimize wrong pronunciation, not more than 10 mistakes.
- d. Good intonation and tone
- e. Duration of the speech between 5-7 minutes.

#### **4. Evaluation Used by the Teacher Speaking Skill at Kulliyatul Muballighien Al Islamiyah**

According to finding section, researcher mentioned that evaluation in weekly speech program at Kulliyatul Muballighien Al Islamiyah was direct and oral evaluation, right after students delivering the speech or at the end of the program.

In evaluation, actually it was a kind of Diagnostic Evaluation. It is for looking for the cause of difficulty in learning, such as psychology background, physic, and student's social economy.

Based on the findings and theory above, researcher concluded that evaluation was very important factor in speech program implementation. Evaluation was necessary to assess how well and success the program based on the goal of learning.<sup>85</sup>

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<sup>85</sup> Harjanto, *Perencanaan Pengajaran* (Jakarta: PT Asdi Mahasatya, 2000), 283-284

## CHAPTER V

### CONCLUSION AND RECOMENDATION

#### A. Conclusion

Based on data analysis that was mentioned with observation, interview, and document review which have done at Kulliyatul Muballighien Al Islamiyah Of Al Ishlah Islamic Boarding School about the applying speech program to improve student's skill can be concluded, there are as follows:

1. the purpose of teaching speaking skill trough public speaking program are: Students are being able to have enthusiasm and seriousness in English learning.
2. The step of teaching speaking skill through public speaking program Strategy was about a.) lecturing from the teacher, b.) make small group discussion in the class and c.) problem solving.
3. The strategy of teaching speaking skill trough public speaking program are: a.) used to improve fluency was text correction by the CLI (central language improvement) b.) used to improve accuracy were correction by the CLI, c.) grammatical correction and pronunciations by the English teacher and delivering the speech on the stage at the weekly speech program
4. The evaluation of teaching speaking skill through public speaking program in weekly speech program at Kulliyatul Muballighien Al Islamiyah was direct and oral evaluation, right after students delivering the speech or at the end or the program. It was a kind of Diagnostic

Evaluation. It is for looking for the cause of difficulty in learning.

## **B. Recommendation**

### 1. English Training Centre

Researcher suggested the Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School to make teaching and learning process in speech program to be better and more innovative in order to achieved the goal of learning.

### 2. Teachers

Researcher suggested lecturers to apply learning and integrate some strategies in process of learning. Giving various theme that related to life, student hopefully to get more point about speaking skill.

### 3. Other researcher

Researcher suggested other researcher to make more deeply research.

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## STATEMENT OF WORK'S ORIGINALITY

The undersigned below :

Name : Abdul Aziz Nur Ibnu Sahal  
Student's Number : T20156065  
Study Program : English Education Department  
Faculty : Tarbiyah  
Institute : State of Islamic Studies UIN jember

Honestly declared this thesis which entitled "*The Implementation of Teaching Speaking Skill By Applying Public Speaking Program For The Third Grade Students in Kulliyatul Muballighien Al Islamiyah Of Al Ishlah Islamic Boarding School Grujugan Bondowoso in 2021-2022 Academic year* " Have been written by me does not contain the work or parts of the work of other people except those cited in the quotation and the references, as the scientific paper should.

Jember 20 June 2021

The writer

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Abdul Aziz Nur Ibnu Sahal

## RESEARCH MATRIX

Title	Variable	Sub Variable	Indicator	Data Source	Research Method	Problem
<p><b>Improving Student's Speaking Skill by Applying Public Speaking Program at The Third Grade in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School Grujugan Bondowoso 2021-2022</b></p>	<p>1. Speaking Skill</p> <p>2. Public Speaking Program</p>	<p>1. Fluency</p> <p>2. Accuracy</p> <p>3. Public Speaking Program</p>	<p>1. Pronunciation</p> <p>2. Intonation</p> <p>1. Grammar</p> <p>2. Diction</p> <p>3. Comprehension</p> <p>1. Writing Outline</p> <p>2. Organizing Ideas and Information</p>	<p>1. Main Source</p> <p>a. Head master</p> <p>b. English Teacher</p> <p>c. Central Language Improvement board</p> <p>d. Third grade Students</p> <p>2. Bibliography</p> <p>3. Documentary</p>	<p>1. Research area: Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School Grujugan Bondowoso</p> <p>2. Qualitative Research Approach</p> <p>3. Population and sampel with Purposive Sample</p> <p>4. Collecting Data Method:</p> <p>a. Observation</p> <p>b. Interview</p> <p>c. Documentary</p> <p>5. Data Analysis with Hiberman data Analysis</p>	<p>1. How is the purpose of teaching speaking skill trough public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school?</p> <p>2. How is the step of teaching speaking skill through public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school?</p> <p>3. How is the strategy of teaching speaking skill trough public speaking program for the third grade students in kulliyatul muballighien al islamiyah of al islah islamic boarding school?</p> <p>4. How is the evaluation of teaching speaking skill trough public speaking program for the third grade of Al Ishlah Islamic Boarding School?</p>

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Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor: B-3715/In.20/3.a/PP.009/06/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Satuan Pendidikan Mu`adalah (SPM) KMI Al-Ishlah  
Grujugan Bondowoso

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20156065  
Nama : ABDUL AZIZ NUR IBNU SAHAL  
Semester : Semester empat  
belas  
Program Studi :  
TADRISBAHASAI

NGGRIS

untuk mengadakan Penelitian/Riset mengenai Improving Student's Speaking Skill by Applying Public Speaking Program For the third Grade Students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School Grujugan Bondowoso in 2021-2022 Academic Year selama 5 ( lima ) hari di lingkungan lembaga wewenang Bapak/Ibu Mohlasin, S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02

Juni 2022

an. Dekan,

Wakil Dekan Bidang  
Akademik,



**MASHUDI**



معهد الإصلاح الإسلامي  
كلية المبلغين الإسلامية

**PONDOK PESANTREN AL-ISHLAH  
KULLIYATUL MUBALLIGHIEN AL-ISLAMIYAH (KMI)**

Jl. Raya KM 7 No 17-19 Dadapan Grujugan Bondowoso, 68261. Telp. (0332) 424027, 427320, Fax. (0332) 424027

## **SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : 0102/S-Ket/KMI-PA/PP.Al-Ishlah/VII/2022

Yang bertanda tangan di bawah ini,

Nama : MOHLASIN, S.Pd.I  
Jabatan : Mudier (Direktur)  
Unit kerja : Kulliyatul Muballighien Al-Islamiyyah (KMI) Al-Ishlah  
Alamat Unit Kerja : Dadapan, Grujugan, Bondowoso, Jawa Timur

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

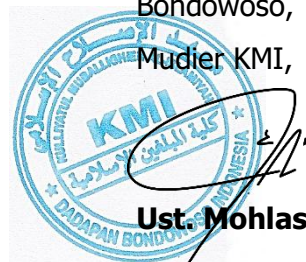
Nama : Abdul Aziz nur ibnu sahal  
NIM : T20156065  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Perguruan Tinggi : Universitas Islam Negeri Jember

Telah selesai melakukan penelitian di KMI Putra Al Ishlah pada tanggal 10 Juni 2022 " dengan judul "Improving Student's Speaking Skill by Applying Public Speaking Program For the third Grade Students in Kulliyatul Muballighien Al Islamiyah of Al Ishlah Islamic Boarding School Grujugan Bondowoso in 2021-2022 Academic Year"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bondowoso, 17 Juni 2022 M.

Mudier KMI,



**Ust. Mohlasin, S.Pd.I**

## DOCUMENTATION

### 1. Practical public speech



### 2. Lecturing class by teacher and manager of silah



### 3. Evaluation



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## CURICULUM VITAE



Name : Abdul Aziz Nur Ibnu Sahal  
NIM : T20156065  
Place, date of birth : Jember, 08 february 1997  
Gender : Male  
Address : Glagahwero Kalisat Jember  
Faculty : Education and Teacher Training  
Major : English Education Departement  
Email : [Azizibnusahal35@gmail.com](mailto:Azizibnusahal35@gmail.com)

### Educational Background

TK AISYIYAH (2003)  
SDN Kalisat 01 (2009)  
KMI Al Ishlah Bondowoso (2012)  
MA Al Badri Gumuksari (2015)

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