

**THESIS**

**“THE USE OF SPEECH ACTIVITY IN TEACHING SPEAKING SKILL  
AT INTENSIVE PROGRAM OF UPT P2B INSTITUTE AGAMA ISLAM  
DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022”**



**By:**

**MAWAHDATUL FITRIYANI**

**NIM: 18112210040**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ISLAMIC INSTITUTE OF DARUSSALAM  
2021/ 2022**

**THESIS**

**“THE USE OF SPEECH ACTIVITY IN TEACHING SPEAKING SKILL  
AT INTENSIVE PROGRAM OF UPT P2B INSTITUTE AGAMA ISLAM  
DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022”**



**By:**

**MAWAHDATUL FITRIYANI**

**NIM: 18112210040**

**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ISLAMIC INSTITUTE OF DARUSSALAM  
2021/ 2022**

**THE USE OF SPEECH ACTIVITY IN TEACHING SPEAKING SKILL AT  
INTENSIVE PROGRAM OF UPT P2B INSTITUTE AGAMA ISLAM  
DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022**

**THESIS**

Presented to the Faculty of Education and Teacher Training in a Partial  
Fulfillment of the Requirement for the Degree of Strata 1 in English Education  
Department.

**BY**

**MAWAHDATUL FITRIYANI**

**NIM. 18112210040**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**ISLAMIC INSTITUTE OF DARUSSALAM**

**BLOKAGUNG BANYUWANGI**

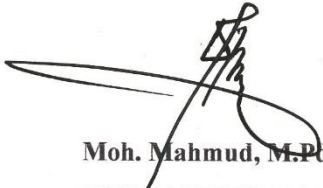
**2022**

## ADVISOR APPROVAL SHEET

This is to certify that the thesis of **Mawahdatul Fitriyani** has been approved by the advisor for further approval by the board of examiners.

Banyuwangi, 18<sup>th</sup> April 2022

Advisor,



**Moh. Mahmud, M.Pd**  
NIPY 3150506057801

**AGREEMENT**

This is to certify that the thesis of **Mawahdatul Fitriyani** has been approved by the board of examiners.

Banyuwangi, 18<sup>th</sup> April 2022



**Dr.Hj. Zumala Dwi Andriani, SS.MA**  
NIPY. 31507221218401

Examiner 1



**Adib Ahmada, M.Pd.**  
NIPY.3150980068601

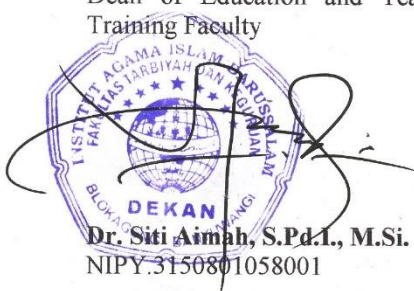
Examiner 2



**Faiqotur Rizkiyah, M.Pd.**  
NIPY. 3151710129201

Examiner 3

Acknowledged by  
Dean of Education and Teacher Training Faculty and Head of English Education Department



**Dr. Siti Aimah, S.Pd.I., M.Si.**  
NIPY.3150801058001



**Dr. Zulfi Zumala Dwi Andriani, MA.**  
NIPY 3150722128401

## DECLARATION OF OUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : Mawahdatul Fitriyani

NIM : 18112210040

Study Program : English Education Department

Adress : Palembang, South Sumatera

Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledge, the word of any person.
- 3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal conquences that imposed to me.

March, 18 2022



Declator,



Mawahdatul Fitriyani

## **DEDICATION**

1. Praise the presence of Allah SWT who has given grace, taufiq and guidance to us all, this thesis I offer to:
2. My beloved wonderful, my light in this life my parents Zaidi, S.Pd and Dahlia for patiently loving praying, motivating, supporting, advising, and guiding everlasting.
3. My beloved wonderful all my siblings, three brothers and four sisters that always give me spirit, motivating, praying and everything everlasting.
4. My great teachers, you are the light that guide my life thank you for all you have given to me without you I cannot do anything.
5. All my friends in arms TBIG 2018 full of struggle, working on thesis and thanks for supporting, sharing, cheering up, disturbing, laugh and motivating.

## ABSTRACT

**Fitriyani Mawahdatul, 2022.** *The Use of Speech Activity in Teaching Speaking Skill at Intensive Program of Upt P2b Institute Agama Islam Darussalam Blokagung In Academic Year 2021/2022.*

**Keyword:** Speech Activity, Speaking Skill

Speech activity is one matter of Intensive Program from UPT P2b, especially explaining about how to have good speech, the function of speech, form of speech etc. this matter is appropriate about speech in Front of public. The researcher is aimed at describing The Use of Speech Activity in Teaching Speaking Skill how the learning process in the class.

The objective of the researcher was to described all the process when speech activity learning in the class. This research used qualitative method. The object of the research is the students of ESY B Class 2021 with the total 42 students.

The researcher collected the required data through interview observations, related libraries and documentations, from the directly observation the researcher found what the student did in speech activity learning process: 1). Students choose the topics and theme of speech from teacher, 2). Students make the text, 3). Students explain about their speech text, 4). Students practice in front of their friends, 5). Students answer the question from teacher about their text.



## ABSTRACT

**Fitriyani Mawahdatul, 2022.** *The Use of Speech Activity in Teaching Speaking Skill at Intensive Program of Upt P2b Institute Agama Islam Darussalam Blokagung In Academic Year 2021/2022.*

**Keyword:** Speech Activity, Speaking Skill

Speech activity is one matter of Intensive Program from UPT P2b, especially explaining about how to have good speech, the function of speech, form of speech etc. this matter is appropriate about speech in Front of public. The researcher is aimed at describing The Use of Speech Activity in Teaching Speaking Skill how the learning process in the class.

The objective of the researcher was to described all the process when speech activity learning in the class. This research used qualitative method. The object of the research is the students of ESY B Class 2021 with the total 42 students.

The researcher collected the required data through interview observations, related libraries and documentations, from the directly observation the researcher found what the student did in speech activity learning process: 1). Students choose the topics and theme of speech from teacher, 2). Students make the text, 3). Students explain about their speech text, 4). Students practice in front of their friends, 5). Students answer the question from teacher about their text.

## ACKNOWLEDGEMENTS

All praise to Allah the Lord of this universe, by the grace of Allah the Highest finally the writer is able to finish her "skripsi" after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants and his followers who strived in Islam. The gratitude and appreciation are addressed to:

1. Dr H. Ahmad Munib Syafa'at, LC, M.E.I. The Rector of Islamic Institute of Darussalam
2. Dr. Siti Aimah. S.Pd.i., M.Si. Dean of Faculty of Education and Teacher Training.
3. Dr. Hj. Zulfi Zumala Dwi Andriani, MA. Head of Undergraduated Program in English Education Department.
4. Moh. Mahmud, M.Pd as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.

I do expect this thesis give advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my god blesses those mentioned above for all their sacrifices and effort that was be valuable and beneficial for them to get successful in the future life. Amin

Declator

Mawahdatul Fitriyani

## **MOTTO**

**“We Are Not Perfect, but We Can Do the Best”**

“Kita Tidaklah Sempurna, Tapi Kita Bisa Menjadi Yang Terbaik”

## TABLE OF CONTENTS

Cover .....	i
Title Prerequisite.....	ii
Approval Sheet .....	iii
Agreement.....	iv
Declaration of Authorship.....	v
Dedication .....	vi
Abstrack.....	vii
Acknowledgements.....	viii
Motto .....	ix
list of contents .....	x
list of table.....	xi
list of Appendix.....	xii
<b>CHAPTER 1 INTRODUCTION .....</b>	<b>1</b>
A. Background of the Study .....	1
B. Research Problem .....	6
C. The Objective of The Research.....	6
D. Research Significant .....	6
E. Scope and Limitation Research .....	7
F. The Definition of Key Terms.....	8

<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>9</b>
A. Related Literature .....	9
B. Theoretical of Speech .....	22
C. Previous of Study .....	29
<b>CHAPTER III .....</b>	<b>32</b>
A. Research Design .....	32
B Research Subject .....	32
C. Data Sources .....	32
D. Procedure of Data Collection .....	33
E. Data Validity .....	35
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>37</b>
A. Profile of UPT P2B .....	37
B. Data Description of Research .....	40
C. Discussion .....	61
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>62</b>
A. Conclusion .....	62
B. Suggestion .....	63
C. References .....	65
D. Appendix .....	66

## LIST OF TABLES

Table I The Score Before Speech Matter .....	58
Table II The Score After Speech Matter .....	60
Table III The Predicate Score .....	62
Table IV The Scoring Rubric .....	63

# CHAPTER I

## INTRODUCTION

### A. Research Background

Each nation is represented by its language, as a parable once stated. If we examine its meaning more deeply, we may become wiser in comprehending and dealing with all problems involving language and the attitude or behavior of groups of language speakers. (Alwi, 2004, p. 21)

Wisdom is likely to reinforce one's belief in the importance of language in cultural evolution, as well as English as an international language.

Speaking is the vehicle par excellence for social solidarity, social status, professional growth, and business, according to Bygate (1987: vii). It's also a medium through which a lot of language is learned, and for many people it's especially conducive to learning. We may communicate information, ideas, and sustain social relationships by speaking. Furthermore, according to Yahya, a huge number of the world's language learners study English in order to be able to converse fluently (2010:86). "Speaking is the use of language orally".

Brown (1996: 22) says, "The capacity to communicate effectively and efficiently in a foreign language adds to a learner's success in school and subsequently in life in every phase. One of the difficulties faced by Indonesian students in mastering English is learning how to speak in English. In this case I have noticed after doing an interview that some teachers do not focus on listening and speaking as much as they do reading and writing. While

reading and writing are vital, kids must learn to listen and talk in order to improve their reading and writing skills. As a result, it is critical that language teachers' pay close attention to teaching speaking.

Harmer (1998: 96) says, "Speaking is activities that provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities". The theory shows a way of speaking activities perform an activity rather than a study function. Many language learners consider speaking ability to be a measure of language knowledge. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill. They can acquire and analyze their growth in terms of spoken communication successes.

As a result, as teachers, we have a responsibility to ensure that our pupils are as prepared as possible to communicate in English outside of the classroom.

Tarigan (1990:3-4) defines speaking as a language skill that develops in a child's life and is produced by listening skill. Speaking skill is taught during this period. Based on competence-based curriculum speaking is one of the four basic competencies that the students should gain well. It has an important role in communication. Speaking can be found in the spoken cycle, particularly in the text sage's cooperative creation (Departemen Pendidikan Nasional, 2004).

Students confront a variety of challenges when it comes to speaking, one of which is language. Most students get difficult to speak even though



they have lot vocabularies and have written them well. The issue is that kids are reluctant to make mistakes.

There are four skills in English lesson they are speaking, writing, reading, and listening. Speaking skill is very important and people can't communication without speaking. According to Brown and Yule (1983: 25), learning to speak in a foreign language is one of the most difficult parts of language acquisition for teachers to assist pupils with. Speaking is the productive skill in oral mode. Speaking, as an oral activity, involves numerous components, including vocabulary, pronunciation, grammar, and spelling.

In real-life circumstances, pupils was be judged mainly on their ability to speak. It is crucial in everyday interactions, and most people's initial impressions are based on their ability to talk clearly and concisely.

One of the language skills that students must master in order to learn English is speaking. According to Grauberg (91997: 201), many students' primary motivation for learning a foreign language is to speak it. In order for students to speak or communicate in the target language, speaking skills should be taught and practiced in a language class.

Harmer (2001: 269) attributes the capacity to talk fluently not just to linguistic competence, but also to the ability to process information and language "at a point". Speaking is necessary to convey messages, information, opinions, and even motions in everyday life. Thus, students need to have good ability in speaking to achieve the goal of learns English.

Many English learners struggle with pronunciation, according to Fraser (2007: 7), despite the fact that pronunciation is the foundation of speaking. Good pronunciation can make communication easier and more relaxed; making it more successful, but bad pronunciation can never facilitate effective communication. If you don't know how to pronounce each word or sentence the right way, this means to cause communication failures.

However, many students in campus face some problem in dealing with English speaking. They have difficulty in producing English that is just right and lacking the confidence to speak English and also how the true pronunciation when speak English. When the researcher conduct observation in the 1<sup>st</sup> semester of ESY B Class Intensive program UPT P2B Institute Agama Islam Darussalam in the interview was found that there are some problems in the English learning process teaching mainly related to student's speaking skills.

Most students find it challenging to engage in good speaking activities. Besides, the teaching and learning process is largely done by imitations and repetition techniques by teachers and only text book used for learning resources. It has the potential to bore kids and cause them to lose focus.

Researches choose to conduct research in UPT P2B Instituted Agama Islam Darussalam have several reason between the students of 1<sup>st</sup> semester of ESY B Class Intensive program UPT P2B is one of the units in IAIDA Program. In Pondok Pesantren Darussalam which has much

academic and non-academic excellence, for example Poncil, Mts dan SMA Al Amiriyyah, SMP Plus Darussalam, Muaddalah, Ma'had Aly etc. In IAIDA there are 3 faculty namely Faculties Tarbiyah Keguruan Islam (FTKI) which includes four study program and Faculties Ekonomi Bisnis Islam (FEBI) which includes two study program, and Fakultas Dakwah Islam (FDKI) which includes two Study program.

Intensive Program in UPT P2B obligated to all new students for follow KKN in seven semester, intensive program includes 3 language they are English language, Indonesian and Arabic language in 1 semester full, about times 6 months English language and 6 months Arabic Language, the schedule of Intensive program also be a SKS in lesson in class so, don't disturb student's time.

The researcher finds out about the problems faced by 1<sup>st</sup> semester of ESY B Class Intensive program by observing the class. First is beside students real not for English Department so, they not yet have many knowledge about English in observation, the researcher found the problem of the students tend to be less eager in learning English because they think English is very difficult and boring.

Therefore, the researcher is looking for solutions to how students become excited in the process of learning the English language with speaking method to make them comfortable. Furthermore, the students skill difficult to speak because they don't have any vocabularies and the manner pronunciation. And then they are not confident when they are going to speak English, they feel shame when they want to have a conversation.

The aims of using speech function in the classroom are making them the medium of managing or organizing the teaching-learning process and exposing students to English language settings in a medium-sized group. Speech function using during the teaching-learning process are suggested that speech functions become the authentic medium for developing the English speaking skill.

## **B. Research Problem**

The study questions are as follows, according to the aforementioned statement: How is the use of speech activity in teaching speaking skill of Intensive program UPT P2B Institute Agama Islam Darussalam In Academic Year 2021/ 2022?

## **C. Research Objective**

In line with the research problem, this research is aimed to described the use of speech activity in speaking skills of Intensive program UPT P2B Institute Agama Islam Darussalam In Academic Year 2021/ 2022.

## **D. Research Significance**

### 1) Theoretical significance

This research can be used as the references for someone who wants to do a research in public speaking performance especially using speech performance.

### 2). Practical Significance

a. The English Teacher

The results of study present information for teacher to know students are the master ability of speaking. As a result, this information can be used to help students improve their speaking skills. In others words, knowing the weakness of teacher students can improve the teaching method and he/ she should by more attention to the English language instruction to improve the fluency of speech.

b. The Students

With this speech teaching is expected that students was be better able to apply their speaking skill

c. The UPT P2B Instituted Agama Islam

In hopes of the results of this research can be used as a means to treat weight improvement of learning process English in UPT P2B Instituted Agama Islam.

## **E. Research Scope and Limitation**

The research was conducted on the first semester the academic year of 2021/ 2022. It was conducted in Tarbiyah Faculty Of IAIDA Blokagung Banyuwangi especially in ESY B class of Intensive Program UPT P2B Bahasa which was located on Karangdoro Banyuwangi Tegalsari for the time researcher observation on januari 2022.

According to Arikunto, the sources of data are the subjects from which the data is derived. In order to obtain the relevant data, the researcher employed the research technique:

## **F. Definition Of Key Terms**

Some definitions are provided to help understand the major words used in this study:

1. Speaking ability: This appears to be the most important skill to develop.

The ability to carry on a conversation in a language communicating in an interactive process of generating meaning that involves producing, receiving, and processing information is used to determine success. Speaking is crucial because it allows people to have conversations with others, share ideas, and convey information.

2. Speech activity: a prepared speech to be delivered in front of an audience.

Speeches are typically delivered to a person or group of people to express congratulations, welcome guests, commemorate significant events, and so forth (Karomani, 2011: 12).



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Literature**

##### 1. The Theoretical of Speaking

###### a. Definition of Speaking

Speaking is one of the language skills that students must master in order to be effective communicators. The vocal use of language to communicate with others is known as speaking. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech.

Speaking is an ability that is taken for granted, according to Hall, and is learnt through the process of socializing through communication. Speaking involves uttering words in a normal voice, knowing and being able to utilize a language, and 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 indicates that people utilize words and phrases in a conversational process to generate meaning.

Brown (2001: 267) claims that being able to speak a language entails being able to carry on a reasonable discourse. Furthermore, he claims that the proof of a capacity to achieve



pragmatic goals through an engaged conversation with other language speakers is nearly always the barometer of successful language acquisition.

Effective oral communication, according to Richards and Renandya (2002: 204), requires the capacity to utilize language appropriately in social interactions, which includes not only verbal communication but also paralinguistic components of speech such as pitch, stress, and intonation. Furthermore, nonlinguistic aspects such as gestures, body language, and expressions are required when communicating directly without the use of words. Brown (2007: 237) claims that social interaction is crucial in interactive language functions, and that it is not so much what you say as it is how you say it through body language, gestures, eye contact, physical distance, and other nonverbal messages.

Brown and Yule in Nunan (1989: 26) separate spoken language from written language in their study of the nature of spoken language. They point out that this has been the case for the most of its history. Language instruction has mostly ignored spoken language instruction. This language is made up of short, often fragmented utterances with a wide range of pronunciations. on the other hand, is distinguished by well-formed sentences that are incorporated into highly structured paragraphs. Brown and Yule distinguish between two essential

language functions, namely transactional and interactional functions, in Nunan (1989).

The former is primarily concerned with the transmission of information, while Nunan (2003: 48) claims that speaking is a productive skill that entails the production of organized verbal utterances to express meaning. Verbal utterances are the result of speaking action, and humans normally produce them for communicative objectives. They might wish to retell stories or give advice.

Speaking, according to Hornby (1995:826), involves using words in a natural voice, offering words, knowing and being able to utilize a language, expressing oneself in words, and making speech. As a result, the writer concludes that speaking involves the use of words and the production of sound in order to express ideas, feelings, thoughts, and needs orally in a normal voice. Furthermore, speaking ability is typically a determining factor in communication success.

## b. Elements of Speaking

### 1). Connected speech

Effective English speakers must be able to create not simply the individual phonemes of English, but also fluent connected speech. Sounds are changed, removed, added, or weakened in connected speech. As a result, we should engage kids in activities that are explicitly meant to develop their connected speech.

## 2). Expressive devices native of English

Change the pitch and emphasis of specific sections of utterances, volume and speed, and convey how they're feeling through various physical and nonverbal techniques. The ability to express meaning is aided by the employment of these devices. Students should be able to use at least some of these supra segmental elements and devices in the same way if they are to be totally successful communicators.

## 3). Lexis and grammar

The employment of a number of common vocabulary phrases, particularly in the execution of certain language functions, distinguishes spontaneous speech. As a result, teachers should provide a variety of sentences for various functions, such as greetings, agreeing, and disagreeing.

## 4). Negotiation language

The negotiator language we use to seek clarification and show the structure of what we're saying helps us speak more effectively. When we are listening to someone else speak, we frequently need to ask for clarification.

c. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc.) One problem in teaching the language is to make students can use language (Bygate, 1987: 3). Use of language can usually be proved by looking at the mastery or ability to speak students. By looking at the student's speaking skills, teachers was be able to know how far students use the language.

Actually, speaking teaching is not easy. Some students are usually afraid to speak primarily in formal speaking such as Wallace's speech, Stariha, and Walberg in teaching speaking, listening, and writing (1998: 12) saying that people as learners fear the challenge of his own speech. To face such problems Harmer (1991: 131-132) provides several solutions such as: (a) use a working spouse or group work; (b) allow them to speak in a controlled manner the first; (c) use 'act out' and read aloud; (d) use role-play; (e) use media such as tape recorder, videos etc.

Teachers can use the media to educate pupils how to communicate. Audio visuals are used by One Media. According to Lynch and Anderson (1992: 18): "Visual aids can help assist spoken presentations: they're especially good at showing relationships, presenting statistical data, and summarizing material."

The spratt at Arnold (1985: 5) states that oral lessons aimed at teaching new structures or functions are often divided into three phases, commonly known as presentation stage, practice or accuracy of practice stages, and production. In the presentation phase of Spratt in Arnold ( 1985:5-6) says that it may focus on one or several exponent functions, exponents of different functions are grouped together in a natural order, structure, and one of the use of structures.

#### d. Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area those six categories are as follows:

##### 1) Imitative

This category covers the ability to practice intonation and the ability to concentrate on specific aspects of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. Drilling is used by the teacher in the teaching learning process. The rationale for this is that

drilling allows pupils to listen and vocally repeat particular words.

## 2) Intensive

This is a speaking performance by the pupils in which they practice phonological and grammatical components of language. It usually pairs pupils working on a task (group work), such as reading aloud, which involves reading a text, reading a conversation with a partner in turn, reading information from a chart, and so on.

## 3) Responsive

Interaction and text comprehension are part of responsive performance, but it's confined to extremely short conversations, conventional greetings and small talk, simple requests, and remarks. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those replies are usually sufficient and meaningful.

## 4) Transactional (dialogue)

It is done out with the intention of transmitting or exchanging specific information. Here's an example of a conversation that's done in pairs.

## 5) Interpersonal communication (dialogue)

It is done more for the sake of sustaining social relationships than for the aim of transmitting facts and information. Interviews, role plays, talks, chats, and games are all examples of interpersonal speaking performance.

6) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

e. The Nature of Teaching Speaking

Speaking and listening are intertwined in terms of communication. The conversation demonstrates the interplay between these two abilities. There are seven criteria for constructing speaking approaches, according to Brown (2001: 275-276).

- 1) Employ strategies that address a wide range of learner requirements, from language-based accuracy to message-based interaction, meaning, and fluency.

- 2) Use strategies that are organically motivating.
  - 3) Promote the use of genuine language in significant situations.
  - 4) Provide constructive criticism and feedback.
  - 5) Take use of the inherent connection between speaking and listening.
  - 6) Provide opportunities for kids to initiate spoken
  - 7) Promote the development of communication strategies
- Speaking instruction can be broken down into various phases.

To finish the instruction of speech, Scott (1981) recommends three stages. The first step is to state your goals. The teacher must explain the operation that the students was learn. The instruction was be done communicatively once the pupils comprehend the learning objectives. The teacher could tell the pupils what the lesson's goal is right away. It is preferable to provide pupils with indications for brainstorming the objectives. Visual aids can also be used to draw students' attention and engagement.

f. The principles of speaking

There are some principles of speaking as follows according by Nick Morgan (2017: 14-15):

- 1). A speech should focus solely on one point.



In order to anticipate all objections and cover all bases, most speakers try to provide too much material. They don't want to appear as if they're missing something important. Burying an audience, on the other hand, is not the most efficient technique of enlightening it. Find your main notion and get rid of anything that contradicts it.

2). A good speech gives the audience a chance to contribute.

A clever author leaves the boundaries of her major characters a little hazy to allow the reader to imagine herself in the character's shoes. Listeners and readers alike was be turned off by too much specificity. Ask yourself, "What can I anticipate from the audience?" and then delegate that responsibility to them. It's just as essential what you don't say as what you do. The speaker is responsible for framing the discourse, which entails carving out a space.

3). The speaker, on the other hand, cannot simply claim

Any core feature of her argument that is up for question without identifying the ruse. A circular argument is defined as asserting what you seek to prove - and this isn't a good thing. Be truthful about what you're claiming if you're presenting a point of view.

4). Everything you say is subject to the proof

Requirements that apply in your field of expertise.  
The truth value of each field is unaffected by the fact that an

artist can make statements about the nature of the cosmos that a physicist cannot. And it has to be that way, or all the poets on the planet would be rendered speechless.

5). In public speaking,

Emotional truth is just as vital as intellectual truth.

Persuade begins in the unconscious portions of the mind, and speaking is fundamentally an act of persuasion.

g. Functions of Speaking

There have been numerous attempts to classify the purposes of speaking in human contact. Brown and Yule (1983:09) distinguished between the interactional functions of speech, which are concerned with the establishment and maintenance of social relationships, and the transactional functions, which are concerned with the transmission of information.

Brown and Yule's paradigm (following Jones, 1996, and Burns, 1998) is divided into three parts: talk as interaction, talk as transaction, and talk as performance. Each of these speech tasks is unique in terms of form and purpose, necessitating different training methods. Talk as interaction refers to what we often refer to as "chat" and represents interaction with a primarily social purpose.

h. Obstacles In speaking English

There are many obstacles in mastering English. Some students are hesitant to speak in English because they are afraid of making mistakes, according to Soceath (2010:63). When they communicate, they frequently use their native tongue rather than English. In conversation, some of them find it hard to speak out or to respond, but they can understand the messages. These problems happen to ESL learners because they have low level of the language (vocabulary, skills and grammar), they have lack of motivation, the learning environment discourage them, they have less student-talking time (STT), the lessons don't interest them and teachers do not either use appropriate techniques or prepare suitable activities to the right level of the students.

According to Zhang (2009:93), speaking is still the most difficult skill for the majority of English learners to master, and they are still unable to communicate orally in English. According to (1996:121), there are a number of variables that contribute to difficulty speaking, including the following:

- 1) Inhibition. Students are concerned about making mistakes, are afraid of being judged, or are plain bashful.
- 2) Nothing to say. Students have no motive to express themselves.

3) Low or uneven participation. Because of large classes and the tendency of some students to dominate, only one participant can speak at a time. Others speak very little or not at all.

4) Mother-tongue use.

Learners who share the same mother tongue are more likely to utilize it because it is more convenient and learners feel less exposed while speaking their native dialect. Furthermore, Rababa'h (2005: 24) stated that there are numerous elements that contribute to EFL learners' challenges in speaking English. Some of these characteristics have to do with the students themselves, instructional practices, curriculum, and the environment. Many learners, for example, lack the appropriate vocabulary to communicate their meaning, and as a result, they are unable to maintain the engagement.

## **B. Theoretical of Speech**

a. Definition of Speech

According to Emha Abdurrahman, the notion of speech is an activity of speaking in public to convey a description or opinion made by someone verbally about something or a problem by using clear sentences in front of a large crowd at a certain time 16 Aug 2019.

A speech is a prepared speech intended to be delivered in front of an audience. Speeches are generally addressed to a person or group of people to express congratulations, welcome guests, commemorate certain big days and so on (Karomani, 2011: 12).

Speech is expressing thoughts in the form of words addressed to many people (Depdikbud, 1990: 681). Speech is a strategy for effectively employing words or language, implying skill or proficiency in selecting words that have an impact on the communicant (Syam, 2006: 7). Giving a speech entails conveying and instilling the speaker's thoughts, information, or ideas to the public with the goal of persuading the audience (Arsjad, 1988: 53).

Based on the opinions above, it can be concluded that speech is an activity of speaking in public to convey something in a certain situation. So, in a speech there is a speaker as a source of speech, and there is also a listener or audience. The speaker hopes that the audience understands what he or she is saying.

b. Purpose of Speech

There are several purposes of speech.

1) Informative/instructive

The goal of informative speech is to provide information to the audience.

2) Persuasive

Persuasive speech aims to invite, persuade the listeners.

Examples are campaign speeches and religious speeches.

3) Argumentative

Argumentative speech aims to convince the listener.

4) Descriptive

Descriptive speech aims to describe, describe a situation.

5) Recreation

Recreational speech aims to entertain listeners. Usually found at parties aims to entertain listeners.

c. Factors to Consider in a Speech

Said by Mairdar (in Karomani, 2011: 12), in order to give a good speech there are several factors that must be considered, including the following,

1). Must be determined and confident

In the speaker's ability to persuade others. Having this determination was grow courage and self-confidence so that the speaker was not hesitate to make his speech

2). Must have extensive knowledge

so that the speaker can master the material well

3). Must have sufficient vocabulary,

so that the speaker is able to express his speech fluently and convincingly

4). Have to do a habit or intensive exercise.

Careful preparation and intensive practice was greatly help smooth speech

d. Speech Function

Some of the functions of speech as stated by Rosalina (in Karomani, 2011: 13),

1). Convey information to listeners;

2). Educate

3). Influence listeners

4). Entertaining audiences

5). Make propaganda

6). Connect the tongue of others.

e. Speech Manners

As Maidar said (in Karomani, 2011: 13-14), there are some manners that we must pay attention to when we give a speech, these include.

1). If giving a speech in front of prominent people.

Prepare yourself as perfectly as possible, and there is no need to feel inferior

2). When giving a speech

Speech in front of women or most women and men who speak, pay attention to the words used so as not to offend them

3). If you are giving a speech in front of other groups.

You must be open, frank and relaxed, but don't forget your karma

- 4). If those who listen to the speech are students,  
we must be able to convince them with logical arguments
- 5). When giving a speech in front of adherents  
of a certain religion, we must take care not to let any words offend  
the dignity of that religion
- 6). If those who are listening are villagers, then use simple  
words or sentences so that our speech is easy for them to  
understand.
- 7). If giving a speech in public, the following points should  
be considered
  - a) Dress neatly and cleanly, but don't show off  
By wearing excessive jewelry or clothing;
  - b) Use polite words, and do not show arrogance,  
pride, or arrogance but be humble;
  - c) If the speech is long, so as not to bore the listeners,
  - d) it should be punctuated with humor that is fresh a

f. Speech Position

If the speaker can be seen by the listener, any communication was be more effective. The appeal was certainly be less if the speaker cannot be seen by the listener. That's why; try to give a speech with a good position. Try to stand in a certain place, so that it can be seen by all listeners. Try to stand, not sit. Speech while



sitting can only be justified if there are certain reasons (Karomani, 2011: 15).

There are also speeches that are spoken in front of an audience sitting on the floor, for example at village meetings or at meeting places at home. In this case, the person giving the speech must still be able to adapt to the situation, be able to take a reasonable position seen by all existing participants (Karomani, 2011: 15).

g. Systematics of Speech

As stated by Maidar (in Karomani, 2011: 16), broadly speaking, and the systematics of giving speeches are as follows:

- 1). Opening greetings and greetings to the audience
- 2). An introduction which is usually in the form of a thank you, or an expression of joy or gratitude and praise
- 3). Use good, correct Indonesian with a pleasing tone of voice.
- 4). Conclusion which contains a summary of the description that has been submitted
- 5). Expectations containing suggestions for listeners
- 6). Closing greetings

h. Speech Preparation

To speak well, we must pay attention to linguistic and non-linguistic elements such as: calmness of attitude, courage, reasonable facial movements and others (Karomani, 2011: 16). There are seven steps that must be prepared if we want to give a speech. The seven steps are as follows,

- 1). Determine the topic
- 2). Analyze the audience and the situation
- 3). Select and narrow the topic
- 4). Gather materials
- 5). Make an outline
- 6). Describe in detail
- 7). Practice vocalization (Karomani, 2011: 16)

**i. Composing Speech Text**

Before carrying out these speech activities, as a novice speaker, usually you must first prepare and write the text of the speech that was to be delivered. This is done so that the message to be conveyed in the speech can be well received by the listener. Writing a speech text requires its own skills, because the speech text was later to be read and heard by others so that its preparation must strictly follow the applicable writing rules. Writing a speech text is a productive activity that requires sufficient tenacity and skills, so that the speech text that is written or composed becomes good.

Writing a speech text is not too different from writing other essay texts, before writing a speech text a writing framework must first be made, besides that the author must also know the parts and functions of these parts in the unity of the text contained in a speech. In writing a speech text, of course, there are things that must be considered, such as the following, JCH (Jurnal Cendekia Hukum) 5(1):49:

- 1). Introduction, which leads the listener's mind to what was  
be discussed, delivered
- 2).The content of the speech, in the form of important things  
that was be conveyed to the listener
- 3). Closing, usually contains an affirmation or emphasis  
on the things conveyed by the speak
- 4). Suggestions or appeals that need attention to listeners

Speech activities to take place properly require regular preparation and practice. For people who can already give a speech in front of the masses, prepare a speech and perform practice may not be needed anymore, but for new or never give a speech it is very necessary. Anwar (1995: 36) suggests that there are three steps of speech preparation, namely (a) physical preparation, (b) mental preparation, (c) material preparation that can support the success of someone's speech.

Based on the opinion above, the writer concludes that extensive knowledge is needed so that the prospective speaker has more confidence in convincing his listeners about what is stated in his speech, as well as providing knowledge or instilling values that are expected to be useful.

Facts, illustrations, concrete points can add reinforcement to the speaker which was certainly have a positive impact on the listener. For school farewell speeches, illustrated facts, stories or concrete points that relate to the listeners must be related to reality

as a result of being lazy to study, un employed, lazy to be conveyed. Criminal acts committed by criminals as a result of not wanting to go to school or not going to school need to be stated, because the listeners are generally students.

On the other hand, expressions of gratitude and apologies to the teachers who have guided the students so far must be conveyed. Prayer requests and blessings from parents and teachers who have directed and educated the students, which sometimes take great sacrifices from the teachers.

### **C. Previous Study**

There are previous studies based on background of the study above such as:

The first, *The Use Speech Functions In English Teaching at A Vocational High School (An Experimental Study At SMK Negeri 2 Pengasih In Academic Year 2015/2016)* By: Istihari Nugraheni Based on Istihari Nugraheni. The result in this research, this study showed that the speech functions used by teacher in the teaching of English in a vocational High School were better than teacher just teach by reading book. In this research and the research belongs to Istihari Nugraheni there are some similarities in the same as use researching qualitative method, the methods of data collecting by observation and in-depth interview. As for the

difference, Istihari Nugraheni's object is SMK level and my object research in Instituted level.

The second. The research that conduct by Kartika (2017) "Teacher and Students Speech Act during Correcting Session of the Student English Works at SMAN 6 Bandar Lampung. Researcher conclude that in correcting the students English works, the teacher mostly produced assertive and directives acts, the speech acts that produced by one student to other which were in complaining, denying, ordering, requesting clarification are congruent. There are some similarities is the both are same use speech activity in speaking skill and as for the difference, Kartika's method is CAR and this researches use Qualitative method.

The Third, The research that conduct by Putra (2018) "An Analysis of Speech Act Produced by Elementary School Teacher and Student to Facilitate Teaching and Learning at SDN 1 PRINGGASELA EAST LOMBOK. Researcher concludes that the functions of the teachers' directives speech acts at SDN 10 Pringgasela are control, organizational and motivational or evaluative functions. Such us to ask the students about certain information, to request the students to do certain action, to check the students understanding, to suggest students in positive way, to ask permission. Meanwhile the directives of students have some functions such as ask about certain

information, ask permission. Based on previous research, the similarity of this research and previous research is talking about speech act. The differences with the previous research that, research location, level of participants, and the types of the research. In this study, the researcher examine the form of illocutionary speech namely assertive, directive, combusive, expressive and declarative acts only that happened at SMAN 1 Wangi-Wangi, Wakatobi Regency on the grounds that no one have conduct research at that location and no one have study about speech Acts.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this study, researchers used qualitative methods, starting from the beginning of researching, collecting data, and reports, especially with qualitative methods that described all the contents and the essence of the title to be studied.

According to Bodgan and Taylor, qualitative techniques are a research procedure that generates descriptive data in the form of written or spoken words from persons and actions observed.

Jane Richie, according to the definition, qualitative research is an attempt to present the world's social and prospective in terms of concepts, behaviors, perception, and issues of human being examined.

#### **B. Research Subject**

The subject of this study was conducted at the first semester students Of IAIDA Blokagung, whom follow Intensive Program from UPT P2B IAIDA. Which the total number is 42 students consist of the class; they are ESY B 1<sup>st</sup> C lass.

#### **C. Data Sources**

Data can be identified as research material, but it cannot be identified as a study subject. Data, as a material, is not raw but finished: it exists because it has gone through election and sorting in speech (Sudaryanto, 1993).

1. Primary Source

A primary data source is information gathered directly from a research site and observations of teacher and students behavior. Source was use in this study is tutor and students in ESY B class when the material about speech.

2. Secondary Source

Data from a reading source of journal or article about speech activity variety is used as a secondary source to supplement and strengthen the findings of the main source.

#### **D. Procedure of Data Collection**

The researcher uses qualitative research. Techniques was use in collecting the data in this research are:

1. Observation

The researcher undertakes observation directly in the object of research to look attentively at the conducted action, which is a strategy for gathering data (Riduwan, 2004: p.104).

In the observation stage, this researcher was start by asking permission from the teacher who teaches speech in class, then greet the students, because in this study the researcher was do it openly and then ask permission to sit in the back seat to make it easier to observe. Teacher and students who pay attention during speech learning takes place.

2. Interview



Interview is one of the data collection techniques that was used. It is carried out by the researcher conversing and interacting with speakers who serve as interviewees (Mahsun, 2007).

In this interview stage, the researcher conducted an interview with 3 resource persons who play an important role in the success of this data and research, the researcher was asked some questions to the informants and recorded everything said by the informants, and do not forget that the researcher also asked for a group photo as documentation.

#### **E. Data Validity**

According to Moleong, there are four activities to check the validity data in this study, namely: Testing for credibility, dependability, and conformability, and transferability testing. But, in this observation the researcher activities were described as follows:

##### **Credibility Test**

According to Sudaryanto, the credibility of the data is the researchers' efforts to guarantee the validity of the data by confirming between the data obtained with the object of research. The goal is to prove that what the researcher observes is in accordance with what actually exists and according to what the purpose, in this data validity the researcher directly took observation in ESY B class, the researcher saw all the process of learning.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher will describe the use of speech activity in teaching speaking skill at intensive program of UPT P2B at Second semesters ESY B 2021/2022.

#### A. Profile of UPT P2B Institute Darussalam Blokagung Banyuwangi

##### 1. The History Of UPT P2B Institute Darussalam Blokagung Banyuwangi

UPT Bahasa which was formed on September 13, 2017 is an institution under the auspices of the Darussalam Islamic Institute that focuses on language development both internally and externally. One of the language developments programs internally has been carried out for three years, namely intensive Arabic and English. While the UPT Language program that is external development that has been carried out in the previous period is the UPT-B program *goes to community*.

Efforts to improve the quality of the programs that have been carried out and also the renewal of programs that are in accordance with the needs of the times are the consensus of the IAIDA UPT-B program plan. The work program is an arrangement of plans that are used as a benchmark for achieving activity targets.

UPT P2B has 3 language programs, such as: English, Arabic and also Indonesian language. The researcher did observation in English intensive program at ESY B class 2021/ 2022.

Speech activity in speaking skill Be anyone part of matter from English intensive program, for time the first is every day in seven o'clock but when 2021/2022 intensive program move in SKS in the class with 16 SKS every class, students can get speech activity matter directly from their tutor, that is from definition, manner, step, until they practice in front of their friends in the class.

The reason why Speech activity in teaching speaking skill be matter of English intensive program is because, speech is skill and this is can be student's performance when they are out from Institute Darussalam, this can be their ability to be public speaking, and can speaking English wherever and whenever because they have known about speech structure, speech content, speech manner and also practice.

Speech activity using the support by teacher, media, is very effective in improving in speaking skill quality of students, starting from fluency, new vocabulary, pronunciation, and also language arrangement in English speaking, teachers are not difficult to add vocabulary to students are already because text was prepared by teachers start from greeting, opening, content of speech, until closing.

The quality improvement efforts from programs that have been carried out and also renewal programs that are in accordance with age requirements are a concept of the planned UPT-B program. Create a website to make it easier for students to access about UPT-B, taking Certificate, and others. The website is [www.uptb-iada.ac.id](http://www.uptb-iada.ac.id). Work program is a plan for the plan used as Reject measuring the achievement

of target activities. As for the language intensive program Foreign Technical Implementation Unit Language Darussalam Islamic Religion Institute Blockagung - Banyuwangi including:

1. Internal program

- a. Arabic and English intensive program for students Semester 1 and semester 2 for General English and Arabic.
- b. Training of TOEFL and TOAFL preparation courses for lecturers and college student.
- c. Procurement of Paper Based TOEFL and TOAFL for student Final level.
- d. Arabic and English translation assistance.

2. External program

- a. TOEFL and TOAFL preparation training for the public.
- b. English and Arabic language courses for the public.
- c. Procurement of Paper Based TOEFL and TOAFL for the public.

The following is the management structure of UPT Discussing, the vision of UPT language development is to be the center language development in conducting teaching, training, Language translation, and community service and generating people Professional in using Indonesian, Arabic and language England in communicating verbally and writing.

## **B. Data Description of Research**

Speaking skill in English language very still in difficult level for many students, although many students want get good ability in English speaking, even start they studied English lesson at elementary school, junior high school, senior high school, English course even until be an academician, they still feel difficult maybe cause not understand, motivation or vocabulary. So, that is a reason why a teacher must have a good experience, good speaking, agility and also correct English and make fun all students when English lesson process in class.

Teachers must have many strategy and education method, innovative step, unique techniques in teaching speaking at intensive of UPT P2B IAIDA Blokagung especially in ESY B class 2021/2022, all teachers really professional to teach speaking.

This is a description how teacher's strategy to make develop speaking skill be better than before in intensive program at 1<sup>st</sup> semester which consists from objectives teach speaking, strategies applied by teachers, and problems from teachers or students, when teaching speaking skill happen in class.

### **1. The Objectives of Speech Activity in Teaching Speaking Skill**

Speech activity in teaching at Intensive program of UPT P2B has good objectives those are wish make all academician have skill to in front of many people, because speech activity can make students was be brave, have good public speaking, and speech activity always used

wherever and whenever, and also when students not stay in IAIDA again, they still can show or performance and conveying information, give new knowledge to another people, not like that but when student has memorizing speech so that was add her/ his vocabulary, and also new knowledge about what they tell.

According my interviews with Miss Ayla she said: Among the objectives of the speech, namely: (a) informative, (b) persuasive and instructive, (c) educative, (d) entertainment.

The objectives of Speech in Activity:

- a). Informative, aims to provide reports/ knowledge or something interesting for listeners; that are very clear, if the information gave to all listener or public, and usually the information is important about something.
- b). Persuasive and instructive, containing about efforts to encourage, convince and invite the audience to do something; for example religious campaigns and speeches.
- c). Educative, trying to emphasize on aspects of education, for example on the importance of healthy living, family planning, living in harmony among religious believers and others.
- d). Entertainment, aims to provide refreshment to the audience who are more relaxed.

## **2. The Material of Speech Activity in Speaking Skill at Intensive Program in ESY B**

The success or failure students in class even in their life is depend of material when the process learning direct. In providing material, it becomes in important of learning because, it was make student what we expect, the provision of material and application of material must be in accordance with the learning object, where the

material can be understood, accepted by students, this aims to make students easily understand what which was be delivered. Speech activity in speaking skill at intensive program uses several materials, including, when Miss Ayla did taught in ESY B class 2022 Miss Ayla explained that matter of Speech that are: Motivation, vocabulary, Expressions, Topic of Speech, contents of Speech, manner and language.

**a). Motivation**

Actually the best of motivation is actually the best motivation is motivation that comes from yourself. But, sometimes we as young generation also need support by another people, and in intensive program, teachers always give some word or quotes to make students to be spirit and motivated. So, in intensive program, especially at ESY B 2022 class, teacher not only teach student about knowledge but also be motivator for all students, so make student be confident, and brave to practice in front of their friends.

**b). Vocabulary**

When learning process direct, there one thing is very important for us to know in advance is vocabulary. As we know when we was speak English we must have known the meaning of vocabulary, because vocabulary is a language component that contains information about the meaning and the use of word in language. When we speak English vocabulary is the number one which we need to make people understand what our purpose.



So, when intensive program directly in class and when Miss Ayla explain students even before entrust student to practice Miss Ayla give some vocabulary every day, and in speech text very many new vocabulary which student new know, so the meaning is vocabulary very help student to be success speaker.

### **c). Expressions (Gesture)**

Gestures are movements of the limbs or body, primarily created to emphasize speech. This type of style is a form of nonverbal communication. The actions of the body are seen communicating certain messages.

In English and common saying are very important for every English speaker to learn. Similar with Indonesian language. English language also has its own words to express something. For one thing, this statement makes it easy to explain some points without having to use lots of other words. So, that our words was not look longwinded, or in order words our words can get the point. And the important things when we do speech in front of public are there are many phrases and expressions connected with speech. The following are the key and important expressions with examples. Everyone can speak but not many speak clearly, pronounce words in a way that makes it clear to the listener exactly what you are saying. Some mumble (speak very quietly under their breath) and we have to ask them.

One of the reasons why speech or speaking English by good expressions is important is because it means we understood what we say to another people, and what other people are saying. That

way, we won't misunderstand what they're talking about. On the hand, if we don't learn English expressions and common expressions, we was always misunderstand what many experienced speakers are saying.

In addition, learning expressions and speech can help us improve critical thinking skill. Because we're going to get some wisdom from what some of this phrase say. For example the expression, "I never learn from people who agree with me". These sentences help us understand that accepting criticism constructively and correcting our mistakes/.

Miss Ayla said, if our eye contact is very important when we speak with our friends, because that was be the value of our polite. Recent research shows that when you use your face, specifically the little lines around your eyes (known as Duchene markers) you're perceived as conveying more intense and sincere emotions. 2. Your Facial Expressions Must Match Your Content If you say, "I'm so excited about these new initiatives!" your face better tell the same story.

So, the best expression and our face very important when we speaking, because that can give know all people what condition which we explain to another people.

#### **d). Contents of Speech**

The first of speech is there is greeting, the mean is we must give a greeting to all audience order not monotone, and usually greeting by moeslim people use "Assalamu'alaikum. Wr. Wb" and also we can use "good morning" etc.

The second is opening, after gave greeting we also must use opening of speech, like respect to important people, praise of gratitude, your, and purpose stand in there.

The third is the point or material of speech like Miss Ayla give an example and the text of speech, because in speech very many kind of speech.

The last is closing, after a speaker explain about his or her speech, before give a greeting a speaker usually give a closing, for example asked apologize if during he speech there some mistake.

#### **e). Manner**

First thing that must we attention when speech in front of audience is eye contact, why we must attention our eye contact? Because that can show to all if we have good attitude when talk with another people, we can give good interaction with another people.

The second is our body language; Body language is an integral part of public speaking. In fact, it is body language that first "speaks" to the audience. Before opening his mouth or making a sound aka speaking, a public speaker was get up from his seat, walk to the podium, then stand and face the audience. All movements contain body language.

#### **f). Language**

In everyday life, humans recognize culture and create various forms of ideas, activities, and artifacts to fulfill their needs. Language is one of the most important elements that affect human life and culture.

Read more in the article "Understanding Language, Roles & Functions of Language in General in Society",

Miss Ayla said, the manner when we speak we must pay attention about fluency, pronunciation, and grammar, because these are the key to make audience understand what we say, and we can shy if we are not fluent when speaking, we must use good and true pronunciation also grammar of sentence, to make people know what we mean especially when mention the vocabulary and the important topic.

**g). Topic of Speech**

The topic of speech is from Miss Ayla, because our student easily to read together about speech which they practiced in front of, and the topic by Miss Ayla, that is about social life, and the title is "bullying"

**3. Strategy and Method By Teacher to Increase Spirit and Motivation of Students in Speech Activity Speaking Skill**

To increase motivation in learning process of student at intensive program especially in speech activity class, teacher use good strategy to make success objectives of speaking skill speech in activity. Teachers in here have a function to be facilitator to increase in student's motivation, strategy which use teacher to increase motivation in intensive program use many kind method that is teacher must have ability to develop methods.

But in here, the result of interview with Miss Ayla as tutor or teacher of English intensive, she said:

“Actually the method of learning are very many, with my opinion the method which success use in speech activity in speaking skill is depend of matter, and sometimes the choose of method is suddenly, depend of the condition of students, because sometimes when learning process students give a question, sometimes tell about their stories, and make her friends laugh by her sentence”.

Adjust to things related to what is being discussed, and what is happening in the classroom, so that by using the right method was achieve the expected goal"

After gave a matter and explained to students, Miss Ayla often used practice method, but before that Miss Ayla gave example about speech matter, this is from interview Miss Ayla, and she said”

“My personally think to increase the motivation of students we must give them example first, I give an example in front of them as good as possible, and in accordance with rule of speech, actually I instruct them to forward in front of to presented what I said, although in the first time I start by greeting practice like “Assalamu’alaikum, wr, wb with good intonation. With used this method student hoped can be more active when learning process, and give feedback with what I ask and can practice even answer what I mean”

By the result of interviewed by Miss Ayla, S.Pd she said:

“with myself, honestly I more like if study used something that cannot make we bored like use media, so when I teacher Speech activity I used videos to make students easily understand about speech, I also asked to students repeat or follow what people spoke in the videos, by students very happy and more spirit when they watched by themselves how the technique of speech”.

Opinion above, stronger by the director of UPT P2B, she said:

“From UPT P2B, it is indeed provided some facilities to support learning process of intensive program, especially speech matter, so from UPT there speaker or sound, laptop, and also in every class has a projector.

Based on the observed above, observed by the researcher in teacher of speech in speaking skill is very good, and very support students to be understand about speech, by used many strategy and methods even all manner was used to make the students feel fun and happy when speech learning process until they can practice in front of people.

#### **4. Supporting Factors and Inhibiting Factors in Increase Speaking Skill by Speech Activity at ESY B Class.**

In order to has maximal qualities in teaching-study process well which do in class or out class, so there some activity must teacher do or have been obligation and responsibly of the teacher, and when was do teach in class, the teacher should need to monitor and take care about the different of student's character. But, to do overall teacher must have more introspection herself, the meaning is as a teacher must have awareness against herself with the obligation for her.

In other words, as a teacher is prosecuted always effort to increase her quality with add new knowledge, more often reading book and variation of method and strategy when teaching, but in that effort not seldom founded the reason of factor- factor not make success the objective of teacher. That's why to build the motivation of ESY B Class when study about speech activity, there some factor which support, so can happen strong motivation to order all students can be brave to practice from teacher's method in teaching learning.

In increase the learning motivation students of ESY B class, there some support factor and retardant, that is:

a. Supporting Factors

The director of UPT P2B, Miss Dewi Khawa, M.Pd said if the support factor is:

“About factors which be support from teacher to increase the motivation of students, that always there 2, first is internal, and second one external, because by that factor the student’s spirit Influenced. Example student’s intellectual come from students self, there something can pull their spirit when study and also can bring from home where their parents always give a spirit and support to their children, seeing that student be spirit to study, but also not detached from environment factor like with whom the students Hang out, with smart and diligent friends so the students can be follow his/ her friends.

To stronger argument by director so, researcher search another source information with Miss Ayla as the teacher of Speech in speaking skill.

“The factor is environment, in ESY B class they are have high competition, and spirit and they are vying. For get the best score, and good practice”

In this case, to strong the result of observed which did by researcher, so the researcher did interview with the any one of students, the students is “Inggrid Anggraini, she said:

“I very like speech activity and I also believe if speech can increase speaking skill of students, and teach to us how give new information to another people by speech structure, and beside that Miss Ayla, as the teacher also explained very good, always gave motivation, and example so I always spirit when Miss Ayla ask me to practice in front of my friends”.

From the result of that interview, so can conclude if the support factor to build the motivation to students there some factor,

either internal or external, from another people even by their self. From some factor majority is internal, that is come from students self. Example, students whom like speech she was more spirit and motivated by all things by teacher.

b. Inhibiting Factors

There are some inhibiting factors to increase speaking skill by speech activity. Miss Ayla said:

“There 2 factor inhibiting in learning speech process at ESY B class, the first is the class is not the rally English students so they start by zero, not have modal, or habit to speak English in their daily activity, and the second is, sometimes there students noisy or disturb her friends so make another student longer to understand, that student not have brave self, so when practice she still shy and Tend to laugh at myself.

According to one of the students at ESY B class, she said:

“something that make me slow in follow speech activity is I cannot read the vocabulary with good pronunciation, so I must repeat word by word until I can read after that I knew can practice in class”.  
Other students also give argument:

”My factor inhibiting is because I very difficult if teacher instruct me to memorizing the text, that also about speech text, so when Miss Ayla asked me to practice in front of, I always bring the paper”.

**5. The Description Of Implementing of Speech Activity In Speaking Skill**

**At ESY B 2022 UPT P2B Institute Agama Islam Darussalam**

The researcher in this case was describe the Implementing of Speech Activity in Speaking, in accordance with the observations made by researchers, which include:

a. First observation



The first step is, the researcher came to UPT office, and met the director to conduct observations in campus 2 at ESY B 2022. Intensive program apply in 1<sup>st</sup> semester for all new students. The implementation especially for students of this class is running effectively.

Students start learning with tutor guidance. The place conditionally does not have to be monotonous in the classroom; sometimes students have conversations outside speech matter.

When I entered the class, Miss Ayla gave greeting to all students by said “Assalamu’alaikum.wr.wb”, after that Miss Ayla asked about student’s condition, and next Miss Ayla said to all student about my presence, because in my observation I did with openly. So, Miss Ayla said “oke, today we came of your senior sister, her name is Mawahdatul Fitriyani, she is come from TBIG 2018 and was take observation in this class, because her method is qualitative, so she was stay in the class until we have done our learning today”.

After that Miss Ayla start by ask to student Miss Ayla yarning students class with call them one by one, finished yarning students Miss Ayla start explain about speech. Miss Ayla mention what is definition of speech, after that she wrote in blackboard what are the points of speech, that is: contents, manner, and language. In there Miss Ayla wrote if the contents of speech are: Greeting, opening, background, and main text. After that, Miss Ayla explain one by one and give an example how we give greeting when speech, how the good opening and before

we speech we must give a background of our topic and the last main text.

After explained about all content and also how the manner to good speech, Miss Ayla gave example opening of speech, Miss Ayla red with true intonation and also good pronunciation and the last Miss Ayla asked to all student repeat after her, and the last Miss Ayla instruct ne student to practice in front of, after that Miss Ayla asked that student to choose one her friends to advanced practice going forward, so on until all students practice kindness in front of the class, and Miss Ayla also asked to all students to memorize the opening and closing of speech which have given by Miss Ayla.

At 11.00 o'clock the time is over, Miss Ayla close the learning process by said Hamdalah together, and she take leave class by gave greeting, "wassalamu'alaikum.wr.wb".

- b. Second observation instructed student to go forward one by one.

Thursday, 07 April the researcher did the second observation, at 11 o'clock until 12 'clock, as usual Miss Ayla start the learning class by gave greeting to all students, after that Miss Ayla, absent all students, and asked about the condition of students, after that Miss Aula asked the student, "did they have done memorize opening of speech last week?", and most of them answer finish, but also there some of them answer "not yet Miss".

Next, Miss Ayla instruct students come forward to deposit opening of speech, the first is Miss Ayla choose the student her name is

Inggrid, after Inggrid have finish, Miss Ayla asked to Inggrid to choose one her friends to forward to deposit and and so on until all students come forward.

After that, Miss Ayla gave students some videos, the first video is example of speech, that is from the third winner in National level, the title is bullying, in that video showed how the good speech, the manner from Miss Ayla is, always caused the video every few minutes, because Miss Ayla explained about what the mean of author said, and about the body language, expressions, and the all contents of speech at that video. After that, Miss Ayla instructed all students to repeat sentence by sentence like what author said in the video.

After showed the example of speech video Miss Ayla also showed to students videos about true pronunciation by JB or Jago Bahasa videos, for example: there is one people said Indonesian language and another people answer with English language, or about mean some word, example: *hidung*: nose, *belang*: *striped* the mean in English Playboy, and another words.

Next. The time is over. Before Miss Ayla close the class, Miss Ayla said to all students if the next week they was examination practice, and was take value by Miss Ayla. And then Miss Ayla toke permission by saying *hamdalah* together, prayed and gave greeting “wassalamu’alaikum.wr.wb, see you”.

c. Third observation

The next step researcher identifies exiting implementations and the results of developments that have occurred in students. from the number of students, it can be said that there are 25 students, whose initial abilities did not meet the quality standards, with the proof of the following table 1, the development of English speaking skill is growing, almost 80% so students can practice speech in class with good. this development occurs because there is a large cycle in the classroom that almost all students in and attention when Miss Ayla explained and gave example for them, and also the all students do what instruct by Miss Ayla to memorize the text of speech. Unwittingly students get a lot vocabulary from memorizing the text of speech.

The interaction between the teacher and students went well actively, when the teacher gave questions about how the manner and what thing must we do when speech, students directly answered the questions given by teacher. The following are results of learning and practice of speech matter:

**Table I**

The result score before Speech Activity in Teaching speaking skill

No	Name	Kinds Of Value				SUM	Value
		Fluency	Pronunciation	Accuracy	Vocabulary		
1.	Hikmah	6	7	8	6	27	67,5
2.	Nabila	7	6	8	6	27	67,5
3.	Dilah	5	8	7	6	26	65

4.	Rovi	5	7	5	5	22	55
5.	Risma	7	8	5	5	25	62,5
6.	Alfina	8	5	7	5	25	62,5
7.	Tutut	5	7	6	6	24	60
8.	Yana	7	9	5	8	29	72,5
9.	Ainun	6	5	6	6	23	57,5
10	lutfi	7	8	5	6	26	65
11	Rizki	6	7	5	6	24	60
12	Septia	6	9	5	6	26	65
13	Ikfina	6	7	5	6	24	60
14	Elok	8	9	8	5	30	75
15	Eka	7	7	5	5	24	60
16	Sabrina	6	5	7	6	24	60
17	Devi	7	6	8	6	27	67,5
18	Ifatun	6	5	8	5	24	60
19	Hikmah	5	6	5	7	23	57,5
20	Nabila	5	6	6	6	23	57,5
21	Siti	5	9	5	7	26	65
22	Hilya	5	9	7	7	28	70
23	Heni	7	7	6	6	26	65
24	Febi	7	5	5	5	29	72,5
25	Aya	7	5	5	5	22	55
<b>SUM</b>							<b>1587,5</b>

Average	63,5
---------	------

The value above showed that speaking skill of students has not met the standards, an average 63,5 indicates students are below the predetermined ability, therefore intensive program use speech activity in teaching to know speaking skill so that students' abilities can meet need. Students can manage the given learning and achieve basic competencies that have become research predicates.

An effective English-speaking environment is also achievement from speech activity, giving the matter by tutor, where the theme, vocabulary and pronunciation is very simple and related to student's class, making it easier for students to speech, communicate ever be public speaking in English every day. Awareness of students in obeying English language rules no longer requires strict supervision. Students naturally try and practice what they get during the speech in teaching speaking skill when intensive.

d. The fourth observation

Speech activity in teaching speaking skill has several advantages and disadvantages; this can be seen by the evaluation carried out by researcher. Speech activity in teaching provides many positive impacts for students, but it doesn't require the possibility for some others to also have a negative impact. The negative impact of speech activity in teaching speaking skill is more specific for identical students who don't

like speak English, and also for students who do not have the ability to speak, they are more inclined to other skills, such as reading, listening and others. Because the talent of speaking shrewdness cannot absolutely be achieved by everyone, sometimes students do not have mentality (stage fever), this greatly affects student learning achievements, on the other hands speech activity in teaching speaking skill because of motivation, students who have mental deficiencies can be built by motivating them every day and every learning process.

Speech activity in teaching speaking skill also requires students to be active in adding vocabulary and expressions, this is for students who are not part of it, it looks difficult to adjust learning techniques, therefor the teacher evaluates many ways and materials so that all students can accept what she said. The researcher displayed the results of Using speech activity in teaching speaking skill to make student's speaking ability better than before, here is a table of values from the results of observations:

**Table II**

The result score After Speech Activity in Teaching speaking skill

No	Name	Kinds Of Value				SUM	Value
		Fluency	Pronunciation	Accuracy	Vocabulary		
1.	Eka	8	7	9	8	32	80
2.	Zakia	7	9	8	9	33	82,5
3.	Anita	8	8	9	9	34	85

4.	Nisa	9	7	6	9	31	77,5
5.	Wayan	7	9	8	8	32	80
6.	Siti	7	8	8	7	30	75
7.	Anggi	8	8	8	9	33	82,5
8.	Ayu	8	9	9	8	34	85
9.	Nila	8	9	6	6	29	72,5
1.	Yeni	9	8	8	8	33	82,5
1.	Kuni	9	7	8	8	32	80
12	Yesi	9	9	8	8	34	85
13	Vika	8	8	8	9	33	82,5
14	Dini	8	9	8	8	33	82,5
15	Inge	9	7	8	9	33	82,5
16	Dita	6	9	8	6	29	82,5
17	Tasya	7	9	8	9	33	72,5
18	Nada	7	8	8	9	32	82,5
19	Dina	5	9	9	9	32	80
20	Kayla	9	9	9	6	33	80
21	Vida	9	9	7	7	32	80
22	Hilya	8	7	9	7	31	77,5
23	Heni	7	7	9	7	30	75
24	Febi	8	9	8	8	33	82,5
25	Aya	9	8	8	8	33	82,5
<b>SUM</b>							<b>2010</b>



Average	80,4
---------	------

The presentation of the above values is the value of the results of speech practice, the results are taken from the student's ability to speech use Bullying text by Miss Ayla, The use of speech activity in teaching speaking skill can better than before can be seen from the results of the scores above. Showing that student's speaking skill significantly, the results showed that 80% students got scores above the average so that all students on average got good ratings. In the provisions of the following predicate values used in speech activity in teaching speaking skill:

**TABLE III**  
**THE PREDICATE INTERVAL SCORE**

<b>Predicate Interval Score of Intensive Program</b>		
<b>Predicate Interval</b>	<b>Interval</b>	<b>Description</b>
88- 100	A	Very good
74- 87	B	Good
60- 73	C	Enough
<60	D	Poor

From the results that have been presented by the researcher, taking the example of a student named Ingrid. She got an average score of 82, 5 this is by calculating the value that is the sum of the four fields, namely fluency, vocabulary, pronunciation and accuracy. So that is states that name Ingrid get a good value. The assessment is determined by the following conditions:

**TABLE IV**  
**SCORING RUBIC SPEAKING**

<b>NO</b>	<b>VOCABULARY</b>	<b>PRONUNCIATION</b>	<b>ACCURACY</b>
	<b>5- 10</b>	<b>5- 10</b>	<b>5- 10</b>

After the test results were carried out, by examining criteria above, most students got good grades. This show us if after students take the matter of speech activity in teaching, students can know their skills in speaking English.

### **C. Discussion**

The researcher's discussion based on the finding data that have been described, speech activity in teaching English skill is very influential in English speaking skill for students, especially ESY B class proven effective speaking skill. The need for UPT program is greatly helped by speech matter. Further proof is proven by the value that has been found, namely with an average of 8.04 with a good value predicate because they are not from English department. The indicators are like a researcher in writing the

thesis with several indicators for them are: 1) high expectations of students learning, 2) using fun, focus, and enjoy method, 3) the text taught is very good and educate, 4) appropriate and detailed support and programs, 5) instructions are learn and focused, 6) when students don't understand about the vocab, teacher always wrote in the whiteboard, 7) very effective time, 8) there are very efficient students development.

Practice of speech exam data showed that most of students of ESY B Class, increased significantly from the first time they passed speech matter in intensive program to completion, especially for speaking skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher was conclude based on researcher problem. Speech activity in teaching speaking skill is used as matter of English Intensive program of UPT P2B Institute Agama Islam Darussalam Blokagung Banyuwangi which very effectively and applied by professional teachers in ESY B class 2021/2022. The learning process using the principles fun, focus, practice and full of motivation by teachers. In English Intensive program their main target is to help improve language skill using speech matter.

The problem most of the students had problems communicating using English. The background is that students are afraid to speak English, not brave or confidence, and have low vocabulary. So, by speech material in intensif Program students can be brave, confidence and not affraid to learn english. during the speech activity in teaching speaking skill process is from students who sometimes tend to bless interested in speaking skill, and most of them feel speaking English very difficult and that make them afraid to practice in front of their friends, but that can change because the teacher always give motivation for student in order they are always spirit and brave to show their speech.

Speech activity in teaching is strongly supported by several elements of UPT P2B because of its there enough media or facilities from UPT P2B, so make the learning process be fun and effective.

## **B. Suggestion**

Based on the exposure of the researcher's data and conclusions, the researcher would like to provide suggestions. They:

### 1. For Teachers

Teachers must build more enthusiasm for students so that student's mentality remains under control in learning English, teachers must be more creative and innovative when explain to students, and teacher must more patients in educating students.

### 2. For students

The students must spirit and use their vocabulary more often; they can understand the order of speech content, start from greeting, opening, topic, conclusion until closing. They also must brave and confident to performance in public, the main point that students must pay attention when teacher explain and value their friends when perform his/ her speech.

### 3. For Principles

Hopefully it was stay strong, build on vision and mission that have been instilled, and hopefully it can be evaluated according to the expected results.

### 4. For the readers

The researcher hopes that after reading this researcher, hopefully the readers can be motivated and enthusiastic in developing or taking to develop their ability to speak English well especially by speech activity.

## REFERENCES

- L Brown, H.D 2001. Speaking Teaching by Principles: an Interactive To Approach Language Pedagogy (ED). NewYork: Addison n Wesel
- Brand, S. T., & Donato, J. M. (2001). Speech in emergent literacy: Fostering multiple intelligences. Albany, NY: Delmar Thomson Learn
- Speech Association's, Tales as tools: The power of story in the classroom. (pp. 7-8). Jonesborough, TN: The National Speech Press.
- Journal TESL. 2007 Speech in the EFL Speaking Classroom. Vol. XIII No 11
- REFERENCESAustin, John Langshaw. (1965). How to do Things with Words. New York : Oxford University Press.
- Rukmanasari, Indah. (2012). A Pragmatic Analysis of the Main Characters Speech Acts in Date Night Movie (Undergraduate Thesis). Yogyakarta. From <https://core.ac.uk/display/33518112>
- Ronan, Patricia. (2015). Categorizing Expressive Speech Acts in the Pragmatically Annotated SPICE Ireland Corpus. *Icame Journal*, 39(1), 26
- Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.
- Yule, Goerge. (2010). *the study of language* .NewYork: Cambridge University
- Schauer, Gila A. (2009). *Interlanguage Pragmatic Development* .New York: Continuum International Publishing Group.
- <https://iteslj.org/technique/Jianing-Speech.html> (Accessed on December)

## APPENDIX 1

### Research Application Letter



Nomor : 31.5/273.13/TBIG/FTK/IAIDA/C.3/I/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

**Ketua UPT P2B IAIDA**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **MAWAHDATUL FITRIYANI**  
TTL : **Sekayu**  
NIM : **18112210040**  
Fakultas : Tarbiyah dan Keguruan (FTK)  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Alamat : Balai Agung-Sekayu-Musi Banyuwasin-Sumatera Selatan  
HP : 08578833395  
Dosen Pembimbing : **Moh. Mahmud, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

***The Use of Speech Activity in Teaching Speaking Skill at Intensive Program of UPT P2B Institute Agama Islam Darussalam in Academic Year 2021-2022***

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum warahmatullahi wabarokatuh.*

Blokagung, 15 Januari 2022  
Dekan  
  
**Dr. Siti Aimah, S.Pd.I., M.Si.**  
NIPY. 3150801058001

## Appendix 2

### Researcher Certificate Letter



### SURAT KETERANGAN PENELITIAN

No. 31.5/96/IAIDA/UPT-B/A.6/IV/2022

Yang bertanda tangan dibawah ini Direktur unit pelaksana bahasa Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi menerangkan bahwa :

Nama : Mawahdatul Fitriyani  
NIM : 18112210040  
Prodi : Tadris Bahasa Inggris (TBIG)  
Fakultas : Tarbiyah dan Keguruan  
Judul Tesis : **The Use of Speech Activity in Teaching Speaking Skill at Intensive Program of UPT P2B IAI Darussalam in Academic Year 2021/2022**

Benar-benar nama tersebut diatas telah melaksanakan penelitian dari tanggal 22 Februari s/d 2 April 2022 di Unit Pelaksana Teknis (UPT P2B) Bahasa Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.



## Appendix 3

7/6/22, 5:30 PM

SISTEM INFORMASI MANAJEMEN AKADEMIK IAIDA BLOKAGUNG ::

NIM 18112210040  
NAMA MAWAHDATUL FITRIYANI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PROGRAM STUDI S1 TADRIS BAHASA INGGRIS  
PERIODE 20212  
JUDUL rn  
rn



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	06 April 2022	13 April 2022	Finishing untuk ujian	Bimbingan 9
2	20212	01 April 2022	04 April 2022	Chapter 5 Conclusion	Bimbingan 8
3	20212	17 Maret 2022	23 Maret 2022	Chaper 4 Finding and Discussion	Bimbingan 7
4	20212	16 Maret 2022	23 Maret 2022	Chapter 3 Research method	bimbingan 6
5	20212	10 Maret 2022	16 Maret 2022	Chapter 2 Related Review	Bmbingan 5
6	20212	02 Maret 2022	08 Maret 2022	Chapter 1 Introduction	Bimbingan 4
7	20212	01 Maret 2022	08 Maret 2022	Chapter 1 Introduction	Bimbingan 5
8	20212	15 Desember 2021	16 Desember 2021	Bimbingan Propossal	Bimbingan 3
9	20212	09 Desember 2021	10 Desember 2021	Konsultasi Judu	Bimbingan 2
10	20212	22 November 2021	23 November 2021	Bimbingan mendeley	Bimbingan 1

## **Appendix 4**


### **Plagiarism**

## Appendix 4


### Profile of UPT P2B IAIDA BLOKAGUNG BANYUWANGI

Plagiarism Checking Result for your Document Page 1 of 25

## Plagiarism Checker X Originality Report



Plagiarism Quantity: 9% Duplicate



Date	Thursday, April 14, 2022
Words	1114 Plagiarized Words / Total 12730 Words
Sources	More than 134 Sources Identified.
Remarks	Low Plagiarism Detected - Your Document needs Optional Improvement.

**Sources found:**  
Click on the highlighted sentence to see sources.

#### Internet Pages

- <1% <https://www.researchgate.net/publication>
- <1% <https://www.arjournals.org/pdfs/ijeell/>
- <1% <https://open.lib.umn.edu/publicspeaking/>
- <1% <https://www.coursehero.com/file/pm88tp/L>
- <1% <https://www.readandspell.com/6-early-lit>
- <1% <https://files.eric.ed.gov/fulltext/ED491>
- <1% <https://123dok.com/document/4zpdpvwz-usi>
- <1% <https://www.rstjournal.com/?mdocs-file=3>
- <1% <https://early.wordpress.com/2009/05/10/>
- <1% <https://www.lawyers.com/legal-info/resea>
- <1% <https://aannh.blogspot.com/2015/05/speak>
- <1% <http://digilib.iain-palangkaraya.ac.id/1>
- <1% <https://waiwaitech.wordpress.com/2019/04>
- <1% <https://files.eric.ed.gov/fulltext/EJ110>
- <1% <https://rahelcyntia.wordpress.com/2013/>
- <1% <https://repository.ar-raniry.ac.id/id/ep>
- <1% <https://www.researchgate.net/profile/Edu>
- <1% <https://text-id.123dok.com/document/y9g6>
- <1% <https://paperspot.com/blog/2021/07/12/wy>
- <1% <https://www.actionresearch.net/writings/>

**CHAPTER I INTRODUCTION** Research Background Each nation is represented by its language, as a parable once stated. If we examine its meaning more deeply, we may become wiser in comprehending and dealing with all problems involving language and the attitude or behavior of groups of language speakers. (Ahl, 2004, p. 21) Wisdom is likely to reinforce one's belief in the importance of language in cultural evolution, as well as English as an international language.

Speaking is the vehicle par excellence for social solidarity, social status, professional growth, and business, according to Bygate (1987: vii). It's also a medium through which a lot of language is learned, and for many people it's especially conducive to learning. We may communicate information, ideas, and sustain social relationships by speaking. Furthermore, according to Yahya, a huge number of the world's language learners study English in order to be able to converse fluently (2010:86).

□ speaking is the use of language orally □. The capacity to communicate effectively and efficiently in a foreign language adds to a learner's success in school and subsequently in life in every phase. On of difficult faced by Indonesian students in mastering English is learning how to speak in English. In this case I have notice after doing interview that some teachers do not focus on listening and speaking as much as they do reading and writing.

While reading and writing are vital, kids must learn to listen and talk in order to improve their reading and writing skills. As a result, it is critical that language teachers □ pay close attention to teaching speaking. Harmer (1998: 96) says, □ Speaking is activities that provide opportunities for rehearsal give both teacher and

file:///C:/Users/Mr.%20Adib/Documents/PlagiarismCheckerX/report.html 4/14/2022

## **A. DOMISILI of UPT P2B IAIDA BLOKAGUNG BANYUWANGI**

UPT P2B IAIDA's Domicile at Pondok Pesantren Darussalam, Dusun Blokagung, Desa Karangdoro, Kecamatan Tegalsari, Kabupaten Banyuwangi. Code Pos (68485) Tlp. (0333) 845646. Hp 0813 5848 1666

Email : UPT P2B@GMAIL.COM

Website: www. UPT P2B@GMAIL.COM

District Banyuwangi, Provincial East Java

## **B. AGENCY IDENTITY**

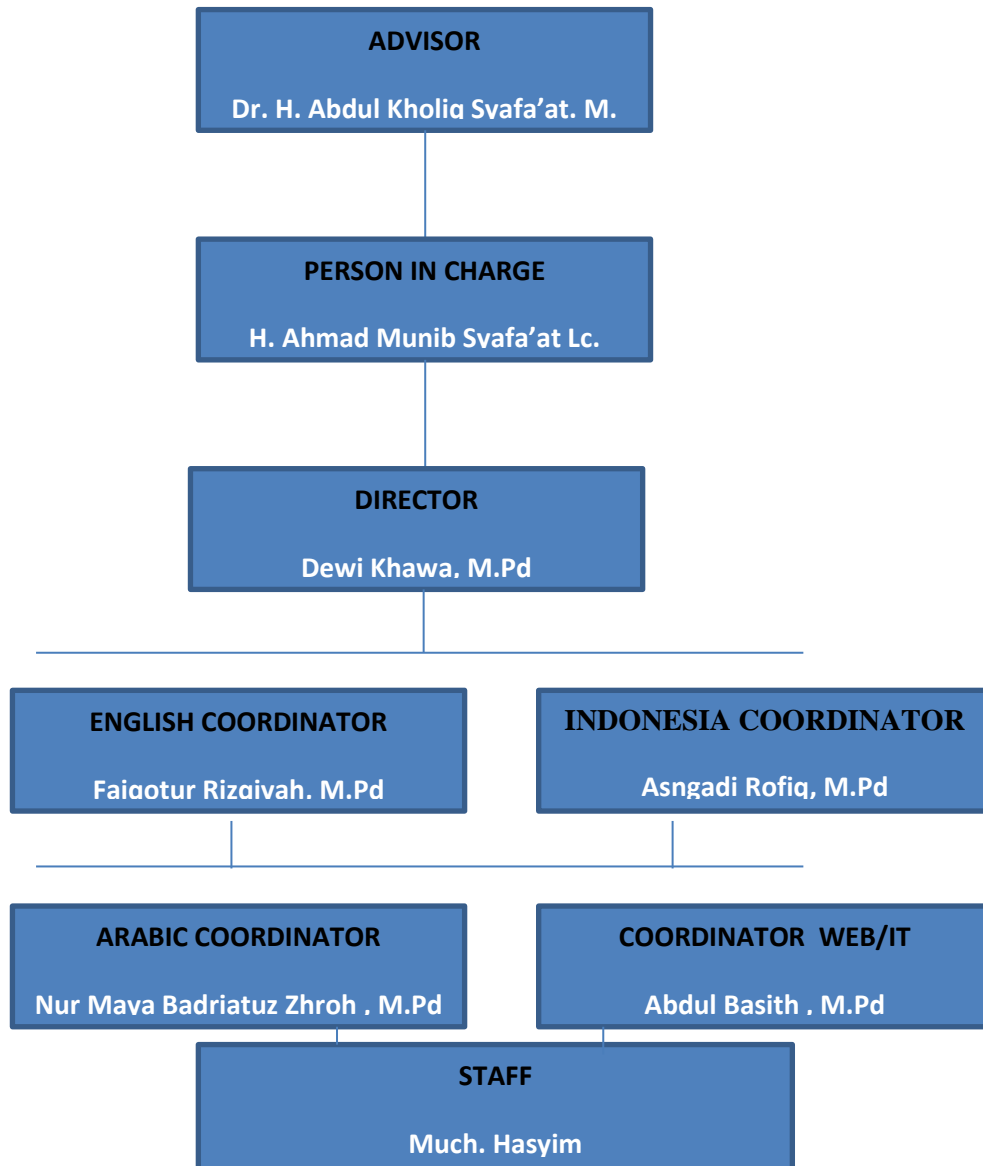
1. Institution Name : UPT P2B IAIDA
2. Director : Dewi Kawa, M.Pd
3. Date Of Establishment : September 13, 2017
4. Postal Code : 68485
5. Village : Karangdoro

## **C. LANGUAGE PROGRAM**

1. English language
2. Arabic language
3. Indonesian language

## Appendix 5

### Structure of UPT P2B's Personalia Institute Agama Islam Darussalam



## Appendix 6

### Schedule of Intensive Program at UPT P2B 2021/2022

JADWAL INTENSIF GENAP 2021/2022								
NO	KELAS	INTENSIF	KODE MAKUL	HARI	RUANG	JAM	TUTOR	SIKAD
1	BKI A	INGGRIS	2120511INTAR	MINGGU	A11	1-2	GALUH	P2B315
2	BKI B	INGGRIS	2120511INTAR	KAMIS	A11	3-4	AYLA	P2B315
3	ESY A	INGGRIS	2120311INTAR	MINGGU	B27	3-4	GALUH	P2B315
4	ESY B	INGGRIS	2120311INTAR	KAMIS	B14	5-6	AYLA	P2B315
5	KPI	INGGRIS	2120211INTAR	SABTU	SM2	5-6	NATA	P2B315
6	PSY	INGGRIS	2120611INTAR	SELASA	F3	5-6	AYLA	P2B315
7	MPI A	ARAB	2120111INTING	SABTU	A23	1-2	RISKY	P2B315
8	MPI B	ARAB	2120111INTING	MINGGU	G2B	5-6	RISKY	P2B315
9	MPI C	ARAB	2120111INTING	RABU	G2B	5-6	AZMI	P2B315
10	PBA	ARAB	2120411INTING	RABU	F6	1-2	MAYA	MAYA
11	TBIG	ARAB	2120711INTING	SELASA	G5	5-6	RISKI	HAWA
12	TBIN	ARAB	2120811INTING	SENIN	G4	3-4	P BASIT	P2B315

#### Ket:

Jam 1	08.00-08.45
Jam 2	08.45-09.30
Jam 3	09.30-10.15
Jam 4	10.15-11.00
Jam 5	11.00-11.45
Jam 6	11.45-12.15

## **Appendix 7 Interview**

### **Interview 1**

#### **Director of UPT P2B IAIDA**

**D** : **Director**

**R** : **Researcher**

**R** : “Assalamu’alaikum Miss, I’m sorry little disturb your time, I want permission to interview you”

**D** : “waalaikumsalam.wr.wb, oke with my pleasure”

**R** : oke miss, I’m Mawahdatul Fitriyani student from TBIG 2018, now I want interview you about UPT P2B IAIDA

**D** : oke, you can ask me now

**R** : what is being the background build UPT P2B in Institute Darussalam?

**D** : oke, the first is our rector that proposes, because seen Lack of language services in IAIDA, so Kyai Munib choose Miss Zulfi as the director of UPT P2B. UPT language development itself in the form of the 13<sup>th</sup> September 2017 under the auspices of the Darussalam Islamic Institute focusing on developing language both internally and external. One of the internal language development programs has been carried out for three years, namely Arabic and English intensive. While the UPT language development program is a language External development that had been carried out in the previous period was the UPT-B Goes to Community program.

**R** : How many the program of Intensive?

**D** : There 3, the first is English language, Arabic language, and Indonesian language

**R** : Why intensive time that was initially carried out at 7 o'clock and is now transferred to SKS?

**D** : oke, because from IAIDA the order from IAIDA must be changed because it is ineffective for students to arrive on time, because there are only a few students on time, and also in 2019 to 2021 we have Corona Covid 19, so to minimize the corona, then put it in the SKS of the **course.**

**R** : oke, Miss I think enough thank you for your time, I'm so sorry disturb your time

**D** : oke you are welcome, spirit and success for your thesis

**R** : thank you Miss, Assalamu'alaikum

**D** : Waalaikumsalam.

## **Interview 2**

### **Teacher of Speech English Intensive**

**ST** : Speech Teacher

**R** : Researcher

**R** : Assalamu'alaikum Miss Ayla, How are you today? I'm sorry disturb your time, In accordance with our promise.



ST : Waalaikumsalam.wr.wb, I'm fine thank you, it's never mind.

R : oke Miss, the first my question is, what method or strategies which you used when taught speech activity?

ST : Actually the method of learning are very many, with my opinion the method which success use in speech activity in speaking skill is depend of matter, and sometimes the choose of method is suddenly, depend of the condition of students, because sometimes when learning process students give a question, sometimes tell about their stories, and make her friends laugh by her sentence

R : Did you use some Medias when learning to made students not felt bored?

ST : With myself, honestly I more like if study used something that cannot make we bored like use media, so when I teacher Speech activity I used videos to make students easily understand about speech, I also asked to students repeat or follow what people spoke in the videos, by students very happy and more spirit when they watched by themselves how the technique of speech.

R : what are be supporting and inhibiting of student when speech activity in learning process?

ST : About factors which are support from teacher to increase the motivation of students, that always there 2, first is internal, and second one external, because by that factor the student's spirit influenced.

Example student's intellectual come from students self, there

something can pull their spirit when study and also can bring from home where their parents always give a spirit and support to their children, seeing that student be spirit to study, but also not detached from environment factor like with whom the students Hang out, with smart and diligent friends so the students can be follow his/ her friends. The factor is environment, in ESY B class they are have high competition, and spirit and they are vying. Forget the best score, and good practice.

R : one miss, I think enough thank you very much for your time, and for your answer.

ST : one, you are welcome

R : Assalamu'alaikum miss

ST : waalaikumsalam, wr, wb

### **Interview 3**

#### **1<sup>st</sup> student**

#### **R: Researcher**

#### **S: Student**

R : Assalamu'alaikum, hello sister. What is your name?

S : Hello, my name is Inggrit

R : oke, Inggrit may I interview about your speech learning process?

S : my question is, what is your opinion about speech activity in teaching speaking skill?

R : I think, speech is good way to make students like me to be brave because speech can make our mental be brave than before and also can make our vocabularies, our information add from our text speech.

R : oke Inggrit, I think enough thank you very much.  
Assalamu'alaikum.

ST : you're welcome sister, waalaikumsalam. Wr.wb

#### **Interview 4**

##### **2<sup>nd</sup> student**

**R: Researcher**

**S: Student**

R : Assalamu'alaikum, hello sister. What is your name?

S : Hello, my name is Eka

R : oke, Eka may I interview about your speech learning process?

R: my question is, what is your opinion about speech activity in teaching speaking skill?

ST :I think, speech is good but I I don't like it very much

R : oke2, what is your reason Eka?

ST : because, there something that make me slow in follow speech activity is I cannot read the vocabulary with good pronunciation, so I must repeat word by word until I can read after that I knew can practice in class".

ST : owww, like that, but do you feel spirit when Miss Ayla gave you some motivation?

R : of course, I be spirit and happy, I felt better and want speak English excellent like Miss Ayla.

R : oke Inggrit, I think enough thank you very much. I hope what you want was be happen. Assalamu'alaikum.

ST : you're welcome sister, waalaikumsalam. Wr.

## Appendix 8

### Data of Students

No	Name	NIM	Adress
1	HIKMAH PUTRI OCTAVIANI	2113111002	Banyuwangi
2	NABILA FIKRI ASRYVA	2113111005	Cilacap
3	SITI FADILAH	2113111006	Sumatera
4	ROVIKATUS SHOLIHAH	2113111007	Jakarta
5	RISMA MAULIDA	2113111008	Banyuwangi
6	ALFINA NURDIANA	2113111009	Banyuwangi
8	TUTUT APRILLIA PRATIWI	2113111015	Banyuwangi
9	RISMA TAHTA ALFINA	2113111019	Bandung
10	AINUN SAFITRI	2113111022	Sulawesi
11	RISMAYANA	2113111024	Palembang
12	LUTFIYATUL KHIKMAH	2113111025	Merauke
13	RIZKI SAFITRI	2113111028	Sumatera
14	SEPTIA NURAINI	2113111032	Sumatera
15	INGGRIT LAILATUL MUKAROMAH	2113111033	Banyuwangi
16	IKFINA YAMAULANAN NUZULA W.	2113111035	Banyuwangi

17	ELOK NISWATUMMAJIDAH	2113111036	Banyuwangi
18	EKA FEBRIANI	2113111037	Banyuwangi
19	SABRINA SALMA	2113111038	Banyuwangi
20	DEVI SILVIANA	2113111039	Banyuwangi
21	IFATUN NISA	2113111015	Denpasar
22	HIKMAH PUTRI OCTAVIANI	2113111019	Sumatera
23	NABILA FIKRI ASRYVA	2113111022	Tegaldimo
24	SITI FADILAH	2113111024	Banyuasin
25	ROVIKATUS SHOLIHAH	2113111025	Jawa Tengah

## Appendix 9

### INTENSIVE FOLLOWING TERMS ARABIC AND ENGLISH

1. Arabic and English intensive participants are students of IAI Darussalam Blokagung Banyuwangi and have done KRS at IAIDA Siakad

2. UTS and UAS participants are

a. Students who have completed financial administration

b. Students who exceed the minimum attendance limit, which is 75% of the total language intensive effective days

3. The number of meetings in Arabic and English intensive in the even semester of class 2021/2022 is 16 meeting days with the following classification:

a. 14 days of material submission

b. 1 day UTS meeting

c. 1 day UAS meeting

4. Rating category

a. Intensive Arabic

كفاية	0-65
جيد	66-85
جيد جدا	86-100

b. Intensive English

Basic	0-65
Intermediate	66-85
Advance	86-100

5. Components and percentages of assessment are taken from:

a.30% attendance

b.TASK 10%

c. UTS 20%

d. UAS 40%

6. UTS and UAS are conducted by tutors according to the academic calendar.

7. The focus of the material is that students are able to use Arabic or English in conversation



## RENCANA PEMBELAJARAN SEMESTER (RPS)

### RENCANA PEMBELAJARAN SEMESTER (RPS)

<b>Mata Kuliah</b>	Intensif Bahasa Inggris	Semester	I	<b>Kode</b>
<b>Prodi/Jurusan</b>	Tadris Bahasa Inggris (TBIG)	<b>Dosen</b>	Siti Lailatun Nikmah	<b>SKS</b>
<b>Capaian Pembelajaran</b>	Selesai mengikuti perkuliahan ini, mahasiswa diharapkan mampu melakukan dan mempraktekkan speaking skill yang berupa speech dengan baik dan benar			

## Appendix 10

### Picture of Researcher





Picture II. The Researcher with Director of UPT P2B



Picture III. The learning Process of Speech Matter



Picture VI. The Students Practice Speech

## **THE RESEARCHER'S BIOGRAPHY**



Name : Mawahdatul Fitriyani  
Address : Palembang, Sumsel  
Gender : Female  
Born : February, 18 2000  
Religion : Islam  
Email : Mawahdatul6@gmail.com

### **Education History**

TK : TK PEMBINA SEKAYU

SD/MI : SD MUHAMMADIYAH 1 SEKAYU

SLTA : MA BINA NUSA PALEMBANG

COLLAGE : IAIDA DARUSSALAM BLOKAGUNG



