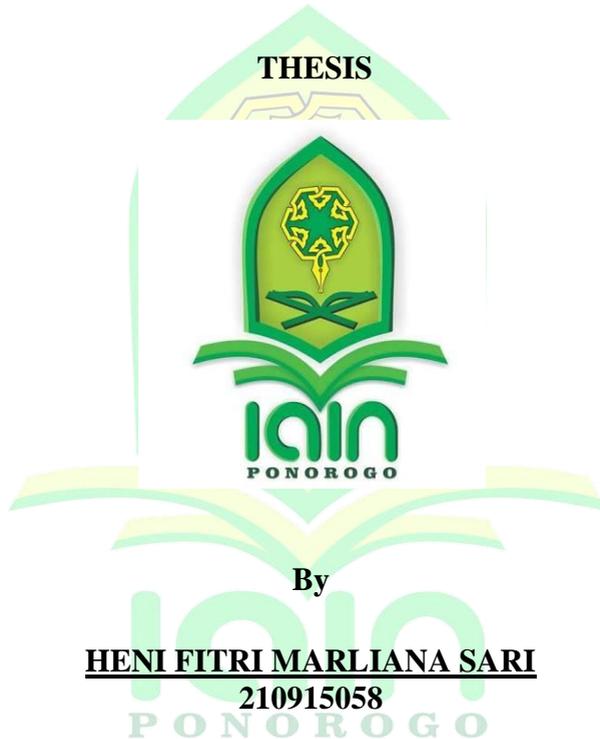


**THE IMPLEMENTATION OF ENGLISH SPEECH AS
AN EXTRACURRICULAR PROGRAM TO
ENHANCE STUDENTS'
PUBLIC SPEAKING ABILITY AT MAN 2
PONOROGO
IN ACADEMIC YEAR 2018/2019**

THESIS



By

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2019**

SARI, HENI FITRI MARLIANA. 2019. *The Implementation of English Speech as an Extracurricular Program to Enhance the Students' Public Speaking Ability at MAN 2 Ponorogo in Academic Year 2018/2019.* **Thesis**, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Nurul Khasanah, M.Pd.

Key Words: English Speech and Public Speaking

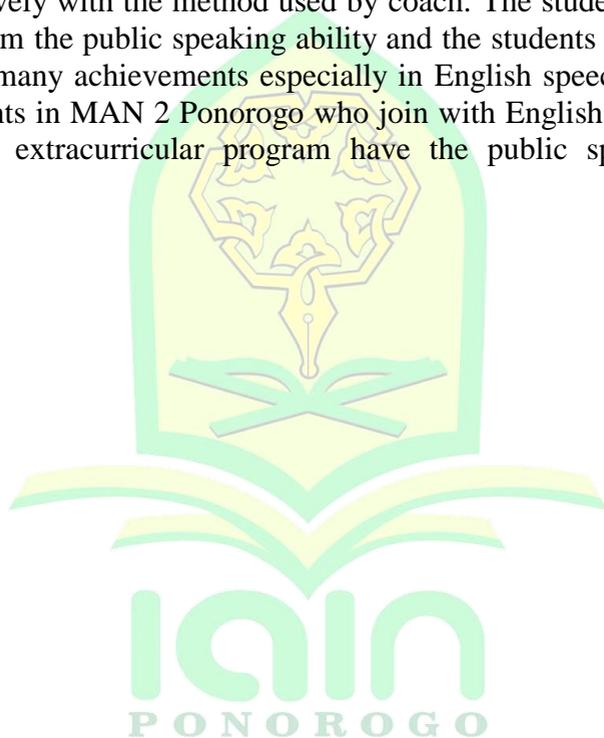
Public speaking competence is of paramount importance and vital to students' success. Public speaking skill can be used for leadership/personal development, business, customer. Through public speaking ability students already have provisions for the community later. In teaching public speaking coach of students used English speech to enhance students' public speaking ability.

The purposes of this research was to describe the method used in teaching English speech an extracurricular program and the students perspective about the method used in teaching English speech an extracurricular program at MAN 2 Ponorogo in academic year 2018/2019.

In this research, the researcher used descriptive qualitative design. The researcher used interview, observation and documentation to collect the data. The subject is the English speech extracurricular students, initiator of English extracurricular program and the coach of English Extracurricular. The researcher conducted of the research at MAN 2 Ponorogo in academic 2018/2019.The

researcher analyzed the data used data reduction, data presentation and conclusion drawing.

The result of the research showed that coach employee two kind of method namely the impromptu method and direct method. While the students also respon positively with the method used by coach. The students can perform the public speaking ability and the students already have many achievements especially in English speech. The students in MAN 2 Ponorogo who join with English speech as an extracurricular program have the public speaking talent.





**MINISTRY OF RELIGIOUS AFFAIRS
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RATIFICATION

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Has been approved by the board of examiners on

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 Education on:

Day : Thursday
 Date : July, 16 2019

Ponorogo, July 16 2019

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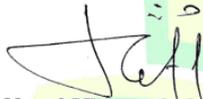
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Heni Fitri Marlina Sari

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is a system of communications. The basic function of language is to communicate, so language means as a tool of communication in human life. It is important to be learned in order to improve the quality of the social life. Communication among people who speak the same language is possible because they share such knowledge, although how it is shared and, even more so, how it is acquired is not well understood. Language is also a communal possession, but at the same times an abstract entity. Individuals have

access to it and constantly show that they do so by using it properly.¹

English has become an international language. People from different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. In globalization era, English language has become the most widely used and indeed dominant language for international business, technology, science and academia.² One of important languages should learn is English language. So far many people have considered English as a second language but in the whole world English is a foreign language.³ That is, it is taught in schools, often widely, but it does not play an essential role in national or social

¹Ronald Wardhaugh, *an Introduction to Sociolinguistics Sixth Edition*(USA: by Blackwell Publishing Ltd, 2010),3.

² Peter W Roux, *English As International Language : The Debate Continous*, 2014, 45.

³ Geoffrey Broughton, *Teaching English as a Foreign Language*, (London and New York: 2003), 6.

life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: most of citizen does not need English or any other foreign language in their daily life or even for social or professional advancement. English in Indonesia is more likely to be taught and learned only as a foreign language. This means that learning and teaching English occurs more in the classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by Oxford and Shearin, a foreign language in this context is a language learnt only during formal education.⁴ Learners of English as a foreign language have a choice of language variety to a larger extent than second language

⁴ Urip Sulisty, *Learning English As a Foreign Language in an Indonesia University*, *Ijet Vol. 5, Issue 1, 2016*.

learners. The choice of variety is partly influenced by the availability of teachers, partly by geographical location and political influence.⁵ In Indonesia, English has been determined as foreign language as, it is stated in the 1994 national curriculum. The purpose of learning English in Indonesia according to the National curriculum is to enable learners to speak and write in English.

Generally, in language there are the important parts of language skills. There are four skills consist of listening, speaking, reading, and writing. Listening and speaking are highly interrelated and work simultaneously in real life situations. The integration of the two aims at fostering effective oral communication and the integration will assure real-life and purposeful communication. Reading and writing are

⁵ Ibid, 6-7.

forming a strong relationship with each other as skills. Reading and writing are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.⁶

Among four skills, speaking is considered as the most essential skill to be mastered as stated by Aye and Phyu that human need an effective English speaking skill in the whole life aspects in this globalization era. Then, Sepahvand argues that there are some reasons to put speaking as the first aim of study such as personal satisfaction from being able to speak and reaching

⁶ Lorena Manaj Sadiku, *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*, (European Journal of Language and Literature Studies, 2015).

other interests or career goals. Additionally, Tahir says that somebody is considered successful in learning a foreign language when the people have the ability to speak it.⁷ Speaking is considered as an important skill to be accomplished by students. As a language used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Speaking is the productive or oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁸ Speaking is the way of people to express and communicate ideas to

⁷ Mukminatus Zuhriyah, *Hasyim Asy'ari University, Vol. 10, 2017: Storytelling to Improve Students' Speaking Skill.*

⁸ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (Mc Graw Hill : 2005), 2.

others orally. According to Gert and Hans in Efrizal speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention.⁹

As of student English Education Department, the researcher should realize that teaching English language to student is very important for their education, career and daily life. In fact, teaching English is not easy as it tough. Especially in teaching speaking, it is more complicated than the other skills. Without knowledge and skill, the teaching will not be effective. In accordance of 2013 curriculum, English speaking cannot be neglected in the learning process because English

⁹ Mukminatus Zuhriyah, *Hasyim Asy'ari University, Vol. 10, 2017: Storytelling to Improve Students' Speaking Skill.*

holds an important role.¹⁰ In speaking class, there are many problems found by teacher as well as students. Virgia says the problems of the teacher such as the teacher cannot manage in the class, the teacher lack of teaching materials also by the students such as the students do not interest in English speaking learning, the students shy when the teacher asked speak in English, the students do not have enthusiasm in learning English especially in speaking, the students lack of vocabularies.¹¹ And all of those problems are definitely waiting to be solved.

During observation at MAN 2 Ponorogo, the researcher found some problems in teaching speaking, especially to be good public speaker in public. Those

¹⁰ Siska Azkia, *Improving Speaking Skills Through Active Learning Strategy*, *e-Journal of English Language Teaching Society*, Vol. 4, No. 2, 2016.

¹¹ *Journal of Foreign Language Teaching and Learning*, Vol.2, No.2, 2017: *Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia*.

problems were there are some the students are not confident to speak in English, the students do not have interest in learning English speaking; the students lack of vocabularies. Because of that, MAN 2 Ponorogo provides a program to solve the problems. The program is called Speech English Extracurricular. The Speech English Extracurricular program at MAN 2 Ponorogo has one coach, the coach of Speech English Extracurricular at MAN 2 Ponorogo is not the teacher there. The members of English Extracurricular from tenth to twelfth grade students are more than 50 students. The Speech English Extracurricular at MAN 2 Ponorogo held three times a week. It was conducted when the coach of Speech English Extracurricular had determined the day of the week, so the day was uncertain.

English extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum.¹² However, they provide experiences that are not included in the formal courses of study, such as communication, cooperation, friendship, discipline, planning, leadership, organization, and time management.

Based on interview with the coach of extracurricular program the aim of the extracurricular is to help the teacher to reach the teaching target because the teacher cannot rely on English teaching in the formal classes because the time spent for formal classes is very limited and help the teacher to explore the skills of students, that the extracurricular is considered as advantages to the teacher.¹³ Speech extracurricular

¹² Observation (*Coach of MAN 2 Ponorogo, 21 December 2018.*

¹³ *Interview of the coach in 22 December 2018.*

considered has advantage for the students as well as. They have more time to learn English especially to learn about their speaking ability. English speech extracurricular at MAN 2 Ponorogo has many achievements. Such as runner up speech contest at IAIN Tulungagung, runner up Speech Contest at STKIP Ponorogo, the third champion in Speech JEC at UIN Surabaya, the third champion Speech Language Festival at UNESA, runner up Speech contest at Widya Mandala Madiun, and the third champion in Oration RRC STKIP Ponorogo.

Based on the description above the researcher interests to scrutinize the implementation of English speech program as well as the students' responses about English speech extracurricular at MAN 2 Ponorogo to increase students' public speaking ability in a thesis entitled: "THE IMPLEMENTATION OF ENGLISH

SPEECH AS AN EXTRACURRICULAR PROGRAM TO ENHANCE THE STUDENTS' PUBLIC SPEAKING ABILITY AT MAN 2 PONOROGO”.

B. Research Focus

This research focuses on the issue is about the method to teach or to train the English speech extracurricular in the economy theme and the students perception of the method in English speech extracurricular at MAN 2 Ponorogo.

C. Statements of The Problems

The statements of the problem of the research are below:

1. How is the implementation of English speech as an extracurricular program to enhance students' public speaking ability at MAN 2 Ponorogo?

2. How is the students' perception toward the implementation of English speech as an extracurricular program to enhance students' public speaking ability at MAN 2 Ponorogo?

D. Objectives of The Study

In accordance with the problem mentioned above, this research is aimed to find out:

1. Explain the implementation of English speech as an extracurricular program to enhance the students' public speaking ability at MAN 2 Ponorogo.
2. Explain what the students' perception about the implementation of English speech as an extracurricular program to enhance students' public speaking ability at MAN 2 Ponorogo.

E. Significances of The Study

1. Theoretically

This result of this study can contribute to the education, especially in English speech extracurricular.

2. Practically

a. For the Teacher

This study is expected to be able to give solutions to the teacher in solving the students' problem in teaching learning process.

b. Students

This study is expected to be able increase students' understanding and it can improve students' achievement in learning process.

c. Readers

This study is expected to give a contribution to readers in an aspect the knowledge about method to train English extracurricular , particularly the students of English Education Department of Institute of Islamic Studies Ponorogo.

F. Organization of The Thesis

The discussion in this study consist of six chapters and each chapter is closely related which is unified whole. Then the researcher compiles the systemic discussion as follow:

Chapter one is the beginning of the discussion of the thesis. It consists of: background of the study, research focus, statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

Chapter two discusses literature review. it consists of previous research findings and theoretical background.

Chapter three discusses about research methods consists of approaches and types of the research, the presence of the researchers, research locations, data and data source, procedures for data collection, data analysis techniques, checking the validity of findings, stages of the research.

Chapter four contains all research that contains general data descriptions and specific data descriptions.

Chapter five is the result of problem analysis which includes:

Public speaking at MAN 2 Ponorogo, The Implementation the method of English speech as an extracurricular program to enhance students' public speaking at MAN 2 Ponorogo and students perception.

Chapter six is the end point of the discussion that contains of conclusions and suggestions of the research.



CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

There are two previous research that helped the researcher to conduct this research. First, Latifa El Mortaji in his research entitled “Effects of Sustained Impromptu Speaking and Goal Setting on Public Speaking Competency Development: A Case Study of EFL College Students in Morocco”.¹⁴

This research explains about the teaching method of public speaking. One of the methods is the practice of impromptu speaking that is sustainable and has proven to be very high effective in improving the

¹⁴ Bahrun Abubakar, *The Challenges in Undertaking English Speech Training Program at an Islamic Boarding School : A Study of Students' Perspectives*, (ELT Worldwide Volume 4 Number 2, 2017).

performance of public speaking and developing self-confidence in the academic environment. On the analysis section, the researcher clearly showed the quality and frequency of skills upgrading by students throughout the world four preparatory speeches. Large improvements related to non-verbal behavior, followed by content, organization, and then language which in turn has a positive impact on building self-confidence. But the result revealed some student competencies that were not achieved in persuasive speech, mainly because of the new dimension / sub-dimensions are introduced based on nature of speech and instructor requirements. The researcher gives an example, there are some students having problems with visual aids and organizational patterns, which affects their performance and hence their value. Thus, it is recommended to encouragement in persuasive genre, to ensure students

get additional training and practice in this genre of speech, as shown, proved more complicated and demanded several students. In addition, instructors can need visuals for informative speech too, besides being persuasive, to allow students to practice more visual and get the skills needed. Also, the teacher's weekly goal setting strategy allows students to see and assess their processes development of special skills when they move from one speech to another. Therefore, this teaching method is recommended as an effective strategy and tool to be applied in the basic course of public speaking, for strengthen classroom teaching and fulfill the learning objectives of the course, namely communication skills, are considered needed to succeed in their academic careers. The researcher collected qualitative and quantitative data through (i) annotation and evaluation of videotaped extemporaneous speeches using the public

speaking competence rubric (PSCR) to highlight exact gained skills and achieved competencies for each extemporaneous speech performance, (ii) grades earned for each extemporaneous speech, and (iii) individual goals assigned for each speaker after each extemporaneous speech.

Second is a research conducted by Bahrin Abubakar, Haryanto Atmowardoyo, Chairil Anwar Korompot entitled “The perspectives of the students on the Muhadharah program in IMMIM Putera Islamic Boarding School”. It explains the students’ perspective about Muhadharah Program. The result of the research was: 1) the students notice that there are advantages the students can get through the program. The students can learn new vocabulary, know how to be good speakers and grow as independent and confident individuals. However, the students pointed out several

things to improve the program. The students mentioned about sending them to other schools so the students can learn to meet new people and new places and the idea of presenting gifts for the best speakers at every time; (2) The most significant problems that challenge the students in undertaking the program are mostly related to the language. It is completely understandable when they do since English is not their mother tongue. Most problems deal with the pronunciation and the unfamiliar terms. Another point is on the program design that is systemically similar from year to year. This has led to boredom and demonization of the senior students. The last point is on the disarmament by other students that the speakers have to experience. The researcher used the qualitative descriptive, the researcher used descriptive analysis by categorizing the data from the interview findings.

From that the first previous study, it can be concluded that the public speaking can be trained in every method. Many methods were used to facilitate students in learning to speak in public with confidence and easy to master the material. The similarity of the two research with this research is public speaking very necessary for students to learn so the coach has to find the right method to facilitate students in learning public speaking. The difference of the two research with this research is the first research to know the best method used, the second research aimed to understand the perspective students about public speaking and this research to know the method in English speech with the economy theme.

B. Theoretical Background

1. Speaking

a. Definition of Speaking

Many definitions of speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford Dictionary, “speak” means say thing; talk, be able to use a language, make a speech, express, ideas, feeling, etc.¹⁵ Speaking is the productive or oral skill. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁶ Speaking is the way of people to express and communicate ideas to others orally.

Speaking is the productive or oral skill.

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¹⁵ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), 398.

¹⁶ Kathleen M. Bailey, *Practical English Language Teaching Speaking*, (Mc Graw Hill : 2005), 2.

utterances to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁷ Speaking is the way of people to express and communicate ideas to others orally. Furthermore according to Gert and Hans in Efrizal speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention.¹⁸

Moreover Harmer Jeremy defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process

¹⁸ Mukminatus Zuhriyah, *Hasyim Asy'ari University, Vol. 10, 2017: Storytelling to Improve Students' Speaking Skill.*

information. It requires the ability to cooperate in the management of speaking turns and non verbal language. Therefore, the fluency is required to reach the goal of conversation.¹⁹

Furthermore Tarigan states, that the main point of speaking is for communicating, have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what talk about.²⁰ It means that people in the world have speaking ability because speaking is an activity; always do in every time to communicate with other people and to make a good relationship in society.

b. Types of Speaking

¹⁹ Harmer J, *Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001), 269.

²⁰ Tarigan and Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa), 15.

Brown and Abeywickrama said about five types of speaking, explained in below:

1) Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential.

2) Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspect. Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3) Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4) Interactive

The load and complexity of the sentences is the major different between responsive and interactive speaking. The number of the speakers also matter as sometimes it needs more than two people in the conversation.

5) Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will

need to interact with the counter speakers, which could be answering question, making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.²¹

b. Functional Aspect of Speaking

According to Hymes's theory, Canale and Swain suggest that communicative competence consists of grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which reflect the use of linguistic system and the functional aspects of communication respectively.²²

²¹ Yenny Rahmawati & Ertin, *Developing Assessment For Speaking*, IJEE, Vol. 1, No. 2, 2014.

²² Faezeh Abbaspour, *Speaking Competence and Its Components: A Review of Literature International Journal of Research in Linguistics, Language Teaching and Testing Available online at <http://ijrlltt.com>*. Vol. 1 Issue 4, 2016, pp. 144- 152.

1) Grammar

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and sounds of letters and syllables, pronunciation of words, intonation, and stress that is according of Scarcella & Oxford. To understand meaning, EFL learners need to have enough knowledge of words and sentences; that is, the students must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. So, grammatical competence helps speakers to use and understand English language structures accurately and immediately, which

facilitates their fluency according to Richards & Renandya.

2) Discourse

EFL learners should develop discourse competence through international relationships. According Richards & Renandya the rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentences and

following sentences. Thus, according of Scarcella & Oxford effective speakers should acquire a large repertoire of structures and discourse makers to express idea; show relationships of time, and indicate cause, contrast, and emphasis.

3) Sociolinguistic Factors

To know the knowledge of language is not enough for EFL learners to speak effectively and appropriately.

They should be familiar with the culture of the native speakers to enable to use target language which is socially and culturally acceptable by native users.

4) Strategy

Strategic competence means the ability of appropriate use of language. It can

refer to "the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems".

5) Interaction

Spoken language usually has two functions: interactional and transactional. The essential goal of the former is to keep social relationships, but that of the latter is to pass information and ideas. Because, much of our daily communication are interactional; being able to interact is imperative.

6) Accuracy and Fluency

Accuracy as the use of correct forms where utterances do not contain errors

affecting the phonological, syntactic, and semantic or discourse features of a language. Fluency means the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems, and accuracy means the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error.²³

c. Speech Ability

Speech is one form of oral language activities. Therefore, Arifin and Tasai states that speech requires and emphasizes the expression of reasoning ideas by using spoken language

²³*Ibid*

which is supported by non language aspects, such as facial expressions, Visual contact and voice intonation.

Furthermore according Putri Pandan Wangi speech is speaking activities in the public or can be said public speaking. Basic competency also explains that giving a speech or presentation for various purposes with pronunciation, intonation, and the right attitude.²⁴

There are five basic methods (sometimes called styles) of presenting a speech: manuscript, memorized, extemporaneous, and impromptu. Each has a variety of uses in various forms of communication.

1) Manuscript Style

²⁴ Amy Sabila, *Kemampuan Berpidato Dengan Metode Ekstemporan*, Jurnal Pesona Volume 1 No. 1, Januari 2015 Hlm. 28-4.

The word manuscript is the clue to the style.

The speech is written and the speaker reads it word for word to the audience. Originally, it was done from the hand-written paper manuscript. Today the manuscript style is common, but the paper is gone.

2) Memorized Style

The memorized style of speaking is when the manuscript is committed to memory and recited to the audience verbatim (word for word). In the days when elocution was taught, this was a typical approach.

3) Impromptu Style

Theoretically, an “impromptu” speech is “made up on the spot.” It is unprepared and unrehearsed. Often ceremonial toasts, grace

before meals, an acknowledgement, an introduction, offering thanks and so on, fall into this category.

4) Extemporaneous Style

Sandwiched between the memorized and impromptu delivery styles you find the extemporaneous speech style. For this style, the speech is not completely written out. It is usually delivered with keynotes for reference. Most public speaking courses and books describe extemporaneous speeches as carefully prepared and rehearsed, but delivered using notes of key words and phrases to support the speaker.

5) Cue Cards

The speaker can make a speech by looking at notes on a pocket sized card instead of full

text. The note contains important things, key words, prominent instructions or just an outline.²⁵

2. English Extracurricular

a. Definition of Extracurricular

R. Emmer states that the terms extracurricular activities, co-curricular activities, and non-classroom activities have all been used interchangeably to mean experiences and activities such as debate or speech, athletics, music, drama, school publications, student council, school clubs, contests, and various social events.²⁶

Extracurricular activities are usually described as activities that are not belong to

²⁵ Yayan G.H Mulyana, English for Public Speaking, Jakarta: Kesaint Blanc, 2007, 71.

²⁶ Fred C. Lunenburg, *Schooling*, Volume 1, Number 1, 2010: *Extracurricular Activities*, (Online).

academic curriculum, but are offered by an academic institution. According to Yildiz Y extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Yildiz Y states that to be more precise to learn English language, students need to join extracurricular activities in language learning, such as English language debate or speech, journalism club or drama club activities to be more fluent in English.²⁷

According to Klesse the activities of extracurricular are also as a way for students to experience what they are learning in class in a real-world context. English extracurricular or

²⁷ Yildiz, Y. 2015. *The Key to Success in English Learning Can Be Involvement in Extra Curricular* . *International Journal of Thesis Projects and Dissertations (IJTPD)* Vol. 3, Issue 3 , 24-28.

English club is a group of people who meet regularly to practice speaking, listening, reading, and writing in English. The students join with English extracurricular can have fun, interesting, thoughtful, and provocative conversations in English.²⁸ The students practice what the students get in the classroom in daily life. In conclusion, joining English club as extracurricular activities is good opportunities for students to achieve their goals in improving their English skills. Extracurricular activities can help students to have a good command of English at the same time. These activities support the characteristics of approaches we apply in a foreign language learning process. The Benefit

²⁸ Kathleen F. Malu and Bryce Smedley, *A Manual for English for English Club Member*, (Kinshasa: Republique Democratique du Congo, 2015), 11-12 .

of Extracurricular Actually, at the beginning of the 20th Century, extracurricular activities issue was taken into consideration to some extent. The aim was to grow out of curricular activities and return to curricular activities to enrich them in America. It was believed that only school curriculum itself was not enough to develop the student. Since then educators have seen the usefulness of extracurricular activities and suggested using English Extracurricular Activities (ECAs) as supplementary actions to use in or out of the school for students' sake.

b. Benefit of Extracurricular

There are so many benefits of language oriented extracurricular activities on students' learning English.

- 1) ECAs can ensure a lot of interaction among participants. Students can learn from each other while doing any extracurricular activity together. As mistakes make perfect, they will be able to gain knowledge by practicing and experiencing in terms of paying attention to learn from mistakes.
- 2) ECAs can provide strong friendship. Students can build a warm environment and tolerance to their peers. The students can find a unique opportunity to know well each other. The more learn about each other, the greater respect is given mutually.
- 3) ECAs can teach students to be cooperative. Students can feel that being cooperative is much more important than being competitive. Students will be directed to do the activity

together and they will intend to reach the same target together. The students will acquire the reality that many hands make great work.

4) Students can discover their talents or skills by ECAs. They can lead the group members in an ECA and improve their leadership skill. The students can be given some responsibilities to fulfill so that they can get ahead in their life considering the experiences they have gained in ECAs.

5) Students will be able to learn to learn. As it is said, “practice makes perfect”; students will be able to learn what they have picked up theoretically at lesson by practicing it in real conditions. As there is not enough time for teachers to deal with each individual to

practice English activities in classroom, students will have a chance to repeat them practically in ECAs.²⁹

3. Public Speaking

a. Definition of Public Speaking

Public speaking is the process of designing and delivering a message by an individual in front of a group of people or audience.³⁰ According to Templeton & Fitzgerald, public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain

²⁹ Fred C. Lunenburg, *Schooling ,Volume 1, Number 1, 2010: Extracurricular Activities.*

³⁰ Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons, 2017), 7.

the audience.³¹ Public speaking is quite alike to presentation, where the difference is the latter is usually meant for commercial or academic environment. Public speaking skill can be used for leadership/personal development, business, customer. The effective public speaking involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. A good public speaking skill would enhance employment opportunities and marketability. As a consequence, there is an urgent need for students to improve their public speaking skills.³²

³¹ *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 11, November 2014, PP 127-135.

³² *International Journal of Linguistics and Communication* December 2014, Vol. 2, No. 4, 45-68.

Generally speaking, public speaking needs three stages. Firstly any speaker needs to prepare a topic carefully. The selected topic should be innovative and attract the other students. Secondly, the speaker needs to elaborate the selected topic with a reasonable structure, a clear and concise language and so on. Thirdly, speaker needs to answer the others' question in a strong logic way. For the speaker, the above three aspects are the challenges of knowledge, logical thinking, and language skill. From the point of view of the learning process, public speaking is a good way to train and improve students' language skills.³³

b. Benefit of Public Speaking

³³ *Ibid*, 68

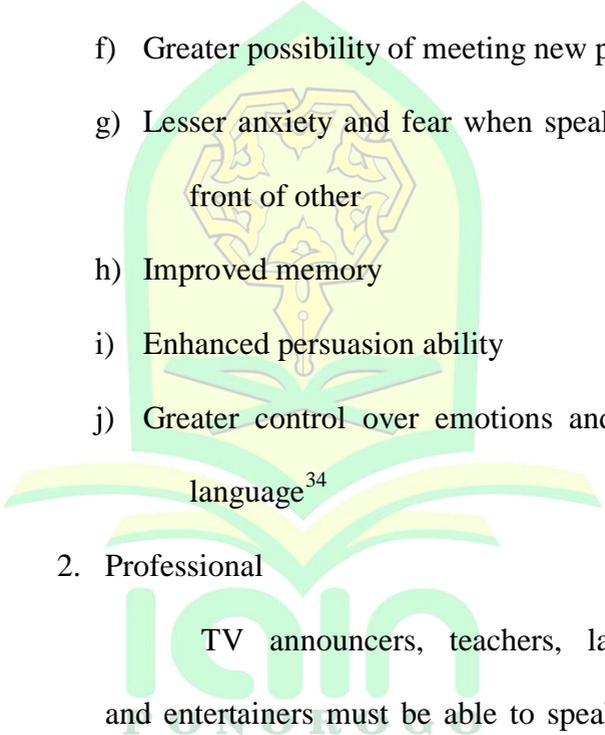
There are many benefit of public speaking to personal, professional, and public. In below there are some benefits of public speaking:

1. Personal

People don't just give presentations on the job and in classes. At times we are called upon to give speeches in our personal lives. It may be for a special event, such as a toast at a wedding. We may be asked to give a eulogy at a funeral for a friend or loved one. We may have to introduce a guest speaker at an event or present or accept an award for service.

Other personal benefits of public speaking include:

- a) Increased self confidence

- 
- b) Improved communication skills
 - c) Increased organizational skills
 - d) Greater social influence
 - e) Enhanced ability to listen
 - f) Greater possibility of meeting new people
 - g) Lesser anxiety and fear when speaking in front of other
 - h) Improved memory
 - i) Enhanced persuasion ability
 - j) Greater control over emotions and body language³⁴

2. Professional

TV announcers, teachers, lawyers, and entertainers must be able to speak well, but most other professions require, or at the very least, can benefit from the skills found in

³⁴Tammera Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons, 2017), 7 .

public speaking. Arras states that is believed 70% of jobs today involve some form of public speaking.

3. Public

Learning about public speaking will allow you to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society, which includes informed, active participants.³⁵

c. Must be Prepared when Public Speaking

If want to speech or speak in public the people need to prepare it. In below there are some matter to prepare before speak in public.

³⁵ *Ibid*, 7-8.

1) Considering Audience

The most important aspect of public speaking is the audience. At all times during the process of preparing and delivering a speech, we need to keep in mind that we are speaking to an audience and not just to ourselves. To do the effectively, engage the audience in a dialogue in which the audience members interact mentally with our ideas. The mean of this suggest is choosing a topic, examples, and language appropriate to our listeners.

2) Key Points

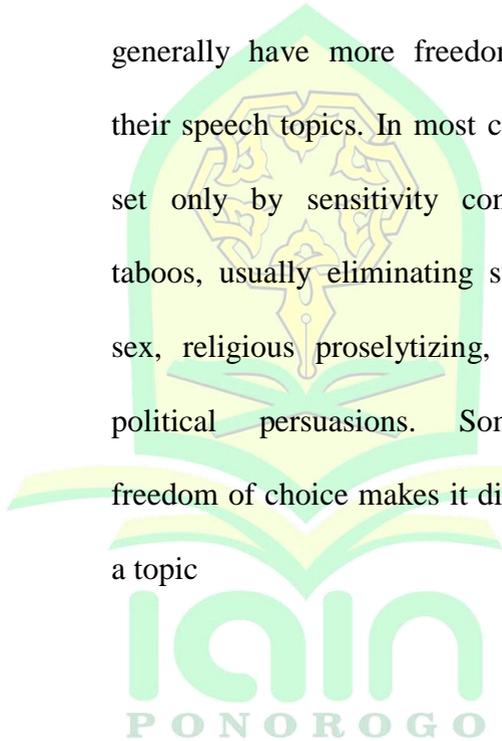
Getting to Know the Audience, about their background of education, we must know the audience is the children or not. If the presenter doesn't know who will be in the

audience, the answers to these questions will have to be educated guesses. If the audience is predetermined, however, the presenter may want to gather information through surveys or other research and tailor the speech to the exact needs and interests of the listeners. The presenter efforts will be rewarded by the feedback the presenter receives for a presentation that is interesting and sensitive to the audience.

3) Choosing a Topic

When speeches are given in political or professional contexts, speakers focus on their areas of expertise. They may have some freedom in choosing a topic, but the broader theme is predefined. An environmental activist at a political rally, for example, is

expected to talk about environmental issues, and a sales representative of a computer software company will probably discuss software. Students in public speaking classes generally have more freedom in selecting their speech topics. In most cases, limits are set only by sensitivity considerations or taboos, usually eliminating such themes as sex, religious proselytizing, and extremist political persuasions. Sometimes, this freedom of choice makes it difficult to select a topic



4) Determining Your Purpose

To fine-tune your focus before you start researching your topic, determine the

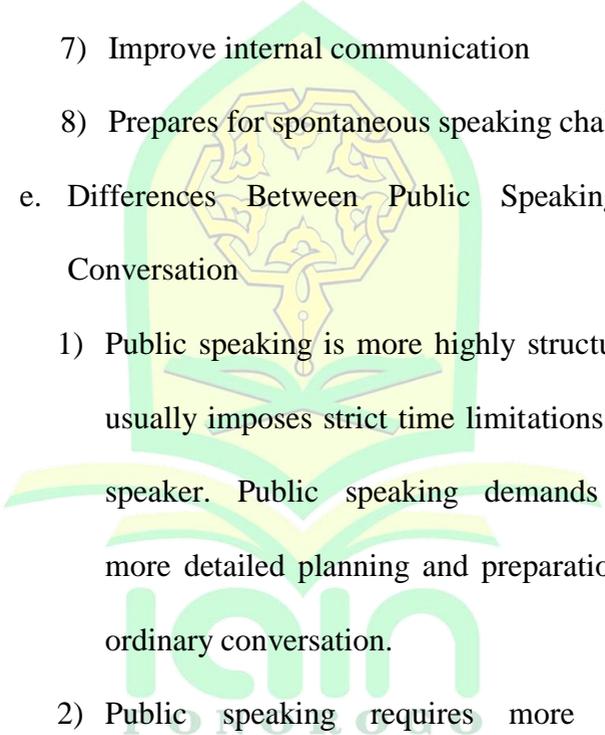
general and specific purpose as well as the central idea of the speech. The general purpose of a speech usually is to entertain, to inform, or to persuade; the specific purpose describes exactly what a speaker wants to accomplish; and the central idea is the core of the presenter message.

d. Developing Communication Skills and Learning to Speak in Public

If the students want to develop communication skills and learning English there are some matter who have concern in below:³⁶

- 1) Open up new opportunities for career advancement
- 2) Positions you as an authority
- 3) Sets apart from competition

³⁶ Nikita , *Successful Public Speaking* , www. Bookfi.com (Bookboon.com, 2011), 8

- 4) Attracts the right customers to business
 - 5) Presents technical or business information effectively
 - 6) Produces as faster sales cycle
 - 7) Improve internal communication
 - 8) Prepares for spontaneous speaking challenges
- e. Differences Between Public Speaking and Conversation
- 1) Public speaking is more highly structured. It usually imposes strict time limitations on the speaker. Public speaking demands much more detailed planning and preparation than ordinary conversation.
 - 2) Public speaking requires more formal language. Slang, jargon, and bad grammar have little place in public speeches.
- 

3) Public speaking requires a different method of delivery. When conversing informally, most people talk quietly, interject stock phrases. Effective public speakers, however, adjust voices to be heard clearly throughout the audience.³⁷

f. Point of Communication Effective in Public Speaking

Following are some of the points proposed by Ambekar which should be taken into consideration for making the communication effective, particularly in public speaking:

1) Speaking through eyes

³⁷ Stephen E. Lucas, *The Art of Public Speaking*, Mc Graw Hill:New York, 2008, 8

The first thing that a good speaker does is first look at the audience and takes a pause before beginning his speech.

2) Voice level

One more important thing while communicating is the level of voice that is must be clear and audible to audience.

3) Audience Awareness

To make our communication successful get the clue about the audience and their interests.

4) Facial expressions

Face is mirror of an individual's personality.

Facial expressions reveal what thoughts are running through a person's mind.

5) Postures

The body movements while speaking must coordinate with your convincing power.

4. English Extracurricular at MAN 2 Ponorogo

English extracurricular was established in 2002 which was initiated by one of the English teachers at MAN 2 Ponorogo, Mr. Zein Attamim. At that time he also taught at one of Universities in Ponorogo. The primary goal was to provide English extracurricular for students who have talent in the field of English. At the beginning of the establishment of English extracurricular the participants was accompanied by college students.

The English extracurricular was given a decree by the headmaster in 2012 and starting at that time the English club had begun to be structured. The first English extracurricular coach is Mrs. Eni after one year was replaced by Mrs. Nur Rahmawati

after one year was replaced by Mrs. Trina who served for three years. After Mrs. Trina, English club was fostered by Mrs. Usriya and now English extracurricular was fostered by Mrs. Darul.

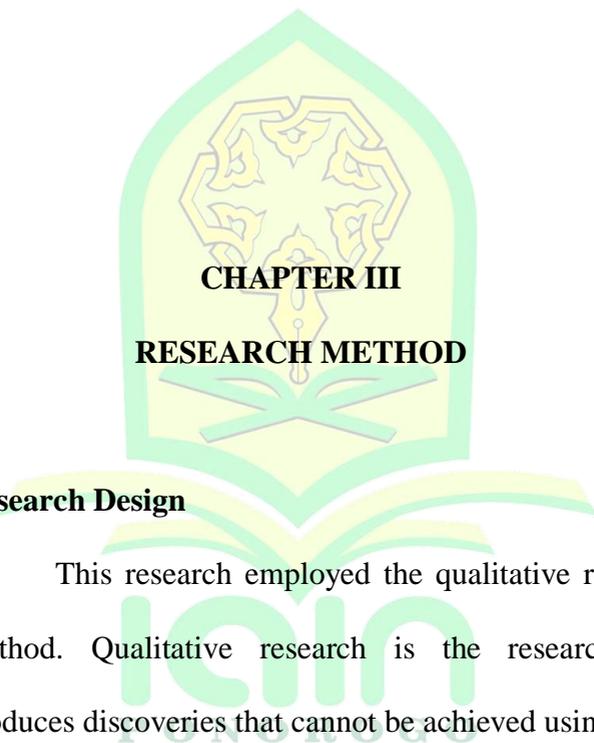
English extracurricular is divided into two, namely EC (English Club) and ECC (English Club for Competition). First the students join English extracurricular, and then students are grouped according to students' respective talents. The first time English extracurricular achieved when took part in the competition at IKIP Madiun and when it entered the top ten. Because of that, English extracurricular At MAN 2 Ponorogo is dare to participate in English debate competition. Besides that, there were volunteer from America who trained the English extracurricular at MAN 2 Ponorogo.

English club began to develop and gained many achievements in various field such as English speech competition, English debate, news cast, and storytelling. Because of that, the coach of English extracurricular invited the trained for become coach the English extracurricular at MAN 2 Ponorogo, the coach is Mr. J until now.³⁸

English extracurricular at MAN 2 Ponorogo have many achievements especially in English speech extracurricular at MAN 2 Ponorogo. The achievements such as runner up speech contest at IAIN Tulungagung, runner up Speech Contest at STKIP Ponorogo, the third champion in Speech JEC at UIN Surabaya, the third champion Speech Language Festival at UNESA, runner up Speech

³⁸ *Interview with the initiator of English extracurricular at MAN 2 Ponorogo on 22 April 2019.*

contest at Widya Mandala Madiun, and the third champion in Oration RRC STKIP Ponorogo.³⁹



CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed the qualitative research method. Qualitative research is the research that produces discoveries that cannot be achieved using static procedures or by mean of quantification.⁴⁰ So that in this

³⁹ *Interview with the chief of English Speech Extracurricular at MAN 2 Ponorogo on 29 March 2019.*

⁴⁰ M. Djunaidi Ghony & Fauzan Almanshur, *Metode Penelitian Kualitatif* (Jakarta: Ar-ruzz Media, 2012), 25.

method examines the condition of the object using reading various information on the field both in the form of images and writing, by observing the various activities that are in the field or interviewing the sources in the research location. Qualitative research can show social lives, history, behavior, organizational, fictionalization, social movements, and kinship relations.⁴¹ Qualitative research is explored and deepened from social phenomena or social environments which consist of boundaries of actors, events, places, and times.

The type of research is descriptive, namely research that is intended to gather information about the status of a symptom that exist, namely the state of symptom based on the time the research was

⁴¹ Imam Gunawan, *Metode Penelitian Kualitatif Teori dan Praktek*(Jakarta: Bumi Aksara, 2013), 85.

conducted.⁴² This research describe about methods to improve students' public speaking ability.

B. The Researcher's Role

The characteristic of qualitative research is emphasis on the process.⁴³ Process means seeing how fact, reality, event occur and are experienced. Researcher is involved in it and establishes relationship with other people. For this reason, the researcher acted as an actor who was a key instrument, while other instruments were supporting. The researcher as a key instrument is intended as an interviewer, observer, and

⁴² Jennifer Mason, *Qualitative Researching Second Edition*, (London: SAGE Publications, 2002), 1-11.

⁴³ Dr. J. R. Raco, ME., M.Sc., *Metode Penelltlan Kualitatif*, (Jakarta: PT Gramedia Widiasarana Indonesia, 2010), 61.

data collector, data analyzer, and reporter of the research result.

C. Location of Research

MAN 2 Ponorogo is a school that has extracurricular with various fields. The researcher chose research location AT MAN 2 Ponorogo which is located at Jl. Soekarno Hatta No 381 Ponorogo, by following considerations:

1. MAN 2 Ponorogo has extracurricular with various fields, one of which is English extracurricular, which already has various achievements.
2. The location of MAN 2 Ponorogo is reachable and strategic.
3. MAN 2 Ponorogo has many achievements in academic and non academic field.

D. Data Sources

The main data sources of this research are words and actions, the rest are sources of written data and photograph. The sources of data from the research are as follows:

1. Primary Data

Primary data is data obtained directly through observations with informants or respondents. The researcher interviewed the informant to gather information about the history of the establishment of English extracurricular and how the method applied in extracurricular especially in an English speech extracurricular. The main source is the coach, extracurricular initiator and the students of English extracurricular.

2. Secondary Data

Secondary data is additional data in the form of information that will complement primary data. Additional data includes documents, existing supporting photos. Documents includes of history of MAN 2 Ponorogo, school profile, document quantity of the teacher and students.

E. Data Collection Technique

Data collection techniques in this research include interview, observation, and documentation.⁴⁴

1. Interview Technique

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis. An open-ended response

⁴⁴ Emzir, *Metode Penelitian Kualitatif: Analisis Data* (Jakarta: PT Raja Grafindo Persada, 2011), 49.

to a question allows the participant to create the options for responding. Interview is a method to collect information from people is referred to as an interview.

The researcher got the information from the initiator of English extracurricular to know about the history of English extracurricular and what is the goal of English extracurricular. The researcher interviewed the coach about the method of implementation in English speech as an extracurricular program. The researcher also interviewed students of MAN 2 Ponorogo to know the students' response about the implementation of English speech as an extracurricular program.

2. Observation Technique

Hammersley and Atkinson in Creswell defined observation as the process of gathering open-ended, firsthand information by observing

people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children).⁴⁵

In this research, observation technique is used to obtain field data of the general conditions in MAN 2 Ponorogo, namely the method used to enhance public speaking ability.

3. Documentation technique

Cresswell states that a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a

⁴⁵ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (University of Nebraska-Lincoln, 2012), 213.

site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. Documentation is a technique of collecting data by collecting and analyzing documents, both written, and drawing and electronic documents. Selected documents are that appropriate the purpose and focus of the problem.⁴⁶

Documentation Technique is used to obtain field data about the history of MAN 2 Ponorogo, organizational structure, quantity of the teachers, students, and quantity of infrastructure. The researcher got the information about the activities English extracurricular when the English extracurricular was run.

F. Data Analysis

⁴⁶ *Ibid.*, 222.

Data analysis in this study uses qualitative data analysis to follow the concepts of Miles and Huberman. Miles and Huberman suggested that activities in qualitative research were carried out interactively and took place continuously until complete. Activities in analyzing the data are: data reduction, data presentation, and conclusion drawing.

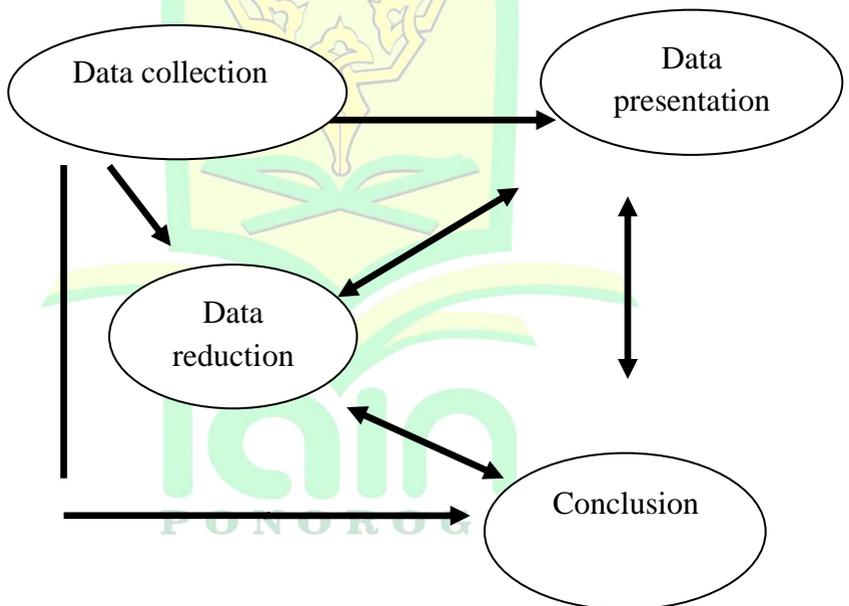


Figure: Step of Analysis

1. Data reduction in the context of the research meant summarizing, choosing the main things, focusing

on the important things, looking for themes and patterns. Thus the data that has been reduced gives a clearer picture and makes it easier for researchers to collect further data.

2. After the data has been reduced, then the next step is to display data or present data into a pattern that is carried out in the form of brief descriptions, charts, graphs and others. If the pattern found has been supported by data during the study, then the pattern has become a standard pattern which will then be displayed in the final report of the study.
3. The third step in analyzing qualitative data is drawing conclusions (verification).⁴⁷

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA, 2013), 246-252.

G. The Validity of the Findings

The validity of the data is an important concept that is updated from the concept of validity and reliability. According Gibbs qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects. The procedure of validity as follow: ⁴⁸

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

⁴⁸ John W. Creswell, *Research Design*,(London: Sage, 2009), 191-200.

2. Use member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. This does not mean taking back the raw transcripts to check for accuracy; instead, the researcher takes back parts of the polished product, such as the themes, the case analysis, the grounded theory, the cultural description, and so forth. This procedure can involve conducting a follow-up interview with participants in the study and providing an opportunity for them to comment on the findings.
3. Auditing, show the role of experts in strengthening research result. Auditing relies on the involvement of outsiders in evaluating the research.

In this research, the researcher used triangulation of data; the data should be collected

through multiple sources to include interviews, observations and document analysis.

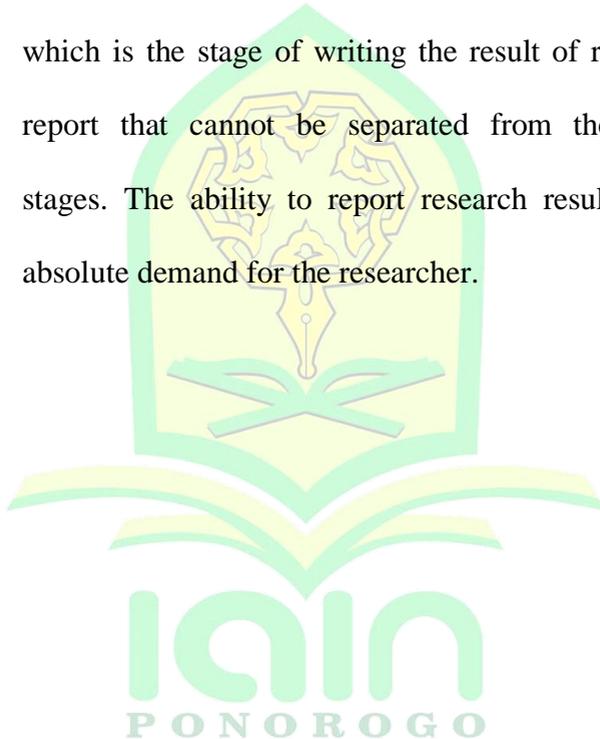
H. Research Steps

The stages of research in conducting research are three stages:

1. Pre-field stages, which include: arranging research designs, selecting research fields, managing permits, exploring and assessing field conditions, selecting and utilizing informants, preparing equipment and concerning research ethics.
2. The stage of field work includes: understanding the background of research and preparation, entering the field and participating while collecting data.

3. The analysis phase includes: analysis during and data collection.⁴⁹

The research stages have not been completed here because there is the last part of the research, which is the stage of writing the result of research report that cannot be separated from the three stages. The ability to report research result is an absolute demand for the researcher.



⁴⁹ Basrowi dan Suwandi, *Memahami Penelitian Kualitatif* (Jakarta: Rineka Cipta, 2008), 84-91.

CHAPTER IV

RESEARCH FINDING

A. General Data

1. Historical Background of MAN 2 Ponorogo

Madrasah Aliyah Negeri (MAN) 2 Ponorogo is one of the educational institutions under the Ministry of Religion with madrasah statistics number 131135020002. MAN 2 Ponorogo transfers from PGAN (Pendidikan Guru Agama Negeri) as in decree of ministry religion of Indonesia with the number 1990 and number 42 of 1992. Before transfer to MAN 2 Ponorogo in 1966 was built PGA (Pendidikan Guru Agama) Ronggowarsito Tegalsari Ponorogo. In 1968 PGA (Pendidikan Guru Agama) Ronggowarsito Ponorogo was transfer to PGAN (Pendidikan Guru

Agama Negeri). In 1970 PGAN (Pendidikan Guru Agama Negeri) Ponorogo has six grades. First to four grade known as PGAP (Pendidikan Guru Agama Pertama) and five to six grades with two years study period known as PGAA (Pendidikan Guru Agama Atas). In 1978 based on the Decree of the Minister of Religion number 1978 PGAN (Pendidikan Guru Agama Negeri) Ponorogo with six grades was changed back to PGAN (Pendidikan Guru Agama Negeri) with three grades and three years study.

In order to improve the quality of religious teacher education PGA from secondary education transferred to higher education. Through the Decree of the minister of religion of the republic Indonesia number 1990. PGAN Ponorogo was transferred to Madrasah Aliyah Negeri and through the

enhancement decree dated January 27, 1992 number 42 of 1992 becoming MAN 2 Ponorogo.

Start from the beginning of MAN 2 Ponorogo until now it has been several changes in leadership, including:

- 
- | | |
|---------------------------|-----------------|
| a. Z.A Qoribun, B.BA | Year 1990- 1996 |
| b. Drs. H. Muslim | Year 1996-2000 |
| c. Kasanun, S.H | Year 2000-2006 |
| d. Imam Faqih Idris, S.H | Year 2006-2007 |
| e. Abdullah, S.Pd | Year 2007-2011 |
| f. Dr. H. Suham, MA | Year 2011-2015 |
| g. Nasta'in, S.Pd. M.Pd.I | Year 2015-Now |

2. Geographical Location of MAN 2 Ponorogo

MAN 2 Ponorogo located in urban areas

precisely on Soekarno Hatta Street 381 Ponorogo. It occupies a land area of 9,788 M2. The location of MAN 2 Ponorogo is on the south side of Selo Aji terminal. Around MAN 2 Ponorogo there are some Islamic boarding schools including, Thorikul Huda Cekok, Nurul Hikam Keniten, *Ittihatul Ummah* Jarakan, Duri Sawo and *Tahfidhul Quran* in Patihan Wetan. That makes MAN 2 Ponorogo a strategic school.

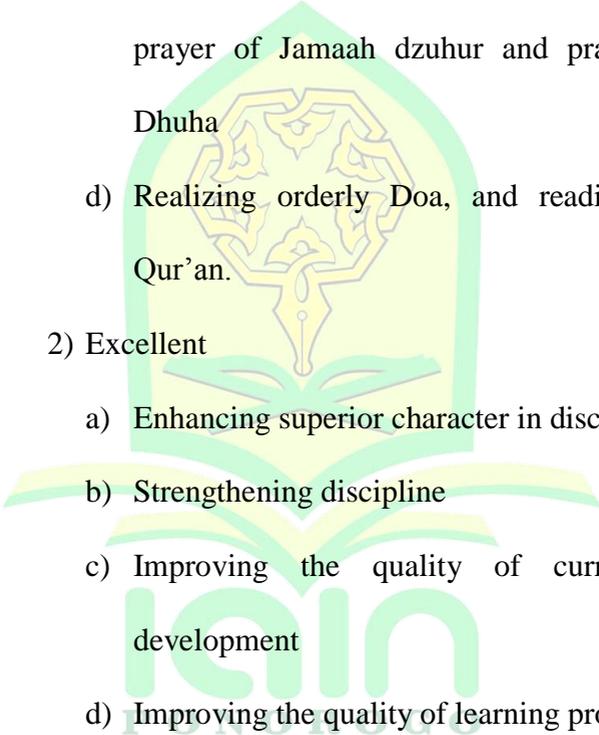
3. Vision, Mission, and Goal of MAN 2 Ponorogo:

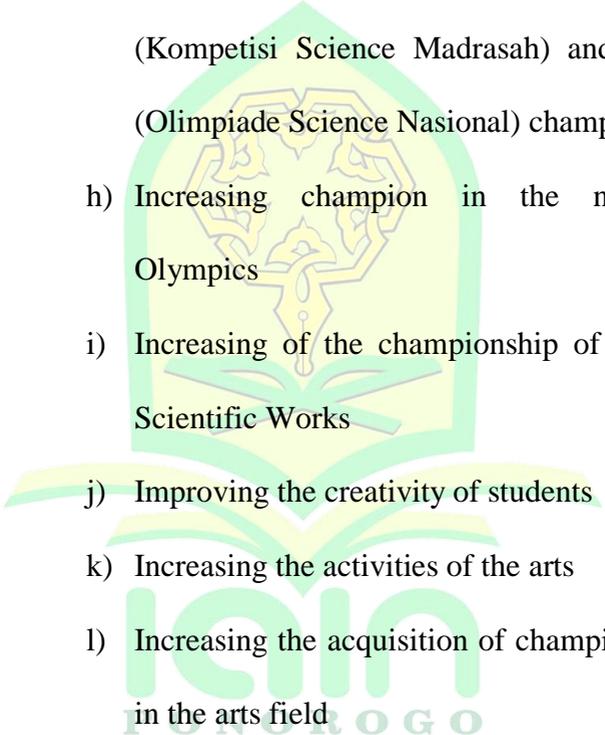
a. Vision of MAN 2 Ponorogo

Religious, Excellent, Integrity, Culture

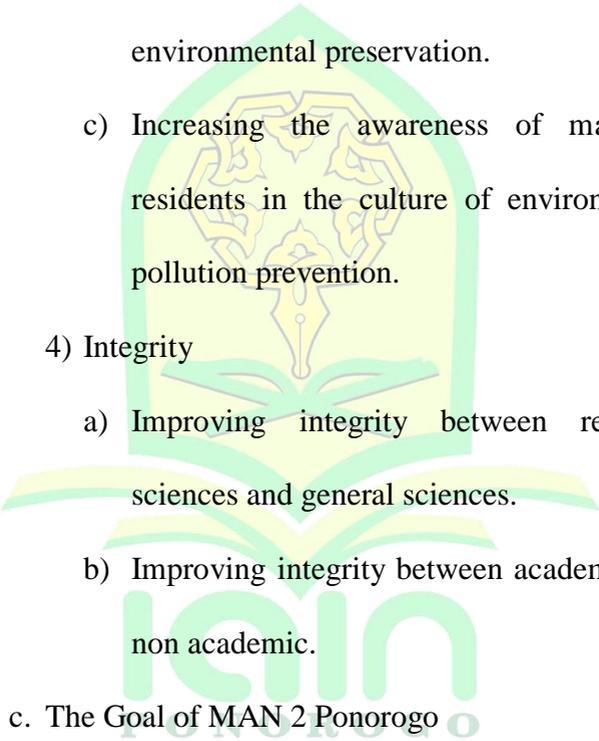
b. Mission of MAN 2 Ponorogo:

1) Religious

- 
- a) Realizing behavior that has moral character for the citizens of the madrasah.
 - b) Improving the quality of worship.
 - c) Keeping the religion of the implementation prayer of Jamaah dzuhur and prayer of Dhuha
 - d) Realizing orderly Doa, and reading the Qur'an.
- 2) Excellent
- a) Enhancing superior character in discipline
 - b) Strengthening discipline
 - c) Improving the quality of curriculum development
 - d) Improving the quality of learning process
 - e) Realizing the highest acquisition

- 
- f) Increasing the competitiveness of pre-school students going on to higher education
 - g) Obtaining regional and national KSM (Kompetisi Science Madrasah) and OSN (Olimpiade Science Nasional) champions
 - h) Increasing champion in the national Olympics
 - i) Increasing of the championship of Youth Scientific Works
 - j) Improving the creativity of students
 - k) Increasing the activities of the arts
 - l) Increasing the acquisition of championship in the arts field
 - m) Improving adequate facilities and infrastructure

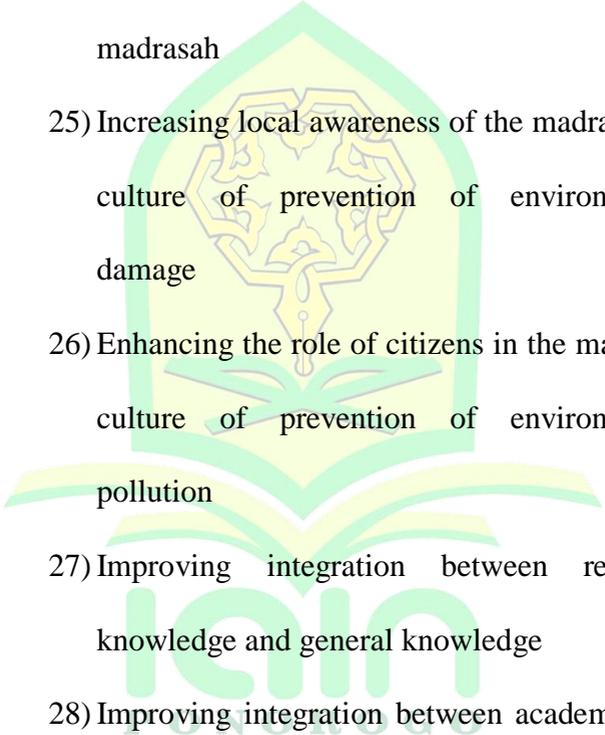
3) Culture

- 
- a) Increasing love for the wisdom of local culture
 - b) Increasing the participation of the madrasah community in a culture of environmental preservation.
 - c) Increasing the awareness of madrasah residents in the culture of environmental pollution prevention.
- 4) Integrity
- a) Improving integrity between religious sciences and general sciences.
 - b) Improving integrity between academic and non academic.
- c. The Goal of MAN 2 Ponorogo

In carrying out the mission, MAN 2 Ponorogo has formulated several objectives including:

- 1) Realizing behavior of good moral for residents madrasah
- 2) Improving the quality of worship
- 3) Realizing implementation dzuhur and Duha praying
- 4) Realizing orderly prayer, reading the Qur'an and Asmaul Husna
- 5) Increasing the superior character in discipline
- 6) Strengthening discipline
- 7) Improving the quality of curriculum development
- 8) Improving the quality of the learning process
- 9) Realizing the acquisition of a high UN (Ujian Nasional)
- 10) Improving the competitiveness of learners in continuing High Education

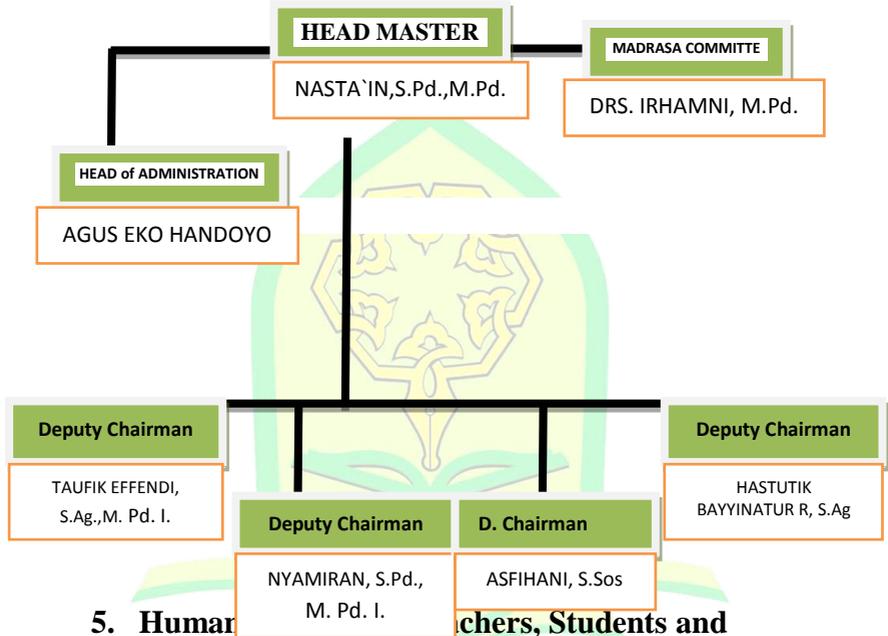
- 11) Realizing KSM (Kompetisi Science Madrasah) and OSN (Olimpiade Science Nasional) champion in regional and national level
- 12) Realizing olympic champion in international level
- 13) Improving adolescent research
- 14) Improving scientific work champion teen
- 15) Improving the creativity of learners
- 16) Realizing creativity championship learners
- 17) Increasing champion the activity arts
- 18) Increasing the enjoyment of the arts champion
- 19) Increasing the champion of sports activities
- 20) Realizing the acquisition of champions in sports
- 21) Improving the quality of management of madrasah

- 
- 22) Enhancing of adequate infrastructure
 - 23) Improving understanding of the local culture
 - 24) Increasing the participation of citizens in the culture of environmental preservation madrasah
 - 25) Increasing local awareness of the madrasa in a culture of prevention of environmental damage
 - 26) Enhancing the role of citizens in the madrassa culture of prevention of environmental pollution
 - 27) Improving integration between religious knowledge and general knowledge
 - 28) Improving integration between academic and non-academic

4. Organizational Structure of MAN 2 Ponorogo

The organization structure of MAN 2

Ponorogo can be seen in the chart below:



5. Human Resources (Teachers, Students and Education Staffs) of MAN 2 Ponorogo

a. The Condition of Teacher and Employees

One of the important elements in education is the teacher. In general, the teacher has the responsibility to deliver students toward educational goals. MAN 2 Ponorogo has vision

religious, excellent, integrity culture. Based on this, can be seen that the purpose of this school is to make students become religious students, excellent in achievement, and become integrity culture students. In achieving this, the school needs facilities and infrastructure. The teachers and employees are important roles in learning to achieve as means as facilitator.

MAN 2 Ponorogo lead by a head master named Mr. Nasta'in, S.Pd.,M.Pd.I. In carrying out his duties to educate students, Mr.Nasta'in helped by the teachers. The following is the data of the teachers' staff and education staff in 2018/2019.

Table 4.1
Educator and Education Staff

Number	Indicator	Criteria	Total
1	Qualification of Education	<= SMA Equivalence	16
		D1	-

Number	Indicator	Criteria	Total
	for Educators and Education Staff	D2	-
		D3	2
		S1	65
		S2	24
		S3	-
		Total	107
2	Certification	Already	62
		Not yet	1
		Total	63
3	Gender	Male	56
		Female	51
		Total	107
4	Employment Status	PNS	69
		GTT	22
		GTY	-
		PTT	16
		Total	107
5	Category	I c	1
		II a	3
		II b	-
		II c	1
		II d	-
		III a	4
		III b	5
		III c	17
		III d	14
		IV a	21
		IV b	3
		Up IV b	-
		Non PNS	38

Number	Indicator	Criteria	Total
		Total	107
6	Age Group	< 30 year	14
		31 – 40 year	28
		41 – 50 year	41
		51 – 60 year	24
		Up 60 year	-
		Total	107
7	Work Period	< 6 year	17
		6 – 10 year	32
		11 – 15 year	26
		16 – 20 year	14
		21 – 25 year	10
		26 – 30 year	8
		> 30 year	-
		Total	107

b. The Condition of Students

The educational process of an institution can run well if it has fulfilled the elements in education. The elements that must be presented in the education process consist of facilities, educators, and students. Educator is very important in education, because of the

responsibility to educate. But the presence of students is also important, because without the students the learning process will not run. Students not only used as objects of education

Description	X Grades											Total
	PDCI 1	MIPA 1	MIPA 2	MIPA 3	MIPA 4	MIPA 5	MIPA 6	IPS 1	IPS 2	IPS 3	IPS 4	

but students are also the subject and object in implementing the educational process. The data of students MAN 2 Ponorogo as follow:

Table 4.2
The Data of X Grade Students

Male	3	10	8	8	10	8	8	9	12	11	9	14	110
Female	6	16	18	18	28	30	30	17	25	25	27	22	262
Total	9	26	26	26	38	38	38	26	37	36	36	37	372

Table 4.3
The Data of XI Grade Students

Description	XI Grades												Total
	MIPA 1	MIPA 2	MIPA 3	MIPA 4	MIPA 5	MIPA 6	IPS 1	IPS 2	IPS 3	IPS 4	Religion 1	Religion 2	
Male	3	2	3	8	7	6	5	13	13	14	12	10	96
Female	22	23	22	32	33	34	26	21	23	22	23	24	305
Total	25	25	25	40	40	40	31	34	36	36	35	34	401

Table 4.4
The Data of XII Grade Students

Description	XII Grades												Total
	PDCI 2	MIPA 1	MIPA 2	MIPA 3	MIPA 4	MIPA 5	MIPA 6	IPS 1	IPS 2	IPS 3	IPS 4	Religion	
Male	0	4	5	10	7	5	6	12	13	14	10	13	99
Female	7	20	19	30	31	31	30	26	25	24	28	25	296
Total	7	24	24	40	38	36	36	38	38	38	38	38	395

Table 4.5
The Description of Students Data

Description	Class			Total
	X	XI	XII	
Male	110	96	99	305
Female	262	305	296	863
Total	372	401	395	1168

Table 4.6
Total of Students Data

Description	Total	Unit
Total of male students	305	Person
Total of Female students	863	Person
Total of Students	1168	Person
Total of teacher	84	Person
Total of group study	36	Group study

c. Facilities and Infrastructure of MAN 2 Ponorogo

Table 4.7
The Infrastructures of MAN 2 Ponorogo

No	Type of Building	Total	Condition of the building		
			Good	Lightly damaged	Severely damaged

1	Classroom	36	36		
2	Principal's office	1	1		
3	TU room	1	1		
4	Teacher office	1	1		
5	Library	1	1		
6	Laboratory :				
	Physic	1	1		
	Chemistry	1	1		
	Biology	1	1		
	Language	1	1		
	Computer	2	2		
7	Hall	1	1		
8	Art Classroom	1	1		
9	UKS room	1	1		
10	OSIS and Scout room	1	1		
11	BP room	1	1		
12	Mosque	1	1		
13	WC	10	10		
14	Parking	3	3		
15	GOR	1	1		
16	Cooperative student	1	1		
17	Gazebo	1	1		
	Total	66	66	0	0

The Facility of Students and Teachers

- | | |
|-------------------------|---------------------|
| 1. Mosque | 9. Sport center |
| 2. Parking area | 10. Badminton court |
| 3. Multimedia classroom | 11. Futsal court |

- | | |
|-------------------------|---------------------|
| 4. Cooperative students | 12. Badminton court |
| 5. Hygienic canteen | 13. Basket court |
| 6. Hotspot area | 14. Volley court |
| 7. Meeting hall | 15. Clean toilet |
| 8. Gazebo | 16. UKS |

B. Specific Data

1. The Implementation of English Speech Extracurricular to Enhance Public Speaking Students' Ability at MAN 2 Ponorogo

Extracurricular activities are usually described as activities that are not belong to academic curriculum, but are offered by an academic institution. The activities of extracurricular are also as a way for students to experience what

they are learning in a class. The extracurricular intends to facilitate the students for improving their ability. It is the reason to found Extracurricular in MAN 2 Ponorogo, especially namely English Extracurricular. As stated by of the initiator English Extracurricular of MAN 2 Ponorogo is Mr. Zain. Mr. Zain explains that:

"The establishment of English extracurricular is been a long time. Extracurricular founded that initially students who like English gathered and nurtured by the end of the semester students and English extracurricular authorized of decree by head master in 2012"⁵⁰

English Extracurricular MAN 2 Ponorogo have a goal that is to improve students' skills of English. This is similar to what is said by Mr. Zain

⁵⁰ *Interview 01/W/22-IV/2019, Monday 22 April 2019.*

as the initiator English Extracurricular MAN 2 Ponorogo. Mr. Zain says: "English Extracurricular aim at developing the talents of the students."

English Extracurricular MAN 2 Ponorogo divided into two fields, those are the English club (EC) and the English Club for Competition (ECC). English club (EC) embodies the students who have the ability, hobbies and talents in English. While the English Club for Competition (ECC) in this field already pursued through selection in general. English club for competition (ECC) there are four scopes, consist of English speech, English debate, storytelling, and news casting. So that students will be adjusted with students interest and adjusted with the students' talent. This is consistent with the statement of Mr. Zain as an initiator English Extracurricular that:

"Start from Mrs Trina English extracurricular has begun a systematic. English club is divided into two; consist of EC (English Club) and ECC (English Club for Competition).

To develop the talents and abilities of the students, English club have a coach. The name of coach English club in MAN 2 Ponorogo is Mr. Zainal Arifin usually the students called as Mr. J. So, that makes the English Club in MAN 2 Ponorogo more professional to develop the English ability and to enhance achievements in various fields. This is similar with Mr. Zain is statement: "English extracurricular there is good progress so we invite Mr. Zainal Arifin to makes English club become more professional".⁵¹

⁵¹ *Interview 01/W/22-IV/2019, Monday 22 April 2019.*

In this research, the researcher only examined the field of English club specifically English Speech. English speech has followed a lot of competition and has been getting a lot of achievements. It is strengthened by a statement from coach English Club for Competition that "English speech won from the provincial level and the national level".

The students of English club to get a lot of achievements usually the coach always give the material using the best method. The English speech of MAN 2 Ponorogo, a coach has their own methods so the students can understand and can improve their public speaking. This is similar to Mr.J statement, he explained that: "If I give the material usually used the method that is not confusing to understand. Usually if give the material of speech, I give the

material in the form of case, and then the students browsing to deepen the case. After the students browsing and deepen the case they try to present to me and I evaluate without bringing any records at all. After that is question and answer to deepen a case and the students gives the solution about the case ".

English speech in MAN 2 Ponorogo has of various classes starting from ten grades and eleven grades. This is reinforced by an explanation of Mr.J as coach English speech MAN 2 Ponorogo, he said that: "In English club are multi-grade consist of ten grades and eleven grades"

The English club is determining the ability of the students; the coach usually gives a test for the students called as selection. For the selection the coach gives the case for the students, the students

were still allowed to bring notes and when the presentation of students should only be glanced at the note. Then look for student who has good ideas is not just a way of talking but they were able to analyze a case.

When observations the researcher knows the implementation of English speech in MAN 2 Ponorogo. The researcher found the methods used by coach MAN 2 Ponorogo, the coach used impromptu method. Impromptu method is delivering a speech without preparing in advance. Usually the coach gives material to the students with give some case for the students. Then the students asked to brows in internet about the economic problem after browsing the students asked by coach to present in front of the coach without bring the note. After that the coach gives evaluation about the students' presentation. The coach usually gives the evaluation in a way give

the question for the students and asked the students to give the solution about the case. The evaluation was given from the coach to know the students' ability to answer the question without preparation and the students must be gives the solution without preparation.

In addition to using the impromptu method, the coach of MAN 2 Ponorogo uses direct method by practicing directly in front of students. So that the students are more easily understand the material provided by the coach. In giving examples the coach usually train the students to use the right intonation according to the theme given by the coach.

From the description above can be conclude that coach of the English speech of MAN 2 Ponorogo used the impromptu method to teach the students. The coach not only teaches the students appropriate with their ability but the coach teach the

students also understand about the character of the students.

2. Student Perception of About the Method in Teaching English Speech at MAN 2 Ponorogo

The second of data were collected to know about students' perception toward the method used in teaching English speech Extracurricular at MAN 2 Ponorogo. The researcher used interview to collect the data. The researcher should collect the data with the interview as follow:

The coach will provide materials that are easily understood and not monotonous. This is done by coach English club MAN 2 Ponorogo. According to Lia about Mr. J methods used in teaching English speech is very easy to understand. It corresponds to the interviews obtained from Lia. Lia said:

"Mr. J in teaching not only as a teacher but Mr. J can put me as a friend and my parents loved the method used by Mr. J. He is always gives an example or direct practice in addition to evaluating. I personally do not get bored taught by Mr. j because he has insight and give spirit, he teach is not monotonous".⁵²

The above statement is strengthened by Hanik statement. She said that: "I think Mr. J was a teacher and coach who has been phenomenal. Because he can change a student who does not know about public speaking becomes a reliable public speaker, which is my experience. I was initially less in English but since I was taught by Mr. J can add vocabulary and improve my public speaking".⁵³

⁵² *Interview 03/W/20-V/2019*

⁵³ *Interview 04/W/20-V/2019*

Nanda said that: "Mr. J usually said appropriate with the fact. Mr. J it not only speaks but has the skill and correct errors of learners".⁵⁴

In addition to using appropriate methods in teaching English speech the coach also need to understand the character of each the students. This statement is reinforced by Nafisa, he said that "I am really excited when I first met Mr. J because he taught vigorously. Mr. J also understand each students character, for example, "A" is want to taught slowly so Mr. J will teach "A" slowly and I never feel bored when taught by Mr. J ".⁵⁵

According Melia, she said that: "Mr. J was very multitalented; he was able to master various fields of English, such as storytelling, English speech, news casting, and drama. Mr. J in the

⁵⁴ *Interview 05/W/20-V/2019*

⁵⁵ *Interview 06/W/20-V/2019*

teaching always gives example very well and I was very fascinated by the figure of Mr. J ".⁵⁶

According to Islah, Mr. J in teaching of English speech is very easy to be understood and not boring. Islah said that: "Mr. J it is easy to be understood and teaching like friends, then he is funny, and Mr. J always provides a solution when their students find difficulty ".⁵⁷

Meanwhile, according to Dian, she said that "I never get tired when taught by Mr. J because he was firm and very easy to understand".⁵⁸

From the above opinion can be concluded that the students are very happy and comfortable with the method used by the extracurricular coach of English speech. The method that used by the coach

⁵⁶ Interview 07/W/20-V/2019

⁵⁷ Interview 08/W/20-V/2019

⁵⁸ Interview 09/W/20-V/2019

is easy to understand and develop their talent in public speaking. The method was used by coach make the students more confidence for public speaking especially students who have talent in the field of English speech.



CHAPTER V

DISCUSSION

A. The Discussion of the Implementation of English Speech Extracurricular to Enhance Students' Public Speaking Ability

Speech is one form of oral language activities. Therefore, Arifin and Tasai states that speech requires and emphasizes the expression of reasoning ideas by using spoken language which is supported by non language aspects, such as facial expressions, Visual contact and voice intonation.

Furthermore according Putri Pandan Wangi speech is speaking activities in the public or can be said public speaking. Basic competency also explains that

giving a speech or presentation for various purposes with pronunciation, intonation, and the right attitude.⁵⁹

There are five basic methods (sometimes called styles) of presenting a speech: manuscript, memorized, extemporaneous, and impromptu. Each has a variety of uses in various forms of communication.

1) Manuscript Style

The word manuscript is the clue to the style. The speech is written and the speaker reads it word for word to the audience. Originally, it was done from the hand-written paper manuscript. Today the manuscript style is common, but the paper is gone.

2) Memorized Style

The memorized style of speaking is when the manuscript is committed to memory and recited to the audience verbatim (word for word). In the days

⁵⁹ Amy Sabila, *Kemampuan Berpidato Dengan Metode Ekstemporan*, *Jurnal Pesona Volume 1 No. 1, Januari 2015 Hlm. 28-4.*

when elocution was taught, this was a typical approach.

3) Impromptu Style

Theoretically, an “impromptu” speech is “made up on the spot.” It is unprepared and unrehearsed. Often ceremonial toasts, grace before meals, an acknowledgement, an introduction, offering thanks and so on, fall into this category.

4) Extemporaneous Style

Sandwiched between the memorized and impromptu delivery styles you find the extemporaneous speech style. For this style, the speech is not completely written out. It is usually delivered with keynotes for reference. Most public speaking courses and books describe extemporaneous speeches as carefully prepared and rehearsed, but delivered using notes of key words and phrases to support the speaker.

5) Cue Cards

The speaker can make a speech by looking at notes on a pocket sized card instead of full text. The note contains important things, key words, prominent instructions or just an outline.⁶⁰

Rivers defines that Direct Method has been useful in that it “provided an exciting and interesting way of learning the foreign language through activity.”⁶¹ It proved to be successful in releasing students from the inhibitions all too often associated with speaking a foreign language, particularly at the early stages.

According to Richard and Rodgers in practice it stood for the following principles and procedures :

⁶⁰ Yayan G.H Mulyana, English for Public Speaking, Jakarta: Kesaint Blanc, 2007, 71.

⁶¹ Rivers, W.M, *Teaching Foreign Language Skills*. New York: University of Chicago Press. 1968.

- 1) Classroom was conducted exclusively in the target language;
- 2) Only daily vocabulary was taught;
- 3) Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
- 4) Grammar was taught inductively;
- 5) New teaching points were introduced orally;
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures.
- 7) Both speech and listening comprehension were taught;
- 8) Correct pronunciation was emphasizes.

Norland and Terry explain the strategies of direct method as follow :

- 1) The teacher shows a set of pictures that often portray life in the country of the target language.
- 2) The teacher describes the picture in the target language.
- 3) The teacher asks questions in the target language about the picture.
- 4) Students answer the questions as best they can using the target language.

As for the implementation of English speech at MAN 2 Ponorogo. The researcher will be explain below.

The establishment of English speech extracurricular at MAN 2 Ponorogo is been a long time. The initiator of English speech extracurricular is Mr. Zain Attamim. English speech at MAN 2 Ponorogo founded facilitate in improving the students' ability especially in public speaking ability. The students of MAN 2 Ponorogo have given the English speech

material to help the students in improving their public speaking. The participants of English speech extracurricular MAN 2 Ponorogo is start from ten grades until eleven grades. ⁶²

English speech MAN 2 Ponorogo to help the students understand how to speak in public. The initiator of MAN 2 Ponorogo called a coach. The name of coach English speech extracurricular is Mr. Zainal Arifin usually the students called as Mr. J. The coach is very affective to enhance the students' public speaking ability. Furthermore the coach make the English speech extracurricular of MAN 2 Ponorogo become more professional and help the students to get many achievements.

According to the data description, the implementation of English speech extracurricular to

⁶² *Interview 01/W/22-IV/2019, Monday 22 April 2019.*

enhance students' Public speaking ability at MAN 2 Ponorogo that is the coach must have the method to give the material to the students. Furthermore the coach must have the ability about the students' character. The method used the coach of English speech MAN 2 Ponorogo is the best method because the method can make the students improve their public speaking.

English Extracurricular MAN 2 Ponorogo divided into two fields. It consists of the English club (EC) and the English Club for Competition (ECC). English club (EC) embodies the students who have the ability, hobbies and talents in English. While the English Club for Competition (ECC) in this field already pursued through selection in general. English club for competition (ECC) there are four scopes, consist of English speech, English debate, storytelling, and news

casting. So that, the students will be adjusted with students' interest and adjusted with the students' talent.

To know the students' ability, the coach of English speech makes some selections. The coach usually gives the case for the students, the students were still allowed to bring notes and when the presentation of students should only look at glanced at the note. Then the coach look for student who has good ideas is not only a way of talking but also in the ability to analyze a case. Furthermore when the coach is doing the selection the students must give the solution about the case.

When doing the observation the researcher know the implementation of English speech at MAN 2 Ponorogo. The material at the time is about economic problem. The researcher found the method used by coach MAN 2 Ponorogo. The coach used the impromptu

method. Impromptu method is delivering a speech without preparing advance.⁶³

Usually the coach gives material to the students by giving some cases for the students. Then the students asked to browse in the internet about the economic problem. After browsing, the students asked by coach to present in front of the coach without bring the note. After that the coach gives evaluation about the students' presentation. The coach usually evaluation the students with give some question for the students and asked the students to give the solution about the cases. The evaluation was given from the coach to know the students' ability to answer the question without preparation and the students must give the solution without preparation.

⁶³ Yayan G.H Mulyana, English for Public Speaking, Jakarta: Kesaint Blanc, 2007, 67.

Based on the research conducted by researcher, the researcher found the method used of the coach to make the students comfortable and want to explore their ability. Furthermore the coach is able to make the students having the achievement especially in English speech. While being taught with that method the students are able to gather achievements such as runner up in IAIN Tulungagung, Runner Up in STKIP Ponorogo, third winner in STKIP Ponorogo, third winner oration in RRC STKIP Ponorogo, runner up Speech contest in Widya Mandala Madiun, third winner Speech JEC in UIN Surabaya, third winner Speech Language Festival in UNESA.

From the description above can be concluded that coach of the English speech of MAN 2 Ponorogo used the impromptu method to teach the students and direct method. The coach not only teaches the students

appropriate with their ability but the coach also teach the students to understand about the character of the students. The coach is an important part in improving students' ability.

B. Discussion About Students Perspectives of the Method Used in English Speech Extracurricular to Enhance Students' Public Speaking Ability

From the interviews with the students in English speech extracurricular program can be known that the students greatly helped in joining English speech extracurricular because they have very smart coach and have the best method.

The students feel capable to enhance their public speaking after the students join with English speech extracurricular. Students who initially joined English speech still did not have confidence when speaking in

public. The coach will provide various materials with methods that are adapted to the character of each students. The material provided by the coach is that they will be given a case sharing by the tcoach according to the theme. From these cases the students learn more about body language, intonation and how to give the solution about the cases. Usually the students must be able to give the critical idea without preparation. So that can help the students able become a reliable public speaker.

According to the students, the coach used the methods that are not monotonous and boring. Even in learning they are very comfortable and really like the learning. The coach always gives the direct practice and example how to become the best public speaker. It makes the students want to be the coach and the students become confident when training English speech.

Based on the interview by the researcher can be known that the students is very excited when taught by the coach. The coach always taught vigorously and not monotonous. The coach always tries so that the students are able to understand the material provided.

From the above opinion can be concluded that the students are very happy and response positively with the method used by coach of English speech. The method that used by the coach is easy to be understood and make them develop their talent in public speaking. The method was used by coach make the students more confidence for public speaking especially students who have talent in the field of English speech.

CHAPTER VI

CONCLUSION

In this chapter, the researcher gives some conclusion and suggestions from the data that have been analyzed. The conclusions and suggestions are:

A. Conclusion

Based on the statement of the problem and data analysis, the researcher concluded that:

The coach of English speech is very effective in improving the students' ability, especially in public speaking. The coach of English speech has the best method to give the material for the students. The coach used the impromptu method and direct method to train the English speech.

The students of English speech are helped by the method of the coach. The students are positively response with the method used by coach of English speech. The method that used by the coach is easy to be understood and make them develop their talent in public speaking. The method was used by coach make the students more confidence for public speaking especially students who have talent in the field of English speech.

B. Suggestion

From this research the researcher suggest to the teacher, the student, and the readers.

1. For the teacher

This research is expected to give English teacher an insight about how the give the material for the students so that the students not boring and the method not monotonous. Furthermore the research

an insight that the teacher must be understand with the character students.

2. For the students

The result of this research can give the students knowledge about that English speech can enhance students' the public speaking ability.

3. For the next researchers

This thesis can be a reference for those who would like to continue this research or conduct research with different method of analysis to get more accurate finding.



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