

**DEVELOPING STUDENTS' SPEAKING ABILITY IN DELIVERING  
IDEA THROUGH SPEECH: An Action Research**



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## ABSTRAK

**Nurul Hidayati.** (2011). Mengembangkan Kemampuan Berbicara Siswa dalam Menyampaikan Ide melalui Pidato: Jakarta. Jurusan Bahasa Inggris. Fakultas Seni dan Bahasa. Universitas Negeri Jakarta.

Siswa di Indonesia telah mempelajari bahasa Inggris sejak mereka di Sekolah Dasar. Sayangnya, mereka masih menemukan kesulitan-kesulitan ketika mereka berbicara dalam bahasa Inggris. Faktor faktor seperti; takut membuat kesalahan dalam berbicara, kekurangan kosakata malu, dan berbicara dengan stuktur bahasa yang salah merupakan kesulitan yang paling sering dihadapi oleh siswa untuk berbicara dalam bahasa Inggris. Untuk mengatasi masalah ini, guru sebaiknya mempersiapkan bermacam-macam kegiatan berbicara yang bermanfaat bagi perkembangan berbicara siswa. Pidato sebagai salah satu kegiatan berbicara dapat digunakan di kelas untuk mengembangkan kemampuan berbicara siswa dalam menyampaikan ide siswa. Untuk mencapai tujuan dari penelitian ini maka digunakan suatu tindak kaji penelitian untuk mengamati aktivitas dan penampilan siswa yang berkaitan dengan peningkatan kemampuan berbicara mereka. Penelitian ini dilakukan di SMA Wijaya, Sunter Jakarta. Seorang guru bahasa Inggris dan satu kelas 11 IPS 1 yang terdiri dari 30 siswa telah terlibat dalam penelitian ini. Pengamatan kelas dilakukan dari bulan Oktober sampai Desember. Data telah diolah dengan memfokuskan pada perkembangan kemampuan berbicara siswa ketika mereka menyampaikan ide di dalam pidato. Hasil dari penelitian menunjukkan adanya perkembangan dan peningkatan kemampuan berbicara siswa dalam menyampaikan ide melalui pidato. Ada dua pendapat berkenaan dengan penerapan pidato. Pertama, 90 % dari siswa (28 siswa) setuju bahwa pidato dapat diterapkan di dalam kelas berbicara mereka untuk membantu meningkatkan kemampuan berbicara dalam menyampaikan ide. Kedua, 10 % dari mereka (2 siswa) tidak setuju pidato dapat membantu meningkatkan kemampuan berbicara dalam menyampaikan ide.

## ABSTRACT

**Nurul Hidayati.** (2011). Developing Students' Speaking Ability in Delivering Idea through Speech at SMA Wijaya Jakarta. A Thesis. English Department. Languages and Arts Faculty. State University of Jakarta.

The students in Indonesia have learned English since they are at Elementary School. Unfortunately, they still find problems when they have to speak English. To overcome the students' problems, teachers should take various speaking activities that can be useful for the students' development. Speech as one of the speaking activities can be used in the classroom to develop students' ability in delivering their idea. To achieve the purpose of the study, an action research was conducted to observe students' performances and activities which showed their speaking development. The study was conducted at SMA Wijaya Sunter Jakarta. An English teacher as a collaborator and one class of XI IPS 1 which consisted of 30 students were involved in this study. Classroom Observations were conducted from October to December. The data were analyzed by focusing on the students' speaking development when they are delivering idea in speech activity. The results of the study showed that there were improvements of student' speaking ability in delivering idea through speech. There were two opinions toward the application of speech. First, 90 % of the students (28 students) agreed that speech can be used as their speaking activity to improve students' speaking ability. Second, is 10 % of them (2 students) disagree that speech can improve their speaking ability in delivering idea.

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the study**

Speaking in a foreign language is one of the important skills that the people need to effectively communicate in this era globalization. Speaking English becomes very important in using English for communication. Someone is considered to be competent in language if he or she is clever or able, to read and write in and by using language. Speaking is one of the important and essential skills that people must practice. By speaking with other, people are able to know what kinds of situation are in the world. People know that language is habit. Language is not only taught and learnt but it is used as habit. So, people must be able to speak English well because other people identify the English mastery with their English well.

Fulcher (2003:18) says that the ability to speak a foreign language without doubt is the most highly pride language skill, and rightly so. Mastering speak English fluently becomes the highly requirement in every job field.

It is important not only for the adult but also for the students to be able to communicate well in English as one of the most important foreign language. Students as the next generations are expected mastering English active and passive. They have to be proficient speaker as well. Therefore, students who want to be fluent in speaking English as their target language should learn and know the elements that will help them expressing the idea such as pronunciation, stress, intonation, grammar, and fluency. All of these aspects will help the students in



improving their speaking competencies. As Komariah (2004:111-164) states that students should have an ability to use English in essentially normal communication situation, the signaling system of pronunciation, stress, intonation, grammatical structures and vocabulary at normal rate of delivery for native speaker of target language.

The mastery of speaking skills in English is a priority for many second language learners. Learners sometimes evaluate their success in language learning based on their success on how they have improved their spoken proficiency. It means that the teaching of speaking plays an important role to promote learners speaking ability.

Having an ability to communicate well in the target language is not easy as people think. There are some factors why students are not confident to speak in their English class and often making mistakes in their spoken. The factors are the lack of vocabularies, self-esteem and fear of making mistakes because they have no idea to express their words and speak with unsystematic linguistic. Those factors are the reason why the researcher chooses this topic. Davies and Pearse (2000:55) argues that students reluctant to speak because they are afraid to do any mistakes or they do not know how to express their idea in English. The fact shows that students of senior high school cannot speak English although they have learned it for three years. Learners at Senior High School in Indonesia spend 4-5 hours/week to learn English. Of course, the length of the time is not enough to make the learners able to master the language because it is only few times of all lessons that they have studied. As we know that to be able to communicate in

English, we have to use the language as often as possible. It means that the more practice to speak English the more chance for them to master English. Moreover, speaking is a fundamental process in communicating. Unfortunately, many learners still find difficulties when they have speaking activities in the classroom, they are afraid to make a mistake, do not have idea, speak with unsystematic linguistic and they have less confident to practice their speaking. Obviously, these speaking problems may hinder the learners to develop their speaking ability which are needed to become a good speaker.

This case also found in SMA Wijaya Sunter, Jakarta. The teachers of XI class finds out that student seemed to be silent, they do not have idea to express their words, and they do not have motivation to speak English. They prefer to use mother tongue language, they speak with unsystematic spoken and they tend to not getting involves in the learning process. This problem affects their language learning process and their learning objectives. Therefore, it is interesting to investigate the teaching of speaking at senior high school.

Speaking class for the students at every level of education in Indonesia is believed as the most difficult lesson that they had. They have no idea to express or to deliver their words through their spoken and the most crucial problem is that they speak with unsystematic linguistics or error spoken. They produced word spontaneously without seeing the correct grammatical structure or in other word they have speech impromptu. It is natural when we remember that they do not

study grammar more details in their class and they only have a short text to read or to discuss.

From the problems above, the researcher tries to apply speech as their speaking activity that is expected students can speak and deliver their idea with systematic linguistics. Speech is one of the speaking activities that can develop students' speaking ability and confidence to perform in front of audience. Speech as stated in the curriculum of Standard Competence and Basic competence can be taught electively for teaching speaking for Senior High School Student and it can be an alternative way to teach speaking and to develop their speaking confidence. It is consequence with the implementation of Undang-Undang N0.20/2003 mention that Standard National Education System that included in Peraturan Pemerintah No.19/2005 Standard National Education giving the direction of the importance of eight Standard National Education and standard teachers, standard facilities, standard financial, and standard assessment.

Due to the fundamental principles and the influence of communicative approaches to English language teaching, it is better for students to talk in the classroom than teachers. Activities based around speaking need to be managed and selected through careful planning and direction from the teacher, and through a choice of suitable tasks to stimulate speech. It is important for teachers to drill students to speak in their class in order to know their speaking ability and their confidence because the learners at this level are often keep silent, afraid of making mistakes, speak with unsystematic linguistic (error spoken) and they are not getting involved in the learning process. To help language learners become more

fluent English speakers as fast as possible teachers need to show them how to use auxiliary verbs in a clear and systematic way.

According to Lazaraton (2001:106 -110) speaking activities through speech the learners try not only to produce the language but also to make it comprehensible to the listeners. In this activity, the learners are free to choose the topic that they like. In speech activity students will learn how to deliver their idea with the correct linguistics, because it often finds that the students speak with unsystematic spoken and wrong linguistics.

This speaking activity is still very seldom used by the teacher in developing students' speaking ability in delivering idea and confidence. The limitation of time, the competencies of the students and the curriculum learning process in the classroom that must be achieved are the first crucial problem for the teacher in applying this activity.

## **B. Problems Identification**

Based on the background of the study above, the problems that can be formulated as follows;

1. To what extend does the use of speech in developing students' speaking ability in delivering their idea?
2. How does the teacher teach speech to the students at SMA Wijaya grade 2 (Class XI)?
3. What are students' opinions toward the use of speech in their speaking activity?

### **C. Research Question**

Based on the problem above the researcher formulates the research questions:

1. To what extent does the use of speech in developing students' speaking ability in delivering idea?
2. What are the student's opinions toward the use of speech as their speaking activities?

### **D. Purpose of the study**

The purposes of the study are to find out the information concerning on the students' speaking development especially in delivering idea through speech and to obtain information about students' opinions toward the use of speech as their speaking activities.

### **E. Significance of the study**

The result of the study is expected gives some inputs for both teachers and students. For teachers, hopefully this study can be useful in teaching speaking and for students it is expected that they can be motivated and be more competence to speak by having speech in their speaking class.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about nature of speaking, speaking ability, teaching speaking, students' motivation to speak English, theory of speech, method of delivering speech, benefit of speech, theory of error in speaking, and teaching learning English in high school context in Indonesia.

#### **I. Theoretical Framework**

##### **A. Nature of speaking**

Speaking is one of productive skills that most students consider as difficult skill to be practiced. The difficulty focuses on integrated vocabulary, grammar, fluency and sentences structure. They are reluctant to speak because they are afraid of making mistakes and failing to find suitable words to express their opinion. To encourage the students to speak teacher should apply various ways as possible creating comfortable environment in the class.

Some researchers such as Brown (1994:28), Burns and Joyce (1997:13) identify speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. In the interactive process, the speaker has to know what and how to send a message to the interlocutor. The interlocutor will try to understand and then respond to the message as a feedback in the conversation.

Fuchler (2003:23-24) states speaking is the verbal language to communicate with others. He also points out that speaking usually less formal in

the use of vocabulary, uses fewer full sentences as opposed to phrase, contains repetitions, repairs and has more conjunctions instead of subordination. O'Malley and Pierce (1996) also claim, "The characteristics of spoken language are quite different from those of written language.

In brief, speaking is considered as one of the most important skill that should be taught electively and a lot in order to custom the students in guiding their target language learning

Clark and Clark (1997:7) define speaking not only as a means of expressing the langue but-also as a means of out speaking involves not only verbal but also non-verbal language such as eye-contact, gestures, and body movement.

Speaking is fundamentally as means for communicating, thinking, and learning (Clark and Clark,1997:7) Trough speaking, people learn concepts, develop vocabulary, and to obtain the structure of the English langue as essential component of learning, Similar to Clark and Clark, Burns & Joyce (1997) State that speaking is an interactive process of constructing meaning that involves producing and receiving ,and processing information, its form and meaning depend on the context in which speaking occurs, including the participants, the physical environment, and the purposes for speaking.

Speaking fluently and confidently, as appeared in <http://www.sasked.go.sk.ca/docs/mla/listen.html/>, is a central human need and important goal of education. It becomes and important need of people since its plays a role as a means of communication in everyday interactions. By having

good speaking skill, people can easily adapt to different situations they may encounter. Besides, as stated by Chapelle (1998: 22), those who have a strong base speaking skill will automatically have an academic advantage. Their school achievements are influenced mostly on the abilities to display knowledge in a clear and acceptable form of speaking.

### **B. Teaching Speaking**

Teaching speaking is always considered with the difficulties. Teachers may have some problems in teaching speaking to their students. Lack of vocabularies and less of motivation of the students becomes the first problems. So that the teachers have to know the characteristics of the students and also the characteristics of the teaching speaking before they teach their students. There are many elements that must be always reminded.

One element of languages that students need to be considered in learning English as foreign language is vocabulary. Vocabulary is one of basic element in learning target language beside pronunciation and grammar. Richard and Renandya (2002:255) informed that vocabulary is also an important core of language proficiency and provides much of the basic of how well learners speak, listen, read, and write. It means that through vocabulary someone can say and express their feeling to others. He also added that without an extensive vocabulary and strategies and acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language in opportunities around them such as listening to the radio, listening to the native speaker,



listening the language in different context, reading or watching television. In brief, the comprehension of vocabulary is an important role in daily activities.

Another important element in speaking is fluency. Fluency is the speakers' ability to use the target language quickly and confidently, with few hesitations or unnatural pauses, false shorts, word searches, etc. Furthermore, he states students must able to response coherently within the turns of the conversation, link words and phrases, use intelligible pronunciation and appropriate intonation, and do all of these without undue hesitation. In addition, Parrish (2004:100) states four characteristics of speaking activity, which must be filled by teacher in order to improve students' fluency. First, the activity must give a lot of opportunities to students to talk. Second, the activity must be able to make all students to participate actively. Third, the activity must motivate students so they are eager to speak. Fourth, the students can express their ideas in utterances that are relevant.

According to Ur (1991:120) states there are four characteristics of successful speaking activity:

- 1) Learners talk a lot. As much as possible the speaking activity is in the classroom dominated by learners
- 2) Participation is even. All learners get a chance to speak
- 3) Motivation is high. Learners become eager to speak because they are interested in the topics and have something to say
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

Many ways have done in teaching speaking. Fuchler (2003:23) mentions several methods of teaching speaking. He argues that studying authentic dialogues is a common technique, followed by the use of the controlled exercise like dialogues scripts.

Based on the explanation above, the researcher concludes that there are many ways to teach speaking to the students; teacher should be selective to choose the appropriate speaking activities based on the condition of their students.

### **C. Speaking ability**

Speaking ability can be used as one indicator to determine how well students speaking skill. As Nunan (2000; 118) argues that mastering the art of speaking skill is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. It also supported by Kayi (2004) that the ability to communicate in a second language clearly and efficiently contributes to the success of the learners in school and success later in every phase of life (available at <http://unr.edu/homepage/hayriyek>). It means, speaking as one of the productive skill that can merely be achieved practicing consequently.

Based on Jeremy Harmer (2001:25) divides speaking abilities into two sections. They are Language features and Mental/Social Processing. In language features, there are four characters. 1) Connected speech. Students should be able not only to produce the individual phonemes of English to use modified, omitted, added, or weakened sound. 2) Expressive Devices. Students should know where

to place stress word in phrases and also use different intonation since they influence meaning words. They should be able to play with volume and speed and use physical and nonverbal cues in order to show their emotions to convey meaning. 3) Lexis and Grammar. Students know literal and metaphorical meaning of words. They should know how to use structure words in the correct grammar. 4) Negotiation Language. Students should be able to seek clarification and order what they say in order to be comprehensible.

Mental or social processing has different point from language feature. It consists three points of speaking ability. 1) Language Processing. 2) Interacting with other. 3) Information Processing.

Students' speaking ability can be measured through the language features above, every student has a different ability, and therefore teachers have to know the characteristics and the capacity of the students before giving them the lessons.

#### **D. Students' motivation to speak English**

To make students participates in speaking activities is very difficult. The students do not have enough vocabularies or English knowledge so that students avoid speaking. This condition is consistence of Davies and Pearse (2000:55) mentions that students reluctant to speak because they are afraid to do any mistakes or they do not know how to express their idea in English.

Some researchers such as Jensen (1998:63) and Ancker (2002:18) agrees that the other factor why students do not interact in speaking act is caused by their lack of motivation. Students may actually know the material but they are reluctant

to speak. Their reluctance to be involved in speaking activities based on Ancker (2002:18) is caused by some factors such as unsuitable learning styles, a lack of words choice, fear of embracement and the lack of feedback from the teacher as one of the ways to motivate students. Jensen (1998:63) pursues rewards such as stickers, and certificates as a teacher's feedback, because of his experiences showed that the students responded positively to simple novelty.

Cook (1996: 99) emphasizes: High motivation is one factor that causes the successful learning; successful learning, however, may cause high motivation. The latter process of creating successful learning which can spur high motivation may be under the teacher's control, if not the former. The choice of teaching materials and the information content of lessons, for example, should correspond to the motivation of the students.

The following aspects are very important for the teachers to motivate the students in their language learning process; it helps and encourages their motivation so that the learning objectives can be achieved.

### **E. Theory of speech and rules of speech-making**

Speech is one of the speaking activities that can help students in improving their speaking. This activity trains students' confidence to speak in front of audience/public. Based on Anna Lazaraton (2001:106) mentions that one of speaking activities that can be done in English as foreign language classroom is speech, through speech the learners try not only to produce the language but also to make it comprehensible to the listeners. In this activity, the learners are free to

choose the topic that they like. Video recording can be an extend activity for the learners to evaluate their performance when they are giving a speech.

Speech is 6-8 minute presentation on any topic that is not prohibited by the Club Rules. The first speech every new-comer must make is the *Introduction speech*. In the Introduction speech a new member introduces himself to the club. In this speech the speaker should speak about himself: about his background, education, occupation, hobby, interests and ambitions, personality, things like and dislike and funny or exiting situations.

Some generals rules of speech-making.

1. Every speech is dedicated to a particular topic. Choose a topic that is interesting both for speaker and listeners and then be logical and keep to the point.
2. Every speech should bear a clear *message* - the main idea, an appeal to the audience. Be well aware of why making this speech, and exactly how to inform and persuade the audience.

A speech (as well as all other types of public presentation) begins with an address to the audience. Such as with one of these phrases: *'Ladies and gentlemen'* or *'Fellow-members and guests'* or *'Dear friends'*, etc. Structurally, a speech has three parts: *the introduction* (or *the opening*), *the main part* (or *the body*) and *the ending* (or *the conclusion*) which is quoted at (<http://xpresi-riaupos.blogspot.com>).

*In the opening* the speaker should catch the listeners' attention and tell them what he will be talking about. To catch the public's attention use a quotation, a story or joke related to the topic of the speech, begin with a startling statement or a challenging question as well. Try also to let the audience know why chosen this very topic for the speech.

*In the main part*, the speaker presents facts and ideas on the topic. He should do it consistently, logically and persuasively.

*In the conclusion*, the speaker summarizes the ideas he has presented or motivates the audience to take some action. The ending should be even more bright, memorable and powerful than the opening. He/she may finish with a quotation, a challenging question or statement, or in any other impressive way.

It is highly recommended to take *notes* in the process of preparing a speech, but it's not advisable to use them in the process of speaking in front of the public. A speaker should keep constant *eye-contact* with the audience.

A well-written speech is only 30 percent of the job - the way speaker delivers it is of tremendous importance. A speaker influences the public not only with words, but also by his *voice*, his *facial expression*, *gestures*, *pauses* and other non-verbal means. Should think about all these things beforehand and *rehearse*.

Visual aids (pictures, schemes, tables, slides, *etc.*) are often used during the presentation to achieve a better understanding of the speech and to hold the public's attention. If use visual aids, make sure that everyone can see them.

The language used in a speech matters greatly. Good ideas are worth being expressed in good English. Consult a dictionary or a manual when preparing speech. A well-written speech is worth being heard and understood, so speak loudly and clearly, avoid unjustified pauses, 'er-ers', 'ah-ahs', 'um-m', 'er-well' and other meaningless sounds or words, and don't mutter and stammer. As quoted in (<http://www.wiki/speech.org.com>)

The rules of making speech make the speech process easier for the students. It helps the students to create their idea and thought in deciding their speech's theme. The size of the text for every student may be varied; it depends on their capability in accepting the direction of the teacher. Teacher as the controller has to direct the students to achieve the expected goals of their encouragement.

Speakers must be able to anticipate and the produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback or redirecting (Burns and Joyce, 1997:23). Other skills and knowledge that instruction might address include the following:

- 1) Producing the sounds, stress patterns, rhythmic structure, and intonations of the language;
- 2) Using grammar structures accurately;

- 3) Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest level, or differences in perspectives;
- 4) Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- 5) Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing or checking for listener comprehension;
- 6) Using gestures or body language; and
- 7) Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement. (Brown, 1994)

Based on the theory above we can conclude that a good speaker must always keep in mind that she or he must paying attention to the point above.

#### **F. Method of Delivering Speech**

According to Lucas (1989:233) mentions that there are four basic methods of delivering a speech as follow;

(1) Reading verbatim from a manuscript: certain speeches must be delivered word by word, according to meticulously prepared manuscript. Every word of speech will be analyzed by the listeners. Timing may also be a factor in manuscript



speech. Although it looks easy, delivering a speech from a manuscript requires great skill.

(2) Reciting a memorized text; be sure to memorize the script of speech naturally.

It means that the speaker be able to concentrate on communicating with the audience, not on trying to remember the words. Speaker who gaze at the ceiling or stare out the window trying to recall what they have memorized are no better off than those who read dully from a manuscript.

(3) Speaking impromptu; an impromptu speech is delivered without any immediate preparation whatever. Few people choose to speak impromptu, but sometimes it cannot be avoided. There are four steps to present the speech: First, state the point to answer. Second, state the point to be wished. Third, support the point with appropriate statistics, examples, or testimony. Fourth, summarize and restate the point.

(4) Speaking extemporaneously: “extemporaneously” means the same as “impromptu”. But technically the two are different. Unlike an impromptu speech, which is totally off the cuff, an extemporaneously speech is carefully prepared and practiced in advance. In presenting the speech, the extemporaneous speaker uses only a set brief notes or a speaking outlines to jog the memory. The exact wording is chosen at the moment of delivery. The extemporaneous method has several advantages. It gives more precise control over thought and language than does impromptu speaking; it offers greater spontaneity and directness than does speaking from memory from a full manuscript; and it is adaptable to a wide range

of situations. It is also encourages the conversational quality audiences look for in speech delivery.

### **G. Benefit of speech**

There are some benefits of speech that can affects to the speakers and to the audiences. As quoted at ([www.wiki.org/speech.com](http://www.wiki.org/speech.com)) the implementation of its benefit can change speakers speaking ability and his/her self confident. The benefits as follows;

- 1) Improved ability to communicate : means that someone who is able to speak can improved his/her ability to communicate in the society
- 2) Improve speaking skills : able to speak well is consequently can improve someone's speaking ability, the beneficial of speech
- 3) Enhanced ability to negotiate : the ability to negotiate is one of important point in communication, someone who is able to communicate well is absolutely enhanced ability in negotiating
- 4) Learn to speak concisely, clearly and confidently: speaking with concisely, clearly and confidently is one of the important benefit of speech because these three aspects reflect the overall benefit of speech.
- 5) Improve speaking confidence: it is essentially an attitude which allow someone to have a positive perception to the abilities, someone's speaking confidence affects his/her speaking improvement.

From the explanation above, the researcher conclude that there some practical benefits of the speech for the speaker. All of the benefits are very important not for the speaker but also for the listeners. Most of the points stated above are for the improvement of the four skills.

## **H. Theory of Error in Speaking**

The term 'error' is used in a variety of ways in linguistics and language teaching theory. Research into 'error' has demonstrated in the early 1970s, that learner errors indicate both the state of the learner's knowledge and of the ways in which the second language is being learned. 'Error' in ELT is a mark of a learner's transitional competence as distinct from 'mistake' or performance error (Corder 1967). In this way, errors arise because the correct form or use of a target item is not part of a speaker or writer's competence, whereas mistakes arise (for reasons of fatigue, stress, inattention) even though the correct form or use is part of the user's competence.

Different types of spoken errors (which may be caused by the interference of the L1, an incomplete knowledge of the target language, the complexity of the target language, or fossilization) are categorized as follows:

- *Phonological errors*: refer to the wrong ways of pronouncing a single word, of using word stress, sentence intonation and other phonological matters such as linking, elision, and assimilation.
- *Lexical errors*: refer to the wrong ways of using words in their forms, meaning, and context and word collocation.

- *Grammatical errors*: refer to the wrong ways of using tenses and different syntactic structures.

Based on the theory above students spoken error must be corrected in order to develop and to improve their linguistic competence and communicative competence.

To be able to speak another language for the aim to communicate competently means that a person has to know communicative competence, it includes both knowledge of the language linguistics competence and then knows other sociolinguistics and conversational skills (Nunan, 1999). The former includes the ability to know how to articulate sounds in a comprehensible way, know an adequate vocabulary, and know the syntax. The later enables the speaker to know how to say what to whom, when. In other words, it is not sufficient for someone has only the linguistic competence without other communicative competence to achieve the purpose of speaking; transactional and interactional.

Dell Hymess (1974) proposed the notion of communicative competence, also (Nunan, 1999) assumes that L2 learners need to know not only the linguistics knowledge, but also the culturally acceptable ways of interacting with others in different situations and relationship. Bashed on the theory, Canale and Swain propose that communicative competence includes (1) Grammatical competence (2) Discourse competence (3) Sociolinguistics competence (4) Strategic competence.

Those competences above are important to be considered in mastering speaking. Each of the competence becomes the basic principle in the speaking skill.

### **I. Teaching Learning English in High School Context in Indonesia**

Since it was first taught, there have been problems in the teaching of English as a foreign language. For example the fact that the changing of curriculum and approaches along with the changing of the Minister of Education is not uncommon. The big class sizes and teachers with poor mastery of English are two obvious factors that contribute to the ongoing problems in ELT in Indonesia (Darjowowidjojo, 2000). Other reasons for the problems are: (1) limited time allocated for teaching English; (2) student do not have enough time to actually learn to speak English in class because the teacher is more concerned with teaching the grammar and syntax; (3) the absence of social uses of English outside the classroom; and (4) the absence of good and authentic learning materials (Mustafa: 2001). Resent curriculum in English langue education in Indonesia focuses on the teaching of English, at junior and high schools levels. The curriculum adopts the so-called communicative competence as it model of competence (Depdiknas: 2003). Communicative competence its self can be summarized as skills needed for communication, which consists of four important components. Those components are: grammatical/linguistics competence, socio cultural competence, discourse competence, and strategic competence (Richards and Rodgers 1986: Celce-Murcia. Dornyei & Thurrell. 1995: Beale, 2002).

The Indonesian curriculum system has been developed by the National Education Board ( Departemen Pendidikan Nasional ) for many years in order to keep up with the global changes of the world in the future. Recently, the Indonesian government through Departemen Pendidikan Nasional has made the improvement in the quality of national curriculum system. The newest one is Peraturan Menteri Pendidikan Nasional ( Permendiknas ) No. 22 / 2006. Permendiknas No.22 / 2006 discusses the standard of content ( Standar isi ) of Elementary and High school level in Indonesia. Also, Peraturan Menteri Pendidikan Nasional No. 22/2006 contains Basic Competencies (Kompetensi Dasar) for each fields of studies in every unit of elementary and high school level. They are the guidelines for teachers in order to develop the indicators that must be achieved by the students as well as the materials that will be used in the teaching and learning processes.

The importance of mastering English for Indonesian students is much more felt due to the globalization in all sectors. One measurement to improve the mastery of English done by the Indonesian government is by implementing the English National Examination with a passing grade of 5.50. in Kurikulum Tingkat Satuan Pendidikan (KTSP), as one of the learning purposes of Bahasa Inggris in Sekolah Menengah Atas (SMA) is developing students' communicative competence in written and spoken English through an integral development of the four macro skills (Nunan, 2004) including listening, speaking, reading and writing.

(Table 1. Standar Kompetensi Lulusan Sekolah Menengah Atas (SMA)/Madrasah Aliyah (MA) Bahasa Inggris SMA/MA)

| <b>Standar Kompetensi</b>  | <b>Kompetensi Dasar</b>   |
|--|---|
| <b>Membaca</b><br>Memahami naskah <i>public speaking</i> dalam konteks akademik                            | Memahami naskah <i>public speaking</i> dalam konteks akademik seperti pidato          |
| <b>Berbicara</b><br>Mengungkapkan makna dalam <i>public speaking</i> dalam konteks akademik                | Mengungkapkan makna dalam konteks <i>public speaking</i> seperti pidato               |
| <b>Mendengarkan</b><br>Memahami makna yang terdapat dalam <i>public speaking</i> dalam konteks akademik    | Merespon makna yang diungkapkan dalam pidato  |
| <b>Menulis</b><br>Mengungkapkan makna dalam naskah persiapan <i>public speaking</i> dalam konteks akademik | Menulis naskah <i>public speaking</i> sederhana dalam konteks akademik seperti pidato |

All those four skills are expected to prepare senior high school students to enter the higher education or work fields, especially those requiring English skills. Due to the objectives of teaching English for senior high school that is to develop students' communicative competences through an integral development of the four macro skills, the learning resources and materials that are used in the learning processes have to give students more chances to communicate in English.

## II. Conceptual Framework

From the explanation of the experts above, the researcher interpret that teaching speaking is not easy. Teachers need to know the appropriate teaching speaking strategy and the competencies of the students. Most of the students are reluctant to speak because of some factors. The factors of the students' problem have to be solved in order to choose the appropriate speaking activity to overcome their problems.

Speech as one of the speaking activities can be used by the teacher to develop students speaking ability in delivering idea and to solve the students' silence during their learning process. It encourages students' to be able to speak with correct linguistic.

Based on Lucas (1989:35) stated every speech has three parts: the introduction, the body and the conclusion. Before having a speech speaker has to consider some points starting from outlining the speech text, organizing and concluding the speech text. Furthermore, he also explained that speech is verbal communication and non-verbal communication where the speaker has to guide the overall performance in front of the audiences.

As one of the simple way to teach speaking to the students, teachers have to conduct the capacity/competency of the students with the size of the speech's text. Choosing the interesting topic must be linked to their interest or the current issue in the society. By using speech is believed can develop students' speaking ability in delivering their idea and build their confidence.

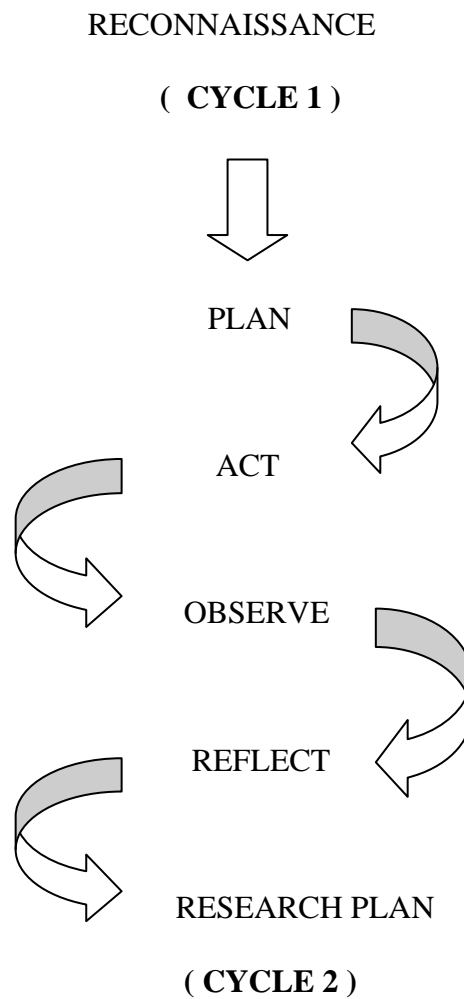


## CHAPTER III

### METHODOLOGY

#### A. Research Design

The method of the study is action research. Action research is one of research methods, which is conducted directly in the classroom. It is the process of systematically evaluating the consequences of educational decisions and adjusting practice to maximize effectiveness (McLean, 1995). Based on Kemmis and Mc Taggart (1990) point out that there are five procedures in action research. Reconnaissance, Plan, Act, Observe, Reflect, Research Plan as follows;



## 1. Reconnaissance

This part elaborates the steps of the research starts from the observation discussion between the collaborator and the researcher regarding the performance of the researcher in the class, description the situation, identifying the problem, analyzing the problem, making hypothesis and choosing the collaborator.

### a. Description of the situation

The description of the class under the study will be written elaborately from general (e. g the situation of the school) to specific (situation, students' characteristics and condition of the class)

### b. Identification of the problem

This part identifies problems that emerge in the class based on the mistakes which often appear in the class in relation to the topic

### c. Analysis of the problem

This part identifies the problems that emerge in the teaching and learning activities. The problem of the study will be analyzed to find out the information concerning on the application of speech as students activity in developing their speaking ability and to obtain the students' opinion towards the use of speech.

### d. Hypothesis

The solution and the steps to solve the problem in the class will proposed; for example, by applying speech as a speaking activity to develop students' ability in delivering idea.

e. Collaborator

It is a description about the colleague or colleagues or somebody who knows much about the teaching and learning process and helps the researcher in the study. The tasks are to observe and take notes regarding the

**2. Planning**

The researcher designed a plan in accordance with the hypothesis. The topic of the text will be selected based on senior high school curriculum.

**3. Acting**

Based on the proposed plan, the researcher began the learning activity following the steps of design. A model of the learning activity concerns to the topic of the speech text that will be applied in the classroom.

**4. Observing**

The collaborator and the researcher do the observation during the learning activity. The observer takes notes about the important things to be discussed after the learning activity.

**5. Reflecting**

Researcher and the collaborator along with the students discussed the result of the observation to evaluate the teaching and learning done in the class. The results of the discussion determined the best steps that will be followed in the next cycle.

**B. Time and Place of the study**

The study was conducted in SMA Wijaya Sunter Jaya VI North Jakarta within the first semester of 2010/2011. The data was collected in about three months from XI class of IPS 1 students of SMA Wijaya Sunter Jakarta, which is located in Jalan Sunter Jaya VI, Sunter Jaya, Tanjung Priok, North Jakarta (from October to December 2010).

**C. Subject of the study**

The samples of the study were 30 students of XI class IPS 1 in SMA Wijaya Sunter.

**D. Data collection technique**

The data were collected through students' performance scores, questionnaires and interviews. The researcher also conducted the pre- and post-test to get the data about the students' speaking ability before and after applying speech. From the result of the pre- and post-test, the students' score were compared to conclude whether the students have significance changes of their speaking improvement. The pre-test was conducted at the beginning of the study before the researcher begins the first meeting of cycle 1 and the post-test was conducted at the end of the study/ last meeting of cycle 2. The questionnaires were distributed at the last meeting after conducted the post-test in second cycle.

To collect the data the researcher will use some instruments:

1. Classroom observation

The observation sheets contain of the students' score on their development in speaking ability of their performances while they are presenting a speech.

2. Pre – test and Post test

Pre- and post-test were used to know and to get the information how far the achievement of the students' speaking development before and after using speech.

3. Interview

The interview was conducted with the teacher and some of the students to give adjustment with the result of the questionnaire concerning on the topic conducted.

4. Collaborator's notes

The result of the collaborator's notes was used to gather the data of the study with the researcher.

5. Questionnaires

It was used to explain students' opinion after the application of the speech activities

### **E. Achievement indicators**

The students were asked to perform in front of the class with topic that has been selected by the researcher and collaborator based on the senior high school curriculum. Every meeting the students were performed with their topic, the

researcher and collaborator made the score for each of them individually. Each of the students was given about 10 minutes to perform. So, in one meeting there were 9 students performance. The score of the students were measured through Lucas E, Stephen scoring and speech evaluation assessment.

The observation sheets that contained of score on the development of students' speech performance were measured using analytical rubrics which consisted of five focuses namely introduction, body, conclusion, delivery, overall evaluation (Lucas E. Stephen). The collaborator's notes were used to know whether there are any changes or development of students' speaking ability after using speech. The questionnaires were collected to explain students' opinion after applying speech in the learning process and it were formatted by using linkert scale. There were two opinions that indicated the students' feel in applying this speech activity.

## CHAPTER IV RESULTS AND FINDINGS

### A. First Cycle

As previously stated in Chapter III, each cycle consists of five stages: reconnaissance, planning, acting, observation, and reflecting.

#### 1. Reconnaissance

##### a. Description of the situation

SMA Wijaya Sunter is located on Jalan. Sunter Jaya VI, Sunter Jaya, Tanjung Priok, north Jakarta. It is one of the private institutions of Yayasan Al-Islamiyah. The school has been built since 1982. The principal of SMA Wijaya is Hj. Siti Fatimah, M. Ag who had led the school for 3 years since 2007. It has 74 students- 41 first grade students, 30 second grade students and 23 third grade students. There are 17 teachers and 2 staffs. The school has one shift, morning shift. It starts from 06.30 to 12.45, except on Friday starts from 06.30 to 11.20. the curriculum used in this school are Educational Unit Stage Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP) for the first grade and Competence Based Curriculum or Kurikulum Berbasis Kompetensi (KBK) for the second and the third grade.

The school is gathered with Junior High School of SMP Al-Islamiyah which has 12 rooms. It consists of 3 classrooms. The other rooms are one teacher's room, one headmaster's room, one library, one computer room, one science laboratory, one library and

multimedia room, one OSIS room, one warehouse, three toilets-two for students and one for teacher.

Each classroom is 57 m<sup>2</sup>. It has a white board, a blackboard and a clock. Its wall is soft pink and the frames of its door and window are brown.

The class used in this study is the second grade of senior high school, XI IPS class. It consists of 30 students-14 boys and 16 girls. These second grade students study English twice a week every Wednesday (on third period) and Saturday (on first period). Their English level can be considered low. Many of them do not take any English course outside the school and the rest studied English at vary level. They have very little contact with English.

#### **b. Identification of the problem**

As mention before, the researcher has been teaching the class used in this study since July 2009. From the teaching and learning process, the researcher realized that 18 students of 23 students have problems in speaking. They prefer to use mother tongue language and afraid to express their own ideas orally in English. In addition, they don't know how to say them well or even what to say. Most of the students are lack of vocabulary, ideas and less of self-confidence when they are asked to give a simple speech in front of the class after modeled by the teacher. When they have to speak, they always try their best thinking hardly to produce some sentences. Once they



finally say something, the sentence appears dull, unattractive and it has so many shortcomings in words, besides some pronunciation errors. In some cases, some sentences are less of coherence. The students rarely speak or respond in the target language but their mother language. They have many grammatical mistakes, such as the use of tenses and they body gesture showed that they were nervous and they don't know what to say in front of the class.

**c. Analysis of the problem**

The students rarely speak English or respond in the target language because they are afraid of making mistakes in speaking English, less of confidence and less of idea through their spoken are become the problem. Several attempts have been made such as conducting an open discussion activity, sharing life experience activity, and sing-songs activity but most of those activities do not contribute to a significant achievement. The reason is that those activities did not provide them enough preparation and clear procedures in practicing speaking.

**d. Hypothesis**

From literatures, the researcher has found that speech as one of the speaking activities can be applied to answer the problem of this study. The students should focus on organizing the content of the speech from the opening to closing the speech before they are delivering idea

in front of the class, they have to consider some of general rules of speech making.

**e. Collaborator**

The collaborator of this study is an English teacher in SMA Wijaya, Ms. Elsa Fitri, S.Pd. She was born in Padang in 1988 but he grew up in Depok and stayed there until she graduated in 2008. She graduated from University of UNINDRA PGRI in Pasar Minggu, South Jakarta majoring English. She had been teaching in SMA Wijaya for 2 years. Her other activities besides teaching in SMA Wijaya are teaching English at course and playgroup in Depok. It was believed that the inputs, opinions and suggestions from the collaborator were beneficial to this study.

**2. Planning**

This section gave the details about the steps that were prepared by the researcher in conducting the research. The following steps were made before being carried out in the teaching process.

- a. The researcher conducted the pre-test to obtain the information of the students' speaking ability before applying speech
- b. The researcher selected the topic to be conducted in the class
- c. The researcher prepared the speech activity and designed the procedure to take into the classroom. Nevertheless before the activity was held, it was noted that students had learned how to give a speech in the pre-test

- d. The researcher explained how this activity will be conducted and in the end of the period time the researcher conducted the evaluation of the students' performance

**First meeting: the topic of the speech “Global Warming”**

1. The researcher gave a model of speech in front of the class and explained the sequence of the speech content
2. The researcher decided the topic of the speech in the cycle 1. the topic in every meeting was the same and it was taken from the senior high school curriculum
3. The researcher explained how to organize the speech content started from the opening to closing a speech
4. The researcher asked the students to write on a piece of paper their speech text with their own language
5. While the students were writing their speech text, the researcher and collaborator were guiding them and gave the opportunity to ask her help if they have some difficulties in writing/organizing their speech text
6. The researcher brainstormed some useful vocabularies and phrases related to the topic
7. 5 students were asked to perform in front of the class while the rest of the students in the next following meetings

8. The researcher noted the students' score performance and wrote the feedback for their improvement
9. In the end of the lesson, the researcher gave the evaluation and feedback for the students who had performed in front of the class

**Second meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Third meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class

4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

#### **Forth meeting**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

#### **Fifth meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance

3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Sixth meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better than before

**3. Acting**

Before starting the first meeting in cycle 1, the researcher conducted the pre-test to get the information about students' speaking ability before applying

speech. The researcher gave a simple speech text model in front of the class and explained the sequence of the text starting from opening, body, and closing. Then, the researcher as a model gave a speech in front of the class while the students were paying attention. The researcher gave the speech text to the students and gave them 20 minutes to prepare themselves to present in front of the class. Then, the researcher asked the students to perform in front of the class and their performances was scored in the speech evaluation form. The students score on pre-test was presented in table 1.2.

Table 1.2. Students' speech score on pre-test

| No. | Students' Initial | Pre-test |         |   |
|-----|-------------------|----------|---------|---|
|     |                   | Score    | Grade   |   |
| 1.  | AD                | 43       | Fair    | D |
| 2.  | AR                | 40       | Fair    | D |
| 3.  | AP                | 31       | Fair    | D |
| 4.  | FD                | 33       | Fair    | D |
| 5.  | FA                | 45       | Fair    | D |
| 6.  | IF                | 45       | Fair    | D |
| 7.  | IA                | 36       | Fair    | D |
| 8.  | KS                | 42       | Fair    | D |
| 9.  | MS                | 43       | Fair    | D |
| 10. | MY                | 45       | Fair    | D |
| 11. | NS                | 45       | Fair    | D |
| 12. | NA                | 42       | Fair    | D |
| 13. | NW                | 54       | Average | C |
| 14. | RH                | 41       | Fair    | D |
| 15. | RR                | 46       | Fair    | D |
| 16. | SF                | 37       | Fair    | D |

|     |    |    |         |   |
|-----|----|----|---------|---|
| 17. | ST | 44 | Fair    | D |
| 18. | WS | 40 | Fair    | D |
| 19. | YP | 40 | Fair    | D |
| 20. | ZA | 40 | Fair    | D |
| 21. | ES | 38 | Fair    | D |
| 22. | CP | 35 | Fair    | D |
| 23. | RF | 43 | Fair    | D |
| 24. | FA | 35 | Fair    | D |
| 25. | WG | 44 | Fair    | D |
| 26. | RD | 45 | Fair    | D |
| 27. | SA | 54 | Average | C |
| 28. | MA | 49 | Fair    | D |
| 29. | SD | 44 | Fair    | D |
| 30. | MU | 51 | Average | C |

Table 1.3. Range of speech score

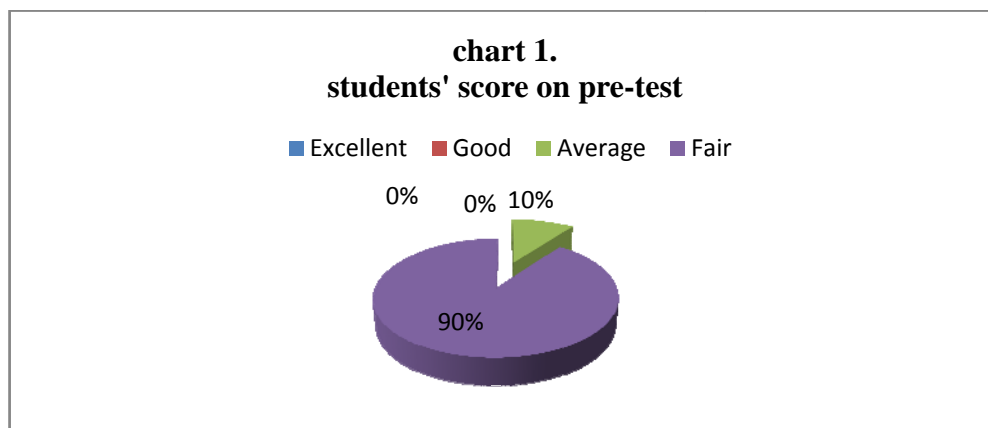
| No. | Score        | Grade     |          |
|-----|--------------|-----------|----------|
| 1.  | 140 – 90     | Excellent | <b>A</b> |
| 2.  | 89 – 70      | Good      | <b>B</b> |
| 3.  | 69 – 50      | Average   | <b>C</b> |
| 4.  | 49 – 30      | Fair      | <b>D</b> |
| 5.  | Less than 30 | Poor      | <b>E</b> |

Adapted from Lucas E. Stephen (1989:28) Speech Evaluation Form

From the result of the pre-test showed that only 3 students (10% students) who got Average grade while the other 27 students (90% students) were in Fair level. It means that most of the students still found some difficulties in delivering idea through speech. Most of the students felt nervous when they have to present in front of the class, it caused them spoke with many mistakes. But, making the



students to present in front of the class was a good point for them. The data students' score on pre-test was summarized in chart 1.



It means that most of the students still found some difficulties in delivering idea through speech. Most of the students felt nervous when they have to present in front of the class, it caused them spoke with many mistakes and the ideas that they had prepared to deliver disappeared. But, making the students to present and come in front of the class was a good point for them.

In the first meeting in cycle 1, the researcher began to select and prepare the topic that will be presented by the students in this cycle. The selected topic for cycle 1 was “Global Warming”. This topic was taken from the senior high school curriculum

a) First meeting

The researcher began the class by greeting and introducing herself told the students that she will teach for the next 12 meetings for her research. First, she reviewing the previous lesson about passive voice and telling the students that they were going to have a speaking activity. She introduced the topic that had been selected and explained

the sequence of the speech text content to the students. Then, the researcher also explained to the students how to organize the speech text starting from opening to closing. The researcher asked the students to write their speech text in a piece of paper with their own language. While the students writing down their speech text the researcher, she gave the opportunity and time if they find some difficulties or unclear instruction. The researcher brainstormed some useful vocabularies and phrases related to the topic to help them in writing. The researcher asked 5 students to perform in front of the class, while the rest of the students in the next following meetings. The researcher noted the students' score performance and wrote the feedback for their improvement in the end of the lesson and the researcher gave the evaluation/feedback for the students who had performed in front of the class.

b) Second meeting

The researcher started the class by greeting the students and reviewing the last students' performance. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students

what they should do in the next performance to make their speech better than before

c) Third meeting

The researcher began the class by greeting. The researcher started the class by greeting the students and reviewing the last students' performance. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance.

d) Forth meeting

The researcher started the class by greeting the students and reviewing the last meeting activity. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better.

## e) Fifth meeting

The researcher started the class by greeting the students and reviewing the last topic. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better.

## f) Sixth meeting

The researcher started the class by greeting the students and reviewing the last topic. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better than before.

Table 1.4. Students' speech schedule in Cycle 1

| No | 1st meeting | 2nd meeting | 3rd meeting | 4th meeting | 5th meeting | 6th meeting |
|----|-------------|-------------|-------------|-------------|-------------|-------------|
| 1. | AD          | IS          | MY          | RR          | YP          | SA          |
| 2. | AR          | KS          | NA          | ES          | CP          | ZA          |

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| 3. | AP | MS | NW | ST | RF | RD |
| 4. | FD | IF | RH | MA | FA | MU |
| 5. | FA | NS | SF | WS | SD | WG |

#### 4. Observation

The researcher and the collaborator observed the students in the class under study. The researcher walked around the class when the students were making their own speech text and when they were presenting a speech the researcher sat in the corner together with the collaborator. The researcher and collaborator took notes and feedback of the students' performance and it will be discussed in the evaluation.

From the observation, it could be concluded that during the process, the students were interest in following the activity, although they were made some mistakes in their performance. Clearly, the speech activity, forced the students to speak and deliver their ideas with their own languages. Since they knew clearly what they should do to perform in front of the class they did not have many problems but the less of confidence and afraid of making mistakes. However, the topic used in their speech required simple words and phrases given by the researcher. Therefore, they were only forced to speak or communicate with their own language.

In doing so, they can perform with their own way. Starting from how to open a speech and introducing their names. Most of the students felt nervous to stand in front of the class. Less of confidence and afraid of making mistakes were the crucial problems that they had. For example, the performance of Nur Amalia

Sari. She could perform with her natural way using body gesture and eye contact regularly made her performance as a good speaker even the speech that she delivered only in a simple one. Most of the students began to interested with their friends' performance and some of them (5 students) seemed still did not understand what was being presented. It was expected that the students were motivated to be a good speaker as their friends or even more confident to speak in the next activity.

### 5. Reflecting

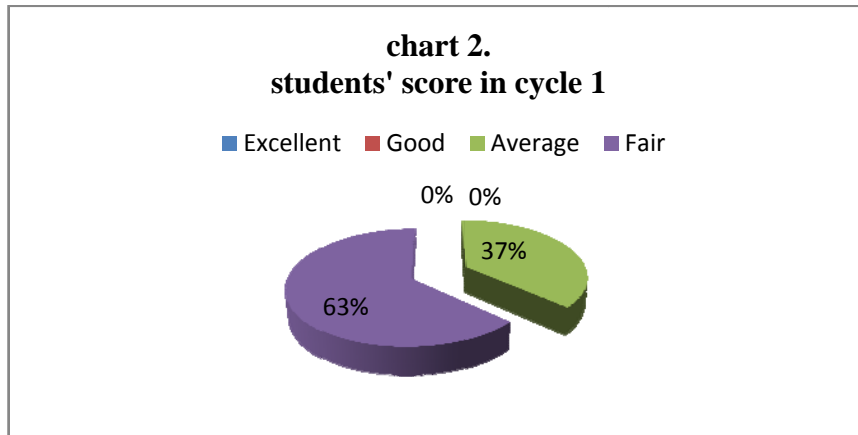
After class, the researcher and the collaborator discussed together about the whole process related to the purpose of the study. First, the researcher concluded the students' score in evaluation speech assessment to obtain the information about students' ability. The students' scores were summarized in table 1.5.

Table 1.5. Students' speech score in cycle 1

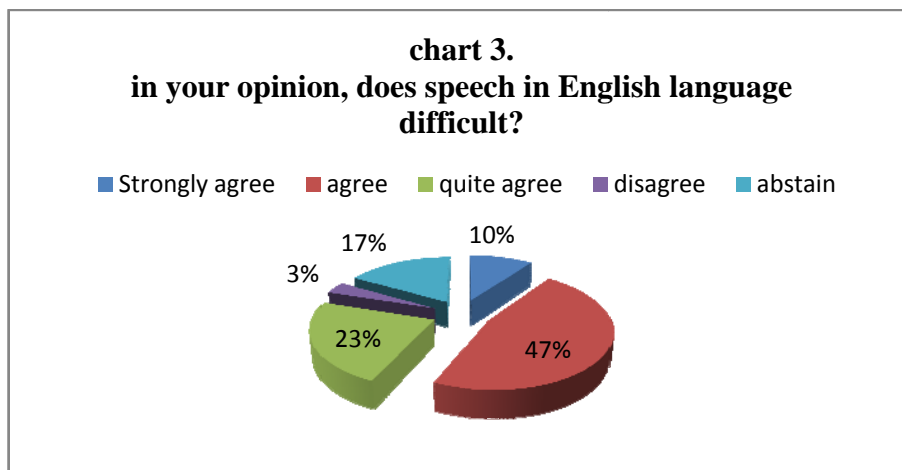
| No. | Name | Cycle 1 |         |   |
|-----|------|---------|---------|---|
|     |      | Score   | Grade   |   |
| 1.  | AD   | 48      | Fair    | D |
| 2.  | AR   | 45      | Fair    | D |
| 3.  | AP   | 37      | Fair    | D |
| 4.  | FD   | 40      | Fair    | D |
| 5.  | FA   | 50      | Average | C |
| 6.  | IF   | 52      | Average | C |
| 7.  | IA   | 43      | Fair    | D |
| 8.  | KS   | 46      | Fair    | D |
| 9.  | MS   | 49      | Fair    | D |

|     |    |    |         |   |
|-----|----|----|---------|---|
| 10. | MY | 51 | Average | C |
| 11. | NS | 52 | Average | C |
| 12. | NA | 48 | Fair    | D |
| 13. | NW | 59 | Average | C |
| 14. | RH | 47 | Fair    | D |
| 15. | RR | 53 | Average | C |
| 16. | SF | 43 | Fair    | D |
| 17. | ST | 50 | Average | C |
| 18. | WS | 45 | Fair    | D |
| 19. | YP | 46 | Fair    | D |
| 20. | ZA | 48 | Fair    | D |
| 21. | ES | 41 | Fair    | D |
| 22. | CP | 42 | Fair    | D |
| 23. | RI | 48 | Fair    | D |
| 24. | FA | 41 | Fair    | D |
| 25. | WG | 49 | Fair    | D |
| 26. | RD | 50 | Average | C |
| 27. | SA | 58 | Average | C |
| 28. | MA | 54 | Average | C |
| 29. | SD | 49 | Fair    | D |
| 30. | MU | 57 | Average | C |

From the students' performance score showed that there were still some problems that the students' faced in organizing the content of the speech. But their scores were better than in pre-test. 37 % of the students (11 students) were in average level, while 63 % of them (19 students) were still in fair level. The data of the students score in cycle 1 was summarized in chart 2.



From the chart above showed that 37% of the students (11 students) were in Average level. It was better when on the pre-test there were only 10 % of the students (3 students). They began to interested in the activity and the topic presented in the cycle 1, while 63% of the students (19 students) were still in fair level. The students who were in fair level stated that speech in English was difficult. It can be seen in their questionnaire. The data was summarized on chart 3.



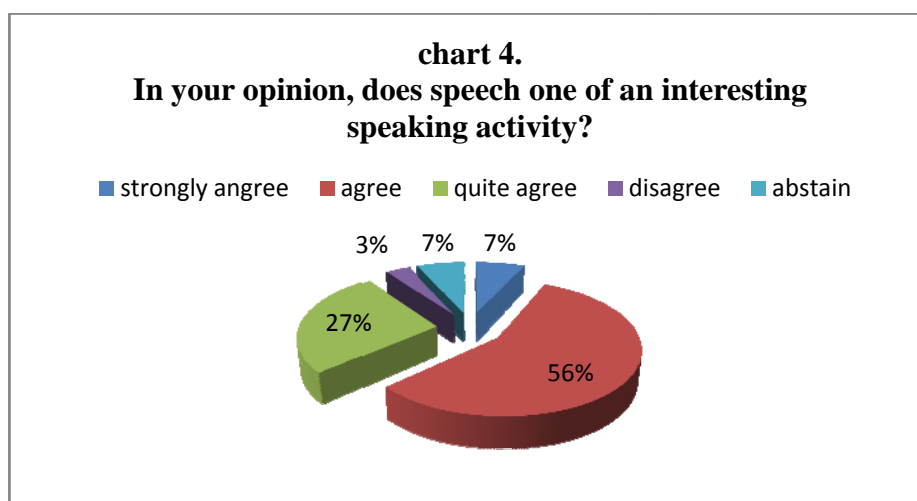
From the chart above showed that 10 % the students (3 students) were strongly agree that speech by using English language was difficult. 47 % of them (14 students) were agree that it was difficult to give a speech by using English



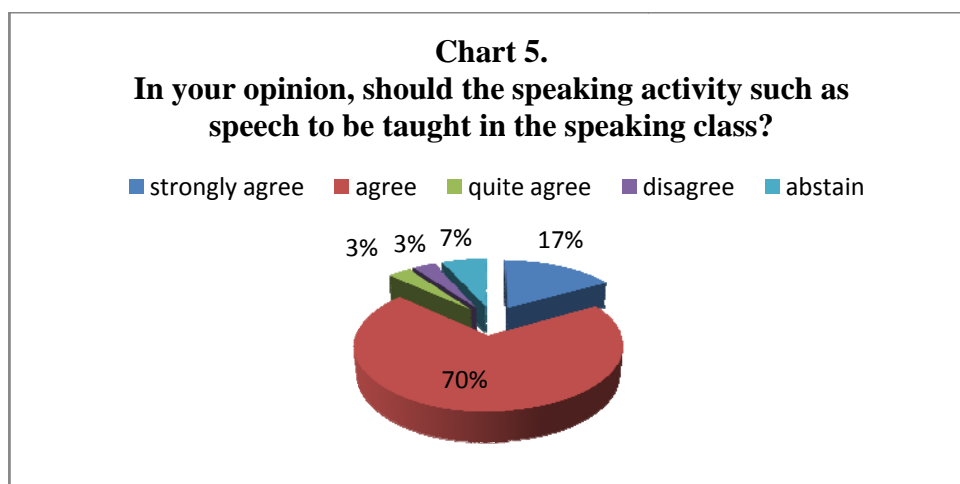
language. 23 % of them (7 students) were quite agree. 3% of them (1 students) was disagree. And 17% of the students (5 students) were abstain.

Second, the students' inputs as collaborators were represented by the result of the questionnaire in the end of the cycle and the taking note-interview after the class.

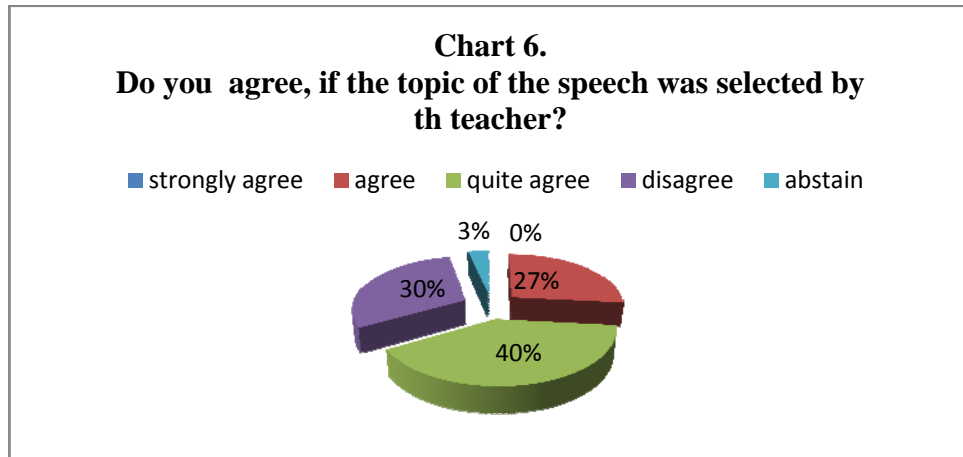
The first strength of the activity was that the students were interested in presenting a speech in front of the class. Since they were given a speech topic with clear explanation and also clear expressions, phrases and vocabularies to use, and they felt at ease doing so. Second, the presentation of the students was also interesting and enjoyable. Those factors made them more confident to deliver their idea through speech and most of the students were paying attention to the speech activity and they were getting involved in their speaking activity. They were still doing mistakes in grammar and pronunciation but the great move they made was they spoke and delivered their ideas more confidently during the activity. The result of the questionnaires distributed to the students supported the findings. The data was summarized in the chart 4.



When they were asked in their opinion, whether speech in English language interesting, 7% of the students (2 students) were strongly agree, 56% of them (17 students) were agree, 27 % of them (8 students) were quite agree, 3 % of the students (1 students) were disagree, while 7% of the students (2 students) were abstain. When they were asked whether speech has to be taught in the class, 17 % of the students (5 students) were strongly agree, 70 % of them (21 students) agreed, 3 % of them (1 student) was quite agree, 3 % of the (1 student) was disagree, and 7 % of them (2 students) were abstain. The data was summarized in chart 5.



Most of the students said that if the topic of speech was interesting they will be getting involved in this activity because if the topic was difficult they will have a problem select the topic based on their interest and their capacity. When they were asked whether the topic of speech selected by the teacher, 27 % of the students (8 students) agreed, 40 % of them (12 students) were quite agree, 30 % of them (9 students) were disagree, and 3 % of them (1 student) was abstain. The data was summarized in chart 6.



From the result of the discussion, the researcher and collaborator agreed that this first cycle still had few obstacles and problems. Supported by the result of the students' questionnaires it could be concluded that the next cycle needed to be conducted. The researcher and collaborator, then, decided and selected the other topic of the speech for the next cycle. Since, the students' result were not optimal, the researcher tried to find another interesting topic that would force them to encourage more their ideas.

## **B. Second Cycle**

This second cycle was conducted after the first cycle finished. This cycle aimed to follow up the weakness in the first cycle. Thus it was expected that in this cycle the students' speaking ability in delivering idea through speech will be improved. In this cycle, a questionnaire and an interview also will be distributed to each student to get the data about their opinion toward the application of the speech. Similar to the first cycle, there were also 6 meetings in this cycle.

### **1. Reconnaissance**

#### **a. Description of the situation**

After the second meeting in the first cycle, it showed that students made progress in their speaking. However, the improvement was not significant enough because there were still some problems made by the students. Some students still spoke with unclear spoken and made some mistakes in grammatical features and linguistics. Even though like that the students' development in delivering and organizing idea through speech was better than before in the preliminary study.

#### **b. Identification of the problem**

By observing the entire of the students' score and performance in the first cycle, in the general students' abilities in delivering idea by using speech have improved. Their score also were getting better than before. However, there are some students who still had difficulties to deliver idea through speech especially in organizing content of the speech/body of

speech, but they still made some mistakes some of grammatical mistakes such as in verbs, pronouns, and tenses used although they had learned about those things before. And also they were not very interesting with topic given. Thus, the researcher needed to find another interesting topic that can encourage students to deliver their ideas.

### **c. Analysis of the problem**

The topic that had been selected in the second cycle was “Global Warming”. The students had developed their speaking ability especially in delivering idea. Nevertheless, they still did some mistakes in mispronunciation and grammatical errors. This happened because the students still lack of grammatical understanding and they did not full of attention to the whole process till the end. They did not attention to the other students’ performance and feedbacks given by the researcher. Based on the observation in the first cycle, the students who made many mistakes in their performance those who were did not attention to the students’ performance and researchers’ feedback.

### **d. Hypothesis**

To solve the problems explained above, the researcher selected another topic that was more challenging and interesting for the students to raise students’ motivation in enriching their creative ideas. Besides that the researcher would give them reward for those who got a good score. The activity would likely be same as in the first cycle.

### e. Collaborator

As the first cycle, the collaborator was till Ms. Elsa Fitri, S. Pd had noticed some problems, written some notes and given some suggestions in the first cycle concerning on the use of speech in developing students' speaking ability to deliver idea. The students themselves had given their opinion through the questionnaires in the end of the first cycle and comments after each meeting through the interview.

## 2. Planning

The following steps were made before being carried out in the teaching process.

- a. The researcher selected the interesting topic to be carried out in the class. In this cycle the topic that will be selected is more challenging to get their extra idea to be presented.
- b. The researcher prepared and designed the steps to take the activity in the classroom

### **First meeting: the topic in cycle 2 “The Effects of Global Warming”**

1. The researcher gave a model of speech text in front of the class and explained the sequence of the speech content
2. The researcher decided the topic of the speech in the cycle 1. the topic in every meeting was the same and it was taken from the senior high school curriculum

3. The researcher explained how to organize the speech content started from the opening to closing a speech
4. The researcher asked the students to write on a piece of paper their speech text with their own language
5. While the students were writing their speech text, the researcher were guiding them and gave the opportunity to ask her help if they have some difficulties in writing/organizing their speech text
6. The researcher brainstormed some useful vocabularies and phrases related to the topic
7. The researcher asked 5 students to perform in front of the class while the rest of the students in the next following meetings
8. The researcher noted the students' score performance and wrote the feedback for their improvement
9. In the end of the lesson, the researcher gave the evaluation and feedback for the students who had performed in front of the class

**Second meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance

5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Third meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Forth meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class



4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Fifth meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance
3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

**Sixth meeting:**

1. The researcher brainstormed the last meeting activity
2. The researcher reviewed the evaluation of the previous students' performance

3. The researcher asked the following 5 students to perform in front of the class
4. The researcher noted the students' score and feedback of their performance
5. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech
6. The researcher told the students what they should do in the next performance to make their speech better

### **3. Acting**

The researcher began to select and prepare the topic that will be conducted in the cycle 2. The researcher and collaborator selected the topic that will be conducted in cycle 2 was "The effects of global warming"

#### **a) First meeting**

The researcher began the class by greeting and introducing herself told the students that she will teach for the next 12 meetings for her research. First, she reviewing the previous lesson about passive voice and telling the students that they were going to have a speaking activity. She introduced the topic that had been selected and explained the sequence of the speech text content to the students. Then, the researcher also explained to the students how to organize the speech text starting from opening to closing. The researcher asked the students to write their speech text in a piece of paper with their own language.

While the students writing down their speech text the researcher, she gave the opportunity and time if they find some difficulties or unclear instruction. The researcher brainstormed some useful vocabularies and phrases related to the topic to help them in writing. The researcher asked 5 students to perform in front of the class, while the rest of the students in the next following meetings. The researcher noted the students' score performance and wrote the feedback for their improvement in the end of the lesson and the researcher gave the evaluation/feedback for the students who had performed in front of the class.

b) Second meeting

The researcher started the class by greeting the students and reviewing the last students' performance. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in their performances.

c) Third meeting

The researcher began the class by greeting. The researcher started the class by greeting the students and reviewing the last students' performance. The researcher reviewed the evaluation of the previous

students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better.

d) Forth meeting

The researcher started the class by greeting the students and reviewing the last meeting activity. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better than before.

e) Fifth meeting

The researcher started the class by greeting the students and reviewing the last topic. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the

mistakes on presenting a speech. The researcher told the students what they should do in the next performance to make their speech better.

f) Sixth meeting

The researcher started the class by greeting the students and reviewing the last topic. The researcher reviewed the evaluation of the previous students' performance. The researcher asked the following 5 students to perform in front of the class. The researcher noted the students' score and feedback of their performance. The researcher conducted the evaluation and feedback in what point the students mostly made the mistakes on presenting a speech. The researcher told the students what they should do in their performances.

Table 1.6. Students' speech schedule in Cycle 2

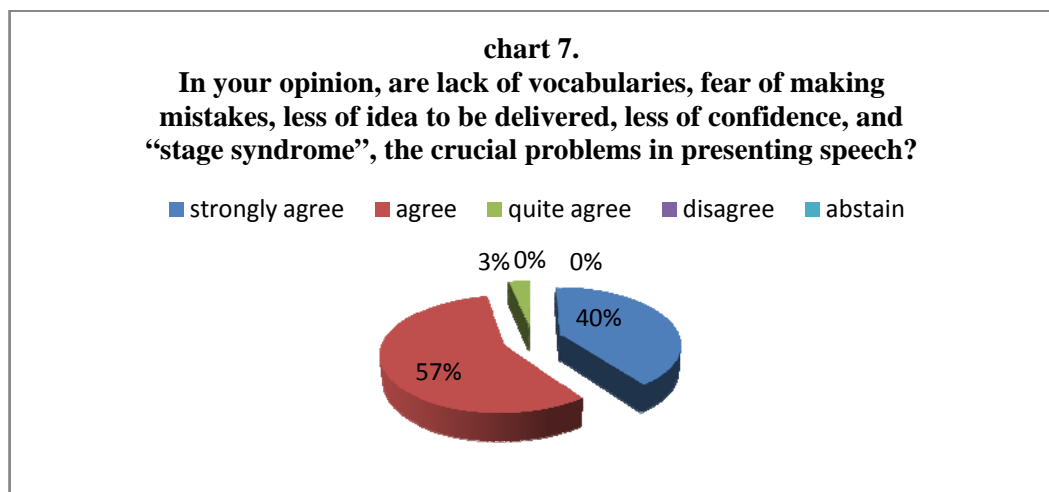
| No. | 1st meeting | 2nd meeting | 3rd meeting | 4th meeting | 5th meeting | 6th meeting |
|-----|-------------|-------------|-------------|-------------|-------------|-------------|
| 1.  | SA          | NA          | MY          | RF          | YP          | AP          |
| 2.  | MU          | RR          | KS          | SH          | CP          | MA          |
| 3.  | NS          | MS          | NW          | RD          | AR          | ES          |
| 4.  | FD          | IF          | RH          | IR          | FA          | AD          |
| 5.  | FA          | ZA          | WG          | WS          | ST          | SF          |

#### 4. Observing

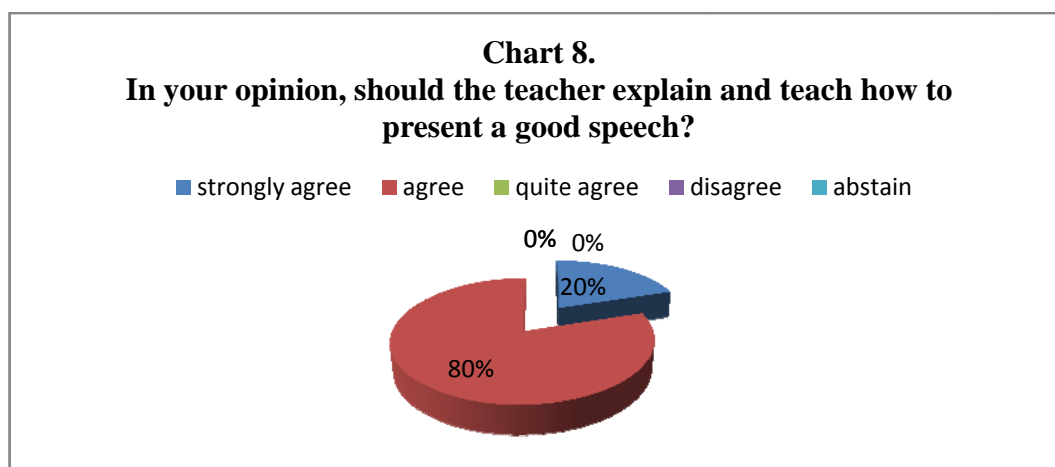
The researcher and the collaborator observed the students in the class just like it was done in the previous cycle.

From the observation done by the researcher and the collaborator, it was concluded that during the process the students speaking ability in

delivering idea were developed. Their attention to their students' performance was eager. However, the result of the students' score was not very significant because they still found some difficulties in delivering and presenting their idea through their spoken. When they were asked whether lack of vocabulary, fear of making mistakes, less of idea to be delivered, less of confidence, and "stage syndrome", were the crucial problems that they had in presenting speech, 40 % of the students (12 students) were strongly agree that the problems mentioned became the crucial problems in presenting a speech. 57 % of them (17 students) agreed with the problems mentioned. 3 % of them (1 student) answered quite agree. While 0% of them answered disagree and abstain. It reflected that most the students stated that the most crucial problems in presenting a speech were lack of vocabularies fear of making mistakes, less of idea to be delivered, less of confidence, and "stage syndrome". The data of students' opinions was summarized in chart 7.



The same result was found from the interview, most of the students said that lack of vocabularies, fear of making mistakes, less of confidence, and stage syndrome were the most crucial problem when presenting a speech. Novi said, *“Masalah yang saya hadapi ketika berpidato dengan bahasa Inggris yang pasti takut salah ngomongnya, kurang pe-de jadi takut maju ke depan kelas dan terakhir kadang kurang ide.* To overcome the problems of the students, the researcher investigated what was the solution to help the students’ problems. One of the answer was asked them whether the teacher should teach and explain them how to present a good speech at class. The researcher found that 20 % of the students (6 students) were strongly agree and 80 % of them (24 students) that teacher should explain and teach how to present a good speech. The data of the students’ opinions were summarized in chart 8.



## 5. Reflecting

After class, the researcher and collaborator discussed the whole process together conducting and evaluating the activity that had done in the classroom. The students input as a collaborators were represented by the result of the questionnaires in the end of the cycle and the interview

after the class. The students' speech performance was scored. The result of the students' score in cycle 1 was better. They finally can perform and presented their speech better. They delivered their ideas well and in a good organizing where they have to open the speech, delivering the content or adapting the message, until closing the speech. Even, only in short closing such as; *"Maybe enough here my speech, may it can be very useful for us, Assalamu'alaikum Warahmatullahi Wabarakatuh"*. But they had done their best to give a performance in front of the class. The students' score were summarized in table 1.7.

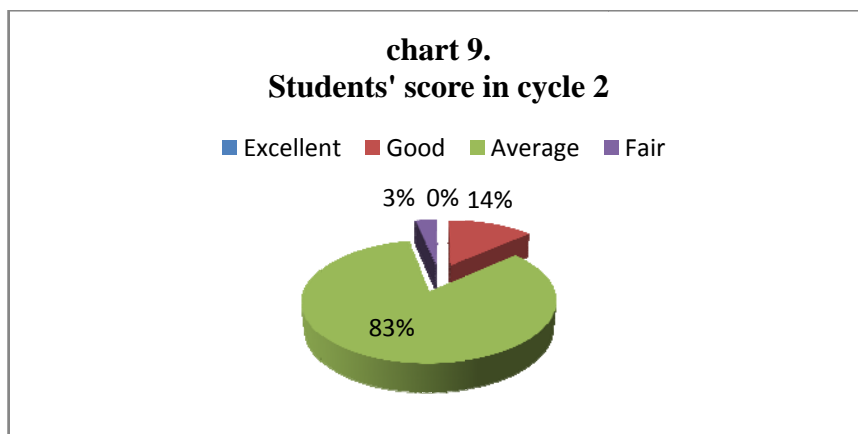
Table 1.7. Students' speech score in cycle 2

| No. | Students' Initial | Cycle 2 |         |   |
|-----|-------------------|---------|---------|---|
|     |                   | Score   | Grade   |   |
| 1.  | AD                | 66      | Average | C |
| 2.  | AR                | 69      | Average | C |
| 3.  | AP                | 49      | Fair    | D |
| 4.  | FD                | 74      | Good    | B |
| 5.  | FA                | 63      | Average | C |
| 6.  | IF                | 62      | Average | C |
| 7.  | IA                | 67      | Average | C |
| 8.  | KS                | 65      | Average | C |
| 9.  | MS                | 63      | Average | C |
| 10. | MY                | 65      | Average | C |
| 11. | NS                | 61      | Average | C |
| 12. | NA                | 76      | Good    | B |
| 13. | NW                | 67      | Average | C |
| 14. | RH                | 58      | Average | C |
| 15. | RR                | 66      | Average | C |

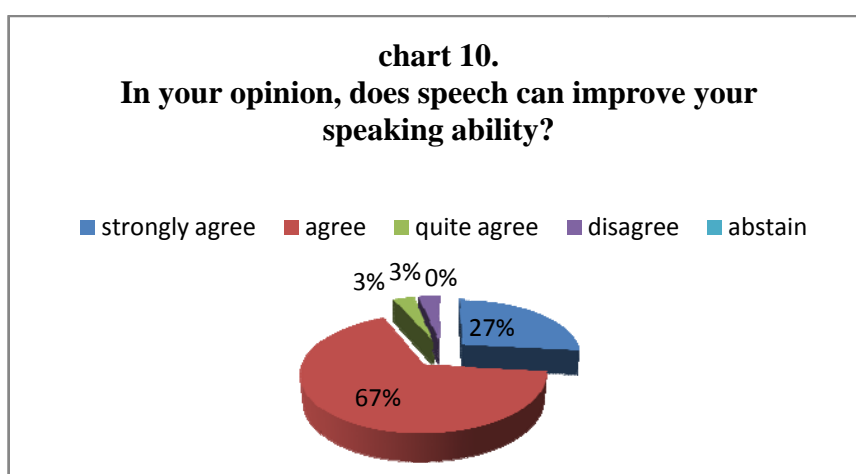


|     |    |    |         |   |
|-----|----|----|---------|---|
| 16. | SF | 56 | Average | C |
| 17. | ST | 67 | Average | C |
| 18. | WS | 60 | Average | C |
| 19. | YP | 74 | Good    | B |
| 20. | ZA | 55 | Average | C |
| 21. | ES | 58 | Average | C |
| 22. | CP | 65 | Average | C |
| 23. | RF | 59 | Average | C |
| 24. | FA | 57 | Average | C |
| 25. | WG | 55 | Average | C |
| 26. | RD | 64 | Average | C |
| 27. | SA | 76 | Good    | B |
| 28. | MA | 59 | Average | C |
| 29. | SD | 61 | Average | C |
| 30. | MU | 66 | Average | C |

From the students' score showed that their score in cycle 2 were better than cycle 1. 14 % of them (4 students) were in good level. 83 % of the students (25 students) were in average level. While 3 % of them (1 student) was still in fair level. The data was summarized in chart 9.



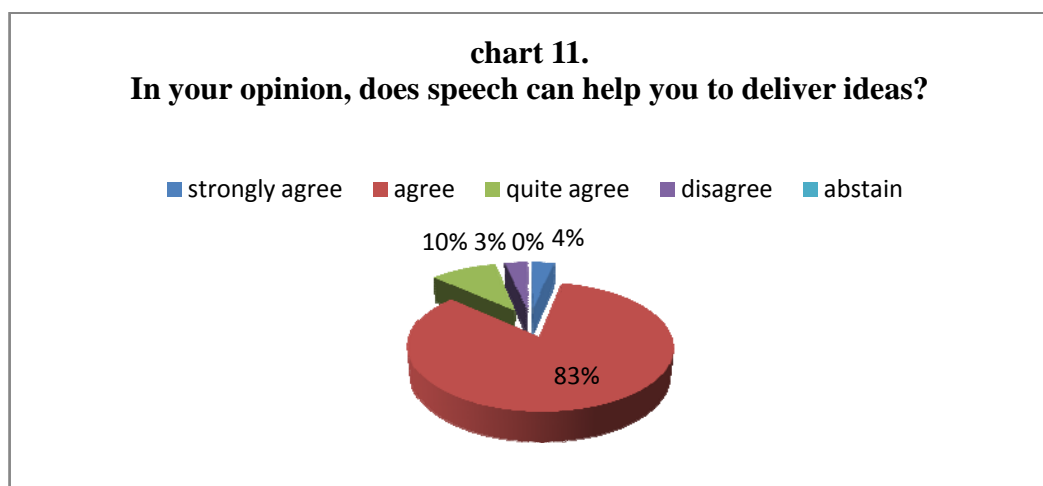
When they were asked to give opinions whether speech can improve their speaking ability especially in delivering idea, most of the students stated that speech can develop students' speaking ability in delivering idea. 27 % of the students (8 students) was strongly agree. 67 % of them (20 students) agreed that speech can develop their speaking ability. 3 % of them (1students) were quite agree. Only 3 % of them (1 student) disagreed with this statement. The data of the students' opinion were summarized in chart 10.



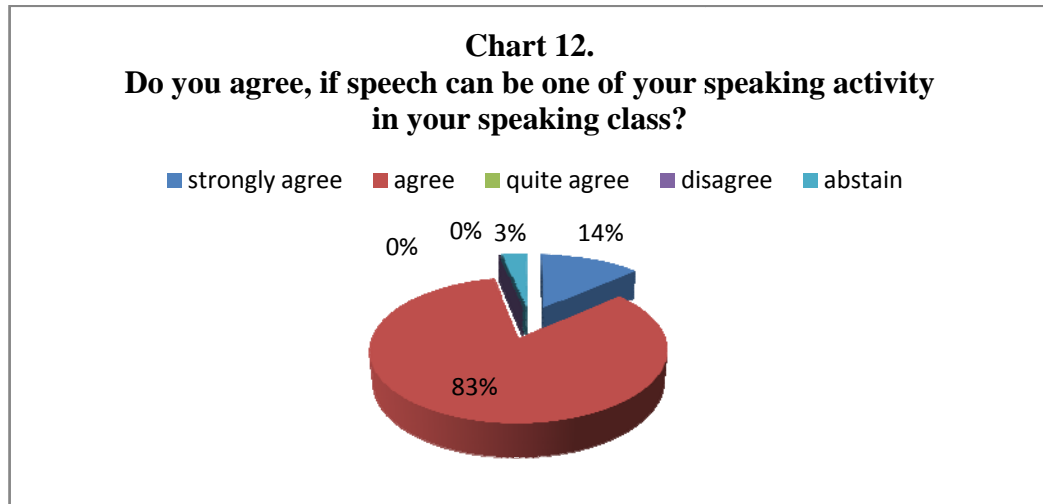
The same result was found from the interview, most of the students said that speech as their speaking activity made them practice their speaking more. Coko said, *“Kalau secara pribadi, pidato dengan bahasa Inggris memang agak sulit, jangankan untuk berbicara dalam bahasa Inggris, disuruh maju ke depan kelas saja sudah grogi, tapi karena audiens nya masih temen sendiri jadi agak sedikit pe-de lah walau kadang masih ada kesalahan dalam pidatonya. Dan kegiatan ini sangat membantu meningkatkan kemampuan berbicara kita terutama dalam menyampaikan ide”*.

The result of the questionnaires distributed to the students supported the findings. When asked whether speech can improve students' speaking abilities in

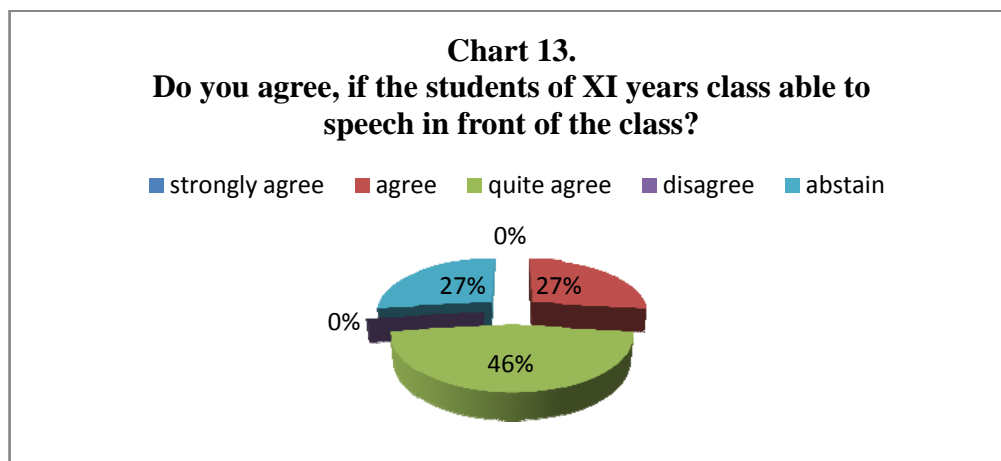
delivering idea, 1 % of the students (1 student) was strongly agree that speech can improve their speaking ability in delivering idea, 83 % of them (25 students) agreed with that statement, while 10 % of them (3 students) were quite agree. And 4% (1 student) was disagree that speech can improve students' speaking ability, he stated that there was still another speaking activity that can improve students' speaking ability besides speech. The data of the students' opinions was summarized in chart 11.



When they were asked whether speech can applied as one of the speaking activity in their speaking class, 14 % of the students (4 students) were strongly agree, 83 % of them (25 students) agreed, and 3 % of then (1 student) was abstain. The data was summarized in chart 12.



After they had this activity, the researcher investigated were they able to give a speech in front of the class in the questionnaire. The results showed that 27 % of the students (8 students) agreed, 46 % of them (14 students) were quite agree, and 27 % of them (8 students) were abstain. The data was summarized in chart 13.



In the end of each cycle the researcher took scores of the students. The result of the students' scores in the end of each cycle from the first cycle until the second cycle showed the improvement of the students' speaking abilities. Most of them had good and average results. It was concluded that the students can deliver

their idea through speech. They were eager to speak, either because they were interested with the topic. Even there were still some of the mistakes in their spoken. The students express themselves with their own way, simple, relevant and their utterance can be understood. The language used was of an acceptable level of accuracy. From their opinions concerning on the application of speech showed the positive points from their questionnaires' result. These facts indicated that the activities characterized the successful speaking activity according to Ur (1991:120) in chapter II. Based on these facts, the researcher decided this cycle as the last cycle of this study.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### **A. Conclusion**

According to the reflection and evaluation of the first and second cycle in teaching and learning process by using speech to develop their speaking ability in delivering idea, it is concluded that the application of speech as their speaking activity can help students to develop their speaking ability and they can be more confident to deliver their ideas. It can be seen from the progress of the students' score performances in each cycle. From the increased of the students score of the first and second cycle test, there were improvements of students speaking ability, the grammatical error of the students speech performance were less, the rules of speech making were almost achieved, their body language and eye contact were played balance.

The students' opinion toward the application of speech is divided into two perceptions. First, 90 % of the students (28 students) agreed that speech can be used as their speaking activity to improve students' speaking ability even in their reasons it is still difficult to practice speech perfectly as a good speaker did. Second, is 10 % of them (2 students) disagree toward the concerning of the application of this activity it is because they think that is very difficult to speak in front of audience caused some of problems such as; lack of vocabularies, fear of making mistakes, lack of idea to deliver, less of confidence, and "stage syndrome". However, after finishing this study finally it can be approved that

teacher can teach speech to senior high school students to develop their speaking ability.

### **B. Recommendation**

Based on the discussion above, it is recommended that speech can be used as one of the speaking activities in the teaching and learning process. Moreover, there are some factors need to be noted.

- a) Teacher should be more creative in giving the topic of the speech, choosing the suitable topic must be linked with the students' capacity and interest as long as it is based on the senior high school curriculum
- b) Teacher should give more attention and guidance in the process of students' writing text section
- c) Teacher should give clear instruction and a simple speech text to help them in writing their speech text and exploring their ideas

By applying speech teachers can help the students to develop their speaking ability in delivering idea.

In addition, it is suggested to further research to study about the other creative and innovative speaking activity beside speech

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# APPENDICES

- 1) **Speech evaluation assessment**
- 2) **Students' score on pre-test and post-test**
- 3) **Students' score on cycle 1 and cycle 2**
- 4) **Lesson plan**
- 5) **Students' score**
- 6) **Speech text model and students' speech text**
- 7) **Questionnaires**
- 8) **Results of questionnaires**
- 9) **Transcript of interview**
- 10) **Collaborator's notes**
- 11) **Documentation**

## Assessment of Speech evaluation

Speaker:..... Topic:.....

|   |      |         |      |      |
|---|------|---------|------|------|
| Rate the speaker on each point by using this scale: |      |         |      |      |
| 5   | 4    | 3       | 2    | 1    |
| Excellent   | good | average | fair | poor |

### Introduction:

----- Gained attention and interest  
rushing

----- Introduced topic clearly  
contact

### Delivery:

----- Began speech without

----- Maintained strong eye

- Related topic to audience
  - Established speaker's credibility
  - Previewed body of speech
  - Avoided distracting
  - Articulated words clearly
  - Used pauses effectively
  - Used vocal variety to add impact
  - Presented visual aids well
  - Departed from lectern
- Body:**
- without
  - Main points clear
  - Main points fully supported
  - Organization well planned
  - Language accurate
  - Language clear
  - Language appropriate
  - Connectives effective
  - rushing
  - Topic challenging
  - Specific purpose well chosen
  - Message adapted to audience
  - Speech completed
  - Held interest of audience

**Conclusion:**

- Prepared audience for ending
- Reinforced central idea of speech
- Vivid ending

What did the speaker do most effectively?.....

What should the speaker pay special attention to next time?.....

General comments:.....

Table 1. Range of speech score

| No. | Score        | Grade     |   |
|-----|--------------|-----------|---|
| 1.  | 140 – 90     | Excellent | A |
| 2.  | 89 – 70      | Good      | B |
| 3.  | 69 – 50      | Average   | C |
| 4.  | 49 – 30      | Fair      | D |
| 5.  | Less than 30 | Poor      | E |

Adapted from Lucas E. Stephen (1989:28) Speech Evaluation Form

**Table 1.2. Students' speech score on Pre-test**

| <b>No.</b> | <b>Name</b>                | <b>Scores</b> | <b>Grades</b> |   |
|------------|----------------------------|---------------|---------------|---|
| 1.         | Arif Dwiansyah             | 43            | Fair          | D |
| 2.         | Arman                      | 40            | Fair          | D |
| 3.         | Azza Priscilla             | 31            | Fair          | D |
| 4.         | Fazzar dani Sahputra       | 33            | Fair          | D |
| 5.         | Fitri Anggraeni            | 45            | Fair          | D |
| 6.         | Iman Firmansyah            | 45            | Fair          | D |
| 7.         | Irfan Adi Saputra          | 36            | Fair          | D |
| 8.         | Khubaiba Soraya            | 42            | Fair          | D |
| 9.         | Muhammad Siddik            | 43            | Fair          | D |
| 10.        | Moch. Yusuf                | 45            | Fair          | D |
| 11.        | Novi Sulis<br>Setyaningsih | 45            | Fair          | D |
| 12.        | Nur Amaliasari             | 42            | Fair          | D |
| 13.        | Nur Widayani               | 54            | Average       | C |
| 14.        | Risma hilmawati            | 41            | Fair          | D |
| 15.        | Rini Rahayu                | 46            | Fair          | D |
| 16.        | Saifulloh                  | 37            | Fair          | D |
| 17.        | Surtiyaningsih             | 44            | Fair          | D |
| 18.        | Wachdah Syifa              | 40            | Fair          | D |
| 19.        | Yunita Putri Legina        | 40            | Fair          | D |
| 20.        | Zaki Adnal Kamal           | 40            | Fair          | D |
| 21.        | Edwin Suryo<br>Ismantoro   | 38            | Fair          | D |
| 22.        | Coko Prasetyo              | 35            | Fair          | D |

|     |                 |    |         |   |
|-----|-----------------|----|---------|---|
| 23. | Refaldi Irianto | 43 | Fair    | D |
| 24. | Fitri Amelia    | 35 | Fair    | D |
| 25. | Wisnu Groho     | 44 | Fair    | D |
| 26. | Rama Dina       | 45 | Fair    | D |
| 27. | Siti Aisyah     | 54 | Average | C |
| 28. | Mei Anita       | 49 | Fair    | D |
| 29. | Shandika        | 44 | Fair    | D |
| 30. | Maria Ulfa      | 51 | Average | C |

**Table 1.3. Students' speech score on Post-test**

| No. | Name                    | Scores | Grades  |   |
|-----|-------------------------|--------|---------|---|
| 1.  | Arif Dwiansyah          | 74     | Good    | B |
| 2.  | Arman                   | 76     | Good    | B |
| 3.  | Azza Priscilla          | 59     | Average | C |
| 4.  | Fazzar dani Sahputra    | 89     | Good    | B |
| 5.  | Fitri Anggraeni         | 71     | Good    | B |
| 6.  | Iman Firmansyah         | 71     | Good    | B |
| 7.  | Irfan Adi Saputra       | 69     | Average | B |
| 8.  | Khubaiba Soraya         | 73     | Good    | B |
| 9.  | Muhammad Siddik         | 72     | Good    | B |
| 10. | Moch. Yusuf             | 74     | Good    | B |
| 11. | Novi Sulis Setyaningsih | 70     | Good    | B |

|     |                       |    |         |   |
|-----|-----------------------|----|---------|---|
| 12. | Nur Amaliasari        | 87 | Good    | B |
| 13. | Nur Widayani          | 75 | Good    | B |
| 14. | Risma hilmawati       | 63 | Average | C |
| 15. | Rini Rahayu           | 73 | Good    | B |
| 16. | Saifulloh             | 63 | Average | C |
| 17. | Surtiyarningsih       | 76 | Good    | B |
| 18. | Wachdah Syifa         | 67 | Average | C |
| 19. | Yunita Putri Legina   | 80 | Good    | B |
| 20. | Zaki Adnal Kamal      | 63 | Average | C |
| 21. | Edwin Suryo Ismantoro | 65 | Average | C |
| 22. | Coko Prasetyo         | 75 | Good    | B |
| 23. | Refaldi Irianto       | 66 | Average | C |
| 24. | Fitri Amelia          | 66 | Average | C |
| 25. | Wisnu Groho           | 64 | Average | C |
| 26. | Rama Dina             | 76 | Good    | B |
| 27. | Siti Aisyah           | 84 | Good    | B |
| 28. | Mei Anita             | 67 | Average | C |
| 29. | Shandika              | 73 | Good    | B |
| 30. | Maria Ulfa            | 71 | Average | B |

**Table 1.4. Students' speech score in cycle 1**

| No. | Name                    | Cycle 1 |         |   |
|-----|-------------------------|---------|---------|---|
|     |                         | Score   | Grade   |   |
| 1.  | Arif Dwiansyah          | 48      | Fair    | D |
| 2.  | Arman                   | 45      | Fair    | D |
| 3.  | Azza Priscilla          | 37      | Fair    | D |
| 4.  | Fazzar dani Sahputra    | 40      | Fair    | D |
| 5.  | Fitri Anggraeni         | 50      | Average | C |
| 6.  | Iman Firmansyah         | 52      | Average | C |
| 7.  | Irfan Adi Saputra       | 43      | Fair    | D |
| 8.  | Khubaiba Soraya         | 46      | Fair    | D |
| 9.  | Muhammad Siddik         | 49      | Fair    | D |
| 10. | Moch. Yusuf             | 51      | Average | C |
| 11. | Novi Sulis Setyaningsih | 52      | Average | C |
| 12. | Nur Amaliasari          | 48      | Fair    | D |
| 13. | Nur Widayani            | 59      | Average | C |
| 14. | Risma hilmawati         | 47      | Fair    | D |
| 15. | Rini Rahayu             | 53      | Average | C |
| 16. | Saifulloh               | 43      | Fair    | D |
| 17. | Surtiyaningsih          | 50      | Average | C |
| 18. | Wachdah Syifa           | 45      | Fair    | D |
| 19. | Yunita Putri Legina     | 46      | Fair    | D |
| 20. | Zaki Adnal Kamal        | 48      | Fair    | D |
| 21. | Edwin Suryo Ismantoro   | 41      | Fair    | D |
| 22. | Coko Prasetyo           | 42      | Fair    | D |
| 23. | Refaldi Irianto         | 48      | Fair    | D |
| 24. | Fitri Amelia            | 41      | Fair    | D |
| 25. | Wisnu Groho             | 49      | Fair    | D |
| 26. | Rama Dina               | 50      | Average | C |

|     |             |    |         |   |
|-----|-------------|----|---------|---|
| 27. | Siti Aisyah | 58 | Average | C |
| 28. | Mei Anita   | 54 | Average | C |
| 29. | Shandika    | 49 | Fair    | D |
| 30. | Maria Ulfa  | 57 | Average | C |

**Table 1.5. Students' speech score in cycle 2**

| No. | Name                    | Cycle 2 |         |   |
|-----|-------------------------|---------|---------|---|
|     |                         | Score   | Grade   |   |
| 1.  | Arif Dwiansyah          | 66      | Average | C |
| 2.  | Arman                   | 69      | Average | C |
| 3.  | Azza Priscilla          | 49      | Fair    | D |
| 4.  | Fazzar dani Sahputra    | 74      | Good    | B |
| 5.  | Fitri Anggraeni         | 63      | Average | C |
| 6.  | Iman Firmansyah         | 62      | Average | C |
| 7.  | Irfan Adi Saputra       | 67      | Average | C |
| 8.  | Khubaiba Soraya         | 65      | Average | C |
| 9.  | Muhammad Siddik         | 63      | Average | C |
| 10. | Moch. Yusuf             | 65      | Average | C |
| 11. | Novi Sulis Setyaningsih | 61      | Average | C |
| 12. | Nur Amaliasari          | 76      | Good    | B |
| 13. | Nur Widayani            | 67      | Average | C |
| 14. | Risma hilmawati         | 58      | Average | C |
| 15. | Rini Rahayu             | 66      | Average | C |



|     |                       |    |         |   |
|-----|-----------------------|----|---------|---|
| 16. | Saifulloh             | 56 | Average | C |
| 17. | Surtiyaningsih        | 67 | Average | C |
| 18. | Wachdah Syifa         | 60 | Average | C |
| 19. | Yunita Putri Legina   | 74 | Good    | B |
| 20. | Zaki Adnal Kamal      | 55 | Average | C |
| 21. | Edwin Suryo Ismantoro | 58 | Average | C |
| 22. | Coko Prasetyo         | 65 | Average | C |
| 23. | Refaldi Irianto       | 59 | Average | C |
| 24. | Fitri Amelia          | 57 | Average | C |
| 25. | Wisnu Groho           | 55 | Average | C |
| 26. | Rama Dina             | 64 | Average | C |
| 27. | Siti Aisyah           | 76 | Good    | B |
| 28. | Mei Anita             | 59 | Average | C |
| 29. | Shandika              | 61 | Average | C |
| 30. | Maria Ulfa            | 66 | Average | C |

### LESSON PLAN

School : SMA Wijaya

Subject : English

Skill : Speaking

Class : XI

Time : 2 x 45 minutes

#### A. Basic Competence

- The students are able to the meaning in public speaking in academic context

## B. Indicator

- The students are able to perform a speech

## C. Teaching Learning Process

### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 22 september 2010

Nurul Hidayati

### LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

#### A. Basic Competence

- The students are able to the meaning in public speaking in academic context

#### B. Indicator

- The students are able to perform a speech

#### C. Teaching Learning Process

##### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

##### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech

- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 29 september 2010

Nurul Hidayati

**LESSON PLAN**

School : SMA Wijaya

Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

C. Teaching Learning Process

1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 6 Oktober 2010

Nurul Hidayati

**LESSON PLAN**

School : SMA Wijaya

Subject : English

Skill : Speaking

Class : XI

Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

C. Teaching Learning Process

1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text
- 2. While – Activity
- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance
- 3. Post – Activity
- Feedback and evaluation
- Greeting

Jakarta, 13 Oktober 2010

Nurul Hidayati

### LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

#### A. Basic Competence

- The students are able to the meaning in public speaking in academic context

#### B. Indicator

- The students are able to perform a speech

#### C. Teaching Learning Process

##### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

##### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance



### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 20 Oktober 2010

Nurul Hidayati

### **LESSON PLAN**

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

C. Teaching Learning Process

1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 27 Oktober 2010

Nurul Hidayati

### LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

C. Teaching Learning Process

1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

2. While – Activity

- The teacher explains the material

- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 3 November 2010

Nurul Hidayati

## LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

### A. Basic Competence

- The students are able to the meaning in public speaking in academic context

### B. Indicator

- The students are able to perform a speech

### C. Teaching Learning Process

#### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

#### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

#### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 10 November 2010

Nurul Hidayati

### LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

### C. Teaching Learning Process

#### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

#### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

#### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 20 November 2010

Nurul Hidayati

### LESSON PLAN

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

#### A. Basic Competence

- The students are able to the meaning in public speaking in academic context

#### B. Indicator

- The students are able to perform a speech

#### C. Teaching Learning Process

##### 1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

##### 2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text



- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

### 3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 27 November 2010

Nurul Hidayati

## **LESSON PLAN**

School : SMA Wijaya  
Subject : English

Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

A. Basic Competence

- The students are able to the meaning in public speaking in academic context

B. Indicator

- The students are able to perform a speech

C. Teaching Learning Process

1. Pre – Activity

- Greeting
- Teacher checks the attendance list
- Introducing the speech text

2. While – Activity

- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance

3. Post – Activity

- Feedback and evaluation
- Greeting

Jakarta, 1 Desember 2010

**LESSON PLAN**

School : SMA Wijaya  
Subject : English  
Skill : Speaking  
Class : XI  
Time : 2 x 45 minutes

**A. Basic Competence**

- The students are able to the meaning in public speaking in academic context

**B. Indicator**

- The students are able to perform a speech

**C. Teaching Learning Process****1. Pre – Activity**

- Greeting

- Teacher checks the attendance list
- Introducing the speech text
- 2. While – Activity
- The teacher explains the material
- The teacher explains the sequence of speech content
- The teacher as a model perform in front of the class
- The teacher gives the topic of the speech
- The teacher asks the students to write their own speech text
- The teacher asks the students to perform in front of the class
- The teacher writes the evaluation and feedback of the students' performance
- 3. Post – Activity
- Feedback and evaluation
- Greeting

Jakarta, 8 Desember 2010

Nurul Hidayati

## STUDENTS' SCORE

# SPEECH TEXT MODEL AND STUDENTS' SPEECH TEXT

## SPEECH TEXT MODEL in Cycle 1

|  |  |
|--|--|
| <p>Assalamualaikum Wr Wb.</p> <p>With all due respect to the honorable judges, to the teacher from all Senior High Schools in Jakarta, and all the audience here, ladies and gentlemen... Good Morning!</p> <p>First of all, let us thank Allah SWT because of his blessings, we all can gather here on this sunny morning. Shalawat and prayer, we will say to our greatest prophet Muhammad SAW, his family, his friends and his followers. Amen.</p> <p>In this chance, I would like to tell you my speech that has the theme "Go Green!"</p> | <p><b>Introduction</b></p> <p><b>(Opening)</b></p> |
| <p>Saving Our Planet is a program that was persuading the earthlings so that they would become more concern and care to their entire environment. It was because the civilization that has been created by the modern people in this millennium era had affected so many destructive impacts which are really</p>  | <p><b>Main Part</b></p>                            |

|  |  |
|--|--|
| <p>needed to be concerned. These impacts are causing a new problem, The “Global Warming”. In prediction, that in the last 100 years the temperatures of our planet has increased by 1’ every year. Meanwhile, the ocean surface has increased for about 1 meter from its former level. We as the youth generations, the lines of the civilization must be as one to create the vision &amp; mission to help the government and the people for watching over the reboization program and for the environment reparation that is caused by the industrialist and the people generally wherever they are. We as the youth generation without exception must be totally devote our bodies &amp; wills for the sake of healthy world, comfortable world, and for the sake of better place to live</p> | <p><b>(Body/Content)</b></p>                 |
| <p>Well, that’s all I can tell. In the end, to show our devotion as the youngish, the lines to the future, we must be balanced it with faith and taqwa because those are our capitol to realize our wishes so that we can live in perfect harmony just as Allah SWT has confirmed to us. Wassalamualaikum Wr. Wb.</p>  | <p><b>Ending</b><br/><b>(Conclusion)</b></p> |

#### SPEECH TEXT MODEL Ii cycle 2

Assalamu Alaikum Wr. Wb

First of all I would like to say thank you to the teacher and all my friend who has given meet nice opportunity speech on this day, about global warming.

We know global warming is serious problem which is world well in country developing and country developed. Global waming in reason by activity human which working way a ware or not a ware.

Global warming is a process to increase body temperature average atmosphere: sea and land. Stage body temperature global settlement will to cause alteration which other except to climb surface sea water, stage weather, and alteration total. Result global warming which other influenced crop agriculture, and destroyed kind animal. All energy source which can be ground originally with sun.

A part that energy inside form short wave radiation, including apperent shine when this energy to hit ground surface it changeable with shine to make hot with to warm up earth.

With temperature average large 15 C (59F), earth in fact already hot more 33 C (59F) with greenhouse effect. So that ice will to shut all ground surface but on the contrary. Result total that gas already more in atmosphere global warming result to become.

To protect the health and economic well-being of current and future generations, we must reduce our emissions of heat-trapping gases by using the technology, know-how, and practical solutions already at our disposal.

The Earth's climate changes in response to external forcing, including variations in its orbit around the Sun (orbital forcing), volcanic eruptions, and atmospheric greenhouse gas concentrations. The detailed causes of the recent warming remain an active field of research, but the scientific consensus is that the increase in atmospheric greenhouse gases due to human activity caused most of the warming observed since the start of the industrial era. This attribution is clearest for the most recent 50 years, for which the most detailed data are available. Some other hypotheses departing from the consensus view have been suggested to explain most of the temperature increase. One such hypothesis proposes that warming may be the result of variations in solar activity.

None of the effects of forcing are instantaneous. The thermal inertia of the Earth's oceans and slow responses of other indirect effects mean that the Earth's current climate is not in equilibrium with the forcing imposed. Climate commitment studies indicate that even if greenhouse gases were stabilized at 2000 levels, a further warming of about 0.5 °C (0.9 °F) would still occur.

The prediction of climate change due to human activities began with a prediction made by the Swedish chemist, Svante Arrhenius, in 1896. Arrhenius took note of the industrial revolution then getting underway and realized that the amount of carbon dioxide being released into the atmosphere was increasing. Moreover, he believed carbon dioxide concentrations would continue to increase as the world's consumption of fossil fuels, particularly coal, increased ever more rapidly. His understanding of the role of carbon dioxide in heating Earth, even at that early date, led him to predict that if atmospheric carbon dioxide doubled, Earth would



become several degrees warmer. However, little attention was paid to what must have been seen to be a rather far-out prediction that had no apparent consequence for people living at that time.

Arrhenius was referring to a potential modification of what we now call the greenhouse effect. Shortwave solar radiation can pass through the clear atmosphere relatively unimpeded, but long wave infrared radiation emitted by the warm surface of the Earth is absorbed partially and then re-emitted by a number of trace gases—particularly water vapor and carbon dioxide—in the cooler atmosphere above. Because, on average, the outgoing infrared radiation balances the incoming solar radiation, both the atmosphere and the surface will be warmer than they would be without the greenhouse gases. One should distinguish between the “natural” and a possible “enhanced” greenhouse effect. The natural greenhouse effect causes the mean temperature of the Earth’s surface to be about 33 degrees C warmer than it would be if natural greenhouse gases were not present. This is fortunate for the natural greenhouse effect creates a climate in which life can thrive and man can live under relatively benign conditions. Otherwise, the Earth would be a very frigid and inhospitable place. On the other hand, an enhanced greenhouse effect refers to the possible raising of the mean temperature of the Earth’s surface above that occurring due to the natural greenhouse effect because of an increase in the concentrations of greenhouse gases due to human activities. Such a global warming would probably bring other, sometimes deleterious, changes in climate; for example, changes in precipitation, storm patterns, and the level of the oceans. The word “enhanced” is usually omitted, but it should not be forgotten in discussions of the greenhouse effect.

The predicted effects of global warming on the environment and for human life are numerous and varied. It is generally difficult to attribute specific natural phenomena to long-term causes, but some effects of recent climate change may already be occurring. Raising sea levels, glacier retreat, Arctic shrinkage, and altered patterns of agriculture are cited as direct consequences, but predictions for secondary and regional effects include extreme weather events, an expansion of tropical diseases, changes in the timing of seasonal patterns in ecosystems, and

drastic economic impact. Concerns have led to political activism advocating proposals to mitigate, eliminate, or adapt to it.

Except to crash which resolute there are to crash which already straight we not aware. We can see in television that in big city very much empty region but the region used to project.

So region to plant is green tree very less tree which we to see to run very less even live style them more like to use carriage than to run away. This to make weather in environment them dirtied. So that event's this to grow reason global warming.

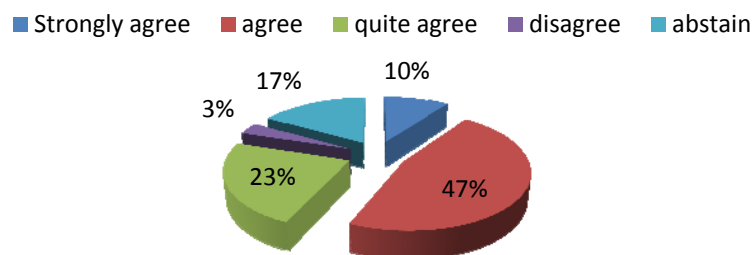
I think that's all . Thanks for your attention

Wassalamu alaikum Wr. Wb

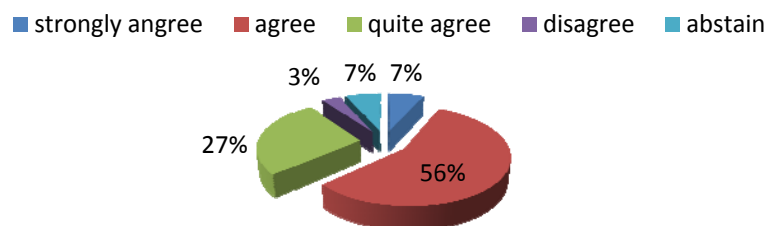
## QUESTIONNAIRES

## RESULTS OF QUESTIONNAIRES

**chart 1.**  
**in your opinion, does speech in English language difficult?**



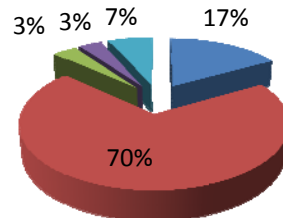
**chart 2.**  
**In your opinion, does speech one of an interesting speaking activity?**



**Chart 3.**

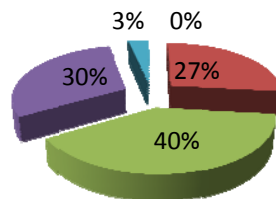
**In your opinion, should the speaking activity such as speech to be taught in the speaking class?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain

**Chart 5.**

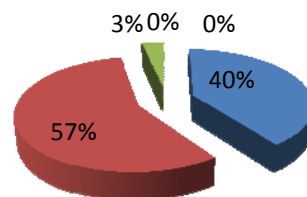
**Do you agree, if the topic of the speech was selected by the teacher?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain

**chart 6.**

**In your opinion, are lack of vocabularies, fear of making mistakes, less of idea to be delivered, less of confidence, and "stage syndrome", the crucial problems in presenting speech?**

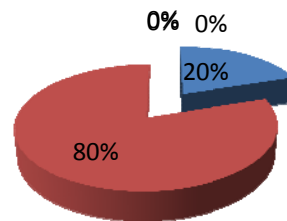
■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain



**Chart 7.**

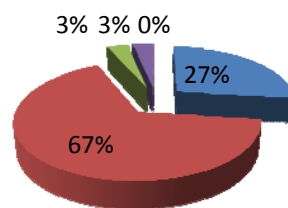
**In your opinion, should the teacher explain and teach how to present a good speech?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain

**chart 8.**

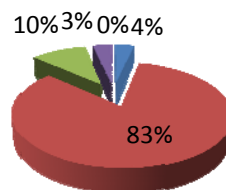
**In your opinion, does speech can improve your speaking ability?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain

**chart 9.**

**In your opinion, does speech can help you to deliver ideas?**

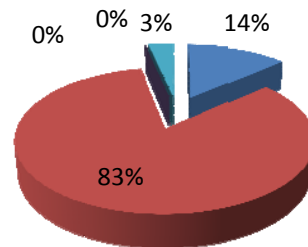
■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain



**Chart 10.**

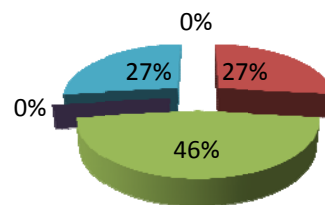
**Do you agree, if speech can be one of your speaking activity in your speaking class?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain

**Chart 13.**

**Do you agree, if the students of XI years class able to speech in front of the class?**

■ strongly agree ■ agree ■ quite agree ■ disagree ■ abstain



## INTERVIEW TRANSCRIPT

### INTERVIEW LIST

Interview dengan siswa

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1. Apakah guru melakukan kegiatan speaking di kelas ?
2. Kegiatan speaking apa saja yang sudah di ajarkan, Diskusi ?
3. Debat ?
4. Percakapan ?



5. Wawancara ?
6. Pidato ?
7. Dalam kegiatan speaking yang pernah dilakukan, siapa yang menentukan tema / topik ?
8. Dalam kegiatan speaking tersebut, apakah kamu pernah mengangkat tema tentang alam atau lingkungan misalkan tentang penghijauan, pemanasan global atau penebangan hutan secara ilegal?
9. Dalam kegiatan speaking yang kamu lakukan, apakah kamu sudah menggunakan bahasa yang sesuai dengan struktur bahasa Inggris ?
10. Menurut kamu masalah apa yang di hadapi ketika berpidato di depan kelas ?
11. Apakah biasanya kamu suka kurang ide ketika menyampaikan kalimat ketika berbicara di depan kelas ?
12. Apakah kamu berbicara dengan menggunakan struktur bahasa Inggris yang tepat ?
13. Apakah kamu pernah salah berbicara ketika di depan ?
14. Apakah kamu dapat menyampaikan idemu ketika berbicara di depan ?
15. Pernahkah kamu menemukan kesulitan dalam berbicara ketika menyampaikan idemu di depan ?
16. Apakah kamu merasa dengan pidato dapat meningkatkan kemampuan berbicaramu dalam menyampaikan ide di depan kelas?
17. Masalah apa yang anda hadapi ketika berpidato dalam bahasa Inggris?

#### INTERVIEW TRANSCRIPT

Situation: after the class, five students were interviewed about the English lesson they had recently. The interview took place in the classroom. It was set as an informal interview. The language used daily Indonesian language.

There were three interviewees (10% of 30 students). The following transcript where "T" was the researcher as the interviewer and "S" was the student

1<sup>st</sup> student: Nur Amalia Sari

T= "How are you today?"

S= "I'm fine" (tersenyum)

T=" Apakah guru melakukan kegiatan speaking di kelas?"

S="Hmmm... Ya"

T= Kegiatan speaking apa saja yang sudah di ajarkan, Diskusi?"

S= ".....sudah"

T= " kalau debat?"

S="hmmm.....sepertinya belum".

T= “Bagaimana dengan percakapan?”.

S= “iya”.

T= “Wawancara?”.

S= “sudah pernah tapi belum praktek baru sebatas materinya aja”.

T= “ bagaimana kalau pidato?”.

S= “belum pernah juga”.

T= Dalam kegiatan speaking tersebut, apakah kamu pernah mengangkat tema tentang alam atau atau lingkungan misalkan tentang penghijauan, pemanasan global atau penebangan hutan secara ilegal?

S= “pernah”.

T= “Dalam kegiatan speaking yang pernah dilakukan, siapa yang menentukan tema / topik?”.

S= “gurunya”.

T= “Dalam kegiatan speaking yang kamu lakukan, apakah kamu sudah menggunakan bahasa yang sesuai dengan struktur bahasa Inggris?”.

S= “hmm...belum”.

T= “menurut kamu kegiatan speaking seperti pidato harus diajarkan ngga’?”.

S= “menurut saya, perlu karena dapat melatih kemampuan berbicara kita di depan banyak orang”.

T= “apakah menurut kamu sulit untuk dapat berpidato dalam bahasa Inggris?”.

S= “hmm...sulit karena kita harus ngomongnya full pakai bahasa Inggris”.

T= “menurut kamu masalah apa yang di hadapi ketika berpidato di depan kelas?”.

S= “malu, takut salah ngomong, grammarnya takut amburadul, kadang kalau udah di depan orang banyak idenya hilang, mungkin karena faktor nervous juga apalagi kalau topiknya susah”.

T= “apakah kamu pernah salah berbicara ketika di depan?”.

S= “pernah”.

T= “Apakah biasanya kamu suka kurang ide ketika menyampaikan kalimat ketika berbicara di depan kelas?”.

S= “...iya”

T= “Apakah kamu berbicara dengan menggunakan struktur bahasa Inggris yang tepat?”.

S= “..tidak”

T= “Apakah kamu dapat menyampaikan idemu ketika berbicara di depan?”.

S= “iya juga”

T= “Pernahkah kamu menemukan kesulitan dalam berbicara ketika menyampaikan idemu di depan?”.

S= “pernah”

T= “apakah kamu merasa dengan pidato dapat meningkatkan kemampuan berbicaramu dalam menyampaikan ide di depan kelas?

S= “ehmmm...iya,, tapi walau agak sedikit sulitlah ngomong bahasa Inggris-nya”.

T= “Masalah apa yang anda hadapi ketika berpidato dalam bahasa Inggris?

S= “Seperti; kurang pe-de, kurang ide, demam panggung paling utama, takut salah ngomong bahasa-Inggris nya, kurang perbendaharaan kosa-kata”.

T= “Ada lagi masalah lain”.

S= “ngga itu aja.

T= “OK, makasih ya”.

S= “You’re welcome”.

**2<sup>nd</sup> student: Novi Sulis Setyaningsih**

T= "Apa kabar?"

S= "I'm fine, Miss". (tersenyum)

T="Ok, Novi, Miss mau tanya beberapa pertanyaan, bersedia kan?"

S="Ya, Miss silahkan".

T=" Apakah guru melakukan kegiatan speaking di kelas?"

S="Hmmm... Ya"

T= Kegiatan speaking apa saja yang sudah di ajarkan, Diskusi?"

S= ".....sudah"

T= " kalau debat?"

S="hmmm.....sepertinya belum".

T= "Bagaimana dengan percakapan?"

S=" iya".

T= "Wawancara?"

S= "sudah pernah tapi belum praktek baru sebatas materinya aja".

T= " bagaimana kalau pidato?"

S="belum pernah juga".

T= Dalam kegiatan speaking tersebut, apakah kamu pernah mengangkat tema tentang alam atau atau lingkungan misalkan tentang penghijauan, pemanasan global atau penebangan hutan secara ilegal?

S="pernah".

T="Dalam kegiatan speaking yang pernah dilakukan, siapa yang menentukan tema / topik?"

S="gurunya".

T= "Dalam kegiatan speaking yang kamu lakukan, apakah kamu sudah menggunakan bahasa yang sesuai dengan struktur bahasa Inggris?"

S="hmm....belum".

T="menurut kamu kegiatan speaking seperti pidato harus diajarkan ngga'?"

S="menurut saya, perlu karena dapat melatih kemampuan berbicara kita di depan banyak orang".

T="apakah menurut kamu sulit untuk dapat berpidato dalam bahasa Inggris?"

S="hmm....sulit karena kita harus ngomongnya full pakai bahasa Inggris".

T= "menurut kamu masalah apa yang di hadapi ketika berpidato di depan kelas?"

S="malu, takut salah ngomong, grammarnya takut amburadul, kadang kalau udah di depan orang banyak idenya hilang, mungkin karena faktor nervous juga apalagi kalau topiknya susah".

T="apakah kamu pernah salah berbicara ketika di depan?"

S="pernah".

T="Apakah biasanya kamu suka kurang ide ketika menyampaikan kalimat ketika berbicara di depan kelas?"

S="...iya"

T="Apakah kamu berbicara dengan menggunakan struktur bahasa Inggris yang tepat?"

S="..tidak"

T="Apakah kamu dapat menyampaikan idemu ketika berbicara di depan?"

S="iya juga"

T="Pernahkah kamu menemukan kesulitan dalam berbicara ketika menyampaikan idemu di depan?"

S="pernah"

T="apakah kamu merasa dengan pidato dapat meningkatkan kemampuan berbicaramu dalam menyampaikan ide di depan kelas?"

S="ehmmm...iya,, tapi walau agak sedikit sulitlah ngomong bahasa Inggris-nya".

T=" Masalah apa yang anda hadapi ketika berpidato dalam bahasa Inggris?"

S="Seperti; kurang pe-de, kurang ide, demam panggung paling utama, takut salah ngomong bahasa-Inggris nya, kurang perbendaharaan kosa-kata".

T= "Ada lagi masalah lain".

S= “ngga ada.

T=”makasih ya”.

S=”sama-sama miss”.

### **3<sup>rd</sup> student = Coko Prasetyo**

T= “Apa kabar, Coko?

S= “Baik-baik aja, Miss”. (tersenyum)

T=”Coko, Miss mau tanya beberapa pertanyaan, bersedia kan?”.

S=”Ya, Miss silahkan”.

T=” Apakah guru melakukan kegiatan speaking di kelas?”.

S=”Ya”

T= Kegiatan speaking apa saja yang sudah di ajarkan, Diskusi?”.

S= “sudah”

T= “kalau debat?”.

S= “kaya’nya belum”.

T= “Bagaimana dengan percakapan?”.

S=”iya”.

T= “Wawancara?”.

S= “sudah pernah tapi belum praktek baru sebatas materinya aja”.

T= “ bagaimana kalau pidato?”.

S=”belum pernah juga”.

T= Dalam kegiatan speaking tersebut, apakah kamu pernah mengangkat tema tentang alam atau atau lingkungan misalkan tentang penghijauan, pemanasan global atau penebangan hutan secara ilegal?

S=”pernah”.

T=”Dalam kegiatan speaking yang pernah dilakukan, siapa yang menentukan tema / topik?”.

S=”gurunya”.

T= “Dalam kegiatan speaking yang kamu lakukan, apakah kamu sudah menggunakan bahasa yang sesuai dengan struktur bahasa Inggris?”.

S=”belum”.

T=”menurut kamu kegiatan speaking seperti pidato harus diajarkan ngga’?”.

S=”menurut saya, perlu karena dapat melatih kemampuan berbicara kita di depan banyak orang”.

T=”apakah menurut kamu sulit untuk dapat berpidato dalam bahasa Inggris?”.

S=”sulit juga karena kita harus ngomongnya pakai bahasa Inggris”.

T= “menurut kamu masalah apa yang di hadapi ketika berpidato di depan kelas?”.

S=”takut salah ngomong, grammarnya takut amburadul, kadang kalau udah di depan orang banyak idenya hilang, mungkin karena faktor nervous juga apalagi kalau topiknya susah”.

T=”apakah kamu pernah salah berbicara ketika di depan?”.

S=”pasti pernah, Miss”.

T=”Apakah biasanya kamu suka kurang ide ketika menyampaikan kalimat ketika berbicara di depan kelas?”.

S=”Hmmm...iya, Miss”

T=”Apakah kamu berbicara dengan menggunakan struktur bahasa Inggris yang tepat?”.

S=”Kaya’nya belum”

T=”Apakah kamu dapat menyampaikan idemu ketika berbicara di depan?”.

S=”iya juga”

T=”Pernahkah kamu menemukan kesulitan dalam berbicara ketika menyampaikan idemu di depan?”.

S=”pernah”

T="apakah kamu merasa dengan pidato dapat meningkatkan kemampuan berbicaramu dalam menyampaikan ide di depan kelas?"

S="iya, kalau secara pribadi, pidato dengan bahasa Inggris memang agak sulit, jangankan untuk berbicara dalam bahasa Inggris, disuruh maju ke depan kelas saja sudah grogi, tapi karena audiensnya masih temen sendiri jadi agak sedikit pe-de lah walau kadang masih ada kesalahan dalam pidatonya. Dan kegiatan ini sangat membantu meningkatkan kemampuan berbicara kita terutama dalam menyampaikan ide".

T=" Masalah apa yang anda hadapi ketika berpidato dalam bahasa Inggris?"

S="Seperti; kurang pe-de, kurang ide, demam panggung paling utama, takut salah ngomong bahasa-Inggris nya, kurang perbendaharaan kosa-kata".

T= "Ada lagi masalah lain".

S= "ngga ada deh, Miss itu aja yang paling dominan".

T="Ok, Coko thanks ya".

S="Ya miss".

## COLLABORATOR'S NOTES

DOCUMENTATION



The school looked from front side



Teacher's room



### The library of SMA Wijaya



Students' performance





The researcher and the students

