ENGLISH STUDY PROGRAM EFFORTS IN PROMOTING STUDENTS' ENGLISH SPEAKING SKILL
(A Descriptive Research at English Study Program in IAIN Curup)

THESIS

This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education

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Assalamu'alaikum wr.wb

         Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara *LIZA NAVIRI* yang berjudul "*ENGLISH STUDY PROGRAM EFFORTS IN PROMOTING STUDENTS' ENGLISH SPEAKING SKILL* (A Descriptive Research at English Study Program in IAIN Curup)". Sudah dapat diajukan dalam sidang munaqasah.

         Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

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PREFACE

The thesis is submitted as a part of the completion for the "sarjana degree" in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, April 2019

Writer

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Assalamu'alaikum Warrahmatullah Wabarokatuh

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The researcher finished this thesis entitled "**English Study Program Efforts In Promoting Students' English Speaking Skill (A descriptive Research at English Study Program in IAIN Curup).** This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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Finally, the writer believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for English lecturer in English Tadris Study Program.

Wassalamu'alaikum Warahmatullah Wabarokatuh

Curup, April 2019
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MOTTO

"If there is no move there is no change"

"Man jadda wa jadda (siapa yang bersungguh-sungguh akan berhasil), man shabara zhafira (siapa yang bersabar akan beryntung), man saara ala darbi washala (siapa yang bejalan di jalan-Nya akan mencapai tujuan)

" Enjoy your life, be yourself, and keep moving forward

"People will be lost but the kindness will be memorized"

DEDICATION

This thesis is dedicated to:

- ❖ **A lot of thanks to Allah SWT**
- ❖ **My beloved parents, Erwin Tanero (Father), Erda Neli (Mother), My beloved brother Diki Adrian and my lovely sister Dwi Gite Putri, also my grandmother, who always giving me passion, motivation, love, support and prayers.**
- ❖ **My lovely cousin, Yeli Ariska, S.Pd who always support me in every condition**
- ❖ **My family C-class (Rendi, Andit, Eka, Sentia, Septia, Ayu, Riska, Dian, Yona, Meksike, Wisnu, Rina) thanks for the togetherness and happiness**
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- ❖ **All PBI Students 2014, thanks for experiences**
- ❖ **My "Smepsa" PPL gengs 2018 and KPM 37 Sidorejo 2017.**
- ❖ **My almamater IAIN Curup that i'm so proud**

    Thanks for everything.

ABSTRACT

Liza Naviri	**: English Study Program Efforts In Promoting Students English Speaking Skill (A descriptive Research at English Study Program in IAIN Curup)**
Advisor	**: Jumatul Hidayah, M.Pd**
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The main goal of this study was to describe about Efforts of English Study Program in promoting student's English speaking skill (A descriptive Research at English Study Program in IAIN Curup). The objective of this research were to find what were English Study Program Efforts in promoting students English Speaking skill. In this study the researcher used qualitative descriptive method to describe and explain the data based on the real situation, and presented the data in qualitative manner. The subject of this research were consisted of the head of English Study Program, students, and intensive English course tutors. In this research the researcher took the sample by using purposive sampling, the researcher determines the sampling by setting specific characteristics that fit the purpose of the study so that it is expected to answer the research information. In collecting the data of the research the researcher used observation and interview. Observation is where i done the direct observation at English Study Program area to know the information about the efforts. After doing the observation i conducted an interview to the subjects about the Efforts that have been done at English Study Program. As the instruments of the research the researcher used interview guidance and checklist . From the results of interview with the subjects i got the results that the subjects explained well and used the effort in promoting students English speaking skill. The results show that English study program offered some efforts in promoting students English speaking skill were Intensive English course, English Community, Offer Students a Range of strategies and encourage them, and hold an English camp, but there were some efforts that English Study program have not offered such as TOEFL and IELTS course and also other course, but that course have already done by UPB at IAIN curup.

Keywords: Effort, promoting, Speaking Skill, IAIN Curup

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CHAPTER I

INTRODUCTION

In this chapter consist of bacground of the research, research question, objectives of the research, significance of the study, definition of key terms, delimitation of the research, and thesis organization.

A. Background of the Research

In English, speaking is one of English skill that the students should be mastered in the process of learning . It consist of the ability to pronounce the word of English Language, thereby, they can communicate to others in certain society. Language is a tool for communication. We always do communication with the other one to express what we have in our mind, and want to know others' ideas as well. Communication take the important part in English, where there is speech. We need it to communicate with the other. "Communicative and whole language instructional approaches promote integration of speaking, listening, reading, and writing in ways that reflect natural language use. However, opportunities for speaking in listening require structure and planning if they are to support language development"[1]. It means what speaking needs and what good speakers do in the process of expressing themselves and also provide

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[1] Mary Ann Cunningham, *National Clearinghouse for ESL Literacy Education,* Washington DC, 1999. http://www.google.co.id/search?hl=id&q=technique++speaking&meta. April, 5th 2009

an outline for make an effective speaking lesson and for creating an effective language in assessing learner's speaking skills.

Since English as a foreign language in our country, most students are not familiar with it. Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. this case brings a problem that make the students have difficulties to communicate in English. The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The Environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking.

In addition acording to Penny Ur, of all the four skill (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are reffered to as 'speaker'of the language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.[2] It means that speaking is the most important skill that the students should be mastered and learn, because

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[2] Penny Ur. *A Course in Language Teaching*. Cambridge : Cambridge University Press. 1991. P.120.

when someone who want to know the language they have to understand about the speaker say.

Furthermore, Chomsky argued that traditional reinforcement learning had little to do with humans' abilities to acquire language.[3] It means that to know about the language people need to acquire the language. To acquire the language there are some activities need to do. The students should learn the language from many aspect so that they can get the ide about that. English is one of the language that the students have to mastered in learning. Acording to Eugene Green and Charles F. Meyer, English has spread worldwide, the"repertoire" that speakers possess has become increasingly heterogeneous, largely because of the many contexts in which English is now used: not just in schools, businesses, or social interactions but in chat rooms on the internet as well as through social media such as Twitter, which draw users of English from around the world with many different linguistic backgrounds and varying levels of fluency in English.[4]

There are many reason why language is important to learn, especially English, people learn English because it is very useful for international communication and some students learn English because English is within curriciculum so they need to learn it. Morever Harmer said that " the purpose

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[3] Patricia K. Kuhl. *Department of Speech and Hearing Sciences and Center for Mind, Brain, and Learni.* University of Washington. 2000.

[4] Eugene Green and Charles F. Meyer. *Topics in English Linguistics*. Berlin/Boston. 2014. P.1.

students have for learning will have an effect on what it is they want and they need to learn and as a result will influence what they are taught."[5]

In addition as brown explains that "learning is as follow: learning is acquisition or getting, learning is retention of information, retention implies storage system, memory, and cognitive organization, learning involves active, concious focus, on and acting upon events outside and inside the organism". [6]

Unfortunately, most college students" still feel difficult to speak English fluently, causal factors of this problem are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary and feeling afraid of making mistakes. However, each lecture has their own method to solve those students" speaking problem. Besides attending the English classes the students" also need to practice English out of the classes.[7] It means that in speaking English there are many factors faced by the students, so to solve all of the problem there are some efforts need to do.

Based on the researcher observation, the researcher found that Most of the students have problems in English speaking. Most of them are unable to speak English well because of many factors included. English students in IAIN Curup still use bahasa to communicate with the other students. In their activities in the class and also outside the class they still do this. Whereas the lecturer

[5] Jeremey Harmey, *How to Teach English*, (Oxford: Pearson Education Limited, 2007), P. 11
[6] Devi Novita Swary, *A Study of Students Problem in Learning Speaking English*, Nurjati State Institute For Islamic Studies Cirebon, 2014, P.6.
[7]Baihaqi, *The Influence Of Speaking Club In Improving Students' Speaking Ability*, Ar-Raniry State Islamic University, 2016, P.3.

always remind them to practise and use it as their language and also English Study Program has a regulation that all of students should speak English especially in English study Program area, but there is no awereness from the students. Some students always avoid the lecturer when they want to make a conversation or talk to them about something when they stayed outside the class. They don't have enough confidence to speak in English. On the other hand, In learning English, speaking is important to support student's ability to use the language.[8] It means that speaking English play important role for students to promote their speaking skill. The students need to learn English more so that they can able to use the language especially for the English students. They need to do some effort or getting the information about speaking English. As Douglas said that "learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or intruction".[9]

Students come to higher education possessing a range of knowledge, skills, belief, and comcepts that significantly influencies what they notice about the environtment and how they organize it. It affects their abilities to remember, reason, solve problems, and acquire new knowledge.[10] It means that in the higher

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[8] Jo McDonough and Christopher Shaw, *Materials and method in ELT; A Teacher's Guide,*(UK: Blackwell Publishing Ltd, 1993), p. 134.

[9] H. Douglass Brown. *Principles of language learning and teaching*. San Francisco State University, Longman,2000.

[10] Terry Doyle, *Helping Students Learn In A Learner Centered Environment : A Guide To Facilitating Learning In Higher Education*, United State Of America: Stylush Publishing. Llc, 2008, P.55.

education the students need to organize the knowledge and skill that can affect their abilities about knowing the language and new knowledge.

Considering the phenomena above, there is an urgent need to do by English Study Program that can help the students to promote their English speaking skill. Therefore, it needs something to promote the students speaking English. Looking at this condition the researcher interest to conduct research on "**English Study Program Effort in Promoting Students' English Speaking Skill"** (A Descriptive Research at English Study Program in IAIN Curup)**.**

B. Research Question

Based on the background that discussed above the research question are:

1. What are English Study Program Efforts in Promoting Speaking English skill ?

2. How are the implementation of English Study Program Efforts in promoting speaking English skill ?

C. Objectives of the Research

The objectives of this research are to investigate:

1. English Study Program Effort in Promoting speaking English Skill

2. The implementation of speaking English Skill

D. Significance of the Research

The writer expects in this study will be able to contribute the results of the study; the writer gives the explanation of the significant of the study:

1. For the lecturer

This research is expected to give meaningful contributions for the lecturer, especially to increase and complete student's speaking English.

2. For the students

This research also expected to give information and help students in order to make students speaking English would be increase.

3. For the reader/ other researcher

The researcher hopes that the result provide the useful information for other researcher and can be used as a reference who are interested in conducting similar study and would better in the future.

4. For English Department

The researcher hopes that this research will give contribution and increase as qualities toward Institute of Islamic Studies (IAIN) Curup in the next time, especially in English Department.

E. **Definition of Key term**

The study can be beneficial for the following parties:

1. Effort

Effort is the phisical or mental energy that you need to do something, something that a lot of energy. That which is learned or taught by an express effort; instruction derived from percept, experience, observation or

deduction. [11] It means that efforts is something that need to to support a success by some interaction, action, and experiences. In thes research, efforts is something need to do by English Study Program in promoting students English speaking skill.

2. Promoting

Promoting is helping something to happened or develop.[12] It means that promoting is something that need to develop in order to make it increase or improve. In this research promoting is the lecturer effort to promote the students English speaking skill.

3. Speaking

Tarigan says " speaking is a skill that is needed by someone in communication in daily life wether at school or outside of school. It means that speaking is skill to do the communication between the people in the daily life. In this research speaking is expressing idea that students have on their mind or they feeling to communicate with another students out of the class.

4. Speaking Skill

Speaking skill is a skill which deserves attention every bit as much as literary skills. In this research speaking skill is the skill that the students have to master in speakin

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[11] Septika Wahyuni. *An Analysis Of Students Motivation In Understanding English Lesson And Their Effort To Improve Learning Outcome At Tenth Grade Students Of SMA N 1 Karangsambung.* Muhammadiyah University Of Purworejo, 2013. P.7.
[12] *Oxford Advanced Dictionary,*p. 343

F. Delimitation

Researcher would like to do this research only outside the classroom or Learning activities, because the students often ignore their speaking, as we know that speaking is the important part of English students. the lecturer guidance is very needed to promote students in speaking English. In this research, the researcher focuses on activities that English Study Program do in promoting speaking skill, the way of speaking activities, and the implementation of speaking skill.

G. Thesis Organization

The research complete the organization of explain with devided into some parts, namely chapter I is the introduction to the research it tells about background of the research, research questions, objectives of the research, significants of the research, definition of key term, delimitation of the research, thesis organization. Chapter II portays about the review of the related literature, it include related theories that have connection with the research. Chapter III consist of methodology of research, it includes the kind of research, population and sample, technique of collecting the data, technique of data analysis. Chapter IV the researcher present findings and discussion about result of the researcher, finally in chapter V is tell about the conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

This chapter explores about the review of related theories as theoretical foundation of this research.

A. Review of Related Theories

1. Definition of speaking

Speaking is a tool for communication. We communicate with others to express our ideas, and to know others' ideas as well. communication take place where there is speech. without speech, we cannot communicate with one other.[13] Meanwhile, the aims of speaking is to exchange information or goods and the function of speaking included talk as interaction. There are importance that must not only students know in speaking skill, but also everyone in this world. Nowdays, learning speaking English confidently is need.

In addition acording to Leffy Nofienty, there are strategy in learning speaking English. In learning English Strategies are one of the important factors to be recognized by students and it is also a part of speaking skill. In improving the students' ability in speaking English these strategies should be developed. The students should be able to recognize their weaknesses and their strength in choosing the suitable strategies for themselves. The student

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[13] Qureeshi, Ameer, *The importance of Speaking Skill,* University of Pakistan . 2004. p.2

is possible to have different strategy one to another. The strategies used by the students in learning to speak English will determine their ability in using English to communicate. Students who use effective strategies which make them comfortable in using English to communicate will be able to solve many problems in speaking English.[14] It means that in learning speaking English strategy is one of the important part in improving the students ability in English, especially speaking English skill. The strategy is used to know the students ability in doing the communication in English.

The speaking terms 'speaking' according to Brown , is an interactive process of constructing meaning that involves proucing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communiacation in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask question, ask for help, argue, persuade, explain, and give order each other.[15] It means that speaking is process of involving meaning by the interactions between the

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[14] Leffi Noviyenty, *Strategies in Learning and Techniques in Teaching English Speaking,* (ENGLISH FRANCA : Academic Journal of English Language and Education IAIN Curup, 2018), P. 36

[15] Brown, H.D. Teaching by Principles: An Interactive Approach to Language Pedagogy.2th Edition. (New York: Addison Wesley Longman, Inc.2001) p267

speakers. It needs a communication that make the listerenrs understand what the speakers say.

2. Function of Speaking

Numerous attemps have been made to funyions of speaking in human interaction. Bron and yule a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transational function, which focus on the exchange of information, in workshops with teacher in designing my own materials use an expanded three-part version of brown and yule: talk as interaction, talk as translation, and talk as performance.[16] It means that speaking needs social interaction between the speakers to exchnga the information.

1) Talk as Interaction

Talk as interaction refers to what normaly meant by convertation and describes interaction that serves a primarily social function. When people meet they greeting engage in small talk, recount recent experiences because they wish to be friend and to establish and confortable zone interaction with others. the focus in more on the speakers and how they wish present themselves to each other on the message. Such exchanges may either or more casual or formal, defending on the circumstances and their natural has well described by brown and yule.

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[16] Ur, Peny, 1996, *A Course in Language Teaching Cambridge. University Press*.

2) Talk as Translation

Talk as translation refers to situation where the focus is on what is said done. The message and making one self understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. In such transaction.

3) Talk as Performance

The third of talk can usefully be distinguished has been called talk as performance. This refers to public talk, that is talks transmits information before an audiance, such as classroom presentation. Public announcements, and speech performances tends to be in the form of monolog rather than dialog, often follow a recognizable formal, and is closer to written language than conversational language.

Douglas Brown states that there are six similar categories apply to the kind or oral production that students are expected to carry out in the clssroom, they are :

1. Imitative

It is ability to simply parrot back (imitate) a word of phrase or possibly a sentence.While this purely phonetic level or oral production a number of prosodic, lexical, and praamatical propertiesof language may be included in the criterion performance. imitation of this kind as carried out not for the purpose of meaningful interaction, but focusing in same particular element of language.

2. Intensive

Intensive speaking goes one-step beyond imitative to includeany speaking performance that is design it practice some phonological or gramatical aspect of language. intensive speaking can be self-imitated or it can even from part of pair work activities. The production of short stretches of oral lamguage designed to demonstrate competence in an narrow band of grammatical, phrasal, lexical or phonological relationships.

3. Responsive

A good deal of students' speech in the responsible short replies to teacher or students' initiated or comments. here, the focusing in interaction and comprehension, but at some what limited level of very short conversation, stamdard greetings and small talk, simple request and comments, and the like.

4. Transactional

Transactional language carried out for the purpose of conveying or exchanging specific information that is an extended from responsive language. For example is conversation that could readily be part of group work activity as well.

5. Interpersonal

The other of conversation was interpersonal dialogue that carried out for maintaining social relationship than for the tranmission of facts and information.

6. Extensive Monologue

Here students; at intermediate to advance level are called on to give extended monologues in the for of oral reports, summaries or perhaps short speeches. It means that the extensive oral production tasks include speeches, oral production, and storytelling.

3. Aspect of Speaking

Speaking skill requires two aspects, namely linguistic and non- linguistic aspect.

a. Linguistic aspect is the main requirement that the english learner should process in order to speak it well. It involves comprehension, pronunciation, grammar and word order, vocabulary, and general speed of speech, sentence length and etc.

b. Non-linguistic aspect is an aspect to support learner to achieve a succes in acquiring speaking skill. This aspect involves personality dimension, such as self-esteen and extroversion.[17]

The main goal in learning English is to speak fluently. Acording to schutz, in acquiring language, learner is affected by some factors

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[17] Jeremy Harmer, *The practiceof English Language Teaching,* Longman, United Kingdom: 2002, p. 269.

including motivation, self-confidence, and axiety. He claimed that with high motivation, self confidence, good self-esteem, and low level anxiety, learner will be better for success in second language acquisition.[18]

In speaking requires some aspect not only about the linguistic aspect but also non linguistic aspect, it is needed by the students in order to make the students success in speaking. Students need more support such as motivation, self confidence, good self esteem, and low level axiety .

4. Speaking Skill

According to Bygate speaking skill is the knowledge that enable the learners to talk on the one hand, and the skill that are actually involved when they are engaged in an interaction. Speaking skill devices into planning skills, selection skills, and production skills.[19] It means that speaking skill is the skill that encourage the learners to talk and do the interaction with another. According to Jumatul Hidayah:[20]

"Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of

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[18] Joni Gunawan, *The Correlation Between Students' Self-Esteem And Speaking Achievement Of Undergraduate Efl Students*, UIN Raden Fatah Palembang, P.4.

[19] Shiamaa Abd EL Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills*, Women's CollegeAin Shams University, 2006, p.43.

[20] Jumatul Hidayah, *Speaking And Writing Assessment Applied By English Lecturers Of State College For Islamic Studies (STAIN) AT CURUP-BENGKULU*, (ENGLISH FRANCA : Academic Journal of English Language and Education , 2017), P. 2

how well they feel they have improved in their spoken proficiency. Hence, many language learners regard speaking ability as the measure of knowing a language"

On the other words. By mastering speaking skill also the students can improve their ability in using the language, especially English.

5. Language Learning vs Language acquisition and The Important of Speaking English Skill

1. Language Learning vs Language Acquisition

To get the information about English the students can not only learn but the students also have to acquire the language of speaking English, as chomsky says that traditional reincforcement learning had little to do with humans' abilities to acquire language.

Language acquisition is based on the neuro-psychological processes. Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language. Hence, language acquisition is an integral part of the unity of all language. Furthermore Karmina state that language learning is a conscious process, is the product of either formal learning situation or self-study programme.[21]

Learning English is not only from formal education, but also non formal education.[22] According to law No. 20 of 2003 of formal education is defined as educational paths structured and tiered consisting of primary, secondary

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[21] Jelena Zescerinka, *Language Acquisition And Language Learning: Develop The System Of External And Internal Perspectives*, Daugavpils: Daugavpils University, 2010, P. 3-4.

[22] Jeremy Harmer, *How To Teach English, An Introduction To The Practice Of English Language Learning, 4th Ed*, (Edinburg: Pearson Education Limited, 2004), P. 347.

education, and higher education, learning speaking not spesific because in formal education learning English only is generally not specifically toward speaking, unless the school English major who studied specifically in particular speaking.

Non-formal education is education teaching and learning activities outside the school to meet the spesific educational of learners to acquire information, knowledge, training, and guidance so as to helpful. Types of non-formal education, among athers, playgroups, courses, learning communities, and others. Non-formal education, focusing on English language, especially speaking usually belong to the types of courses.[23]

6. The Importance of Speaking English Skill

In learning English, speaking is important to support student's ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time processing contraints. It means that they will be able to use words and phrase fluently without very much concious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they

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[23] Dayu pravitasari, kursus bahasa inggris itu penting, available: http://basindoa.blogspot.co.id/2010/01/kursus-bahasa-inggris-itu-penting.html, on september 10th 2018

genuinely want to communicate something to achieve particular end.[24] It means that speaking English skill contribute the students in using the language, such as produce the utterance, doing the communication, and human workk.

The goal of language is communication and the aim of speaking in a language context is to promote communicative effeciency; teachers want students to actually be able to use the language as correctly as possible and with a purpose, as speaking is interrelated with the other skills, its development results in the development of the others.[25] It means that communication is the purpose of speaking. It has a correlation between the other skill.

Speaking has important functions for communication. It is needed for human to do communication in social life. Tarigan says "speaking is a skill that is needed by someone in communication in daily life wether at school or outside of school.[26] Welty says "speaking is one of the four basic skill of language and it has an important role in daily life because it is the main skill of communication.[27]

In education, English is important for higher education and specialized training. Most of the book in any subject are written in English or quickly

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[24] Jo McDonough and Christopher Shaw, *Materials and method in ELT; A Teacher's Guide,*(UK: Blackwell Publishing Ltd, 1993), p. 134.

[25] Adrienne Robertson*, Importance Of Speaking*, Available Http://Www.Cnmag.Ca/Issue-22/851-Esl-Importance-Of-Speaking-English-N00, On November 18th 2018

[26] Guntur Tarigan, *Berbicara Sebagai Saran Perkembangan*, (Rineka Angkasa, 1996), P.15.

[27] Welty, *Speaking Process*, (Cambridge: University Press, 1976), P.47.

translated in English. English is the medium of instruction in education in most universities and higher educations institutes of the world.[28]

As a social creature, human being always do communicate to one another. It can be occured with the exchange the information or ideas with the interaction. For instance telling information, news, asking other helps for their needed. In the leraning process speaking is needed to communicate with the other students to exchange their knowledge or information.

There are four reason why english is important :

1. English may not be the most spoken language in the world but is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basic is 2 billions.

2. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross border-bussiness communication is most often conducted in English.

3. Many of the world's top films, books and music are published and produced in English. Therefore by learning English, people will have access to a great wealth of entertainment and will be able to have greater cultural understanding.

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[28] M. Samanth Reddy, *The Important Of English In Today's World*, International Journal Of Academic Research, 2016, P.181.

4. Most of the content produced on the internet(50%) is in English. So knowing English will allow people access to an incredible amount of information which may not be otherwise availble.[29]

Speaking English skill gives the the important contribution for the students, by mastering speaking skill students can use the language as a tool for communication. It needs to exchange the idea to another. In higher education also especially in English Study Program, speaking as the important subject that students should be mastered.

Furthermore, this skill tends to be the primary motivation in language learning. It is truism that English language learners learn English because they desire to talk to native speakers of English. However, some learners might find that it is a problematic because unlike others, speaking requires at least good pronunciation, grammatical accuracy, appropriate words choice as well as fluency. Language is about meaning, communication has relation with effort to across messages. Thus, to perform good speaking ability, language learners are suggested to attain the required components in speaking.[30] It means that speaking skill is important to motivate the students in learning English. This skill

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[29] Ibid, p. 182.

[30] Desfitranita and Bayu Senjahari, *Assessing Students' Speaking Skills at 2nd Semester Students of English Study Program IAIN Curup*, (ENGLISH FRANCA : Academic Journal of English Language and Education, 2019) , P. 42

requires some aspect, such as pronunciation, grammatical accuracy, appropriate words choice as well as fluency.

7. Promoting English Speaking skill

Promoting is helping something to happened or develop.[31] It means that by promoting everything can be happened or developed especially speaking speaking skill. It is very important to promote students speaking English skill, because promoting students speaking make students want to speak, beside that students have different characteristic. In promoting, needs more efforts on the part of teacher. Whereas, English teacher should be able to provide effective as well as activities that can encourage the students to be active in speaking. Speaking activities in learning process is important, because activities are the principle that is very important interaction in learning.[32] In this research Promoting is the English Study Program effort to promt the students to speaking English. It is important to promote students in speaking English, because promoting speaking makes students want to speak, beside that the students has different characteristic. Acording to Allen and Vallete, speaking is one way of communication in community. It is the skill that must be taught and can not happen automatically.[33] It means that speaking skill is the skill that should be thaught because it can be

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[31] *Oxford Advanced Dictionary,*p. 343

[32] Sardawan Danin, *Inovasi Pendidikan*, Jakarta Rineka Cipta, 2006, P. 23

[33] Allen and Vallet, class technique: *Foreign and English as a Second Language,* San Francisco State University, 1997, p. 179

automatically happen, the teacher should give the way for students to develope the speaking ability.

Furthermore, acording to Claude Goldenberg and Rhoda Coleman, promoting oral English language should be a priority for teachers of English learners. In United States, academic success requires proficiency in oral English.[34] Promoting oral English should be the important part for teacher to develop oral english language learning. It brings the students to be success in academic especially in speaking English skill.

Oral English language ability is important, It because Oral English is the principle language of interpersonal communication, business, written and printed media, and academic discourse. In United States, some Imigrants Parents place their children to learn English sometimes to the point where they resist primary language (or bilingual) instruction, wrongly assuming it impedes developing English proficiency.

Claude Goldenberg and Rhoda Coleman give two reason why promoting oral English language is important

1. It helps promote access to the core educational curriculum that makes all students to learn in all content areas. The students come from the different content areas, such as math, science, history, social studies, reading, and language arts, as well as art, like music, physical education,

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[34] Claude Goldenberg And Rhoda Coleman, *Promoting Academic Achievement Among English Learners*, United States of America: Corwin SAGE Company SAGE Ltd, 2010, P. 59.

and any other subject matter that be the part of curriculum for all the students. There are some students who are limited in their English. There is always risk being at a disadvantage for students who lack at English proficiency, compared to the English-Proficient students.

2. It almost certainly contributes to English literacy development.

Surprisingly, neither report directly addresses the question of whether oral English proficiency is correlated with general academic success in English.[35] The students who have higher level at oral English proficiency, they also tend to the other ability, such as reading and writing ability.

   In addition Shumin states that learning to speak a foreign language requires more knowledge, it is not only knowledge about grammar and vocabulary. The learner should acquire the skill through interaction to another. Affective factors are the most important issues that may promote students speaking. It include self esteem, emotion, attitude, anxiety, motivation.[36] It means students need to acquire more language not only grammar and vocabulary that the students get from learning in the classroo but also the students should get the information through another interaction.

   Acording to theory above the researcher can conclude that the effort in promoting students speaking English is required to make

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[35] Ibid, p.60

[36] Mona Khameis, Using Creative Strategy to promote students speaking skills, Education Degree from Fujairah Woman's College, 2006. P. 112

students want to practice, and add they knowledge. According To Hayrie Kayi, to promote student's speaking, the teacher needs appropriate speaking activity.[37]

In promoting speaking English there are some effort need to do to promote student success in speaking English. Acording to Ahmed Saad Al Shlowi in a Saudi University there are some preparatory year program (PYP) in Promoting EFL learning[38]

1. Intensive English Course

This program aims to improve students' english level and to bridge the gap between their previous education in secondary school and the eductional stdndard of the university. In the first year, students study an intensive english language course alongg with other general course, such as computer science and communication skill. Students must pass this year successfully in order to start studying in the majors. The avarage amount of english instruction is 18 our a week, while other general courses are taught for about two hours a week. Students whose standard of English is below intermediate level are required to attend this program.

2. English club

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[37] Hayrie Kayi, *Activities to pomote speaking in second language*, 2006, p. 2, http://itesjlorg/articles/kayi-teachingspeaking.html.

[38] Ahmed Saad Al Shlowiy, *Promoting EFL Learning Outside The Classroom Through The Use Of Web-Based Technologies After The Adoption Of Blackboard In A Saudi University*, UNM Digital Respository: University Of New Mexico, 2016, p .26

English club is developed to enhance the students' communication in english and advance their general skill in social discourse, as away to develop linguistic diversity at SSU. The activities of the club are geared toward creating opportunities to develop additional communication amongst its members and students in the PYP. The main goal is to create opportunities for students to listen to, speak english under favorable conditions. The activities are interactive and students take the center of the stage.

3. Evening Paid Courses

Beside the English club, Saudi University also offers evening paid courses, such as TOEFL preparatory courses, IELTS courses, and IELTS Overview, for its students and the public through the community Services Office.

On the other side acording to David Barker to encourage students in language learning, he use outside the classroom program to make the students use English. there are some guidlines need to introducing:[39]

1. Incorporate into the course

One of the biggest problems for students is worrying about what others will think if they start speaking English outside the classroom. One possible way arround this is to to make it part of an assignment

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[39] David Barker, Encouraging *Students To Take Their Language Learning Outside The Classroom*, Jalt Hokaido Journal, 2004.P. 84.

or homework, such as giving everyone a particular topic and a list of students they have to talk about it outside the class. Students sign each others list to show that they have completed the task.

2. Set up a club

Japanese students do not like to be the only one to try something new. Set up an 'all-English club' so that students can meet others who are prepared to take up the challenge.

3. Offer students a range of strategies and encourage them to experiment

Learners are all different. For example, some students may prefer to try to use English all day, and others may like to practice in ten, five, or one minute bursts. In the UK, the most effective anti-smoking slogan to date has been 'never give up giving up'. Remind the students that this is an ongoing effort, not a 'one-off' succeed or fail experiment.

4. Set challenges

The students can set one hour, one day, or even one-week 'All-English Challenges'. Students who meet the challenge can have their names listed on a league table, receive prizes, or have their achievement recognized in any way the teacher see appropriate.

5. Hold an English camp

English camp" can be anything from a lunchtime picnic to a weekend away, but the key point is that English will be the only

language of communication. Attendance should be voluntary, and everyone should be focused on some activity (such as cooking together) so that they are using language for real communication.

8. **English Study Program Profile**

The Institute of Islamic Stdudies (IAIN) Curup is one of higher education that has an important role in improving the quality of education in Indonesia, and the quality of the education in Rejang Lebong district of Bengkulu Province in particular. This University expected to create qualified graduates not only in the field of scince but also in the field of science, so that there is a continuity between knowledge of expertise and knowledge of religion. This will affect the professionalism of the graduates themselves. Based on the Decree of the President of the Republic of Indonesia number 11 of 1997, education will bring students and graduates who have faith and piety to Allah as noble and have a solid faith, extensive knowledge in the field of expertise and religion. IAIN Curup, as a State Islamic Religion College, will certainly always strive to realize this higher education equivalent to universities in Indonesia. This is inseparable from the mission and vision of IAIN Curup as an operational basis so that it will become an advanced and established university in the future.

The English language study program is one of the study programs at IAIN Curup that will create scholars who not only have expertise in the field

of English but also in the field of Islam, so graduates from this study program have a plus and can compete with graduates of Universities and Universities other. Tadris English Study Program is critical, systematic and responsive as well as formulating strategies in following the development and renewal in the world of education, of course, will greatly understand the needs and demands of the community as graduates.

Tadris English Study Program is a Study Program under the Tarbiyah Department that has an operating permit based on the Decree of the Director General of Islamic Institutions Number: DJ.II / 224/2003, concerning the Permit for Organizers of the English Bachelor Program at the Tarbiyah School Higher Curup State Islamic Religion. The purpose of this English Language Study Program will be to prepare human resources who have competencies in the field of language so that they are able to use English actively and passively and can reflect the potential of adequate skills.

9. Vision and Mission of English Language Study Program

   a. Vision

   The vision of Tadris study program in IAIN Curup is to become a superior study program in English education based on Islamic values in the national scope in 2019

   b. Mission

in achieving its vision English Tadris Study Program formulates activities that are summarized into the mission of the English Tadris Study Program, the missions are as follows:

1. Organizing global oriented education which is based on Islamic values

2. Conduct research focusing on English language study, teaching, and English education

3. Organizing services that are relevant to the needs of the community

4. Develop students to become graduates who have good character

B. Review of Related Findings

Related on this research, especially about the promoting speaking Skill. Speaking English skill become the problem for students who less aware about speaking English. In doing this research, the researcher has some review of relevant study.

Dedep Defisa Santori 2014 in her thesis "An Analysis Of Speaking Activities Used By English Teacher In Promoting Students To Speak English In The Classroom" Descriptive study in X A Class at SMAN 1 Curup Utara. In that research the author discussed about what are the type of speaking activities used by English teacher in promoting students to speaking English in the classroom, how does English teacher`s apply speaking activities in promoting students to speak English in the classroom, what are the English teacher problems in

applying speaking activities, and how to solve the problem in applying speaking activities.

On the other side, Nuzulul Dwi Utami, in her Thesis An Analysis on students Effort to improve speaking skill. In that research the researcher find out the kind of students effort in improving speaking skill that mostly develop by the students. The subject of the research was 69 students in fourth semester of english esucation study program. The data showed that the activities of students' effort were varied. There were 20 college activities recognize as students effort. Which included in five activities scales; course learning, art music and theathre, campus facilities, personal experiences, and speaking experiences.

In the research about promote students speaking skill by Mona Khameis (2006) with the title "Using Creative Strategies to Promote students Speaking skills". In this research, the researcher used song and puppets strategy to promote students speaking skill. By using song and puppets in conversation twice a week, it helped students to improve the language and also can increase their vocabulary. In this research the researcher used the strartegy only in the classroom.

Based on the previous study there are alot of the research about promoting speaking English outside the classroom. That showed that promoting speaking English really important to improve student speaking English. The similarities of this study is the activities of the effort in promoting speaking english. Then this research different from the previous, in this research the

researcher focus on the English Study Program Effort in promoting speaking English outside the classroom and also the implementation of promoting speaking english outside the classroom.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method used to conduct the research. It consist of design of the research, subject of the research, technique of collecting the data, instrument of the research, and data analysis technique.

a. Research Design

In this research, the researcher use qualitative approach. Acording to Abslem Strauss and Juliet C, state that the qualitative research is a kind of discovery research which is being got without statistic.[40] It means that qualitative research is kind of the research where in collecting the data without statistic. Based on C.R. Kothari qualitative approach is concerned with subjective assessment of attitudes, opinions, and behaviour. Research in such situation is function of researcher's insight and imperssion. [41] It means that in qualitative research focus on attitudes, opinions, and behavior. In this research, the researcher will collect the data on qualitative approach. This research was focus on describing the social phenomena which the researcher presented this research based on the the real data which found in the field without some addition or assumtion of the researcher.

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[40] Anslem Stauss and Juliet Corbin. 2003. *Dasar-dasar penelitian kualitatif.* Yogyakarta. Pustaka Belajar. Page : 4

[41] C.R. Kothari. 2004. *Research Methodology.* New Delhi. New Age International (P) Ltd. page.5

Deskriptive method explains the data which have correlation with fact, situation, variable and phenomenon which is happening being conducted. Gay states that descriptive method is considered appropriate to describe the present condition the research subject.[42] In this research the researcher describes the data on descriptive approach. The researcher describes English Study Program Efforts in promoting students English speaking Skill and how the implementation of the Efforts.

Furthermore, the researcher use descriptive qualitative to investigate and describe about English Study Program Effort in promoting students English speaking skill in IAIN Curup, there were some effort in promoting students speaking English skill that the researcher wanted to know. After that , the researcher present the data in qualitative manner.

b. **Subject of the Research**

The subject of the research is a source need for obtaining the information by the researcher in the study in this study to complete the required data. In this research the researcher choose head of English Study Program, Intensive English tutors, and some of students that participate at the activities. Then the researcher used purposive sampling. Acording to Suharsimi arikunto, in Purposive sampling the technique of taking samples is not based on random, regional or stratum, but

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[42] Gay, L.R. 1991. *Education Research: Competencies for analysis and application.* (third edition ohio : merrill publishing company), P.67

based on the existence of considerations that focus on specific objectives.[43] It means that purposive sampling is sampling technique where the researcher determines the sampling by setting specific characteristics that fit the purpose of the study so that it is expected to answer the research problem. the researcher considered the characteristics and formulated the category who had appropriate category as sample of this research.

These are some considerations based on this research characteristics: first the sample were participated at English Study Program, the researcher believe the subject with that criteria has more knowledge and information about the Effort that has been done by English Study Program. The sample has been long enough at English Study Program, and there were some activities that they have done, the researher believe that the data based on the real situation.

The researcher hoped they have more information about English Study Program effort in promoting students English speaking skill. So, the subjects that researcher got from English Study Program were : the head of English Study Program, intensive English tutors, and students.

c. **Technique of the Research**

In research, the data are the power, so they are important in a research. Without collecting for the data, there are no researchers. In collecting the data, it

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[43] Suharsimi Arikunto,*Poserdur Penelitian : Suatu Pendekatan Praktik, EdisiRevisi VI*, Jakarta : PT Rineka Cipta, 2006.

must be valid and give the true information. The technique of data collection of this study will collect by:

a. Observation

In collecting the data the researcher used observation. Observation data are atractive as they afford the researcher the opportunity gather 'live' and from 'live' situation. Observation of data collection in a way to see first hand the object to be examined.[44] Furtheremor, the use of observation technique according to Arikunto that observation methodi is the most effective way that is complete with blank format or observation as an instrument to obtain the object of research informmatio, so that the information obtained is true and accurate.[45]In this research observation is needed to get the information about English Study Program efforts in promoting students English speaking skill.

In this research the researcher used non-participatory observation. Non participatory observation means the observer is not directly involved in the situation being observed.[46] It means that in getting the data the researcher do observation but does not participate in the situation. The researcher does not participate in the efforts. The researcher only look the process of efforts at English Study Program. In doing observation, the

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[44] Louis cohen at al, *Research Method in Education*, (New York:Routletge Falmer, 2005), P. 322

[45] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), Cet, Ke-13, P.204.

[46] Lorraine Rumbe Guy, *Educational Research: Competencies for Analysis an Application*, Pnew Jersey: 2009), P.291

researcher see the activities of efforts in promoting students English speaking skill. In this observation, the researcher used field note as instrument to collect the data for research question.

b. Interview

Interview is a question-answer activity between one person and another person. Esteberg in sugiyono's book says that interview is a meeting of two person of exchange information and idea through question and responses, result and communication and join construction of meaning about particular topic.[47] It means that the researcher do the interview to know the information and idea from the subjects. Interview permit the researcher obtains data and compare it with the data from the observation.[48] It means that the purpose of interview is to help the researcher to know what the researcher subject thinks about the research.

In this research, The researcher used *semi- structure interview.* Catherine Dawson states that in semi-structure interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher, the researcher also wants the interview to remain flexible so that other important information can still arise.[49] It is not use the systematic interview guidance in doing the interview. Here,

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[47] *Ibid* , P. 72

[48] LR Gay and Peter Airasian, *Research Competencies for Analysis Aplication, Merill an Imprit of Prectice Hall*, New Jersey: 2000, P. 219.

[49] CatherineDawson, *Practical Research Methods* (*A User Friendly Guide to Mastering Research*), (United Kingdom : Cromwell Press, 2002), P.29

the interview guidance will not certainly used all in doing interview and the question in interview guidance can be deleted or be add it they are needed. In this research the researcher used interview to find out the efforts done by English Study Program.

In this research the researcher would interviewed the head of English Study Program, Intensive English tutors, and students who had selected as a subject of the research , the researcher used interview to get more information, In collecting data the researcher did interview with the subject based on the criteria in order to know how are the efforts implemented by English Study Program the researcher used interview guidelines and also field notes. This interview consists of some questions used to get information from the subjects.

d. Research Instrument

Depend on the above techniques for collecting data, there were instruments which the researcher used for collecting the data as follow:

1. Field Note

Field notes are the observer's record of what he or she seen, heard, experienced**,** and thought about during an observation session. They contain descriptive and reflective aspects.[50] In this research, field

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[50] Lorraine Rumble Gay, *Educational Resesrch: Competensis for analysis an Application*, (New Jersey:200 9), P. 291.

notes was used when the researcher did observation. The researcher always uses field notes in doing the observation.

In this research, the format of field note consisted of the efforts used in promoting students English speaking skill at English Study Program in IAIN Curup. When the researcher observed the Efforts, the researcher noted how the implementation of the efforts.

Table 1

The Field Note

No	Indicators	Sub Indicators	Field Notes
1.	**Intensive English Course**	a. offer intensive English course b. Improve students English level b. Bridge the gap between the previous education c. Standard of English Study Program d. Average amount is 18 hours a week e. Students intermediate level required to attend this program	
2.	**English Club**	a.Offer Englis Club b. develo the program to Enhance the students communication in English c. Advance the students general skill d. The activities are creating to develop additional communication	

		between members and students e. The students listen and speak English at the club f. The activities are interactive	
3.	**Evening Paid Course**	a. Offer TOEFL Course b. Offer IELTS Course	
4.	**Incorporate into the Course**	a. Offers course b. The students make assigments or homework c. The students talk about the topic outside the class d. Students sign each others to show that they have completed the task	
5.	**Offers Students A Range Of Strategies And Encourage Them**	a. Offer the strategy b. Use English all day Students Practice to speak English	
6.	**Set Challanges**	a. Set challanges b. Set one hour, one day, or one week all English challanges	
7.	**Hold an English Camp**	a.Offers English camp b. do the lunchtime picnic to a weekend c. Use English as the only language communication d. attendance should be focused on some activities	

2. **Interview Guidance**

The researcher must have interview guidance to indicate what question are to be asked, in what order and how much additional promting or probing is permitted.[51]interview guidance is a list of several question in interview to get the information from subject of the research. [52] it was used when the researcher interviewed the students in order to attains standardize comparable data from each respondent. All interviews must conducted in essentially the same manner.

To ensure the validity of this instrument, this instrumen was reviewed or validated by Ms. Nastiti Handayani, M.Pd. She is lecture of English Study Program. She has good quality in teaching English.

Table 2

The Interview Guidance

No	Theories	Indicators	Questions
1.	**Intensive English Course**	a. Improve students English level	1. Does the English Study Program offer Intensive English Course ? 2. Does this program improve students English level? How?
		b. Bridge the gap between the previous education	3. Does Intensive English Courses be the bridge of the gap between students previous

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[51] Chaterine Dawson , *practical research methods*, (wiltshire: cromwell press: 2002), P. 66.

[52] L.R Gay, *Educational research, competencies for analysis and application*, (Florida: florida product, 2003) P.292.

			education? How?
		c. The education standard of the university	4. Does Intensive English Courses be the standard of English Study Program at IAIN Curup? How?
		d. The average amount of English instruction is 18 hours a week,	5. How many average amount of Intensive English Courses?
		e. Students whose standard of English is below intermediate level are required to attend this program	6. Do the students intermediate level required to attend this program? How? 7. How is the procedure of Intensive English program? 8. For whom Intensive English required?
2.	**English Club**	a. Develop to enhance the student's communication in English	9. Does English Study Program Offer English Club? 10. Does English Study Program develop this program to enhance the students' communication in English? How?
		b. Advance the student's general skill in social discourse as way to develop linguistic diversity	11. Does this program advance the student's general skill in social discourse as way to develop linguistic diversity? How?
		c. The activities of the club are geared toward creating opportunities to develop additional communication amongst its members and	12. Do The activities of the club are geared toward creating opportunities to develop additional

			students		communication amongst its members and students? How?
		d.	create opportunities for students to listen to, speak english under favorable conditions.	13.	Does the club create students to listen, and speak English under favorable condition? How?
		e.	The activities are interactive and the students take the center of the stage	14.	Do the activities are interactive and the students take the center of the stage?
				15.	Does English Study Program offers the other club? What club?
3.	**Evening Paid Courses**	a.	Offers TOEFL preparatory courses	16.	Does the English Study Program offer TOEFL preparatory course?
		b.	Offers IELTS courses	17.	Does the English Study Program offers the IELTS course?
				18.	How is the procedure of TOEFL and IELTS courses?
4.	**Incorporate into the Course**	a.	Make it part of assignment or homework, such as giving everyone a particular topic	19.	Does English Study Program offer the course?
				20.	What do the students have to do in the course?
				21.	Do the students have to make assignment or homework? How?
		b.	The students have to talk about the topic outside the	22.	Do the students have to talk about

		class	the topic outside the class? How?
		c. Students sign each others list to show that they have completed the task	23. Do the students sign each others list to show that they have completed the task? How?
			24. What kind of the courses that English Study Program Offers?
			25. How is the procedure of the courses?
5.	**Offer Students a Range of strategies and encourage them**	a. Use English all day	26. Does English Study Program Offer Students a Range of strategies and encourage them?
			27. Do the students use English all day? How?
			28. What Does English Study Program do in making students use English all day?
		a. Practice in ten, five, or one minute burts.	29. Do the students practice to speak English? How?
6.	**Set Challanges**	a. Set one hour, one day, or even one week all English challenges	30. Do you set one hour, one day, or even one week all English challanges? How?
			31. What kind of English challanges that English Study Program do? How?
7.	**Hold an English Camp**	a. Lunchtime picnic to a weekend away and use English as the only language communication	32. Does English Study Program Offer English Camp?
			33. What kind of activities do in

			English Camp?
		b. Attendance should be focused on some activities.	34. Do the students have to focus on some activities? How? 35. How is the procedure of English Camp?

3. Tape Recorder

The researcher use tape recorder or voice recorder to record the interview. The adventages of using tape recorder are; a) it can concentrate on listening to what they say, b) it can be able to maintain eye contact , c) it can have a complete record of interview for analysis, including what is said and interaction between interviewer and interview. It can have plenty of useful quotation for report. After that, the record data are changed into written transcript text.[53] The use of tape recorders helps researcher to get better and more detailed data, and tape recorders also help the researcher to remember all the respondents' answers, interviews are usually done in a long time so it is impossible all the answers from the respondents can be remembered by the interviewer. Therefore the tape recorder here is very helpful for researchers.

e. Technique of Data Analysis

In qualitative research, data analysis is the process of systematically searching and arranging the interview transript, field notes other materials that

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[53] Chaterhine Dawson, *Practical Research Method*, (Wiltshire: Cromwell Press, 2002), P.66.

accumulate to increase your own understanding of them and to enable you to present it, breaking into manageable units, synthesizing it, searchimg for patterns, discovering what is important and what is to be learned, and deciding what you will tell other.[54]

The data analysis in this research are devide in several steps:

1. Collecting data, in qualitative research, when the data is collect the analysis data is not beginning. The researcher can start to analysisis of data since the researcher collects the data.

2. Managing data, this step used to organized the data from observation, interview, etc. the purpose of managing data the first is to organize the data and check it for complements, the second is to start the researcher on process of analyzing and interpreting the data.

3. Reading, reading involves reading the field notes, transcript, memos, and observer comments to get a sense of the data. The researcher reads the data to get all about the general description of data that have been got, so can know how arrange those well.

4. Reducing the data is analyzing the data by focusing, classifying, directing, and organizing, the data, so the data that will be analyze focus in promoting English speaking skill at English Study Program.

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[54] Bodgan, Robert. C. & Biklen, Sari Knopp. *Qualitative research for education: an introduction to theory and methods. Needham heights,* MA

5. Interpreting data is process in analyzing data when the researcher describe the promoting of English speaking skill applied by English Study Program

6. Concluding the data from data which have been interpreted.[55]

   The researcher concluding the data that have been got from the research.

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[55] Sugiyono. *Metode Penelitian Pendidikan.* Alfabeta. Bandung: 2009. P. 399.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings and discussion of this research

A. FINDING

In this chapter, the researcher presented the findings from observation and interview. This research had been done on April 30th until Mei 8th 2018 at English department in IAIN Curup. In implementing this research, the researcher has gotten more information concerned which related to the research question. As following the previous chapter, this study used interview.

1. English Study Program Effort in Promoting Students' Speaking English Skill

To get the data or the result, the researcher used interview. It was aimed at knowing English Study Program Effort in Promoting Students' Speaking English Skill at IAIN Curup based on the theory. The researcher used interview to 3 subjects, first, head of English Study Program, second, tutor of Intensive English Course, and third, one of HMPS member as the respondent of this research. The researcher found there were 4 efforts that English Study Program used, they were Intensive English Course, English community, a range of English strategy, and Emglish camp.

From the explanation above it show that English study program used some efforts: intensive English course, English community, a range of English trategy, and English Camp.

2. **The Implementation of English Study Program Effort in Promoting Students Speaking English Skill**

For ensuring the implementation of English Study Program Effort in Promoting Students Speaking English Skill, the researcher did observation and deep interview. It aimed to get more information about the implementation. All of total respondents for interview were 3 subjects. Based on finding, English Study Program had some ways to implement the effort in Promoting students speaking English skill.

The researcher analyze the audio conversation and field notes of the subjects which researcher got from recorder the conversation of the subjects on 11th April and 5th, 12th Mei 2019 in order to answer the question.

English Study Program offered Intensive English Course by 1) improving students English level. 2) bridge the gap between previous education. 3) the education standard of the university. 4) the average ammount of English instruction is 18 hours a week. 5) students who standard of English is bellow intermediate level are required to attend this program.

In English club, 1) develop to enhance the student's communication in English. 2) advance the student's general skill in social discourse as way to develop linguistic diversity. 3) the activities of the club are geared toward

creating opportunities to develop additional communication amongst its members and students. 4) create opportunities for students to listen, to speak English under favorable conditions. 5) the activities are interactive and the students take the centre of the stage.

In evening paid course, 1) offers TOEFL preparatory course. 2) offers IELTS course.

In incorporate into the course, 1) Make it part of assignment or homework, such as giving everyone a particular topic. 2) The students have to talk about the topic outside the class. 3) Students sign each others list to show that they have completed the task.

In offer students a range of strategies and encourage them, 1) use English all day. 2) practice in ten, five, or one minutes burts.

In hold an English camp, 1) Lunchtime picnic to a weekend away and use English as the only language communication. 2) Attendance should be focused on some activities.

a. Intensive English course

In this effort there are strategies that English Study Program have done:

1. Improve students English Level

In this effort the students intensively follow the program to improve their level, It was following :

"The students intensively follow intensive English course about four months, from Monday untill Thursday. So it is long enough for them. According to the process of learning, it must be improve the students level. It can be seen by the result of learning."[56]

It means that English study program try to improve students English level by offered intensive English course about four months.so it is long enough for the students to learn about English, such as speaking, reading, writimg, and listening. Intensive English course also can be the basic knowledge of students English skill, as following:

"Yes, this program can improve students level in English, especially students basic English skill, because English students have learned English at senior high school, but their ability is not too focus on English. This program can be the basic knowledge for the students. English skill that they have can be the foundation for them to learn to the next level. This program exactly can improve students level in English because this program particularly for students to build their basic Englishl skill."[57]

Intensive English course can improve students English level and also be the basic knowledge of English skill. It is needed to continue the learning to the next level. By this program students can develop their ability especially in speaking English.

2. Bridge the gap between the previous education

Intensive English course is the gap between students previous education. It was following:

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[56] The head of English Study Program, observation and interview result on 08/05/2019
[57] Intensive English course tutor, observation and interview result on 12/05/2019

> "Yes, this program can be the gap between students previous education, for instance before they start to continue their study to English study program, at senior high school, their ability is not to deep, intensive English course can be the gap and open their mind to remember their ability, they can aware when the lecture ask and explain to them."[58]

It means that, this program be the gapbetween students previous level, before the students continue the study to college, they have learned English at senior high school. By learning English at college make the students can practice more their English skill, because learning English at college is more complex then learning at senior high school. So they learn English at college to remember their ability.

3. The education standard of the university

     This program can be the standard of English study program. it was following :

> "Yes, this one be the standard of PBI, because this program wiil give the sertificate and it also usefull for many activities in English."[59]

That means intensive English be one of standard at English study program. After finishing this program, the students will get the sertificat that can be use for many activities.

4. The average amount of English instruction is 18 hours a week.

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[58] Intensive English course tutor, observation and interview result on 12/05/2019
[59] Intensive English course tutor, observation and interview result on 12/05/2019

The average amont of this program is 4 times a week. It was following:

"The average amount of intensive English course is 4 times a week."[60]

English study program decided the average amount of Intensive English course 4 times a week. This program also start at 07.30 Am. As following:

"Intensive English course start from Monday until Thursday, in two hours a day for every class from 07.30 to 09.00 Am."[61]

All of the students must come to the class at that time.

5. Students who standard of English is bellow intermediate level are reuired to attend this program.

The first semester students have to follow the program. It was following:

"No, because all of the first semester students have to follow this program."[62]
"All of the students have to follow this program, the students that have low level, intermediate level, and high level. Before this program done by English study program, they have to do the placement test first to place them based on their level."[63]

All of the students at the first semester must follow this program not only for the below intermediate level. And also the students have to do placement test first. It means that, English study program decide

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[60] The head of English Study Program, observation and interview result on 08/05/2019
[61] Intensive English course tutor, observation and interview result on 12/05/2019
[62] Intensive English course tutor, observation and interview result on 12/05/2019
[63] The head of English Study Program, observation and interview result on 08/05/2019

that all of the students at first semester must follow this program, not only for students who have low, intermediate, or high level, but they have to follow the placement test first to place them based on their ability.

b. English Community

In this effort there are strategies that English Study Program have done.

1. Develop to enhance the students communication in English

In this community students can increase their communication. It was following:

> "English study program offers English club and English community, now English community more active then English club."[64]
> "Yes, this community have run, but is not too active, now actively run well is English community that English study program do. It consist of 3 skills that have given in that community."[65]

In this club students can increase their communication. It was following:

> "In this program, the way to increase students communication, there are three skill have given, speaking, writing, and reading, the students will be given more learning abaout three skill that different from class in general."[66]

This program is the way to increas not only students communication ability but also the other skills such as reading, and writing. The

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[64] The head of English Study Program, observation and interview result on 08/05/2019

[65] The head of English Study Program, observation and interview result on 08/05/2019

[66] English students, observation and interview result on 11/04/2019

learning differents from learning at class in general. This program also suppport the students ability in reguler subject in class. as following:

> "Yes this program offers by English study program to support and increase students ability that uncover or not achieve yet in reguler subject. Here there are some emphases such as writing at the beginning. They make sentences, paragraph, but for the next level the writing is more emphasis on academic writing."[67]

English study program support and increas students ability by offering this program that the students not achieve in the regular subject. So by following this program students get more learning about English, especially speaking English skill and also the other skill.

2. Advance the student's general skill in social discourse as way to develop linguistic diversity

General ability is one of them develop to advance the students skill. It was folling:

> "Yes, General ability is one of them, because it is an urgent need to be fullfilled such as speaking, reading, writing, and listening skills. So with the existence of English community, it can cover that."[68]

This program is one of urgent need to develop the students general skill, by following English community the students can cover what they need to improve their skill.

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[67] The head of English Study Program, observation and interview result on 08/05/2019
[68] The head of English Study Program, observation and interview result on 08/05/2019

3. The activities of the club are geared toward creaating opportunities to develop additional communication amongst its members and students

The activities not just limited communication between members and students. It was following:

> "It depends too, not just limited communication between members and students, but beyond that their own abilities, they are required to master other skills such as speaking, reading, writing, and listening and all of skill that include in Ennglish."[69]

That means, in this community the members and students is not just communication ability that they have to develop , beside that the other skill also such as reading, writing, and listening. In that community also they can develop their confidence. as following:

> "Because from the activities, the students can develop their confidence and also the students be able to speak english in front of the people."[70]

It means that in the community the activities make the students speak in front of the other students, so by following this community continuously their confidence will developed.

4. Create opportunities for students to listen, to speak English

It depends on what skill the students learned. It was following:

> "But it depends on what skill they learned at the club. For example speaking, which of course they must speak in English such as arguing, opinion and so on."[71]

That means all depends on what skill they learned, like speaking, of course the students have to use English to speak. In the process of the club the students use English as following:

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[69] The head of English Study Program, observation and interview result on 08/05/2019
[70] English students, observation and interview result on 11/04/2019
[71] English students, observation and interview result on 11/04/2019

> "Yes, because in the process of community the students always use English, automatically the students listen and speak in English, and also should explain everything in English."[72]

Because in the process of the community the students have to use

English, so everything that the students do must use English.

5. The activities are interactive

The activites of the community are interactive. It was following:

> "of course interactive"
> "Yes of course, because in the club need feedback between the tutor and the students."[73]

It means that the activities in the community are interactive, because

there is a feedback between the students and tutor.

c. Evening Paid Courses

1. Offers TOEFL and IELTS course

English study program not offers TOEFL and IELTS yet.It was

following :

> "It has not yet, it is already implemented from UPB. Actually it was done in practicum TOEFL subject or structure 4 subject that was closer to TOEFL and IELTS."[74]

English Study Program doesn't offers TOEFL and IELTS course, it

has already done by UPB and it also offered at structure 4 subjects

but is not in course form.

d. Offers Students a Range Of Strategies and Encourage Them
1. Use English all day

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[72] The head of English Study Program, observation and interview result on 08/05/2019
[73] English students, observation and interview result on 11/04/2019
[74] The head of English Study Program, observation and interview result on 08/05/2019

English study program already do the strategies, it is English

zone. It was following.

> "It is already done by PBI, it is Englis zone, so that zone is a
> zone that requires students to use English. To strengthen , it is
> given various rules and if the students can't obbey the rules
> there is a concequences that must be accepted."[75]

English study program have carried out the English zone. It requires

the students to use English. If the students breaking the rules, there is

the punishment that the studets will get. So this strategy is useful to

make the students want to speak in English, because with the rules the

students fear to not to use English.

2. Practice in ten, five or one minute burts

English Study Program only creates the environment for the

students to practice thei skill. It was following:

> "English Study Program only creates an environment for them to
> practice in   English, so it depends on students to get it."[76]

It means that English study program doesn't decide the time ten, five,

or one minute, but English study program only creates the

environment for the students to practice, so how many times they

want to practice depend on them.

e. Set Challanges

1. Set one hour, one day, or even one week all English challanges

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[75] The head of English Study Program, observation and interview result on 08/05/2019
[76] The head of English Study Program, observation and interview result on 08/05/2019

English study program does not set the challanges, but they set the strategy, like English zone. It was following:

> "we don't set any challanges, but English Study Program try to make the strategy, like English zone to make students speak in English at English Study Program area and also English Study Program have ever offer the English Season and Art at the weekend. In English Season there some competition, like English debate, solo song, poetry, etc. In debating competition the students can increase their English especislly speaking English skil, because before they doing the debate they have to practice their speaking first.but now English Season and Art at the Weekend are not active.[77]

English study program does not offer this effort, but they try to set some strartegy to make the students want to speak in English.

f. Hold an English Camp

1. Lunchtime picnic to a weekend away and use English as the only language communication

    The activities make the students use English to speak. It was following:

    > "In the activities all the students have to use English as the only language communication."[78]

There some activities that the students do at the camp, so every activities also the students have to use English as their language communication. as following:

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[77] The head of English Study Program, observation and interview result on 08/05/2019

[78] The head of English Study Program, observation and interview result on 08/05/2019

> "There are many activities caried out at English camp, such as performing arts, it is a placa for students to develop their skills, like speaking, writing, grammar, in form of competition."[79]

In that activities the students can practice their speaking, because the activities make them speak English. So their thei skill especially speaking English will be develop.

2. Attendance should be focused on some activities

English Study Progran not focusing the activities, but give the oppennes for the students. It was following:

> "English study program not focusing the activities, but give oppennes to which one the activities that the students want to follow."[80]

English Study Program give an opportunities for the students freely to choose which one the activities that they want to follow. In following English camp the students also have to register their name, as following:

> "First, students have to register, then PBI cooperate with HMPS to create the activities, after that, students must stay at campus, because the activities start from afternoon, evening, and untill the next day."[81]

In following the camp there are some rules that the students have to do. It is important for all member to make the activities run well.

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[79] The head of English Study Program, observation and interview result on 08/05/2019
[80] The head of English Study Program, observation and interview result on 08/05/2019
[81] The head of English Study Program, observation and interview result on 08/05/2019

B. DISCUSSION

Based on the findings through the interview result, which has been described previously the researchers concluded that in promoting students speaking English skill, English Study Program used several Efforts. There were 4 efforts used by English Study Program such as intensive English course, English club and English community, offers students a range of strategies and encourage them, and English camp.

The implementation of English Study Program Effort in promoting students speaking English skill used by English Study Program, there were four efforts , such as intensive English course, English Community, Offer Students a Range of strategies and encourage them, and hold an English camp.

a. Intensive English Course

The data shows that the English study program had used this effort in promoting students speaking English skill. The students intensively follow this program about four months. By this program students can improve their ability in English such as speaking, reading, writing, and listening. This program exactly can improve students level in English because this program particularly for students to build their basic Englishl skill. Then this program also be the gap between students previous level, before the students continue the study to college, they have learned English at senior high school. Intensive English course be one of standard at English study program and The average

amont of this program is 4 times a week and all of the students at the first semester have to follow this program.

Based on the description above in accordance with the theory forward by Ahmed Saad Al Shlowiy This program aims to improve students' english level and to bridge the gap between their previous education in secondary school and the eductional stdndard of the university. Students must pass this year successfully in order to start studying in the majors. The avarage amount of english instruction is 18 our a week, Students whose standard of English is below intermediate level are required to attend this program.[82] It can be said that intensive English course is the English study program Effort that can promoting students speaking English skill.

b. English community

English Study Program offers English club and English community, but English community more active than English club. In the English community students can increase their communication ability. In that program also the students learned about English skill like speaking, reading, and writing. The learning different from the class in general,and the program support and increase the students ability that uncover or not achieve yet in the regular subject. By existance of English community the students can advance their

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[82] Ahmed Saad Al Shlowiy, *Promoting EFL Learning Outside The Classroom Through The Use Of Web-Based Technologies After The Adoption Of Blackboard In A Saudi University*, UNM Digital Respository: University Of New Mexico, 2016, p .26

general ability in English. The activities in that program is not only develop additional communication but also beyond of their communication ability. They need to master the other skill that include in English. In the process of the community the students listen and speak English and explain everything in English. The activities also are interactive.

Based on the explanation above is acordance of the theory, English club is developed to enhance the students' communication in english and advance their general skill in social discourse, as away to develop linguistic diversity at SSU. The activities of the club are geared toward creating opportunities to develop additional communication amongst its members and students in the PYP. The main goal is to create opportunities for students to listen to, speak english under favorable conditions. The activities are interactive. [83] From the explanation above It can be said that English community is the English Study Program effort in promoting students speaking English skill.

c. Evening Paid Courses

Based on the theory Saudi University also offers evening paid courses, such as TOEFL preparatory courses, IELTS courses, and IELTS Overview, for its students and the public through the community Services Office.[84] In Evening paid courses consist of TOEFL and IELTS course, but in fact English

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[83] David Barker, Encouraging *Students To Take Their Language Learning Outside The Classroom*, Jalt Hokaido Journal, 2004.P. 84.
[84] Ibid, p.26

Study Program doesn't offers TOEFL and IELTS course. It was already done by UPB and it also offered at structure 4 subjects but is not in course form.

d. Incorporate into the Course

Based on the theory One possible way arround this is to to make it part of an assignment or homework, such as giving everyone a particular topic and a list of students they have to talk about it outside the class.[85] Based on the result of the research, English Study Program doesn't offer courses. It was also already done by UPB. So the students can follow the course in UPB, not at English Study program environment.

e. Offers Students a Range Of Strategies and Encourage Them

To encourage students to speak English, English Study Program carried out English zone. It is a zone that make the students use English all day. There are the rules that the students have to obey. If the students break the rules, there is a concequences that must be accepted. English Study Program also creates the environment for the students to practice thei skill, how many times they want to practice depend on them.

Based on the explanation above it is acording to the theory, Learners are all different. For example, some students may prefer to try to use English all day, and others may like to practice in ten, five, or one minute bursts.[86] From

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[85] David Barker, Encouraging *Students To Take Their Language Learning Outside The Classroom*, Jalt Hokaido Journal, 2004.P. 84.

[86] Ibid, p.84

the explanation above It can be said that offers students a range and encourage them is the English Study Program effort in promoting students speaking English skill.

f. Set Challanges

Acording to theory The students can set one hour, one day, or even one-week All-English Challenges. Students who meet the challenge can have their names listed on a league table, receive prizes, or have their achievement recognized in any way the teacher see appropriate.[87] Based on the result of the research, English study program doesn't set challanges for the student, but English study program set the strategy to encourage students as the researcher said before, the strategy was carried out English zone. English Study Program Also have ever done some progran, such as English Season, in that program there are some competition. the students prepare their class to follow every competition decided by English study program, like debate competition, poetry, solo song. In the competition the students can increase their English especislly speaking English skil, because before they doing the debate they have to practice their speaking first. and English Study program also offers English Art for the students. But English Season and English Art are not active now.

f. Hold an English Camp

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[87] Ibid hal 84

Based on the theory, English camp can be anything from a lunchtime picnic to a weekend away, but the key point is that English will be the only language of communication. Attendance should be voluntary, and everyone should be focused on some activity (such as cooking together) so that they are using language for real communication.[88] From the explanation above It can be said that hold an English camp is the English Study Program effort in promoting students speaking English skill.

Based on the result of the research English study program have done many activities caried out at English camp, such as performing arts, it is a place for students to develop their skills, like speaking, writing, grammar, in form of competition. so every activities the students have to use English as their language communication. In that activities the students can practice their speaking, because the activities make them speak English. So their skill especially speaking English will be develop. English Study Program give an opportunities for the students freely to choose which one the activities that they want to follow.

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[88] Ibid p. 85.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a brief conclusion of the whole discussion in the previous chapter and gives recommendation based on the result of study. The conclusion below is answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. CONCLUSION

Based on the findings and discussion in chapter IV, they were conducted as following:

From seven efforts in promoting students speaking English skill there were 4 efforts that English Study Program used, there were, intensive English course, English community, Offer students a range of strategies and encourage them , and hold an English camp. English Study Program used those efforts based on the activities that have done by English Study Program at IAIN Curup.

Based on the results of the research, researcher can conclude that there are some efforts that offered by English Study Program. Some efforts such as, first, intensive English course, in this effort the students can improve the English level, be the gap between students previous study, in this effort also the students all first semester students have to follow this. Second, English Community, in this effort the students can increase their communication skill, this effort also support the

students ability in regular subject and the activities are interactive . Third, Offered students a range of strategies and encourage them, in this efforts English Study Program make the students speak English by carried out English Zone. Fourth, Hold an English camp, in the activiti of this effort the students have to use English as their language communication.

B. SUGGESTION

From the result of the students' strategies in oral test above the researcher give suggestions. There are some suggestions related to the result of the researcher which is found by researcher;

1. For the students

The students must be more diligent in learning English especially speaking English skill. Due to, the students should follow the efforts that have offered by English study program not only learn at class to make the skill increase.

2. For English Department Program

From 4 efforts that have offered by English Study program, there are 3 efforts that have not offered. The researcher hope that English Study Program also offer the 3 efforts in the next to make the students be more active in learning speaking English.

3. For the future research

This research is expected give additional informations about the the effort in promoting students English speaking skill for students. And also can

be useful as an academic reference that discuss about the English speaking skill, especially for English Learner and English Lecturer. It would be better if the next researcher try to re-analyze some efforts about promoting students English speaking skill.

APPENDICES

Script of Interview

Script of Interview With The Head of English Study Program

Question : Does English Study Program offer Intensive English Course ?

Answer   : yes (1)

Question : Does this program improve students English level? How?

Answer   : yes, The students intensively follow intensive English course   about

four months, from Monday untill Thursday. So it is long   enough   for

them. According to the process of learning, it mustbe improve   the

students level. It can be seen by the result of learning (2)

Question: Does Intensive English Courses be the bridge of the gap between students

previous education? How?

Answer   : English study program prepare all the things because this program is

applied to all new students. English Study Program prepare the students

for readiness from the four general abilities of English, such as

speaking, reading, writing, and listening for the next level.(3)

Question : Does Intensive English Courses be the standard of English Study

Program at IAIN Curup? How?

Answer   : This is not a standard, but it is an effort of English Study Program, but it

is an effort of study program to improve English language skills of

students who have diverse abilities, so this program can help them based

on their level, whether they start from elementary, pre-elementery, so

they are provided when they enter to the subject they have not been too far off and can be as expected. (4)

Question : How many average amount of Intensive English Courses?

Answer : The average amount of intensive English course is 4 times a week (5)

Question : Do the students intermediate level required to attend this program? How?

Answer : All of the students have to follow this program, the students that have low level, intermediate level, and high level. Before this program done by English study program, they have to do the placement test first to place them based on their level (6)

Question : How is the procedure of Intensive English program?

Answer : Before this program done by English study program, they have to do the placement test first to place them based on their level (7)

Question : Does English Study Program Offer English Club?

Answer : yes, English study program offers English club and English community, now English community more active then English club. this community have run, but is not too active, now actively run well is English community that English study program do. It consist of 4 skills that have given in that community (8)

Question : Does English Study Program develop this program to enhance the students' communication in English? How?

Answer : Yes this program offers by English study program to support and increase students ability that uncover or not achieve yet in reguler subject. Here there are some emphases such as writing at the beginning. They make sentences, paragraph, but for the next level the writing is more emphasis on academic writing (9)

Question : Does this program advance the student's general skill in social discourse as way to develop linguistic diversity? How?

Answer : Yes, General ability is one of them, because it is an urgent need to be fullfilled such as speaking, reading, writing, and listening skills. So with the existence of English community, it can cover that. (10)

Question : Do The activities of the club are geared toward creating opportunities to develop additional communication amongst its members and students? How?

Answer : It depends too, not just limited communication between members and students, but beyond that their own abilities, they are required to master other skills such as speaking, reading, writing, and listening and all of skill that include in Ennglish. (11)

Question : Does the club create students to listen, and speak English under favorable condition? How?

Answer : Yes, because in the process of community the students always use English, automatically the students listen and speak in English, and also should explain everything in English (12)

Question : Do the activities are interactive?

Answer   : Of course interactive (13)

Question : Does English Study Program offers the other club? What club?

Answer   :no, it does not (14)

Question : Does the English Study Program offer TOEFL preparatory course?

Answer   : It has not yet, it is already implemented from UPB. Actually it was done

in   practicum TOEFL subject or structure 4 subject that was closer to

TOEFL and IELTS. (15)

Question : Does the English Study Program offers the IELTS course?

Answer   : It has not yet, it is already implemented from UPBP (16)

Question : Does English Study Program offer the course?

Answer   : no, it does not, it is already implemented by UPB. (17)

Question : Does English Study Program Offer Students a Range of strategies and

encourage the students?

Answer   : yes (18)

Question : Do the students use English all day? How?

Answer   : It is already done by PBI, it is Englis zone, so that zone is a   zone

that requires students to use English. To strengthen , it is   given various

rules and if the students can't obbey the rules   there is a

concequences that must be accepted. (19)

Question : Do the students practice to speak English? How?

Answer : English Study Program only creates an environment for them to

practice in   English, so it depends on students to get it.(20)

Question : Do you set one hour, one day, or even one week all English challanges? How?

Answer : we don't set any challanges, but English Study Program try to   make

the strategy, like English zone to make students speak in   English   at

English Study Program area and also English Study Program have ever

offer the English Season and Art at the weekend. In English Season there

some competition, like English debate, solo song, poetry, etc. In

debating competition the students can increase their English especislly

speaking English   skil, because before they doing the debate   they

have to practice their speaking first.but now English Season and   Art at

the Weekend are not active (21)

Question : Does English Study Program Offer English Camp?

Answer : yes (22)

Question : What kind of activities do in English Camp?

Answer : There are many activities caried out at English camp, such as performing

arts, it is a placa for students to develop their skills, like speaking,

writing, grammar, in form of competition. (23)

Question : Do the students have to focus on some activities? How?

Answer : English study program not focusing the activities, but give opennes to

which one the activities that the students want to follow (24)

Question : How is the procedure of English Camp?

Answer : First, students have to register, then PBI cooperate with HMPS to create

the activities, after that, students must stay at campus, because the

activities start from afternoon, evening, and untill the next day. (25)

Script of Interview With Intensive English Course Tutor

Question : Does English Study Program offer Intensive English Course ?

Answer : yes (1)

Question : Does this program improve students English level? How?

Answer : Yes, this program can improve students level in English, especially

students basic English skill, because English students have learned

English at senior high school, but their ability is not too focus on English.

This program can be the basic knowledge for the students. English skill

that they have can be the foundation for them to learn to the next level.

This program exactly can improve students level in English because this

program particularly for students to build their basic Englishl skill (2)

Question: Does Intensive English Courses be the bridge of the gap between students

previous education? How?

Answer : Yes, this program can be the gap between students previous education, for

instance before they start to continue their study to English study

program, at senior high school, their ability is not to deep, intensive

English course can be the gap and open their mind to remember their ability, they can aware when the lecture ask and explain to them (3)

Question : Does Intensive English Courses be the standard of English Study Program at IAIN Curup? How?

Answer   : Yes, this one be the standard of PBI, because this program wiil give the sertificate and it also usefull for many activities in English (4)

Question : How many average amount of Intensive English Courses?

Answer   : Intensive English course start from Monday until Thursday, in two hours a day for every class from 07.30 to 09.00 Am (5)

Question : Do the students   intermediate level required to attend this program? How?

Answer   : No, because all of the first semester students have to follow this program (7)

Question : How is the procedure of Intensive English program?

Answer   : The procedure of intensive English course as usual,there will be manymethods used to attract students, because intensive course as an opening gate to open students insight that English is an easy and interactive. But everything depending on the tutor and how to design and assemble so that the learning is not boring. (8)

Script of Interview With Student

Question : Does English Study Program Offer English Club?

Answer   : yes (1)

Question : Does English Study Program develop this program to enhance the

students' communication in English? How?

Answer   : In this program, the way to increase students communication, there are

three skill have given, speaking, writing, and reading, the students will be

given more learning abaout three skill that different from class in general

(2)

Question : Do The activities of the club are geared toward creating opportunities to

develop additional communication amongst its members and students?

How?

Answer   : Because from the activities, the students can develop their confidence and

also the students be able to speak english in front of the people (3)

Question : Does the club create students to listen, and speak English under

favorable condition? How?

Answer   : But it depends on what skill they learned at the club. For example

speaking, which of course they must speak in English such as arguing,

opinion and so on (4)

Question : Do the activities are interactive?

Answer   : Yes of course, because in the club need feedback between the   tutor

and the students (5)

KEPUTUSAN
REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
Nomor : 728 /In.34/PP.00.9/07/2018
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II .
Mengingat	: 1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
	2.	Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
	3.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	4.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

MEMUTUSKAN:

Menetapkan

Pertama	: 1.	Sakut Anshori, M. Hum	19811020 200604 1 002
	2.	Henny Septia Utami, M.Pd	-

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

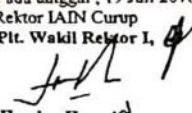|		
N A M A	:	Liza Naviri
N I M	:	14551031
JUDUL SKRIPSI	:	English Study Program Effort In Promoting Speaking English Outside The Classroom.

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 19 Juli 2018
a.n. Rektor IAIN Curup
Plt. Wakil Rektor I,

Hendra Harmi

Tembusan :
1. Pembimbing I dan II;
2. Bendahara IAIN Curup;
3. Kasubbag AK;
4. Kepala Perpustakaan IAIN;
5. Mahasiswa yang bersangkutan;
6. Arsip/Jurusan Tarbiyah

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Liza Nurni
NIM : 18551031
FAKULTAS/JURUSAN : Tarbiyah
PEMBIMBING I : Jumatul Hidayah, M.Pd
PEMBIMBING II : Henny Septia Utami, M.Pd
JUDUL SKRIPSI : English Study Program Effect in Promoting,
Students' English Speaking Skill

Kami berpendapat Bahwa skripsi ini sudah dapat diajukan untuk ujian
ALraju IAIN Curup.

Pembimbing I,

Jumatul Hidayah, M.pd
NIP. 197802 24 2003 12 2 002

Pembimbing II,

Henny Septia Utami, M.Pd
NIP.

Pembimbing I

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	05/09 2018	Membahas Background		
2	10/10 2018	Membahas Research Question		
3	24/01 2019	Membahas Teori		
4	06/02 2019	Membahas Metodologi Penelitian		
5	13/02 2019	Membahas Instrumen penelitian		
6	27/05 2019	Membahas overview		
7	12/06 2019	Membahas Chapter Y		
8	10/07 2019	Acc Munaqosah		

Pembimbing II

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	29/08 2018	Bahas Background		
2	21/09 2018	Membahas Research Question		
3	16/11 2018	Membahas Methodology		
4	21/01 2019	Instrumen penelitian		
5	28/01 2019	Footnote, interview		
6	23/03 2019	Teori yang sesuai dg Fenomena		
7	08/03 2019	Finding and discussion		
8	11/07 2019	Acc Munaqosah		

DOCUMENTATION

ENGLISH SPEAKING ZONE

INTENSIVE ENGLISH

BIBLIOGHRAPHY

The researcher's name is Liza Naviri. She was born in Garut, on August 14th 1995. She has one brother and one sister. They are Diki Adrian and Dwi Gite Putri. She is the first children of Erwin Tanero and Erda Neli. She studied at Elementary School number 23 Garut for 6 years. Then, she studied at Junior High School number 01 Lebong Sakti for 3 years. She continued her study at SMA N 03 Lebong for 3 years and finally had graduated from Institute College For Islamic Studies (IAIN) Curup for 4 years. She used to get good mark in her study since Elementary School till College.

She is a strong woman in doing everything and struggle her life. She always pray to god and doing some good efforts to get her success. She has one thinking that thinking without doing is nothing. So we must do everything with efforts and keep moving forward.