

**THE SPEEDING UP ENGLISH SPEAKING ABILITY PROGRAM
IN TWO WEEKS
(A Case Study at International English School (IES))**

THESIS

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Degree of Education in English Language Teaching

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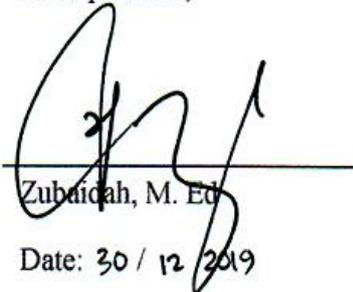
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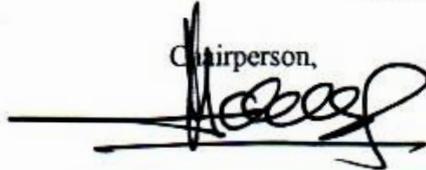
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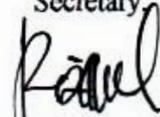
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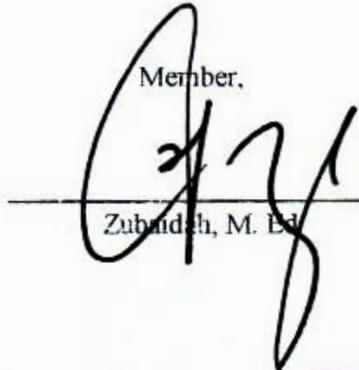
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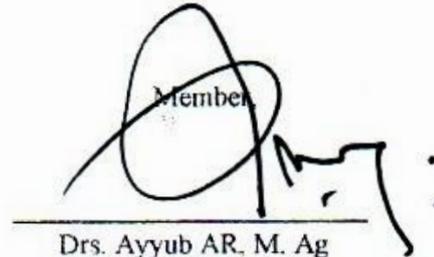
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adalah benar-benar Karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 Desember 2019

Saya yang membuat pernyataan,



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At last, she realizes that although she had made best effort, the thesis is still far from perfection. Therefore, constructive suggestions and criticism from the readers and various stakeholders for the sake of future improvement of this thesis are highly appreciated. Then, she really hopes that this thesis is able to give contribution to the readers and benefit for the teaching and learning process and it can help readers to expand their knowledge about speaking ability.

Banda Aceh, December 26th, 2019

The Writer

ABSTRACT

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Speeding up speaking is an enhancement of speaking ability which related to the students' improvement on their ability of speaking while learning English. The purpose of this study is to find out the speaking ability of the student within two weeks course at International English School (IES), Banda Aceh. This study employed both quantitative and qualitative research method with 243 students of class 2018 as the research population. There were 3 instructors and 25 students taken as the research sample through purposive sampling with the consideration the participants have completed the two weeks speaking class and they can be contacted via telephone. The data were collected through questionnaire and interview which analyzed using percentage and thematic content analysis. The result shows that the two weeks English speaking program was successful in speeding up students' speaking ability. Furthermore, there are three main teaching techniques that adopted which make this program succeeded; applying appropriate activities for the student, directing the student to do oral performance and building the students' self-confident in learning English. Thus, by practicing the activities integratedly, they increased their speaking skill as well as their confidence.

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- Appendix F Autobiography of The Writer

CHAPTER I

INTRODUCTION

A. Background of Study

Ministry of Education, as cited in Oradee (2012) states that one of the goals of teaching and learning English is to direct students to be able to use English as a tool to communicate and to gain knowledge. In the process of achieving the goal in learning English, it certainly does not escape from the role of four skills; listening, speaking, reading and writing. These skills will later facilitate the communication between people, especially the ability to speak and transfer their ideas through it.

Actually, the ability to speak English is very important because almost all of people in the world use English as an intermediary language. In this global era, many people used English as a media of communication and it makes people who come from different countries easier in making interaction and communication. Moreover, many books such as science, technology, etc. are also written in English. Then the lecturers, students, and other researches should also publish in International journals using English. Besides, in the world of international trade also uses English, especially with the presence of the MEA (ASEAN economic community). Many young adults today are also required to be able to work internationally, which of course must also be able to master English well.

In addition, as an international language, English is stipulated as a compulsory subject. It can be learned both formal or non-formal by the student. That's why it is undoubtful that many English course applies anywhere around Banda Aceh and some other places in Aceh. Meanwhile, based on preliminary research, many students have learned English in formal education, but they still find it difficult to apply English in their

daily lives. Those who want to facilitate speaking English, choose to look for additional English language learning in non-formal education such as English language courses.

According to Loredana (2017, p. 238):

Non-formal education is a loosely defined term covering various structured learning situations, such as swimming sessions for toddlers, community-based sports programs and conference style seminars, which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically takes place naturally and spontaneously as part of other activities.

In general, there are many services offering English language courses with various learning methods and strategies. However, any type of English course program offered is not separated from its purpose to facilitate communication in English. Permendikbud number 59 of 2014 as cited in Suyitno (2015) stated that the purpose of English subject in senior high schools is to develop the potential of the students to have communicative competence by using various oral and written English texts in a coherent manner.

Additionally, in Indonesia, formal education such as schools whose curriculum is set by government, English has become a compulsory subject that is begun to be taught at junior and senior high school. Anyway, the students whom had already graduated from senior high school, still unable to speak and communicate in English well. Therefore, most students take English language courses to increase their speaking and writing ability in English. Some of them take private course such as speaking class in order to be able to master all the four skill in English properly. In fact, they look very difficult when they express their ideas spontaneously. Sometimes they missed some vocabularies and they are afraid of making mistake while speaking. It is in the same hand with Solcova (2011) who states that most of students whom look for language training every year, stress of their ability in speaking and reflect themselves as terrible speaker.

From many existing course programs, the writer found that an English course program named IES (International English School) which has a different program than the other courses. The program is speeding up English speaking ability of the students within two weeks. The founder of IES claims that they can improve students' English speaking ability within two weeks. This program becomes a solution for someone who has difficulties in English especially in speaking English.

Most likely there are secrets that the course has, whether it is teaching methods, teaching materials, adequate facilities or expert teachers that make this course successful in improving students' English speaking skills within two weeks. To be honest, it is difficult for everyone to improve their speaking skill in a short time. Even some of them learn English for years but they find their speaking ability still not increase.

All of the above reasons, it has inspired the writer to conduct a research at International English School (IES). She attempted to prove whether this program can improve and speed up English speaking ability or not. Therefore, the writer compiled a study entitled “The Speeding up English Speaking Ability Program in Two weeks (a case study at International English School (IES))”.

B. Research Question

The research question for this research is:

How can the student speed up English speaking ability within two weeks course at IES?

C. The Aim of the Study

The aim of the study is stated as follow:

To find out the ability of the student within two weeks course at IES.

D. Significances of the Study

The significances of this research study are:

1. Theoretical Significances

- a. Develop knowledge in terms of methods, teaching materials, and learning models that this course has, can be adopted in the Department of English language education.
- b. The research findings can be references for further writers and researchers who conduct similar studies.

2. Practical Significance:

The result of this study is expected to benefit teachers in choosing suitable methods, teaching materials, and learning models that can be applied in English speaking classes at Department of English Language Education. This research also expected to be able to provide useful information to readers as well as a solution for those who are difficult in enhancing their English speaking ability.

E. Terminologies

1. Speeding Up

In the dictionary of Cambridge, speed up is a phrasal verb with speed which means to happen or move faster, or to make something happen. Furthermore, Farlex Dictionary of Idioms (2015) states that speeding up means to cause someone or something to increase or to accelerate in speed or rate of activity. Speeding up which the writer means in this research is the improving of students' English speaking ability after taking this program.

Language learners usually evaluate their achievement in language learning based on how well their spoken language ability improve. In speeding up spoken English, someone has to improve their fluency. According to Hughes (2002), fluency is a person's speaking ability in a way that can be understood and not break

the communication down that can cause the listeners lost their interest in what they are listening to. Moreover, Hedge (2000) declares that fluency is the ability of a speaker to give a reasonable answer by linking words and phrases, using emphasis and intonation correctly and articulating the sound clearly.

a. Speaking ability

Speaking ability is the ability of the student to speak verbally in English to convey their ideas by using the right vocabulary and correct pronunciation. According to Wallace (1978), speaking ability is oral practice have meaningful to students when they have to pay attention on what they are saying. Bailey in Nunan (2003) stated, mastering English speaking need a huge effort and it very challenging for those who learn English. When you are involved in a conversation, you cannot plan the exact sentences that you want to say. Speaking is different than reading or writing, it happens in an obvious time; mostly the person we are talking to is waiting for us to speak at that time. We cannot change or repair what we are saying.

Oral communication usually involves between two people or more in compromising meanings, it cannot be denied that oral communication is always related to the context in which this communication occurs (O'Malley & Pearce, 1996, p.59). Besides, Fauzan (2014) states that Speaking is about to manage the conversation and to speak spontaneously. For thus who learn English, to speak English in real time, to negotiate meanings, to manage the conversation, and to speak spontaneously is the challenging issues in English learning. One of the most important goals in learning English is being able to speak English. Therefore, the students can learn better on how to require the ability to converse or to express their ideas fluently and spontaneously.

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

1. Definition of Speaking Skill

Most experts define the term “speaking skill” from different point of views. Harmer (2007) states that speaking skill is the ability to speak fluently and require not only knowledge of language feature, but also the ability to process information and language ‘on the spot’. Furthermore, according to Cameron (2001), speaking skill is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understanding with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand.

In addition, Thornburry (2005) considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has to purpose or an intention that she/he wants to achieve in the interaction. Moreover, Gert and Hans (2008) claimed that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Eventhough the experts have different ideas on defining speaking skill, most of them agree that speaking skill is the ability to communicate and produce some words or sentences to express the feeling, ideas, etc. Regarding the above matter, the ideas shared

by Harmer is appropriate to this research since its aims to make English learners to be able to speak English fluently and spontaneously.

2. The Components of Speaking Skill

To be able to speak English correctly, language learner to realize that there are some components of speaking that must be mastered and understood. The component of speaking is the aspect that influences the success of an oral interaction and communication. Without mastering the speaking component, the oral communication will not take place. Vanderkevent (1990) elaborates that there are three components of speaking:

a. The Speaker

The speaker is someone who produces the sound. Speaker function as the tool in expressing opinion or feeling to the listener. The opinion and feeling will not be stated without the speaker.

b. The Listener

The listener is someone who receives the opinion or feeling from the speaker. If there have no any listener, the speaker will deliver their opinion through writing.

c. The Utterance

The utterance is the words or sentences which is produced by the speaker in stating their argument or opinion. If there have no any utterance, both the speaker and listener will use sign.

The above explanation confirms that the existence of the speaker and the listener is necessary because if one of it does not exist, the communication will not take place. Besides, the utterance also one of something crucial which connected between the speaker and the listener in oral communication.

According to Brown (2001), there are some components of speaking that must be fulfilled by the learners. These components can be used as a measurement whether someone's speaking is good or not. Those are described as follows:

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a student's competence to comprehend the entire speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, the pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

Thus, every English language learner must pay extra attention to the components of speaking skills in order to make the listener easier to catch the point when the conversation takes place.

B. Speaking Ability

1. Definition of Speaking Ability

Since the speaking ability known as one of the tools in communication from one to another, it becomes something that must be considered and practiced. Talking about speaking ability, there are many theories that proposed by the experts. As stated by Freeman in Risnadedi (2001), speaking ability more complicated than people's assumption. Learning speaking similar to learning a language where the student has to choose the right word to make the phrase and need the grammar to make it into a good sentence. While According to William O'Grady, et al (1997), speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. This theory explains that speaking ability is the students' ability to make scores in speaking by doing a presentation, where the students will make a good presentation with a good speech. Furthermore, Wallace (1978) states that speaking ability is oral practice have meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

In short, the ability of speaking skill and oral communication requires fluency, suitable vocabulary and correct pronunciation in order to make people do not misinterpretation and misunderstand what the speaker is talking about. Besides, the clarity in speaking will make the listeners easier to grasp the meaning of the information that the speaker conveys.

2. Components of Speaking Ability

In the process of improving the ability of speaking, there are aspects and qualifications that are required. Due to complete the requirement, there are some components of speaking ability should be mastered. There are some components of speaking ability that proposed by the experts:

Harris (1974) state that speaking component are pronunciation, grammar, vocabulary, fluently, self confidence.

a. Pronunciation

Harris defines pronunciation as the way in which a language is a spoken, way in which a word is pronounces. It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

b. Grammar

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

c. Vocabulary

Vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

d. Fluency

Fluency known as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

e. Self-Confidence

Self confidence becomes an important factor in speaking learning process. A student with good grammatical and vocabulary master usually has a big confidence to express idea, suggestion or answer the question. He feels like that, so he thinks he knows what will he say and how to express.

While, Richards and Willy (2002) stated that the components of speaking consist of:

1. Pitch is the quality of a sound governed by the rate of vibrations producing. The degree of highness and lowness of a tone.
2. Stress is pressure or tension that exerted on an object material.
3. Intonation is the rise and fall the voice in the speaking.
4. Gesture is the movement of part of the body especially the hands or the head in expressing idea or meaning.
5. Body language/posture is the process of nonverbal communication through conscious and unconscious gestures and movements.
6. Facial expression is a gesture which executed with facial muscles and it is very important part of communication.

Based on the explanation about the component of speaking ability, we can conclude that the components of speaking ability are something that can support someone in speed up and improve their speaking ability. Each component of speaking ability such as pronunciation will help the students to say the word, grammar and vocabulary will help the students to make a good sentence in their speech. Besides, in communication, the speaker has to master the ability to develop all of the components in order to ensure the goal of communication can be achieved. Thus, the speaker can

differentiate and determine the level of conversation that matches to the context of ongoing communication whether formal or non-formal conversation.

C. Method of teaching speaking

In teaching speaking, there are some methods that are most easy to understand. To be able to speak English perfectly as the target of English learning, there are several ways that must be considered by the teacher or the instructor in teaching speaking. Furthermore, there are several theories about the teaching methods of speaking as proposed by the expert.

Those methods are more explicitly described in Pollard's book (2008), they are:

1. Grammar Translation Method

This method focuses on studying written texts and translating them into the students' home language. It also emphasizes on learning grammar than to give attention to the pronunciation and spoken language. The major strategies implemented in GTM class are; translating a literary passage, reading comprehensive questions, finding the antonyms/synonyms of the words, cognates, deductive application of rules, filling in the blanks, memorizing vocabulary, and arranging words in simple sentences and compositions.

Since the Grammar Translation Method is an old learning method, it seems that there are English Teachers who still use this method in teaching. Furthermore, this method usually uses for the student who learn foreign language at beginner level and it is an easy method to be applied in learning process.

2. Audio-lingual Method

This method derived from of behaviorist paradigm which focuses on providing a stimulus to the students' respond; the correct of student response will be praised in order to strengthen the correct of language use and of course to reinforce discipline in learning. This method minimizes the explanations of grammar and emphasizes on repetition. Some basic strategies of this method can be found in some activities such as; memorizing the dialogue, peer dialog practicing, backward Build-up (Expansion) Drill, and Repetition Drill.

Audio-lingual method is used especially in teaching listening. This method trains the students listening skill in learning process. Furthermore, this method also called as behaviorist method teaching whereas the students are require to memorization and repetition to build their habit while learning.

3. Communicative Approach

This method is based on the theory of language acquisition that pointed out to the language use rather than the study of grammar. It emphasizes on creating situations where the students have more opportunities to say something, just like as children do in their childhood. The strategies used in this method are; authentic material, scrambled sentence, language games, picture strip story, and role play.

Communicative approach which known as communicative language teaching (CLT) use the communicative competence of the student and make them more active in communication. This method usually applies for intermediate to advanced level of the student.

4. PPP (Presentation, Practice, and Production)

This method might be similar to the audio-lingual through the use of pictures and focused learning. It can also be implemented through presentation and demonstration. The practice involves students using the target language in a controlled way. This might be implemented through drills, controlled written and speaking activities, and repetition. Production involves the students use the target language in the sentences.

Presentation, practice and production (PPP) method is the common modern methodology employed by professional schools around the world. This method of teaching is good for the student, but not every age and level can be taught using this method.

5. Task-based Learning

In this method, the lecturer prepares a task for students to do it individually or in a group on a subject or a topic that has not been studied yet in the classroom or the topic has been studied previously to strengthen their comprehension on the topic.

Task-based language learning one of teaching method which include the planning of learning materials and teaching session are based around doing task. This method treats the student to be more active in learning language in the class room and it suitable for all levels.

6. Engage-Study-Activate (ESA)

Engage refers to the getting the students' attention or interest and involving them in learning. The study involves focusing on a language point. It could be grammar, vocabulary, pronunciation or how a written text is organized. Activating refers to having students use the language in a reality context that is as close to real life as possible.

This method can be applied in teaching speaking for the young learner. The student at this early stage need something that can attract their attention to make them interested in learning.

7. Lexical Approach

This method derived from the principle that grammar and vocabulary cannot be strictly separated as is often the case in traditional teaching methods. A further notion is that language is made up of lexical items using grammar to support them rather than being made up of grammatical structures incorporating lexis.

Lexical approach is the method of teaching which emphasizes the success of the language not the accuracy of itself. In other words, the students are able to communicate with friends or others fluently using language even though their grammar is not really good. This method suitable to be applied for the beginner of language learner.

In conclusion, there are many methods of teaching speaking that are being used by the teachers in teaching as mentioned above. However, each method has its own benefits and weaknesses. Therefore, the teachers must be selective in choosing the method that is suitable to the objectives from the skills that are being taught.

D. How to Speed up Speaking Skill

In speeding up students' speaking skill, there are many things we can do as well as many articles and blogs that explain the steps that we must go through in it. Furthermore, there are many studies that have been carried out by the experts and researchers to examine how to enhance and improve speaking skill, as well as how to deal with obstacles that hinder in developing speaking skill.

Boonkit (2010) carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

Urrutia and Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills. Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve speaking skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests in order to encourage them.

To improve the speaking skill, the teacher is one of the main factors that support the development of student speaking skill. Teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners involved in the speaking activity. Teachers should praise their students to speak English. They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity

either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

Basically, in speeding up students' speaking ability, it is not only influenced by external factors (instructors), but it must be strengthened by internal factors or the student themselves. There are a lot of efforts that are used by the instructors to improve language learners' speaking ability as explained above. However, these efforts will not be successful if the language learner themselves does not attempt to make their speaking ability improve. Success in studying a language is often measured by learners' ability to speak in the language being learned. Nunan (1991) stated that speaking is an important aspect of language learning whether it is as a second or a foreign language and the success is measured by the ability of language learners to carry out conversation in the language being learned. Besides, Harmer (2007) argues that language learners use all language they know when they speak. Bachman and Palmer (2010) suggested that students should demonstrate language proficiency through a performance test. The tasks used in such an assessment should enable students to talk, to participate in a conversation, or to communicate in another context that exists in real life. Furthermore, Wah (2006) suggests that one of the techniques which is used to improve students' speaking ability is impromptu speaking. Impromptu speech, also called thinking on your feet, refers to being able to organize one's ideas quickly and speak about a subject without an advance time to prepare.

Moreover, techniques in teaching speaking holds important role to improve the speaking skill. The teaching of speaking must open up wide opportunities for learners to practice. Harmer (2007) suggests that the importance of presentation, practice, and communication/production during the teaching of speaking in order to meet the real purpose of the teaching cannot be neglected. Cahyono and Widiati (2006) highlight the importance of techniques in selecting classroom activities in a speaking class. In short, the teaching materials prepared by the language learners bring about memorization of utterances, while the teaching materials prepared by the instructors underpin spontaneous utterances. This is in line with Richards (2001), Richards and Renandya (2002), and Moore (2005) in the opinion that instructional materials should be based on the needs, interest, or even the problems experienced by the language learners to allow fluent and appropriate speech. Jones (2007) suggests that language teachers as well as the instructional materials guide students, manage students' activities, and direct learning during the language teaching and learning process.

In conclusion, to speed up students' speaking ability, the teacher must be able to choose various approaches and learning materials that are appropriate to the students' abilities. Furthermore, the teacher must be able to apply the teaching techniques and strategies that are suitable to the character of the student. The teacher also can make some commitments such as implementing a "no English no service" system to encourage the student to speak English.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, in this chapter the writer discusses about the research design, location, population and sample, data collection technique and technique of data analysis.

A. Research Design

Creswell (2014, p. 3) stated that “research design is some plans and procedures for research that span the steps from broad assumptions to detailed method of collecting and analyzing the data”. The plans and procedures including the writer strategy, methodology approach, sample of participant, the data collection technique and the technique of data analysis in conducting the research. Furthermore, this study used mixed methods to find out the result of two weeks English speaking program of International English School (IES) Banda Aceh. Mixed method means to combine both quantitative and qualitative ones, integrating the two forms of data and using distinct designs that may involve philosophical assumption and theoretical frameworks (Creswell, 2014, p. 4). Moreover, the main purpose of using mixed methods is to combine both of quantitative and qualitative data instruments. Thus, the result of quantitative data will support by the result of qualitative data.

In addition, there are two data that the writer classified in this research, primary and secondary data. Primary data is a kind of data obtained from the primary source of research subject using research instrument or data collection tools that collects data directly from subject as a source of data. The primary data is collected for the first time to examine students’ speaking ability by using questionnaires. While secondary data is a

data that obtained from one step removed from the original information, not directly from the research subject. The secondary data is collected to obtain the result in the form of teaching method that being used by the instructors while learning process. This secondary data will be collected through interview.

Furthermore, this study also used descriptive approach. The descriptive approach is data analysis which is done by collecting data, managing data and then presenting the data so that other parties can easily get a picture of the object understudy in the form of words and language. Moreover, in descriptive research design, a researcher is solely interested in describing the situation or case under his/her research study. It is a theory-based research design which is created by gather, analyze and present collected data.

B. Location

The writer conducts this research at International English School (well known as IES). IES is one of the institutions that provide English language course services located in Jl. T. Nyak Arif. No. 41A Lamnyong Baru Banda Aceh, Indonesia. The writer chooses IES as her research object because it implemented the two weeks speaking program and the place was easily accessible. The research was conducted for almost three weeks from November 27th to December 13th 2019.

C. Population and Sample

Population is the entire units that refer to the object of the research (Creswell, 2014). According to Cohen (2000), population is the large group in which a researcher wants to generalize the sample result. The populations of this research are 243 students of International English School (IES) who have took the two weeks speaking program from year 2016 to 2019.

In addition, Ary (2002) stated that sample is part of population or the representation of a population. According to Creswell (2008), a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population. After considering the time limit and the impossibility to catch all of the audience, the sample of this research is 25 students and 3 instructors. To determine the sample size as stated by Arikunto (2010), if the populations are more than 100, the sample can be taken 10-15% of it. In this research, the writer takes 10% of sample size as a representative of 243 students.

Besides, the method of sample determination, the writer uses purposive sampling technique because she has some criteria in choosing these samples. Purposive sampling is sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Furthermore, Bernard (2002) stated that the purposive sampling technique or judgment sampling is the intentional choice of participant due to the qualities that the participant have. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information based on knowledge or experience. The criteria of participants that have been setting by the writer are they have completed the two weeks speaking program at International English School and they also can be contacted via telephone.

D. Data Collection Technique

Data collection technique is a process for gathering information from different source. Creswell (2014) note, “this form of research is more simply collecting both quantitative and qualitative data, it indicates that data will be integrated, related, or mixed

at some stage of the research process". This research will be conducted by using two instruments as follow:

1. Interview

Interview is a meeting of the person face to face in formal discussion to examine qualification. According to Moleong (2002) interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interview (interviewer) is asking the interviewee that provides an answer to the question. Shrivastava (2013) stated that, interview is particularly useful for getting the story behind a participant's experience. Furthermore, Ary et al (2010) argue that, interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. Those the interview is needed to investigate whether the two weeks speaking program can speed up and improve the student's speaking ability. Interview was held to figure out what kind of strategies and teaching method that used by the instructors of IES in the two weeks speaking program which can make the students speaking skill increase.

In addition, the type of interview that being used in this research is semi-structured interview or partially structured interview. According to Rubin and Rubin (2005), semi-structured interview is a flexible interview which provide the opportunity to the interviewer to probe and expand the interviewee's responses. Besides, Hudelson (1994) stated that semi-structured interviews include a number of planed questions, but the interviewer has more freedom to modify the wording and order of questions. This type is in between the unstructured and structured interview. In this interview the area of interest is chosen and questions are formulated but the interviewer may modify the format

or questions during the interview process. Furthermore, a semi-structured interview is a flexible interview in which the interviewer does not follow a formalized list of questions. Therefore, the interviewer can change the order of questions or the way they are worded.

Moreover, there are three instructors of International English School (IES) will be interviewed. Those instructors are who have been teaching for this two weeks English speaking program. The interviewer will come to IES to meet the instructors and make an appointment for the interview. Afterwards the interviewer comeback to IES at designed time and conducted an interview. Then the interviewer records the results of the interview using recorder.

2. Questionnaire

Questionnaire is commonly used to obtain information that supporting the research. According to Kumar (2001), questionnaire is a list of written questions to be answered by respondents of a particular study. Babbie (2004) says questionnaires are used in connection with many modes of observation in social research, but they are essential to and most directly associated with survey research. Furthermore, according to Arikunto (2010), there are two types of questions in a questionnaire (opened ended and closed ended questionnaire). In opened ended questionnaire, respondents could answer the questions given by the researcher by their own word while closed ended questionnaire, the respondents asked to choose from distinct set of predefined responses.

Additionally, to obtain the valid response, the writer use both of open ended and close ended question in the questionnaire. In closed ended question, the respondent have to choose one of the answers from likert scale multiple choice question that have been provided by the writer. Whereas in open ended question, the respondent have to write the

reason of their answer of closed ended question that being chose by them. Questionnaire was held to figure out the improvement of students speaking ability after taking two weeks speaking class program. The writer will distribute the form of questionnaire through the Google Form to the 25 students who already took the program.

3. Observation

Mason (2002) defines observation as “methods of generating data which entail the researcher immersing him/herself in a research setting so that they can experience and observe at first hand a range of dimensions in and of that setting”. Observation has long been considered as an important research tool to gain insight into the process of teaching and learning particularly in a classroom setting. It has also been used in this study as the main source of data collection since it was believed that it would allow the researcher to collect live data from naturally occurring situations (Cohen et al., 2007).

In order to obtain the data, the writer observe the performance of the students who have been taken the two weeks speaking program. The students’ performance was taken on the International English School Youtube channel. Furthermore, there are 25 students will be observe in this research.

E. Technique of Data Analysis

1. Questionnaire

Since the study is designed using mix method, both qualitative and quantitative analysis were collaborate. The result of the questionnaires was analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = constant Value

2. Interview

The result for the interview will analyze using thematic content analysis.

Thematic content analysis is probably the most common method used. It aims to find common patterns across a data set. It usually follows these steps:

a. Getting familiar with the data

On this phase, the writer starts to familiarize herself with her data. She will perform some form of transcription from audio recordings

b. Generating Initial Codes (Labeling)

A code is a brief description of what is being said in the interview. The writer will organize the data into meaningful groups by giving some codes.

c. Searching for themes

Themes are broader and involve active interpretation of the codes and the data.

The writer starts by looking at her list of codes and their associated extracts and then try to collate the codes into broader themes that say something interesting about her data.

d. Reviewing themes to make sure they fit the data

The writer reviews and refines the themes. She reads through all the extracts related to the codes in order to explore if they support and fit the data.

e. Defining and naming themes

The writer names and describes each of the themes that she identified in the previous steps.

f. The write-up

On this phase, the writer would write up the results (producing the report) by includes quote from the interviewees.

3. Observation

The performance of the students will analyze by using the speaking rubric assessment by Brown (2001). The total score of speaking for each student was counted by summing up the four aspects of speaking (fluency, pronunciation, grammar and comprehension). The highest score is 20.

3. 1 Speaking Assessment Rubric

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of hi very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situation, including introductions and casual conversations about current events, as well as	Accent is intelligible though often faulty.	Can usually handle elementary construction quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subect (i.e., topics that require no specialized knowledge).

	work, family, and autobiographical information.			
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with the range on this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of this experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses the research finding which got from the data collection. The data got from distributing questionnaire and interview response will be analyzed by using certain formula. The purpose of collecting the data is to find out the ability of the students within two weeks course at International English School (IES).

A. The Analysis of Questionnaire

The data were obtained from the distribution of questionnaire to the students through Google Form. It was design to get the information about students' ability of speaking skill after taking the two weeks course. In order to find out the percentage from all answers at every question, the writer used a percentage formula as in following:

$$P = \frac{f}{n} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = constant Value

The data from the questionnaire was tabulated in the form of tables and percentages to make it easier for the readers to see the result of the questionnaires analysis. The following tables showed the percentage of the respondents' answers related to the progress that they have gained after taking the two weeks English speaking program at IES.

Table 4.1 Two weeks English speaking program is useful for me.

Answer	Students	Percentage
Strongly Agree	8	32%
Agree	16	64%
Disagree	1	4%
Strongly Disagree	0	0%
Total	25	100%

The majority of the students said that the two weeks English speaking program is useful for them in learning English. Furthermore, most of students admitted that two weeks English speaking program at IES is interesting as stated in the following table:

Table 4. 2 Learning within two weeks English speaking program is interesting.

Answer	Students	Percentage
Strongly Agree	8	32%
Agree	14	56%
Disagree	3	12%
Strongly Disagree	0	0%
Total	25	100%

Two weeks English speaking program conducted by IES also encourage student to study and practice their English properly. It can be seen the following table:

Table 4. 3 Two weeks English speaking program encourage me to practice speaking English.

Answer	Students	Percentage
Strongly Agree	15	60%
Agree	10	40%
Disagree	0	0%

Strongly Disagree	0	0%
Total	25	100%

Generally, the student admitted that they can practice their English speaking fluently to each other. As showed in the table below:

Table 4. 4 I can speak daily conversation fluently after taking this program.

Answer	Students	Percentage
Strongly Agree	8	32%
Agree	14	56%
Disagree	2	8%
Strongly Disagree	1	4% %
Total	25	100%

This program gives a very useful benefit for the learners in which they can catch the point when they speak with other people. However, some of them still have a problem in comprehending what the people said in English.

Table 4. 5 I can fully understand when people speaking in English.

Answer	Students	Percentage
Strongly Agree	2	8%
Agree	12	48%
Disagree	10	40%
Strongly Disagree	1	4% %
Total	25	100%

In speaking English, grammar is important and quite difficult to understand. This program showed its contribution in making the student to be able to use grammar in daily conversation as illustrated in the following table:

Table 4. 6 I can use grammar appropriately and accurately in daily conversation.

Answer	Students	Percentage
Strongly Agree	2	8%
Agree	14	56%
Disagree	6	24%
Strongly Disagree	3	12%
Total	25	100%

This program also plays an important role to make the student to be able to use the suitable vocabulary based on the context of speaking. It can be seen in the following table:

Table 4. 7 I can use appropriate vocabularies based on the context.

Answer	Students	Percentage
Strongly Agree	3	12%
Agree	18	72%
Disagree	3	12%
Strongly Disagree	1	4%
Total	25	100%

As stated in the following table, the two weeks English speaking program makes the students' pronunciation better than before.

Table 4. 8 This program helps me improve my pronunciation.

Answer	Students	Percentage
Strongly Agree	11	44%
Agree	13	52%
Disagree	0	0%
Strongly Disagree	1	4%
Total	25	100%

The program was capable in shaping the student to be able to express their ideas freely and confidently as showed in the table below:

Table 4. 9 After taking this program, I can express my ideas freely and confidently using English.

Answer	Students	Percentage
Strongly Agree	5	20%
Agree	17	68%%
Disagree	1	4%
Strongly Disagree	2	8%
Total	25	100%

The following table showed that the teaching method applied at IES is really effective in helping the student to master spoken English.

Table 4. 10 The teaching method is effective to help me master spoken English.

Answer	Students	Percentage
Strongly Agree	6	24%

Agree	16	64%
Disagree	1	4%
Strongly Disagree	2	8%
Total	25	100%

A large number of the students believed that the teaching methods that applied by the instructors at IES were very appropriate for them in learning English.

Table 4. 11 The methods of teaching used by the instructors are very appropriate.

Answer	Students	Percentage
Strongly Agree	6	24%
Agree	17	68%
Disagree	2	8%
Strongly Disagree	0	0%
Total	25	100%

Finally, the majority of the student highly recommended this program to the others who want to speed up their English speaking ability.

Table 4. 12 I would like to recommend this program to other people.

Answer	Students	Percentage
Strongly Agree	6	24%
Agree	17	68% %
Disagree	2	8%
Strongly Disagree	0	0%
Total	25	100%

In addition, as stated in the tables above, most of students showed their satisfaction after going through the English learning program in the two weeks.

B. The Analysis of Interview

The interview was conducted on Friday, December 13th, 2019. The writer interviewed Mr. Azhari, Ms. Icut and Ms. Suci who taught English in the two weeks speaking program. The writer asked them some questions related to the students' speaking ability and teaching methodology in the two weeks speaking program.

Before, Mr. Azhari said that this program was created by him from his experiences on teaching, reading some books of teaching methodology and learns about the development of teaching. He adopted the easier techniques of learning by the students and implements it while teaching in this program. Furthermore, he adds that this program taught integrated skills which include not only speaking skills but also reading, writing and listening skills.

Besides, the two weeks English speaking program was carried out within two weeks from Monday to Saturday. Each day the students will learn about three and a half hours. The students will study in the classroom for about one and a half hours, then they continue to study outside the classroom for two hours with the other instructor.

In addition, at the beginning of the study, the students will give some spiritual suggestions. Then continue with memorizing many vocabularies about daily activities. After mastering the vocabularies, the students asked to write their daily activities, a special story about themselves, describe their neighbor, etc. Besides, the student should present in front of the instructor what they have written. At the last of the meeting, the student should do a presentation in front of three instructors and one guest invited as the examiner. The last presentation, in this program usually called *Panel*. In the last presentation, the student will be asked fifty questions. At the end of the meeting, the student asked to write a final report.

The obstacle faced by the instructors is the lower ability of the student to capture learning English. However, after giving some motivation and spiritual suggestions, the problem can be overcome. In addition Mr. Azhari said that “all those who take this two weeks English speaking program were succeeded”. In conclusion, the two weeks English speaking program really helpful in increasing students’ speaking ability.

C. The Analysis of Observation

The students’ ability in speaking was observed using speaking rubric by Brown.

4. 13 The result of observation

Students	Fluency	Pronunciation	Grammar	Comprehension	Total Score
SH	5	5	4	5	19
MJ	5	5	3	5	18
DA	5	5	4	5	19
MR	5	5	4	5	19
EJ	5	5	5	5	20
PY	5	5	3	5	18
SA	5	5	4	5	19
CN	5	5	5	5	20
NR	5	5	5	5	20
SL	5	5	5	5	20
WA	4	5	4	5	18
OL	5	5	4	5	19
AH	5	5	5	5	20
NS	5	5	4	5	19
NW	5	5	5	5	20
PA	5	5	4	5	19
FD	5	5	5	5	20
IJ	5	5	3	5	18
ES	5	5	5	5	20
UW	5	5	4	5	19
SR	5	5	5	5	20
AJ	5	5	5	5	20
SU	5	5	5	5	20
PI	5	5	4	5	19
HA	5	5	5	5	20

The result of the observation showed that after taking the two weeks English speaking program the students performance was above the average scores.

D. Discussion

Based on the analysis of two data collections above, the writer elaborates some brief and clear explanation concerning the research data which had been obtained through questionnaire and interview. Moreover, it can be examined whether the research question of this research was answered or not. The research question is: How can the student speed up English speaking ability within two weeks course at IES?

As mentioned in the chapter two, to speed up English speaking skill, the teacher must applied some teaching techniques such as appropriate activities, demonstrate oral performance and building the students' self-confident. The writer found that, these teaching techniques have been successfully applied at International English School (IES).

Besides, based on the result of interview, IES has applied some appropriate activities for their student. The activities include memorizing the vocabularies about daily activities, then used it in describing something with freedom topic which make them comfortable. This activity also support by the result of questionnaires in the table 4. 7 and 4. 11 where the students state that they can use appropriate vocabularies based on the context and the teaching method that applied was appropriate for them.

Furthermore, the student was directed to do oral performance through presentation in front of the class. The students will speak about the topics that have chose before such as the family, the neighbor or the special stories that they experienced. This activity aimed to enhance the students' fluency in speaking and encourage them to practice English speaking skill in daily life. It can be seen in table 4. 3, 4. 4 and 4. 10 where the students showed that this kind of teaching methods that adopted at IES really help them in mastering spoken English. Moreover, the increasing of the students' speaking ability can be seen on the table 4. 13 which showed their scores based on the rubric assessment of speaking.

In addition, building students' self-confident is the main technique in increasing the students desire to learn English. One of IES goals is to build the students' self-confident in speaking English. in the result of interview, the writer found that the students given some motivation and spiritual suggestion at the beginning of study in this program. The interviewee claimed that this technique has built the students self-confident highly. The interviewee statement was proved by the result of questionnaires in the table 4. 9 where the student state that they can express their ideas freely and confidently in speaking English. Furthermore, in building students' self-confident the instructors asked the student to do impromptu speech in front of the people in public places.

In short, the writer conclude that the result of the questionnaires and interview related to the theories that have been explained before. Furthermore, the result of observation showed the students ability in speaking English. Those various teaching techniques that adopted and practiced at IES has bring them the successful in speeding up students speaking ability in a short time.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, calculating the series data and analyzing it, the writer would like to draw conclusions and give suggestions about speeding up English speaking ability

A. Conclusion

Based on the research findings and data analysis in the previous chapter, it can be concluded that the two weeks English speaking ability program at International English School (IES) was succeeded in speeding up the students' speaking ability. The successful of this program showed in the result of the questionnaires whereas the majority of the students agreed that the two weeks course at International English School (IES) was helpful in speeding up their speaking ability. Furthermore, they were agreed that the teaching method that applied at IES really helpful and appropriate for them in improving their English. Moreover, the result of observation showed the students' speaking ability really improve. Thus, the students agreed that the program worth recommended for further learners who want to increase their speaking ability in a short time.

In addition, the result of the interview, the writer found that some of the techniques and teaching methods were designed and applied integratedly in this program to make the students' speaking ability increase.

B. Suggestions

After the writer makes the conclusion of the two weeks course at the International English School (IES), she would like to present some suggestions. They are as follows:

1. The teachers were suggested to provide the topics that appropriate to the ability and the level of students at the beginning of the stage in increasing students' speaking ability.
2. It is better for the teacher to use various methods, techniques, or activities in the process of learning speaking to support the improvement of the students speaking skills.
3. Teaching student integratedly by involving all skills is necessary to be applied by all English teachers.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-440/UN.08/FTK/KP.07.6/1/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad AR, M. Ed Sebagai Pembimbing Pertama
2. Zubaidah, M. Ed Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Riska Amelia
NIM : 140203224
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Speeding Up English Speaking Ability Program in Two Weeks (A Case Study at International English School (IES))
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 14 Januari 2019

An. Rektor
Dekan,

Muslim Razali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Svehk Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
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E-mail: flk.uin@ar-raniry.ac.id Laman: flk.uin.ar-raniry.ac.id

Nomor : B-16351/Un.08/FTK.1/TL.00/11/2019

Banda Aceh, 29 November 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth

Bapak Azhari

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : RISKAMELIA
N I M : 140203224
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : XI
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. Laksamana Malahayati KM 19 Kec. Masjid Raya Kab.
Aceh Besar Desa Durung

Untuk mengumpulkan data pada

International English School (IES)

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

The Speeding Up English Speaking Ability Program in Two Weeks (A Case Study at International English School (IES))

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafa



INTERNATIONAL ENGLISH SCHOOL (IES)

Jl. T. Nyak Arief No. 41 A Lamnyong Baru Banda Aceh

HP. 082363794665 / 081360089996

SURAT KETERANGAN

Nomor: 10/IES/12/2019

Direktur International English School (IES) dengan ini menerangkan bahwa:

Nama	Riska Amelia
NIM	140203224
Fak/Jur	:Tarbiyah/Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah mengadakan penelitian/pengumpulan data pada International English School (IES) dari tanggal 18 September s/d 12 Desember 2019 dengan judul skripsi **"The Speeding Up English Speaking Ability Program In Two Weeks"**

Selanjutnya, kami pihak International English School (IES) juga meminta untuk diserahkan 1 (satu) kopian hasil penulisan penelitian yang telah dilaksanakan dan hal ini telah disetujui oleh penulis bersangkutan.

Demikian surat keterangan ini kami keluarkan, atas perhatian dan kerjasama, kami ucapkan terimakasih.

Banda Aceh, 15 Desember 2019

Direktur,

Azhari Banta Ali

Speaking Ability Questionnaire

This questionnaire is prepared to collect information about your speaking ability after taking the Two Weeks English Speaking Program at International English School (IES). After reading each statement, please checklist the answer and state your reason. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

(Kuisisioner ini disiapkan untuk mengumpulkan informasi tentang kemampuan berbicara Anda setelah mengikuti Program Two Weeks Speaking di International English School (IES). Setelah membaca setiap pernyataan dibawah ini, silakan pilih jawaban anda dengan memberi tanda centang (✓) dan nyatakan alasan Anda. Tidak ada jawaban benar atau salah untuk item-item dalam kuesioner ini. Atas kontribusinya, saya mengucapkan terimakasih).

*** Wajib**

1. **Name (Nama) ***

2. **Email**

3. **Occupation (Pekerjaan) ***

4. **1. Two Weeks English speaking program is useful for me. (Program belajar berbicara Bahasa Inggris selama dua minggu bermanfaat bagi saya). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

5. **Jelaskan mengapa anda memilih a, b, c atau d! ***

6. **2. Learning within two weeks English speaking program is interesting. (Belajar berbicara Bahasa Inggris dalam dua minggu sangat menarik). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

7. **Jelaskan mengapa anda memilih a, b, c atau d! ***

8. **3. Two weeks English speaking program encourage me to practice speaking English. (Program belajar berbicara Bahasa Inggris dalam dua minggu mendorong saya untuk berlatih berbicara Bahasa Inggris). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

9. **Jelaskan mengapa anda memilih a, b, c atau d! ***

10. **4. I can speak daily conversation fluently after taking this program. (Saya bisa melakukan percakapan sehari-hari dalam Bahasa Inggris dengan lancar setelah mengikuti program ini). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

11. **Jelaskan mengapa anda memilih a, b, c atau d! ***

12. **5. I can fully understand when people speaking in English. (Saya sepenuhnya mengerti ketika orang berbicara dalam Bahasa Inggris). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
 b. Agree (Setuju)
 c. Disagree (Tidak Setuju)
 d. Strongly disagree (Sangat Tidak Setuju)

13. **Jelaskan mengapa anda memilih a, b, c atau d! ***

14. **6. I can use grammar appropriately and accurately in daily conversation. (Saya dapat menggunakan grammar secara tepat dan akurat dalam percakapan sehari-hari). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
 b. Agree (Setuju)
 c. Disagree (Tidak Setuju)
 d. Strongly Disagree (Sangat Tidak Setuju)

15. **Jelaskan mengapa anda memilih a, b, c atau d! ***

16. **7. I can use appropriate vocabularies based on the context. (Saya dapat menggunakan kosa kata Bahasa Inggris secara tepat sesuai dengan konteks pembicaraan). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
 b. Agree (Setuju)
 c. Disagree (Tidak Setuju)
 d. Strongly Disagree (Sangat Tidak Setuju)

17. **Jelaskan mengapa anda memilih a, b, c atau d! ***

18. **8. This program helps me improve my pronunciation. (Program ini membantu saya dalam memperbaiki pengucapan kata dalam Bahasa Inggris). ***

Centang semua yang sesuai.

- a. Strongly agree (Sangat Setuju)
 b. Agree (Setuju)
 c. Disagree (Tidak Setuju)
 d. Strongly Disagree (Sangat Tidak Setuju)

19. **Jelaskan mengapa anda memilih a, b, c atau d! ***

20. **9. After taking this program, I can express my ideas freely and confidently using English. (Setelah saya mengambil program ini, saya bisa mengutarakan ide-ide saya dalam Bahasa Inggris dengan bebas dan percaya diri) ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
 b. Agree (Setuju)
 c. Disagree (Tidak Setuju)
 d. Strongly Disagree (Sangat Tidak Setuju)

21. **Jelaskan mengapa anda memilih a, b, c atau d! ***

22. **10. The teaching method is effective to help me master spoken English. (Metode pembelajarannya efektif dan membantu saya dalam menguasai Bahasa Inggris secara lisan). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
 b. Agree (Setuju)

23. **Jelaskan mengapa anda memilih a, b, c atau d! ***

24. **11. The methods of teaching used by the instructors are very appropriate. (Metode pembelajaran yang digunakan pengajar sudah sangat tepat). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

25. **Jelaskan mengapa anda memilih a, b, c atau d! ***

26. **12. I would like to recommend this program to other people. (Saya ingin merekomendasikan program ini untuk orang lain). ***

Centang semua yang sesuai.

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Disagree (Tidak Setuju)
- d. Strongly Disagree (Sangat Tidak Setuju)

27. **Jelaskan mengapa anda memilih a, b, c atau d! ***

28. **13. Explain the efforts that you made in improving speaking skills! (Jelaskan usaha-usaha apa saja yang anda lakukan dalam memperbaiki skil berbicara Bahasa Inggris anda!) ***

29. **14. What are your suggestions for improvement to this program in the future? (Apa saja saran anda untuk perbaikan program ini dimasa yang akan datang?) ***

Diberdayakan oleh



List of Questions for the Interview

1. When was IES built?
2. When the “Speaking English in Two Weeks Program” was created?
3. What is the target or the aim of this program?
4. How many students take this program in a year?
5. How many students have been successful after taking this program? What is the proof of their successful?
6. Is there any student who not achieved the objectives or the aim of the program after taking this program?
7. What are the teaching methods that have been applied in this program?
8. What are the obstacles that the instructor faces while teaching in this program?
9. Are students able to speak English spontaneously after taking this program?

AUTOBIOGRAPHY

Name : Riska Amelia
Place/date of Birth : Aceh Besar, 12 Desember 1995
Sex : Female
Religion : Islam
Nationality : Indonesia
MaritalStatus : Single
Occupation : Student
Address : Jl. Laksamana Malahayati Km. 19,5 Desa Durung Kec. Mesjid
Raya Kab. Aceh Besar

Educational Background

2002-2008 : MIN Durung
2008-2011 : MTSs Darul Ihsan
2011-2014 : SMA Negeri 5 Banda Aceh
2014-2019 : UINAr-Raniry Banda Aceh

Parent's Background

Father's Name : Rusli Ismail
Father's Occupation : Jualan
Mother's Name : Almh. Zuriati
Address : Jl. Laksamana Malahayati Km. 19,5 Desa Durung Kec. Mesjid
Raya Kab. Aceh Besar

Banda Aceh, 31 Desember 2019
The writer,

Riska Amelia