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Toast Master Roles for Speaking Fluency
By
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Abstract

In Medan First Toastmaster, the students can study English and improve their speaking skill. Because, based on the official website of Toastmasters, Toastmasters International (TI) is a non-profit educational organization that operates clubs worldwide for the purpose of helping members to improve their communication, public speaking and leadership skills. Through its thousands of member clubs, Toastmasters International offers a program of communication and leadership projects designed to help men and women learn the arts of speaking, listening, and thinking.

INTRODUCTION

Nowadays, English is an important language. We can see it from some facts, English is currently one of the most widely spoken and written language worldwide, with some 380 million native speakers. As we know that, the most of books in science, technology, literature, cinema, broadcasting, and internet in recent decades use English. So, if we want to master knowledge, we must study language, especially English.

In language, there are four skills that we need to complete our communication skill. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. They are listening skill, speaking skill, reading skill and writing skill.

Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Speaking is an interaction process between speaker and listener. In speaking, there is a process communication, which conveys message form, speaker to a listener.

Talking about speaking, many English language learners have difficulties

in learning the language. One of them is speaking English fluently. Sometimes English language learners have difficulties, maybe they are not confident. Keep in mind that in speaking there is an art. English learners are required to master the art of speaking so that your message can be understood by the listener. Moreover, how to be confident when speaking in front of many people, how to be a good speaker and listener, and so on.

Probably, not many institutions that can help English language learners to improve their ability to speak. In general, institutions provide only English conversation class in one of their programs. Whereas the ability to speak more than just talk.

In Medan First Toastmaster, the students can study English and improve their speaking skill. Because, based on the official website of Toastmasters, Toastmasters International (TI) is a non-profit educational organization that operates clubs worldwide for the purpose of helping members to improve their communication, public speaking and leadership skills. Through its thousands of member clubs, Toastmasters International offers a program of communication and leadership projects designed to help men and women learn the arts of speaking, listening, and thinking.

Ideally, if the language students have been learning English since elementary school up to college, they should be able to speak English fluently and understand the art of speech so that their message can be understood by the listener effectively. They can eliminate the sense of not confidence when speaking English in front of many people.

The Aims and The Function of Medan First Toastmasters Club

Based on the official website of Toastmasters, Toastmasters International (TI) is a non profit educational organization that operates clubs worldwide for the purpose of helping members improve their communication, public speaking and leadership skills. Through its thousands of member clubs, Toastmasters International offers a program of communication and leadership projects designed to help men and women learn the arts of speaking, listening, and thinking.

In 22 October 1924, a group of men assembled by Dr. Ralph C. Smedley met in the basement of the YMCA (Young Men's Christian Assosiation) in Santa Ana, California, U.S.A.

Smedley began working as a director of education for YMCA after he graduated from college. He observed that many of the young patrons needed 'training in the art of public speaking and in presiding over meetings' and as a director of education, Smedley wanted to help them. He decided the training format would be similar to a social club. During the early 1900s the word 'toastmaster' referred to a person who proposed the toast and introduced the speakers at a banquet. Smedley named his group 'The Toastmasters Club' because he thought it suggested a pleasant, social atmosphere appealing to young men.

Then, the seedling club blossomed, many people in other communities and even

other states began asking permission and help to start their own Toastmasters meeting. By 1930, Toastmasters became Toastmasters International.

For the supporting activity, Toastmasters International rented a series office spaces in Southern California, World Headquarters building until 1962. Over the next three decades, the number of Toastmasters grew. World Headquarters relocated in 1990 to its new building in Rancho Santa Margarita, California, about 20 miles south of Santa Ana.

Today, Toastmasters International is a non-profit organization which gives its members the opportunity to develop and improve their public speaking abilities through local club meetings, training seminars and speech contests.

This organization serves over 270,000 members in 116 countries, through its over 13.000 member clubs. A Toastmasters meeting is a learn-by-doing workshop in which participants hone their speaking and leadership skills in a friendly atmosphere. A typical group has 20 to 40 members who meet weekly, biweekly or monthly. The average meeting lasts 60 – 90 minutes.

There is no instructor in a Toastmasters meeting. Instead, members evaluate one another's presentations. This friendly feedback process is a key part of the program's success. Meeting participants also give impromptu talks on assigned topics, conduct meetings and also develop skills related to timekeeping, grammar and parliamentary procedure.

Members learn communication skills by working in the Competent Communication manual and also learn leadership skills by taking on various meeting roles. Toastmasters International has a lot of club are spared around the world, including in Indonesia, especially in Medan. Medan First Toastmasters Club is

the one club officer of Toastmasters. It is the oldest club in Medan. Medan First Toastmasters is not a classroom; it is a "learn-by-doing" workshop in which you will develop our Communication and Leadership skills among a group of friends.

According to the substance above that the aims of Medan First Toastmasters Club is to improve the language learner's performance in English speaking, especially to communicate well and bring good leadership skills as well.

Every club officer of Toastmasters offers many benefits that help people in all walks of life. We will :

1. Increase Ourselves Confidence

One of the problem of our speaking skill is self confidence. The reason why it is so terrifying is that you are performing in front of lots of people who you may or may not know well.

In Toastmasters, we practice about how can we look and feel confident when faced with the challenge of giving a presentation or speech to a large number of people.

2. Be a Better Speaker

Speaking in front on an audience is challenging for many people. While some people cannot control their nervousness, others avoid public speaking due to their lack of speaking ability. Fortunately, may join in Toastmasters is one of way to become a better speaker.

As we know, practice makes perfect, and CANI— Constant And Never Ending Improvement. So that, as a language learner, we need a community to practice our language continually. Medan First Toastmasters Club is the right place for language learner who make mistake when they speak English and to improve their performance in English speaking also.

3. Be a Better Leader

Everyone must be familiar with Muhammad saw, Soekarno,

Susilo Bambang Yudhoyono. They are the number one person in their country, they are the leader. Do you think all of the leader were born as a fantastic public speaker? Of course not. They've been trained to know that their audience and the media pay attention to them. That's why, we need to be a good speaker because we are the leader for our selves and our daily life.

4. Communicate more effectively

In Toastmasters, you will learn how to communicate more effectively. Developing good communication skills is an important part of living a fulfilled life. Effectively communicating your career, personal, and everyday needs in a way that comes across clearly, persuasively, and thoughtfully is crucial; and yet, not everyone knows how. All people can communicate, but not everyone can communicate effectively.

Effective communication is successful communication with positive feedback. Wilbur Schramm wrote what he called the condition of success in communication. The condition of success in communication, if viewed from:

1. The Message

Messages should be planned and arranged so that the audience attention. Messages must use simple words, smooth, soft, and unambiguous. Messages should use the same experience between communicator and communicant. Messages must arouse personal needs listener The message must suggest a way to get a necessary for a situation where communicant was when he was mobilized to convey the response.

2. The Communicator

If we viewed from the communicator, it has two criteria: (1) *Source credibility*, means

communicators must have expertise about the issues being discussed. (2) *Source attractiveness*. Communicators will have a strong enough appeal when he can show his participation with the communicant. Thus, effective communication tips, which can be used by everyone.

1. Be a Better Listener
2. Improve Our Presentation Skill
3. Develop Our Career
4. Hone Our Skills of Persuasion
5. Reach Our Professional And Personal Goals
6. The Role of Medan First Toastmasters Club In Improving English Performance of Language Learner in English Speaking.

There are so many definitions of role, according dictionary.die.net, role has variety of meanings:

1. The actions and activities assigned to or required or expected of a person or group
2. An actor's portrayal of someone in a play
3. What something is used for
4. Normal or customary activity of a person in a particular social setting

In addition, *Oxford Advanced Learners Dictionary* states that, role are (1) actor's part in play or (2) function or importance of something. From the definition above, role can be defined as the function or importance of something. In this case, the writer will discuss about what is the role or the importance of Medan First Toastmasters club in improve the English Language Learner's performance. Toastmasters International has a lot of club are spared around the world, including in Indonesia, especially in Medan. Medan First Toastmasters Club is the one club officer of Toastmasters. It is the oldest club in Medan. It was formed on 1st June 1998.

Every club officer has performances standards to meet, including Medan First Toastmasters club. These standards help officers in understanding their roles and help club members know what they should expect from officer. Meeting in Medan First Toastmasters club is a learn-by-doing workshop in which participants hone their speaking and leadership skills in a friendly atmosphere. A typical group has 20 to 40 members who meet weekly, biweekly or monthly. The average meeting lasts 60 – 90 minutes.

There is no instructor in a Toastmasters meeting. Instead, members evaluate one another's presentations. This friendly feedback process is a key part of the program's success. Meeting participants also give impromptu talks on assigned topics, conduct meetings and also develop skills related to timekeeping, grammar and parliamentary procedure. Members learn communication skills by working in the *Competent Communication* manual, a series of 10 self-paced speaking assignments designed to in still a basic foundation in public speaking.

Members also learn leadership skills by taking on various meeting roles and working in the *Competent Leadership* manual. In our learn-by-doing approach, we don't lecture our members about leadership skills; we give them responsibilities and mentoring to help. Then we ask them to lead.

The Club Meeting

Medan First Toastmasters club meets on a regular basis, at least 12 times a year. This club meets for two hours, from 03.00 p.m. up to 05.00 p.m. Each meeting has a structured format, with various members participating in the different roles in the meetings. The meeting is run by a *Toastmasters of the Meeting (TOM)*. There are three basic parts to the

Toastmasters meeting: The Prepared Speeches, Table Topics, and Evaluations.

In the prepared speaking portion of the meeting, several Toastmasters will give a prepared presentation or speech before the group. Speeches are usually designed to meet the requirements of one of the projects in the communication manuals. Table Topics is an extemporaneous speaking exercise where the speaker speaks "off the cuff"; that is, the speaker responds to a question or topic that is not known beforehand. The *Table Topics Master* presents the topic, calls on an individual, and then that individual has 1 to 2 minutes to respond.

The evaluation session is where feedback is provided to all members, including the speakers. The evaluation session is headed by a *General Evaluator*, who calls on individual speech evaluators to give a 2- to 3-minute evaluation of an earlier presentation. After the evaluators have finished giving their evaluations, the General Evaluator calls for the helper reports:

1. There is a *Language Evaluator/Grammarians* who notes mispronunciations and mistakes in grammar, or word repetition (e.g. "I did ... I did"), sometimes called "double clutching." In some clubs, the Grammarian will also point out positive uses of language, including nice turns of phrase, clever formulations, and especially poetic or otherwise exceptional uses of language.
2. An *Ah-Counter* keeps track of audible pauses such as "ah," "er," "um," "well," and "you know". These are also called *embolalia*, which are naturally occurring pauses or fillers in the flow of a speech.
3. The meeting's *Timer* reports how much time each speaker, table topics

responder, and evaluator took to give his or her presentation. Then the General Evaluator, or Master Evaluator, gives his or her overall evaluation of the meeting and makes recommendations of ways to improve future meetings.

In Medan First Toastmasters have an Educational Presentation in which a speaker presents an educational aspect of Toastmasters. In this club, members vote for the Best Speaker, Best Table Topics Speaker, and Best Evaluator of the meeting. This "Best [whatever]" usually gets a ribbon to keep or a travelling trophy to take with him or her until the next meeting, when he or she will have to present it to the next winner. There may also be a Vote Counter, who collects the attendants' votes for Table Topic Speaker, (Rehearsed) Speaker, Evaluator, and Program Manager. The Vote Counter may also collect written evaluations to be given to the persons who gave rehearsed speeches.

In short, in Medan First Toastmasters, we learn by participating. During Club meetings we will participate in many roles, and each one is a learning experience. If we routinely follow the club with its roles, our speaking skill will be increased and we can communicate more effectively.

English Language Learners (ELLs)

According to Wikipedia.com, learner language is the written or spoken language produced by a learner. Next, the writer tries to give the explanation about English Language Learners or ELLs.

For the purposes of this policy, English language learners are students in provincially funded English language schools whose first language is a language other than English, or is a variety of English -- *English is an international language, and many varieties of English – sometimes referred to as dialects – are spoken around*

the world. Standard English is the variety of English that is used as the language of education, law, and government in English-speaking countries. Some varieties of English are very different – not only in pronunciation or accent but also in vocabulary and sentence structure-- that is significantly different from the variety used for instruction in Ontario's schools, and who may require focused educational supports to assist them in attaining proficiency in English.

So, every English language learner is in Ontario, they are funded by government to study standard English.

National Council of Teachers of English in U.S wrote that English Language Learner is an active learner of the English language who may benefit from various types of language support programs. This term is used mainly in the U.S. to describe K-12 students.

Meanwhile according to Educational Testing Service, ELLs are students who are still developing proficiency in English. They represent one in nine students in U.S. classrooms from pre-kindergarten through grade 12, but most are concentrated in the lower grades. Collectively, they speak about 400 languages, although approximately 80 percent are native speakers of Spanish. Persons of Asian descent — primarily speakers of Mandarin, Cantonese, Hmong a Korean — account for about 5 percent of the balance of the ELL population. While most of these students are found in large urban centers, many others live in concentrations in smaller communities.

From the definition above, ELLs are students who are still developing proficiency in English and ELLs is a term that used in the U.S to describe K-12 students. In this case, the writer will discuss about the ELLs in Medan First Toastmasters Club.

People who learn a second language differ from children learning their first language in a number of ways. That is why, some institution have differ criteria for their student who want to study language in their place. Including the non-profit organization such as Toastmasters. We must be at least 18 years old to participate in Toastmasters as a member or a guest, with no exceptions. Why? Because, in this organization, we no longer discuss the basics of English, but practice the language and it can all be done by people aged 18 years or more.

Speaking

The Definition of Speaking

Orange is the name of brand of mobile network operators in France claims that 'the most naturally way to communicate is simply to speak'. It's true that most young children acquire the ability to speak quite naturally without formally being taught how to speak.

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. But, speaking isn't just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it's not speaking. So, what is speaking?.

According to Noah Webster, speaking has a variety of meanings:

1. To tell, to say, to make known or as by speaking, to declare; to announce
2. To proclaim; to celebrate
3. To use or be able to use (a given language) in speaking
4. To address

In addition, *Oxford Dictionary* states that "speaking is to make use of language in an ordinary, not singing, to state view, wishes etc or an act of spokesman.

Pollard and Liebeck say that speaking as (1) utter words in an ordinary voice (not singing), hold a conversation, make a speech; express in words, (2) use or be able to (a special language) in speaking, (3) make a polite or friendly remark.

Meanwhile, Henry G. Tarigan defines that, ..speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. Don Bryne states that, oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding.

Based on the previous five definitions, it can be defined that speaking is the the action of conveying information, knowledge and interests or expressing one's thoughts and feelings in spoken language. This skill is more complicated that it seems at the first and involves more than just pronouncing words.

Meanwhile, in the process of writing this paper, The writer has found some different terms that are associated with .speaking. from several resources that are talk, speech, oral communication, oral language and spoken language. Basically, all the five terms have similar meaning with term 'speaking'.

The Function of Speaking

Some language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards. The functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function

and requires different teaching approaches. Following are the explanations of the functions of speaking:

Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship.

Meanwhile, talk as interaction has several main features as follows:

1. Has a primarily social function
2. Reflects role relationships
3. Reflects speaker's identity
4. May be formal or casual
5. Uses conversational conventions
6. Reflects degrees of politeness
7. Employs many generic words
8. Uses conversational register

Some of the skills (involved in using talk as interaction) are:

1. Opening and closing conversation
2. Choosing topics
3. Making small-talk
4. Recounting personal incidents and experiences
5. Turn-taking
6. Using adjacency pairs
7. Interrupting
8. Reacting to others

Example of these kinds of talk is:

A student chatting to his or her professor while waiting for an elevator (polite conversation that reflects unequal power between the two participants). Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That is why some students sometimes avoid this kind of situation because they often lose for words

and feel difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

Talk as Transaction

This type of talk or speaking refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In transaction, talk is associated with other activities. For example, student may be engaged in hand-on activities (e.g. in language lesson) to explore concept associated with tenses and derivations. Anne Burns, as cited in Jack C. Richards, distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods or services, such as checking into a hotel.

Meanwhile, talk as transaction has several main features as follows:

1. It has a primarily information focus
2. The main focus is the message and not the participants
3. Participants employ communication strategies to make themselves understood
4. There may be frequent questions, repetitions, and comprehension checks
5. There may be negotiation and digression
6. Linguistic accuracy is not always important

Some of the skills involved in using talk for transactions are :

1. Explaining a need or intention

2. Describing something
3. Asking questioning
4. Confirming information
5. Justifying an opinion
6. Making suggestions
7. Clarifying understanding
8. Making comparisons

Example of these kinds of talk are:

1. Classroom group discussions and problem solving activities
2. Buying something in a shop
3. Compared with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities and role plays. It can provide a source for practicing how to use talk for sharing and obtaining information as well as for carrying out the real-world transactions.

Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

1. There is a focus on both message and audience
2. It reflects organization and sequencing
3. Form and accuracy is important
4. Language is more like written language
5. It is often monologue

Some of the skills involved in using talk as performance are:

1. Using an appropriate format
2. Presenting information in an appropriate sequence
3. Maintaining audience engagement
4. Using correct pronunciation and grammar
5. Creating an effect on the audience
6. Using appropriate vocabulary
7. Using appropriate opening and closing

It is clearly seen from the features and skill involved in using talk as performance that initially talk as performance needs to be prepared in much the same way as written text. This involves providing examples or models of speeches or oral presentation. Therefore, question such as the following are needed in order to guide this process:

1. What is the speaker purpose?
2. Who is the audience?
3. What kind of information does the audience expect
4. Is any special language used?

Speaking Skill

Speaking skill is the productive skill in the oral mode. It, like the other skills, but it is more complicated than it seems at first and this skill is more than

just pronouncing words. Speaking is combining sounds in a recognised and systematic way, according to language-specific principles, to form meaningful utterances. So, the listener understand what the speaker mean. Some of the micro-skills involved in speaking. The speakers have to:

1. Pronounce the distinctive sounds of language clearly enough so that people can distinguish them.
2. Use stress and rhythmic patterns, and intonation pattern of the language clearly enough so that people can understand what is said.
3. Use the correct forms of words. This may mean for example: changes in the tense, case, or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately

In developing students' speaking skills, it is necessary to use acceptable forms correct language. The forms involve grammar, vocabulary, pronunciation and intonation. The learners should be able to produce basic structure correctly.

The Kinds of Speaking Activities

In speaking, many activities that we can do. Some activities below are used in the classroom to promote the development of speaking in our learners.

Discussion

Maybe, The most commonly used in the speaking skill classroom activity is discussion. Because it is really useful activity for the teacher and involve the student.

According to Marianne Celce-Murcia, there are several steps that should be done by the teacher before starting the discussion activity, that are: first,

planned (versus random) grouping or pairing of students may be necessary to ensure a successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is kept on time, take note or report results. And finally, students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected.

The writer agree that the steps above are really important to do by every teacher.

Information Gap/Problem Solving

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

One type of speaking activity involves the so-called information gap- where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.

This type have many purposes such as solving a problem or collecting information and also each partner plays an important role because the task cannot be completed if the partners do not give the information the others need.

From the statement above, the writer can say that information gap and jigsaw activity are effective because everybody has the chance to talk extensively in the target language and they can exchange information each others because of the gap between them.

Speeches

Everybody knows this activity, speeches. Topics for speeches will vary depending on the level of the students and the focus of the class, but in any case, students should be given some leeway in determining the content of their talks.

In order words, the teacher can provide the structure for the speech-its theoretical genre and its time restrictions. For example asking students to tell us about an unforgettable experience you had. Allow them to talk about something that is personally meaningful while at the same time encourages narration and description.

Role Play

If the teachers and students bored with the monotony of speaking activities, probably role play activity can be an alternative. Role plays can be performed from prepared scripts, created from a set of prompt and expression or written using and consolidation knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

Conversation

One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication. The approach this activity to the student is assign the students to find a native speaker (or near-native speaker) they know and arrange to tape-record a 20-30 minutes interaction with this person. In a variation of the conversation, learners are required to tape-record an interview with native speaker on a topic of their choices and then report the result to the class.

Students' Ability in Speaking

According to Jack C. Richards and Willy A. Reynanda, there are four factors that affect student oral communication ability that are age or maturational constraints, aural medium, socio-cultural factors and affective factors. Below are the explanations of the four factors that affect student speaking skill.

a) Age or Maturational Constraints

Age is one of the most commonly cited determinant factors of

success or failure in foreign language learning. Several experts such as Krashen and Scarcella argue that acquires who begin learning a second language in early childhood through natural exposure achieves higher proficiency than those beginning as adults. Many adults fail to reach native-like proficiency in a second language. Their progress seems to level off at certain stage. This fact shows that the aging process itself may affect or limit adult learner's ability to pronounce the target language fluently with native-like pronunciation.

b) Aural Medium

The central role of listening comprehension in foreign language acquisition process is now largely accepted. It means that Listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening, which precede it. So, speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are internalized.

c) Socio-cultural Factors

Many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. Thus, to speak a language, one must know how language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner. In addition, oral communication involves a very powerful nonverbal communication system which sometimes contradicts the messages provided through the verbal listening channel.

Because of a lack of familiarity with nonverbal communication system of target language, EFL learners

usually do not know how to pick up nonverbal cues. So, it is an important point to understand that socio cultural factor is another aspect that greatly affects oral communication.

Affective Factors

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors related to foreign language learning emotions, self-esteem, empathy, anxiety, attitude and motivation. Speaking a foreign language in public, especially in front of native speakers, is often anxiety provoking.

These four factors play an important role in determining the success and the failure of student in learning speaking. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules.

The Assessment of Speaking

As most people say that testing speaking is the most complex to assess with precision. Many of teachers often feel uncomfortable when handling speaking test since it is often difficult to be objective and consistent when testing a large number of students. But it doesn't mean that speaking test can't be measured in correct way. Writer has found several resources that explain about the way to assess speaking test and its technique.

Endang Fauziati, listed three general formats for testing speaking ability that are interview, interaction with peers and responses to tape recording.

According to Harris, speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Five components are generally recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehension (an

understanding of what both the tester and the testee are talking about or the ability to respond to speech as well as to initiate it). Harris presented the sample of an oral

English rating scale that used 1-5 points. Below is the frame of Harris's oral English rating scale

| No | Criteria | Rating Scores | Comments |
|----|---------------|---------------|---|
| 1 | Pronunciation | 5 | Has few traces of foreign language |
| | | 4 | Always intelligible, though one is conscious of a definite accent |
| | | 3 | Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding |
| | | 2 | Very hard to understand because of pronunciation problem, most frequently be asked to repeat |
| | | 1 | Pronunciation problem to serve as to make speech virtually unintelligible |
| 2 | Grammar | 5 | Make few (if any) noticeable errors of grammar and word order |
| | | 4 | Occasionally makes grammatical and or word orders errors that do not, however obscure meaning |
| | | 3 | Make frequent errors of grammar and word order, which occasionally obscure meaning |
| | | 2 | grammar and word order errors make comprehension difficult, must often rephrases sentence and or rest rich himself to basic pattern |
| | | 1 | Errors in grammar and word order, so, severe as to make speech virtually unintelligible |
| 3 | Vocabulary | 5 | Use of vocabulary and idioms is virtually that of native speaker |

| | | | |
|---|---------------|---|--|
| | | 4 | Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities |
| | | 3 | Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary |
| | | 2 | Misuse of words and very limited vocabulary makes comprehension quite difficult |
| | | 1 | Vocabulary limitation so extreme as to make conversation virtually impossible |
| 4 | Fluency | 5 | Speech as fluent and efforts less as that of native speaker |
| | | 4 | Speed of speech seems to be slightly affected by language problem |
| | | 3 | Speed and fluency are rather strongly affected by language problem |
| | | 2 | Usually hesitant, often forced into silence by language limitation |
| | | 1 | Speech is so halting and fragmentary as to make conversation virtually impossible |
| 5 | Comprehension | 5 | Appears to understand everything without difficulty |
| | | 4 | Understand nearly everything at normal speed although occasionally repetition may be necessary |
| | | 3 | Understand most of what is said at slower than normal speed without repetition |
| | | 2 | Has great difficulty following what is said can comprehend only .social conversation. Spoken slowly and with frequent repetition |
| | | 1 | Can not be said to understand even simple conversational English |

The oral ability test divided into five elements; pronunciation, grammar, vocabulary, fluency, and comprehension. Each element's characteristics are then defined into five short behavioral statements as stated in the frames above. This helps to make the test reliable, since it avoids subjectivity because it provides clear, precise and mutually exclusive behavioral statements for each point of the scale. The characteristics of each student's speaking ability whether they achieve 1,2,3,4 or 5 score. Then, it can easily calculate the score. The amount of maximum scores gained is 25. It is gained from the five elements of speaking as stated above.

Probably, the technique of assessment can help the English teacher to get the score of the student in speaking skill classroom. Toastmasters International has a lot of club are spread around the world, including in Indonesia, especially in Medan. Medan has 9 Toastmasters club, one of them is Medan First Toastmasters Club. Medan First Toastmasters Club is the oldest club in Medan. It established on 1st June 1998 and located on Jl. Dr. Mansur, No. 1 Medan 20245, YPIIA Building, Lab Room (2nd floor).

Actually, to build this club is not easy as we think. We need somebody who really care in public speaking. Mr. Gunung Gea is a man who really care about that. Then, he formed this club and he became the founding father of this club, but when I interviewed him on (14 March 2012, 21.44 pm, via email) he said that Toastmasters club does not have founding father but it has Individual Sponsors, and Club sponsors. The individual sponsors of Medan First are M. Hesti Tarekat and Ms. Maimunah Natasya. The Club sponsor is Jakarta Toastmasters Club. He continued that every club has "Founding Members", all the chartered members and chartered

members mean all registered members when a new club is found.

In Toastmasters International data base, Medan First Toastmaster registered as 5404 club, 87 district and Division area H-1.

Mission

The mission of a Toastmasters club is to provide a mutually supportive and positive learning environment in which every individual member has the opportunity to develop oral communication and leadership skills, which in turn foster self-confidence and personal growth.

Structure of Organization

The Executive Committee of Medan First Toastmasters Club in 2011-2012 are:

1. President

As a president of club, he/she are responsible for providing the supportive club environment members need to fulfil their self-development goals, making sure that members benefit from the Toastmasters educational program, and helping the club recruit new members and retain current ones. Medan First Toastmasters Club is headed by a president, Ninda T.M Sihombing, CC.

Vice President Education

A vice president education are responsible for providing and maintaining the positive environment and the programs through which members can learn and grow. If a Vice President Education do her/his job well, the club will have satisfied members and will continue to grow. The Vice President Education of Medan First Toastmasters Club is Nazly Aryanti, CC.

Vice President Membership

As vice president membership are responsible for building

membership and ensuring a strong membership base by satisfying the needs of all members. The efforts of Vice President Membership contributes to the success of the club. The Vice President Membership of Medan First Toastmasters Club is Arief Aura Hasby, TM

Vice President Public Relations

As vice president public relations are responsible for coordinating an active public relations and publicity program. This job is vital to the growth and success of the club; The **Vice President Public Relations** efforts help to attract new members. The Vice President Public Relations of Medan First Toastmasters Club is Anggreni Hasugian, TM.

Secretary

As secretary are responsible for keeping clear and accurate records of club business, including membership records and correspondence with Toastmasters International's World Headquarters and others. The secretary of Medan First Toastmasters Club is Sherry Panggabean, TM.

Treasurer

As treasurer are responsible for keeping clear and accurate financial records of club business and for seeing that the club remains financially stable. The Treasurer of Medan First Toastmasters Club is Dosmaria Naibaho, TM.

Sergeant at Arms

As the sergeant at arms are responsible for maintaining club properties, arranging the meeting room and welcoming members and guests at each meeting. The Sergeant at Arms of Medan First Toastmasters Club is Ali Bangun Gea, TM

Meeting Hours

Medan First
Toastmasters Club meets every 1st and 3rd Saturday, 03.00 pm-05.00 pm.

The Facilities

Actually, Medan First Toastmasters Club does not have a permanent building for their meeting room, but since the first time of Medan First Toastmasters Club is established, the laboratory room of YPPIA building rented during a year as a place for The Medan First Toastmasters Club's meeting room.

Based on the statement of President of Medan First Toastmasters Club, Ninda said that they rented the laboratory of YPPI for 2.4 million/year IDR. The money comes from the meeting fee 15,000 IDR each member or guest (non member of the club). So, all of the facilities are available, include white board, eraser, some chitose chairs, AC, and table.

Programs

The Toastmasters program is not a college, school, or other formal course in public speaking. We will not find the instructors, lecturer or professors. In Toastmasters, members learn by studying the manuals, practicing, and helping one another.

To encourage the language learner performance in speaking, Toastmasters International have arranged some programs, named Educational Program. Every member has join this club, they will get two manual books, these books sent from Toastmasters International's staff directly. These books will help language learner to be a good speaker, listener and leader.

The educational program is the heart of every Toastmasters club. It provides members with a proven curriculum that develops communication and leadership skills one step at a time, with many opportunities for awards and recognition along the way. The

communication and leadership tracks are not mutually exclusive; we may participate in both at the same time, if we wish.

- Our progress along each track by working through a series of manuals, each of which offers a set of carefully crafted projects to complete.
- Each project includes an evaluation guide, which gives club members an easy way to provide immediate feedback as the project is completed.
- Once you become a member, you can begin the educational program right away.

Here, the writer will explain to you, what are the contents of manual books, Competent Communication and Competent Leadership manual?

- **Competent Communication Manual**

Members who wish to focus on communication skills begin with the *Competent Communication* manual that is included in the New Member Kit. Once they have completed this manual, they can progress to the *Advanced Communication Series*.

The manual has 10 speech projects, each designed to help us develop our speaking skills one step at a time. Every project builds upon what we have learned in the preceding project, so member should present the speeches in numerical order. We will begin with 'The Ice Breaker' speech. It will be our first speech and this project very easy—we just talking about ourselves. In the next speeches, we will learn the importance of organization, speech purpose, proper word usage, body language, and vocal variety. After we deliver our speech, an evaluator will give us verbal and written feedback on our manual book.

This manual teaches us the basic of public speaking. After we finish all of the projects, We are eligible for

Competent Communicator (CC) recognition. Complete the CC application in the manual and ask our vice president education to submit it online to World Headquarters. We will receive a CC certificate and, if this is our first CC award, and we can began to enhancing our basic speaking skills with the *Advanced Communication Series* manuals.

In the *Advanced Communication Series* manuals, where we will refine and enhance our speaking skills and become eligible for Advanced Communicator Bronze (ACB), Advanced Communicator Silver (ACS) and Advanced Communicator Gold (ACG) recognition. There are 15 manuals, each containing five speech projects. Many of the manuals are career-oriented, such as public relations and technical speeches, while others topics such as interpersonal communication, humor and storytelling. We choose the manuals we want to complete and the skills we want to learn.

Competent Leadership Manual

In Toastmasters club, we will learn more than just communication skills, but also we will build leadership skills if we complete the 10 projects in the *Competent Leadership* manual. It features 10 projects, which we complete while serving in various club meeting roles.

An evaluator will give us feedback on each project, helping us to improve. When we complete the manual, we are eligible for Competent Leader recognition. Complete the CL application in the manual and ask our vice president education to submit it online to World Headquarters. We will receive a CL certificate.

After earning the CL award we can further refine and develop our leadership skills by working in the advanced leader program. Members

working in this program are eligible for Advanced Leader Bronze (ALB) and Advanced Leader Silver (ALS) recognition.

As the writer said in previous, The programs are not mutually exclusive. We may work in both programs or tracks at the same time. The ultimate recognition is the *Distinguished Toastmaster* award, given to those who have worked in both tracks.

Registration

Joining is as easy as 1-2-3.

The writer show you three steps to register:

Step 1: Visit a local Toastmasters club. You can find the club near by you by using the website, toastmasters.org and click *meeting location tool*. Each group has a different personality—you may wish to visit more than one. In Medan First TMC, visitor must pay 15,000 IDR and you may return as often as you like.

Step 2: At the meeting, ask the vice president membership for a membership application and fill it out.

Step 3: Give your application and dues to the vice president membership at the club. The club officer will send your application fees to Toastmasters' World Headquarters. Your New Member Kit should arrive in the mail in about two weeks (kits outside of the U.S. may take longer).

Payment

Membership is affordable—a great value that can change your life without costing your life's saving. In Medan First TMC, It cost only:

- \$36 (New member fee)
- \$36 (Dues before April and October)

The Activities of Medan First Toastmasters Club

There are a lot of activities in Medan First Toastmasters Club such as, regular meeting every first and third on Saturday, speech contest every once a year, convention every once a year, training leadership every twice a year.

In Toastmasters, they have four speech contest every once a year, it start from July to June. In a half year, Toastmasters Club have two speech contests. They are Humorous Speech Contest and Evaluation Speech Contest. It starts on September or October. In other a half year, Toastmasters Club have two speech contest also, they are International Speech Contest and Table Topic Speech Contest. It starts from March.

Another activities in Medan First Toastmasters Club are Conferences and Convention. Twice a year every districts holds a conference and clubs and members are encouraged to attend. Most conferences offer educational seminars on speaking and leadership topics and offer training for club officer.

For regular meeting, Medan First Toastmasters Club has a meeting agenda. I attached the printout of meeting agenda behind this observation sheet. Every meeting, it always has special theme and some words of the day. At January 7, 2012, Medan First Toastmaster Club's theme was Three Wishes and for word of the day are achieved and experience.

Furthermore, the meeting was opened by President of Medan First Toastmaster Club, but that day, the President, Ninda Tane Sihombing, TM did not come, so, she succeeded by her secretary, Sherry Panggabean, TM. She gave the welcoming speech and introduced the guests. After that, She turned the show to M. Adly Ilyas, ACB, ALB as a Toastmaster of Meeting. Throughout the

meeting, The Toastmaster of Meeting would be handling by Adly. Adly began to introduce his team, one by one. His team consists of Timer, Ah Counter, Ballot Counter and Language Evaluator. He called the timer and the timer came to in front of to the class and introduce her duty to the audience, and so on with the other, Ah Counter, Ballot Counter and Language Evaluator.

Next agenda, the meeting proceed to the first session. In this session, It called Table Topic session. Before it began, Adly was introduce who the Table Topic Master is. "Table Topics" is an extemporaneous speaking exercise where the speaker speaks "off the cuff"; that is, the speaker responds to a question or topic that is not known beforehand. The Table Topics Master presents the topic, calls on an individual, and then that individual has 1 to 2 minutes to respond. In Table Topic Session, every speaker suggested to use one of word of the day in their speech. After the speaker delivered their speech, the timer reported the time that speaker use it and the listeners choose their favourite speaker by writing the name of table topic speaker in the paper that has been provided, after that, the ballot counter will collect the paper and announce the favourite speaker in the end of the meeting. In the end of the first session, Toastmaster of Meeting closed the table topic session by choose one of the member who want to deliver the joke in front of the class and after get laugh, all of participant can get the coffee break.

Prepared Speech, it is the second session. Here, the member who has prepared their project of toastmaster program, will perform their speech. Nurul Fauziah, TM with her first project related to the Ice Breaker, her title was I'm Not a Nerd Girl, she has 4 to 6 minutes to speech. Farida Lubis, CC, ALB, with her fifth advance project related to Bringing Story to

The Life, her title was The Power of Love Habibi. She has 7 to 9 minutes, and Ruli Rusli, CC, CL with her fourth advance project related to The Touching Story, her title was A Sunday July, she has 6 to 8 minutes. As the first session, in the end of session, timer reported the time the member spent it, and the audience choose the favourite speaker, after that ballot counter will collect the paper.

In third session, we called Evaluations, The evaluation session is where feedback is provided to all members, including the speakers. The evaluation session is headed by a *General Evaluator*, who calls on individual speech evaluators to give a 2- to 3-minute evaluation of an earlier presentation. According meeting agenda, Nurul Fauziah evaluated by Dini Sriwati, ACG, ALS, Farida Lubis evaluated by Sukiman Saragih, ACB, ALB. Ruli Rusli evaluated by Boy Henry, ACB, ALB. As two sessions before, each members vote for Best Evaluator of the meeting. After the evaluators have finished giving their evaluations, the General Evaluator calls for the helper reports: An *Ah-Counter* keeps track of audible pauses such as "ah," "er," "um," "well," and "you know". These are also called *embolalia*, which are naturally occurring pauses or fillers in the flow of a speech.

And also, General Evaluator calls a Language Evaluator who notes mispronunciations and mistakes in grammar. The Language Evaluator will also point out positive uses of language, including nice turns of phrase, clever formulations, and especially poetic or otherwise exceptional uses of language.

Next, after language evaluator finished his evaluation, it is time to General Evaluator to convey her evaluation, she evaluated the whole of things, the agenda, the condition of room, the performance of speaker, and others.

Now, Ballot Counter's report, He announced the favourite table topic speaker, favourite speaker and the favourite evaluator. And all of the favourite usually get a little price from the executive committees.

Before the closing of meeting, The Toastmaster of Meeting invite some guest (not member) who came to this meeting, to gave a comment about the meeting. In the end, closing by President of Medan First Toastmasters Club.

The Problem that Faced by Medan First Toastmasters Club in Improving The Performances of English Language Learner in English Speaking

Actually, nobody is perfect, including an organization. Medan First Toastmasters Club also has a problem in improving the performance of English Language Learner in English Speaking.

According to Ninda Tane Sihombing, CC (Saturday, 17 March 2012, 05.47pm) , as a president Medan First Toastmasters Club, the problem that faced by Medan First Toastmasters Club is the lack of senior member. "We had lack of senior member, we need senior member to guide the new member, give them some advice about their speech" said Ninda. Senior members who have much experience in Toastmasters, so They are expected to guide and evaluate the younger members.

As we know, in Medan First Toastmasters Club doesn't have teachers, instructors, or professors. In Toastmasters, members learn by studying the manuals, practicing and helping one another. Hence, the senior members really needed by the young members in every meeting.

Another problem that faced by Medan First Toastmaster Club is delayed delivery of the manuals to address members. Normally, after They register as a new member, then the secretary submit the member's data and fees to the

Toastmasters' World Headquarter, They New Member Kit should arrive in the mail in about two weeks (kits outside of the U.S. may take longer), but sometimes, one of The Executive Officer miswrite when fill out the address and submit it to Toastmasters' World Headquarter. Consequently, the manual books and the magazines do not arrive on time, even do not arrive to the right address of member.

For furthermore information about Toastmasters, we can not find the current headquarter in Indonesia or especially in Medan. Every club in Toastmasters doesn't have current headquarters, they only have a current room or place to held the regular meeting that they rent it for a year. Medan First Toastmasters club doesn't have a current headquarter or office, it only has a current place (YPPIA Lab. Room) to held their regular meeting. Toastmasters International only have a current headquarters, in 23182 Arroyo Vista Rancho Santa Margarita, California 92688, Amerika Serikat (949) 858-8255. So, if we want to know about Toastmasters, we can click the website and find the club in your town.

As The writer explained earlier, Medan First Toastmasters club doesn't have a current headquarter but It has a current place (YPPIA Lab. Room) to held the regular meeting. The writer think, the place also effect for the performance of speaker. YPPIA Lab. Room is a great place, they have a half round, group of seats in curved for audience. The audience can see the speaker clearly, and the other space for speaker. The speaker is free for express their speech.

The Members Reason for Join Medan First Toastmasters Club

Some people do something for a reason, including join in Medan First Toastmasters Club. I

have interviewed a few members and asked why they join in this club.

According to Anggreni Hasugian, (06 March 2012, 05.43 pm, via email) she was one of the member of this club, she said that she joined in it, because she want to add her English language skills.

Another members have different reasons such as Fauziah Kurniawaty (Saturday, 3 March 2012, 22.45 pm.), "Well, this place the only place I familiar than the others club. Even before I join as a member, I thought that Medan First Toastmasters Club only available in YPPIA Dr. Mansyur". Maybe, for the first time, she only knew the Medan First Toastmaster Club, that's why, she joined in Medan First Toastmasters Club.

The reason of Fauziah was about the only one place that she knew, while The reason of Ali Bangun Gea was about the time of meeting (Tuesday, 06 March 2012, 00.46 pm) He said that he only had time on Saturday so that he can attend to the regular meeting of Medan First Toastmasters Club. "Because I have time in Saturday to attend Toastmasters meeting".

Furthermore, Nazly Arfiyanti Siburian (Kamis, 15 March 2012, 07.17 pm), she join in this club because to get more experience, to expand the relationship and to get knowledge of English.

Some of member have different background. They work in a corporate environment, lecturer, housewife, student, retiree, or another background. For a worker, they join in Toastmasters to improve their speaking skill and also the certificate from Toastmasters are useful if they

want to increase they carrier level. For a student, Toastmasters help them to improve their speaking skill also and It is really helpful to answer the interview when they apply scholarship.

Medan First Toastmasters Club is not an ordinary speaking club. It is different from another speaking club. According to Gunung Gea (Wednesday, 14 March 2012, 21.44 pm) who one of the ex-Executive Officer of Medan First Toastmasters Club, he was also a senior member, "The purpose of establishment of Medan First Toastmasters in Medan, because to cater the needs of the community in Medan to get international level education/training in public speaking and communication" said Mr. Gunung Gea.

Now, Medan First Toastmasters Club exists for everybody who want to develop communication and leadership skills among a group of friends, people who are there for the same reason you are.

Toastmasters Club is the club that has a complete concept for their educational program, very complete. We are as a member or The Executive Officer only follow the perfect concept that they had. The concept can accessed at their website, just click here and here, we can get many information in it, whereas we become the member, we will get many benefits from it.

Fortunately, We can adopt the concept for our speaking club, however, it will be better, if we can establishment another Toastmasters Club at our campus, school, or somewhere. The more, Toastmasters clubs are established,

the more English Learner who master in English Speaking.

CONCLUSION

Medan First Toastmaster Club has many activities to encourage the members to be a good speaker and leader, they are regular meeting every 1st and 3rd Saturday, at 03.00 pm, and speech contest every once a year, convention every once a year, training leadership every twice a year.

The problem that faced by Medan First Toastmasters Club is the lack of senior member. Senior members who have much experience in Toastmasters, so They are expected to guide and evaluate the younger members. Another problem that faced by Medan First Toastmaster Club is delayed delivery of the manuals to address members. Normally, after They register as a new member, then the secretary submit the member's data and fees to the Toastmasters' World Headquarter, They New Member Kit should arrive in the mail in about two weeks.

The main reason that the writer can conclude from The Members of Medan First Toastmasters are they want to be a good speaker and leader by join in Medan First Toastmasters Club and also about the time, The writer think Saturday is the right day to held this meeting, because most of members have a free time in this day.

Some members join in this club as the right place for their practice their English. When we enter to a community or club with the same purpose, we will achieve our dreams to be good public speaker and leader affectively and many friends will help you.

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