THESIS

PUBLIC SPEAKING PROGRAM IN BILINGUAL CLASS AT MAN 2 KUDUS Submitted in Partial Fulfillment of the Requirement for Degree of

Bachelor of Education in English Education Department



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Title	: Public Speaking Program in Bilingual Class
	at MAN 2 Kudus
Writer	: Weny Fitriana
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This study aimed at describing the implementation of public speaking program in the bilingual class of tenth grade students at MAN 2 Kudus. It is a qualitative study in which observation, interview, and docummentation were used as collecting data technique. This study involved ninety paticipants of tenth grade students of bilingual class and the teachers in public speaking program; and triangulation technique was used in analyzing data to present valid data. The research finding showed that there were several stages in conducting public speaking program, those were opening, speech, vocabulary building, conversation and closing. In speech activity students passed several stages; research phase, demonstration phase and reflecting phase. The teacher acted several roles in public speaking program; resource, prompter, organizer, participant, tutor and feedback provider. The materials given in public speaking program were suited with the curriculum and provided speaking practice for students. The students in public speaking program had a good participation in which they actively participate in all the activities given. The implications of this research was to provide rich information and functions as a reference for educational practitioners and researchers in Indonesia in teaching speaking through the public speaking program by regarding the stages implemented in this research finding.

Keywords: Public Speaking, Teaching Speaking.

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CHAPTER I INTRODUCTION

This thesis aims at describing the implementation and evaluation process of the public speaking program in tenth grade students of bilingual class at MAN 2 Kudus. This chapter discusses the background of the study, the purpose of the study, the scope of the study, research method, significances of the study, clarification of the terms and thesis organization.

A. Background of Study

Language is a system of arbitrary vocal symbols used for human communication.¹ Communication means language allows people to say things to each other and express their communicative needs. Language is the cement of society, allowing people to live, work and play together. The importance of language for a communication tool is stated in Qur'an surah Al-Baqarah ayah 31and Ar-Rahman ayah 4 as follows :

"And he taught Adam all the names, then showed them to the angels, saying: inform me of the names of these, if ye are truthful." (QS. Al-Baqarah: 31)²

In Surah Al-Baqarah, Ayah 31 explains that Adam means land, Adam was created from the land of the earth. Hawa means life. what is desired by these names, is the names of all things. Allah taught Adam by

¹ Ronald Wardhaugh, *Introduction to Linguistics*, (New York: McGraw-Hill Book Company, 1972), p. 8

² Aidh Al-Qarni, *Tafsir Muyassar*, (Jakarta: Qisthi Press, 2008), p.26

creating the knowledge of *dharuri* on him, or by means of inspiration. God taught Adam this is after the angels prostrated to him.³ In this ayah, Allah SWT reveals the potentials that are bestowed upon humans, especially potential in getting knowledge.⁴ One of the knowledge here is in the form of language. This is also specifically explained in Surah Ar-Rahman ayah 4

الرَّحْمَنُ (1) عَلَّمَ الْقُرْآنَ (2) لْإِنْسَانَخَلَقَ (3) عَلَّمَهُ ١ الْبَيَانَ(4)

"The most merciful Allah. Taught the Quran. Created man. And taught him eloquent speech" (QS.Arrahman: 1-4)

In the third ayah Allah SWT swords his expression, which is to grant him the ability to explain what is in his mind, by giving him the ability to explain what is in his mind, the main way is to speak well and correctly.⁵ Thus, man can complete himself, and complete the others. As English is the lingua franca of the world, thus occupies an important place. English is a compulsion due to the reason that the knowledge of English is expected to enable us to establish intellectual, economic, social commercial and even diplomatic relations with the rest of the world.⁶ That reasons make English is obligated for being learned.

³ Ash Shiddieqy, *Al Bayan: Tafsir penjelas Al Qur-anul Karim*, (Jakarta: Pustaka Rizky Putra, 2002), p.19

⁴ Quraish Shihab, *Al-Lubab: Makna, Tujuan dan pelajaran dari surah-surah Alqur'an*, (Tangerang: Lentera Hati, 2012), p.17

⁵ M. Quraish Shihab, *Al-Lubab: Makna, Tujuan dan Pelajaran dari Surah-Surah Al-Qur'an*, (Tangerang: Lentera Hati, 2012), p.131

⁶ Intakhab Alam Khan, Speaking Skills and Teaching Strategies: The Case of An EFL Classroom, *Elixir International Journal* Vol. 1 No. 59, 2012, p.14558

Some scholars such as Ammon (2001), Gradol (1997) and Baker (2006) in Pandarangga (2015) stated that English is the highly preferred and chosen language for education and economy and as a gateway in exchange information and transaction.⁷ In education, almost all countries around the world choose English as one of the compulsory subjects in schools. English also becomes one of the compulsory subjects in university entrance examinations.

Similar with education field, in the economy, Eglish is now commonly used as a language for economic activity globally, as a result, most of the companies around the world highly require their workers to know and understand English.

As English is used as a language to communicate across national borders, it makes that language as a gateway in exchange information and transaction. English is used to communicate across national borders. Using English to communicate may also help people to know, understand and respect each other particularly those who have different backgrounds such us languages cultures lifestyles and etc. As English is important for now life, some skills in this language is strongly required to be mastered.

There are four parts of skills that cannot be separated in English language learning. Those four skills are listening, reading, writing and speaking. Those skills are important to be learned without ignoring each other. Speaking skill belongs to one of an important skill in learning English which is compulsorily learned from elementary school until

⁷ Salmon Pandarangga, The Transformation of English as a Global Language in The World, *Lingua Journal* Vol. 10 No. 2, 2015, p. 90-91

university level. By achieving and mastering speaking skill, the student can conduct communication regarding delivering the ideas and maintaining social relationship easily. The importance of speaking skill is also supported by the judgment which is simply often made by people to describe the teaching and learning output based on someone's ability to speak.

According to Roger (2013:49) The aim of language teaching in multi-competence perspective is to get students to speak as near as possible to the native speaker since the only valid model of language was the knowledge and behavior of native speaker.⁸ Referring to the 2013 curriculum, the competency standard of English for Senior High School students is formulated to be able to communicate in oral, and written English fluently and accurately in discussions and monologues. It means that language teaching emphasizes on not only writing but also speaking skill. Therefore, language activities in speaking class should focus on language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak in elementary, junior, and mainly in senior high school level.

According to Byrne (1977:10) as in Intan (2017), says that the senior high school students often have difficulties in speaking although

⁸ Vivian Cook, What Are The Goals of Language Teaching?, *Iranian Journal of Language Teaching Research* Vol. 01 No.01, 2013, P. 49

they have studied English for three years in senior high school.⁹ Some senior high school students have a weakness in oral communication or speaking skill. Speaking skill is considered as one skill that needs special techniques and strategies due to some complexities happening during the learning process. It is because speaking skill development is not simply a matter of learning language aspects yet it is an ongoing and complex of knowledge acquirement as well as skills and strategies development. As it is not a simple skill, some problems are often faced by students.

First, the student is lack of participation in the classroom.¹⁰ They carry out passive learning in which the teacher has a dominant role in the learning process. As a result, the students will never be trained to speak up and do not have a chance to practice speaking English. That kind of condition influences on students conditions, students will have no confidence to speak English even if only with their classmates.

The second is the way of how the teacher presents the materials.¹¹ Most of the teachers tend to spend their time in teaching depends on the textbook. Mastering grammar by answering questions provided in the textbook becomes teacher orientation in the teaching and learning process. Even teaching speaking which should be done through oral practice ends up with reading written text. This may happen since speaking is not included in the national examination, so the teacher only

⁹ Intan Hamzah, Implementation of Debate Techniques in Teaching Speaking at The Second Grade of SMA YP Unila Bandar Lampung, *IPI English Education Journal*, Vol. 02 No.03, 2013, p. 3

¹⁰ Ibid

¹¹ Ibid

focuses on reading, listening and writing. By those conditions, the class will not be interesting for the students. It makes them feel bored. When the students find that they are always given such activity in which it seems to be the same with the previous one, they will be lazy to attend the class and it can cause the gap or unclosed relationship between the students and the teacher.

Third, some students were difficult to speak English well and they could not produce some words in English. This was because they didn't know how to say it in English.¹² The crucial problems in mastering vocabulary is in a matter of how effective students can applicate their vocabularies in daily life. when students can not applicate their vocabulary in their daily life, they will get decreasing on their vocabulary mastery no matter how far they are in mastering it.

With those problems stated above, the innovation in teaching English should be done by the teacher and the school in order to get a better achievement of the goal. The teacher should always try to make his/her teaching-learning process is interesting.¹³ Reiser and Dick (1996) in Syafrizal (2017) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational

¹² Muhammad Mukhlas, Talking Chips Technique to Teach Speaking, Journal of English Language Education and Literature, Vol. 02 No. 01, 2017, p.59

¹³Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching English as A Foreign Language*, (Semarang: Varos Mitra Utama, 2017), p. 01

needs, whose general purpose is to communicate using the language being learned.¹⁴ These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. One of the strategies used can be in the form of additional program, so it will focus on only speaking skill, the program is called public speaking.

Public speaking is a solution to overcoming those problems. This program is an easy way to enhance language learning and ask students to practice more in speaking. Public speaking is easy to be implemented since there is no set method or time commitment necessary for including these task in a curriculum.¹⁵ This activity can be done both in formal and informal activities, like in class or even outdoor. Besides easy to be implemented, public speaking will give some intended benefits for students.

First, Public speaking trains students to participate in the live presentation, they will develop increased motivation and engagement with the materials (Shea:2009).¹⁶ In public speaking, students who observe their classmates delivering speeches successfully may experience increased public speaking self-efficacy. The students may

¹⁴Syafrizal, CucumRohmawati, Teacher's Speaking Strategies at Vocational High School, *The Journal of English Language Studies* Vol 02 No. 01, 2017, p. 68

¹⁵ Rahmah & Puspita Sari, Improving Students' Speaking Achievement Through Public Speaking Tasks, *Journal of English Language Teaching and Learning of FBS Unimed* Vol. 01. No. 01, 2012, p.4

¹⁶Gina Iberri Shea, Using Public Speaking Task in English Language Teaching, *English Teaching Forum Journal*, Vol. 47 No. 2, 2009, p. 35

have vicarious experience by watching their classmates and their teacher.¹⁷There will no more passive atmosphere in doing the teaching and learning process. From the practice of public speaking, students will be able to build up confidence in persuading others more effectively on the ideas and opinion that they would like to share.¹⁸

The public speaking program will empower students by allowing them to take charge of their own learning, enrich vocabularies and communicate their knowledge to others in authentic ways (Shea:2009).¹⁹ Students are given the topic and search for their own material to be delivered to the audiences in their own way. While presenting their speech, students will indirectly increase their vocabularies in preparing the speech. This benefit doesn't only come for the speaker but also the audiences. Both speaker and audiences will take the same chance to speak. At least at the end of the speech, the audience should be able to bring back a message that they can learn from the speech.

With those several supportive arguments in teaching speaking through public speaking, the researcher was interested in carrying out her research on teaching speaking through public speaking. However, the

¹⁷ Dirtya Sunyi paradewari, Investigating students' Self Efficacy of Public Speaking, *International Journal of Education and Research* Vol. 5 No. 10, 2017, p. 100

¹⁸ Kho Mun Yee, The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety, *International Journal on Studies in English Language and Literature (IJSELL)*, Vol. 02, No. 11, 2014, p.127.

¹⁹ Gina Iberri Shea, Using Public Speaking Task in English Language Teaching, *English Teaching Forum Journal*, Vol. 47 No. 2, 2009, p. 35

researcher found such kind of program when she performed her internship program in MAN 2 Kudus. Based on her observation, students in the tenth grade of the bilingual class has a good speaking skill, and confidently speak English, even there are some mistakes. It's different from the regular class and religion bilingual class, in which the students are still afraid to speak English. After a few days, the researcher found that there is the program named public speaking in a bilingual class of tenth-grade students at MAN 2 Kudus. With those reasons, the researcher then was interested in carrying out the research under the title "The implementation of Public Speaking Program in Tenth Grade of Bilingual Class Students at MAN 2 Kudus". This research is intended to describe the implementation of a public speaking program, and students perceptions toward this program. Students perception is intended to know whether there are some deficiencies in the implementation of public speaking program so that the researcher can give an alternative solution.

B. Questions of the Study

Based on the background of the study above, the problems of the study are as follows:

1. How is the implementation of the public speaking program in the bilingual class of tenth-grade students at MAN 2 Kudus in the academic year of 2018/2019?

C. The Objective of the Study

Based on the research statement, this particular study aimed to:

1. To describe the implementation of the public speaking program in the bilingual class of tenth-grade students at MAN 2 Kudus in the academic year of 2018/2019?

D. The Significance of the Study

By doing this research, may this research give benefit for:

A. Theoretical Significance

In theoretical significance, the researcher expects that this study will contribute to the implementation of public speaking in teaching speaking. then, it is intended that so far will provide rich information and functions as a reference for educational practitioners and researchers in Indonesia generally.

- B. Practical Significance
 - 1. The researcher

The result of the research gives more information and new experience for the researcher because the researcher faces the students and observes them in the field and know the students' activity. It also can be implemented in another institution.

2. The English teacher.

The result of the research gives additional information to the teacher about the deficiency in applying public speaking class for teaching speaking, so the teacher can give an alternative solution.

3. School.

The researcher hopes that she can help the school by giving contribution such as advice to gain students achievement in learning English.

4. The students.

The result of the research gives the students means in applying public speaking to be more enjoyable.

C. For the Pedagogical Contribution

In the pedagogical perspective, the researcher hopes that this research can give a new reference in teaching speaking through the public speaking program by regarding the stages implemented in this research finding.

E. Scope and Limitation of the Study

This study focuses on investigating the implementation of public speaking as an additional subject to the tenth-grade students of bilingual class at MAN 2 Kudus. It is specified merely to portray the implementation of public speaking to the tenth-grade students of bilingual class at MAN 2 Kudus and to figure out the students perspective towards the implementation of public speaking. There are three classes of the bilingual class system program.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature, previous study and theoritical framework. It covers the definition of speaking, the function of speaking, types of seeking, the speaking problems, factors supporting the effectiveness of speaking, the definition of public speaking, types of public speaking, advantages of public speaking, the way to teach speaking though public speaking, and bilingual class.

A. Previous Study

The researcher considers five previous research: (I) Laila Saiful (NIM 201232087), 2017, Student's Strategies in Public Speaking Lesson of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2016/2017. (Ii) Nur Kayatun (NIM 201332018), 2018, The Programme of Public Speaking to Enhance Speaking Ability (A Case Study at MAN 2 Kudus). (Iii) Atika Muatiroh (NIM 201232061), 2017, The Implementation Of Morning Tutorial In Teaching Speaking For The Eleventh Grade Students of SMA Muhammadiyah Kudus Boarding School In Academic Year 2016/2017. (IV) Shampa Iftikhar, Teaching Speaking Through Public Speaking Program, Stamford Journal of English, 2015. (V) Kho Mun Yee and Mohamad Jafre Zainol Abidin, The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety, International Journal on Studies in English Language and Literature, 2014.

The first previous study was "Students' Strategies in Public Speaking Lesson of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2016/2017" by Laila Saiful, 2017. This previous study was aimed to find out strategies used by the students in public speaking lesson and

strategies used by the students in the high speaking ability of public speaking lesson of MAN 2 Kudus in academic year 2016/2017.

The result of this research showed that the students' strategies in public speaking used social strategy as the first strategies followed by cognitive strategy, compensation strategy, metacognitive, affective, memory strategy. Another finding was purposed to find out the students' strategies used by the students in high speaking ability with the result showed that social strategies also the most strategies used then followed by cognitive strategies, compensation strategies, effective and memory strategies, the last was metacognitive strategies. The students' strategies used in public speaking and also used by the students in high speaking ability mostly used social strategies. It can be concluded that strategies are needed by the students in the study.²⁰

This previous study actually has similarities and differences with my current study. The previous study focuses on students strategy in public speaking class while my current study focuses on the implementation of public speaking and the effectiveness of public speaking. Besides, both my current study and a previous study has a similarity. The similarity is regarding on public speaking programme and tenth-grade students of mAN 2 Kudus as the subject of research.

The second previous study was "The Programme of Public Speaking to Enhance Speaking Ability (A Case Study at MAN 2 Kudus)" by Nur

²⁰ Laila Saiful (NIM 201232087, Education and Teacher Training Faculty), *Thesis:* "Student's Strategies in Public Speaking Lesson of The Tenth Grade Students of MAN 2 Kudus in Academic Year 2016/2017" (Kudus: UMK, 2017), P.5

Kayatun, 2017. This previous study was aimed to investigate the implementation of the public speaking program and student's speaking ability in MAN 2 Kudus in academic year 2017/2018. From the result of observation are the students who are active and enjoy in the program of public speaking and who are not active feel afraid to express speaking ability. But the means their ability of speaking is very good. It means the score of the students 81.3 and the standard deviation is 4.22. The criteria of the scores are very good, good, medium and low, many students get "good" score means.²¹

This previous study actually has similarities and differences with my previous study. Then this previous study is different from my current study in having research method and aim. This previous study is aimed to investigate how effective is the implementation of public speaking in enhancing student's speaking skill, while my current study is focused on figuring out the effectiveness of public speaking implementation in teaching speaking. Nevertheless, both my current study and a previous study has a similarity. The similarity is regarding the public speaking program as a research subject.

The third previous study was "The Implementation of Morning Tutorial in Teaching Speaking for The Eleventh Grade Students Of SMA Muhammadiyah Kudus Boarding School in Academic Year of

²¹ Nur Kayatun(NIM 201332018, Education and Teacher Training Faculty), *Thesis*: "The Programme of Public Speaking to Enhance Speaking Ability (A Case Study at MAN 2 Kudus)" (Kudus: UMK, 2018), P. 7

2016/2017", by Atika Muatiroh, 2018. The objectives of this research are to describe the process of Implementation Morning tutorial in SMA Muhammadiyah Kudus in teaching English and also to describe the students' perception related to the impact of morning tutorial activity for their English knowledge, especially their speaking skill.

The result of this research shows that the process of implementation morning tutorial is good enough. The teacher always tries to ask students to do assignments and practice their speaking skill related to the material. While students' perception about the Implementation of Morning tutorial in the open-ended question, the writer prepares 5 questions and the result is positive. In the close-ended question, the writer gives 15 questions in 5 classifications and the result shows that the total votes were 247 students gave a positive response and 98 students votes were in a negative response. It concludes that the perception of the students about morning tutorial activity to their English knowledge and their speaking skill is positive. The writer also suggested to the English teacher to understand the character of the students better, so the teacher can be used as the best technique in explaining the material. For the students, they have to tell their difficulties in understanding the material to the teacher, and it will bring a positive influence between students and teacher during the process of Morning tutorial activity.²²

²² Atika Muatiroh (NIM20123206, Education and Teacher Training Faculty), *Thesis*: "The Implementation of Morning Tutorial in Teaching Speaking for The Eleventh Grade Students of SMA Muhammadiyah Kudus Boarding School in Academic Year 2016/2017" (Kudus:UMK, 2017), P. 10

This previous study has similarities with my current study in a matter of method used in collecting data, while this previous study is different from my current study in a matter of subject research.

Te fourth previous study was "Teaching Speaking Through Public Speaking Course, Stamford journal of English" by Shampa Iftikhar, 2015. The objectives of the research were intended to analyze some factors that are closely related to teaching speaking. the researcher also tried to evaluate how the public speaking course at Stamford University Bangladesh plays a vital role in teaching speaking, and teachers' and learners opinions regarding this course.

The research finding is the public speaking course at Stamford University has broadened a great scope for teaching speaking. the researcher also gives several suggestions to consider some issues in conducting this program, those are high motivation, managing the large class, and administrative policy. This research also found that the course design should be appropriate with the demand of time and trained teachers must be recruited in the secondary and higher secondary levels.²³

This previous research however has similarities with my current research, since it described students perceptions toward public speaking course, while the differences of this research with my current research, in this research, the researcher tries to analyze some factors that public

²³ Shampa Iftikhar, Teaching Speaking Through Public Speaking Course, *Stamford Journal of English*, Vol. 7 No. 1, 2015. P.183-203

speaking played a vital role in teaching speaking, while my current study focuses on how the process of implementing public speaking program.

The fifth previous study was "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety", By Kho Mun Yee and Muhammad Jafre Zainol Abidin, 2014. This previous study was aimed to discuss the use of public speaking, problems faced by ESL learners in public speaking, speech anxiety among ESL learners' in speaking English and theories related to motivation in communication skills. The finding of this research was students speech anxiety and students motivation based on communicative, integrative and cognitive theory can be overcome by introducing the public speaking program to practice speaking English in a positive, non-threatening, encouraging and comfortable environment.²⁴

This previous research, however, has similarities and differences with my current research. This previous research focused on the implementation of public speaking in overcoming students' speaking anxiety, and theory motivation related to students in speaking. while my current study focuses on the implementation of public speaking and students perceptions toward it in order to know the deficiencies in the program so that the researcher can give an alternative solution.

B. Theoretical Review

a. Speaking

²⁴ Kho Mun Yee, et al, The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety, *International Journal on Studies in English Language and Literature*, Vol. 2 No. 11, 2014. P.127-135

1. Definition of Speaking

According to Oxford dictionary, speaking is talking to someone about something, use voice to say something, make a speech to an audience and say or state something.²⁵ while according to Longman dictionary, speaking is saying things, express thoughts, ideas, be able to talk in language, make a speech and to speak of worth mentioning.²⁶

Johnson and Morrow as in (Dyah, 2017) stated that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.²⁷

Richards states that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.²⁸

²⁵ Evision Alan, Oxford Learner's Pocket Dictionary Fourth Edition, (Oxford: Oxford University Press, 2008), p.426

²⁶ Della Summer, *Longman Dictionary of American English*, (England:Pearson Education Limited, 2000), p. 412

²⁷ Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos at the Sevent Grade of Mts N Surakarta 1 in the Academic Year of 2016/2017", (Surakarta: IAIN Surakarta, 2017), p. 12

²⁸ Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos,...p. 12

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event.²⁹ Speaking requires learners to be the possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

Finocchiaro and Brumfit as in (Lia: 2015) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of the English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be a sensitive person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.³⁰

²⁹ Dyah Ayu Winanti, *Thesis*: "A Descriptive Study in Teaching Speaking by Using Videos,...p. 12

³⁰ Lia Amalia Nirmawati, *Thesis*: "Improving Students' Speaking Skills Through Speaking Board Games of Grade VIII of SMP N 13 Yogyakarta in The Academic Year of 2013/2014", (Yogyakarta: UNY, 2015), p.9

Unmistakably speaking is a verbal utilization of language that is essential for correspondence. Speaking is people's capacity in communicating their plans to other individuals to see one another. It is a requesting aptitude that ought to be created so as to speak with others.

From the definition above, about speaking by some experts, the researcher inferred that speaking is adynamic utilization of language to express thoughts between at least two individuals in which listener and speakers need to respond.

2. Purpose of Speaking

It was contended that the reason for speaking can be either transactional or interactional. Obviously, there are a few contrasts between verbally expresses the language utilized in transactional and interactional talk.

In transactional discourse, language is used primarily for communicating information. Language serving in this purpose is 'message' oriented rather than 'listener' oriented.³¹ Clearly, in this sort of connection, precise and rational correspondence od the message is vital, just as an affirmation that the message has been comprehended. Instances of language being utilized principally for the transactional object are news broadcasts, narrations,

³¹ Shiama, *Dissertation*: "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (Egypt: Ain Sham University, 2006), p.37

descriptions, and instructions. Speaking turns to file this need tend to be long and include some earlier association of substance and utilization of linguistic devices to signal either the association or kind of data that will be given.

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language.³² It assumes a vital social job in oiling the wheels of social intercourse. Instances of interactional employments of language are greeting, compliments and small talk. Apparently, the language utilized in the interactional mode is audience oriented. Speakers' discussion in this sort will, in general, be restricted to very short turns.

However, disregarding the qualifications between the two kinds, in most circumstances, interactional language is joined with transactional language.³³ This facilitates the transactional task to be finished by keeping great social relations with others. In the other words, we can say that speakers complete one thing by doing another thing. So, the two purposes can be seen as two components of spoken collaboration.

Dissecting speaking purposes all the more correctly, Kingen as in Shiema joins both transactional and interpersonal purpose of speaking into a broad rundown of twelve classes as follow.

³² Shiema, *Dissertation*, The Effectiveness of Task-Based Instruction,... P.37

³³ Shiema, *Dissertation*, The Effectiveness of Task Based Instruction,... P.38

First is personal, means the goal of speaking to communicate individual emotions, feelings, convictions and ideas. Second is descriptive, it's purpose is to describe a person or a thing, real or imaginary. Third, narrative making and retelling story or sequentially sequenced events. Forth is questioning, it's for asking questions to acquire the information. Sixth is comparative, its purpose is for looking at least two articles, individuals, thoughts, or suppositions to make decisions about them. Seventh is imaginative communication, it's purpose is for communicating mental images of individuals, sports occasions and objects. Eight is predictive, its purpose is for anticipating conceivable future events. Ninth is interpretative, its purpose is for investigating implications, making theoretical findings, and considering inferences. The tenth is persuasive, its purpose is for changing others' conclusions, dispositions, or perspectives, or affecting the conduct of others in some way. The last is explanatory and informative, its purpose is for clarifying, clearing up, supporting thought and opinions. While informative is for informing information for other people.³⁴

3. Factors Affecting Learner's Speaking

There are several factors that affecting learners speaking, these factors include cognitive factors which deal with the matter of formulation, articulation fluency and accuracy. The other factor is

³⁴ Shiema, *Dissertation*, The Effectiveness of Task Based Instruction,... P.38

the linguistic factor, it deals with the matter of grammar, pronunciation, and vocabulary. And the last is an effective factor, this factor deals with anxiety and self-restriction.³⁵

a. Cognitive factors.

The speaking process incorporates conceptualization, arrangement, and articulation. Conceptualization manages what data or information can be chosen to express the significance. While formulation manages the speaker needs to find what legitimate words to use inappropriate grammatical structure. Articulations requires the speaker to produce the speech with his articulatory organs. Since all the three procedures happen simultaneously, it is workable for students to commit mistakes in face to face communication. In this manner, their speaking sometimes loaded up with hesitation, false-starts. limited vocabularies. and grammatical inaccuracies. Since human's brain is a "constrained limit processor", it is difficult to concentrate everything in the meantime. Over-focus on accuracy may cause a lack of fluency, and too much emphasize on fluency may lead to a lack of accuracy.36

b. Linguistic Factors

³⁵ Faezeh Abbaspour, Speaking Competence, and Its Components: A Review of Literature, *International Journal of Research in Linguistics, Language Teaching and Testing* vol. 1 No 4, 2016 P.145

³⁶ Faezeh Abbaspour, Speaking Competence, and Its Components: A Review of Literature, *International Journal of Research in Linguistics, Language Teaching and Testing,...*P. 145

The correct utilization of language structure is vital for students oral performance. Linguistic factors incorporate a few highlights like vocabulary, grammar, and pronunciation. Vocabulary is essential for EFL learners, it acts like bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put receptive vocabulary knowledge into productive use, so it is necessary for EFL learners to store a wealth of vocabulary in their long term memory. Furthermore, the capacity to recall words from one's mind may cover the speaking fluency.

In another hand, grammar acts an important role in learning the English structure, but learning the accurate grammar correctly in one's speech is another. Grammar is defined as the way words are put together to make correct sentences. ³⁷ It's not easy for students to transfer correct grammar to their speaking. The last is pronunciation, mispronouncing a different sound or various stresses and intonations cause the learner's misunderstanding. ³⁸

c. Affective factors.

Learner's oral proficiency is influenced by both anxiety and self-restriction. The effective factor that most passively

³⁷ Penny Ur, A Course of Language Teaching: Practice and Theory, (Cambridge: Cambridge University Press, 2009), p.75

³⁸ Faezeh Abbaspour, Speaking Competence, and Its Components: A Review of Literature, *International Journal of Research in Linguistics, Language Teaching and Testing,...*P.145

obstructs the learning process called anxiety. For example, worrying about being wrong, stupid or incomprehensible completely influences learner's speaking performance. Most of EFL learners are nervous to speak, especially when they are asked to speak in class without any readiness. Too much nervous makes learner tongue-tied or lost of words and completely affects their achievement in the foreign language classroom. Since risk taking is viewed as an essence for successful learning of the second language, EFL learners should be motivated to speak bravely in order to promote their speaking competence gradually. Because motivation is probably the most important factor that educators can target in order to improve learning and the expenditure of effort to accomplish the result.³⁹

4. Problem in Speaking

The capacity to talk a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by students is that they have spent numerous years concentrating foreign language (including English), yet at the same time, can't speak it. One of the fundamental problems is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If a lot of

³⁹ Faezeh Abbaspour, Speaking Competence, and Its Components: A Review of Literature, *International Journal of Research in Linguistics, Language Teaching and Testing,...*P. 145

consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker attention is directed on production, it is likely that accuracy will suffer.⁴⁰

Penny Ur portrays a few challenges in speaking activities that encountered by the students, those are the matter of inhibition, nothing to say, low or uneven participation and mother tongue use.

- Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.⁴¹
- Nothing to say. Even if they are not inhibited, some often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.⁴²
- 3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little taking time. This

⁴⁰ Scott, Thornbury, An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching, (Oxford: Mcmillan, 2006), p.208

⁴¹ Penny Ur. A Course in Language Teaching, Practice and Theory. (Cambridge: Cambridge University Press, 2009), p. 121

⁴² Penny Ur. A Course in Language Teaching, Practice and Theory,...p. 121

problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.⁴³

4. Mother-tongue use. In classes where all, or a number of the learner share the same mother tongue, they may tend to use it with several reasons, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones to keep to the target language.⁴⁴

On the other hand, Brown sated some characteristics that must be taken into account in the productive generation of speech, but with a slight twist in that, the learner is now a producer. Brown portrays some characteristics of spoken language which can make oral performance easy as well as, in some cases difficult as follow.

1. Clustering.

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.⁴⁵

2. Redundancy.

⁴³ Penny Ur. A Course in Language Teaching, Practice and Theory,...p. 121

⁴⁴ Penny Ur. A Course in Language Teaching, Practice and Theory,...p. 121

⁴⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition,...p.* 270

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.⁴⁶

3. Reduced form.

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. students who don't learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.⁴⁷

4. Performance variables

One of the advantages of spoken language is that the process of thinking as the speakers speak allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such us uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and non-native speakers of a language is in their hesitation phenomena.⁴⁸

⁴⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition,...p. 270

⁴⁷ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition,...p. 270

⁴⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition,...p.* 270

5. Colloquial language.

Make sure the students are reasonably well acquired with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.⁴⁹

6. Rate of delivery.

Another salient characteristic of fluency is the rate of delivery. One of the teacher tasks in teaching spoken English is to help the learners achieve an acceptable speed along with other attributes of fluency.⁵⁰

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonations patters convey important messages.⁵¹

 Interactions noted in the previous section, learning to produce waves of language in a vacuum- without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.⁵²

⁴⁹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition,...p. 271

⁵⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition,...p. 271

⁵¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* 2nd Edition,...p. 271

⁵² H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition,...p. 271

The problems in speaking above can be overcome by the public speaking program, one of the reason is in the matter of inhibition. The public speaking program allows students to express their thoughts in English, so there will be no more shiness. the other hand their vocabularies will increase along with this activity, and the used of mother tongue will be decreased.

The matter of accuracy, clustering, rate of delivery, stress, and intonation will accompany along with the program. The teacher will correct and remain for students mistake, like intonation, pronunciation, stress, and rhythm. When the teacher always gives correction for students, they will be used to with the correct one. For example, how to give stress in the word with two or three syllables, one syllable and so forth.

b. Teaching Speaking

1. Successful Speaking Activity

According to Penny Ur, the successful of speaking activity can be seen by considering some requirements, those are learners talk a lot, participation is even, motivation is high and considering that language is of an acceptable level.

 Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.⁵³

⁵³ Penny Ur, A course in Language Teaching,...p.120

- Participation is even. Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, and contribution is fairly evenly distributed.⁵⁴
- Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.⁵⁵
- Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.⁵⁶

Speaking in a foreign language in front of the audiences for the students is quite troublesome. The majority of students are afraid of shy if they commit errors, and scared of being criticized by their friends. This condition makes students prefer to be quite to speak in front of their friends. On the other hand, in speaking they have to practice. On the other side, the main problem that makes students difficult to speak is lack of vocabularies. It is a common reason for students when the writer asks their difficulties in speaking, most of their answers are vocabularies. When they want to express their thoughts they don't have a clue about the word to be spoken.

2. Types of Classroom Speaking Performance

⁵⁴ Penny Ur, A course in Language Teaching,...p.120

⁵⁵ Penny Ur, A course in Language Teaching,...p.120

⁵⁶ Penny Ur, A course in Language Teaching,...p.120

Brown suggests some types of classroom speaking performance that can be applied in teaching speaking, those are imitative, intensive, responsive, transactional, interpersonal and extensive (monologue).

1. Imitative

Imitative is a very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, students practice a certain vowel sound or intonation contour. This kind of imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.⁵⁷

2. Intensive

This kind of intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" a certain form of language. ⁵⁸

3. Responsive

A good deal of students speech is responsive: short replies to teacher-or students initiated questions or comments.

⁵⁷ H. Douglas Brown, *Teaching by Principles*,...p. 271

⁵⁸ H. Douglas Brown, *Teaching by Principles*,...p. 272

These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.⁵⁹

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative nature to them than does a responsive speech.⁶⁰

5. Interpersonal (dialogue)

This type of interpersonal carried out ore for the purpose of maintaining social relationships than for the transmission of facts and information.⁶¹

6. Extensive (monologue)

This type of extension is carried out for students at intermediate to advanced levels, they are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.⁶²

From those several types of speaking performances proposed by Brown, some of the types are applied in public speaking program. Like imitative, sometimes students are asked to imitate the correct pronunciation. Students are also given a chance to make dialogue

⁵⁹ H. Douglas Brown, *Teaching by Principles*,...p. 272

⁶⁰ H. Douglas Brown, *Teaching by Principles*,...p. 273

⁶¹ H. Douglas Brown, *Teaching by Principles*,...p. 273

⁶² H. Douglas Brown, Teaching by Principles,...p. 274

with their pair either in the form of transactional or interpersonal dialogue. And the prior type that must be applied in public speaking program is extensive or dialogue since here students are given a chance to deliver their speech or sometimes storytelling in front of the audiences.

3. Principles for Designing Speaking Techniques

Brown suggests some principles for designing speaking techniques as follows

- Use techniques that cover the spectrum of learner needs, from a language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. Do not bore the students to death with lifeless and repetition drills. Make any drilling as meaningful as possible.⁶³
- Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy and for being all that they can be.⁶⁴
- 3) Encourage the use of authentic language in meaningful contexts.⁶⁵
- Provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback.⁶⁶

⁶³ H. Douglas Brown, *Teaching by Principles*,...p. 275

⁶⁴ H. Douglas Brown, Teaching by Principles,...p. 275

⁶⁵ H. Douglas Brown, Teaching by Principles,...p. 275

⁶⁶ H. Douglas Brown, *Teaching by Principles*,...p. 275

- 5) Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking will also, of course, include listening. Do not lose out on opportunities two integrate these two skills.⁶⁷
- 6) Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.⁶⁸
- 7) Encourage the development of speaking strategies. This can be done by giving chance to students to practice such as asking clarification, getting someone attention and asking someone to repeat something.⁶⁹

The principles proposed by Brown however can be a reference for the teacher in order to make their teaching succesfull. The teacher may not involve all the principles but by referring on several principles above can help the teacher to get a better achievement of the learning goal.

4. Factors involved in teaching speaking

According to Anne Burns in her holistic approach theory, stated that this approach addresses language learners' cognitive, effective, (or emotional), and social needs, as they work toward acquiring good speaking competence. The approach is grounded in a socio-cognitive

⁶⁷ H. Douglas Brown, *Teaching by Principles*,...p. 276

⁶⁸ H. Douglas Brown, *Teaching by Principles*,...p. 276

⁶⁹ H. Douglas Brown, *Teaching by Principles*,...p. 276

perspective on language learning, which takes the view that learning is not just cognitive, but also a social process. The approach emphasizes four key features of learning:

The proposed teaching approach takes into account three key factors in successful language learning: teachers, materials, and learners.

a. Teachers

The role of a teacher is to help learners acquire language and skills that they will not be able to achieve on their own. Teachers need to be aware of their students' learning needs and the demands they face when communicating through the spoken language. Teachers can understand more about language learners' cognitive, affective, and social needs from theoretical ideas, as well as personal observations. The observations can be based on conversations with students, information about their background, and learning goals and assessment results. Teachers also need to intervene in language speaking and encourage them to plan, monitor and evaluate their own learning.⁷⁰

Planning activities where students can communicate with their classmates is just part of the learning experience teachers can provide for their students. It is not enough simply to get students to talk, because they are unlikely to learn new skills and language if it is little linguistic and background knowledge among them on which to draw. The role of the teacher, therefore, is to structure students'

⁷⁰ Christine C. M. Goh & Anne Burns, *Teaching Speaking: A Holistic Approach* (Cambridge: Cambridge University Press, 2012), p.4

learning experiences so as to support their speaking development, in an outside the classroom. Teachers can do this by designing interesting and appropriate materials.

According to Hammer, during speaking activities, the teachers need to play a number of different roles. Harmer points out eight roles of teachers in teaching speaking.

1) Controller

When teacher acts as controllers they are rensponsible for the class and the activity taking place in a way that is substantially different from a situation where students are working on their own groups. Controllers take the roll, tell students things, organize drill, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.⁷¹

2) Organizer

One of the most crucial roles that have to be performed by the teacher is organizing students to do various activities. The activities given can be in the form of telling students ho they are going to do the activity, putting students into pair or group and closing things down when it is time to stop. If the students do not understand what they are supposed to do they may not get full advantage from an activity.⁷²

3) Prompter

⁷¹ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

⁷² Harmer, Jeremy, The Practice of English Language Teaching.,,,p.57

Students are sometimes confused, cannot think of what to say next which make lose the fluency we expect of them. The teacher as a prompter has the rule to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.⁷³

4) Resource

In some activities, it is appropriate for the teacher to take part as a resource. Suppose that the students are involved in preparation for a presentation they are to make to the class. In such situations having the teacher take part, or try to control them, or even turn up to prompt them might be unwelcome. However, the students may still have need of their teacher as a resource. When the teacher acts as a resource, the teacher will be helpful, but at the same time, the teacher has to resist the urge to spoon-feed the students so that they won't become over-reliant.⁷⁴

5) Participant

Teachers should be a good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-play themselves to help the

⁷³ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

⁷⁴ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

activity along, ensure continuing students' engagement or maintain a creative atmosphere.⁷⁵

6) Feedback Provider

Students need an indication of whether or not they are getting their English right from the teacher. This role is needed where the teacher has to act as an assessor, offering feedback and correction and grading students in various ways. Students need to know how and for what they are being assessed. However, the teacher should be sensitive to the students' possible reactions. the teacher has to design task that can make students try to use all of the target languages they have already known. The teacher can control the class from the feedback. The teacher can evaluate whether the class is going well or not and to find out the problems.⁷⁶

7) Tutor

When students are working on longer projects, the teacher can act as a tutor, working with individuals or small groups, pointing them in the direction they have not yet thought of taking. In such a situation, the teacher is combining the roles of prompter and resource and acting like a tutor.⁷⁷

⁷⁵ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

⁷⁶ Bayu Hendro Wicaksono, Teachers' Talk Role in Teaching Speaking, *International Seminar on English Language and Teaching Journal*, Vol. 4 No. 1, 2016. P.125

⁷⁷ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

8) Observer

Observing is very useful in oral communities activity so that the teacher can give a useful group and individual feedback. Teachers do not only observe students in order to give feedback. they also watch in order to judge the success of the different materials and activities that they take into lessons so that they can make changes in the future.⁷⁸

The role explained above are dependent, as we have seen, on what we wish the students to achieve. Where some activities are difficult to organize without the teacher acting as a controller, others have no chance of success unless we take a less domineering role. What we can say, with certainty, is that we need to be able to switch between the various roles, judging when it is appropriate to use one or other of them. ⁷⁹

b. Materials

The materials suggested by Anne Burns include activities and resources for facilitating second language speaking development. These materials fall into three categories, those that provide speaking practice, those that promote language and skills learning, those that facilitate metacognitive development, materials for speaking practice

⁷⁸ Harmer, Jeremy, *The Practice of English Language Teaching*, (London: Longman, 2002), p.57

⁷⁹ Jeremy Hammer, The Practice of English Language Teaching 3rd Edition.,,, P.63

provide contextualized, varied, and interesting prompts and scenarios for talk to take place.⁸⁰

Materials for language and skill learning focus on selected elements of the talk, or model spoken texts to increase learners' relevant linguistic knowledge and control of learning processes, and train them in using communication and discourse strategies.

Materials can be "instructional, experimental, elicitation, or exploratory" in that they "inform learners about the language," "provide an experience of the language in use, "stimulate language use," or "help learners make discoveries about the language for themselves" (Tomlinson, 2003:2). Learning materials, however, are incomplete if they lack metacognitive dimension that helps learners understand and manage the learning of skills and language. In a holistic approach to teaching speaking, materials should be varied in form and purpose, in order to engage learners in different dimensions of learning. There should be materials that allow learners the freedom to experiment with their own language use so that they can communicate their meaning as clearly as possible, as well as those where they focus on language-specific speaking skills and strategies. There should also be materials that develop learners' metacognitive

⁸⁰ Christine C. M. Goh & Anne Burns, *Teaching Speaking: A Holistic Approach.,,,p.5*

knowledge about second language speaking, and encourage them to plan, monitor and evaluate their own learning.⁸¹

3. Learners

Successful second language speaking development depends as much on teachers and materials, as it is on the learners themselves. They should be encouraged to take responsibility for managing their learning and improving their speaking. They can do this by developing awareness about themselves as second language speakers, by better understanding the nature and demand of speaking, and by critically considering strategies that can facilitate their oral communication. Although speech production is an individual endeavor, every learner's development of the second language speaking can be greatly facilitated through working collaboratively with his or her peers.⁸²

Teachers should, therefore, encourage learners to support one another's speaking development, not just as communication partners in a speaking task, but also as learning partners who share their learning plans and goals. Through dialogue, students can co-construct knowledge about what is needed to be proficient speakers, and to apply their knowledge and skills in real-time communication. However, learners should not be left alone to struggle through the

⁸¹ Christine C. M. Goh & Anne Burns, *Teaching Speaking: A Holistic Approach.*,,,,p.5

⁸² Christine C. M. Goh & Anne Burns, *Teaching Speaking: A Holistic Approach.*,,,p.6

learning process. Their effort must be supported by teachers who can provide the necessary scaffolding, input, and guidance.

5. Feedback in Speaking

Correction is usually made up of two distinct stages. In the first, teachers show the students that a mistake has been made, and the second, if necessary, they help the students to do something about it. Harmer says when the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making.⁸³ There are several ways to give feedback during accuracy work. First is repeating the errors or mistakes made. Second, echoing like a precise way of pinpointing error. The third is making statement or question for example "That's not quite right". Fourth, Hinting which is a quick way of helping students to activate rules they already know. The last form is giving a facial expression or gesture indicating there is something wrong with the performance and reformulating the sentence.

Furthermore, Harmer also says that when students do fluency work demanding communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical, or pronunciation error, since it can breakdown the communication and drag them to study the language form.⁸⁴ Harmer suggests some ways to offer feedback. First, a teacher can give gentle correction when the communication breaks down during a fluency activity. Second, the teacher can give correction

⁸³ Harmer, Jeremy, *The Practice of English Language Teaching 3rd Edition.*,,, p.106

⁸⁴ Harmer, Jeremy, *The Practice of English Language Teaching 3rd Edition.*,,, p.107

after students' performance by recording them first so that teachers will not forget what students have said. Third, the teacher observes them while writing down some mistakes or errors that will be explained later.

c. Public Speaking

1. Definition of Public Speaking.

Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain. Public speaking is commonly understood as formal, face to face speaking of a single person to a group of a listener.⁸⁵

There are five basic elements of public speaking that are described in Lasswell's model of communication: the communicator, message, medium, audience, and effect. In short, the speaker should answer the question "who says what in which channel to whom with what effect". Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking can also take the form of a discourse community, in

⁸⁵ "Public Speaking" *Open Dictionary Wikipedia,(* <u>https://en.wikipedia.org/wiki/Public_speaking</u>. accessed on December 2, 2018)

which the audience and speaker use discourse to achieve a common goal.⁸⁶

Public speaking is different from common speaking activity. It is the speaker says his or her vision with a larger audience and often experiences apprehension and nervousness before and during the presentation (Gareis, 2006, 3). Gareis (2006: 20-31) mentions some important things in public speaking, those are set up, appearance and body language, vocal behavior, audio-visual support, and questionand-answer sessions. In this explanation, he mentions the use of audio-visual support. Audio-visual aids will support the speaker to deliver thoughts and feelings in front of the audience.⁸⁷

2. Stages in conducting the public speaking program in teaching speaking

The public speaking activity requires students to research, demonstrate and review language and content. The following is the description of each those phases, followed by a brief discussion of the assessment of public speaking task.

a. Research Phase

⁸⁶ "Public Speaking" *Open Dictionary Wikipedia,(* <u>https://en.wikipedia.org/wiki/Public_speaking</u>. accessed on December 2, 2018)

⁸⁷ Nafisah Endahwati and Edy Purwanto, Analysis of The Effectiveness of Public Speaking Subject Module Information Technology (IT) Based, *Ahmad Dahlan Journal of English Studies* Vol. 3, Issue 1, March 2016. P.20.

During the research phase, students are asked to develop an argument and search for information to support what they are talking about. Thus students utilize reading strategies as well as a library and interview skill. Note taking is made more meaningful as it is used for individual research goals. During this phase, students must anticipate and research various perspective to prepare their speech and questions. A graphic organizer is a good way for students to clarify what they know and what they want to find out, and it can help students for their presentations.⁸⁸

While preparing for public speaking tasks, students also gain conceptual knowledge rather than simply memorizing facts. Conceptual knowledge refers to an integrated network of knowledge, where students understand how pieces of information relate to one another. Students need to synthesize information from various resources and integrate them into their existing background knowledge. Individual students must take the information gathered through this research and collaboration and then prepare a written speech for presentation. Students can take part in group or class discussion, share ideas and resolve conflicts. Written essays can be developed through a process approach, allowing for additional collaboration between students and their teacher and/or peers.

⁸⁸ Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching. *English Teaching Forum Journal*, Vol. 47 No. 2 p19, 18-35 2009

b. Demonstration Phase

The demonstration phase allows students to share their knowledge and hard work. There is a natural focus on language because students want their arguments to be understood. Immediately following the public speaking task is a good time to open the floor to class discussion. Students may answer questions about their own presentation and also respond meaningfully to others. Public speaking provides students with a forum to express their ideas and demonstrate their knowledge to both peers and instructors.⁸⁹

c. Review and Reflect Phase

The final phase of presentation and debate activities is the review and reflect phase. This is an important and sometimes overlooked stages of public speaking tasks. One way students can reflect and focus on their language use is by recording their presentation and using this recording for self-assessment. If Public Speaking task is used repeatedly, each activity could be added to the same type throughout the term. In this way, students would have an opportunity to view their progress and notice gaps in their language development. Students sometimes do not realize just how far they have come. Providing an audio or video record of students

⁸⁹ Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching. *English Teaching Forum Journal*,...P. 20

presentations allows the students to recognize the progress they have made.⁹⁰

3. Advantages of Public Speaking

There are several clear advantages to using public speaking tasks in ELT. I have highlighted three that I think are most noteworthy: practice with all four language skills (listening, speaking, reading, and writing), development of critical thinking skills, and improved learning. Each of these is discussed in more detail below.

 Public Speaking Provides Opportunities to Practice All Four Language Skills.⁹¹

Presentation or speech tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presentations or.

⁹⁰ Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching. *English Teaching Forum Journal*,...P. 20

⁹¹ Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching. *English Teaching Forum Journal*,...P. 18

Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

 Public Speaking Supports the Development of Critical Thinking Skills.⁹²

Presentation tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize conditions, and explore implications and consequences. The insights gained during preparation activities allow students to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts. Public speaking tasks require students to conduct research and develop support for their arguments. Once the students have identified a topic of interest, they may carry out an extensive search of materials using a library and online search tools. Then the students skim, scan, or read select articles to gain knowledge of their topic.

⁹² Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching, *English Teaching Forum Journal.*,,, P.20

Alternatively, students may tap local resources for useful information. Public meetings, newspapers, interviews, and narratives are great sources of evidence for both presentations and debates. This process promotes strong organizational skills and encourages students to discriminate between primary and secondary information. Students can also learn about bias in reporting and the difference between interesting trivia and important facts. As students bring several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information will need to be integrated into the students' existing knowledge base so they can make sense out of what they find in order to develop clear presentations.

3. Public Speaking Promotes Learning.93

Presentations are an ideal way for students to display their knowledge. Through their presentations, students are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. This kind of self-explanation has been found to correspond with higher levels of comprehension and conceptual understanding (Chi et al. 1994). Students learn more through

⁹³ Gina Iberri Shea. Using Public Speaking Tasks in English Language Teaching *English Teaching Forum Journal.*,,,P.23

having to explain information to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content. These three advantages accompany both presentation and debate tasks. Debate tasks require more planning and involvement than presentations but are well worth the effort. In preparing for a debate, students practice reading and note-taking skills and construct written arguments. Debate preparation also requires extensive collaboration and cooperation among teammates as they collect information and develop ideas. Whether you choose to include student presentations or debates in your curriculum, your students will certainly reap the benefits of integrated skills practice, critical thinking practice, and improved learning. Students will gain confidence in speaking and will learn to express themselves in clear and articulate ways.

d. Bilingual Class System

1. Definition of Bilingual Education

Bilingual and multilingual educations according to UNESCO (2003) refer to the use of two or more languages as mediums of instruction. In much of the specialized literature, the two types are subsumed under the term bilingual education.⁹⁴ From this perspective, it can be considered that in bilingual education, there will be two

⁹⁴ Asih Nurakhir, Multilingualism in Education in Indonesia: A Literature Review, Retrieved on June 10, 2019 at 19.24 from <u>http://eprints.undip.ac.id/49921/1/multilingualism_in_education_in_indonesia.pdf</u>

different languages used as the medium of instruction, while on the multilingual one, the languages can be more. The use of different languages in this context will be influenced by various and interconnected factors.

Bilingual education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model. Baker (2007) states that the strong forms of bilingual education for bilinguals have the best methodologies for bilingual education. These are methods by which appropriate attention is given to both languages and culture, by which diversity is seen in an entirely positive way, and which brings respect, friendship, serenity and harmony in the classroom. According to Baker (2007), such educational methods are used mostly in bilingual countries (e.g. Canada, Luxembourg, Indonesia, etc.) or countries with a highly developed social culture (Nordic countries, Japan, etc.).⁹⁵

Bilingualism confers a great number of advantages like what stated by Saunders (1988:17), being bilinguals shows a positive effect on the intelligence and confers the cognitive advantages on the part of the bilinguals compared to the monolinguals. Further, she promotes some advantages of being bilinguals in reference to the cognitive advantages which include (1) displaying earlier and greater awareness of the arbitrariness of language, (2) having earlier separation of

⁹⁵ Andrea Močinić, BA, Bilingual Education, *Metodički Obzori Journal* 13, vol. 6(2011) 3 p. 180

meaning from sound, (3) showing greater adeptness at evaluating nonempirical contradictory statements, (4) performing greater adeptness at divergent thinking, (5)depicting greater adeptness at creative thinking, (6) having greater social sensitivity, and (7) performing greater facility at concept formation.⁹⁶

2. Bilingual Class System at MAN 2 Kudus.

BCS (Bilingual Class System) is a curriculum which is developed by MAN 2 Kudus with the aim equipping the students to become intellect students. Bilingual Class System is formulated by emphasizing on the mastery of language, science, information and technology without reducing the characteristic of education in madrasah.⁹⁷

The type of bilingual class used in Man 2 Kudus is a transitional model of bilingual education this model tolerates the use of the first language or local language as a means of classroom communication when learners have insufficiency of the target language. In line with the development of the ability of the L2 as performed by the learners,

⁹⁶ Margona, Establishing English Indonesia Bilingualism: From Theory to Practice, *RA Journal of Applied Research*, Volume1Issue10 Pages-365-374, Nov-2015

⁹⁷ Nasirudin, Hamam, "Manajemen Kurikulum Bilingual Class System (BCS) di Madrasah Aliyah Negeri (MAN) 2 Kudus (Studi Analisis Manajemen Kurikulum)," *Jurnal Pendidikan Islam*, Vol. 3 No. 2, 2015. P.294

the use of L2 is dominantly used in the process of teaching and learning. 98

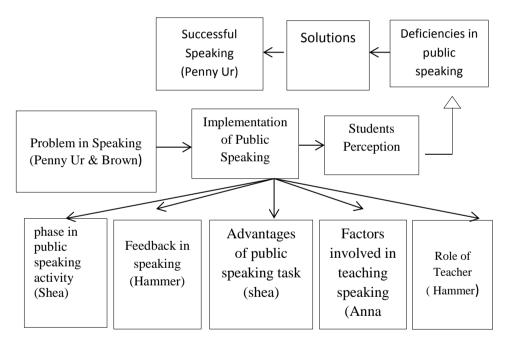
Realizing the fact that being English-Indonesia bilingualism gives greater advantages, the headmaster of MAN 2 Kudus gives some program to improve their students English ability. Bilingual class at MAN 2 Kudus have different treatment compared with the regular class, in which this class has some additional programs like public speaking and TOEFL to support their English ability, and tutoring programs to get a deeper understanding of science.

This kind of programs relies on the fact that English serves as the device of the global communication which demands all citizens to be proficient in making use of English as a means of communication practices both spoken and written. This is also aimed at facilitating them to access any resources which utilize English as a means of communications. Bilingual class at MAN 2 Kudus have different treatment compared with the regular class, in which this class has some additional programs like public speaking and TOEFL to support their English ability, and tutoring programs to get a deeper understanding of science

⁹⁸ Margana, Theoretical Justification of the Bilingual Education Program in Indonesia.p.776 Retrieved on January 19, 2019, from http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/private_folder/Proceeding/772.pdf

C. Conceptual Framework

This part presents how the researcher answers the research problems in this research. In order to support the research, the researcher provides some theories related to the speaking skill, teaching speaking, public speaking for teaching speaking perception theories.



The diagram above explains that problems in speaking can be overcome by using the public speaking program and the output is successful speaking which is proposed by Penny Ur. However, students' perception is needed to know whether the implementation of public speaking has met the criteria and students need or not. If there are no deficiencies in the implementation of public speaking program, so the successful speaking can be reached. Since the researcher focused on the implementation and students' perception toward the implementation of the public speaking program in tenth grade students of bilingual class, the researcher described and explained the implementation and students' perception toward the implementation and students in the theory from various experts like Anna Burns, Brown Douglass, and Hammer, Penny Ur and Kleinke as a reference in doing the research.

The theory from Penny Ur and Brown was used in analyzing the problems faced by students. The theory from Anna Burns was used by the researcher in analyzing the data and as the reference in making research instrument. The researcher considered whether the factors influencing in teaching speaking is in accordance with the public speaking implementation or not. In order to know that, the researcher paid attention to the teacher's role, materials, and learners. While Hammer theory was used in analyzing the role of teacher and feedback in speaking. It was meant to know what role is played by the teacher in a public speaking program, and what kind of feedback is given to the students. In order to know whether the implementation of public speaking is in accordance with the principle in designing speaking technique or not, and the types of speaking performance used, the researcher used the theory from Brown. In analyzing the stages and activity used in public speaking program, the researcher used the theory form Shea. The theories of perception was implemented to analyze how the students' perception toward the implementation of public speaking which include time and place in conducting the program, the given material, and course satisfaction.

If the result shows students' perceptions in the implementation of the public speaking program are positive, it means the teachers' goals in applying this method in teaching speaking is successful. It can be accepted well by the students and the students feel comfortable with the time, place and the given material, and in other hands, they feel enjoy and can improve their speaking skill. It means the implementation of public speaking has met the students need and successful. If the result is not good enough, it means that the teachers need to revise some aspects involved in the public speaking program. This questionnaire was in the form of close-ended questions. The research finding was analyzed and written in paragraph forms and in a qualitative way. The next chapter presents the methodology of the research.

CHAPTER III RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research method, research setting, research participants, instruments and data collection techniques, and data analysis techniques.

A. Research Design

This research belongs to qualitative research. The researcher didn't give any treatment in this research. Qualitative research tent to collect data in the field at the site where participants experience the issue or problem under study.⁹⁹ The fundamental characteristic of descriptive qualitative research is that they involve naturalistic data. That is, they attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables.¹⁰⁰ The researcher won't bring individuals into a lab or a control situation. The up-close information gathered by actually talking directly to people and seeing them behave and act within the context. In the natural setting, the researchers have face to face interaction over time.

The researcher conducted a case study as a design of the research in analyzing the implementation and students perception toward the implementation of a public speaking class for tenth-grade

⁹⁹ John, W. Creswell, 2009, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc) p. 175

¹⁰⁰ Hossein Nassaji, Qualitative and descriptive research: Data type versus data analysis, *Language Teaching Research* Vol. 19(2) 129–132,2017. P.12

students of the bilingual class in academic year 2018/2019. The form of a case study in this research was descriptive qualitative research. Case study research can be used to address explanatory, descriptive and explanatory research questions. Wha all pure case studies have in common, however, is a focus on each case as a whole unit as it exists in its real-life content.¹⁰¹

B. Research Setting

1. Setting of Place

The researcher conducted the research in MAN 2 Kudus which is located in Prambatan Kidul. The school has some classrooms, an office, a library, a headmaster room, a counseling room, a basketball court, a science laboratory, a multi-purpose hall, a school organization office, a clinic room, storage, a praying room, a canteen, toilets, and multimedia room. There were also parking areas for teachers and students.

This research was designed for tenth-grade students in the bilingual class in which there are 96 students. The students' in these class were actively participated in the public speaking program and tend to be brave and confidence to speak English.

2. Setting of Time.

¹⁰¹ R. Burke Johnson & Larry Christensen, *Educational Research, Quantitative, Qualitative, and Mixed Approach 5th Edition*, (USA: SAGE Publication Inc), p.104

The time for conducting the research would be in the time of conducting the public speaking program. It would be in the academic year of 2018/2019 in the second semester.

C. Research Participants

The participants of this research were the tenth-grade students of science bilingual class. There were three classes, X MIA 4, X MIA 5 and X MIA 6. The total number of students were 96 students. Moreover, the researcher chose fifteen students to be interviewed, so the researcher took five students in each class randomly. Simple random sampling is intended to produce a representative sample. The process draws subjects from an identified population in such a manner that every unit in that population has precisely the same chance probability of being included in the sample.¹⁰² The researcher also conducted the interview with all teachers who handled public speaking.

D. Data Collection Technique

This research is descriptive qualitative, the data is all the real and facts found in the field and recorded as a focus or subject. A method used in this research is a descriptive qualitative method because it is proper with the problem. In this research, the researcher is as a key instrument. Qualitative researchers collect the data themselves

¹⁰² Bruce L. Burg, 2001, *Qualitative Research Method for The Social Sciences 4th Edition*, (Boston: Pearson Education Company) p.31

through examining documents, observing behavior, or interviewing participants. The researcher may use a protocol an instrument for collecting the data but the researchers are the ones who actually gather the information.¹⁰³

However the researcher used some instrument to answer the research problem, those are observation, interview, questionnaire, and documentation. As stated by Creswell, qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources.¹⁰⁴

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In this field notes, the researcher records, in the unstructured or semistructured way.¹⁰⁵

Observation is intended to see and know about a circumstance in the public speaking class. Observation is done to know in field

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¹⁰³ John, W. Creswell, 2009, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches 3rd Edition.*,, p. 175

 ¹⁰⁴ John, W. Creswell, 2009, *Research Design, Qualitative, Quantitative.,,*,p.
 ¹⁰⁵ John, W. Creswell, 2009, *Research Design, Oualitative, Ouantitative.,*,p.

research in order to gain an entire description of the implementation of a public speaking program. The data collecting instruments is called by observation guidance to get data dealing with equipment, situation, process, and behavior. The observation guidelines is on attachment. See attachment one.

2. Interview

An interview is a process of getting to face between researcher and respondent using the interview guide. An interview is a form of social interaction. It involves a face to face encounter between two and sometimes more persons, each of whom is sizing up the other and constructing the meanings of the other's words, expressions, and gestures.¹⁰⁶ For this reason, the interview is needed to investigate the implementation of a public speaking program, and students perception toward it. The advantage of an interview is the researcher could find some depth information about activity done by students. Their opinions and facts are needed to make the data more detailed and stronger than what the researcher already had in the observation. The guidelines for interview is on attachment. See attachment two.

3. Documentations

During the research, the researcher may collect qualitative documents. These may be public documents (e.g., newspapers,

¹⁰⁶ Steven J. Taylor et al, *Introduction to Qualitative Research Methods, A Guidebook and Resource, 4th Edition,* (New Jersey: John Wiley & Sons, Inc, 2016) P. 114

official reports) or private documents.¹⁰⁷ The document in this research was private documents since it is not published. The researcher chose documentation as the instrument in order to collect the data dealing with the profile of the school, the number of students, the schedule and guidelines for public speaking syllabus and the overview of bilingual class at MAN 2 Kudus. The documentation guidelines is on attachment. See attachment four.

E. Research Instruments

The researcher used the following instruments to collect the data dealing with the implementation of public speaking program. Observation guidelines was used in order to know the role of the teacher, the students participation, and the material. In other hand the researcher also used interview guidelines in order to get deeper understanding of public speaking program; the purpose for public speaking program and to support the result of observation.

1. Instrument for Observation

The observation instrument was taken from Anna Burn theory of teaching speaking. it is stated that the good teaching speaking should involved teacher, materials and learners. The following table showed the aspects that researcher used to gain the data from the implementation of public speaking program.

¹⁰⁷ John, W. Creswell, 2009, *Research Design, Qualitative, Quantitative.,,* p. 175

the complete form of observation guidelines can be seen on

appendix I.

Classification	Tacher's Activity
Preparation	The teacher invites students to prepare themselves
and classroom	for the English class outside of public speaking
management	class.
	Teacher involves the students in some activities to
	practice their speaking skill related to the material.
	Teacher gives the chance to the students to ask the
	material when they do not understand during
	public speaking class
Performance	The teacher has some techniques in explaining the
of the teaching	material to make the students easily understand
process	the English material.
	The teacher always uses English to explain the
	material in public speaking class
	Teacher makes students more active in students'
	speaking skill during a public speaking class.
Application of	The teacher has a variation in giving the
learning	assignment to make the activity not boring and
activity	monotonous.
	Teacher gives a chance to the students to speak in
	pair or in a group.
Evaluation/	Repeating the errors or mistakes made,
Feedback	Echoing like a precise way of pinpointing error.
Provider	Making statement or question for example "That's
	not quite right" and so forth.
	Hinting
	Giving a facial expression or gesture indicating
	there is something wrong with the performance,
	Reformulating the sentence

Material	Classification
	Provide speaking practice

contextualized, varied, and interesting prompts and
scenarios for talk to take place.

Learners	Classification
	developing awareness about themselves as second
	language speakers
	working collaboratively with his or her peers

2. Instruments for Interview

The instruments for interview is used to gain the data dealing with the purpose of public speaking program, and to get deeper understanding against the implementation of public speaking. The interview is intended for both the teacher and students to make the data valid. The interview questions developed from the theory of teaching speaking by Anna Burn as described in the observation guidelines. The interview guidelines can be seen in **appendix II**.

F. Data Analysis Technique

Data analysis technique was divided into four parts. They were data from observation, interview, questionnaire, and documentation.

1. Data from Observation.

The data from the observation sheet were analyzed by coding. Codes are words or short phrases that capture a "summative, salient, essence-capturing and/or evocative attribute for language-based or visual data. Coding is the active process of identifying data as belonging to, or representing, some type of phenomenon.¹⁰⁸ The data got from the field were written as it is.

¹⁰⁸ Sarah J. Tracy, 2013, *Qualitative Research Method: Collecting Evidence, Drafting Analysis, Communicating Impact*, (West Sussex: John Wiley & Sons, Ltd) P.189

Then the researcher read several times the observation result, reduce the important part. The researcher then extracted text about the participants' experiences of having a public speaking program then extracted the text

2. Data from the Interview

The data collected in this field research are divided into three kinds of data, first is raw sense data and experiences of the researcher, the second data recorded data and physical record of experience and the final data is selected and processed data in a final report.¹⁰⁹ dataThe interview in this research were eight teachers and fifteen students. There were five students from X-BCS MIA 4, five from X-BCS MIA 5 and five from X-BCS MIA 6. The purpose of the interview itself was to understand how the implementation of the public speaking program and their perception toward the implementation of the public speaking program. Moreover, another purpose of the interview itself was to get detailed information in order to complete the data. During the interview, the researcher recorded the students' and teachers' opinions and took note the main point of the interview. In this research, the interview had asked about various aspect related to the implementation of the public speaking program and students perception toward it. The researcher read the interview transcripts several times to obtain a sense of the whole. The researcher then

¹⁰⁹ W. Laurence Newman, 2014, *Social Research Methods: Qualitative and Quantitative Approaches 7th Edition*, (Edinburgh Gate: Pearson Education Limited).p. 488

extracted text about the participants' experiences of having the public speaking program then extracted text

3. Data from Documentation

There was some data documentation which were collected by the researcher. Those were the profile of the school, the number of students in science bilingual class, schedule in conducting the public speaking program, the material used in public speaking program and guidelines for conducting the public speaking program.

The data from documentation were analyzed by reducing the data got and make a description. The data were used to answer the first research question. So the researcher explained the given material, time in conducting public speaking program by making a table. The schedule was also put in the form of a table and make a description of it. Some of the data from documentation were put in the attachment, like the number of students in science bilingual class. The function of the documentation method is to make credible the result of observation or interview.

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

This chapter presents the research result and discussion. The data were collected from observation, interview, and docummentation. The research discusses the process in implementing the public speaking program. This part discusses the implementation of the public speaking program in the bilingual class of tenth-grade students at MAN 2 Kudus.

A. FINDINGS

1. The Implementation of Public Speaking Program in Bilingual Class of Tenth Grade Students at MAN 2 Kudus.

The researcher discussed the implementation of the public speaking program with including several aspects. The aspects were written and the research finding was considered important in describing the implementation of the public speaking program. The aspects influenced the implementation of the public speaking program included the purpose of public speaking program, the material which is given in the public speaking program, The stages or activities in public speaking program, the role of teachers in public speaking program, students participation and the last is the evaluation of the public speaking program.

1.1 The purpose of the Public Speaking Program.

One of the purposes of bilingual class is equipping students more on the language and science. One of the ways which was done by the school is by giving a program that supports student's foreign language development, the program is called as public speaking.

"Bilingual Class System (BCS) is an alternative programmed by MAN 2 Kudus to answer the challenge. The bilingual class system is formulated by putting more pressure on the application of language and science without reducing the characteristics of Madrasah. The application of three leading competencies, science, ICT and foreign languages is a priority".¹¹⁰

The statement above showed that the bilingual class students are supposed to master foreign language besides science. It's in accordance with the vision of the bilingual class to produce graduates who skilled in communicating with a foreign language.

However, the researcher found the purpose of the public speaking program specifically as follow:

 Public speaking program is intended to increase students' confidence and braveness in speaking.

Public speaking obligates students to speak up in front of the audiences. Automatically their confidence and braveness are really needed.

"Students are expected to talk in public bravely, so whatever their material, whether it's good or not, the main point is to train students to be brave speak in front of other people".¹¹¹

¹¹⁰ Result of Documentation (ROD 02)

¹¹¹ Transcript of Interview (TOI-07)

Public speaking is expected to create students to have a braveness to speak up since confidence is the key to speaking skill. It's also supported by the statement below:

> "Second, is a matter of confidence, the success of language learning is confidence. Lets we compare those students who learn English from 2nd grade or 3rd grade with an infant who learns to speak. I'm sure that an infant who learns to speak will be more successful than that 2nd-grade or 3rd-grade students. This happens since an infant has no worried about which one is wrong and which one is not, while the 2nd-grade students have already known and worried about making a mistake. So the conclusion confidence is really needed in learning a language."¹¹²

The above statement showed that confidence is a crucial part of speaking, and students could get this in joining a public speaking program.

b. Public speaking program is intended to familiarize students to speak English.

"The main point is the students are willing to speak English even there some ungrammatical sentence, or maybe accuracy and so forth. The matter of fluency, pronunciation is not a matter in this program since students are willing to speak English. If we don't start now that never will be started".¹¹³

¹¹² Transcript of Interview (TOI-06)

¹¹³ Transcript of interview (TOI-05)

The statement above showed that students were supposed to speak up en the made a mistake, the purpose was to make students use to speak up using English.

c. Public speaking prepares students involved in both regional and international competition.

MAN 2 Kudus is a research-based school. Students are supposed to follow both national and international competition. In this case, speaking skill is needed to give like a presentation.

"This program is aimed to train students to be able to speak English, since this is school based on research, and most students are usually involved in some competitions, either regional, national, or international, which forces them to be able to speak English well, so the purpose of public speaking is tending to prepare students speaking ability."¹¹⁴

The above statement showed that public speaking was intended for preparing students to follow both regional and international competition.

Public speaking program is intended to increase students' vocabulary mastery.

"The purpose of the public speaking program is Increasing student's vocabularies, make students familiar with speaking English".¹¹⁵

The statement above showed that public speaking program was intended to increase students' vocabulary

¹¹⁴ Transcript of Interview (TOI 01)

¹¹⁵ Transcript of Interview (TOI-05)

mastery. One of the crucial parts of speaking is vocabulary. However, in public speaking, students were given some vocabularies in each meeting in order to increase their vocabulary mastery.

e. Public speaking trains students to be disciplined.

The reason for choosing the time in conducting public speaking was at 06.15 am. This meant to make students come on time in the teaching and learning process. This purpose is supported by the result of the interview below.

"Actually the purpose of this program is not only on students speaking ability but it's also to make students disciplines, so they won't come late in the teaching and learning process".¹¹⁶

It showed that public speaking was not only intended to improve students' speaking ability, but also to improve students' discipline.

1.2 The Stages in Implementing Public Speaking Program.

Public speaking was conducted by giving guidelines to the students and the teacher a week before. During a week students could prepare the material (doing research) like from the internet, newspaper or asking the teacher for presenting the topic based on the guideline. The guidelines contained the

¹¹⁶ Transcript of Interview (TOI-08)

material, names of the students who will present the topic, the teacher and also the place. It can be seen in appendix 4, result of docummentation (ROD-6). However, the main activity was speech, while the other activities could be varied. Here are the activities which were done by the teacher in public speaking. the following table shows the result of observation which was done for three days.

Topic	: Menara Kudus; An Islamic Legacy	
Teacher	: Mrs. Sofiana N	
Class	: X IPA 5	
Place	: Front of the auditorium	
Media	:-	
Steps:		
Opening		
-greeting by the teacher		
-asking students condition		
-teacher opens	the program by giving a cheerful conversation	
-asking for the previous topic		
C	· ·	
Main activity		
-speech from the speaker for 3-4 minutes		
-questions and	answers time from the rest of the students	
-vocabulary building (the speaker gives some vocabularies to		
their friends)		
-the teacher adds the vocabulary		
-making a sentence from vocabularies they've got one by one		
-the teacher ch	the teacher choose each students randomly, so the rest of	
students paid a	students paid attention well.	
Evaluation		
-the teacher ev	aluates students performance orally	
-the teacher gives comment and suggestion on students		
-the teacher gr	ves confinent and suggestion on students	

-the feedback given is in the form of correction and reinforcement.

-teacher corrects on the vocabulary used, pronunciation and grammar.

Topic	: Muria Mountain ; Montel Waterfall
Teacher	: Mrs. Sofiana N
Class	: X IPA 5
Place	: front of the auditorium
Media	:-
1	

Steps:

Opening

Greeting from the teacher

-Asking students' condition

-giving a question with multidimensional answer

-make conversation with students before going to the main activity (speech)

Main Activity

- One of the students delivers a speech
- The teacher pays attention to the speaker and makes sure the rest of the students pay attention
- Make a conversation with Menara Kudus as the topic
- The teacher ask the speaker to give 5 vocabularies from his speech
- The teacher help the students to pronounce it correctly
- Students find their own pair to get involved in conversation activity.
- Teacher turns around to make sure all the students get invlved in the activity

Evaluation

- Teacher gives correction on pronunciation
- Teacher gives feedback on the speaker by saying "good"
 - 50**u**

-the teacher tends to give feedback in the form of reinforcement rather than correction.

: Mr. Shofi; My Humble
: Mr. Khodrotun Naja
: X IPA 5
: In Front of Boarding A
:-

Steps:

Opening

-Greeting from the teacher

-Asking students' condition

-giving a question with multidimensional answer

-make conversation with students before going to the main activity (speech)

Main Activity

-One of the students delivers a speech

-The teacher pays attention to the speaker and makes sure the rest of the students pay attention

- ask students to find parter and doing conversation

-the teacher get involved in each pair conversation, turn from one pair to another pair

-the teacher help students if some of them don't know how to say word in English

Evaluation

- Teacher gives correction on pronunciation

- Teacher gives feedback on the speaker by saying " good"

-the teacher tends to give feedback in the form of reinforcement rather than correction.

From the data above, the stages in conducting public speaking are as follow;

a. Opening

Students arrived in the hall at 6.15 then students formed a line with a composition of 3 lines. In the first week, the teacher gave an overview of the program. The teacher opened the class by giving introductions and the rules. Then the teacher explained the purpose, objectives, and targets of the public speaking program.

In the second week and so forth the teacher didn't give any more introduction to the program and any examples to give the speech. the teacher opened the program by greeting the students and asking the students' condition, make a light conversation with the students and the teacher also asked the previous material.¹¹⁷

1. Speech.

In the first week, the teacher gave an example of making a speech (speech) in front of an audience with a choice of topics tailored to the material and harmonized with the needs of meeting the target of this public speaking program. However n subsequent meetings, students got lottery numbers to make presentations (give speeches) according to pre-determined topics. Each student

¹¹⁷ Result of Observation (ROO-01) on The Activity of Public Speaking.

has the opportunity to make a presentation at least once in one semester.

Based on the researcher's observation one of the students delivered the speech. The teacher paid attention to the speaker and make sure the rest of the students pay attention to. The teacher then invited some students to give questions to the speaker.¹¹⁸

It showed that the activity was in accordance with the guidelines. The teacher provided an opportunity for both the speaker and the audience to speak up. the speaker delivered her speech and the audiences asked questions related to the topic.

2. Vocabulary Building

Vocabulary building is intended to enrich students' vocabulary. The matter of vocabulary is crucial for someone speaking ability, so the students need additional vocabulary. It's stated by one of the teachers who was interviewed by the researcher.

"problems which are faced by students are mostly in a matter of vocabulary mastery. In fact, speaking is a skill which needs vocabularies to speak, so they are difficult to speech since their vocabulary mastery is under average".¹¹⁹

In the first meeting, after the teacher gave a speech (can be motivated) to the audience interactively, the teacher gave some

¹¹⁸ Result of Observation (ROO-02)

¹¹⁹ Transcript of Interview (TOI-01)

vocabularies related to the topic being discussed, and the students record it. In the second meeting and so forth the vocabulary building was given after the speaker delivered the speech.

"Then, the teacher will give some vocabulary related to the topic presented. Students record and imitate the pronunciation of the vocabulary".¹²⁰

Even vocabulary building should be given by the teacher but mostly the speaker was the one who gave the vocabularies. It's proven by the result of observation. After the speaker gave a speech, then he was asked to give vocabularies.

3. Conversation

After the students got the vocabularies, the teacher then invited them to make conversation. The conversation was intended to apply the vocabularies they've got.

In the first meeting, the teacher provided examples of tasks on location in the form of conversations in pairs, starting from the technique of opening, developing, modifying and closing the conversation according to the topics discussed.

In the next meeting and then the students in pairs tried to practice making conversations in accordance with the topic specified.

During the conversation activity, the teacher always monitored the ongoing activities and provides corrections and facilitates answers if there are students who ask.

¹²⁰ Result of Documentation (ROD-04)

4. Making A Sentence

The guidelines showed that after vocabulary building, the teacher should give a chance to make a conversation. However not all the teacher applied the activities based on the guidelines. From the interview and observation result, there were some teachers who didn't give conversation activity. The teacher changed the activity into making a sentence.

"The next activity is usually I ask them to make a sentence one by one by using vocabularies they've got. I rarely asked them to make a conversation since some students who are not willing to speak up, they tend to be passive, so the passive one will be more passive, and the active one will be more active. So I didn't apply this conversation in every meeting. I've ever applied conversation in every meeting for the late semester, but it's not effective, so I change it to make a sentence and so forth".¹²¹

From the above statement showed that the teacher gave another activity besides conversation. However, the aim of both activities is the same. It was to apply the vocabularies which were got by the students. The teacher was given the freedom to choose what activity that fits with the students' condition. The main point in public speaking was making students communicative actively using English. The result of observation, however, showed that most of the students participated actively in the conversation.

¹²¹ Transcript of Interview (TOI-1)

5. Evaluation

The evaluation was given after the speaker delivered the speech and after the rest of the students completing the conversation.

After completing the conversation exercise, the teacher gave a little feedback and conclusions on what has been learned today. After making a presentation, the teacher will provide feedback, input, suggestions on the weaknesses and strengths of the presentation results. Based on the researcher's observation here is the form of feedback which was given by the teacher.

> "First, repeating the errors or mistakes made, Teacher gives correction for the incorrect pronunciation. Second, making statement or question for example "That's not quite right" and so forth. The teacher asks the other students, "is it right?", and let the other students answer it. Third, giving a facial expression or gesture indicating there is something wrong with the performance, Fourth, reformulating the sentence, Teacher gives correction for the incorrect sentence made by students."¹²²

The feedback given by the teacher can be in the form of reinforcement, suggestion, and correction. However, there was no formal assessment for this program. Most of the teachers didn't take a score of the students' performance even though the coordinator had provided the form for taking the students score.

¹²² Result of Observation (ROO-01) for the teacher.

This happened since public speaking program was not included in the students' report.

> "After the students give a presentation, the teacher has to give the score on students' presentation with the guidelines I have given. But sometimes the teacher forgot to bring it so that they didn't give any score on their students' performance. Since the program is not included in the final report, so the teacher didn't give a really serious evaluation"

The above statement proved that the teacher mostly didn't give any score on students' performance and most of the students realized that the teacher didn't give any score on their performance.

The teacher tended to give oral evaluation or comment. The teacher usually commented on the strange of students performance, giving correction on the incorrect pronunciation, vocabulary using and conclusion of what they've talked about in one meeting.

1.3 The Material in Public Speaking Program.

The material given in public speaking program was adjusted with the English curriculum and basic competency of English subject. Public speaking program was intended to expand the material in English subject. However, the material provided speaking practice and interesting for talk to take place. It was stated by one of the teachers being interviewed. "The material given in the public speaking program is based on the guidelines, and the material is in accordance with their formal material. For example, their formal material in class is descriptive so we will ask them to make a descriptive text in public speaking but it will be presented orally. The students are expected to understand the theory, then students able to make and present the result."¹²³

"The materials are suited with curriculum to support school curriculum mainly in the English language. Besides that, the program is to make the curriculum run well. Students tend to be monotonous in learning English, for example, we learn about narrative text, in curriculum students will only get material about generic structure, language feature and students didn't get any chance to speak their English, while in public speaking students can explore more their speaking ability like in the form of storytelling based on the place and time they want to tell, and I think students are more comfortable rather than learning in the class with monotonous activity".¹²⁴

The statement above showed that public speaking provided a chance to students in expanding the material in English subject. Besides students also had a chance to improve their speaking skill since the syllabus in the English subject didn't give more chance for students in speaking. For example, the material is about a narrative text, the indicator was students' will be able to create or write the tex rather than to tell a story.

The material in public speaking was also suited to real-life condition. So the students wouldn't be difficult in finding the material

¹²³ Transcript of Interview (TOI-06)

¹²⁴ Transcript of Interview (TOI-05)

for the speech and be aware of today's condition. However, the topic chosen was still related to the syllabus of English subject.

"The topic given in public speaking is the interesting topic, or new issue, which can make them aware of what's going on today, and the topic still has a correlation with their formal material, I mean with basic competency. The topic means to provide students a larger knowledge so they can elaborate on what they get in the class comprehensively in public speaking".¹²⁵

Besides the material was suited with the real condition, the material also adjusted with the local wisdom. For example when there was Isra' Mi'raj the teacher included the topic about Isra' Mi'raj, the other example when there was independence day the topic was about independence day. When the researcher did her observation the material was about local wisdom, that was "Menara Kudus, an Islamic Legacy", "Local Wisdom Visit; Muria Mountain, Montell Waterfall, and "My Humble Principle Mr. Shofi."¹²⁶

"They need the topic that relates with the real life, for example in this semester will be independence day, Isro' Mi'roj or other celebration days, then we include such topic in the material of public speaking program. And the purpose is students have to be able to adjust themselves with society".¹²⁷

"The tenth grade should know better about their environment and local wisdom, so they've to well adopted in the environment of the local society".¹²⁸

¹²⁵ Transcript of Interview (TOI-08)

¹²⁶ Result of Observation (ROO-01, 02 and 03)

¹²⁷ Transcript of Interview (TOI-08)

¹²⁸ Transcript of Interview (TOI-08)

The result of the interview above showed that the purpose of emphasizing local wisdom is to make students' aware of their surrounding environment and the main point was to make students adjust with the society since one day they'll live together in society. The list of material can be seen in appendix IV.

1.4 Role of Teacher in Public Speaking Program

The research finding showed that the teacher played a different role in each activity.

1.4.1 Source

The teacher acted as source provider since the teacher had to prepare the topic, in other hand students could also ask the teacher what material should they prepare, the using of diction or composing the sentence. It was proven by the result of the interview.

"Actually, we have times 7 days to prepare anything before doing their speech, students are given chance to ask the material they will present with the teacher, for example, what grammar should I use, what vocabularies should I choose. The teacher also has the right to give vocabularies".¹²⁹

1.4.2 Organizer

Besides a source the teacher also positioned herself as an organizer.

"The teacher should divide the students into some pairs, and a pair should talk about the topic and the teacher has the right to monitor each pair. It's a difficult part for the teacher since the

¹²⁹ Transcript of Interview (TOI-08)

number of students is not in balance, so the teacher sometimes cannot focus on each pair".¹³⁰ Based on the result of interview above, the teachers were responsible for organizing the students to do some activities. The teacher was the one who decided what activities should be done by the students. the teacher was also responsible for the deciding when the time is over.

1.4.3 Observer and Prompter

While one of the students was delivering their speech, or doing conversation the teacher positioned herself as an observer. The teacher here would make sure whether the rest of students pay attention and doing conversation with their partner or not. At the same time, the teacher also positioned herself as a prompter. Sometimes students were confused to say something when they were doing conversation. In this case, the teacher should be ready when the students asked. Observing the students was intended to give feedback after their performances.

1.4.4 Feedback Provider

Evaluation can be done both written and oral evaluation. In public speaking, the teacher mostly give correction orally, this was proven by the result of observation and interview as follow.

> "The teachers also have the right to give feedback for students after giving a presentation. The feedback can

¹³⁰ Transcript of Interview (TOI-08)

be in the correction of grammar, the content and the relation with the real life in society or real impact of their speech. After monitoring, the teacher also should give like a conclusion, or what error they've made".¹³¹

The result of the interview above showed that the teacher also positioned herself as a feedback provider. The teachers should give a correction to their students' performances. The feedback was in the form of reinforcement or even correction.

1.5 Students' Participation in Public Speaking Program.

The program could be considered successful is not based on how much the teacher take apart in the activities yet it's on students' participation. The research finding showed that most of the students actively participated in the activities given by the teacher. The following was the result of observation.

Students were mostly aware of developing awareness about themselves as second language speakers. It's proven by all students actively speak up by using English, even sometimes it's mixed when they don't know the vocabulary. They also actively gave feedback on the questions and answers session.¹³²

The students also were working collaboratively with his or her peers. It could be seen when they were doing a conversation. The students also active since the topic is easy for the students and they've already familiar with.

¹³¹ Transcript of Interview (TOI-08)

¹³² Result of Observation (ROO-01)

From the research finding above, the researcher could conclude that the students' participation in the public speaking program was good enough. It's proven by their contribution and participation in every task given by the teacher.

B. DISCUSSION

This part focuses to answer the research questions. There were research questions in this research: (1) how is the implementation of the public speaking program?

2. The implementation of Public speaking program.

2.1 The purpose of the public speaking program

The problem in speaking according to Penny Ur is the matter of inhibition and mother tongue used and the success of teaching speaking is when students talk a lot. However, the research finding showed that the purpose of public speaking was to familiarize students to speak English. it's a prove that public speaking could solve the problem in speaking in a matter of inhibition since public speaking required some degree of real-time exposure to an audience. The problem of mother-tongue used would decrease since students were obligated to use English during this program and students got a chance to talk a lot.

The second problem in speaking is low or uneven participation from the student, yet the success of teaching speaking is when students get even participation. Based on the research finding, the purpose of public speaking was intended to increase students' confidence and braveness in speaking. However public speaking could overcome the uneven participation fro students since the program provided a really big chance for students to take a part in speaking both in the form of speech and conversation. There was no dominated minority of talkative participants, all get a chance to speak, and contribution was fairly evenly distributed.

The third problem in speaking that proposed by Penny ur is nothing to say. However public speaking could overcome this kind of problem. Based on the research finding, the public speaking program was intended to increase students' vocabulary mastery. In which every meeting students got some vocabulary related to the topic, so their vocabulary mastery would also increase.

2.2 Stages in Public Speaking Program.

The researcher provided observation guidelines in order to know the circumstances and the real condition of the public speaking program. Besides the researcher also provided interview guidelines to compare the result which was got from the field with the interview result. The main instrument was an interview, however, the observation result was intended to prove the result of the interview.

Public speaking is the process or act of performing a speech to a live audience, public speaking here means any task where the participant addresses an audience orally.

The speech was included in extensive (monologue). this type of classroom speaking performance was carried out for students at intermediate to advanced levels, they are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The implementation of public speaking itself was quite easy. There are three activities in the public speaking program, those were speech, vocabulary building, and conversation. However, the students would pass several phases in presenting their speech as follow.

The first phase was the research phase where students were given time to prepare the speech, the speaker could search on the internet, newspaper and other sources. During the research phase, students were asked to develop an argument and search for information to support their speech argument. Thus students utilize reading strategies as well as library skill. Note taking was made more meaningful as it was used for individual research goals. This phase also involved students to build their conceptual knowledge. Conceptual knowledge refers to an integrated network of knowledge where students understand how pieces of information relate to one another. Individual students must take the information gathered through this research and then prepare a written speech.

The second was the demonstration phase, this phase allowed the students to share their thoughts and speech they've already prepared. The other students also could answer questions about their friend speech. public speaking provided students with a forum to express their ideas and demonstrate their knowledge. The third was reflect phase. This was an important and sometimes overlooked stage of public speaking program. One way students could reflect and focus on their language use is by recording their presentation and using those recordings for selfassessment. However, the ones who recorded students speech was the teacher. In which later the teacher would give feedback on students performance. In this way, students would have an opportunity to view their progress and notice gaps in their language development.

Through those several phases, public speaking would give several advantages for the students. like what has been proposed by Gina that public speaking had some advantages. First public speaking provides the opportunity to practice all language skill, second is support the development of critical thinking skill and the last is public speaking promotes learning.

All three advantages of public speaking were found by the researcher in conducting the research. When the students deliver the speech there was naturally a strong focus on speaking. Spoken language was vital in delivering a clear, coherent speech. However, the teacher also gave conversation activity in which they could do peer evaluation which can promote careful listening. Additionally, students would also develop strong reading and writing during preparing their speech. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presenting their speech. It proved

that public speaking provides an opportunity to practice all four language skill.

Public speaking program in the bilingual class of tenth-grade students at MAN 2 kudus also supported the development of critical thinking skill. From the result of the interview, public speaking required students to conduct mini research and develop support for their argument. Once the students had identified the topic, they might carry out an extensive search of materials using the library and online search tools. Then the students skim, scan or read the select articles to gain knowledge of their topic. Alternatively, students may tap local sources for useful information. The public meeting, newspaper, and the internet were great sources which were used by students. As students brought several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information would need to be integrated into the students' existing knowledge base so they could make sense out of what they find in order to develop clear speech presentation.

The third advantage of this public speaking program that public speaking promotes learning. As the researcher's observation, the speech activity was an ideal way for students to display their knowledge. Through their speech, students were given the opportunity to demonstrate what they've learned from the research phase. This type of task pushed students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining the topic to the rest of the class.

The next stage after the speech was vocabulary building. Vocabulary building was intended to enrich students' vocabulary mastery. According to Penny Ur the problem of speaking found in students was nothing to say. It could happen since they have less vocabulary. However, the number of vocabulary mastered by students were no effective to gain students speaking skill. It's not only a matter of remembering the vocabulary but also how students can apply it in real life. therefore the teacher gave the other activities like making a sentence and conversation.

Making a sentence was intended to make the students aware of how to put and arrange the vocabulary into a meaningful sentence. Besides conversation was intended to practice the vocabularies got by the students. The conversation was suited to the principles of speaking techniques that was proposed by Brown. It gives students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. After these several stages, students need to know how far their performance was, so the teacher gave evaluation or feedback for students performance. The conversation included in the interpersonal (dialogue). this type of interpersonal carried out for the purpose of maintaining social relationships than for the transmission of facts and information. However extensive (monologue) was found when the students did their speech in front of the audiences.

The evaluation was given after the speaker delivered the speech and when the students doing the conversation. The feedback given was in the correction of accuracy and fluency. When the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making.

Based on the research observation there were several ways by the teacher to give feedback during accuracy work when students were doing the conversation. First is repeating the errors or mistakes made. Second, echoing like a precise way of pinpointing error. The third is making statement or question for example "That's not quite right". Fourth, Hinting which is a quick way of helping students to activate rules they already know. The last form is giving a facial expression or gesture indicating there is something wrong with the performance and reformulating the sentence. This kind of correction was done by the teacher when the students were dong conversation.

However, in the speech activity, the teacher mostly did correction after the students delivered the speech. Based on the researcher's observation the teacher usually gave a gentle correction when the communication breaks down. The teacher gave the weaknesses and the strength of their speech. besides the teacher also gave correction on the grammatical error and incorrect pronunciation.

2.3 The material in the public speaking program.

Based on the research finding, the material given in the public speaking program was adjusted with the English curriculum and basic competency of English subject. The public speaking program was intended to expand the material in English subject. The material provided speaking practice and interesting for talk to take place. However, the materials are included the activities and resources for facilitating second language speaking development categories. Those that provide speaking practice and promote language and skills learning. The material in public speaking was also suited to real-life condition. So the students wouldn't be difficult in finding the material for the speech and be aware of today's condition. However, the topic chosen was still related to the syllabus of English subject.

2.4 Role of the teacher in public speaking program.

During those phases and in implementing the activities the teacher positioned herself in a different role. The teacher can act in several roles like prompter, observer, participant, organizer, tutor, feedback provider.

Based on the result of the interview and the researcher's observation, the students were given time for a week in preparing their speech. the students can ask for the topic, what tenses they had to use, the diction and so forth. In this case, the teacher acted as a resource. When the teacher acted as a resource, the teacher was helpful, but at the same time, the teacher also resisted the urge to spoon-feed the students so that they won't become overreliant.

The next role acted by the teacher was an organizer. Based on the researcher observation, one of the most crucial role act by the teacher was an organizer. In public speaking program, the teacher was organizing students to do various activities. The activities given was in the form of telling students how they are going to do the activity, putting students into pair or group and closing things down when it was time to stop. The teacher acted as an organizer in order to make sure the students got full advantages of the activities. Another hand, the teacher also would take part in the activities they had organized, like conversation and speech.

In conversation and speech activity the teacher act as participant, observer, and prompter. In conversation and speech activity, the teacher took apart as a participant in discussions or role-play themselves to help the activity along, ensure continuing students' engagement and maintain a creative atmosphere. Besides the teacher also act as an observer in order to make sure whether the teacher did the conversation with their partner or not. When the teacher was observing, sometimes the students got confused and didn't know what to say next, the teacher helped them like translating vocabulary or creating the sentence. So here the teacher also acts as a prompter.

At the end of the public speaking program, the teacher act as a feedback provider. When the students have delivered their speech and completed conversation the teacher gave feedback on their performance. Here students needed an indication of whether or not they are getting their English right from the teacher. The teacher acted as an assessor, offering feedback and correction and grading students in various ways. This was intended for students in order to know how and for what they were being assessed. In the other hand, it was also intended to control the class from the feedback. The teacher could evaluate whether the class is going well or not and to find out the problems.

The role of a teacher above was in order to help learners in acquiring language and skills that they weren't able to achieve on their own. The teachers need to be aware of their students' learning needs and the demands they face when communicating through the spoken language. Teachers can understand more about language learners' cognitive, affective, and social needs from theoretical ideas, as well as personal observations. As a result of observation and interview, the observations done by the teacher was based on conversations with students, information about their background, and learning goals and assessment results. The teacher also paid attention well on the students' cognitive, affective and their social need.

2.5 Students' Participation in Public Speaking Program.

Successful second language speaking development depends as much on teachers and materials, as it is on the learners themselves. They should be encouraged to take responsibility for managing their learning and improving their speaking. They can do this by developing awareness about themselves as second language speakers, by better understanding the nature and demand of speaking, and by critically considering strategies that can facilitate their oral communication. Although speech production is an individual endeavor, every learner's development of the second language speaking can be greatly facilitated through working collaboratively with his or her peers.

Teachers should, therefore, encourage learners to support one another's speaking development, not just as communication partners in a speaking task, but also as learning partners who share their learning plans and goals. Through dialogue, students can coconstruct knowledge about what is needed to be proficient speakers, and to apply their knowledge and skills in real-time communication. However, learners should not be left alone to struggle through the learning process. Their effort must be supported by teachers who can provide the necessary scaffolding, input, and guidance.

Students were mostly aware of developing awareness about themselves as second language speakers. It's proven by all students actively speak up by using English, even sometimes it's mixed when they don't know the vocabulary. They were also actively given feedback on the questions and answers session.

The students also were working collaboratively with his or her peers. It could be seen when they were doing a conversation. The students also active since the topic is easy for the students since they've already familiar with.

From the research finding above, the researcher could conclude that the students' participation in the public speaking program was good enough. It's proven by their contribution and participation in every task given by the teacher.

C. Strengths and Weaknesses of Public Speaking Program

- a. Strengths
 - 1. Public speaking program is well organized in which the teacher, students, place, time and material are specifically stated in the syllabus.
 - 2. The material in public speaking program highly support the students' mastery of English subject as it is suited with its comepetency.
 - Public speaking program trains students to be descipline. The program is started in early morning to avoid the students for coming late.
 - 4. The teachers in public speaking program are attractive and have a different good techniques to hold the students' participation.

- b. Weaknesses
 - 1. The absence of structured evaluation in public speaking program resulted on less motivation for students in preparing the speech.
 - 2. No adequeate equipments to support the outdoor learning of public speaking program makes ineffective
 - 3. The time duration is too short to make sure all students involved in each activity.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is about the conclusion of the research. Then, the second part presents the recommendations related to this research for the students, lectures, and future researchers.

A. CONCLUSION

The purpose of this research is to find out how the implementation of the public speaking program in the bilingual class of tenth-grade students at MAN 2 Kudus. The researcher provided observation guidelines and interview to answer the first research question. The main instrument to answer the first research questions were an interview, while observation guidelines were used to gain the result of the interview. The result of this research showed that the purpose of the public speaking program was to improve students speaking skill which involved improving students' vocabulary, students' confidence and familiarize students to speak English. In order to reach the goal, public speaking was including some activities to support the students' development. The activities given in public speaking program consisted of several stages. Those are opening, speech, vocabulary building, making sentence or conversation. However the main activity was speech, then the teacher could give variation activities for the rest of the time, like making a sentence or invites students to do conversation.

B. SUGGESTION

Based on the result of this research, the research participants who have experienced in doing the public speaking program.

1. Students

In order to get the advantages of the public speaking program students should attend the program on time so the program can be conducted on time. The students also need to pay more attention when their friends were giving a speech. since based on the research's finding there were only a few students who paid attention to. With this way, students can develop all their language skills.

2. Engish language teacher in Public speaking program.

It is better for the teacher who became the tutor of the public speaking program to do an evaluation or giving a score for each students performance in a written form since based on the research finding those only a few teachers who gave a score on the students' performance. The written evaluation and score, however, can be used to know how far the development of their students was. Besides the score can give students motivation to improve their performance in the next chance to give a speech. Besides, the teacher should consider choosing the place in conducting the program since the place was too crowded so, some students sometimes don't really pay attention to the speaker.

3. School.

It's better for the school to include the score of the public speaking program on the students' report. Most of the teachers' didn't take the score of students' performance since it was not included in the students' report. When the teacher takes the score of students' performance, it can also motivate students to prepare their speech well. the students will also know how far their speaking performances are.

4. The next researcher.

The result of this research shows the process of implementing the public speaking program. This research is expected to inspire future researchers to conduct the same field about the public speaking program in speaking class. The future researcher can conduct a study of a public speaking program that relates to another skill, like listening, or grammar.

C. CLOSING

The praise only belongs to Allah who gives power and health so this final project can be finished. Critics and advices are needed to make this research better, because the researcher is aware that there are many mistakes in writing this study.

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APPENDIX I

A. Observation sheet for teacher

No	Classification	Tacher's Activity	Yes	No	Note
1	Preparation	The teacher invites			
	and	students to prepare			
	classroom	themselves for the			
	management	English class outside of			
		public speaking class.			
		Teacher involves the			
		students in some			
		activities to practice			
		their speaking skill			
		related to the material.			
		Teacher gives the			
		chance to the students			
		to ask the material when			
		they do not understand			
		during public speaking			
		class			
2	Performance	The teacher has some			
	of the	techniques in explaining			
	teaching	the material to make the			
	process	students easily			
		understand the English			
		material.			
		The teacher always uses			
		English to explain the			

				1
		material in public		
		speaking class		
		Teacher makes students		
		more active in students'		
		speaking skill during a		
		public speaking class.		
3.	Application	The teacher has a		
	of learning	variation in giving the		
	activity	assignment to make the		
	-	activity not boring and		
		monotonous.		
		Teacher gives a chance		
		to the students to speak		
		in pair or in a group.		
4.	Evaluation/	Repeating the errors or		
	Feedback	mistakes made,		
	Provider			
		echoing like a precise		
		way of pinpointing		
		error.		
		Making statement or		
		question for example		
		"That's not quite right"		
		and so forth.		
		Hinting		
		giving a facial		
		expression or gesture		
		indicating there is		
		something wrong with		
		the performance,		
		reformulating the	 1	
		sentence		
L		Sentence		

No	Classification	Example of Activity	Yes	No	Note
1	Provide speaking practice				
3.	Facilitate metacognitive development				
4.	contextualized, varied, and interesting prompts and scenarios for talk to take place.				

B. Observation Sheet for Material

C. Observation Sheet for Students

No	Classification	Example of Activity	Yes	No	Note
1	developing awareness about themselves as second language speakers				
2	working collaboratively with his or her peers				

D. Observation Sheet for the Activity

1.	What are the activities done in the opening process?
	•
2.	What are the teacher and students done in the
4.	main activity of the public speaking program?
3.	What hinds of analysticus since by the teacher
э.	What kinds of evaluations given by the teacher, and how does the teacher give feedback to the
	students?
4	How is the streambars in the multiperspire
4.	How is the atmosphere in the public speaking program?

APPENDIX II

Questions list for interviewing	Questions list for interviewing the
the teacher for answer research	students for answer research
question no 1.	questions no 1
 Can you tell me how is the	 Can you tell me how is the
implementation of a public	implementation of a public
speaking program? What is the purpose of a	speaking program? Can you tell me how is the
public speaking program? What materials are given in a	evaluation of a public
public speaking program?	speaking program? Do you know what aspects
And what is the reason for	are evaluated in public
choosing the material?	speaking program?
 4. Do you always prepare for an interesting activity? 5. What problems are faced by students in public speaking program? And how do you overcome this kind of problem? 6. Do you always participate in discussions or role-plays to help the activity along? Can you give an example? 7. Do you always ensure continuing students' engagement or maintain creative atmosphere? Can you give an example? 	 Does public speaking activity help you to learn English easier Give your reason! Is the material/ topic given by your teacher is in accordance with your need? Is the vocabulary given in every meeting effective enough to increase your vocabulary mastery? Can you give any suggestions for the time in conducting public speaking program? Does your teacher always give correction for your pronunciation or

 8. Are you aware of your students' learning needs? 9. Do you understand more about your students' language cognitive, effective, and social needs? 10. Do you always give feedback for your students speaking performance? 	 grammatical error in your speech? Yes/No. Give an example! 9. What problems do you face in public speaking program? 10. Can you give an idea or suggestion to your English teacher in a public speaking class in order to make the program better?
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APPENDIX III

- 1. How is the brief history and overview of MAN 2 Kudus?
 - a. Profile of MAN 2 Kudus
 - b. Conditions in MAN 2 Kudus.
- 2. Data related to the students: the number of students in science bilingual class (X MIA 4,5, and 6)
- 3. Data related to the implementation of public speaking program
 - a. Guideliness of public speaking program.
 - b. The schedule of public speaking program
 - c. The material in public speaking program
 - d. The teachers in publc speaking program.

APPENDIX IV



RESULT OF OBSERVATION ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

ROO-01

Date of Observation: Tuesday March 12, 2019

Topic: Menara Kudus; An Islamic Legacy

Teacher : Mrs. Sofiana N

Class : X IPA 5

Place : front of the auditorium

A. Observation sheet for teacher

No	Classification	Tacher's Activity	Yes	No	Note
1	Preparation and	The teacher invites			The
	classroom	students to prepare			teacher
	management	themselves for the			invites
		English class outside			students
		of public speaking			to gather
		class.			in the hall
					and make
					lines.
		Teacher involves the			The
		students in some			teacher
		activities to practice			invites
		their speaking skill			students
		related to the material.			to make a
					sentence
					from the
					given
					vocabular
					ies,
		Teacher gives the			Teacher
		chance to the students			gives a
		to ask the material			chance
		when they do not			for
		understand during			students
		public speaking class			to gives a
					question

				which
				relates to
			,	the topic.
2	Performance of	The teacher has some	\checkmark	There's no
	the teaching	techniques in		topic
	process	explaining the material		explanatio
		to make the students		n. The
		easily understand the		one who
		English material.		explains
				is the
				speaker
				who gets
				a chance
				to speak.
		The teacher always		The
		uses English to explain		teacher
		the material in public		always
		speaking class		uses
				English
				the whole
				time.
		Teacher makes		Most
		students more active in		students
		students' speaking skill		get a
		during a public		chance to
		speaking class.		speak up.
3.	Application of	The teacher has a		Teacher
	learning activity	variation in giving the		gives
	- •	assignment to make		punishme
		the activity not boring		nt to sing
		and monotonous.		for
				students
				who
				cannot
				make a
				sentence
				in a given
				time.
				unit.

4.	Evaluation/ Feedback Provider	Teacher gives a chance to the students to speak in pair or in a group. Repeating the errors or mistakes made,	- V	√ 	The teacher only asks them to make a sentence. Teacher gives correction for the incorrect pronuncia
		echoing like a precise way of pinpointing error. Making statement or question for example "That's not quite right" and so forth.	√	√	tion. No pinpointin g during the program. The teacher asks the other students, "is it
		giving a facial expression or gesture indicating there is something wrong with the performance,	1		is it right?", and let the other students answer it. When the speaker delivered her speech

	reformulating	the		Teacher
	sentence			gives
				correction
				for the
				incorrect
				sentence
				made by
				students.

B. Observation Sheet for Material

No	Classification	Example of Activity	Yes	No	Note
	Provide speaking practice	Speech	\checkmark		One of the students becomes a speaker and the rest of it can ask questions related to the topic
2.	contextualized, varied, and interesting prompts and scenarios for talk to take place.		V		The topic is based on the context, since the school is located in Kudus, the title

C. Observation Sheet for Students

Ν	Classification	Example of	Yes	No	Note
0		Activity			

1	developing awareness about themselves as second language speakers	All students actively speak up by using English, sometimes it's mixed when they don't know the	V	Students automatically speak in English without being remained by the teacher.
		vocabulary.		
2	working collaborativel y with his or her peers	Make conversation.	V	Students work collaboratively to talk to each other.

D. Observation Sheet for the Activity

5. What are the activities done in the opening process?

-greeting by the teacher

-asking students condition

-teacher opens the program by giving a cheerful conversation -asking for the previous topic

6. What are the teacher and students done in the main activity of the public speaking program?

-speech from the speaker

-questions and answers time from the rest of the students

-vocabulary building (the speaker gives some vocabularies to their friends)

-the teacher adds the vocabulary

-making a sentence from vocabularies they've got one by one

7. What kinds of evaluations given by the teacher, and how does the teacher give feedback to the students?

-the teacher evaluates students performance orally -the teacher gives comment and suggestion on students performance and doesn't take the score of it.

-the feedback given is in the form of correction and reinforcement. -teacher corrects on the vocabulary used, pronunciation and grammar.

8. How is the atmosphere in the public speaking program?

Enjoyfull: it's proven by students' activeness in following this public speaking program. The speaker performs a good speech and the rest of students actively gives questions.

APPENDIX V



RESULT OF OBSERVATION ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

ROO-02

Date of Observation	: Topic: Menara Kudus; An Islamic Legacy
Teacher	: Mrs. Sofiana N
Class	: X IPA 5
Place	: front of the auditorium

Observation sheet for teacher

No	Classificati	Tacher's Activity	Yes	No	Note
	on				
1	Preparation	The teacher invites			The
	and	students to prepare			teacher
	classroom	themselves for the			invites
	managemen	English class outside			students
	t	of public speaking			to gather
		class.			in the hall
					and make
					a circle.
		Teacher involves the			The
		students in some			teacher
		activities to practice			asks
		their speaking skill			students
		related to the material.			to make
					conversati
					on.
		Teacher gives the			Teacher
		chance to the students			gives
		to ask the material			questions
		when they do not			and
		understand during			answers
		public speaking class			session.
2	Performanc	The teacher has some			The
	e of the	techniques in			material

				· · ·
	teaching	explaining the material		is coming
	process	to make the students		from the
		easily understand the		speaker
		English material.		who
				delivers
				the
				speech
		The teacher always		The
		uses English to explain		teacher
		the material in public		uses
		speaking class		mixed
				language
		Teacher makes		The
		students more active in		teacher
		students' speaking skill		always
		during a public		makes
		speaking class.		students
				active to
				talk by
				giving
				questions.
3.	Application	The teacher has a		No
	of learning	variation in giving the		variation
	activity	assignment to make		activity
		the activity not boring		during the
		and monotonous.		program
		Teacher gives a chance		The
		to the students to		teacher
		speak in pair or in a		asks
		group.		students
		_		to talk in
				pair.
4.	Evaluation/	Repeating the errors or		Correctio
	Feedback	mistakes made,		n on the
	Provider			wrong
				pronuncia
				tion.

Echoing like a precise way of pinpointing error.	\checkmark		Teacher points on the gestures which are less appropriat e.
Making statement or question for example "That's not quite right" and so forth.	V		The teacher gives a statement "is that true" for students after they deliver the speech
giving a facial expression or gesture indicating there is something wrong with the performance,		V	No facial expressio n.
reformulating the sentence	V		Teacher gives correction of the incorrect sentence by formulati ng it.

A. Observation Sheet for Material

No	Classification	Example of Activity	Yes	No	Note
1.	Provide speaking practice	Speech	\checkmark		The topic is easy for the students since they've been already familiar with.
2.	contextualized , varied, and interesting prompts and scenarios for talk to take place.	Conversatio n. Questions and answer	V		The topic is about Muria mountain, it shows local wisdom.

B. Observation Sheet for Students

No	Classification	Example of Activity	Yes	No	Note
1	developing awareness about themselves as second language speakers	Questions and answer	\checkmark		Some students actively participate in the activities given.
2	working collaboratively with his or her peers	Conversation	V		Students talk actively with their own pair.

C. Observation Sheet for the Activity

1. What are the activities done in the opening process?

-Greeting from the teacher -Asking students condition

	2. What are the teacher and students done in the main activity of the public speaking program?			
-	One of the students delivers the speech			
-	The teacher pays attention to the speaker and makes sure the rest			
	of the students pay attention			
-	Teacher ask some students to give questions related to the topic			
	3. What kinds of evaluations given by the teacher, and how			
	does the teacher give feedback to the students?			
	- Teacher gives correction on pronunciation			
	- Teacher gives feedback on the speaker by saying "good"			
4. How is the atmosphere in the public speaking program?				
	-the atmosphere is a little bit boring since some of the students			
	don't really pay attention to the speaker and when they're asked			
	for conversation, they do not do it seriously			

APPENDIX VI



RESULT OF OBSERVATION ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

ROO-03

Date of Observation	: Thursday, March 14, 2019
Topic	: Mr. Shofi; My Humble Principle
Teacher	: Mr. Khodrotun Naja
Class	: X IPA 5
Place	: In Front of Boarding A

A. Observation sheet for teacher

No	Classificati on	Tacher's Activity	Yes	No	Note
1	Preparation and classroom managemen t	The teacher invites students to prepare themselves for the English class outside of public speaking class.	V		The teacher invites the students to gather in the hall and make two lines.
		Teacher involves the students in some activities to practice their speaking skill related to the material.	V		The teacher creates an active atmospher e to talk to the students.

		Teacher gives the			Teacher
		chance to the students	,		gives
		to ask the material			chance to
		when they do not			students
		understand during			to ask the
		e			
		public speaking class			speaker,
					related to
	D (1	the topic.
2	Performanc	The teacher has some		\checkmark	The
	e of the	techniques in			material
	teaching	explaining the material			is coming
	process	to make the students			from the
		easily understand the			speaker
		English material.			who
					delivers
					the
					speech
		The teacher always			The
		uses English to explain			teacher
		the material in public			always
		speaking class			tries to
					use
					English
					during the
					program.
		Teacher makes			The
		students more active in			teacher
		students' speaking skill			always
		during a public			makes
		speaking class.			conversati
		speaking class.			on with
					their
					students
					by giving
					an interestin
					g
					question.

3.	Application of learning activity	The teacher has a variation in giving the assignment to make the activity not boring and monotonous.	V	Teacher gives whole class activity, group activity, pair, and individual activity.
		Teacher gives a chance to the students to speak in pair or in a group.	V	The teacher asks students to talk in pair.
4.	Evaluation/ Feedback Provider	Repeating the errors or mistakes made,	V	Correctio n on the wrong pronuncia tion.
		Echoing like a precise way of pinpointing error.	V	Teacher points on the gestures which are less appropriat e.
		Making statement or question for example "That's not quite right" and so forth.	V	The teacher gives a statement "is it correct?" for

giving a facial expression or gesture indicating there is something wrong with the performance,		√	students after they deliver the speech No facial expressio n.
reformulating the sentence	V		Teacher gives correction of the incorrect sentence by formulati ng it.

B. Observation Sheet for Material

No	Classification	Example of Activity	Yes	No	Note
1.	Provide speaking practice	Speech	\checkmark		The topic is easy for the students since they've already familiar with.
2.	contextualized , varied, and interesting prompts and scenarios for talk to take place.	Conversatio n. Questions and answer	V		The topic is about the headmaster of MAN 2 Kudus, so they've already familiar with.

C. Observation Sheet for Students

No	Classification	Example of	Yes	No	Note
		Activity			
1	developing	Questions and	\checkmark		All students
	awareness	answer			actively
	about				participate
	themselves as				in the
	second				activities
	language				given.
	speakers				C
2	working	conversation			All students
	collaboratively				talk actively
	with his or her				with their
	peers				own pair.

D. Observation Sheet for the Activity

5. What are the activities done in the opening process?

-Greeting from the teacher

-Asking students' condition

-giving a question with multidimensional answer

-make conversation with students before going to the main activity

(speech)

6. What are the teacher and students done in the main activity of the public speaking program?

- One of the students delivers a speech
- The teacher pays attention to the speaker and makes sure the rest of the students pay attention

7. What kinds of evaluations given by the teacher, and how does the teacher give feedback to the students?

- Teacher gives correction on pronunciation

- Teacher gives feedback on the speaker by saying "good" -the teacher tends to give feedback in the form of reinforcement rather than correction.

8. How is the atmosphere in the public speaking program?

-the atmosphere is good and fun, it's proven by all students actively participated in the program, and they really practice their speaking when the teacher asks them to do conversation



TRANSCRIPT OF INTERVIEW ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

Topic: Purpose of Public Speaking Program

Turn	Speaker	Uttarances
	А	What is the purpose of the public speaking program?
TOI- 01	В	This program is aimed to train students to be able to speak English, since this is school based on research, and most students are usually involved in some competitions, either regional, national, or international, which forces them to be able to speak English well, so the purpose of public speaking is tending to prepare students speaking ability.
TOI- 02	С	The purpose of public speaking is to train students to speak in front of the audiences bravely. Beside giving braveness for the students, students are expected to increase their vocabulary mastery, since the main point of language is vocabulary mastery, and how to pronounce it. Another hand public speaking is aimed to prepare students in their universities, so when students have a good English I think the way the graduate from universities will be easier, I think now some universities have implemented to use English as their final project. So I think Madrasah has prepared the best for the students.
TOI- 05	D	The purpose of the public speaking program is Increasing student's vocabularies, make students familiar with speaking English, the main point is the students are willing to speak English even there some ungrammatical sentence, or maybe accuracy and so forth. The matter of fluency, pronunciation is not a matter in this program since students are willing to speak English. If we don't start now that never will be started.

TOI- 06	E	The purpose of public speaking, first is to increase students speaking ability, second is to train students to speak in front of the audiences, and the third is to facilitate students to speak English, so the students will be used to speak English with their friends.
TOI- 07	F	Students are expected to talk in public bravely, so whatever their material, whether it's good or not, the main point is to train students to be brave speak in front of other people.



TRANSCRIPT OF INTERVIEW ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

Topic: Stages in Public Speaking Program

Turn	Speaker	Uttarances	
	A	Can you tell me how the implementation of a public speaking program is ?	
TOI- 01	В	Public speaking is begun by preparing the topic before the semester begins, so it is begun by giving a topic to students, then students are expected to prepare their speech according to the topic they get, then students will be given a chance to present their speech based on the topic they've got. After they deliver their speech, then usually I give evaluation maybe for their improper vocabulary, or maybe the matter of grammar. besides that, a student who has delivered her speech is asked to give some vocabularies to their friends (audiences), so the one who got vocabularies is not only the speaker but also the audiences, after speaker gave vocabularies usually the teacher will give additional vocabularies, since sometimes there are some improper vocabularies used by the speaker (a matter of vocabularies chosen), so teacher will give correction and change with another vocabulary. So it doesn't only come from students but also the teacher. The next activity is usually I ask them to make a sentence one by one by using vocabularies they've got. I rarely asked them to make a conversation since some students who are not willing to speak up, they tend to be passive, so the passive one will be more passive, and the active one will be more active. So I didn't apply this conversation in every meeting. I've ever applied conversation in every meeting for the late semester, but it's not effective, so I change it to make a sentence and so forth.	

TOI 02	C	The implementation of public speaking is students are expected to be brave to say something based on the topic given in daily life, so there should be an improvement in the implementation of public speaking. for the stages in public speaking, first is opening, second is speaker deliver their speech based on the topic given and the last is closing. Usually, before closing, students are given some new vocabularies related to the topic. For the topic, the headmaster will choose one of the teachers to be a coordinator and make guidelines for the topic that will be given during a semester, then the topic will be discussed by all of the teachers whether the topic is proper enough for students or not.	
TOI- 05	D	Public speaking has some process, start from early morning at 06.15 then speech, so we want the students fresh when joining public speaking. Actually, public speaking was included in the lesson, so it's taught in the class since then the situations didn't support enough and the activities tend to be monotonous so the schedule changed in the morning. For the first is students met with their teacher then opening, giving a speech, the vocabulary building and make conversation.	
TOI 06	E	For the process of public speaking I think is good, before starting the program, the teacher has prepared the topic for one semester toward beside that students have already been chosen to prepare the text for speech. Usually, I asked them to make for about 25 sentences, but if the text hasn't been finished in that meeting, I will give more sentences to be made. And if students get the punishment I will give them the assignment to make 40-60 sentences, but the text must be present orally. So they only allowed bringing like a kind of note. When the speaker is presenting her speech, the other audiences must listen and pay attention to the speaker, like counting how many sentences the speaker presents, the second is counting how many wrong sentences made by the speaker, and the third is I asked them to make 5 questions from what has been presented by the speaker, and then for	

		those five questions I have decided whether they have to make verbal or nominal questions and with the answer of course. Then those questions must be present by the audiences when the speaker has finished presenting her/his speech. The questions can be answered by the speaker or the other audiences. The speaker has a responsibility to louder her voices, and make sure that the audiences listen to what she talks about. Since the audience also has an assignment, if the speaker is not loud and clear enough in presenting his/ her speech, so the audiences will remain the speaker. And the teacher also has decided for the time, how long should the speaker present. Usually for about 4 minutes or 5 minutes. The vocabulary building is given by the speaker, so it doesn't come from the teacher. So the teacher doesn't give any vocabularies, the students will write o their note, which vocabularies that they think new since one vocabulary maybe new for one student but in other hands, it's not for the other students.
TOI- 08	E	It's implemented every Tuesday until Thursday. Actually, we have guidelines made by me and the principles but sometimes in the real field the teacher use their own method, so there are differences between one to another teacher. And it's their freedom to choose what they like and what method they like to apply.but actually we have guidelines, the guidelines, first students have to present 7 minutes speech based on the themes given. Actually, we have times 7 days to prepare anything before doing their speech, students are given chance to ask the material they will present with the teacher, for example, what grammar should I use, what vocabularies should I choose. The teacher also has the right to give vocabularies, and also feedback for students after giving a presentation. The feedback can be in the correction of grammar, the content and the relation with the real life in society or real impact of their speech. After giving feedback, the teacher should divide the students into some pairs, and a pair should talk about the topic and the teacher has the right to monitor each pair. It's a difficult part

	for the teacher since the number of students is not in balance, so the teacher sometimes cannot focus on each pair. After monitoring, the teacher also should give like a conclusion, or what error they've made.

APPENDIX IX



TRANSCRIPT OF INTERVIEW ON THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM IN TENTH GRADE STUDENTS OF BILINGUAL CLASS AT MAN 2 KUDUS

Topic: Material in Public Speaking

	A	What materials are given in the public speaking program? And what is the reason for choosing the material?	
TOI - 01	В	The material given is based on basic competency since we haven't had our own syllabus for public speaking. then we make the material in accordance with their formal material (basic competency), or with what they learn in the class.	
tOI- 02	С	The material is in accordance with daily life and related to the topic in their formal learning, for example in tenth- grade students the topic will be self-introduction, then descriptive, experiences.	
TOI- 05	D	The materials are suited with curriculum to support school curriculum mainly in the English language. Besides that, the program is to make the curriculum run well. Students tend to be monotonous in learning English, for example, we learn about narrative text, in curriculum students will only get material about generic structure, language feature and students didn't get any chance to speak their English, while in public speaking students can explore more their speaking ability like in the form of storytelling based on the place and time they want to tell, and I think students are more comfortable rather than learning in the class with monotonous activity.	
TOI- 06	E	The material given in the public speaking program is based on the guidelines, and the material is in accordance with their formal material. For example, their formal material in class is descriptive, so we will ask them to make a descriptive text in public speaking but it will be presented orally. The students are	

		expected to understand the theory, then students able to make and present the result.	
TOI- 08	F	The material is made by the teacher, and also me as the coordinator of public speaking, I also have to adjust the material with the curriculum. It's as a mean to expand an elaborate the material in the curriculum since we cannot onl focus on the material in the curriculum itself. They need the topic that relates with the real life, for example in this semester will be independence day, Isro' Mi'roj or othe celebration days, then we include such topic in the materia of public speaking program. And the purpose is student have to be able to adjust themselves with society.	
		Why the topic is about local wisdom, not about European culture or something else.	
		Actually the public speaking is for the tenth grade and eleven grade, the tenth grade should know better about their environment and local wisdom, so they've to well adopted in the environment of the local society. And the eleventh grade, they're supposed to know the whole world wider, it's not only about local wisdom, but also how to at least	

APPENDIX X

RESULT OF DOCUMMENTATION

PROFIL OF MAN 02 KUDUS, VISION AND MISSION

ROD -01

1. Name and Address of School

a.	Name of School	: Madrasah	
		Aliyah (MAN) 2 Kudus	
b.	NSM	: 13113319002	
c.	NPSM	: 20363082	
d.	School Identity	: State	
e.	Acreditation Identity	: A Charte Number:	
		Ma. 028343 dated October 20,	
		2015	
f.	PGA-MAN	: 1992	
g.	Transfer Function Degree	: 42 of 1992 July 1, 1992	
h.	Adress	: Kudus – Jepara Street,	
h.	Adress	: Kudus – Jepara Street, Postal Code: 59332	
h.	Adress	*	
h.	Adress	Postal Code: 59332	
h.	Adress	Postal Code: 59332 Tel. / Fax. (0291) 431184	
h.	Adress	Postal Code: 59332 Tel. / Fax. (0291) 431184 E-mail:	
h.	Adress	Postal Code: 59332 Tel. / Fax. (0291) 431184 E-mail: <u>manduakudus@yahoo.com</u>	
h. i.	Adress Village / Kelurahan	Postal Code: 59332 Tel. / Fax. (0291) 431184 E-mail: <u>manduakudus@yahoo.com</u> Website of	
		Postal Code: 59332 Tel. / Fax. (0291) 431184 E-mail: <u>manduakudus@yahoo.com</u> Website of Man2kudus.sch.id.	
i.	Village / Kelurahan	Postal Code: 59332 Tel. / Fax. (0291) 431184 E-mail: <u>manduakudus@yahoo.com</u> Website of Man2kudus.sch.id. : Prambatan Kidul	

2. Head Of Madrasah

a.	Full Name	: Drs. H. SHOFI, M.Ag.
b.	NIP	: 196407141992031004
c.	Rank / goal.	: Consultant (IV / a)
d.	Working Period as Teacher	: 26 years 1 month
e.	Working Period as Principal	: 14 years 6 months
f.	Last Education	: Master (S-2)
g.	Home Address	: Glagahwaru
		District Undaan
		Kudus Regency
		Cellphone 081329709614

3. Committee Staff

a.	Chair	: H. A. Guntur, S.E.
b.	Secretary	: Drs. H. Kholid, M.M.
c.	Treasurer	: H. Subandi, S.T.2.
		Featured programs

4. Vision & Mission

- 1.1 Vision
 - a. "Having islamic morality, excelling in achievement and skilled in technology"
- 1.2 Mission
 - a. Increasing appreciation and practicing of religious values.
 - b. Improving the quality of science, technology, and skills.

- c. Improving the quality of human resources and infrastructure.
- d. Developing a spirit of service and cooperation.

1.3 Aim

The aim of secondary education is to improve students' intelligence, knowledge, personality, noble character, and skills to live independently and to attend further education.

The educational objectives in MAN 2 Kudus in detail are as follows:

- a. Having a high level of faith devotion and a moral character.
- b. Creating the smart students both academically and nonacademically.
- c. Delivering students to the most favorite State and Private Universities.
- d. Providing adequate theory and practical skill for students to be intelligently intellectual, emotional and spiritual.
- e. Training students to be able to practice religious teachings so that they have a wise attitude in daily life.
- f. Providing life skills through a skill program that refers to the development of technology, sports, arts, scouting, PMR, PBN, and scientific work in accordance with the interests and talents of students to be independent if they do not continue to Higher Education.

APPENDIX XI

RESULT OF DOCUMMENTATION OVERVIEW OF BLINGUAL CLASS AT MAN 2 KUDUS

ROD -02

3. Accelerating Program (BCS)

BCS (Billingual Class System) MAN 2 Kudus is a general secondary education institution within the Ministry of Religion which has a determination to equip its students to become santri figures with santri intellect, so that the effort taken is to integrate the inheritance of Islamic values with the development of science and technology and skills . Islamic personality that masters science and technology is the expected goal after experiencing the educational process of the Holy MAN 2. As such, it will dismiss the image of the community that considers the Aliyah Madrasah as a Second Class Quality institution.

Billingual Class System (BCS) is an alternative programmed by Holy MAN 2 to answer the challenge. The billingual class system is formulated by putting more pressure on the application of language and science without reducing the characteristics of the madrasa. The application of three leading competencies, science, ICT and foreign languages is a priority.

The syllabus used in the learning process in the BCS class is not much different from the syllabus of the subjects in the regular class. The difference in the depth of the study material specifically applied to the BCS class especially on the exact subjects, because students in the class are projected for class XI and XII science programs. The allocation of time is the same as the regular class, which is 45 minutes every one hour.

To make the implementation of this system more effective, the mentoring program is used as a venue for strengthening the knowledge gained by students carried out after the learning hours by the qualified personnel in their respective fields. Furthermore, the BCS (Billingual Class System) of MAN 2 Kudus is:

- a. Creating a religious generation who having noble character.
- b. Improving the quality of learning.
- c. Producing graduates who master science and technology so that they can compete in the globalization era.
- d. Skilled in communicating with foreign languages.
- e. Delivering graduates to enter the favorite universities either local or international .

APPENDIX XII

RESULT OF DOCUMMENTATION

ACCELERATING PROGRAM PUBLIC SPEAKING – MAN 2 KUDUS ACADEMIC YEAR OF 2018/2019

ROD -03

Time Allocation: 35 Minutes (06.15-0650)

Class

: X Grade

NO	HARI	KELAS	VENUE	GURU
		X IPA 4	Depan Boarding A	Mr Sukarjo, S.Pd.
1	Selasa	X IPA 5	Depan Aula/Kantor TU	Mrs. Sofiana N, S.Pd.
		X IPA 6	Depan OP ROOM	Mrs. Erni, S.Pd.
		X IPA 4	Depan Boarding A	Mr. Solamul Huda, M.Pd.
2	Rabu	X IPA 5	Depan Aula/Kantor TU	Mr. M. KH. Naja, M.Pd.
		X IPA 6	Depan OP ROOM	Mr. Zahruddin, S.Pd.
		X IPA 4	Depan Boarding A	Mr. M.KH. Naja, M.Pd.
3	Kamis	X IPA 5	Depan Aula/Kantor TU	Mrs. Siti Maidatun N, S.Pd.
		X IPA 6	Depan OP ROOM	Mr. Lahmdudin, S.Pd.

NB: venue must be moved once in 2 weeks by following the next column.

APPENDIX XIII

RESULT OF DOCUMMENTATION GUIDELINES FOR THE IMPLEMENTATION OF PUBLIC SPEAKING PROGRAM CLASS X BCS BOARDING SCIENCE AND NON-BOARDING IN ACADEMIC YEAR OF 2018/2019

ROD -04

1. Rules

- a. Students arrive at the specified location of public speaking activities.
- b. Activities start at 06.15 WIB.
- c. Students who come late for more than 5 minutes will get sanction which is agreed upon together.
- d. Students form a line with a composition of 3 lines.
- e. During the activity students must use English.
- f. The activity should be finished at 6:50 WIB.
- g. Students return to class to take part in the activities of the Asmaul Husna and Tadarrus.
- 2. Implementation
- 2.1 First Week.
 - a. The teacher opens the class by giving introductions and the rules.
 - b. The teacher explains the purpose, objectives and targets of the public speaking program.
 - c. The teacher gave an example of making a speech (speech) in front of an audience with a choice of topics tailored to the material and harmonized with the needs of meeting the target of this public speaking program.
 - d. After the teacher gives a speech (can be motivated) to the audience interactively, the teacher will give some vocabulary related to the topic being discussed, and the students record it.
 - e. Students imitate the vocabulary's pronunciation which is meant by correct pronunciation intonation.

- f. The teacher provides examples of the use of these words in good and correct sentences.
- g. The teacher provides an opportunity for the audience to ask questions related to the topic.
- h. The teacher will provide examples of tasks on location in the form of conversations in pairs, starting from the technique of opening, developing, modifying and closing the conversation according to the topics discussed.
- i. The teacher can use several image illustrations to help students develop the conversation.
- j. Students in pairs try to practice making conversations in accordance with the topic specified.
- k. After completing the conversation exercise, the teacher gives a little feedback and conclusions on what has been learned today.
- 1. Students are allowed to return to class at 6:50 WIB.
- 2.2 Second Week etc.
 - a. In subsequent meetings, students will get lottery numbers to make presentations (give speeches) according to predetermined topics. Each student has the opportunity to make a presentation at least once in one semester.
 - b. After making a presentation, the teacher will provide feedback, input, suggestions on the weaknesses and strengths of the presentation results.
 - c. Then, the teacher will give some vocabulary related to the topic presented.

- d. Students record and imitate the pronunciation of the vocabulary.
- e. With the direction of the teacher, in pairs, students hold a conversation or conversation about the topic presented by the students who are presenting.
- f. During the conversation process, the teacher always monitors the ongoing activities and provides corrections and facilitates answers if there are students who ask.
- g. After completing the conversation, the teacher gives a little feedback and conclusions on what has been learned today.
- h. Students are allowed to return to class at 6:50 WIB.

APPENDIX XIV

RESULT OF DOCUMMENTATION SYLLABUS ACCELERATING PROGRAM PUBLIC SPEAKING – MAN 2 KUDUS ACADEMIC YEAR OF 2018/2019

ROD -05

No	Topic Gambit	Speaker Nilai
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	Kompetensi		Speech	Man	Matt
	Dasar	Q 101 1 1	Titles	ner	er
	Menganalisis	Self Introduction: (Expressing greeting and leave-taking)	Who am I?		
stru dar ket dar per	fungsi sosial, struktur teks, dan unsur	Describing place (Nouns)	MAN 2 Kudus is so Wonderful		
	kebahasaan dari teks pemaparan	Describing place (Nouns)	My Sweet Hometown		
	jati diri	Describing person, intoducing someone else	My Daddy is My Hero		
1	1Membuat teks lisan sederhana (individiual presentation and conversation) untuk memaparkan jati diri	Describing person (Adjectives)	Prophet Muhamma d: The Best Model		
1		Describing activities (Verbs in simple present tense)	What are your hobbies?		
		Describing activities (Verbs in simple present tense)	Let's Be Active Students!		
		Describing things (Nouns)	Quran is My Holy Book		
		Describing things (Adjectives)	My Favourite Movie		
		Describing Object (Nouns)	I love My Smartphon e		

		Describing Object (Adjectives)	Internet is so Amazing! (The Benefit of Internet)		
	Menganalisis dan meyusun teks lisan	Praising	My Teacher is So Smart		
	(individiual presentation and	Praising	Islam is the Best Choice		
	<i>conversation</i>) untuk mengucapkan dan merespon pujian, perhatian , dan ucapan selamat	Expressing Care/Attention	Social Media is Good		
		Expressing Care/Attention	English is very Important Guys!		
2		Expressing Care/Attention	Let's Keep our Environme nt Clean		
		Expressing Care/Attention	How to Study Effectively ?		
		Expressing Congratulation	Social Media is Bad		
		Expressing Congratulation	Happy Independen ce Day		
		Praising	The Benefit of Students' Organizatio n		

	Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada kejadian	Recount: Simple Past Tense (Nominal Sentence) Recount: Simple Past Tense	The Best Experience in My Life My Childhood	
	yang lampau yang merujuk pada kesudahannya (simple past	(Verbal Sentence) Recount: Simple Past Tense (Question Forms)	My Unforgetta ble Moment	
	tense, present perfect tense)	Recount: Present Perfect (Nominal Sentence)	The Dream I've always Wanted	
3	Membuat teks lisan sederhana (<i>individiual</i> <i>presentation</i> <i>and</i> <i>conversation</i>) dalam Simple Past dan Present Perfect	Recount: Present Perfect (Verbal Sentence)	The Wonderful Holiday	
		Recount: Simple Past Tense (Question Forms)	The Embarrassi ng Moment in my Life	
		Recount: Past Habits	My Favourite Game in My Childhood	
		Recount: Present Perfect	My First Day at School	
4	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif tentang orang,	Local Wisdom Visit: Wonderful Local Recreation	Jepara is a Carving City Kudus is a Cigarette City	
			Karimun Jawa Island	

tempat wisata dan bangunan bersejarah		Bandengan Beach		
Membuat teks		My		
deskriptif		Humble		
lisan secara		Principal		
sederhana	x 1 xx y 1	Sunan		
tentang orang,	Local Wisdom	Kudus and		
tempat wisata	Figure: Great	his Legacy		
dan bangunan	Local Hero	Sunan		
bersejarah		Muria		
yang terkenal		RA Kartini		
		and her		
		Legacy		
		Menara		
		Kudus is a		
		Sacred		
		Place		
	Local Wisdom	Museum		
	Feature: Amazing	Kretek		
	Local Historical	Kudus		
	Buildings	Muria		
		Mountain -		
		Montel		
		Waterfall		
		Benteng		
		Portugis		

APPENDIX XV

RESULT OF DOCUMMENTATION SCEDULE ACCELERATING PROGRAM PUBLIC SPEAKING - MAN 2 KUDUS ACADEMIC YEAR OF 2018/2019

ROD 06

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	Topic Gambit	Speech Titles	Students' Names	Clas ses	Venue	Monito ring	M a n n er	M at te r
	Self Introductio n: 1 (Expressing greeting and leave- taking)		Aliyyuddin Erick K	X IPA 4	front of Boardi ng A	Mr Sukarjo		
1		Who am I?	Aden Wildan B	X IPA 5	front of Audito rium	Mrs. Sofiana N		
			A. Danun Hanani	X IPA 6	front of OP Room	Mrs. Erni NK		
	Describing2place	MAN 2 Kudus is so Wonder ful	Amelia Rizqa F	X IPA 4	front of Boardi ng A	Mr. Solamul H		
2			Akbarul Fikri A	X IPA 5	front of Audito rium	Mr. MK. Naja		
			Arifa Fauzia Z	X IPA 6	front of OP Room	Mr. Zahrudd in		
3	Describing	place Sweet	Anggun Fadhila R	X IPA 4	front of Boardi ng A	Mr. MK. Naja		
5	(Adverbs)		Amalia Putri D	X IPA 5	front of Audito rium	Mrs. Siti Maida		

			Asyrofi Ahmad R	X IPA 6	front of OP Room	Mr. Lahmdu din	
	Describing	, .	Atha Kamila R.A	X IPA 4	front of Boardi ng A	Mr Sukarjo	
4	person, intoducing someone else	My Daddy is My Hero	Ardellila Ramadhan	X IPA 5	front of Audito rium	Mrs. Sofiana N	
			Berliana Dwita MD	X IPA 6	front of OP Room	Mrs. Erni NK	
	Describing person (Adjectives)	Prophet Muham mad: A Good Model	Danika Falahul I	X IPA 4	front of Boardi ng A	Mr. Solamul H	
5			Arsyad Ibrahim A	X IPA 5	front of Audito rium	Mr. MK. Naja	
			Brilliant Anggita P	X IPA 6	front of OP Room	Mr. Zahrudd in	
	Describing	Describing activities What (Verbs in are your simple hobbies present ? tense)	Dito Darmawan	X IPA 4	front of Boardi ng A	Mr. MK. Naja	
6	(Verbs in simple present		Astri Nur S	X IPA 5	front of Audito rium	Mrs. Siti Maida	
			Daru Kiromatul I	X IPA 6	front of OP Room	Mr. Lahmdu din	

	Describing	Let's Be Active Students !	Faizatul Mukaromah	X IPA 5	front of Boardi ng A	Mr Sukarjo	
7	activities (Verbs in simple present tense)		Dehar Nimas K	X IPA 6	front of Audito rium	Mrs. Sofiana N	
	tense)		Fahria Karima B	X IPA 4	front of OP Room	Mrs. Erni NK	
		Quran is My Holy Book	Haidar Akbar AP	X IPA 5	front of Boardi ng A	Mr. Solamul H	
8	Describing things (Nouns)		Erni Dwi H	X IPA 6	front of Audito rium	Mr. MK. Naja	
			Fatmah Najilatus Z	X IPA 4	front of OP Room	Mr. Zahrudd in	
	9 Describing things (Adjectives)	My Favourit e Movie	Hajar Annisa S	X IPA 5	front of Boardi ng A	Mr. MK. Naja	
9			Fatih Rahma Q.A	X IPA 6	front of Audito rium	Mrs. Siti Maida	
			Hans Adiyatma P.A	X IPA 4	front of OP Room	Mr. Lahmdu din	

Describing 10 Object (Nouns)	Llove	Insani Bintang N	X IPA 5	front of Boardi ng A	Mr Sukarjo		
	Object	I love My Smartph one	Fatkhiya Firdausy N	X IPA 6	front of Audito rium	Mrs. Sofiana N	
			Hanun Shaka Puspa	X IPA 4	front of OP Room	Mrs. Erni NK	
11 Describing Object (Adjectives)	Internet is so	Karunia Restu H	X IPA 5	front of Boardi ng A	Mr Sukarjo		
	Object	Amazin g! (The Benefit of Internet)	Hanif Khoiruddin A	X IPA 6	front of Audito rium	Mrs. Sofiana N	
			Harsanti Wijayanti	X IPA 4	front of OP Room	Mrs. Erni NK	
		My Praising Smart Teacher	Khonsa Taqiyyah	X IPA 5	front of Boardi ng A	Mr. Solamul H	
12	Praising		Izmi Nabilah I	X IPA 6	front of Audito rium	Mr. MK. Naja	
			Hasanatul Latifah	X IPA 4	front of OP Room	Mr. Zahrudd in	
13	Praising	Islam is the Best Choice	Kelvin Ainun A	X IPA 6	front of Boardi ng A	Mr. MK. Naja	

			Hisna Saniyya O	X IPA 4	front of Audito rium	Mrs. Siti Maida	
			Lissatu Qurrotil A	X IPA 5	front of OP Room	Mr. Lahmdu din	
		Social Media is Good	Khairunnisa Karima	X IPA 6	front of Boardi ng A	Mr Sukarjo	
14	Praising		Ilmal Yaqin M	X IPA 4	front of Audito rium	Mrs. Sofiana N	
			Lutfi Indah W	X IPA 5	front of OP Room	Mrs. Erni NK	

15	Expressing Care/Attent ion	English is very Importa nt Guys!	Latifatul Hana	X IPA 6	front of Boardi ng A	Mr. Solamul H	
			Inggil Putro A	X IPA 4	front of Audito rium	Mr. MK. Naja	
			Maulana Yusuf I	X IPA 5	front of OP Room	Mr. Zahrudd in	
16	Expressing Care/Attent ion	Let's Keep our Environ	Lubna Rihadatul A	X IPA 6	front of Boardi ng A	Mr. MK. Naja	

		ment Clean	Izzatun Nisa'	X IPA 4	front of Audito rium	Mrs. Siti Maida	
			M Najib Izzulhaq	X IPA 5	front of OP Room	Mr. Lahmdu din	
		How to	M Khoirul A'mal	X IPA 6	front of Boardi ng A	Mr Sukarjo	
17	17 Expressing Care/Attent ion	How to Study Effectiv ely?	Laila Khoirun Nisa'	X IPA 4	front of Audito rium	Mrs. Sofiana N	
			M Syafiq Asadur R	X IPA 5	front of OP Room	Mrs. Erni NK	
			Nadia Azzahra	X IPA 6	front of Boardi ng A	Mr. Solamul H	
18	Expressing Care/Attent ion	e/Attent Media is	Mayli Cindy I.M	X IPA 4	front of Audito rium	Mr. MK. Naja	
			M Thifaluddin I.H	X IPA 5	front of OP Room	Mr. Zahrudd in	
19	Expressing Congratulat ion		M Naufal Y.R	X IPA 4	front of Boardi ng A	Mr. MK. Naja	
19			Nabilah Vania F.A	X IPA 5	front of Audito rium	Mrs. Siti Maida	

			Nusantara Bintang	X IPA 6	front of OP Room	Mr. Lahmdu din	
20	Expressing Congratulat ion	The Benefit of Students ' Organiz ation	M Rizal Muhaimin	X IPA 4	front of Boardi ng A	Mr Sukarjo	
			Nailia Qona'A.S	X IPA 5	front of Audito rium	Mrs. Sofiana N	
			Rangga Firdan M	X IPA 6	front of OP Room	Mrs. Erni NK	
21	Recount: Simple Past Tense (Nominal Sentence)	The Best Experie nce	M Tri Maulana	X IPA 4	front of Boardi ng A	Mr. Solamul H	
			Najwa Aish Kamila	X IPA 5	front of Audito rium	Mr. MK. Naja	
			Sabrina Fatkhatur R	X IPA 6	front of OP Room	Mr. Zahrudd in	
22	Recount: Simple Past Tense (Verbal Sentence)	Simple PastMyTenseChildho(Verbalod	Nailal Furaida	X IPA 4	front of Boardi ng A	Mr. MK. Naja	
			Rafy Azril F	X IPA 5	front of Audito rium	Mrs. Siti Maida	
			Salsabila Tya RA	X IPA 6	front of OP Room	Mr. Lahmdu din	

23	Recount: Simple Past Tense (Question Forms)	My Unforge ttable	Nizaar Roby Irawan	X IPA 4	front of Boardi ng A	Mr Sukarjo	
			Rania Akmalia P	X IPA 5	front of Audito rium	Mrs. Sofiana N	
			Sulistia Rahmawati	X IPA 6	front of OP Room	Mrs. Erni NK	
	Recount: Present Perfect (Nominal Sentence)	The Dream	Nur Hanifah	X IPA 4	front of Boardi ng A	Mr. Solamul H	
24		Perfect (Nominal Wanted	Risma Atiqotun N	X IPA 5	front of Audito rium	Mr. MK. Naja	
			Tsania Miratus S	X IPA 6	front of OP Room	Mr. Zahrudd in	
	Recount: Present Perfect		Salma Aulya	X IPA 5	front of Boardi ng A	Mr. MK. Naja	
25	(Verbal Sentence)		Usmaul Rochimah	X IPA 6	front of Audito rium	Mrs. Siti Maida	
			Puspita Rahma Q.A	X IPA 4	front of OP Room	Mr. Lahmdu din	
26	Recount: Simple Past	The Embarra ssing	Salwa Alina A	X IPA 5	front of Boardi ng A	Mr Sukarjo	

	Tense (Question Forms)		Vara Aulia S.A	X IPA 6	front of Audito rium	Mrs. Sofiana N	
			Rachiel Izza N	X IPA 4	front of OP Room	Mrs. Erni NK	
			Septia Kencono W	X IPA 5	front of Boardi ng A	Mr. Solamul H	
27	Recount: Past Habits	My Favourit e Game	Wildan Amiruddin	X IPA 6	front of Audito rium	Mr. MK. Naja	
			Sania Nashihatun N	X IPA 4	front of OP Room	Mr. Zahrudd in	
	Recount: Present Perfect		Shinta Tri Rahmawa	X IPA 5	front of Boardi ng A	Mr. MK. Naja	
28	My First Day at School	Yessi Umi Salma	X IPA 6	front of Audito rium	Mrs. Siti Maida		
			Siska Rahmawati	X IPA 4	front of OP Room	Mr. Lahmdu din	
29		Jepara is	Yusrina Putri N.W	X IPA 5	front of Boardi ng A	Mr Sukarjo	
27	Local Wisdom Visit:	a Lovely	Zulfa Nabila A	X IPA 6	front of Audito rium	Mrs. Sofiana N	

			Tsabita Afanin N	X IPA 4	front of OP Room	Mrs. Erni NK	
30	Recreation Spots	RA Kartini and	Zidan Dhiyaul Haq	X IPA 5	front of Boardi ng A	Mr. Solamul H	
			Zulfin Fahrina	X IPA 6	front of Audito rium	Mr. MK. Naja	
			Yanuar Rochman N	X IPA 4	front of OP Room	Mr. Zahrudd in	
		Karimu n Jawa Island		X IPA 6	front of Boardi ng A	Mr. MK. Naja	
31				X IPA 4	front of Audito rium	Mrs. Siti Maida	
				X IPA 5	front of OP Room	Mr. Lahmdu din	
		Kudus is a		X IPA 6	front of Boardi ng A	Mr Sukarjo	
32		Cigarett e City		X IPA 4	front of Audito rium	Mrs. Sofiana N	
				X IPA 5	front of OP Room	Mrs. Erni NK	

33		Menara Kudus: An Islamic Legacy	X IPA 4 X IPA 5	front of Boardi ng A front of Audito rium	Mr Sukarjo Mrs. Sofiana N	
			X IPA 6	front of OP Room	Mrs. Erni NK	
		Muria Mountai n -	X IPA 4	front of Boardi ng A	Mr. Solamul H	
34		Montel Waterfal 1	X IPA 5	front of Audito rium	Mr. MK. Naja	
			X IPA 6	front of OP Room	Mr. Zahrudd in	
		Mr Shofi:	X IPA 4	front of Boardi ng A	Mr. MK. Naja	
35	FIGURE OF THE YEAR	My Humble Principa 1	X IPA 5	front of Audito rium	Mrs. Siti Maida	
			X IPA 6	front of OP Room	Mr. Lahmdu din	