CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the collected data from students' scores, observation checklist of the program, students and teachers' responds towards the interview, also the analysis of it. The results of the learning process and the checklist also the responds are showed as research findings. Furthermore, the analyzed data is explained in discussion part.

A. Research Findings

1. The implementation of artificial environment programs in SMP Progresif Bumi Shalawat Sidoarjo

There are five artificial environment programs that held in this school, those are:

a. Independent Study

"Independent Study" is a weekly program that is conducted every monday, this program is applied for students in this school and the form of this program is requiring students to write stories, articles, essays, etc. with a minimum limit 150 words for beginner level. Meanwhile, for students with higher level, allowed to write more than 150 words. There are various materials that students can write. For example, in the beginner level, they can write about their friends, home, parents, etc. For intermedate level, the students can write about their daily activity in

dorm and school or their story when they were going on vacation. And for higher level, they can write their opinions about some issues that happen in school or in their town and so on. The method that suitable with this program is PPP (presentation, practice, and production), because in the first time teacher gives some instructions and then students write a story as production and the practice is their activity every day.

b. Vocabulary Journal

"Vocabulary Journal" is a program that is conducted in every monday and wednesday, this program is also applied for students in this school. The form of this program is writing at least 20 vocabluary for beginner level and allowing more than 20 vocabulary for higher level students, and the vocabulary should be different from previous day or session. The material is only writing vocabulary at least 20 vocabulary consist of verb, noun, adjective, adverb, etc. If students write vocabulary about verb they should write the verb 1 until verb 3 from that vocabulary. The method that applies for this program is the PPP (presentation, practice and production).

c. English Day

"English Day" is held 3 days a week, this program conducted every monday, tuesday, and wednesday. This program only requires students

to speak by using English during school time, started from 6 a.m until the end of the school activities. This program is not only applied for students but also applied for all teachers in this school. Because this program requires all of teachers' participation to assess the students' speaking in class during "English Day", also to create English environment in this school. The method that is used in this program is Humanistic teaching method as one of teaching methods in English language learning. It lets the students to speak more and do communication each other in real life situation, inside or outside the classroom in the school starts from 6 a.m. until 2 p.m.

d. Native Speaker

"Native Speaker" is monthly program that is conducted in every saturday in the end of the month. This program is applied for students, but teachers are also allowed to join this program. The form of this program is inviting some foreigners or natives to the school for tour around the school, conducting talkshow, seminars, playing some games, etc. and all students have to interact with the natives or foreigners using English as best as they can. This program's materials are about culture and education. There is no method applies for this program because Many obstacles faced in the field, such as practical consideration, time limit, and native speaker's permission. Practical consideration means

such as mood, and place, while time limit deals with the duration of natives' comfort. Some students did not get natives permission, so they looked for other ones. However, it did take time, resulting only few native that could have chat with.

e. English Camp

"English Camp" is a monthly program that conducted every saturday, usually held at the beginning of the month. This program is carried out alternately for each grade. So, if this month the program is held for 7th grade, next month the program will be held for 8th grade and so on. This program is also applied for students. The form of this program is inviteing students to visit public places such as hotel, clinic, public library, market, etc. then ask them to speak in English and act in accordance with the role that has been determined by the teacher.

For example, school chooses a public library as a place for practice "English Camp", then teacher determine students to act as customer, customer service, security, office boy, etc. and they have to speak in English. they speak about how the customer service serves the customer when they come to library, how the customer act when he/she wants to borrow a book or just asking about new collection in library, how the security act if they face customer bring forbidden object to the library and so on.

The method that is applied in this program is communication approach. Even though the situation is semi-real, but the students are more like playing different roles in different places in each meeting; for examples, in a hotel, there are students who are taking a role as a receptionist, and so on.

From five programs above, the researcher chose only three programs to completing this thesis, those are; "English Camp" program, "Native Speaker" program, and "English Day" program. Researcher did that because of the three of them are suitable with the research that is being conducted by the researcher which the topic is increasing students speaking skill. In addition, those three programs require the speaking skill of the students in order those programs can be done.

The process for each programs is different, for "English Day" program, the process only requires the students to speak in English began from monday to wednesday and started at 6 a.m until the end of school activities. Because students are already accustomed to the "English Day" program, so they are directly speak in English when they arrive at school. Whereas for "English Camp" and "Native Speaker" program, teachers provide a guidance in advance so that students can prepare for what might be required by them. Because, when the "English Camp" and "Native Speaker" program are being held, each students or each students group get different

duties that need to be briefed in advance by teachers so that they are ready to participate in the programs.

The three programs above give some pretty good impact to the students, those are; making them more brave to speak in English when they are in school, which in the past, they did not want to or felt shy and afraid of speaking in English, finally brave to speak in English. Also, increase their English score, although not all students scores are increased. But, there is an impact that their courage to speak English in school.

In this research, researcher used observation checklist instrument to know the characteristic, mental/social processing and language features of each program. Researcher chose the three aspects because, as stated by Jeremy Harmer, mental/social processing and language features are the aspects that are needed in teaching speaking. In addition, the characteristics of the instruments of this study is rooted from the effective strategies in teaching speaking by John Haycraft. Here, the characteristics mean aims, purposes, and the natures of teaching speaking based on the effective strategies on teaching speaking. Meanwhile, mental/social processing mean the rapid processing skills that talking necessitates and language features mean elements necessary for spoken production stated by Jeremy Harmer.

a. English Day

The characteristic of this program are; applying one of language teaching methods, then the aim is to increase students' speaking skill, this program also encourages students to speak more and speak in front of audiences/public place, students does not get bored when doing "English Day" because it provides the real-life situation, and helps students to get better score in speaking skill. But the characteristic of "English Day" program does not stimulates students to show facial expression and body language, facilitates students to make a chitchat during the process of communication, and this program has not specifically rules and regulation.

The result of mental processing from the "English Day" program are; improving students' understanding when they are communicating, helping students to keep attention to speaker, and providing new information for students.

The improvement of language features from "English Day" program are; helping students to acquire more variety of pharses for different function, helping students to seek clarification and make sure that there's no misunderstanding while speaking, and helping students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal based on their feeling.

b. English Camp

The characteristic of this program are; applying one of language teaching methods, then the aim is to increase students' speaking skill, this program also encourages students to speak more and speak in front of audiences/public place, students does not get bored when doing "English Camp" because it provides the real-life situation, and helps students to get better score in speaking skill also stimulates students to show facial expression and body language.

The improvement of mental processing from "English Camp" are; improving students' understanding when they are communicating, helping students to keep attention to speaker, and providing new information for students.

The result of language features from "English Camp" are; helping students to acquire more variety of pharses for different function, helping students to seek clarification and make sure that there's no misunderstanding while speaking, and helping students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal based on their feeling.

c. Native Speaker

This program helps students to increase their speaking skill, encourages them to speak more and speak in front of public/audiences, stimulates them to show facial expression and body language, provides real-life situation, facilitates them to make chitchat during communication process, also this program helps them to increase their score in speaking skill.

Mental processing result from this program are; improving students' understanding when they are communicating, helping students to keep attention to speaker, and providing new information for students.

Language features result of "Native Speaker" program are; helping students to acquire more variety of pharses for different function, helping students to seek clarification and make sure that there's no misunderstanding while speaking, and helping students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal based on their feeling.

2. Artificial environment programs increase English speaking skill

One of the instruments that researcher used in this research to determine that three programs above can increase students speaking skill is a document in the form of students report book from 7th grade until 8th grade, the score obtained from the accumulated score given by the teachers and the

facilitators who have been appointed and cooperate to facilitate the process of the artificial environment programs. The scoring conducted in each program is different. But, for the main point of scoring is the same, those are: mastery of theory in English and students conversation.

"English Day" program is assessed directly by the teacher during learning process and break time. Therefore, all of the teachers in this school are required to be able to use English well so that teachers from other subject can participate in assessing "English Day" program. Assessment of "English Day" program was conducted at two different times, those are; during the learning process and break times. When it is being held in learning process, teachers assess and mark the student's name in the students score book that have been provided in every classroom. For those students who are active in class using English language, the scores obtained will be better and for students who are not so active will get a minimum score for this program. The next assessment conducted when the break times. Thus, when the break time take place, there will be three teachers be on duty in off hours alternately for three days will be around in the school corridors and watched every class to provide an assessment to students. When teachers find out students who do not speak in the English language when break times during "English Day", then teacher will reprimand and reduce the students' scores in the students book scores, and for students who remain active speak English or do not speak in other language will get extra score. The point assessed in "English Day" program are; English theories, fluency, grammar and students vocabulary also confidence of students speak in English. Finally, these following scores are students' individual scores that will be processed when the end of the semester the acumulated with two other programs after being input in their report book.

Table 4.1
Student's report book English Day

Program :	English Day	
Students	7 th Gra <mark>de</mark> Score	8 th Grade Score
A	79	86
В	82	84
С	82	86
D	80	84
Е	82	86
F	87	83
G	85	83
Н	82	82
I	82	84
J	79	83
K	92	85
L	79	83
M	92	92

N	92	93
О	90	86
P	92	97
Q	79	80

"English Camp" assessment is conducted by teachers and facilitators who have been appointed and cooperate to contribute in assessing "English Camp" program. In the assessment process, teachers assist and provide an assessment sheet to the facilitators who has invited and cooperate in this program. Then, they will assess how the students' stage performances in the role that has been determined by the teacher. The assessment sheet in the form of questionnaire. "English Camp" assessment same as "English Day" assessment, those are; theories of English, fluency, grammar, students confidence and mastery of students' vocabulary in English. The assessment conducted by observing the students who are conducting the "English Camp" and leave a mark on the questionnaire that has been given. For example, "English Camp" was held at a hotel. Then, teacher pointed to several students to act as customer service, customer, security, office boy, staff manager, etc. after that, teacher would ask the hotel to send two people to participate in the assessment process. And at the end of the session when all students have completed the roles that teachers gave, teachers gather all students and gives a little feedback of how the performance of each students who has done the "English Camp" earlier. Teacher appreciate all that has been done by all students, and provide advice to students who are deemed less active when performing "English Camp". In addition these following scores are students' individual scores that have been obtained will be processed by the teacher and accumulated with the two other programs, and at the end of semester will be recorded in the report book.

Table 4.2
Student's report book English Camp

Y		
Program: En	glis <mark>h Cam</mark> p	
Students	7 th Gr <mark>ade Sco</mark> re	8 th Grade Score
A	83	88
В	85	87
C	85	90
D	85	90
Е	85	86
F	89	85
G	87	89
Н	90	92
I	80	88
J	86	84
K	88	88
L	88	87
М	88	84

N	93	89
О	95	95
P	89	86
Q	83	83

The last program named "Native Speaker", has an assessment process which is the same as "English Day" program; only teachers who assess how the students performance when interacting with the native speakers or foreigners. The teachers will give a good score for students who actively interact with the native speakers or foreigners and provide a minimum score for students who are less active in interacting with the native speakers or foreigners. Then the teacher divides students become some groups and each group was given different task to treat the native speakers or foreigners. That task could be to invite around and explain about school environment, there is some groups doing seminars with foreigners, there are some groups doing talkshow with them, etc. and in each of those activities, will be accompained by two teachers assigned to supervise students and provide scores for students. scores obtained in "Native Speaker" program will be treated the same as the two previous programs, and these following scores are students' individual scores that will be accumulated at the end of the semester and be a score for conversation in the students report book.

Table 4.3
Student's report book Native Speaker

Program : Native Speaker				
Students	7 th Grade Score	8 th Grade Score		
A	89	90		
В	89	88		
С	92	92		
D	79	91		
E	88	87		
F	83	85		
G	79	87		
Н	79	90		
I	83	87		
J	94	83		
K	82	86		
L	86	84		
M	85	81		
N	85	89		
О	87	87		
P	80	92		
Q	91	92		

From the scores above, teachers will accumulate all scores and write down as conversation score in students report book. Indeed, some students

increases English and conversation score simultaneously. But, there are also some students only increased in English score or conversation score. So, not all the scores of English and conversation increased simultaneously, it can fixed and the proof can be seen from the results of their report book from 7th grade until 8th grade. When they were at 7th grade, the score result from first semester to second semester are; students who succeeded in increasing the score of the English and conversation there were 4 students, for students who just increased the score only in English there were 4 students, and for students who increase the score of conversation only, there were 9 students.

The result of the scores above, changes when they were at 8th grade from first semester to second semester. The amount of students who succeeded in increasing the score of the English and conversation become 7 students from 4 students in 7th grade, for students who just increased the score only in English still same with previous grade those are 4 students, and for students who just increased the score only in conversation changes become 6 students from previous grade. It was not a satisfactory result, because their status are still in junior high school students.

B. Research Disscussions

1. Artificial Environment for Speaking Practice in SMP Bumi Shalawat

Focusing on three programs that are seemingly designed to build artificial environment, this section discusses

a. English Day as an effective strategy in teaching speaking

Table 4.4

The characteristics of English Day

No.	Characteristic	Yes	No
1.	The program applies one of language teaching methods	√	
2.	The program aims to increase students' speaking skill	$\sqrt{}$	
3.	The program encourages students to speak more	√	
4.	The program stimulates students to show facial expression and body language		V
5.	The program does not make students get bored (stop to speak and seem not really interested)	V	
6.	The program provides the real-life situation	1	
7.	The program encourages students to speak in front of public/audiences	\checkmark	
8.	The program facilitates students to make a chitchat during the process of communication		√
9.	The program has rules and regulation regarding the "artificial environment" programs and easy to be followed		√
10.	The program helps students to get better scores in speaking skill	V	

Adopted from: John Haycraft, An Introduction to English Language Teaching

As explained above, this is a weekly program. The program applies one of language teaching methods; is applying a Humanistic teaching method as one of teaching methods in English language learning. It lets the students to speak more and do communication each other in real life situation, inside or outside the classroom in the school starts from 6 a.m. until 2 p.m. Furthermore, the program aims to increase students' speaking skill; because the purpose of holding this program is to increase students' speaking skill. They are trained to speak a lot about various things around them in designed environment. Likewise, the program encourages students to speak more; there are teachers, not as instructor, but as a supervisor and evaluator who do not dominate the communication process by speaking a lot to the students. The students do communication by themselves.

Unfortunately, the program barely stimulates students to show facial expression and body language. But mostly, the students only speak in English by showing a flat expression and even extremely serious expression as they think hard when they are speaking. They try to recall vocabulary that they have ever got and make sentences correctly. They will feel embarrassed when they speak grammatically incorrect. However, the program does

not make students get bored; they stop to speak and seem not really interested; as the students becoming more active and have to run with the process, they will not get bored. Physically, they are exited, anticipated and challenged to speak more and not to be a passive participant in the learning process of this artificial environment program.

The program provides the real-life situation; the program is running not only in the classroom, but also everywhere in the school. So they always have to speak in English wherever they are all day long as long as they are in school area. This means not only in a formal situation and using formal dialogue, but also for informal or even casual situation and dialogue they have to use for the communication.

The program encourages students to speak in front of public/audiences; public/audiences here mean a group of other students or even one of their friends. The program is not always a public speaking, but at least, it encourages students to speak with others and people around them. However, it is quite unfortunate that this program does not facilitate students to make chitchat during the process of communication. Mostly, their skills are still in a very basic level. Expressing something in their mind is not

simply easy for them especially because their vocabulary. As explained before, when the students speak, they tend to do it seriously. In addition, make fun talk or chitchat in English is a bit far from their vocabulary-knowledge. As long as they can tell what they want, what they need or at least what they do in daily activity are enough.

Particularly, it is stated that detail stages are easiest to be followed by learners; but the program does not have rules and regulation regarding the "artificial environment" programs and easy to be followed. This program has no rules. As the aim is to make students speak freely as they want in real life and daily life, the school does make any rules, stages or even details plan for it. However, the program still helps students to get better scores in speaking skill; as the students practice more in speaking, they get the better ability to speak. For they speak better, they can get the better score from the teacher as well.

Table 4.5

The Mental/Social Processing of English Day

No.	Mental/Social Processing	Yes	No
1.	The program improves students'		
	understanding when they are	J	
	communicating (no	V	
	misunderstandings)		
2.	The program helps students to		

	keep attention to speaker		
3.	The program delivers/provides	2	
	new information for students	V	

Adopted from: Jeremy Harmer, The Practice of English Language Teaching

Based on the observation, the program improves students' understanding when they are communicating. As they repeatedly do the communication in English, they are getting more comfortable and get used to speak in English; also, they can understand explain the message better. Some misunderstandings might occur, but as the program runs in every week, their ability increases in each meeting. Additionally, the program helps students to keep attention to speaker. Well of course in when doing a communication with others; the listeners keep attention on the speaker. At least in purpose to respect others. In addition, they communicate in English for their daily life in school, therefore they need to listen more as well in order to get information and then start to speak.

"English Day" can provide new information for students. Mostly, the new information is vocabulary. They get a lot of new vocabulary from their friends and teachers, sometimes without they realize it; as the vocabulary is not being memorized, but it is directly applied in real sentences and in real situation. In addition, new information from something that the participant is talking is

also provided. Unluckily, the program cannot help students to be fluent by producing connecting speech. Connecting speech is not something easy, especially for non-native speaker. Even for English learners in advance level, connecting speech is rarely produced when they are speaking.

Table 4.6
The Language Features of English Day

	No	٠.	Language Features	Yes	No
	1.	,	The program helps students to		
			be fluent by producing		V
			connecting speech		
Ų	2.		The program helps students to		
			pay attention on changing the		
	1		pit <mark>ch and stres</mark> sing of particular		1
			par <mark>ts of utterances</mark> , vary volume	1	
`			and speed, and showing by other	V	
h			physical and non-verbal		
	D.		(paralinguistic) based on their		
			emotion/feeling		
	3.		The program helps students to		
			acquire more variety of phrases		
			for different functions		
	4.		The program helps students to		
			seek clarification and make sure	ما	
			that there's no misunderstanding	\ \ \	
			while speaking		

 $Adopted\ from:\ Jeremy\ Harmer,\ The\ Practice\ of\ English\ Language\ Teaching$

Luckily, the program helps students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and nonverbal (paralinguistic) based on their emotion/feeling. As they understand the meaning of words and know what they are talking, they spontaneously use their body language and show facial expression based on something that they say. Including English utterances, their volume of their sound and the speed also change.

Amount of new vocabulary is got, so it helps students to acquire more variety of phrases for different functions. As this is being done in real life situation, automatically they can produce phrases for different functions day by day. Finally, the program helps students to seek clarification and make sure that there's no misunderstanding while speaking. For the partner of speaking is their own friend, they dare to ask if they don't get the meaning or what their partner is talking about.

b. English Camp as an effective strategy in teaching speaking

Table 4.7

The Characteristic of English Camp

No.	Characteristic	Yes	No
1.	The program applies one of	2/	
	language teaching methods	V	
2.	The program aims to increase	2/	
	students' speaking skill	V	
3.	The program encourages students	2/	
	to speak more	V	
4.	The program stimulates students to		
	show facial expression and body	$\sqrt{}$	
	language		
5.	The program does not make	2/	
	students get bored (stop to speak	٧	

	<u> </u>		
	and seem not really interested)		
6.	The program provides the real-life	2/	
	situation	V	
7.	The program encourages students		
	to speak in front of		
	public/audiences		
8.	The program facilitates students to		
	make a chitchat during the process		
	of communication		
9.	The program has rules and		
	regulation regarding the "artificial		ا
,	environment" programs and easy to		V
	be followed		
10.	The program helps students to get	2/	
	better scores in speaking skill	V	

Adopted from: John Haycraft, An Introduction to English Language Teaching

"English Camp" is monthly program brings the students out of the school area for about one until two days in some particular places to learn people out there. In language teaching and learning, of course a teaching/learning method is needed. This program applies communication approach. Even though the situation is semi-real, but the students are more like playing different roles in different places in each meeting; for examples, in a hotel, there are students who are taking a role as a receptionist, and so on.

The main purpose of this program is to increase students' speaking skill. Basically, it is not so much different from "English Day", "English Camp" allows students to speak as much as possible. Only, the topic and situation are more organized. The

place and job description for each student are decided. So the students think about which vocabulary and sentences that they are going to produce during the program. In addition, it encourages students to speak more; as they have to play different profession based on the topic decided in each meeting, they are prosecuted to speak as the profession or role that they take. Vocabulary that they have related to the topic has to be used, including phrases and sentence structures.

The program stimulates students to show facial expression and body language; well of course while playing the roles, they should do it well. They have to be expressive as they are not being themselves; they are trying to be someone else based on the profession. For that reason as well, this program does not make students get bored. They become different person in different meeting for this program based on the theme decided by the teacher/school; this means they explore something new and try to express themselves in different side and point of view. In this age, expressing different things based on their imagination is very anticipating; therefore it won't make them bored.

Even though their roles are not who they are and not their own selves, they learn to be people that truly exist in the real life. The situation, places, people and properties support the learning process. As they directly go to the place based on the topic that they are going to learn or the roles that they are going to take. So they make dialogues based on the organized situation. In the other words, this program provides the real-life situation.

In the aspect of the program's encouragement students to speak in front of public/audiences, actually, this is based on the roles that they take. Some of the students have to speak in front of public when they become public speakers, announcers, or other roles. For example in this meeting, they go to a hotel and take their own roles based on the decided tasks by the teacher; some of them have to act as receptionists, managers and so on. This means they have to learn how to talk and act as those professions and apply it for a day.

Even so, this program does not facilitate the students to make chitchat during the process of communication. For they have to act and speak as the person or profession that they get, they have to do it well and best on the real dialogue or body language that have been done by the real person. So, because most of the location and the situation are formal, they do not make chitchat or talk about something funny, except when they talk to their friends

during the rest time. So, this program does not teach or tell how to make chitchat, make something funny or make joke; and it does not make the students to practice it.

The program does not have rules and regulation regarding the artificial environment programs and easy to be followed. Actually, there is of course instruction from the teacher. However, it is sometimes a bit unclear; as the students always have to collect the information themselves and practice the dialogue themselves. Particular stages, for examples what are they going to do after taking the person's (targeted profession) position, are not explained to the students. Additionally, the program helps students to get better scores in speaking skill. The students can explore their imagination in this program. Mostly, vocabulary that they learn in classroom cannot be totally used in their daily life or for their daily conversations; therefore, this program can support them to use some uncommon vocabulary and sentence structures, language function also expressions that are rarely used by the students in their normal situation when they are speaking with their friends, teachers, or family. So, as the lessons that they get in learning process or in classroom are applied, they can get the better score in using it for speaking.

Table 4.8

The Mental/Social Processing of English Camp

No.	Mental/Social Processing	Yes	No
1.	The program improves students'		
	understanding when they are	2/	
	communicating (no	V	
	misunderstandings)		
2.	The program helps students to	2/	
	keep attention to speaker	V	
3.	The program delivers/provides	1	
	new information for students	7	

Adopted from: Jeremy Harmer, The Practice of English Language Teaching

The program improves students' understanding when they are communicating (no misunderstandings). The students apply the lessons that they get from their teacher in classroom; this program can significantly help them in understanding the function and how to use the lesson in real life. So, it is kind on of learning by doing. In practicing lessons that they have ever got for their real life and real situation will help their understanding. Moreover, expressions or sentences that they are going to produce had been taught in school, so they are expected not to make any mistakes or misunderstandings.

Regarding to communication process, the program helps students to keep attention to speaker. Mostly, the program takes some public places where the students have to make good relation with others, a lot of people including strangers. Consequently, they have to pay more attention on what people say. Especially, when they have to serve some customers, they really have to listen carefully about what the people want to get, they want to take or even what they want to do. So, this program really helps the students to improve their concentration in listening others.

The program provides new information for students. Different from the previous program, this program is not only held in school and common environment for students, but they go around other places with various option based on the theme or materials that have been decided by the teachers or school. They visit places for public which consists of professions or people that can be replaced by the students; in the other words the students can take their roles, so students can practice their knowledge and lessons from classroom outside their school. In addition, they can get a lot of information regarding to the lessons in school and real life lessons; or how to use the lessons for real life situation.

Table 4.9

The Language Features of English Camp

No.	Language Features	Yes	No
1.	The program helps students to		
	be fluent by producing		\checkmark
	connecting speech		

2.	The program helps students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal (paralinguistic) based on their emotion/feeling	√	
3.	The program helps students to acquire more variety of phrases for different functions	√	
4.	The program helps students to seek clarification and make sure that there's no misunderstanding while speaking	V	

Adopted from: Jeremy Harmer, The Practice of English Language Teaching

However, the program does not help students to be fluent by producing connecting speech. This language aspect is extremely not easy for English as foreign language learners. Most of the processes in this program are not monitored by the teachers intensively, so it is almost the same as "English Day"; the students can explore themselves, but with more organized concept and situation. So, the detail features of language like connecting speech is not a priority target to be achieved.

For the details of language features, the program helps students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal (paralinguistic) based on their emotion/feeling. The students are expected to be more expressive

compared to their daily life during the process in this program. Therefore, even though particular utterances are not appeared clearly, various volume and speed appear when they are speaking to different person with different needs. Also, their body language and their facial expressions also change based on their emotion regarding to the situation. Also, the program helps students to acquire more variety of phrases for different functions. As the people that they have to face are different and they speak about different things based on their needs, their interests and their wants, the students have to properly talk to the people considering the situation and their role. Various English expressions for different function have been taught to them in classroom; as the result, here, they have to use it based on the real situation that they face.

In treating different person, of course there are also some differences. Including the people needs based on their information. Therefore, this program helps students to seek clarification and make sure that there's no misunderstanding while speaking. Here, the students are expected to treated people, including new persons for them, well. Moreover, the place where they do the speaking practice is public places; mostly, they have to

be or act as a person who has job in servicing people. Therefore, avoiding misunderstanding is strongly needed. Consequently, the students need to clarify or restate some customers' statement in order to make sure that the messages have been accepted and there is no misunderstanding.

c. Native Speaker as an effective strategy in teaching speaking

Table 4.10

The Characteristic of Native Speaker

No.	Characteristic	Yes	No
1.	The program applies one of		. 1
	language teaching methods		V
2.	The program aims to increase	$\sqrt{}$	No.
	students' speaking skill	V	
3.	The program encourages	1	
	students to speak more	V	-
4.	The program stimulates students		
	to show facial expression and		
	body language		
5.	The program does not make		,
	students get bored (stop to speak		$\sqrt{}$
	and seem not really interested)		
6.	The program provides the real-	V	
	life situation	٧	
7.	The program encourages	,	
	students to speak in front of	$\sqrt{}$	
	public/audiences		
8.	The program facilitates students	,	
	to make a chitchat during the	$\sqrt{}$	
	process of communication		
9.	The program has rules and		
	regulation regarding the		,
	"artificial environment"		$\sqrt{}$
	programs and easy to be		
	followed		

10.	The program helps students to	
	get better scores in speaking	
	skill	

Adopted from: John Haycraft, An Introduction to English Language Teaching

In some points of view, it does not really apply one of language teaching methods. Many obstacles faced in the field, such as practical consideration, time limit, and native speaker's permission. Practical consideration means such as mood, and place, while time limit deals with the duration of natives' comfort. Some students did not get natives permission, so they looked for other ones. However, it did take time, result only few native that could have chat with.

Fortunately, the program aims to increase students' speaking skill. The practice of speaking with natives unconsciously increase students ability. They practice how to greet new people, choose appropriate topic, and train their pronunciation. Students will have more understanding as well about different English accent based on natives they speak with. Furthermore, the program encourages students to speak more. The outstanding experience after having chatting with natives will encourage students to speak more and more. Students' confidence increases as well when they have more chat. The nature of teenager that exhaust of challenge and the high curiosity of new

thing will be beneficial for the process learning. Moreover, when there are natives or foreigners, the students seem to be more interested and stimulated to speak in English. Because, foreigners, somehow, unexplainably have different feeling for motivating English language learners to speak with them.

In addition, the program stimulates students to show facial expression and body language. Basically, non-verbal language is significantly important in communication. It encourage listeners to pay attention on what speakers are saying or at least it very much helps when the listeners cannot understand what the speakers are talking about. Therefore, showing facial expression and body language. By inviting foreigners, it is expected that the students will learn how to show facial expressions and body language based on something that they say and their feelings. In addition, the students also start to imitate the native speakers, in both how to pronounce some particular words and how to express it in form of non-verbal language.

However, the students are seemingly bored (stop to speak and seem not really interested) during the program is running. Even though the students got enthusiast at first, they spoke a lot, and got stimulated by the foreigners, but then, unfortunately, they do not have enough chance to speak up or talk to the foreigner intensively. In some occasions, the foreigners have more time to speak and the students are expected to listen to the speakers. Mostly, the students get interest to speak when they have chance to the foreigners. The problem is, the foreigners who visit the school cannot be predicted. Sometimes, there are only two or three foreigners available; or even sometimes there is only one native who can come to the school. Consequently, not all of participants get chance to have a chat with the native speaker. Therefore, some of them will get bored.

Considering the main purpose of artificial environment, this program provides the real-life situation. Artificial environment is expected to increase students' speaking skill by facilitating them to practice their speaking and get used to speak in English. The "Native Speaker" program is designed to motivate students to speak by grabbing their interest because of the native speakers of the language are invited. The activity is not running in a classroom. So it discusses about various topics in real life, and all of the participants can speak up, or it is more like casual conversation between students or students and the foreigners.

Additionally, this program encourages students to speak in front of public/audiences. The students have to challenge themselves to start speaking English with natives. Automatically, when there are students who are brave enough to talk with the native speakers, the other students, sometimes, will watch it and pay attention on it. Therefore, this program helps students a lot in increasing both their skill in speaking English and their bravery to speak in front of public. Moreover, it facilitates students to make chitchat during the process of communication. Expressing something funny using other language is totally not easy, especially for learners in intermediate or pre-intermediate level. Brave enough to speak English in their age is actually pretty difficult; not excluding making chitchat.

Regrettably, this program does not have any rules and regulation regarding the "artificial environment" programs and easy to be followed. Basically, the students are only expected to talk to the native speakers that have been invited by the school. For this reason, the teachers do not give any specific rules and regulations for the students. Unfortunately, details stages are not explained as well. Consequently, the students are not really sure about what they are going to do except talk with the foreigners

about various stuffs and ask them anything randomly. At least, for them who have chance to speak with the natives, they know what to do during the program is running; however, for those who do not have place to speak with the foreigners, they just have nothing to do; then start to speak with their friends, or even worse; they just keep silent.

It is good enough for students, teachers and parents as the program helps students to get better scores in speaking skill. Different from the other programs which the environment is still full of non-natives, this program consists of some native speakers. So, the students can directly learn and at least imitate them directly. The ways that the natives pronounce various sounds and express it in form of non-verbal language are pretty much different from non-native speakers. Therefore, as they get knowledge and learn various things about English directly from the natives, they get better in English and their score that they get are increased as well.

Table 4.11
The Mental/Social Processing of Native Speaker

No.	Mental/Social Processing	Yes	No
1.	The program improves students'		
	understanding when they are		
	communicating (no		

	misunderstandings)		
2.	The program helps students to	2/	
	keep attention to speaker	٧	
3.	The program delivers/provides	2	
	new information for students	٧	

Adopted from: Jeremy Harmer, The Practice of English Language Teaching

In addition, it also improves students' understanding when they are communicating (no misunderstandings). Different cultures may cause misunderstandings. Therefore, the way native speakers communicate can be precious lessons for the students, especially when they are doing a communication using English with foreigner learners or with other native speakers. In the other words, they get knowledge from the native speakers that are invited by the school. Their culture, their life and so on, can be learnt by the students; then the students apply it in real life. Furthermore, the program helps students to keep attention to speaker. As explained before, that non-verbal language is very important for western more than Indonesian learners. Respecting speaker is very crucial for natives; as the students know about this because of the foreigners, they try to keep more attention to others when they are speaking. In addition, when the speaker is a foreigner, automatically it will be something new for the students and different person is expected to grab more interest from audiences including the students.

Relating students' knowledge, this program delivers/provides new information for students. The invited foreigners are always new people; therefore, different person of course bring new information and fresh things for the students. The students can explore their thought and their curiosity about various things related to English and the natives. They can ask the foreigners freely; therefore, this can be new sources for them that might be skipped by teachers during the teaching and learning process in classroom. However, it does not help the students to be fluent by producing connecting speech. Actually, this program is not so much different from the other programs. The main purpose is to stimulate the students and help them to get used to speak in English in various situation; formal and informal. For that reason, this program cannot facilitate students in improving or even practicing the connecting speech when they are speaking in English.

Table 4.12

The Language Features of Native Speaker

No.	Language Features	Yes	No
1.	The program helps students to		
	be fluent by producing		
	connecting speech		
2.	The program helps students to	V	
	pay attention on changing the	•	

	pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal (paralinguistic) based on their emotion/feeling		
3.	The program helps students to	,	
	acquire more variety of phrases	$\sqrt{}$	
	for different functions		
4.	The program helps students to		
	seek clarification and make		
/	sure that there's no		
	misunderstanding while		
	speaking		

Adopted from: Jeremy Harmer, The Practice of English Language Teaching

Furthermore, this program helps students to pay attention on changing the pitch and stressing of particular parts of utterances, vary volume and speed, and showing by other physical and non-verbal (paralinguistic) based on their emotion/feeling. Speak fluently does not always mean that EFL/ESL learners have western-like pronunciations or accents; but, mispronounced words can cause misunderstanding, therefore it cannot be neglected. This program, by inviting foreigners, is expected to give lessons for the students directly from the native speakers. By learning how the natives communicate, the students can know how to do it as well. Also, it helps students to acquire more variety of phrases for different functions. Actually, the students prefer to ask various kinds of questions rather than making a statement based on their

thought; because there are new comers around them (the foreigners), so they are more curious about them. Asking questions is naturally not easy, but as they are motivated, spontaneously, they improve their ability in asking various questions including phrases and many kinds of expressions based on the situations and the functions.

Finally, the "Native Speaker" program helps students to seek clarification and make sure that there's no misunderstanding while speaking. As explained in the previous point, the students ask questions a lot to the foreigners. Automatically, when they get the answers from the natives, they will clarify whether the information that they get is true or not. Most of the students always try to make sure that they do not get the answer wrongly. As the result, this program is very good to improve the students' ability in seeking clarification and making sure that there is no misunderstanding in the communication process.

2. Artificial Environment in Increasing Speaking Skill

In learning process, of course progress and result are crucially significant. In purpose to measure whether the aims of the lesson are achieved or not, most of teachers will do scoring for their students' improvement. Regarding to this, the artificial environment is created in order

to increase students' ability in speaking skill. Based on the findings explained above, there were nine students of the observed class who had high score in first semester for conversation, four students getting high score in regular English, and four students who got high score in both aspects. Furthermore, in the second semester, or recent semester, six students are very good in conversation aspect, four students get high score for regular English, and seven students have good scores for both conversation and regular English.

Particularly, there are some programs held by the school having purpose to improve students ability in speaking skill. Those are "English Day", "English Camp", "Native Speaker", and so on. As this research is focused on the three program, relating to the students' score, "English Day" helps students to get better scores in speaking skill; as the students practice more in speaking, they get the better ability to speak. For they speak better, they can get the better score from the teacher as well.

Furthermore, "English Camp" helps students to get better scores in speaking skill. The students can explore their imagination in this program. Mostly, vocabulary that they learn in classroom cannot be totally used in their daily life or for their daily conversations; therefore, this program can support them to use some uncommon vocabulary and sentence structures, language function also expressions that are rarely used by the students in

their normal situation when they are speaking with their friends, teachers, or family. So, as the lessons that they get in learning process or in classroom are applied, they can get the better score in using it for speaking.

In addition, "Native Speaker" helps students to get better scores in speaking skill. Different from the other programs which the environment is still full of non-natives, this program consists of some native speakers. So, the students can directly learn and at least imitate them directly. The ways that the natives pronounce various sounds and express it in form of non-verbal language are pretty much different from non-native speakers. Therefore, as they get knowledge and learn various things about English directly from the natives, they get better in English and their score that they get are increased as well.

There are 17 students in the observed class. In English Day program, there are 11 students who get better score. Relating to the theory explained in the theoretical framework, the method of English Day is pretty applicable for students who did not get used to speak in English for their daily life. Based on the characterictics, English Day already resambles to stages and activities of dialogue and conversation that have been explained in effective teaching strategies in chapter 2. But, there are 4 students who get decrease score, because they had less interest in this program. This statement based on the interview with the students that they feel bored when doing this program.

In English Camp program, there are 8 students who get better score. Relating to the theory explained in the theoretical framework, the method of English Camp is pretty applicable for students who did not get used to speak in English for their daily life. Based on the characterictics, English Camp are similar to stages and activities of dialogue, maximaize student-talking, talks and conversation that have been explained in effective teaching strategies in chapter 2. But, there are 6 students who get decrease score, because they had less interest in this program. This statement based on the interview with the students that they feel bored when doing this program.

In Native Speaker program, there are 10 students who get better score. Relating to the theory explained in the theoretical framework, the method of Native Speaker is pretty applicable for students who did not get used to speak in English for their daily life. Based on the characterictics, Native Speaker are suitable to stages and activities of dialogue, talks, conversation and role play that have been explained in effective teaching strategies in chapter 2. But, there are 5 students who get decrease score, because they had less interest in this program. This statement based on the interview with the students that they feel bored when doing this program.