

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

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.

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

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 excited, 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

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.

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 connecting speech		√

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

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

Relating to 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 pay attention on changing the	√	

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 characteristics, English Day already resembles 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 characteristics, English Camp are similar to stages and activities of dialogue, maximize 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 characteristics, 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.