

**INCREASING STUDENTS' SPEAKING SKILLS BY INTENSIFYING
ENGLISH LANGUAGE AT EIGHT GRADE OF SMPN 24 MAKASSAR**
(A Pre-Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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the Degree of Education in English Department*

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MOTTO AND DEDICATE

**'Memulai dengan penuh keyakinan
Menjalankan dengan penuh keikhlasan
Menyelesaikan dengan penuh kebahagiaan''
(Ibu Kartini)**

I dedicated this thesis
To my beloved parents, my grandmother,
my brother, my family, and all my friends

ABSTRACT

Nurfajhri Indah Sari. 2018. Increasing Students' Speaking Skills by Intensifying English Language at Eight Grade of SMPN 24 Makassar (A Pre-Experimental research the Academic Year 2018/2019). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Awaliah Azis.

This study aimed to determine the improvement of students' speaking skills by intensifying English in the classroom. Researcher applied pre-experimental method by used one group pre test and post-test design and speaking test to collected the data. The sample of this study was the VIII.1 class at SMPN 24 Makassar consisted of 36 students. Sampled was taken by using the comparative technique in order to analyze and compare the student's score before and after teach speaking. The result of the study showed that the students' speaking skills improved, in the average score of students was 42.55%. This mean that students have a positive response with a intensifying English in speaking skills. It was be concluded that the grade eight of SMPN 24 Makassar was improved.

Keywords: Increasing, Speaking Skills, Intensifying English Language

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Makassar, Januari 2019

Nurfajhri Indah Sari

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CHAPTER I

INTRODUCTION

A. Background

Look at the developing science and technology, language has an important role for human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

People need a means of communication called a language to express their ideas and wishes. In this world, english has been considered as an international language. It becomes the language of international communication (Harmer 1983:2).

English is considered as a dominant and acceptable tool for global communication. The language is utilized to various degrees by people from all over the world. On a small scale, people who speak different mother tongues verbalize English for different aims, for instance, to have an access to advanced academic publications, to study abroad, and to make their career opportunities better. On a larger scale, English is regarded as an important language in various fields, including international trade, science and technology, banking, manufacturing, diplomacy, entertainment, education, and so forth. The use of

English as an international language plays a significant role in the globalization era. At the current time, we are required to be able to communicate in English. This means English becomes a means of communication among people in the world and plays a vital and a special role in the globalization era, particularly in the educational system in Indonesia. For that reason, it is very prominent for us to learn English both the language itself (Linguistic Competence) and how to practice oral and written communication (Linguistic Performance).

Nowadays, English is an important language in Indonesia. It can be seen that English becomes the first foreign language that is taught in Indonesia starting from elementary school up to university level and also the involvement of English as one of the essential subjects in the curriculum in Indonesian education. It seems the development of English language teaching in Indonesia touches the recent English curriculum objectives. The objective of teaching and learning English at schools is to bring along the student to a better understanding and ability of the language. English is one of the tested subjects from the three important subjects required in national examination at senior high school. At this point, the students, however, are necessarily required to achieve a certain score in order that they can get the passing grade. Not only the grammatical aspect is important, but also the communicative one. This point is revealed in the English curriculum that the students' instructional materials must be on the basis of the communicative skill acceptable for the students' daily needs. This is in line with Depdiknas RI [Departemen Pendidikan Nasional Republik Indonesia] (2006) which states that the general standard objectives of English language teaching at Senior High

Schools in Indonesia are determined as follows: (1) Developing communicative competence both in oral and in writing in order to pursue the level of informational literacy; (2) Raising awareness of the nature of English as a foreign language in order to compete with other countries in the global community; and (3) Developing students' comprehension about the relation between language and culture.

The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes. In line with that, Brown (2004, p. 140) defines "speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test." In addition, speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow (Thornbury & Slade, 2005, p. 9). Similarly, Richard (1990) asserts that the mastery of speaking skills in English is a priority for many second and foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their course on the basis of how well they feel they have improved in their spoken English proficiency. In short, speaking is a process of interaction between speaker and listener in which they share and receive the information that involves

paralinguistic features and the speaking skill mastery also becomes necessary for the language learners to interact with others in the conversation.

Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is studied from junior high school up to the university level. Being successful students are not easy, although they have been studying English for more than few years, but they are still unable to use English in interacting with their teacher and friends in the classroom.

Because of the material of English subject is very variety, so the teachers are obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily, and the media will make the students to be more motivated to study. The teachers who is able to present the material easily will be students' idol. The teachers can use some methods in teaching learning process to help the students' understanding about the material that is explained. In applying method, the teachers have to prepare many things like; teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation and it means that the teachers may be failed in teaching them.

The ability to master unbalanced or unequal languages often leads to deviation. This is known as interference phenomena. In the mastery of a foreign language or a second language, a student is inseparable from the influence of his first language or his mother tongue. The English language as a foreign language in Indonesia has taught from elementary school to college level. Language

components include phonology, grammar, lexical / vocabulary presented through learning four language skills including Listening, Speaking, Reading and Writing.

The problems identified above could be as a result of various reasons advanced by scholars. First, due to lack of assessment of speaking skills, learners do not pay attention to it thus graduates have low oral skills (Sarwar, et al., 2014). Researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency (Alonzo 2014). Al-Hosni (2014) identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves, only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at all, learners who share the same mother tongue (L1) tend to use it because it is easier and because they feel less exposed if they speak their mother tongue (L1) (Hosni, 2014: 123).

From the learning process above can be concluded that the student would have good speaking ability. But in reality although language learning covers a fairly long period, it is generally observed that students have not been able to speak English without error. This is because they are more likely to use the first language than second language in English learning. Based on the explanation, the researcher decided to observe it by the title “ **Increasing the Student’s speaking skills by intensifying English language at eight grade of SMPN 24 Makassar**”

B. Problem of the Research

Based on the previous background, the researcher formulates the research questions as follow: “How does to Increase the students’ speaking skills by intensifying English in the classroom?”

C. Objective of the research

In relation to the problem statements above, the objectives of the research is: To find out the increase the students’ speaking skills by intensifying English.

D. Significant of the research

This research gave the readers information about the method to improve student's speaking skills in the classroom. Besides that, For the students, the way to increasing their speaking skills by this research can be making student brain's activity stronger in absorbing information and can hone the brain's ability to remember more vocabulary. For the teachers, this research show the students' in speaking practice so that they can gave the alternatives way to the students in learning and identifying how they interact in English with their students in the classroom may be a relevant issue in their teaching practices, which can allow them to understand the way classroom interaction happens for the purpose of teaching English language and disciplinary content.

E. Scope of the research

To avoid misunderstandings and to clarify the study, the researcher restrict the study of improving students' vocabulary, pronunciation by intensifying English Language in grade eight of SMPN 24 Makassar. This research focused on intensifying English with dialogue and direct response tasks assign to students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research findings

The are several researchers conducted researche in perticular area, below are:

Xiang (2013) in his article investigated about The Necessity of Intensifying English Vocabulary Teaching in the Remote Minority Area College English Teaching. He found that the present situation of English teaching in Inner Mongolia, the English level of the Inner Mongolian students, and the necessity of intensifying English vocabulary teaching and learning in the remote minority area college English teaching.

Jeon and Choe (2009) in their article investigated about A Key Word Analysis of English Intensifying Adverbs in Male and Female Speech in ICE-GB. Their founded how a key word analysis offers an empirical evidence on the use of intensifying adverbs in male and female speech based on ICE-GB. We use the KeyWords facility in WordSmith tools (Scott, 1999) which has been used in several studies as means for describing the characteristics of different genres. One of the issues with respect to using KeyWords facility is the selection of the most appropriate reference corpus. Therefore, another goal of this paper is to test several possibilities for the selection of the appropriate reference corpus for key word analysis in terms of its size and composition.

All of the previous researcher have similarity in this study that was used of intensifying English language as the main focus of the research. However, all the

previous research and this study have some differences, those were the setting. The previous research analyzed Intensifying English Vocabulary Teaching in the Remote Minority Area College English Teaching, Analysis of English Intensifying Adverbs in Male and Female Speech in ICE-GB. Beside that the researcher investigated intensifying English language in the classroom to increase student speaking skill.

B. Some Partinent Idea

1. The Definitions of Speaking Skills

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand. Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam, 2015).

Furthermore, Jones (1989) defines speaking as a form of communication in which the effective conveyance of what the speaker says is very crucial. In line with this definition, Kush clarified for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else (Kushartanti et al., 2005). It means that speaking is not as simple as we say something but more than that it is related to the meaning that is constructed so that people can understand what we are saying. As a complement, Brown added that the process of constructing meaning involves producing, receiving, and processing information (Florez, 1999).

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is regarded as the first step to confirm who knows or does not know a language. Ur (1996, p.120) emphasised that “speaking seems intuitively the most important language skill, and people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.”

Another expert said that “speaking is intentional activity; it serves a purpose the speaker wants to realize” (Levelt, 1989). Therefore, speaking is somebody’s aptitude that is uttered eagerly to make an expression for some reasons. Speaking is the presence of communication goal that has to be realized, for instance the speakers want to express wish and desire to do something; negotiate and solve particular problem; or establish and maintain social relationship with others.

Another element that is needed to be acquired by a successful speaker regarding its importance and preference towards speaking skills is Mental or social processing that involves language processing, interaction, and information processing; a. Language processing: effective speakers need to be able to process language in their own head and put it into coherent order, so that it comes out in forms that is not only comprehensible but also conveys the meanings that are intended; b. Interaction: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so;

c. Information processing: quite apart from our response to others feelings, we need also to be able to process the information they take us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture-specific, and is not prized by speaker in many other language communities (Harmer, 2001). From those explanations, it can be summarized that by mastering language features and mental or social processing as two elements of speaking that have to be considered when they want to speak effectively, they are able to show what and how they are feeling, not only they are able to know what expression they have to use appropriately but also they can know how to clarify in order to avoid mistakes between the speaker and the listener, and the most important thing is they can convey the meanings that they are intended.

There are two elements of speaking which are necessary to be considered by the speaker as it stated by Harmer in his book “The Practice of English Language Teaching”, the first is Language Feature which consist of several sub-elements as follows: a. Connected speech is the sounds modifying in producing utterance when people speak. It includes modifying (assimilation), omitting (elision), adding (linking r), or weakening (through contraction and stress patterning); b. Expressive device is the stress and pitch variation in producing utterance in order to convey the truth meaning of the messages meant by the speaker. It includes the variation of the volume and speed of the speech.

Speaking is regarded as a vital language skill (Grainger 2000), since the most important function of a language is ‘facilitating communication with others’ (Littlewood, 1992, 9).

Indeed, the art of speaking is considered ‘the single most important’ (Numan, 1991, 39) and ‘most rewarding’ (Haley & Austin, 2004, 20) aspect of language learning.

Speaking is described as transfer of thoughts and feelings into words and uncovering mental constructs, processes and operations (Güneş, 2014, p. 3).

in terms of improvement of especially communication skills, the success obtained by speaking and the effective power of speaking is considered to be directly proportional to the quality of life of individuals (Kurudayıoğlu, 2003, p. 289)

2. Importance of Speaking

Speaking ability in English is useful in many situations and places in this era. Such as in the school education, apply to get a job, or when someone goes to the other country, because English is international language. The importance of speaking was mentioned below:

Speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily

life. The importance of the ability to speak or write English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized as being standard. The call centre phenomenon has stimulated a huge expansion of internet-related activity establishing the future of India a cyber-technological super-power. Modern communications, videos, journals and newspapers 18 on the internet use English and have made knowing English indispensable (Shaik, 2016).

Guoqiang (2009) stated that: to be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Although speaking has been included in the educational plan for English teaching in colleges and universities in the past years, the percentage of time devoted to activities in which students can communicate with each other in English remains small in the whole class. Speaking is the skill that the students will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.

3. Problem in Speaking

Speaking is not as easy as it may seem. In fact, it is a complex skill which involves both intrinsic and extrinsic aspects. Speaking shows how the speaker

uses the vocabulary in the right way bravely. So, according to different type of person, there are some problems in speaking.

Brown (2001) suggested some causes that make speaking difficult as follows:

1. Clustering

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

2. Redundancy

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

3. Reduced Forms

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

4. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, 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 as *uh*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

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

6. Rate of Delivery

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

7. Stress, Rhythm, and Intonation

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

8. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

4. The Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency. In this research, the writer will explain them clearly as follows:

a. Speaking Performance

Manser in Jumahida, (2008:19) states that performance is the person's process or manner of a play. Therefore we may conclude that speaking which is

assessed through how fluency and accuracy are made: Marcel, (1978:78) distinguishes the outline of an accuracy and fluency. According to him that accuracy is the manner of people in using appropriate words and the pattern of sentences while fluency is someone's way of speaking dealing with how to produce words in certain of times without missing any main words on their speech.

b) Speaking Competency

According to Manser in Jumahida, (2008:19) that competency is having the ability, skill, and knowledge to do something. Then, through this basic definition, we may also conclude that speaking competency is the ability of someone to speak which is supported with adequate skill and knowledge and it is not assessed but it is delivered.

5. Students Speaking Achievement

The students used achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term "Speaking Achievement" here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times

and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accuracy and fluency for students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

6. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking. "...three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches:

a. Talk as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

b. Talk as Performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

7. Components of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

a. Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

b. Grammar

Grammar is “a system of rules governing the conventional arrangement and relationship of words in a sentence” (Brown 1994) which can facilitate the acquisition of a foreign language and is conducive for cultivating comprehensive language competence. Most teachers regard grammar as a frame of English learning.

c. Vocabulary

Learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign. Generically, vocabulary is the knowledge of meanings of words.

Vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words.

Vocabulary is all the words that a person knows or uses. Moreover, Averil stated that vocabulary is a central part of language. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

The definition about vocabulary is clear enough that is almost cases of human life, they use set of words. The use of words itself differentiated according

to the field, person, class, or profession. It means that beggar use set of words to ask for some money to rich people, the teacher also use set of word when their students command. The writer has opinion that vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is use in communication.

d. Fluency

Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10) and students are to communicate easily to others friends.

Brown, (1980:255) fluency is ready and expressive use of language. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without to much hesitation and to many pause or breakdown in communication. It refers to how well you communicate in a natural manner.

Richards (2009, p.14) mentioned brave definition about fluency, “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”. The definition of fluency has the Latin origin meaning as “flow”. It can be the same as other language define about fluency as flow or fluidity as stated by Kopponen and Rigggenbach (2000, in Jamatlou, F.: 2011). And nowadays, the definition of fluency itself closer to simple definition of

the term in applied linguistics also seem to share at least one feature resembling “fluidity”.

The more present study about fluency adopting Lennon’s (Jamatlou: 2011: p.11) that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and complexity of syntax which are associated with linguistic knowledge of accuracy.

Defenition of fluency often include referrences to flow or smoothness, rate of speech, absence of exessive pausing, absence of distrubing hesitation makers, lenghtf of utterances, and connectedness (koponen, 1995).

a. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form (Brown 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions and reduce vowels.

b. Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter, 2009, p. 398); however, pausing is not an uncommon or wholly negative feature of fluent language. Pauses are utilized as space for breathing and thinking when participating in any form of oral discourse (Griffiths, 1991).

c. Hesitation

Hesitation phenomena such as fillers are most likely to occur at the beginning of an utterance or phrase, presumably as a consequence of the greater demand on planning processes at these junctures (Barr 2001; Beattie 1979; Maclay & Osgood 1959). Hesitation disfluencies showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as uh, in the fast conditions.

e. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also mean the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

8. Classroom Speaking Activities.

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001:271-274) lists six categories that students are expected to carry out in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound.

One step beyond imitative, in intensive performance the students 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.

While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation.

The next types are transactional and interpersonal. They are quite similar as in the performance the students deal with a dialogue. The functions, however, are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships.

The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu.

Furthermore, there are some activities that can be implemented to promote speaking skill. Thus, the teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks

that promote oral language. This can occur when the students collaborate in groups to achieve a goal or to complete a task (Kayi, 2006).

Harmer (2007: 348-352) proposed several classroom speaking activities namely acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

The first is acting from a script. The activity can be in the forms of acting out scenes from plays or their coursebook and acting out dialogues they have written themselves.

The second is communication games. There are two particular categories of communication games, information-gap games and television and radio games. In information-gap activities, students with their partners solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures. While television and radio games provide fluency activities for the students.

The third is discussion. It can be done through buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

The fourth is prepared talks, as the students cannot make an oral presentation or talk spontaneously because they need to prepare. In the preparation time, the teacher may help them by giving feedback, for example, and then give opportunities to them to rehearse their presentation.

The next is questionnaires. This is an interactive activity, as both questioner and respondent, through this activity, have something to say each other

related to what information should be gained based on the list of questions prepared.

The last is simulation and role-play. From simulation and role-play, students get great benefit as they simulate a real life encounter as if they were doing in the real world.

Kayi (2006) also promotes some quite similar speaking activities, such as discussions, role play, simulations, information gap, brainstorming, 27 storytelling, interviews, story completion, reporting, playing cards, picture narrating and describing, and find the difference.

In regard with the activities which are able to promote the students' speaking skill, teachers may apply those activities in the classroom.

9. Concepts of Intensifying

Language intensity, has been defined by Bowers (1963, p. 345) as: "the quality of language which indicates the degree to which the speaker's attitude toward a concept deviates from neutrality."

Both Bowers (1963) and Craig and Blankenship (2011) state that language intensity is distinguished by its emotionalism and its extremity.

Craig and Blankenship (2011, p. 2) used the difference between "she didn't like him" and "she detested him" to demonstrate the degree of emotionalism and ascertained that the latter phrase is not only extremer, but also shows more emotion of the speaker or writer.

Greenberg (1976) suggested that the language intensity increased the perceived aggressiveness of a sentence.

10. Categorization of intensifying

To study intensifiers, a classification system is needed to determine which linguistic elements can be defined as intensifiers. Intensifiers can be divided into several linguistic categories, but most of the intensifications are realized by adverb (Quirk et al., 1985).

English has several ways of conveying intensification in composite wholes: among others, degree adjuncts (Quirk et al. [1985]) in predicate-intensifier combinations (very good, extremely interesting),

Renkema (1997) developed an analytical model consisting of three categories that are based on the ability of intensifying elements to be omitted (lexical intensifiers), substituted (semantic intensifiers) or revised (stylistic intensifiers).

Intensifiers based on a grammatical division. The model consisted of four categories, namely prefixes, adjectives, adverbial elements and conjunctions. Contrary to the model of Renkema (1997), the model of Maat (2004) did not classify verbs, nouns or tropes as intensifying elements, but it did classify conjunctions as an intensifying element. Mulken and Schellen (2006) applied the models of Renkema (1997) and Maat (2004) by analyzing reviews and evaluative columns to gain insight in the usability of the models. Their results showed that both models performed average on the interrater reliability ($\kappa = .59$ for the model of Renkema and $\kappa = .57$ for the model of Pander Maat).

Mulken and Schellens (2006) developed an analytical model based on the models of Renkema (1997) and Pander Maat (2004): the Language intensity Model ("Taalintensiteits Model"). Van Mulken and Schellens (2006) attempted to

improve the capacity of the models, to be able to categorize all the intensifiers, and they attempted to improve the interrater reliability. The interrater reliability was comparable to the other two model ($\kappa = .59$). However, when leaving out the subcategories, the interrater reliability was better ($\kappa = .74$). The first six main categories of the model consisted of lexical categories, namely prefixes, adverbs, numerals, adjectives, nouns and verbs. The categories were based on the ANS (general Dutch grammar), which is a traditional grammar of Dutch (Haeseryn, Romijn, Geerts, Rooy and Van den Toorn, 1997). To these lexical categories, they added three other categories, namely stylistic figures, conjunctions and typography. The nine main categories are divided into smaller subcategorie

11. The Effect of Intensifying Language

The effect of language intensity in the native language has been researched with different types of stimuli. Research has shown that intensifiers have a positive effect on attitude change in persuasive messages (Bankhead, Bench, Peterson, Place & Seiter, 2003).

12. Intensifying Assessment

a. Dialogue

The definition of dialogue can be traced back to sociocultural theories of literacy as it provides opportunities for learners to use language as a tool to mediate actions and interactions (Bakhtin, 1986; Vygotsky, 1978). Language and communication are rooted in the material and social worlds of diverse learners (Gee, 2001). Recommendations for the use of dialogue were found in 22 of the 30 articles reviewed and represent critical pedagogical practices for diverse learners

due to its strong research base and theoretical underpinnings. When students engage in dialogue, particularly around texts and life experiences, they use new language, connect the known to unknown, and expand their worldviews (Comber, 2013; Medina, 2010). The National Literacy Panel on Language-Minority Youth and Children prepared by August and Shanahan (2006) found that oral proficiency in English is critical to developing ELLs' literacy skills, but it is often not explicitly addressed in classrooms, despite evidence of its positive effect on learning.

We divided the use of dialogue in effective and culturally responsive ways into two approaches. The first approach addresses dialogic interactions between teachers and students. Teachers should engage students with instructional goals in order to encourage deep and active processing of words and meanings. During extended talk, teachers pose cognitively challenging questions to activate higher order thinking and prompt effective vocabulary growth and reading comprehension. Strategies that are based on these recommendations are cited as collaborative strategic reading (CSR) (Kim et al., 2006); instructional conversations (Goldenberg, 2013), cognitive strategy instruction (Hansfield & Jiménez, 2009); language experience approach (LEA) (Dorr, 2006); and direct and extended vocabulary instruction (Coyne et al., 2010). Such practices encourage students to process text and ideas for deeper levels of understanding, which improves comprehension, critical thinking, and overall achievement.

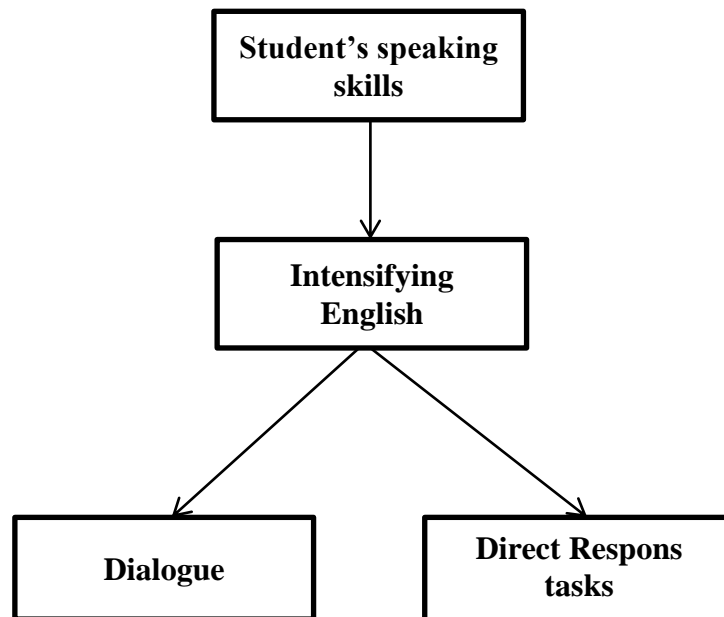
The second approach addresses dialogue between peers and is an important opportunity for ELLs, students with learning disabilities, and

socioculturally diverse learners to reflect on ideas and engage with their peers . Recommended practices include collaborative reading strategies peer-tutoring, book discussions, learning together through inquiry and questioning and peer assisted learning . Dialogue that centers on texts, ideas, and issues provides classroom opportunities for learners to experience others' thoughts, which allows for deliberation and critical reflection about their own and others' perspectives. In these conversations students extend their understandings of texts and mentor each other in ways that will improve comprehension, vocabulary, and critical thinking.

b. Direct Response Tasks

Implement a teaching approach that would help to improve this competence. This approach “combines the bestinsights from communicative language teaching with an organize focus on language form” (Willis, 1996, p. 1), and in most of the cases where scholars embed the task-based approach in their teaching instead of other approaches, the results were positive in relation to the students' use of the target language and communicative competence (Lopez, 2004; Tanasarnsanee, 2002). Through this approach, students participating in this study were expecte to develop different tasks in class that expose them to speaking and writing English, give them opportunities to use the language in a spontaneous or plan way, and address their attention towards the form and grammar at the end of the tasks.

c. Conceptual Framework



In this study, the researcher formulated the conceptual framework in teaching and learning process to increasing students speaking skills by intensifying english language. Intensifying laguage is the quality of language which indicated the degree to which the speaker's attitude toward a concept deviated from neutrality. There are two component to intensifying english language.

Discussion can be traced back to sociocultural theories of literacy as it provides opportunities for learners to used language as a tool to mediate actions and interactions. In this study Implement a teaching approach that would help to improve students competence.

Directed respons tasks in this study are expect to develop different tasks in class that expose them to speaking english, give them opportunities to use the

language in a spontaneous or plan way, and address their attention towards the form and grammar at the end of the tasks.

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of the Study

In this research the researcher used pre experimental method by used one group pre test and post-test design. where the researcher done an experiment in a single group. To know if there was any significant of students speaking skills by intensifying english language. The researcher used the comparative technique in order to analyze and compare the student's score before and after teach speaking skills by intensifying english language at eight grade of SMPN 24 makassar.

B. Hypothesis

The hypotheses of this research are null hypothesis and alternative hypothesis:

- a. Null hypothesis (h_0) there is no significant difference between the students' speaking skill after applying intensifying English Language.
- b. Alternative hypothesis (h_1) there is any significant difference between the students' speaking skill after applying Intensifying English Language.

C. Population and Sample

1. Population

Populations of this research were the eight grade students of SMPN 24 Makassar academic 2018/2019 which is devided into nine classes: VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, VIII.8, VIII.9, In this grade amounts of

students were 324. The researcher chosen students of class (VIII.1) with 36 students as the sample to observed by used purposive sampling.

2. Sample

The sample was selected by using purposive sampling because the students on the class VIII.1 which consisted by the students in several intelegences level. the researcher took one class that consisted of 36, 5 male and 21 female as sample.

D. The Technique of Data Collecting

The most important thing in this research was collecthing the data that can determined the result of the research. Some techniques used in collecting data and this research are :

In collecting the data, the researcher use test as an instrument;

1. Pre-test

The researcher gave pre-test to the students. The pre-test is oral test form. the test consist of 10 questions and uses interview technique. The the researcher gave a lot of question to the number of students individually and the students had to respond the questions.

2. Treatment

In maintenance, the researcher applied the Dialogue and Direct Respons Task to intensifying language. Three meetings hold and each meeting took 90 minutes. The treatment procedure is:

Learning Activity:

- a. The researcher divided into some groups. Each group consists of 4-5 students.

- b. Teacher gave some topics of application in social media like twitter, instagram, whatsapp, tiktok ,etc . Then all groups choose one topics to discuss about that.
- c. The researcher presented the material. researcher also presented what will be expected in the learning phase.
- d. The researcher asked the students to do communicative activity about the material.
- e. After discuss about the topics, representative each group has to presented in front of the class.
- f. Researcher monitore them. And also gave the students awarded for their participation.
- g. Researcher encourage students and then calculates their points. Teacher gave the students homework.

Notes:

- 1) In the first meeting the teacher presented material about asking and giving opinion.
- 2) In the second meeting the teacher present material about obligation and prohibition.
- 3) In the third meeting the teacher present material about suggestion.

3. Post-test

The last test the researcher gave the post-test after the treatment had been done by teaching speaking skills by intensifying English language. The realization of the post test was same with the pre-test.

E. The Instrument of the Study

The instrument was used in this research is the speaking test and recording. The oral test divided into pre test and post test. The Researcher gave pre-test in the first meeting and post-test in the last meeting. The researcher that designed the items for speaking test and used the individual interaction because the test, the researcher that devided the score into three criteria based on the scoring procedure of oral. Which are the scores of vocabullary, pronunciation. The scoring procedure of oral test followed:

Table 3.1: Vocabulary

Classification	Score	Criteria
Excellent	5	Uses a variety of vocabulary and expressions
Very Good	4	Uses a variety of vocabulary and expressions, but makes some errors in word choice
Good	3	Uses limited vocabulary and expressions
Average	2	Uses only basic vocabulary and expressions
Poor	1	The students' speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

(Addapted from Longman, 2005)

Table 3.2: Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Very Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student
Average	2	Frequent problems with pronunciation and intonation
Poor	1	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Longman, 2005)

1. The Rate Scale Scoring System

After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there are seven classifications which are used as follows:

Table 3.3: Classfying the students' scores

NO	Classification	Score
1	Excellent	9.6- 10
2	Very Good	8.6-9.5
3	Good	7.6-8.5
4	Fairly Good	6.6-7.5
5	Fair	5.6-6.5
6	Poor	5.4-5.5
7	Very poor	0.0-4.5

(Direktorat Pendidikan ,1999)

F. The Technique of Data Analysis

1. Computing the frequency and the data percentage of the students score by used the following formula:

$$\% = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: % : the percentage of improvement

X₂ : the total of post-test

X₁ : the total of pre-test

(Nurlia Takwin, 2012:29)

2. Calculating the mean score of the students speaking skill by used formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: Total Score

N : Total Respondent

(Gay, 1981: 357)

3. Calculating the result of the test

Finding out the significant difference between students pre-test and post-test by used formula:

$$t = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : the test of significance

D : the different between matches' pair

- D^2 : mean score from the different score of pre-test and post-test
- $\sum D$: The sum of square
- N : the number of sample
- I : constant number

4. From the table classification, the researcher calculated the value of percentage got test through the following formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Number of correct

N = Number of sample

(Gay, 2006)

5. The criteria for the hypothesis testing s follows:

Table 3.4: The hypothesis testing

Comparison	Hypothesis	
	HO	HI
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the research. Findings of the research cover the description of the students' speaking improvement. And discussions of the research cover further explanations of the findings in details

A. Findings

The finding of this research presents the increasing speaking skill by intensifying english language at eight grade of SMPN 24 Makassar. The students' improvement can be seen clearly in the following explanation:

1. The improvement of the students' vocabulary in speaking skill

The improvement of the students' pronunciation through the intensifying English language at eight grade of SMPN 24 Makassar can be seen clearly based on the following table:

Table 4.1: *The improvement of the students' vocabulary in speaking skill*

NO	Test	Mean Score
1	Pre test	2.5
2	Post test	3.83
Improvement (%)		53.2%

The table above shows vocabulary indicators in the students' speaking skill. Each indicator consists of pre-test and post-test. The students' score in pre test was .5 and the students's score in post test was 3.83.

It is more show in the figure below:

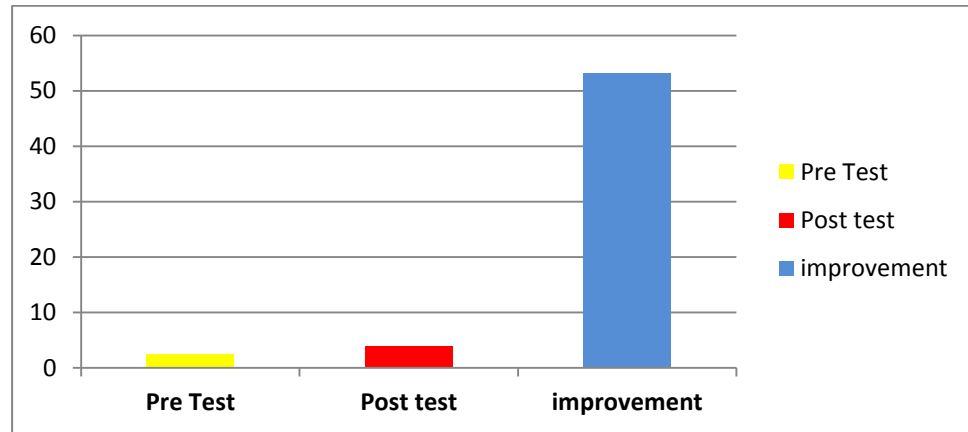


Figure 4.1: *The improvement of the students' vocabulary in speaking skill*

The figure above shows vocabulary indicators in the students' speaking skill. Each indicator consists of pre-test and post-test. The students' score in post-test was greater than the students' score in pre-test. Based on the result, It means that there was an improvement (53.2%) in students' vocabulary. It can be concluded that the intensifying English language in teaching speaking was effective to improved the students' vocabulary in speaking skill.

2. The improvement of the students' pronunciation in speaking skill

After analyzing the score of students' pronunciation in pre-test and post-test, the researcher presents the result in the following table:

Table 4.2: The improvement of the students' pronunciation in speaking skill

NO	Test	Mean Score
1	Pre test	2.33
2	Post test	3.75
Improvement (%)		60.94%

The table above shows pronunciations indicators in the students' speaking skill. Each indicator consists of pre-test and post-test. The students' score in pre test was 2.33 and the students's score in post test was 3.75.

It is more show in the figure below:

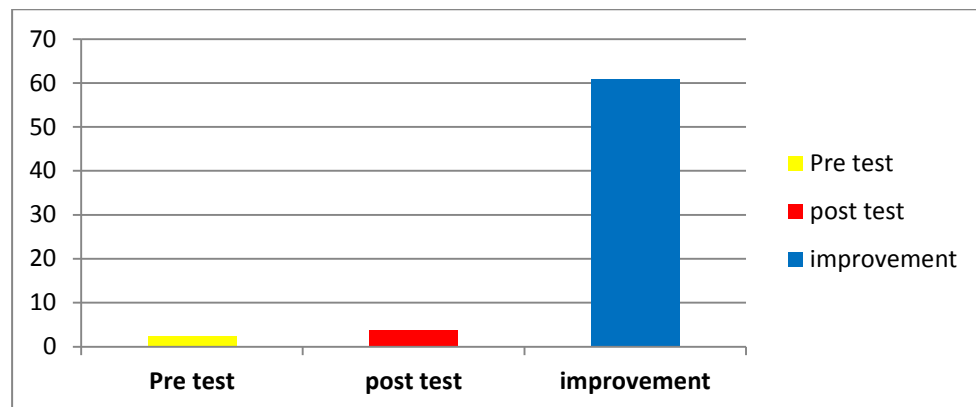


Figure 4.2: The improvement of the students' pronunciation in speaking skill

The figure above shows pronunciation indicators in the students' speaking skill. Each indicator consists of pre-test and post-test. The students' score in post-test was greater than the students' score in pre-test. Based on the result, It means that there was an improvement (60.94%) in students' pronunciations. It can be

concluded that the intensifying English language in teaching speaking was effective to improve the students' pronunciation in speaking skill.

3. The Improvements of the students' Speaking skill (Final score)

After calculating the students' speaking vocabulary and pronunciation, the researcher presents final score of the students' improvement in speaking skill by intensifying english language at eight grade of SMPN 24 Makassar. It be seen clearly in the following table:

Table 4.3: *The improvement of the students' speaking skill (Final score)*

No	Variables	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Vocabulary	2.5	3.83	53.2
2	Pronunciation	2.33	3.75	60.94
	Total score	4.83	7.58	114.14
	Mean Score	2.415	3.79	57.07

The table above indicates that there was an improvement in students' speaking skill by the application of intensifying english language in teaching learning process. It was indicated from the mean score of students' vocabulary in pre-test (2.5) which was classified as a very poor category. Where the students' mean score in post-test (3.83) which was classified as a poor category. It means that the students' speaking vocabulary improved from a very poor category into a poor category. And the mean score of students' pronunciation in pre-test (2.33) which was classified as a very poor category. The students' mean score in post-test (3.75) which was classified as a very poor category. It means that the

students' speaking pronunciation also improves from a very poor category into a poor category.

The comparison of each variable from **table 4.3** indicates that improvement of pronunciation was better than the improvement of vocabulary ($60.94 > 53.2$). The improvement of students' vocabulary was 53.2% and improvement of the students' pronunciation was 60.94%.

It is more clear show in the figure below:

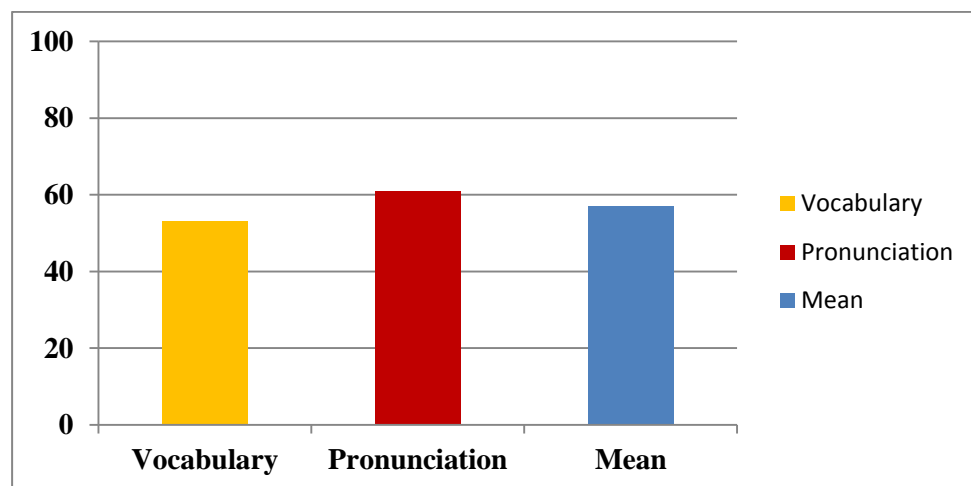


Figure 4.3: The final score of students speaking skill

The figure above show that the final score of the students speaking skill. The final score invocabulary was 53.42% and the final score of pronunciation is 60.94%. The mean score of the students speaking skill is 57.07%.

4. The Significance of the Students' Speaking skill (Final score)

To know the level of significance value of the pre-test and post-test, the researcher uses t-test analysis on the level of significance(α) = 0.05 with the degree of freedom (df) = N-1, where N=number of subject. Meanwhile the value of t-table was 2.030. The t-test statistical analysis for independent sample was applied.

Table 4.4: The significance of the students' speaking skill (Final score

No	Variables	T-test Value	T-table Value
1.	Speaking Skills	2.0.92	2.030

For the level significance (α) = 0.05 and the degree of freedom (df) = 36-1= 35, thus the value of t-table was 2.030. The table above indicates that the value of t-test was greater than the value of t-table. The t-test value of students' vocabulary in speaking is $5.11 > 2.030$ and the t-test value of students' pronunciation in speaking was $5.42 > 2.030$. While the t-test value of speaking skill was $20.92 > 2.030$. It means that there was a significant difference between the result of the students' pretest and posttest in speaking skill through the application of intensifying English language. It also can be stated that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis (H₁) was accepted.

B. Discussions

In this part, discussions dealing with the interpretation of findings are derived from the result of findings of the students' vocabulary, pronunciation, and final score. Before giving treatment, the students' speaking vocabulary is very low (categorized as very poor). The condition might be caused by teaching method, less speaking practice, the teachers which still use traditional methods in teaching speaking and same technique each grade. The teachers just give the material and explain it then give example and give exercises. This method is not effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation, so that the students can not improve their speaking achievement.

Based on the findings, the result of score in post-test is greater than pre-test in terms of vocabulary and pronunciation of speaking. In pre-test, the researcher actually finds that the most students do not know how to express their opinion or argument about the questions. They still confused to use the suitable words, afraid of making mistake and still shy to answered the questions.

1. The improvement of the Students' vocabulary in speaking

Based on the findings, the data are collected through the test as explained in the previous findings section show that the students' speaking ability in terms of vocabulary is improved. The result of the data shows that the score of vocabulary is improved (53.3 %) from the mean score 2.5 on pre-test to be 3.83 on post-test. It is supported by the mean score post-test of students' speaking skill in vocabulary is higher than pre-test.

The score of the students' post test is higher than the mean score of the students' pre-test. Therefore, the use of intensifying English language is effective to improve the students' speaking skill in vocabulary and it can help the language learners to build up. Research has shown that intensifiers have a positive effect on attitude change in persuasive messages (Bankhead, Bench, Peterson, Place & Seiter, 2003)

2. The improvement of the Students' pronunciation in speaking

During the use of intensifying English language in the treatment, the students can improve their accuracy in speaking that covering pronunciation. The data of students' pre-test show that the students have some mistakes in terms of pronunciation. In pre-test, the students mean score is very low because they always make the mistake in pronouncing the words when they presented the asked the questions. After the treatment, the result of students' score in post-test is greater than pre-test. The students' achievement is improved in speaking practice by the use of intensifying English.

3. The improvement of the students' speaking skill

Based on the findings, in the use of intensifying English language, the data are collected through the test as explained in the previous findings section show that the students' speaking ability is improved.

As explained before, the researcher asked the questions about the theme during the pre-test and post-test. In the pre-test the researcher find that most of students still difficult to speak. In the post-test, the students follow the similar procedure

with the pre-test. Along the post-test, the researcher finds that the students are fair in delivering the materials.

4. The Students Speaking Skill after Intensifying English Language

Based on the data, the rate percentage and score frequency of the students after intensifying english language, there are 3 (8%) out of 36 students who get very good score, 15 (42%) got good score, 17 (47%) students got fairly score, and 1 (3%) students got fairy score.

Based on the result above, it can be concluded that the rate percentage in the post-test is greater than the rate percentage in the pre-test. thus, the researcher concluded that the students speaking skill improved after intensifying english language.

5. The Difference of The Students Speaking Skill before Intensifying English Language

After on previous page, there is a difference of the students speaking skill before and after intensifying english. the mean score of the students speaking skill before intensifying english was 2.415 and the meand score of the students speaking skill after intensifying english language was 3.79. it showed that the mean score of the students speaking skill after intensifying english language is higher than the mean score of the students speaking skill before intensifying English language.

This research has a line with (Xiang, 2013) in his article investigated about The Necessity of Intensifying English Vocabulary Teaching in the Remote Minority Area College English Teaching. He found that the present situation of

English teaching in Inner Mongolia, the English level of the Inner Mongolian students, and the necessity of intensifying English vocabulary teaching and learning in the remote minority area college English teaching.

Besides, another research (Jieun Jeon and Jae-Woong Choe, 2009) in their article investigated about A Key Word Analysis of English Intensifying Adverbs in Male and Female Speech in ICE-GB. They founded how a key word analysis offers an empirical evidence on the use of intensifying adverbs in male and female speech based on ICE-GB. We use the KeyWords facility in WordSmith tools (Scott, 1999) which has been used in several studies as means for describing the characteristics of different genres. One of the issues with respect to using KeyWords facility is the selection of the most appropriate reference corpus. Therefore, another goal of this paper is to test several possibilities for the selection of the appropriate reference corpus for key word analysis in terms of its size and composition.

As the explanation above, the mean score in the pre-test was improved in the post-test. It was indicated that the use of intensifying English language in students' speaking skill. The students are stimulated to speak without feel reluctant, awkward and anxiety again.

Based on the result, hypothesis testing show that the Null Hypothesis (H₀) was rejected and Alternative Hypothesis (H₁) is accepted. So, the researcher concludes that there was improvement in increasing the students' speaking skills by intensifying English Language at eight grade of SMPN 24 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the findings and discussions of the data analysis.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher takes conclusion as follows:

The application of intensifying English language in teaching speaking skill is effective to improved the students' speaking vocabulary at the eight grade students of SMPN 24 Makassar. It was proven by the students' mean score of vocabulary in post-test was greater than their mean score of vocabulary in pre-test ($3.83 > 2.5$) and the improvement of the students' vocabulary in speaking skill was 53.2%. The application of intensifying English language in teaching speaking skill was effective to improve the students' pronunciation in speaking skill at the eight grade students of SMPN 24 Makassar. It was proven by the students' mean score of pronunciation in post-test was greater than their mean score in pre-test ($3.75 > 2.33$) and the improvement of the students' pronunciation in speaking skill is (60.94%). Based on the hypothesis testing, the Null Hypothesis(H_0) is rejected and the Alternative Hypothesis(H_1) is accepted. It was proven by the t-test value of students' speaking skill (20.92) which was greater than the t-table value (2.030). In other words, the application of intensifying english language in teaching speaking skill was effective to improve the students' speaking skill.

B. Suggestions

This research gives the readers information about the method to improve student's speaking skills in the classroom. Besides that, For the students, the way to increasing their speaking skills by this research can be making student brain's activity stronger in absorbing information and can hone the brain's ability to remember more vocabulary. For the teachers, this research show the students' in speaking practice so that they can give the alternatives way to the students in learning and identifying how they interact in English with their students in the classroom may be a relevant issue in their teaching practices, which can allow them to understand the way classroom interaction happens for the purpose of teaching English language and disciplinary content.

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