AN ANALYSIS OF LANGUAGE INTENSIVE PROGRAM OF
SMP NURUL JADID (LIPS) IN PAITON AS AN
EXTRACURRICULAR PROGRAM
IN SUPPORTING SPEAKING
ABILITY

THESIS

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MOTTO AND DEDICATIONS

MOTTO:

“Do the best and pray. God will take care of the rest”

“Patience is needed when you want to achieve a success.”

DEDICATION

I dedicate this thesis to:

My beloved Father and Mother
My beloved Brothers
My beloved friends
ORIGINALITY DECLARATION

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I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

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I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, January 2018

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ABSTRACT

English is definitely an important language of the world. All of the countries make English as an international language and second language. In English, there are four skills that must be mastered by students' namely listening, writing, reading, and speaking. Among the four skills, speaking is often considered to be the most importance skill. Therefore, the activities of the learning should encourage and support the student's learning speaking.

This study focused on the LIPS extracurricular conducted by Junior High School of Nurul Jadid in supporting speaking ability. The purposes of this study were (1) to investigate the activities of LIPS in supporting speaking ability; (2) to investigate the activities implemented of LIPS in supporting speaking ability, (3) to investigate the facilities of LIPS in supporting speaking ability; and (4) to know the advantages of LIPS in supporting speaking ability. This study was a qualitative research. The researcher used documentation, observation and interview to get the data. Moreover, the subjects of this study were the instructor, the mentors of LIPS, and the English teachers.

The result of this study showed that the activities of LIPS extracurricular of Nurul Jadid were storytelling, debate, news reading, and speech activity. The implementation of those activities was mostly the same. It was initiated by making an article then moved to present it to the audience, the mentor's comment on every activity, and then ended by conclusion. The facilities of LIPS extracurricular were; dormitory, basic speaking book, dictionary, chair, table, whiteboard, marker, and wireless speaker. The advantages of LIPS extracurricular were; students had a lot of English vocabularies, students were fluent in speaking, and students could use good intonation.

Keywords: activity, LIPS extracurricular, speaking skill

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Finally, the researcher has a great expectation that his study will be beneficial and useful for anyone who interested in reading this thesis.

Malang, 22 January 2018

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TABLE OF CONTENTS

APPROVAL ........................................................................................................ ii
MOTTOS AND DEDICATIONS ........................................................................ iv
LETTER OF AUTHENTICITY ......................................................................... v
ABSTRACT ........................................................................................................ vi
ACKNOWLEDGEMENTS ................................................................................ vii
TABLE OF CONTENTS .................................................................................. viii
LIST OF APPENDICES .................................................................................... x

CHAPTER I INTRODUCTION
  1.1 Research Background ........................................................................  1
  1.2 Research Problems ...........................................................................  4
  1.3 Research Purposes ...........................................................................  4
  1.4 Research Significance .......................................................................  5
  1.5 Scope and Limitation .......................................................................  5
  1.6 Definition of the Key Terms ............................................................  6

CHAPTER II REVIEW RELATED LITERATURE
  2.1 Speaking ............................................................................................  7
    2.1.1 Component of Speaking ........................................................  8
    2.1.2 Activity to Support Speaking Ability. ....................................  9
    2.1.3 Characteristic of Speaking.................................................... 12
  2.2 English as an Extracurricular Program ............................................ 13
  2.3 Facilities to Support Learning Process ............................................ 14
    2.3.1 Learning Tool ........................................................................ 14
    2.3.2 Props..................................................................................... 15
    2.3.3 Teaching Media..................................................................... 15

CHAPTER III RESEARCH METHODOLOGY
  3.1 Research Design.................................................................................. 16
  3.2 Research Subject ................................................................................ 17
  3.3 Data Collection ................................................................................... 18
CHAPTER IV FINDING AND DISCUSSION

4.1 Research Findings ............................................................................. 23

4.1.1 Activities Used in Language Intensive Program of SMP Nurul Jadid (LIPS) ............................................................... 23

4.1.2 The Implementation of Activities in Language Intensive Program of SMP Nurul Jadid (LIPS) ..................... 23

4.1.2.1 The Implementation of Storytelling Activities ............. 24

4.1.2.2 The Implementation of Debate Activities ..................... 25

4.1.2.3 The Implementation of Newsreading Activities ......... 26

4.1.2.4 The Implementation of Speech Activities .................... 27

4.1.3 The Facilities used in LIPS .................................................. 29

4.1.3.1 Dormitory ..................................................................... 29

4.1.3.2 Basic Speaking Book ................................................... 29

4.1.3.3 Dictionary ..................................................................... 30

4.1.3.4 Equipment for Activities ........................................... 30

4.1.3 The Advantages of LIPS as an Extracurricular Program of SMP Nurul Jadid ............................................................... 31

4.2 Discussion ........................................................................................ 31

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions ................................................................................... 35

5.2 Suggestions .................................................................................... 36

REFERENCES

APPENDICES
LIST OF APPENDICES

APPENDIX 1 Interview Guide for the Mentors ........................................... 40
APPENDIX 2 Interview Guide for the Instructor ........................................... 41
APPENDIX 3 Interview Guide for the English Teachers ............................. 42
APPENDIX 4 Interview Guide Result from the Mentors ............................. 43
APPENDIX 5 Interview Guide Result from the Instructor .......................... 55
APPENDIX 6 Interview Guide Result from the English Teacher ............... 56
APPENDIX 7 The result of observation (Field Note) ............................... 58
APPENDIX 8 Description of Video Recorder ............................................. 66
APPENDIX 9 Profil of LIPS ................................................................. 70