

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Language has an important role for human life. By using language the people can express their ideas, emotion, desires, and it is used as a medium to interact with one another, to fulfill their daily need. English is one of language in the world. English has been the most important language in international communication. The people all over the world speak English when they meet one another in every international meeting, workshop, or conference. English language also use for some activities such as developing and applying science and technology. In studying English there are four skills that the students must know. They are Reading, Listening, Writing, Speaking. In the four of skill there are two parts of skills, they are receptive skill and productive skill. Receptive skill are Listening and Reading and Productive skill are Speaking and Writing.

Speaking is the good things that used as one of way to do communication. Speaking is a process of building and sharing ideas or thoughts to other people by using organs of speech. In English there are two kinds of skills they are receptive skill and productive skill. Receptive skill are reading and listening. Productive skill are writing and speaking. Speaking is a crucial part of second language learning and teaching.

In learning English as a foreign language, most students cannot speak well because of various reasons. In general, some people realize there are some factors of the difficulties in speaking achievement. There are internal and external factors. Internal factors can be from the students themselves. This is concerned with the psychological

and physical aspects, for instance feeling ashamed to speak. This case make students afraid of making interaction in speak english. In teaching – learning process, the students reluctant to express their ideas eventhough they do not want to take a risk of being criticize by their friends, while external factors can come from themeselves. It is concerned with teaching-learning techniques. The teacher should choose an appropriate media for teaching speaking. At present in teaching speaking usually the teacher orientate from english book. The teacher teach by ask the students to read the dialogue in front of class. This activity do not give oppurtunities to express their ideas or opinion directly . It cannot give contribution to make them speak fluently. Therefore the students don't effect their speaking achievement and be passive in teaching learning process.

Based on the writer's observation at XI 1 grade at SMA GKPI Padang Bulan Medan, the writer's found problem on students's test . The writer gave speaking test to the students where they speak by using a dialogue from the book. Most of students have low speaking skill and they have difficulties in studying english. The students fell bored and think if study English is something not interest to learn. The students are not familliar with english words, intonation of the sentence in the dialogue . So many things to make the students not interest and low in speaking leraning. Based on the writer observation found some problems in doing observation.

Table Students Observation

No	Name of Student	Score
1	CDI	35
2	SMPA	50
3	STVY	55
4	LLI	70
5	NA	60

6	AJL	70
7	GRC	65
8	EMLN	35
9	TSLK	60
10	JSA	55
11	DI	70
12	FRSK	55
13	MKL	40
14	FRND	20
15	PPY	50
16	NVA	55
17	CRH	40
18	RNTO	45
19	JY	33
20	WLS	30
21	ELS	40
22	RJA	65
23	SRH	40
24	HTMA	50
25	AMLA	50

To overcome those there are many ways as the solution of those problems. There are some techniques in improving speaking, such as : small-group discussion, speech, song, games drama, and so on. Speech is a way out, because of the following reasons. Student should be given opportunity to express their ideas and opinions.

Speech is a one way as the solution in teaching Speaking Skill. Speech can be used as a technique to teach speaking to the students. Concerning to techniques in teaching speaking, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching speaking skill to help the students in Speaking achievement and be brave and more confidence in speak English. Speech is a teaching technique to improve verbal communication and critical thinking skills. According to Webster (2012) Speech is a spoken expression of ideas, opinions, etc, that is made by someone who is

speaking in front of a group of people their speech intent on inform audience. The writer will be using Manuscript Speech Method to help the student's on student's speaking achievement. Joseph (1998 : 314) Manuscript method is most time the entire written speech is read to the audience and the process is most time consuming and laboriuos. The writer feels this method can help student's to make the students more confidence to share the ideas, and speak up with true intonation in speaking. And writer takes observation in student of junior high school, because this activity is used in adolescence.

So, based on the reasons and the explanation above from it is important to conduct the research under the title **“The Effect of Public Speaking by using Manuscript Speech on Students’ Speaking Achievement of Twelveth grade at SMA N 11 Medan”**.

1.2 The Problem of The Study

In order make a systematic approach in solving the problems, the statement of the Problem is “Does Manuscript Speech significantly affects students’ speaking achievement of twelveth grade at SMA N 11 Medan?”

1.3 Scope of The Study

The scope of this study is limit on to use of manuscript speech on students’ speaking achievement of twelveth grade at SMA 11 N Medan. There are some instruments in speaking such as : pronunciation, fluency, vocabulary, grammar and pronunciation . The writer focuses on pronunciation specifically on intonation.

1.4 Objective of The Study

In relation to the problem mentioned above, the objective of the study is to find out whether using of Manuscript Speech affects student's achievement on speaking skill of twelfth grade at SMA 11 N Medan..

1.5 Significances of The Study

1. Theoretically

The finding of the study is expected to be useful for additional information in teaching speaking.

2. Practically

1. For Students, to effect students' achievement on speaking.

2. For Teachers, as the one of strategies when teaching speaking.

3. For other researcher, as comparing for those who want to conduct further in depth research in speaking skill.

1.6 Hypothesis of The Study

The hypothesis of this thesis is formulated as follows :

Ho : "There is no significant effect of using Manuscript Speech on students' achievement in Speaking Skill".

Ha : There is a significant effect of using Manuscript Speech on students' achievement in Speaking Skill".

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter discuss about speaking of using manuscript speech. The effect of Manuscript Speech can effects the students' speaking achievement . By using this method student are able to share their ideas, be brave and more confidently beside that can affect their critical thinking .This research will find out whether study by using manuscript speech can effect students speaking achievement . This chapter will discuss about speaking and manuscript speech method.

2.2 Speaking

In English there are four skills they are listening, reading, writing, and speaking. There are two kinds of skills they are receptive skill and productive skill. Receptive skills are reading and listening. Productive skill are writing and speaking. Speaking is used to convey ideas, arguments, opinions, or thoughts to other people by using organs of speech. Speaking skill also can be defined as oral communication that shows how well a speaker is able to arrange the words in order to express his or her thought and can be understood by listener. Bryne (1976) stated, "Oral communication is a way process between the speaker and the listener and involves the productive skill of speaking and receptive skill of understanding (or listening with understanding)". Speaking is about oral communication by people to share the message by oral in daily life.

According to Nunan (2003 : 48) "Speaking is the productive aural/oral skill, it consist of producing systematic verbal utterances to convey meaning". The average person produces tens of thousand of words a day. Speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create a good communication. Speaking is crucial part of the language process. The major goal of teaching

speaking skill is communicative efficiency. Language learners should be able to make themselves understood by using their current proficiency.

Basically, speaking is intended for two-way communication. Speaker-listener interaction takes place in real time, speaker will respond to the listener. So in conclusion, the researcher makes a conclusion speaking most used to express opinion, explanation, give information and make argument in daily life.

2.3 Speaking Achievement

The word achievement is derived from 'achieve'. In Oxford dictionary achieve means to succeed in reaching a particular goal, status or standard, especially by making an effort for a long time. Achievement means a thing that somebody has done successfully, especially using their own effort and skill or the act or process of achieving something.

Speaking achievement is related to many factors. There is a relationship between the ability to listen and the ability to speak because some information is gained from listening. In other words, the topic that can be discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why in teaching listening is a way related to speaking or it's said the listening speaking communication. The term "speaking achievement" here means ability to apply grammatical and discourse to communicate effectively in particular context for particular purposes. So in conclusion speaking achievement is the achievement to use the language appropriately in social interaction.

2.4 Teaching Speaking

Speaking is an interactive task and it happens under real-time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. One of the reasons for including speaking activities in language lessons is to help

students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

Teaching speaking is necessary to have a clear understanding of the processes involved in speech. Through speech, man express his emotion, communicates his intention, react to other persons, and situation influence other human being. In the teaching of the speaking, the students are engaged in two process : forging and instrument and giving the students guided practice in its use. The students already knows how to use a similar instrument. By the accuracy and effectiveness of a test –takers listening skill, which neccessarily compromise the reability and validityof oral production test. According to Nunan (2003: 48) ”Speaking is the productive aural/oral skill, it consist of producing systematic verbal utterances to convey meaning”. Speaking is seen as the central skill. By speaking the people can interact each other. The goal of speakingis to bulid a communication between a speaker and a listener in an interview way.

2.5 Types of Speaking

Besides some elements of speaking there are some types of speaking in Speaking Skill. Brown (2004:141) states that there are six similar categories apply to kinds of oral production that students are expert to carry out in the classroom, they are:

1. Imitative: imitation of this type is carrying out not for the purpose of meaningful interaction, but for focusing on some particular element of Language form.
2. Intensive: intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive: a good deal of student's speech in the classroom is responsive; short replies to teacher or student initiated question or comment.
4. Transactional (dialogue) transactional language, carry out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.
5. Interpersonal (dialogue): the other form of conversation interpersonal dialogue carry out more for the purpose of maintaining social relationship than for the transmission of fact information.
6. Extensive (monologue): to give extended monologue in the form of oral reports, summaries, or speeches.

2.6 The Elements of Speaking

In speaking especially in teaching and learning speaking we must know what is speaking? what are function of speaking?, and what are the component to encourage of speaking achievement in learning and teaching speaking. Syakur (1987:3) state there are five elements of language that influence speaking . They are:

1. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is more than list of target language word.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

5. Pronunciation

Pronunciation is very important in speaking. An appropriate pronunciation can influence meaning of a certain word. Hornby (1995: 928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation is to say the sounds right, to use the words to express the appropriate meaning, or construct their sentences in a way that sounds acceptable to make the listener to what the speaker mean by oral speaking.

The writer conclude that Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (received pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world.

1.Vowel

According to Sethi and Dhamija (2002:28), Vowel is essentially a tone or a 'hum', issuing from the glottis, with the vocal cords normally vibrating. They differ from one another in respect of quality, quantity or both. Therefore, what distinguishes one vowel from another, in respect of quality, is modification of the tone resulting from modification in the shapes and sizes of the resonating chambers through which the tone passes, viz the pharyngeal cavity, the nasal cavity and the mouth. Mainly responsible for such modifications of the resonating chambers are the soft palate, the lips and the tongue.

2.Consonant

For a good description in such terms, we must speak about the nature of the airstream, the state of vocal cords (vibrating or not), the position of the soft palate (raised or lowered),the place of articulation and the manner of articulation. According to Sethi and Dhamija say consonant is best described in terms of their articulation. If the vocal cords vibrate, the sound produced is voiced; if they do not , it is voiceless. If the soft palate is raised, the nassal passage gets shut off, and therefore the sound produced is oral; if, on the other hand, it lowered, the nassal passage remains open, and therefore the sound produced is

either nasal (when the oral passage is blocked) or nasalized (when the oral passage is also open).

3. Intonation

Intonation is variation of high or low of the speaker say something of the sentence. According to Varshney (1995:112) , Intonation is a significant variation in pitch from one part of an utterance to another . The meaning of an English utterance, for example, derives not only from its change sound pattern and the constructive, accentual prominences already referred to, but also from associated patterns of intonation. Nevertheless, an intonation contour does not, in itself, make any difference in the “dictionary meaning” of utterance; it tells the hearer something concerning the emotional of the speaker. As such, the intonation patterns of language are among the very first patterns which a child learns to respond to and to imitate. According to some theories, when animals (e.g . dogs) respond to human speech, they are reacting, not to segmental phonemes, but to intonation contours alone.

Stress and intonation are linked phenomena; they work together to give the effect of “prominence” or accent. Accentual syllables can be said with level pitch, high or low or with a change in pitch. An accented syllable said on level pitch is described as having a static tone, whilst an accented syllable on which a pitch change takes place has a kinetic tone. The syllable which initiates a kinetic tone is called the ‘nucleus’ and said to have the ‘primary’ unclear, or tonic accent’. Thus the sentence ‘The thieves came at night’, would normally be spoken in British English with a high level (static) tone on came and a falling

nucleus, or falling kinetic tone night.

Emotional degrees of the speakers affect his intonation. The more a speaker is involved with what he saying, by way of anger, grief, excitement, self-importance and so on, the greater will be the range of pitch and the amount of pitch change he uses.

The system of intonation pattrens in every language is difficult and is naturally learn by native speakers of that language. A foreign leaner of the language would nees years of study and practice to learn the intonation patterns of the languages.

3.1 The form and function of intonation in English

In English specifically on intonation is one of important thing that the learners must to know and understand about intonation in speak English . Here there are some explanation about Nature of pitch Variations of intonation in English.

3.1.1 The Nature of Pitch Variations

Sethi&Damija (2002 : 179) stated The nature of pitch variations will be studied under Tone Group, Tonic Syllable and Nuclear Tone.

1.Tone Group

A stretch of speech over which one pattern of pitch variation, or countour of pitcch, extend is called a tone group (or tone unit). A tone group may thus consist of one syllable or more one syllable.

2. Tonic Syllable

Within a tone comprising more than syllable, there is one syllable that stands out from among the rest of syllables because it initiates a major change in pitch direction. This kind of syllable is called the nucleus of the tone group.

3.Nuclear Tone

The nuclear tone refers to kinetic tone carried by the tonic syllable or nucleus, in a tone group. Unlike static or level tones, it is a major change in pitch direction. An accented syllable in a tone group is said on level pitch, high, low, but the most prominent syllable in it (i.e. the nucleus) is said with a changing pitch. This changing pitch or tone is of several different kinds, the most important of which are called fall, rise, fall-rise and rise-fall. The fall and rise can be subdivided into high fall and low fall, and high rise and low rise.

3.2 The Function (or role) of intonation

Sethi & Dhamija (2002:185) stated Intonation is not mere melody (i.e. pattern of contour) of pitch variations, superadded to an utterance already complete in all respects and ready to fulfill meaning without this addition; it is complementary to it. In other words, it does not play a mere decorative role, but performs a linguistic function. It is part of English grammar in very much the same way as tense, mood or different types of subordinate clauses, which we are accustomed to regarding as parts of grammar and conveys distinctions of 'meaning' in the same way.

1.Grammatical Function

In the first place, intonation distinguishes different types of sentence. For example, the difference between the following two sentences, which are grammatically identical, is only one of intonation:

- He is arriving late. (statement)
- He is arriving late? (question)

Secondly, intonation performs this grammatical function in another way too. It is intonation which helps the speaker divide longer utterances into smaller, grammatically

relevant word groups (in this case, tone groups), each carrying a different pattern of pitch c tone changes an dindicating for the listeners whether a particular tone group is a complete or incomplete utterance. The following example will illustrate this:

- When you ,come here, (incomplete)
- / I'll get what you what 'want. (complete)

2. Attitudinal Function

Intonation is perhaps the chief means by which the speaker conveys his attitudes and emotion.

The grammar of an utterance doesn't reveal in any noticeable way whether the speaker attitude is one politeness, assertiveness, incredulity, querulousness, etc. In other words, intonation makes distinctions of ' meaning' (attitudinal nuances) to which grammar most often gives no structural clues. The following pairs of sentences will show how intonation signal the speaker's attitudes and emotion.

- a. 'When can you 'come ?
- b. 'Whencan you , come ?

The sentence, when said with a falling tone, as in a, is a normal question, neither polite nor impolite. When said with a rising tone, on the other tone hand, as in b, it expresses politeness, even deference.

3. Accentual Function

Intonation performs an accentual function in that it enables the speaker to make any part of his utterance prominent in accordance with the meaning he would convey. Let us look at the following sentences :

- a X :They 'told me at the station / ^ train `leavest at `seven.

b Y :`Who ,told you ,this?

In sentence a, the entire information being 'new', the tonic is placed on the accented syllables of the last important words station and seven in two tone groups. In sentence b, who carries the tonic and becomes the focus of information : told this are (already)'given'.

3.3 Uses of Tones

According to Sethi&Dhamija (2002:187)said We have seen so far that every utterance has one or more than one tone group and every tone group has its own pattern or contour of pitch variation. We have also seen that this pattern will depend upon the number of accented syllable in a particular tone group, the location of the tonic syllable in it, and the nature of change of pitch direction on the tonic syllable. Thus every accented syllable said on a level pitch, high, or low, will be marked with [ˈ] (except those occurring between and after nuclear syllables), and the fall, rise, fall-rise and rise-fall with [ˌ] with [ˈ], [ˌ], [ˈˌ] and [ˌˈ], respectively.

1. Falling Tone

The following types of sentence are generally said with a falling tone :

I. Statement which are complete and definite

He's `just been pro`moted.

He`made me `feel at`ease.

II. Wh-questions which are matter-of-fact and intended to be neither polite nor impolite.

`Where are you`going`?

How`long will it `take you to`come here?

III. Commands

`Shut the `window.

Don`t make a`noise.

IV. Invitations

`Come `over for a cup of`tea.

Why`don`t you`come and`dine with me?

V. Exclamations

‘God‘heaven!

Fantastic!

VI. Tag-questions forcing the listener to agree with the speaker

You`re`coming to ,day /`aren`t you?

He`can`t `help it /`can he?

2.Rising Tone

The rising tone is used with the following tone groups:

I. Yes/no type question

Are you `leaving for` Italia to,day ?

Was he`present ,yesterday ?

II. Statement intended to be a question

You `won`t ,come ?

He `is`nt ,going ?

III. Non-terminal tone group

If you don`t come in ,time...(I`ll `leave).

When `ever she `calls on us...(she `creattes `problems)

IV. Terminal tone group said as an after thought

I'll 'not op'pose him /if you , like ?

You're `going a`way / I sup,p^ose.

V. Request

`Pass me the `salt ,please.

`Listen to me for a, minute.

VI. Command intended to sound like a request

`Close the `door.

`Don't dis`turb me at `odd`hours.

VII. Wh-question showing politeness,friendliness,warmth, personal interest

`How is your ,son?

`What is your ,name child ?

VIII. Repetition –question which repeats someone else question or wants him to repeat some informations.

,What did I ,say ?

(It will take me two hours). ,how ,long ?

3.Falling-Rising Tone

The following tone groups are generally said with the falling-rising tone

I. Incomplete statement leading to a following tone group.

If you 'don't be 'have,/(I'll punish you se'verely).

II. Statement intended to be a 'correction' of the information received

(He has three sons). He has`four.

(He can't speak English.) He`can't `speak `English `very, well.

III. Statement intended to be a warming / reproach, or to express concern

You`must`nt `go like` this. (warming)

(I`m going to jump over other the wall.) `carefull.(concern)

IV. Imperative meant to be a pleading request

`Don`t get on my ,nervous.

`Do attend to this re`quest.

V. Statement which shows a kind of reservation on the par: of the speaker

He`s `good . (but I can`t trust him)

I can `do it to`morrow. (but not today)

4. Rising-Falling Tone

The following tone are said with the rising-falling tone:

1. Statement showing enthusiastic agreement.

It was ` norrid.

2. The teacher said that such as a lesson is easy to prepare, because the material use for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlledto the least controlled.

Several teachers also wrote that this approach is relatively easy for beginner students that communication is effective.

2.3 Definition of Speech

According to Tillit and Bruder in Maria (2014) say “that in all language the forms people use when speaking formally are different from those used informa”. Based of the statement above the researcher foundthere are differences between formally and informal in speaking. Here the writer focus discuss speaking formally. One of formal speaking is Speech. Speech

is part of Public Speaking. Joseph (1938 : 6) says Public Sepaking is a form of communication in which the speaker address a relatively large audience with a relatively continous discourse, ussualyy in a face-to-face situation. There are many kinds of Public speaking, they are Debate, Speech and others.

2.3.1 Speech

According to Mulgrave (2004:3), Speech is the faculty of uttering articulate sounds or words to express thoughts. By an extension of this defination, speech may be said to be a system of audible and visible signs utlizing many of the muscles and tissues of the body for the purpose of communicating ideas. Speech gives speakers the opportunity to be able to express ideas and help them to improve their speaking skills.

2.3.2The Elements of Speech

Knowing and understanding the different parts of a speech is the first step toward creating an effective speech. According to Beebe (1993:95) The following are the major elements of a speech.

1. The Introduction:

First, The attention getter is used to get your audience involved and interested in your subject. You can use a personal story, alarming statistic, or a joke as your attention getter.

Second, Your audience will not listen to you unless you establish relevance.

Third, You must let the audience know why your topic is important to them and why they should listen to what you have to say.

Next, It is sometimes necessary to establish credibility In doing so, you are letting your audience know that you are knowledgeable of and able to speak about the topic. This is also known as establishing goodwill. Finally, The preview lets your audience know exactly what

the main points of your will be . Your preview is like a map of the concepts you will be talking about later.

2. The Body:

First, Your main points should be clear and concise. You do not want your audience wondering about what you are talking.

Second, Transitions can help keep your speech clear. Between every main point, you should use a transition (see Transitions Resource). A transition should contain a summary statement of the concept you have just talked about. Then you should show how the topic you just spoke of is related to the next topic.

3. The Conclusion:

First, A review reminds your audience what you have just talked about. In the review, you get a chance to repeat the important parts of your speech that the audience should keep in mind.

Second, The clincher includes any final thoughts you want to leave with your audience. The clincher also signals to the audience that you are done speaking.

2.3.3 Types of Speech

1. Special occasion speech

According to Beebe (1993:396) Special occasion speeches are in a sense an exercise in critical thinking , necessitating the synthesis and application of principles and skills learned and practiced in the classroom. Special occasion are important enough and occur often enough to merit study, regardless of the likelihood of resulting wealth or fame .

2. Informative Speech

According to Beebe (1996: 312-313) to inform is to teach someone some-

thing you know. You have probably heard more informative speech than any other type of speech. Speaking to inform others is a challenging task. The information you communicate to someone else is rarely, if ever, understood completely as you intended it. One day after hearing your presentation, most audiences will remember only about half of what you told them. And they will recall only about 25 percent two weeks later. Your job is to ensure as much retention of what you have conveyed as possible by presenting the information as effectively as you can. Remember to keep your speech centered on your audience. Your key objectives are to make your ideas clear, accurate, vivid, and interesting to your listeners.

3. Persuasive speech

According to Beebe (1996:340) Persuasion is the process of changing or reinforcing attitudes, beliefs, values, or behavior. Trying to get a person to sign up for a new class, to exercise more, to eat less, to stop smoking, to oppose abortions, and to favor legalizing marijuana are all the example of efforts to persuade. You are trying to get your listener to think, feel, or behave in a predetermined manner.

2.3.4 Methods of Delivery

In doing Public speaking especially in speech the speaker has some variety methods to deliver the speech to audience. The speaker prepare herself or himself by use a method to explain the audience and to keep their focus. The researcher just focus discuss about Manuscript method in deliver of speech. Joseph (1998 : 313) stated Speakers vary widely in their methods of delivery.

1. The Impromptu Method

According to Joseph (1998 : 313) The method of delivery involves speaking without any specific preparation for speech.

2. The memorized method

Joseph (1998 : 315) say is used when exact timing and exact wording is crucial – in politically sensitive cases, where media impose serve restrictions.

3. The extemporaneous method

Extemporaneous delivery involves through preparation, a commitment to memory of the main ideas and the order in which they will appear, and perhaps a commitment to memory of the first and last few sentences of the speech.

4. Manuscript method

Manuscript method is the safest to use. The researcher use this method in teaching speaking the writer found something that it can make the students easy to understand, more do preparation to do practice, to interest and be brave to speak up in front of class. According to Joseph (1998 : 314) Manuscript method is most time the entire written speech is read to the audience and the process is most time consuming and laboriuos. By using Manuscript almost the people who want to speak to public has a chance to prepare, to choose what words that the speaker written in his or her speech. Joseph (1998 : 314) stated Manuscript speech is that entire staff of speech experts and adviser can review it and offer suggestion as to potential problems, how to resolve them, and so on. Almost all the people in the world usually use manuscript method to explain their speech. For example the person who use the manuscript speech usually are President, Headmaster, Host . So from the explanation above and some expert, the writer use this method in teaching speaking to know

the students' achievement in speaking. Although the writer find out some advantages and disadvantages of the manuscript speech.

4.1. The Advantages of Manuscript

To deliver of speech the speaker must prepare before. For example to check again of the words, grammatical and others to make the deliver of speech good. By using Manuscript speech to deliver of speech, the researcher found some advantages by using Manuscript method to deliver of speech in public. According to Joseph (1998 : 314) The great advantage of manuscript speech is that entire staff of speech experts and advisers can review it and offer suggestion as to potential problems. Beebe (1996 : 239) say Reading from a manuscript is that you can choose words carefully. Beside that we can controlled the timing of the speech. Joseph (1998 : 314) With a manuscript speech, the major advantage is that timing can be precisely controlled. Base of the some statements from the experts above there are some advantages by using the manuscript method in teaching english speaking.

4.2. The Disadvantages of Manuscript

Beside from some advantages of using manuscript speech the researcher also found there are some disadvantages by using the manuscript speech Joseph (1998 : 314) stated It is more difficult to please and ultimately inform or persuade an audience when reading from manuscript. According to Joseph (1998 : 314) It difficult to take in and respond to feedback from your listener .

2.4 Previous of Research

There are two previous researches related to this study: The first researcher was Siti Nuraeni (2014) "*The Effectiveness of Classroom Debate to Improve Students' Speaking Skill. (A Quasi-Experimental Study at Eleventh Year Students of SMAN 3 South*

Tangerang)". The researcher found that the implementation of classroom debate increased the students' speaking scores so there was a positive effect of classroom debate towards the students' speaking skill. Classroom debate is effective towards students' speaking skill. The writer has similarities with the previous researcher in experimental research design, sample of study and speaking skill but, the writer and the previous researcher has difference in using method. The writer use manuscript speech method in teaching speaking, but the previous researcher used classroom debate. *Improving Students Ability by using Speech at Ten Grade in MA Wahid Hasyim Sleman.*" The writer has similarity level in doing research with the previous researcher. The writer do the research in senior high school and the previous researcher did the research in senior high school also. But, the writer and the previous researcher has difference in research design. The writer uses experimental quantitative and the previous researcher used classroom action research. The writer and the previous researcher has difference in technique of collecting data also. The writer uses manuscript speech to improve students' achievement in speaking but the previous researcher used to improve students speaking ability by using speech.

2.5 Conceptual Framework

Speaking is an interactive to accomplish pragmatics goal through interactive discourse with other speakers' of language. The goal of speaking is to achieve an interactive communication between the speaker and listener.

In order to be able to convey message to the audience, the students need other verbal communication beside utterances. Besides, a big chance of practicing speaking is needed to improve the students' speaking skill.

So many kinds of methods are available to be used to teach and improve students speaking achievement. Speech which is suitable to help students in speaking. Speech gives speakers the opportunity to be able to express ideas and help them to improve their speaking skills. There are four method deliver of speech and one of them is Manuscript Speech. By implementing Manuscript Speech, the students can communicate to the audience bravely, confidence to share their own speech with good intonation. Manuscript speech also help the students can develop the achievement to speak with the general knowledge they have and use their own language. Finally, the students can be creative in speaking activity and use their thinking ability in sharing their ideas and develop their thinking process.

The Conceptual Framework can be shown in this following:

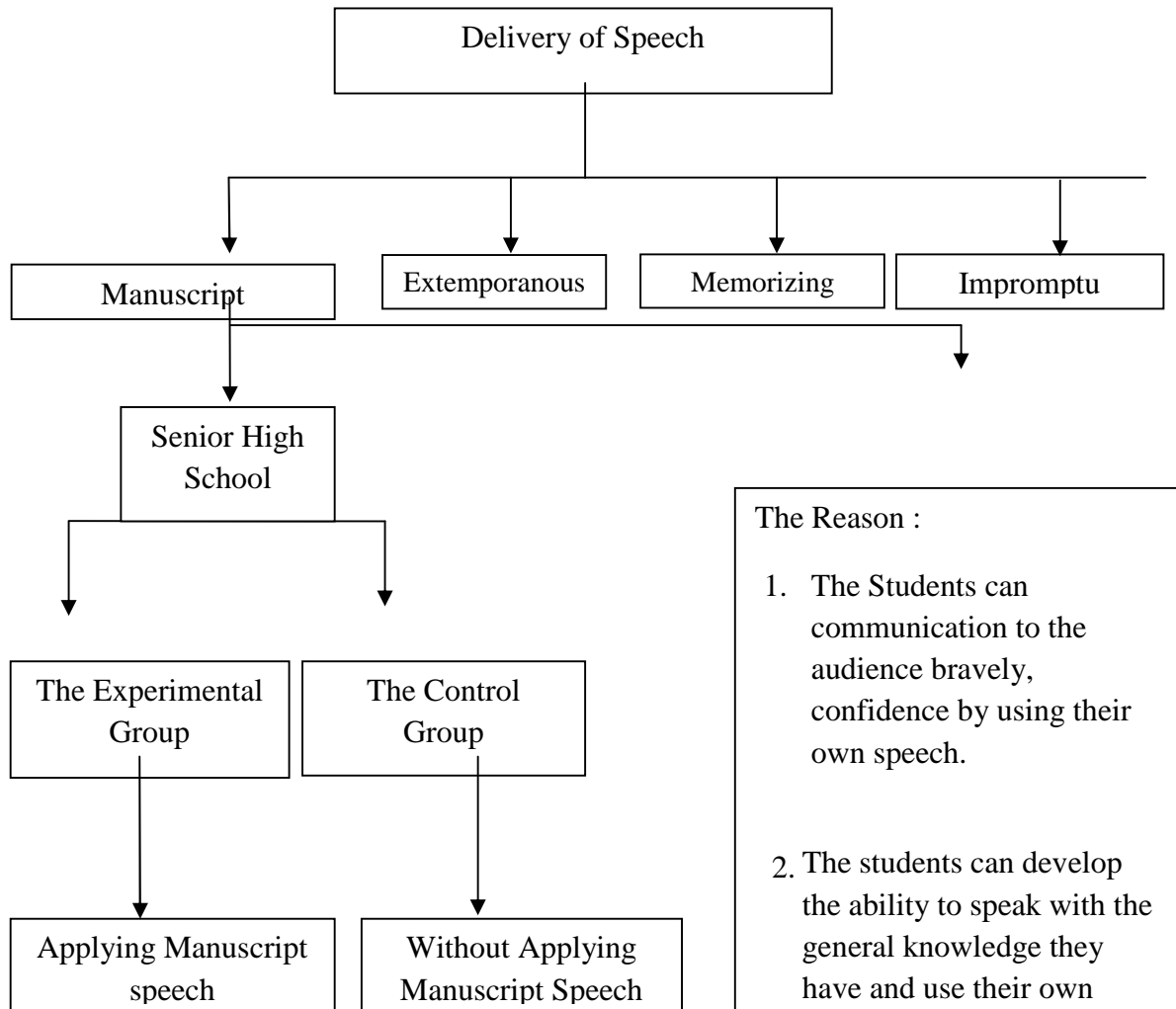


Figure 2.1 The Conceptual Framework of the Manuscript Speech on Students' Speaking Achievement

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research was conducted by using experimental/ quantitative research. According to Ary (2010:26) An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). By using experimental research, the sample divided into two groups; the experimental class and control class, the students thought using Manuscript Speech activities and control group thought without using Manuscript Speech Activities. Both of the groups got the pre-test and post-test with the same items.

Table3.1

Research Design

Group	Test	Teaching	Test
Experimental	Pre-test	Treatment (Using manuscript speech)	Post-test
Control	Pre-test	Without treatment Conventional way	Post-test

3.2 Population and Sample

In a research, The researcher must find out the population and sample before to find out the result and to make a research as a sample. The population and the sample in this reserach are following :

3.2.1 The population

According to Arikunto (2010: 173) “ Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannya merupakan penelitian populasi “ (Population is the whole of research object, if someone want to observe all the elements in the resarch area, so his or her reseach called population research. The Population in this research is second grade of students SMA N 11 Medan2016 / 2017 academic year which consist The second year students consist of 2 classes namely X11 IPA -1 and XII IPA-2, XI IPAI-1 there are 25 students and XII IPA-2 is 25 students. The total number of the population is 50 students.

3.2.2 The Sample

In quantitative experimental research, the reasercher have sample as the object to do research. Sample is a part of population of the data. By the sample we can know how far the problems. According to Arikunto (2010: 174) Sample adalah sebagian dari populasi dinamakan penelitian sample apabila kita bermaksud untuk menngeneralisasikan hasil

penelitian. (sample is part of population, which used as the source of the real data of the research). In selecting the sample the writer used cluster sampling. According to Arikunto (2010 : 131) cluster sampling is a particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist. The writer will use cluster sampling to obtain the sample and the writer will select XII IPA -I as an experimental class and XII IPA -2 as a control group class..

3.3 The Instrument of Collecting Data

To collect the data, the writer will give speaking test. Both control group and experimental group will be given pre – test and post test.

The treatment is conducted after the administration of pre – test . The experimental group is taught by using manuscript speech, while control group is taught without using manuscript speech.

1. Test

The speaking test is used to find out the data for this study.

2. Recording

This tool is used to record the test conducted orally.

3. Observation

The observation is taken from the field notes during the learning process is taking place.

3.4. Procedure of Research

Procedure is very important to ensure the success of conducting the research. In order to get the data in this study there procedure is taken by the writer namely : pre- test , treatment, and post test.

3.4.1 Pre – test

In doing a quantitative experimental class the researcher give a test in pre-test. The pre – test is given out to both groups (experimental group and control group) before the treatment. The pre – test is use to know the mean score of the experimental group and control group. The students are asked to speak based on the topic that is given by the teacher.

3.4.2 Treatment

To find out the affect of the speaking achievement by using manuscript speech, a treatment is conducted to the experimental group. Group A as experimental group and group B as control group will be given the same material but different treatment. The teaching is treated the experimental group with using manuscript speech meanwhile the control group is taught by conventional method.

Table 3.1 Teaching Procedure the Experimental and Control Group Activities.

Table 3.2

Teaching Procedures in Experimental

Meeting	Teacher	Students
1	Pre-Activities 1.Greets the students 2.Checks the students' attendance list.	1.Give response 2.Give information
2	Main-Activities 1.The teacher explain about speech 2. Giving example of speech in a speech we can find some sentence of questions example : do you know? . 3.Explaining methods of deliver speech. 4. The teacher practice by using one of method deliver of speech manuscript. 5. The teacher ask to the students write one of short speech.	1.The students give attention. 2.The students receive th etechnique. 3.The students listen the explanation. 4.The students giving attention 5.The students write a short speech as the teacher make before. .
3	1. The teacher asks the students to practice infront of class confidently.	1.The teacher practice. 2.The students answer the

	The teacher making a short example of speech. 2. The teacher concludes the lesson by asking some questions to the students	teacher.
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Table 3.3.

Teaching Procedures in Control Group

Meeting	Teacher	Students
1.	Pre-Activities 1. Greets the students 2. Checks the students' attendance list	1. Giving Response 2. Students raise hand
2.	Main-Activities 1. The teacher explain about Speaking and its element vocabulary like: speech, debate and dialogue. 2. Teacher asks students to read a speech. 3. Teacher ask students explain parts of speech. 4. The teacher give students an exercise.	1. The students listen teacher. 2. Student read a speech . 3. Students explain parts of speech.. 4. Students do an exercise.
3.	Closing activities 1. The teacher concludes the lesson by asking some questions to the students.	1. The students answer the teacher

3.4.3 Post –Test

After having a treatment, the post-test is given to each group. The items of the post-test are exactly the same as the ones in pre-test. It is intended to discover the mean score of the experimental group and control group.

3.5 Test Specification

The writer make the test on Intonation of Speaking for the students:

Test Specification Intonation

Intonation	Items	Kind of Test	Score
Rising Tone	5	Oral Speech	25
Falling Tone	5	Oral Speech	25
Rising-Falling Tone	5	Oral Speech	25
Falling-Raising Tone	5	Oral Speech	25
Total	20		100

3.6 The Scoring System

Table 3.6.1 The Scoring System

Intonation	Items	Symbol	Score
Rising Tone	5	[ˈ]	25
Falling Tone	5	[ˋ]	25
Rising-Falling Tone	5	[ˆ]	25
Falling-Raising Tone	5	[˘]	25
Total	20		100

The words noun Intonation of **Rising Tone, Falling Tone, Rising-Falling Tone, Falling-Rising Tone.**

Rising Tone [ˈ] = 25

1. Good Morning Ladies And gentle ment[ˈ]. 5
2. I thanks to God because his bles sing until now[ˈ]. 5
3. Do you know[]? 5
4. What happen at this time[]? 5
5. As we know[]. 5

Falling Tone [ˋ] = 25

1. I would like to teel you about Medan city[ˋ]. 5
2. Medan has so many history places[ˋ] such as Tjong Afie, Maimun castele etc. 5
3. For examples traffic and employment[ˋ]. 5
4. Where are you going[]? 5
5. to make medan to be comfort city for the people who live in this city[ˋ]. 5

Rising-Faling Tone [ˆ] = 25

1. In Indonesia, Medan is the third biggest city[ˆ]. 5
2. It was worried[ˆ]. 5
3. It make us worry[ˆ]. 5
4. We do love the place[ˆ].
5. As Medan people we must keep[ˆ]. 5

Falling-Rising Tone[˘] = 25

1. Medan is capital of North Sumatera[~]. 5
2. You musn't go like this[~]. 5
3. Medan to be comfort city in Indonesia[~]. 5
4. We can trust, we can do it to mmorrow[~] . 5
5. I think that's all[~]. 5

3.7 The Validity and Reliability of The Test

The validity and reliability determined how well a test is. These two factors should be fulfilled a test before it was used to derive valid of the data.

3.7.1 The Validity of the Test

The validity determine how well a test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the validity should be established clearly and in accordance with the points of the test. The established and procedure of each aspect is discussed in the following. According to (Ary 2010:225) Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure.

3.7.2 The Reliability of the test

Reliability is one of the characteristics of good tests. It referred to the consistency of the measurement. According to Best and Kahn (2006:289) reliability is the degree of consistency that the instrument or procedure demonstrated: whatever it is measuring, it does so consistently.

In order to find out whether the test reliable or not, the writer used the formula of Alpha in Arikunto (2010:238-240) as the following:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_b^2}{\sigma^2_t} \right]$$

Where:

r_{11} : Reliability of instrument

- k : The number of Items of the Test
- $\sum \sigma_b^2$: The number of variants of each item
- $\sigma^2 t$: Total of variants

3.8 Technique of Analyzing Data

This study apply the quantitative data. The quantitative data is used to analyze the score of students. It collect and analyse by computing the score of students' speaking achievement during the speaking test.

The data will be analyzed by using some steps, namely:

- 1.Score the data of the student in pre-test and post-test.
- 2.Tabulate the students' score.
- 3.Correct and compare the students test using test formula.

To know the effect of result of this research, the test is calculated using-test formula as follow that developed by Arikunto (2010: 354- 355)

$$t = \frac{M_x - M_y}{\frac{dx^2 + dy^2}{N_x + N_y - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

where:

t : The total score

M_x : Mean of experimental group

M_y : Mean of control group

D_x² : The deviation square of experimental group

D_y² : The deviation square of control group

