CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories that are relevant to the research. It consists of underlying theories that include the theory of ELT practice, theory of practice, theory of teaching, and teaching English at Senior High School.

A. ELT Practice

1. Theory of Practice

Practice often is defined by what people do rather than who people are or how people think. Practice in complex domains involves the orchestration of understanding, skill, relationship, and identity to accomplish particular activities with others in specific environments. Practice theories do more than just describe what people do. Practices are, can be understood in terms of its goals, its activities, and its historical tradition (Chaiklin & Lave, 1996). In this research, practice covers activities which done by the students in the class.

In the learning process, practice is considered very important. Students can understand a theory when they do practice, practice is an effort to give the opportunity to students to experience firsthand about a material or theory. Direct experience is an experience gained by a person as a result of his own activities. Direct experience would someone experiences goal attainment and directly related to the object to be studied without using an intermediary. Based on experience, it can encourage students to reflect or look back on the experiences they have experienced.

Wallace (2013) assumed that each student brings knowledge and experience when entering new learning. He further explained that the effectiveness of practical learning depends on how students reflect by linking knowledge and experience and practice, so as to improve further learning. The ability to reflect on practices based on experience and knowledge determines the achievement of professional competence. It is expected that during practice, students are able to see, observe, understand, compare and solve a problem when practical activities are carried out.

The objectives of practice by Darman (2012) are as follows:

a. Improve the ability of students to real conditions in the field;

b. Add insight about information and train the mindset of students to be able to explore the problem, which will then be analyzed and sought for an integral comprehensive solution;

c. Broaden students' general insights about future learning development orientation so that the student is expected to be able to realize the reality that exists between the theories given in class and the tasks faced in the field;

d. Encouraging students' habits and mentality so that what they have learned could be more useful and they able to solve problems faced and finding solutions to problems that exist during practice.

From the description of some of the objectives above, it can be said that when the students practice directly, they tend to more quickly understand and accept the theories that have been conveyed by a teacher, they can also connect between the theories that have been taught with the practices that they have done.

2. Theory of English Language Teaching

Teaching is an activity, which is integrated one to each other. Teaching gives support to learning activities. According to Brown, (2000: 7) teaching is "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". In the teaching-learning process, which consists of various components that are interconnected with another one. The components that must exist in the learning process including curriculum, teacher, students, material, methods, media, and evaluation.

Teaching cannot be defined apart from learning, because in essence teaching is directing to a better direction, from those who do not know be known, from those who cannot become able. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Nasution (1990), teaching is organizing the best environment and connecting it with students so that learning activities occur. Teaching is done by the teacher and the work of the teacher, they want to go into teaching as a career.

While Karo (1975: 10) states that teaching is the process of transferring the material of someone to another, in order that they absorb, master, then develop the material including skills, knowledge, or sciences, such as the telling and showing students how doing something, complimenting and giving rewards to the students when they did well and scolding or punishing them when they did wrong. Where the role is solely done for the good of the students themselves.

English is an important language in the world, everything is used English. no exception in the second language, English should be used as a tool for common communication. In education in the whole world, the main communication tool is language. Without language, humans cannot communicate to convey their thoughts and feelings. Mastery of language in an integrated manner includes the skills of speaking, listening, reading and writing is an important part to learn.

Language is used to create a meaningful communication among human beings. Communication is impossible without shared knowledge and assumption between speakers and hearers (Stubbs in Nurhayati et.al, 2016e). Language learning is becoming increasingly important to be able to communicate well too. The definition of communication is intended to understand and express information, thoughts, feelings and develop science, technology, and culture by using language. The ability to communicate at the next level in a complete sense is the ability to speak. The purpose of language teaching is how students can communicate using that language (communicative competence), it is definitely a very essential thing in teaching is how students are able to memorize and master the vocabulary by as much as possible, through the vocabularies they can read, write, and speak. Then, the first students' problem is pronunciation, because English is foreign language so they get difficulties to pronounce English words as stated by Nurhayati (2015).

Teaching English requires creativity, there are lots of different methods, strategies, and techniques that can be applied and brought into the classroom. Learning cannot be done monotonously and must involve all teacher abilities. Teacher creativity in presenting good and comfortable learning for students will

determine student acceptance of subjects. Likewise, in English subjects, various models must be tried out to students to find compatibility with their conditions.

3. Definition of Teacher

Teacher is a person who provides education for students. According to Kunandar (2009:54) teacher is a professional educator who has the main role to teach, guide, direct, train, asses and evaluate the students in their early childhood of formal education elementary and in the high school. Teacher is one of human component in teaching learning process who is participating to form being potential human sources in development. Teachers are carriers of either positive or negative behavior toward students. So that, teacher should play the role activity and place their state as a professional teacher, analogously with development of period. It means that teacher has responsible to involve the learners to a maturity.

Teacher not only as an instructor who transferring their knowledge but also as an educator who transferring the value. Besides that, teacher as a counselor who gives briefing and guide the learners in teaching learning process. A teacher not only teaching in the classroom but also they must be able to be a catalyst, motivator and development dynamist place where it lives. Teachers' may use a lesson plan to facilitate students learning, providing a course of study which is called the curriculum. Teacher has big effect in success of students learning. It means that teacher should be able to make positive progress in education.

Teaching and learning may be considered as two mutually defining aspects of the same process for the teacher is not just a giver but also a receiver and the

learner is not just passive recipient of made to measure packages of knowledge but also an active participant. Looking at the teachers and learners are both participants in an interaction activity which has been traditionally called teaching-learning.

Quality in an educational institution can be seen from three aspects, namely good input and output, competent teacher, and a good learning process. It is universally recognized that the teacher is the key person in an education system. A competent teacher will be able to create an effective learning environment and will be also to manage the process of teaching and learning so that the students can achieve an optimal result stated by Usman (1990: 7). To be able to manage the process of teaching and learning, the teachers must have strategies to do that. So, teaching is conducted to reach and directed to the goal of the learning process or to enhance student learning and the outcomes of such learning.

4. **The Role of the Teacher**

According to Harmer (2007:25), there are five important roles of teacher such as controller, prompters, assessors, resource and tutor. Here are the simple definitions of each role:

1. Controller

   As controller, the teacher usually stands at the front of the class dictates everything that happens. There will be little chance for learners to take much responsibility for their own learning, in other words for them to have agency.

2. Prompters

   As this roles, the teacher has to encourage the students, push them to achieve more and feed in a bit of information or language to help them.

3. Assessors

   As an assessor, the teacher must be able to know the students English ability and give them grade based on their performance in the class.

4. Resource

   The teacher has to give information about what they are learning in the class well.

5. Tutor

   As a language tutor, the teacher needs to respond to what the learners are doing and advises them or what to do next.

   The teachers have a major influence on the students' achievements and their abilities in understanding the material. So, here the important role of the teachers is necessary.

5. Methods of Teaching English

   According to Anthony, (1963), the method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural. Within one approach, there can be many methods. The conclusion of the method here is defined as an overall plan for a systematic presentation of language based on a selected approach. According to Richard and Rodgers (1986),

the method is an umbrella term to capture redefined approaches, designs and procedures. For most researcher and practicing teachers, a method is a set of theoretically unified classroom techniques thought to be generalizable across a wide variety of context and audiences.

In language teaching planning, a teacher must know the method of teaching because it will determine the success or failure of English language teaching. English is as a foreign language which can be learned successfully if there is good planning involves here using some suitable methods.

In practice, the teacher must remember that there is no learning method that is most appropriate for all situations and conditions. Therefore, in choosing the right learning method the teacher must pay attention to the condition of the students, the nature of the material of the teaching material, the available facilities, and the condition of the teacher himself. It needs the lecturer's or teacher's creativity to conduct her class in order that the students feel pleased to learn as stated by Nurhayati (2014). There are many methods that can be used in teaching languages, they are.

a. Grammar Translation Method (GTM)

Grammar translation method was called the classical method since it was first used in the teaching of the classical language, Latin and Greek (Chastain 1988). The origin of this method lies in an attempt to teach languages by grammar and translation where the learners have to gather knowledge of foreign languages by studying a number of grammatical rules and applying this knowledge to the

interpretation of texts with the use of a dictionary. Through the study of the grammar of target language, students would become more familiar with the grammar of their native language and that is familiar would help them speak and write their native language better. The principal aim of the grammar-translation method was to make language learning easier and the central feature was the replacement of traditional texts by exemplary sentences.

b. Direct Method

The direct method of teaching, which is sometimes called the natural method. The direct method is a method of teaching English directly through English. The advocates of this method believed that a language was best learned when the learner was exposed to that language environment. Just as the children learned their mother tongue by listening to it and speaking it, they could learn any language if they were provided with opportunities to listen to that language and speak that language. In the classrooms, in which the direct method is applied, are always activity-oriented and so a lively classroom atmosphere is created.

c. Communicative Language Teaching (CLT)

CLT is affirmed to be the most common and widely utilized teaching approach that can lead to the desired outcomes of communicating effectively (Larsen-Freeman, 2000). The central conception in Communicative Language Teaching according to Richards and Rodgers (2001), is communicative competence, an approach in teaching foreign languages that emphasizes the concept of interaction, both in the process and the purpose of the learning process. CLT is

founded on the theory of language as communication and targets to advance students' communicative competence.

d. Total Physical Response (TPR)

Richard (2001) who also states that Total Physical Response is a language teaching method that uses cooperative speech and gesture which is an attempt to teach language through an activity, a method of teaching a language using physical movement to react to verbal input. The TPR method is a language learning method that relates to command coordination, speech, and movement. So that a teacher tries to teach language through physical activity and students are easier to master a language in learning.

e. Silent Way

Silent way method is a method of language teaching based on the idea that teachers should be silence as possible during a class but learners should be encouraged to speak as much as possible. In addition, the learner needs to discover or creates, learning is made easier by the use of physical objects such as Cuisenaire rods, learning is made easier by problem-solving using the target language. The purpose of implementing silent way method in this study is to build the students' personality becomes individuals who are autonomous, independent and responsible and become involved actively in the learning process.

f. Suggestopedia

Suggestopedia is a method for teaching English by giving motivation to students to learn which influences how to learn with pictures and sounds and

involves the body for the learning process. Desuggestopedia is one of the methods that can be used by the teacher. It is a method that suggests the limitations that students have to help them to believe that they could be successful in the learning process. So it can definitely cultivate student's motivation in learning. Moreover, involves emotional meaning in given the lesson which helps student's better in memorizing.

6. Teaching Strategies

The strategy is a general pattern of sequences of activities that must be done to achieve certain goals (Sanjaya, 2008: 99). It is said a general pattern, because a strategy essentially does not lead to things that are practical, still in the form of a plan or overall picture. As for achieving goals, strategies are arranged for specific purposes.

In the world of education, a strategy is defined as "a plan, method, or series of activities designed to achieve a particular educational goal" (David, 1976). Likewise, in the learning process, to achieve learning goals a strategy must be developed so that the goals are achieved optimally. Without a strategy that is suitable, precise and precise, it is impossible for the goal to be achieved. So teaching strategies are ways that could be selected and used by a teacher to deliver learning material so that it could be easier for students to receive and understand the learning material, which ultimately the learning objectives can be mastered at the end of learning activities. There are so many strategies that usually used by teachers to teach English, those strategies can be expressed through class activities, such as,

direct teaching, using games, role play, brainstorming, group discussion, debates and etc. These activities emphasize on the pattern of communication and critical thinking, using some of these strategies can make students more active to communicating and interacting in English.

7. Evaluation

Djiwandono (in Isnawati, 2012: 2) mention that in general, Evaluation is a systematic gathering of information for the purpose of making decision. The information does not only with the students' improvement in achieving the learning goal but also with the accomplishments of teaching learning program in general, (Phopam, 1974: 253) defines that evaluation is process through which a value judgment or decision is made from a variety of observation and from the background and training the evaluation. In conclusion, evaluation is the way or process to know students' ability in order to know their English learning problems or their attitudes.

Function of Evaluation is always associated by most people concerns with the students' improvements in achieving the learning goal. It's commonly believed that the better of the result of evaluation, the higher the students' achievement is (Isnawati, 2011: 3). The function of evaluation based on the argument of Djiwandono (in Isnawati, 2011: 3) are bellow:

a. As a fatback for the teacher Unsatisfying result of evaluation can remind him or her whether he or she has planned the teaching and learning process

well, whether the planned activities have been implemented well, whether the material, technique of teaching and media have been selected well etc.

b. The direct-teaching strategy includes both formative (during instruction) and summative (conclusion and instruction) evaluation. The teacher giving corrective feedback during guided practice is a key to students' achievement. Frequentist are given during the weekly and monthly reviews so that preteaching of key material can take place as needed.

B. Teachers' Activities Inside the Classroom

a. Classroom Activities

According to Amy (1995), the classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom. Teaching is an interactive act in the classroom, communication between the teacher and the students goes on constantly as initiatory or responsive acts. This communication is called "interaction".

Classroom learning is a cooperative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning. Classroom language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

Activities is an action in the class is done by the students in the teaching and learning process. Activities are a loose term used to give a general description of what will happen in a class. Real experience in the learning class, between the teacher and the students. It is about what, generally and physically of something that does could be received by the students in the class.

b. The task

The task is an activity which is designed to help to achieve a particular learning goal: The function of the task is to simply activate the learners in such a way as to get them to engage with the material to be practiced. A number of dimensions of tasks influence their use in language teaching. These include:

- Goal - the kind of goals teachers and learners identify for a task.

- Procedures- the operations or procedures learners use to complete a task.

- Order - the location of a task within a sequence of other tasks.

- Pacing - the amount of time that is spent on a task.

- Teaching Media – media that used by the teacher in the teaching-learning process in the class, it can be visual media, audio media, and audiovisual media.

- Product - the outcome or outcomes students produce, such as a set of questions, an essay, or a summary as the outcome of a reading task.

- Learning strategy - the kind of strategy a student uses when completing a task.

- Assessment - how success in the task will be determined.

- Participation - whether the task is completed individually, with a partner, or with a group of other learners.

- Resources - the materials and other resources used with a task.

- Language - the language learners use in completing a task (e.g. the mother tongue or English, or the particular vocabulary, structures or functions the task requires the learners to use.

The concept of task is central to many theories of classroom teaching and learning and the school curriculum is sometimes described as a collection of tasks.

c. Learner Activation

The activities should be designed to concentrate on the students' needs. These activities should also include and involve several subjects and different skills. A well-designed grammar or language skill exercise practice actively then should be based on a task that has clear objectives and entails the active users to the structure being practiced, and it should maintain learner interest and motivation through careful choice of topic, use of information-gap procedures, role-play, personalization, etc.

Today, language learning is seen as an activity which perceives students as complex human beings, and not simply as language learners. Students need practice in all skills in order to become efficient in the English language. A number of activities can be used to prepare students to understand the use of language. The most common activity in a language classroom especially where language is taught

through literature and language skills is to ask students to relate their own knowledge and experiences to the topic. The teacher should provide them with worksheets involving quiz, questionnaire, sentence stems to completed, statements to be discussed and the four language skills' exercises (Amy:1995). Such as activities below:

- **Icebreakers for firstly**
- Ice breaking is a touch of activity that can be used to solve the saturation and freezing of the atmosphere in the learning process so that the atmosphere becomes melted and can become better again as before. This ice-breaking can restore the condition of students to be better who at first was bored, not eager to be excited, motivated, and have a passion for learning again.

- **Speaking**
  - **Speech and Debates**

    Defines speech by McLeod & McCormark (2012) is the means by people communicate messages orally; however, people can communicate messages in other forms, including via written text. While, the debate is the process of inquiry and advocacy; the seeking of a reasoned judgment on a proposition, a way of arriving at a reasoned judgment on a proposition as stated by Freeley & Steinberg (2005). Individuals may use the debate to reach a decision in their own minds; alternatively, individuals or groups may use it to bring others around to their way of thinking.

In particular, debate education improves the ability to think critically and improves the skill of communication.

- **Storytelling**

Storytelling is the original form of teaching. It is an effort carried out by storytellers in conveying the contents of feelings, thoughts or a story to children and verbally. In fact, this habitual activity or telling stories can help increase motivation to develop a student's awareness, expand students 'imagination, and be able to improve students' ways of communicating, as stated by Loban (in Aliyah, 2011).

- **Presentation**

A presentation is a means of communication that can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team. A presentation requires people as the listeners and will often contain a persuasive element. The presentation includes thought-provoking activities that emphasize good communication processes in public. If this activity is carried out daily, then a person's language and communication skills will increase.

- **Conversation and dialogue with group discussion**

Conversation with other activities using linguistic forms and non-verbal signals to communicate interactively as stated by

Brennan, (2010). Dialogues are conversations between two participants (conversation and conversation are often used interchangeably). Face-to-face conversations are universally engaged in all human cultures and providing an interactive context in which children learn native languages. while, the discussion itself is according to Armai Arief (2002), one alternative method/way to solve a problem based on student opinions. With discussions, they were able to think critically and improve communication well.

- All of the above activities are included in speaking activities and critical thinking is also emphasized in the process of good communication, whether it's giving a message or receiving a message. If the practice and activities are carried out daily and for a long period of time, it can help students improve their ability to communicate and speak English.

- **Listening**
  - Listening is an activity and so is an information gap task; social talk is an activity so is an oral composition, such as: Watch a movie in English, (have a discussion afterward or do activities using vocab from the movie).

- **Reading in the class;**

  - Read foreign language books,

  - Speed reading and etc.

- **Writing in the class:**

  - Describing the picture

  - Make a newspaper and etc.

- **A game is an activity; so is a simulation**

An activity designed in such a way by the teacher to make students think critically and could arise student learning motivation. According to Nurhayati (2016), experience with a variety of reading, writing and speaking, listening activities in school can help learners acquire the skills they need to be successful. The learner's ultimate objective is to take part in communication with the other. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and help them to achieve it with increasing success.

C. **Teaching English Outside the Class**

a. **Theory of outside the classroom**

Every person should have an experience, every student should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Defines teaching-learning outside the classroom by McLeish (2006) as: "The use of places other than the classroom for teaching and learning." These, often the most memorable learning experiences, help to make sense of the world around by making links between feelings and learning.

Teaching-learning outside the classroom is about raising achievement through an organized, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. As people are all aware, education is more than the acquisition of knowledge. Improving young people's understanding, skills, values, and personal development can significantly enhance learning and achievement.

Learning outside the classroom is not an end in itself, rather, language user see it as a vehicle to develop the capacity to learn. It provides a framework for learning that uses surroundings and communities outside the classroom. This enables young people to construct their own learning and live successfully in the world that surrounds them.

The use of outside the class learning may vary from individual to individual. However, as Nunan's studies of successful language learners from a variety of contexts and language learning backgrounds demonstrate, the determination to apply their developing language skills outside the classroom (Nunan, 1991: 175) can play a crucial role for learners in terms of their second language development.

There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

It provides a context for learning in many areas: general and subject-based knowledge; thinking and problem-solving skills; life skills such as co-operation and

interpersonal communication. It can happen at any time – in the normal school day, before and after school, during weekends and holiday.

Much has been learned in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it. This is often called 'experiential' or 'authentic' learning.

In recent years' teachers have been exploring 'learning how to learn' in order to raise achievement. What the teacher see, hear taste, touch, smell and do gives us six main 'pathways to learning'. The students are intensely curious and should be given the opportunity to explore the world around them.

The potential for learning is maximized if we use the powerful combination of physical, visual and naturalistic ways of learning as well as our linguistic and mathematical intelligence. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills, then the teachers can modify this kind of out-of-class activity based on the level of their students. The goals of learning outside the class as following:

1. Improve academic achievement.
2. Provide a bridge to higher order learning.
3. Develop skills and independence in a widening range of environments.
4. Make learning more engaging and relevant to young people.
5. Develop active citizens and stewards of the environment.

6. Nurture creativity.

7. Provide opportunities for informal learning through play.

8. Reduce behavior problems and improve attendance.

9. Stimulate, inspire and improve motivation.

10. Develop the ability to deal with uncertainty.

11. Provide challenge and the opportunity to take acceptable levels of risk. Improve young people's attitudes to learning.

All of the activities above provide reasons to study outside the classroom, so there are a broad understanding and acceptance of the unique contributions of this experience to make the lives of the students and be able to develop students' communication that could make students achievement.

b. Outdoor Activities

Actually, activities outside the classroom, or commonly called outdoor classes or outdoor activities are almost the same as indoor activities, the only difference is the place and the situation. Most learning outside the classroom is more fun and has many benefits, one of which is that students can get closer to the environment than just sitting in learning in the classroom which results in saturation. There are so many activities that can be applied by a teacher in teaching outside the room, but the teacher also needs to know the appropriate level for the student to determine what activities are suitable for students outside the room.

Activities are very well done outside the room, such as:

- Make a group discussion that involves students communicating with their peers, like debates outside the classroom with various themes that could be required the students to think more critically, speech practice and etc.

- Make games related to English classes that covers four English skills, such as listening, speaking, writing, and reading.

- Using teaching media which make students more interested.

All of these various activities and proper use of learning media can overcome the attitude of students who are passive. All of these various activities and teaching media are stimulants to generate excitement in the learning process of students.

D. Teaching English at Madrasah Aliyah

Teaching English is much needed for us, a lot of people use English to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the school, it starts from the beginning level that kindergarten to senior high school even in some university level.

For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two

languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and others.

There are many reasons that make student growth in learning English better,

- The method used by the teacher is appropriate and could be accepted by students so that students' abilities can increase.
- The teacher can master the class.
- The class atmosphere is not monotonous.
- Interesting and fun activities.
- Interesting learning media.
- High motivation for a student in the learning process.

When the teacher is able to master those activities and they can develop all of the activities above, so the learning process in the run classroom can be optimally, and automatically make students able to receive the lesson well and be able to support their English skills.

E. Previous Study

There are some researches that almost have the same topics or ideas with this research. The first thesis conducted by Farkhan (2009). He observed on the practice of communicative English language teaching of teachers and students of PMG, which relies on the needs of the students themselves. This study focuses on the model of English teaching, including approaches, designs, procedures, and linguistic environments. Teaching integrated English in PMG is based on the theory and approach of language, the achievement of developing English language skills

of students through the development of the syllabus, and the learning process is divided into three stages, namely the preliminary, core and final stages. This study uses an ethnographic approach. The technique of obtaining data uses observations, interviews and also takes from written sources. It is different with this research, this research conducted at MAN PK, this research focuses on method and practices in teaching English, covers activities that have been done inside and outside the class that has been done by English teacher and English tutor. The data collection technique of the study uses observations, interviews, and questionnaire distribution to students of MAN PK 4 Jombang.

One of the research has been explained by Widaryati (2015) in her thesis. This thesis focuses on teaching English at Thamvitya Mulnity Songkhla School, Thailand which includes strategies used by teachers when teaching, the media used by teachers while teaching and also evaluations conducted by English teachers which can motivate students in learning English more. The teachers have used several strategies and media to teach the students, and tests are used by teachers to evaluate student learning outcomes.

The last previous study conducted by Wahyuni (2017), she observed on practices in teaching speaking, covers the practices carried out by teachers and students in senior high school, activities supporting the students' speaking ability inside and outside the classroom (intra-class and extra-class). However, in this thesis researcher only focuses on the practice of one skill, namely speaking, not in overall.

All the previous studies are completely different from this research that the research is going to conduct. First previous study only focuses on the model (approach, design, procedure) that the teacher uses in English, the second previous study only focus on the strategies used by the teacher while teaching, the media used by the teacher when teaching and also evaluations conducted by English teacher, which can motivate the students in learning English more. Almost the same as this research, the last previous study, the practice and activities only focuses on speaking skill, but in this research, the practice and activities do not focus on one skill only, but all skills in English such as speaking, listening, writing, and reading skill.