CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of related literature covering definition of speaking, components of speaking, oral interaction activities, the contributions of speaking activities, definition of English Language Club and previous study.

A. Definiton of speaking

Speaking is considered to be an important active skill (Widdowson, 1994) for a foreign language learning (Khamkhien, 2010). It is the productive oral skill which has to be mastered to face the likelihood of developed-life in which English will be used frequently as a tool of communication. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Chaney's definition describes speaking in a similar way saying that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney cited in Kayi 2006).

Speaking is the productive skill which involves many components to learn so the learners can produce language verbally. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the

constructions correct (pp. 330-358). Moreover, According to Nunan (2003: 48), speaking is the way to someone producing systematic verbal utterance to convey the meaning. It is producing utterances for communicating messages (Rodriques, 2000:32). If there is no systematic verbal utterance it will be difficult to understood.

Speaking is an interaction process which involves another person unlike listening, reading, and writing (Noll, 2006: 70). It is more than producing the utterances, but it includes constructing meanings, producing utterances and processing information (Brown, 1994) confidently (Bygate, 1987). It gives someone pleasure and joys that involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006: 57). It means that speaking is the ability of someone who throws up their ideas in communicative with the listeners by producing utterances.

Hence, people need to master in speaking skill because it is useful for our needs in this current day. We need speaking for many reasons; Educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. The students in a good speaking English have a great chance of further education, of finding employment and gaining promotion. It also helps students to access up-to-date information in different fields of sciences (Baker & Westrup, 2003: 5).

According to Thornbury and Harmer (2005: 13-14), there are 2 main purposes of speaking below:

1. A transactional function

Speaking as a transactional function means that it is either to convey such kind of information we want to share or to facilitate the exchange of goods and services to another one. According to Brown (2001: 273), transactional function, carries out of the purpose of conveying or exchanging specific information, is an extended form of responsive language. It usually happens in our life when we are helping each other either we need to borrow another's stuff or it can be we really need someone's help. Indeed, we have to adhere the manner when we want to ask something to another.

In can be seen in the conversation below to get more understanding of transactional function.

X : Could you tell me what is the main idea of this essay?

Y : Sure. The main idea is that the United Nations should have
    more authority.

X : More authority than what?

Y : Than it does right now.

From the conversation, it is known that X asks a question to Y, then Y responses X correctly. Those mean that both of them understand each other. Therefore, it can be concluded that transactional function happens in the conversation or oral communication.

2. An interpersonal function

Speaking as an interpersonal function means that it is to establish and maintain social relations with others or we can say as an interaction with society in order to build a well-intentioned relationship. Brown (2001: 275)

states that interactional function in communication, carries out more for the purpose of maintaining social relationships than for the transmission of facts and information. In other words, people speak for many reasons. One of them is to be sociable. When they can socialize in a community, they will be able to build a good social relation. By having a good one, it will make people be easier to encounter their daily life as a human being who lives together in many distinctions. For instance, greeting to our friends or other people.

Tya : Hi, Oly, how's it going?

Oly : Very well, thanks.

B. Stages of Speaking

Thornbury and Harmer (2005: 1) states that speaking is so much a part of daily life that human being takes it for granted. Everyone will produce it tens of thousands of words a day or probably more than that. It will come out to be an utterance by coming through three stages. Those are conceptualization, formulation and articulation.

1. Conceptualization and formulation

Every single word comes out from people saying has always been conceptualized and formulated. It means that people are not going to speak up if there is no stimulation or a will from inside the ones. People will conceptualize the utterance in terms of or what they are going to talk about and its purpose. Then, they formulate the utterance by choosing the appropriate words as what they need to say.

2. Articulation

What has been conceptualized and formulated need to be articulated. It means that articulation involves the use of the organs of speech to produce sounds. Here, it very important to take into account when we are going to say a word. The articulation must be appropriate based on what we learned from literatures. The wrong articulation will bring us into the wrong way.

C. Components of speaking

There are 5 components of speaking which should be payed attention when learning speaking because it will influence the speaking ability (Jill, 2008: 15). Those are:

1. Pronunciation

   Understanding of the features of pronunciation helps learners understand when they listen to the language (Jill, 2008: 66). Pronunciation plays an important role in intelligibility (Goh, 2007 as cited in Abbaspour, 2016: 145). Mispronouncing a single sound or various uses of stresses and intonations cause the learner's misunderstanding. Whereas, the learners are not necessary to produce English perfectly. They just need to make the listeners get the point on what they are talking about.

   If the speakers do not pay attention on pronunciation, it will build misunderstanding about the message which they try to convey to the listener. Harmer (1998:11) stated that the user of the language must know how to pronounce a word appropriately. This knowledge is made up of three areas; sounds, stress and intonation.

2. Grammar

Grammar is the basic of communication. It acts a key role in learning the structure of English. But learning the accurate use of grammar is one thing, correctly using it in one's speech is another. It is rather difficult EFL learners to transfer the correct grammar to their speaking (Larsen-Freeman, 2001). It is one of the important components of the language in order to make the listener easier understand the message we convey. It is used for making a correct sentence in a conversation. According to Jill (2008: 24), grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. It is not only using in a conversation but also it is used in writing.

3. Vocabulary

Vocabulary is essential for EFL learners which acts like bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put the "receptive vocabulary knowledge into productive use" (Nation, 2001, p. 129), so it is necessary for EFL learners to store a wealth of vocabulary in their long-term memory. In addition, the ability to remember words from one's mind may cover the speaking fluency (Levelt, 1989 as cited in Abbaspaur, 2016).

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words (Jill, 2008: 53). Someone who has many inputs of vocabulary will be easier to produce language. Furthermore, the vocabularies input will be improved through the learning process, such as, reading and listening. According to

Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Fierce criticism was made of Krashen's model (Mclaughlin: 1987, Cook: 1993), in particular that learners need to speak as well as listen (Wang, 2009: 60). So, the learner will be able to speak if they want to read and listen in many resources to gain vocabularies.

4. Fluency

Fluency may be defined as the ability to speak accurately in communicating a message (Jill, 2008: 27). It can be defined as the ability to speak freely without too much stopping and hesitating (Riddle as cited in Irianti, 2011: 9). It will help the listener to respond the speaker's saying without any obstacle. Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication (Lan, 1994). Others define accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (Lan, 1994 as cited in Abbaspaur, 2016).

5. Comprehension

Comprehension is the ability to understand completely and be familiar with a situation, fact, etc. As speaker, it is necessary to speak clearly to comprehend the listener, in case, for avoiding misunderstanding between both of them. In the community, the learners have to speak as clear as possible in order to be successful in communication. The listener will

understand what they are talking about and will give a response of what they are doing easily.

D. Speaking Activities

According to Harmer (2007: 348), there are a number of widely-used categories of speaking activity which can be applied in improving speaking skill. Those are:

1. Acting from a script

Here, Learners will act out scenes whether based on the script from the books or maybe from plays. It also can be from their own written script. The point is that they will learn how to speak through the process of acting based on the script they have.

a. Playscripts

Learners will learn not only how to speak up but also marrying the emotion of the characters in the script. They should treat it as a real acting which means they draw attention in appropriate stress, intonation and speed. Currently, the learners' speaking will have real meaning. According to Mark Almond (2005: 10-12) as cited in Harmer (2007), the benefits of drama is helping the students to build confidence, contextualize language, develop students' empathy for other characters, involve students in appropriate problem-solving and engage them as 'whole' people, means that is marrying emotional and intellectual characteristics of their personalities. He points out that drama practices gesture, facial expression, eye contact and movement, proxemics and prosody.

b. Acting out with Dialogue

The teacher will give learners time to rehearse the dialogues before they perform it in front of the class. They will gain much more from the whole experience. It is needed to be taken into account that when choosing who should come out to the front of the class, we should be careful not to choose the shyest students in the beginning in order to create kind of supportive atmosphere in the class.

2. Games

According to Hadfield (1996: 4), a game is an activity with rules, a goal and an element of fun. While, Klaueur (1998) states that there are four types of games, those are cooperative games, competitive games, and communication games. Those will be explained as followed:

a. Cooperative games.

In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, since it requires the participation of all the members of a team, group or pair. Some typical activities may include the completion of a drawing, putting things in order, grouping things, finding a pair or finding hidden things. Students are involved in the exchange of information to complete the task and in giving or following instructions.

b. Competitive games

As the name indicates, in this type of game there is an overt competition between teams, or sometimes of an individual against the rest of the class (as in 20 questions). The competition may also be of

individuals against other individuals. The object of this type of game is finishing or reaching the end before the other competitions, making more points, surviving elimination, or avoiding penalties. The rules may require the players to produce correct language as part of the game and force students to draw conclusions more quickly.

c. Communication games

The main objective in this type of game is getting the message over to the other players and reacting appropriately to their messages. The tasks are usually practical, like following instructions, drawing, persuading other players, etc. This means that players will concentrate on the task rather than on the language, besides, students can see the result of their use of language at once which will help to build students confidence.

According to Harmer (2007: 348), there are many communication games which can be played in order to recover students talking as quickly and fluently as possible. Those are worth mentioning here:

a. Information-gap games

Harmer (2007: 349) states that many games depend on an information gap can be played. For example, the students are on a partner and they should talk to their own partner to solve a puzzle, draw a picture and describe it, put things in the right order (describe and arrange) or find similarities and differences between pictures, and many others.

b. Television and radio games

There are many TV-inspired games or radio one which can be played in the classroom to advance students' speaking skill, for example:

Twenty Questions

In this game, the students will be divided into groups and there will be a student as chairperson to think of an object either animal, vegetable or mineral- or a combination of two or three of these. The team has to find out the object by answering *twenty yes/ no* questions or fewer. Each team will get points if they guess it correctly.

Just a minute

It is a long-running comedy contest on UK radio. Harmer (2007) said that it is also appropriate for improving students' speaking. Here, students will get 60 seconds to speak up on a subject they are given by chairperson without hesitation, repetition or deviation, such as language mistakes as well as wandering off the topic. If another contestant hears any of these, he or she interrupts, gets a point and carries on with the subject. The person who is able to speak at the end of 60 seconds gets two points.

Call my bluff

It is the game which divide students into two teams. Team A is given a word that the member unlikely to know. Team A finds a correct definition of the word and makes up two false ones. Team B will guess

it which is the correct one. Now, team B does the same thing, and team A will guess the word.

According to Wright et al (1997: 15), there are several types of games below:

a. Picture games

A picture game is a game in which the use of pictures plays a major part. The game involves comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.

b. Psychology games

This game has included the variety of games which might all lead to a greater awareness of the working of human minds and sense. There is much individual variation of opinion and experience in psychology games, and also encourage concentration and language use.

c. Magic trick

In magic trick games, repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.

d. Charing and sharing games

All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feeling and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.

e. Sounds games

Sound effects can create in the listener's mind and impression of people, places, and actions. There is a demand for the listener to contribute through imagination. The inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

f. Card and board games

The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.

g. Story games

This game provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that remade, they make a written or mental note of the errors during the storytelling.

h. Word games

The focus of this game is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred form context, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.

i. True or false games

This game is to decide either true or false. Someone makes a statement which is either true or false.

j. Memory games

This game challenge the players' ability to remember. The inevitably differences between what players remember lead to discussion, in which opinion and information are exchanged.

k. Question and answer games

This game designed to create contexts in which the learner want to ask question in order to find something out, usually connected with grammatical points.

l. Guessing and speculating games

In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/ or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in more extended and connected way.

m. Miscellaneous games

He examples of this game are fortune teller, put it together, what can you do with it, predicaments, and zip.

3. Discussion

Discussions range from highly formal, whole-group staged event to informal small group interactions.

a. Buzz groups

It is kind of group that can be used for a whole range of discussions. For example, the teacher wants the students to predict the

content of reading text, or maybe he/she wants them to give their opinion after reading the whole text. The teacher might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a wedding party, and vice versa. According to Barkley, et al. (2001:112), buzz group is a team of four to six students that are formed quickly and extemporaneously to respond to course-related questions in order to get ideas that are generated with a feedback and discussed by whole group. Therefore, by dividing to whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in their buzz groups, the whole discussion which follows is often richer and more participatory. Similarly, Buzz group mainly direct students to solve topics given by discussing it with their buzz group, then they move to the bigger discussion which is class discussion to get more arguments in solving the problems contained in the topic given.

In buzz group, students are given a chance to discuss a certain topic with time limitation to finish the discussion. Afterward, the group is invited to speak in public sharing their ideas. It can reduce the stress level of that eventual whole-class performance as it is prepared (Harmer, 2001).

b. Instant comment

The teacher also can ask the students to give their comment about mini-activities they are doing in the lesson. Here, 'instant

comment' means the students respond it quickly and fluently without a long discussion with other friends. For example, the teacher asks the students' opinion about the first thing that comes into their head after showing them photographs or introducing topics.

c. Debates

In a debate, students prepare arguments in favour or against various propositions based on the motion which has been chosen. Here, students who are appointed as 'panel speakers' convey their provided-argument which has been written well based on the supported fact confidently, whereas others, the audiences, pitch in as the debate progresses with their own thoughts on the subject.

In order for debaters to prepare the arguments, they will be given a sufficient time to plan what they are going to say, often in groups. They allow to search in a website looking for information which supports their argument. The teacher can divide the class into groups and then give links to different websites to the different groups. It is a good idea to ask students to prepare their speech in a group first, because it will allow them to get a feel for what they are going to say in front of people.

d. Unplanned discussion

Unplanned discussion means that it happens in the middle of the lesson. It is unprepared discussion which is running smoothly because of their students' thought. Nevertheless, if the teacher encourages to provide the students an enjoyable situation to learn in speaking language

class and, perhaps, to change his/ her attitude to errors and mistakes, there is a possibility that the students will get the success of learning (Harmer, 2007: 351).

e. Reaching a consensus

One of the best ways of encouraging discussion is to provide activities which oblige students to reach a decision or a consensus, often as a result of choosing between specific alternatives. Then, the teacher gives the students options about what topic they will discuss about. They will choose one of the topics and they will discuss it to reach their decision. An example of this kind of activity (with particular relevance to schools) is where students consider a scenario in which an invigilator during a public exam catches a student copying from hidden notes. the class has to decide between a range of options such as:

The invigilator should ignore it,
She should give the student a sign to show that she's seen (so that the student will stop).
She should call the family and tell them the student was cheating.
She should inform the examining board so that the student will not be able to take that exam again.

4. Prepared talks

It is a popular activity where a student (or students) makes a presentation on a topic of their own choice. It is designed as informal spontaneous conversation, yet it is prepared. However, if possible, students should speak from notes rather than from a script.

In order to get a well-prepared presentation, the teacher gives students time to prepare their talks. Then students need a chance to rehearse

their presentations that can be done by presenting to each other in pairs or small groups first. The teacher also decides criteria for what makes a good presentation and the listener in each pair, then he/ she gives them feedback on what they performed.

However, this only works if students have had a chance to discuss feedback criteria first. Whether or not feedback comes from the teacher, the students, or a combination of both. It is important that students who have made an oral presentation get a chance to analyze what they have done, and then, if possible, repeat it again in another setting so that they do it better.

5. Questionnaires

Questionnaire is a research instrument consisting of a series of a questions for the purpose of gathering information from respondent. It is useful, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic which is appropriate. The teacher also can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepare talks.

6. Simulation and role-play

Simulation is an imitation of a real-life encounter that is done by students (such as a business meeting, an interview or a conversation in an aeroplane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world (Harmer, 2007: 352). The students can also take a role

of a completely different character and express thoughts and feelings. When we give them these roles, we call the simulation a role-play.

Role-play is an activity where students are pretending being different person as role they play. According to Qing (2011: 37), role play is defined as activity regarding real-life situation with social activities. It is known as an activity that enables students to interact with other and practice their knowledge by playing certain real-life situation. Bharathy (2013) mentioned that role-play assists students to rehearse speaking skill and adapt in unexpected situation in real-life. For example, when they are assigned to play the roles of butcher or tour guides. It can give them interesting and fun experiences and can introduce students to new social context. It also enables students to stimulate their creativity in performance and encourage each other for being confident.

Furthermore, Harmer (2007) states that simulation and role-play can be used to encourage general oral fluency or to train students for specific situations. When they are doing simulation of a role-play, they need to know exactly the situation is, and they need a sufficient information about the background for them to function properly. Indeed, as a teacher, we have to allow them to be as creative as possible to do it.

E. **The Contributions of Speaking Activities**

Many of classroom speaking activities which are currently used in such kind of English club near the communicative end of the communication continuum have advantages toward the improvement of students' speaking ability. According to Harmer (2007: 348), those are acting from script,

communication games, discussion, prepared talks, questionnaires, simulation and role-play. By joining such kind of speaking activities, there is a possibility that students can be better in English, especially in speaking.

Firstly, they can build their confidence to speak up in the foreign language, even though probably they are not fluent in it still. Furthermore, by joining this club, they can get more rehearsal to dig out their speaking ability in order to make them more confidence as they are not attempting to get the words out for the first time when they try to speak in subsequent 'performances' (Harmer, 2007: 346). When learning speaking, repetition must be applied since it is matter for the development of students' speaking achievement.

Secondly, by doing many speaking activities which have mentioned above, like playing drama, it also helps students to pronounce words well and can also use language in general which means for communication. Moreover, the kind of communication games which are played in speaking classroom also can get students talking as quickly and fluently as possible (Harmer, 2007: 349). Another thing is that everyone will enjoy the process far more (especially the teachers) and the students' progress appears to have been more impressive than in the previous years.

Conducting group-discussion can also give some advantages as mentioned by Harmer (2001) that group-discussion benefits especially for students to enhance the amount of talking for each student, encouraging cooperation and negotiation, and as rehearsal to increase students' problem-solving. Looking at its advantages, group discussion is not only rehearsing

students' speaking skill as they are demanded to interact with others in the group but also it can train students' cooperation and confidence.

In addition, Harmer (2007) states that one of the effective classroom speaking activities to increase students speaking skill is debate which students are given time to prepare before delivering their argument in certain point of time. In debate activity, students are not only being taught how to deliver their argument but also, they will give a motion to be debated. Debate is not only used in teaching leaning process but also an English club. It is good idea to allow students such kind of speaking activity because it is not only developing their speaking skill but also building their self-confidence and critical thinking.

Chen (2005) also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment.

F. Definition of English Club

A school club or society is defined as a group of people which has a structure, a constitution, rules, regulations and a student leadership. The members have the same goal and share the same aptitude, interest, and inclination to work hard on their activities in order to reach their aims. As cited in Baihaqi (2016), Nur and Eltayeb (2014) state that the objectives of club speaking are Proving a welcoming environment where participants feel comfortable practicing their spoken English, increasing participants' vocabulary and phrasal usage, correcting common speaking and/or

pronunciation mistakes, encouraging participants' confidence with speaking English and practicing many different speaking and listening skills in a setting that is akin to real life.

There are a lot of clubs or communities for many kinds of interest. One of them is English community or we can call it as English club. As stated in Angel Pereira et. al (2013: 49), English club is a group of people that has the same interest in English which has a structure, a constitution, rules and regulations and a student leadership. Hyland (1993) states that most teachers realize that the best strategy to encourage communication in a classroom is removing the classroom. By creating a good learning situation, the constraints of the classroom are weakened, for example a place like English Language Club (ELC).

G. Previous Study

Previous study is the result of the research from the previous researchers related to this study. There are some researchers who are interested to study about the contribution of joining English community toward the improvement of students' speaking skill.

The studies conducted by Farid entitled *The Practice of English Community to facilitate the Students to improve their Speaking Ability at MAN 2 Tulungagung* which focuses on the activities of English community in practicing English speaking and the contribution of the activities in English community toward the improvement of the students' speaking ability. The findings of the research are about the activities of English community, such as speech, debate, storytelling, drilling, and reading aloud. Meanwhile, the set of

activities gave contribution of the activities in improving their speaking skill. Those are; to build up the students' self-confidence, increase of grammar mastery, improve vocabularies mastery, increase their grammar mastery, increase pronunciation ability, increase the fluency, and help the students' organize ideas fast and clearly. The subjects of her study were the students who join English Community called OTC (Olympiad Training Center) at MAN 2 Tulungagung and the English teacher. The research design of the study is descriptive qualitative.

The second researcher is Melviza, Zulvy et. al. (2017) entitled *Students' Perception Toward English Club Activities in Speaking at SMAN 3 Banda Aceh*. The findings showed that students perceived English club plays an important role in supporting students to practice speaking. As a result, English club has a great way to encourage students' motivation to practice speaking with friends, get them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable and it makes students more interested in practicing speaking. the subjects of the study are students of SMAN 3 Banda Aceh who have participated in English club which consist of 40 members. The research design of the study is descriptive qualitative.

The third researcher is Amita, Silvia et. al. (2014) entitled *The Effect of the English Club Program toward the Second Grade Students' Speaking Ability at SMPN 18 Padang* which focuses on the effect of English Club in improving students' speaking ability. The results of this study are that English club does not affect second grade students' speaking ability at SMPN 18 Padang. It means that the students who had high ability in speaking skill had low participation in

English club program. The subjects of the study were 9 students who join English club. The research design of this study was descriptive qualitative.

The fourth researcher is Nanthaboot (2012) entitled *Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa Three Students* which focuses on the effect of using communicative activities to develop students' speaking ability. The result of the study indicated that students' speaking ability after applying many communicative activities was much higher than it used to be, with a statistical significance 0.5. The students studied with the researcher in a speaking classroom for seven weeks, in which the teacher used various activities, such as describing and drawing pictures, mapping dialogues, gapping information, playing jigsaws, and spotting the differences. The subjects of the study were 30 Matthayomsuksa 3 students selected via random sampling. The research design was experimental study by using quantitative approach.

The fifth researcher is Lail (2010) entitled *A Study on English Speaking Community at Jawahirul Hikmah, Besole, Besuki Tulungagung* which focuses on how English speaking community carried out, the teacher's and students' opinion about the one, the inhibiting factors faced by students in English speaking community, and the factors which support the community as well. The results of the study are that English community at Pon-pes JH is based on rules, the students cannot avoid Javanese style in speaking English. Then, this community is able to make students speak English fluently and quickly. The inhibiting factors faced by students are some teachers use Indonesian Language to deliver their saying, the students still use the incorrect grammar and use

Javanese style as well when they speak English. Furthermore, the students are shy to speak up in front of their friends as well. The subjects of the study were the students and teachers at "PON-PES" Jawahirul Hikmah Besole, Besuki, Tulungagung. The research design which the researcher use is descriptive qualitative.

The sixth previous study was conducted Yanti (2016) entitled *Students' Perception on The Influence of Joining English Debate Class Toward Students' Speaking Skill: A Case Study at Students of English Education Program Who Join UKM Argument Academic Year 2016*. This research is focused on finding out the students' perception of English education program who join UKM argUMent on the influence of joining English debate class toward their speaking. The finding of this research shows that the majority of the students argue that joining debate class improve their fluency in which they are able to speak up with a few long pauses and widely range expression. Meanwhile, more than a half of the students argued that debate help their accuracy in speaking in which enhance their vocabulary, pronunciation, and grammar. Additionally, most of all students perceive that debate helps them to convey their purpose clearly in speaking, and all students claim that debate helps them build their self-confidence and critical thinking. The sample technique is used by population sampling which consist of 13 students from English education program who join UKM argUMent (English debate class of Mataram University). The research method which the researcher use is case study.

The present study was different from the previous studies in term of: (1) the subject of the study. In this study, the subjects are the English teacher as the

main instructor and 12 students of SMAN 1 Trenggalek who join SMANESA English Club. (2) The research design. The research designs of the previous studies are descriptive qualitative approach, experimental study for the fourth previous study, and case study for the sixth previous one. (3) The method to get the data. In this study, the researcher used observation, interview and documentation to get the data. (4) The research finding. The present study has different findings which are explained briefly.