**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

 This chapter is presented to highlight some theories functioning as the basis of the research. It covers about teaching speaking, learning speaking, and evaluating speaking. The explanation of each literature is explained briefly as follows;

1. **Teaching Speaking**

From the basic of teaching English, speaking is one of English skill which must be taught to the learners. Language is identical with the skill in communicating with other using spoken form. So, teaching speaking one more become very significant to be taught. In this part, teaching speaking will be explored into the reason for teaching speaking, kinds of speaking activities, and teachers’ role in speaking activities. Here are some descriptions about those theories;

1. Objectives of Teaching Speaking

In teaching speaking the students are asked to bo more active in speaking activities. Also in the curriculum, speaking becomes an important competence that should be mastered by the students. Finally, speaking skill is very important to be taught by in the school, especially. “There are three main reasons for getting students to speak in the classroom” (Harmer, 2007:123). Firstly, speaking activities provide *rehearsal* opportunities, chances to practice real life, speaking in the safety of the classroom. Secondly, speaking tasks in which the students try to use any or all of the languages they know provide feedback for both teacher and students. Then thirdly, the more students have opportunities to activate the various elements of language they have stored in their brains. As a result, the students will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being a classroom culture of speaking, and that classrooms need to become very crowded classroom because of speaking. In other words, students will be much more confident speakers and their speaking ability will improve if the teaching process in the classroom is attractive. The teachers their selves who need to arrange the speaking activities to be applied in the classroom. So, the quality of teaching speaking will be very influenced by the speaking activities applied by the teacher in the classroom.

1. Kinds of Speaking Activities

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teachers also should consider about the activities will be applied to the students. It should be appropriate to be applied to the students’ level, and it should be beneficial to improve speaking skills. “Good speaking activities can and should be extremely engaging for the students” (Harmer, 2007:123). If they are all participating fully, and the teacher has set up the activity properly, they will get satisfaction result of teaching speaking. The teachers themselves can help the learners to develop their speaking activities. “We can help learners speak by helping them to find ideas and supporting them so they feel confident enough to speak” (Jill and Charles Hadfield, 2008:105).

There are seven principles for designing speaking techniques (Brown, 2001:275) ;

1. Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful context
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

Here are some kinds of speaking activities;

1. Information-gap activities

An information-gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

1. Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

1. Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.

1. Meeting and greeting

Students role-play a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

1. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

1. Students presentation

Individual students give a talk on a given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation.

1. Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be applied for the advance level for language learners such as senior high school level or upper.

1. Describing pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures

1. Picture differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more description about the difference of the pictures provided for the students.

1. Things in common

Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals’ characteristics, school and education, and human characteristics.

1. Solving a problem

The students are told that they an educational advisory committee, which has to advice the principal of a school on problem with the students. They should discuss the recommendation together with the principal.

1. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in front of the class. The teacher will give some correction about the students speaking.

1. Teachers Role in Speaking Activities

Teachers have a significant role in teaching speaking class in the classroom. They do not only prepare the activities of speaking applied in the classroom, but they also sometimes involved in the students activity. Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. There is nothing wrong with teachers getting involved, of course, provided they do not start to dominate. Although it is probably better to stand back so that you can watch and listen to what’s going on.

Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. If someone in a role play can’t think of what to say, or if the discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of the steam, or if careful prompting can get it going again.

There are 3 roles of the teachers in speaking activities (Harmer, 2007:275);

1. *Prompter* **:** students sometimes get lost, can not think of what to say next, or in some other way lose the fluency we expect of them. Teachers can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, teachers may be able to help them and the activity to progress to offering discrete suggestions.
2. *Participant* **:** teachers should be good animators when asking students to produce language. At other times, however, teachers may want to participate in discussion and role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
3. *Feedback provider* **:** when students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. When students have completed an activity it is vital that we allow them to asses what they have done and that we tell them what, in our opinion, went well.

Based on the first part about teaching speaking above, we know that it is very important to be taught to the language learners. We know the reason of teaching speaking, many kinds of speaking activities, and also what the teachers role in speaking activity. Thus, in this study, the speaking activity is much taught practically to the students. In this school is teaching English language is very significant aspect. However, this is Pondok Modern, so the teaching of language becomes a priority especially English. Many speaking activities are applied in Darul Hikmah such as conversation partner, speech, debate, and telling story. The role of the teachers are also various. Sometimes they are involved in the speaking activities, but sometimes they only giving correction fro the students’ performances.

1. **Learning Speaking**

All around the world, students of all ages are learning to speak English. They realize that they need to master in speaking skills as a target for learning language. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. This sub chapter covers four pints about learning speaking, those are purpose for practicing speaking, criteria of successful learners, learners’ strategies in learning speaking, and learners’ role in speaking activities. The explanation of each literature is as follows;

1. Purpose for Practicing Speaking

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. Also in learning speaking English, the students need to have more practice in speaking English. The ability of speaking needs to have a routine conversation. By practicing speaking the students will build some language features (Harmer, 2007:269) as follows;

1. *Connected speech***:** effective speakers of English need to be able to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent connected speech (as in *I’d’ve gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.
2. *Expressive devices*: native speakers of English change the pitch and stress of particular parts of utterances, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.
3. *Lexis and grammar*:spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.
4. *Negotiation language*:effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Besides building the language features that we have discussed above, practicing speaking also will build mental/social processing. If part of speaker’s productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that that talking necessitates. The mental/social processing included (Harmer, 2007:271) ;

* 1. *Language processing:* effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.
	2. *Interacting with others:*most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
	3. *(On-the-spot) information processing:*quite apart from our response to others’ feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instants response is very culture-specific, and is not prized by speakers in many other language communities.
1. Criteria of Successful Learners

Characteristics of successful speaking activity are (Ur, 1991:120):

1. *Learners talk a lot***.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. *Participation is even.* Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. *Motivated is high.* Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. *Language is of an acceptable level.* Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.
5. Students’ Problem in Learning Speaking

The students often face some difficulties in doing speaking activities. Some students may be successful in doing speaking activities, but most students also get many problems with speaking activities. Here are some problems with speaking activities (Ur, 1996: 121):

1. *Inhibition*. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.
2. *Nothing to say*. Even they are not inhibited, you often hear learners complain that they can not think anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. *Low or uneven participation*. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak vey little or not at all.
4. *Mother tongue use*. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less ‘exposed’ if they are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some classes-particular, the less disciplined or motivated ones to keep to the target language.

In other references there some aspects that makes speaking difficult. While the problems have been explained above are the problems of the learners in speaking activity, here are some problem that comes from the language target itself. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult (Brown, 2001: 270).

1. *Clustering***.** Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering
2. *Redundancy***.** The speaker has an opportunity to make meaning clearer through the redundancy of language
3. *Reduced forms*. Contractions, reduced vowels, etc. all are special problems in teaching spoken English
4. *Performance variable.* One of the advantages of spoken languages is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections
5. *Colloquial language.* Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms
6. *Rate of delivery.* One of your task as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency
7. *Stress, rhythm, and intonation.*The stress-times rhythm of spoken English and its intonation patterns convey important messages
8. *Interaction.*Learning is to produce wave in language in vacuum-without interlocutors-would rob speaking skills of its richest component: the creativity of conversational negotiation

Then, what the teacher can do to help to solve some or the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve it (Ur, 1996: 121):

1. Use group work
2. Base the activity on easy language
3. Make a careful choice of topic and task to stimulate interest
4. Give some instruction or training in discussion skills
5. Keep students speaking the target language
6. Learners’ Strategies in Learning Speaking

When learning language, especially speaking skills the students always face the problems and difficulties. They must solve these problems in order to have a good result of learning speaking skills. Here are some tips and strategies for learning English as a foreign language, especially learning speaking:

1. Practice your speaking as often as possible.This is the most important skill to develop when learning a foreign language. Therefore, to have improve your English speaking skills, participate in any and all conversations in English, whether it is just a chatting, whether you are in the classroom, and whether you are with a teacher.
2. Participate in any and all class activities. This includes pair-work and group-work speaking activities as well as reviewing. Remember, reviewing the old material and practicing your English skills in different ways are essential when learning a foreign language. Don’t limit yourselves to book learning.
3. Know your grammar. This is necessary to develop your writing skills and assist you in speaking.
4. Practice your English outside the class to develop your English skill especially in speaking, even if it is not for homework. If you never practice your English outside the class, then how can you develop fluency in speaking? How can you gain confidence in this core language skill? Find anyone who can speak in English to converse with them in English if possible.
5. Look up any words you do not know in the dictionary.It will be helpful to start speaking if you understand the meaning.
6. Find a friend or classmate and write an English dialogue together. Then present it in the class.
7. Monitor and asses your own speaking. For example, by recording your voice while reading out loud one of the passages from your textbook. Then compare it with the native speaker’s voice in the original recording. This may be a useful technique when you are practicing speaking alone.
8. Learners’ Role in Speaking Activities

Learning speaking is learning how we can communicate with other. Learners need to be able to interact with other people. This involves a wide range of skills. So, here are the learners’ roles in learning speaking (Jill and Charles Hadfield, 2008:105).

First of all, they need to think of something to say in the second language and feel confident enough to try to express it. Then they have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that others can understand. They have to be able to vocalize this using pronunciation and intonation in a way that is clear enough for others to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent.

They may also have to stretch the language they know to kop with new situations: instead of hesitating to search for a word they have forgotten or do not know, they need to be able to find another way of expressing their meaning. Interaction involves more than just putting a message together, it involves responding to other people. This means choosing language that is appropriate for the person you are talking to. It means responding to what they say, taking turns in a conversation, encouraging them to speak, expressing interest, changing the topic, asking them to repeat or explain what they are saying.

1. The Role of Community in Learning Speaking

Speaking need partner when practicing. In learning speaking also need a partner or even community to practice speaking. A good community gives good environment to practice speaking. “In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.” (Larsen and Freeman, 1985:98). The students are asked to use the target language communicatively. In addition, they use the target language in a real practice as if they use their own language in their life. In the community, the teachers’ role is that of a counselor. This does not mean that the teacher is a therapist, or that the teachers do not teach. When the students face the difficulties they will discuss with others, while the teacher will only give solution if the students really do not get the solution by themselves. Finally, the teacher supports his students in their struggle to master the target language.

In conclusion the roles of community in speaking are:

* 1. Building a relationship with and among students
	2. Language is for communication to others
	3. Learners feel free to lower their defenses and the learning experience becomes less threatening
	4. Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation
	5. Speaking practice can be done without teachers, but with friends

Based on the theories above, we know that learning English especially mastering speaking is very significant in learning language. The learners will be able to interact with other if they can speak English well. As what I see in Modern Islamic Boarding School of Darul Hikmah, learning language is practically done by the some activities of speaking English. The activities are also a kind of pair activities or in group activities such as conversation partner and delivering vocabulary together in a group.

For the learners, they also often face the problem and difficulties when learning language, especially speaking. Nevertheless, the students in Modern Islamic Boarding School of Darul Hikmah also have strategies to overcome the problem they face. As like in observation that I did, they always gather in a group to make conversation run continuously. In addition, the students also ask the guidance to the teachers in order to make them solve the difficulties of speaking English. Finally, Modern Islamic Boarding School of Darul Hikmah tries to provide the good speaking activities for learners as the theory explained above.

1. **Assessment of Speaking**

At various stages during students’ learning, students may need or want to be tested on their ability in the English language. Test is also a kind of assessment that can be applied to know or evaluate the students’ progress in learning language. “Assessment is an on going process that encompasses a much wider domain” (Brown, 2004:4). In assessing speaking ability, whenever the students asking question, offer a comment, and answer question, the teacher subconsciously assess the students’ performance. After that, the teacher can decide the quality of students’ progress in learning speaking. Testing the ability to speak is a most important aspect of language testing.

When testing the oral proficiency of learners we may simply interview tem and assess their responses or use other techniques like role play, group discussion between learners, monologue, picture description and so on. The teachers also should know the difficulties level of the students in order to make a good speaking test that is valid and appropriate to the students’ ability. Thus, in this sub chapter there will be discussed about the students’ problem in learning speaking, correcting speaking, and kinds of speaking evaluation.

* + 1. Correcting Speaking

One of the most frequently posed questions by teachers who are new to the trade is: when and how should I correct the speech errors of learners in my classroom? It is necessary for the teachers to correct mistakes made during speaking activities in a different way from those made during a study exercises. One of the key, but not the only key, to successful language learning lies in the feedback that a learner receives from others. In other way, when students are repeating sentences, trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there is the problem.

Many teachers watch and listen while speaking activities taking place. They note down, things that seemed to go well and times when students couldn’t make themselves understood or made important mistakes. When the activity has finished, then they asked the students how they thought it went before giving their own feedback. In each case they will ask the students to see if they can identify the problem and correct it. Many teachers deal with the mistakes they heard without saying who was responsible for them. Of course there are no hard and fast rules about correcting. Some teachers who have a good relationship with their students can intervene appropriately during a speaking activity.

Perhaps, the best way of correcting speaking activities appropriately is to talk to students about it (Harmer, 2007: 131). You can ask them how and when they would prefer to be corrected; you can explain how you intend to correct during these stages, and show them how different activities may mean different correction behavior on your part.

* + 1. Kinds of Speaking Evaluation

The speaking English evaluation can be in the form of test or students exercises. Speaking ability, usually in the form of an interview, a picture description, role play and a problem solving task involving pair work or group work. The following will give an idea of the range of possible types of oral tests (Heaton, 1988: 89)

1. *Reading aloud***.** Test involving reading aloud are generally used when it is desired to asses pronunciation as distinct from the total speaking skills. In this type of examination, the students are required to retell a story they have just read.
2. *Conversational exchanges.* These drills are especially suitable for the language laboratory and can serve to focus attention on certain aspects of the spoken language. It can be done by pair conversational exchange. So, the teachers can give the topic to the pair students, and they have conversation in pairs.
3. *Using pictures for assessing oral production***.** Pictures, maps, and diagram can be used in oral production test. The students are given a picture to study for a few minutes; they are then required to describe the picture in a given time.
4. *The oral interview***.** It is a test administrator and a test taker sit down, direct face to face exchange, and proceeds through a protocol of questions and directives (Brown, 2003: 167). Interview can vary in length from perhaps five to forty-five minutes depending on their purpose and context.
5. *The short talk***.** In certain examinations students are required to prepare a short talk on a given topic. They may be allowed several days or only a few minutes in which to prepare the talk, in some cases, they may be provided with notes or reference material.
6. *Group discussion and role playing***.** Through group discussion and role playing the teacher can discover how students are thinking and using the target language.
7. *Games.* (Brown, 2003: 176) Among informal assessment devices are variety of games that directly involve language production. The teachers should prepare the games that are appropriate with the lesson explained before. So, it can be used to assess students speaking ability appropriately.
8. *Oral presentation.* (Brown, 2003: 179) In the academic and professional areas, it would not be uncommon to be called on to present a report, a paper, a marketing plan, a sales idea, a design of a new product, or a method.
9. *Translation.* (Brown, 2003: 182) Translation of word, phrases, or short sentences was mentioned under the category of intensive speaking. The advantage of translation is in the control of the content, vocabulary, and to some extent the grammatical and discourse features.

Those are some ideas of evaluating speaking. The test can be done in the classroom with some consideration. Furthermore, characteristics of good test are valid and reliable. Validity: a test is valid if it tests what it is supposed to test (Harmer, 2006: 322). It means that to test speaking ability the teachers must use test for assessing speaking ability too. While reliability means a good test should give consistent result (Harmer, 2006: 322). For example, if the same group of the students took the same test twice within two days-without reflecting on the first test before they sat it again-they should get the same result on each occasion. Thus, the good speaking test must be valid and reliable.

* + 1. Speaking Test

In the end of learning English the students will be measured in order to know their improvement in learning English. It means in learning speaking, the students’ ability also will be measured by the teachers. Talking about measuring ability it is known as *testing* or *test.* “A test, in simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain” (Brown, 2004:3). In the speaking test, means that there will be some aspects like fluency, accuracy, and comprehensibility. The test also should be appropriate to test those aspects or domain.

In other hand, progress or achievement test of speaking ability is designed to measure learners’ skill progress in relation to the syllabus they have been following. Achievement test only work if they contain item types which the students are familiar with. If students are faced with completely new material, the test will not measure the learning that has been taking place that is learning speaking. Moreover, achievement test at the end of a term should reflect progress of speaking skill, not failure. They should reinforce the learning that has taken place. They can also help us to decide on changes to future teaching programs.

There are two types of test item (Harmer, 2007: 322):

1. Direct test item. It asks candidates to perform the communicative skill which is being tested. Whereas direct test items try to be as much like real-life language use as possible.
2. Indirect test item. It tries to measure a student’s knowledge and ability by getting at what lies beneath their receptive and productive skills. Whereas, it tries to find out about a student’s language knowledge trough more controlled items, such as multiple choice question or grammar transformation items.

Based on the theory discussed above, we know that evaluating speaking is needed to know the students progress and students ability in speaking skills. There are also many kind of test that can be used to evaluate students’ ability. Furthermore, in Modern Islamic Boarding School of Darul Hikmah also evaluates the speaking everyday. Students who make mistakes will get some educative punishment such as making English sentences or memorizing vocabularies. The school also held the competition such as role playing and speech contest to know the students progress in speaking skills. In fact, there are still many mistakes made by the students. Nevertheless school party always applies many kinds of speaking activities in the school environment. Then they also do evaluation and test in order to make the speaking progress better.