

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the results of reviewing related literature, including the Modern islamic boarding school Raden Paku, speaking, speaking proficiency, teaching speaking material, students problem of speaking and previous study.

A. Modern Islamic Boarding School Raden Paku

Pesantren has to change its educational system is divided Pesantren into two categories, they are : Pesantren Salafi and Khalafi (Qomar, 2007:16). Pesantren Salafi or Traditional Islamic boarding school teaches about classic books as the core of education while modern Islamic boarding school teaches not only classic books but also common knowledge. Khalafi or Modern Islamic boarding school opens formal school in the area of Pesantren. So, it is different from traditional Islamic boarding school in many things especially in educational system. Learning English not only in formal school but non-formal also present English language such as in Modern Islamic boarding school Raden Paku Trenggalek.

Modern islamic boarding school Raden Paku Trenggalek as one of the islamic boarding schools focuses itself in language development. It have system and programs which aim not only in giving sufficient Islamic knowledge, but also in developing English Language especially communicative skills. It has rules and systems that the students have the

obligation to speak a foreign language in their daily routines. This rule is considered in order to make the students accustomed in practicing foreign language in their daily communication, so that they are able to improve their foreign language quality, especially in improving their speaking skill.

Pesantren is the place for gathering and living the students at traditional muslim school (santri) to study about theology (Qomar, 2007 : 2). According to theologian, there are some rules to pesantren itself, such as Kiai, cottage, mosque, santri and teaching yellow book (kitab kuning) (Wahid, 2010 : 3). Pesantren also becomes educational institute which has great community and spread in whole of place has given many advantages for human being in indonesia. It gave births many nations' leaders now days, in the past and in the future.

In this era, pesantren becomes important education to form a good character for human being. Moreover, many parents choose it for their children's education. According to Qomar (2007 : 4) there are some experts who give opinions to the purpose of pesantren. Manfred Ziemek that views the purpose of Pesantren is to train students to be form good personality, attitude, and complete them with knowledge. Mastuhu that views the purpose of Pesantren is to train students to be autonomous life whereas multidimensional. Kiai Ali Ma'shum that views the purpose of Pesantren is to produce Ulama'. So the conclusion from the statements, the purpose of Pesantren is to form good muslim personality.

Historically this islamic boarding school (pondok pesantren) was founded by four people, namely : mr. Drs. H. Imam Daroni, M.M, Mr. Drs. KH. Imam Syafi'i, MHI, Mr. Drs.H.A. Badawi Irfan and Mr. Munirul Anam (Alm). On june 18, 1994 four of them were very close friends from childhood, because they came from a nearby village, expect for the father of Mr. Badawi who came from Pare, Kediri. Their friendship became more intimate after they toghether managed the Sunan Giri Trenggalek University which in the subsequent development returned to become the high school of tarbiyah science (STIT) Sunan Giri Trenggalek. They have man opportunities to meet and gather to exchange ideas or discuss especially those relating to the development of Islam in Trenggalek. seeing this reality, then the idea emerged to establish a boarding school that combines salaf education and requires students to actively speak two languages (Arabic and English), then meet with the Masyayikhs, Kyai and Community leaders to submit ideas and ask for player and blessing, apprarently they all agreed and gave prayers. With a sincere intention to advance knowledge in the context of upholding the religion of Alloh, the registration of the first new santri was opened in 1998.

Modern islamic boarding school Raden Paku Trenggalek is located on the street of Ki Mangun Sarkoro 17 B. This lodge is on the edge of the town of Trenggalek and not far from the city center. One kilo meter to the west of the hut there is a town square, the goverment center and the trenggalek city shopping center. This cottage is also adjacent to the trenggalek bus terminal which facilitates access to get to the cottage, two hundred meters to the south.

Then in the east and north bordering rice fields owned by local residents. Besides being close to the city center, the lodge is next to a place of worship for Catholics, the central church of the Catholics. But all live in harmony and mutual respect between religious communities.

The condition of the modern islamic boarding school Raden Paku Trenggalek which is still cool and beautiful makes students or people who visit feel comfortable. Because it is close to fertile rice fields and as far as the eye can see there are mountains covered with green plants that surround the iconic city of Trenggalek.

Modern islamic boarding school Raden Paku Trenggalek is an islamic education that applies three educational curricula, that are Salafi curriculum as the basis of aqidah moral guidance and learning of tools, the modern pondok curriculum is applied in the fields of language teaching, discipline and organization, while the curriculum of the religious department is applied as formal education.

Unlike other islamic boarding school which exist in indonesia, modern islamic boarding school (pondok pesantren) of Raden Paku, through its *Kulliyatul MU'allimin al Islamiyah* (KMI) system school, practically, inculcates education and instruction of school level and as the central place of studying religious or Islamic knowledge, for example, Holy Qur'an and its exegesis, Al Hadist and their exegesis, yellow book (kitab kuning) and how to interpret it, Diniyyah Lessons and the application of their knowledge.

Education in Raden Paku is allocated into 5 educational institutions. The five institutions are Madrasah Tsanawiyah, Madrasah Aliyah, Vocational High school, Sunan Giri Institute and Madrasah Diniyah Kuliyatul Mu'alimin Wal Mu'alimat. In addition, it is also argued by skills education such as computers, language laboratories, scouts, the practice of three language khutbah (Arabic, English, Indonesian) and others. The institution is under one community. MTS and MA use the curriculum of the Department of Religion and the curriculum Modern Islamic boarding school by using Arabic and English. Madrasah Diniyah uses the Salafi Islamic boarding school curriculum with a bald meaning system, with specialization in the interpretation of *jalalain*, *aqedah*, morality, science of tools, and *fiqh*. Santri in Raden Paku Trenggalek are required to use *Bilingual Languages* (Arabic and English) as everyday language for old santri and are allowed to use Indonesian for new santri for two months.

B. Speaking

1. Definition of speaking

As the key of communication, speaking has many definitions. There are some experts who try to define what speaking is. Tarigan (1990 : 15) states that "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. Speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. So it will not easy to get speaking skill because we should master those aspects.

Brown (2007 : 225) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. The nonverbal messages will help the speaker to enhance listener attention. So, the communication will be more effective.

Speaking is important part of the learning process of English as second language (Nurhayati, 2016). Speaking is one important and essential skills that must be practices to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be batter in sending and receiving information or message to another.

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Furthermore, according to Harmer, apeaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process. Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person.

Hornby (1995 : 1227) defines speaking is make use of words in an ordinary voice. According to Tarigan (1993 : 15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a messafe. It means that speaking is the ability of some who throws up their ideas in communicative with the listeners by

produce an utterances. The language users has to know what a word sound like (its pronunciation) and what it looks like (its spelling). These are fairly abvious characteristics and the other will be presented by the item for language user when encountering the item for the first time (Ur in Nurhayati, 2008a & 2015b).

Speaking is to say words orally, to communicate as by talking, to make a request and to make a speech. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. According to Burns cited by Ann (2000 : 1007) speaking can be also defined as an interactive process of making meaning that includes producing, receiving and processing information. According to Meanwhile Lwin (2008 : 11) states, that “speaking ability is the main aspect and mainly appears from verbal intelegence and linguistic intellegence”. Speaking ability can be called by verbal intellegence.

Practically, the student need interaction with others (teachers, friends) to communicate. Bygate in Lwin’s books (2008 ; 11) acquaints that “ interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal in conversation. According to Despite (2008 : 11) the fact that it is taken for granted, speaking is very important in people’s everyday life. In addition, bygate states that speaking is the vehicle: part excellent of social solidarity, of

social making of professional achievement og business. It is through their way of speaking that people are most frequently judged.

Futhermore, speaking is the term used for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. In communication it is normal to start and finish our communication when we meet someone (Nurhayati, 2017). Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative event and these have particular relevance for the learning and teaching process.

People do communication for some reason. Harmer (2001 ; 46) states the reason as follows:

1. "They want to say something". What is used here is general way to suggest that the speaker make definite decisions to address other people. Speaking may of course, be focused upon them, but we can still say that they fell the need to speak, otherwise they would keep silent.
2. "They have some communicative purpose". Speakers say things because they want somethig to happen as a result of what they say. They may want to charm their listeners: to give some information, to express pleasure; they may decide to be ride or flatter, to agree or complain. In each of this cases they are interested in achieving

this communicative purpose what is important the message they wish to convey and the effect they want it to have.

3. "They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they possess) the language they think is appropriate for this purpose. Of course there will also have communication purpose. When the student are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of language. The teacher should be in creating procedures of teaching in order that the objective is reached. According to Jeremy Harmer (2001 ; 46) Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, and many others by using the appropriate words, good grammar, and understandable by the listener.

Regarding to the description above speaking skill that important skill among for skill in English. Language is measured by its result in speaking skill or oral communication. In other word, we can also measure the ability of language from his or her ability in speaking.

2. Importance of speaking

Human are programmed to speak before they to read and write. In any given, human beings spend much more time interacting orally with

language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.

Speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and message orally. If we want to encourage students to communicate in English we should use the language in real communication and ask them to do the same process. Richards and Rodgers (2001 : 131) stated that in the traditional method, the speaking skill was ignored on the classrooms where the emphasis was on reading and writing skills. The importance of speaking skill in learning foreign language, demand the teacher or lecturer to be a creative person in order to help students in learning speaking English (Nurhayati, 2016).

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas: say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the

classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies.

The description above speaking is that everything that is simply done to use talking. Speaking is very important to interact with other people. If we want encourage students to communicate in English, we must use language in real communication. English has become the language of world communication. Therefore understanding speech must be sharpened properly.

3. Types of speaking activities

Nurfatimah in Henry (2003 : 11) divides public speaking and speaking at a conference speaking activities into two types, namely :

a. Speaking in public (Public speaking)

Types of conversation include the following :

1) Informative speaking

Informative speaking is type of speaking which aims to inform the audience about a given topic. This type uses descriptions, demonstrations, vivid detail, and definitions to explain a subject, person, or place the audience want to understand. An informative speaking makes a complex topic easy to understand or offers a different point of view.

2) Persuasive speaking

The aims persuasive speaking is to convince the audience to believe toward a certain point of view. Persuasive speaking can

come in many forms, such as sales pitches, debates, and legal proceedings. Factors such as body language, the willingness of the audience, and the environment in which the speech is given, all affect the success of a persuasive speaking.

3) Fellowship speaking

Fellowship speaking is types of speaking which has activities such as sharing in similar interests, ideals, or experiences, as by reason of profession, religion, or nationality.

4) Deliberative speaking

A deliberative speaking is an “embellished” statement of facts, with great vivacity, to persuade the audience of the honor and advantage that will accure to them if they choose to initiate a particular mode of action for the future. The primary concern of deliberative speaking is to move people toward future action (law/policies that would affect the future of society).

b. Speaking at Conference

The conversation includes the following:

1) Group discussion

Group discussion divided in to formal and informal. Formal group discussion such as : conferences, panel discussions, and symposia. Informal group discussion such as : study groups, group policy makers (policy making groups) and comics.

2) Parliamentary procedure

Parliamentary procedure is the body of rules, ethics, and custom governings and other deliberative assemblies.

3) Debate

Debate is to discuss a question by presenting ideas on both sides of an issue. A debate, simply put, is like a game, where two or more speakers present their arguments intent on persuading each other. It is also a contest, but rather an exciting one when both parties try to oppose the other party's conclusion.

According to Harmer (2007 : 123) Good Speaking activities can and should be extremely engaging for the students. Types of activities should be appropriate to be applied to the student's level, and should be beneficial to improve speaking skills.

According to Harmer (2007 : 129) here, some kind 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.

2. 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.

3. 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 students 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.

4. Meeting and greeting

Students role play a formal or business social occasion where the 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.

5. Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe 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 person, and then students will describe those kinds of things and person.

6. Students presentation

Individual students give a talk on 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. Some like interview is for honing organizational and planning skills.

7. 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.

8. 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 pictures. It can be a kind

of single pictures or even strip pictures, so the students will describe the story according to the strip pictures.

9. Pictures 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.

10. Thing 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 animal's characteristics, school and education, and human characteristic.

11. Solving a problem

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

12. Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given time to discuss

about the topic provided. That 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.

Learning activities organized by school should be aimed at equipping students with learning experiences to achieve the expected goals. These activities are commonly developed and grouped into three categories including intra-curricular, co-curricular and extra-curricular activities (Dakir, 2010).

According to Lackman (2010), some activities used in Speaking are:

1. Fluency

Students practice speaking with logical flow without planning or rehearsing.

2. Accuracy with Words and Pronunciation

Students practice using words, structures and pronunciation accurately.

3. Appropriacy

Students practice using language appropriate for a situation and making decision about formality and choice of grammar or vocabulary.

4. Turn-taking Skills

Students practice ways of interjecting, eliciting an interjection or preventing one.

5. Relevant Length

Students practice speaking at a length appropriate to a situation

6. Responding and initiating

Students practice managing a conversation by making responses, asking response or introduce a new topic or idea.

7. Repair and Repetition

Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

8. Range of Words and Grammar

Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.

9. Discourse Maker

Students practice using words/phrases which organize a talk or making a conversation, speech, etc.

Regarding to the description above types of speaking has two activities they are speaking in public or commonly called public speaking and speaking at conference. Public speaking includes the following informative speaking, persuasive speaking, fellowship speaking and deliberative speaking. The difference the two lies in the speaker's end goal and what the speaker wants the audience to leave with. Informative speeches are probably the most prevalent variety of speech. The end goal of a persuasive speech is not for the audience to have information, but

rather for them to have a certain view. Speaking at conference includes the following group discussion, Parliamentary procedure and debate.

4. The Elements of Speaking

The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes and information to the hearer or wants to employ speech that relates to the situation. Therefore, the ability to speak fluently presupposes not only knowledge the language features, but also the ability to process the information and language 'on the spot'. In according to, Harmer states concerning with other elements of speaking that in necessary to be mastered by a successful speaker. The elements of speaking as follows:

a. Language Features

1) Connected Speech

Connected speech is the sounds modifying such as; assimilation, omission, addition or weakened. The effective English speakers need to be able not only to produce the individual phonemes but also to use connected speech fluently. Therefore, the learning activity should involve students in the activities designed specifically to improve their ability.

2) Expressive device

To express the feeling, the native speaker often change pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal to convey the meaning.

3) Lexis and Grammar

There are differences between written and spoken grammatical. Spoken grammar has minimal planning opportunities. This, the teacher should supply a variety of different language functions. The students are involved in specific speaking context in order they can produce of various stage of an interaction.

4) Negotiation Language

The negotiation language is used to seek clarification and to show the structure of the speakers saying (Harmer, 2012: 269).

b. Mental/ social Processing

Speaking skill is productive language skill. It involves the knowledge of language skill such discussed above and also dependent on the rapid processing skill.

1) Language Processing

Language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequences. The speaking activities aimed to help the students develop habits or rapid language processing English.

2) Interaction with others

Most of speaking takes the form face-to-face dialogue and therefore involves interaction. The speaking activities involve the students' interaction with the others and understanding each other.

3) (on-the-spot) information processing

The speaker needs to be able to process the information and response to the others' feeling in using the language (Harmer, 2012 : 271).

c. The Function of Speaking

According to Brown and Yule cited in Richard (2008 : 21), there are three functions of speaking, those are : *talk as interaction*, *talk as transaction*, and *talk as performance*.

1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances. There are some main features of talk as interaction, a) has a primarily social function, b) reflects role relationships, c) reflects speaker's identity, d) may be formal or casual. e) uses conversational conventions, f) reflects degrees of politeness, g) employs many generic words, h) uses conversational register, i) is jointly constructed.

2) Talk as Transaction

talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The main features of talk as transaction are : a) it has a primarily information focus, b) the main focus is on the message and not the participants, c) participants employ communication strategies to make themselves understood, d) there may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson, e) there may be negotiation and digression, f) linguistic accuracy is not always important.

3) Talk as Performance

Talk as performance refers to public talk, talk is talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

The main features of talk as performance are : a) a focus on both message and audience, b) predictable organization and sequencing, c) importance of both form and accuracy, d) language is more like written language, e) often monologic.

From the description above, it is concluded that speak fluently must understand language features and how to get and receive language property. The elements above will be very helpful to become a person who is proficient in speaking, by knowing the right way of expressing oneself and knowing the function of that language skillfully.

5. Definition of speaking ability

To enable students to communicate, they need to apply the language in real communication. Speaking is the ability to speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statement in order to recognize their intentions. Speaking ability of the student is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. According to Efrizal (2012 : 128) Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the primer motor of language change. It also provides our main data for understanding bilingualism and language contact.

According to Brown (2004 ; 140) speaking skill is the ability to use the language in oral form. In junior and senior high school this skill is limited to the ability to conduct a simple conversation on some subjects (e.g, expressing regret, gratitude, agreement, offer, certainty, ect). Among the four skill, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

The following four or five components are generally recognized in analysis of speech process:

1) Pronunciation

Jill (2008 ; 66) stated that and understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It will create misunderstanding toward listener invited to speak and the message will be conveyed, will lose and difficult to be comprehended.

Harmer (1998 ; 11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word weel. This knowledge is made up of three areas, sounds, stress, and intonation.

2) Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jill (2008 ; 24) Grammar is a description of the language system it show us how we change the form of word to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written from. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used ect. So that, grammar is one of components to create a good sentences.

3) Vocabulary

According to Jill (2008 ; 53) Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener.

The speaker can say fluently when he she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary.

4) Fluency

Fluency may be defined as the ability to speak accurately. Jill (2008 ; 27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word. We have to consider that speech and fluency are rather strongly erected by language problem.

It means the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

5) Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

From the description above, it is concluded that students' speaking ability is their ability to retell the contents of communication given to their friends by using their own words, with measuring of their pronunciation, grammar, vocabulary, fluency and also comprehension of dialogue.

6. Problems in Speaking Performance

Speaking skill in second or foreign language is a challenge for the learners, because to speak a foreign language such as English requires more than knowing grammar but also the use of English in real context. Hayriye (2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication.

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance. There problem may become the obstacles for the students to

enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary and pronunciation. It means that grammar and vocabulary plays important role to conduct communication or in other words the lack of practicing this skill arise some problems to the students (Nurhayati 2016). Those problems are belong to linguistics problems.

The next problem is the supporting environment does not provide in conducting communication (Nurhayati, 2016:53). Those problems faced by learners make them unconfident in practicing foreign language and impede their speaking skill improvement. They need more speaking practice to be familiar with foreign language. Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may effect students performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students performance in speaking.

1. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), word, and phonology. According to

Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problem which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are : 1) Lack of vocabulary needed to talk, 2) Poor in grammar, 3) Poor in pronunciation.

a. Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently.

The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica (2007) also state that in the real

communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

Nurhayati (2008a) stated that there are several reasons why students have difficulties in learning vocabulary. First, students were difficult to understand the meaning of vocabulary. Second, students were difficult to remember all of the vocabulary materials. The last, students were often confused about how to organize the vocabulary.

b. Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia (2001) grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures; it is not uncommon to find backsliding occuring with the introduction of new form to the learners' interlanguage. For example, the learner who has

mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as “she cans speak English”. These errors may appear when the students speak since they have not mastered the English grammar.

c. Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like nativespeaker. According to Hinkel (2005: 491) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

According to Burns (2003), it is more important that the English speakers can achieve :

1. Intelligibility (the speakers produces sound patterns that are recognisable as English).
2. Comprehensibility (the listener is able to understand the meaning of what is said).
3. Interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say *It's hot today* as *Is ho day*. This is unlikely to be intelligible because of innaccurate sounds,

stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available. Clear communication is essential in communication. The various features that make up the production of sounds in English are:

1. Suprasegmental features (Burns, 2003) : linking, intonation, and word stress.
2. Segmental features : phonemes; consonant and vowel sounds.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.

2. Psychological problems

Psychology is the science or the study of the thought processes and behaviour of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

3. Lack of Self-Confidence

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. According to Elliot (1998:29), concept of self confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self confidence.

Here are some of the characteristics of lack self-confidence:

- a. A major confidence crisis
- b. A lack of faith in themselves to take on new challenges
- c. Difficulty of being assertive
- d. Fear of confrontation
- e. An extremely low opinion on themselves
- f. Difficulty in one area such as speaking in social group
- g. Social phobia

Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affect

students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability

4. Anxiety

Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberger, 1972), a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. Rochelle et al (2011) investigated the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speak English better in the future.

Regarding from some of the problems in speaking above it can be concluded that the reality of the problem comes from themselves. Some

are personally and also groups. Sometimes there are also problems speaking among those who only dare to talk only with their own friends but are also shy and nervous when in public.

7. Factors Affecting Speaking Performance

According to Nguyen and Mwei (2015 : 9) in order to help students overcome problems in learning speaking, it is necessary for the teacher to figure out factors that effect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

1. Performance conditions

Students perform a speaking task under a variety of conditions. According to Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that suggest include time pressure, planning, the standard of performance and the amount of support.

2. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition

in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

3. Listening ability

Speaking skill cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and speaker. Therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to listening.

4. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enable learners to use language with reference to the world in which they live. Bachman & Palmer (1996) states certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Believe that topical knowledge has effects on speaking performance.

5. Feedback during

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) states that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teacher correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

From the descriptive above, The factors can effect the ability to hear and feedback during speaking activities. Also helps to find out how to overcome problems in the process of smooting students' speaking.

C. Speaking Proficiency

1. The Definition of Speaking Proficiency

Language proficiency is the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension according JSTOR, Language proficiency (July : 2015).

Speaking is a kind of bridge for learners between classroom and the world outside (Hadfield, 1999 : 7). It is vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also a medium through which much language is learnt..., (Bygate, 1987 : vii). To know the language learners can speak, it is necessary to get them to actually, say something. To do this they must act on knowledge of grammar and vocabulary. The application of this knowledge can be realized by speaking practice.

Besides, New Webster Dictionary (1994 : 932) states that speaking is an act to express idea, feeling, and thought orally. It is also called oral communication. According to Syakur (1987 : 5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency. Speaking is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

Language is a tool which is used to communicate with others. One of the ways is speaking. Speaking here means individual's ability in expressing the idea. According to Oxford Advanced Learner's Dictionary, speaking is making use of words, making speech, while listening is the ability to do something well. Therefore the writer can infer that speaking proficiency is ability to perform linguistic knowledge in actual communication. The ability to express our idea, feeling, thought and need orally.

As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking, because it will make them able to practice it with other people.

When we are talking about speaking, it is dealing with proficiency. According to Longman Dictionary of Contemporary English, proficiency is a good standard of ability and skill. In harmony with that, Oxford Advanced Learner's Dictionary says proficient means doing or able to do something in a skilled or an expert way because of training and practice. Based on wikipedia fluency and language competence are generally recognized as being related with speaking.

The description above fluency and language competence are generally recognized as being related with speaking be able to have skills that are able to attract and adept at doing things in a skilled and expert manner because they continue to follow training and practice.

2. The Level of Speaking Proficiency

According to Charles (1992), the grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely : novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Notice.

The notice level is characterized by the communicate minimally in highly predictable common daily situations with previously learned words and phrases. The notice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.

2. Intermediate.

It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.

3. Advanced.

The advance level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph-like discourse. At this level, the speaker can discuss concrete

and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior.

The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

Speaking is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. (Bygate, 1987 : vii).

By giving learner's speaking practice and oral exam the writer recognizes that there is a difference between knowledge about language and skill in using it. Bygate (1997 : 4) states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practiced. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say,

how to say it, and whether to develop it, in accordance with one's interaction while maintaining the desired relation with other.

Furthermore, Briendley (1995 : 19) states that makes specification about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibly
2. Convey intended meaning accurately with sufficient command of vocabulary
3. Use language appropriate to context
4. Interact with other speaker fluently

He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It means speaking demand fluency, intelligibility, appropriateness, and accuracy.

According to Lingual links Library (1999), there are three kinds of speaking situations, interactive speaking, partially speaking and non-interaction speaking :

1) Interactive Speaking

Interactive speaking situations conclude face to face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2) Partially Speaking

It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech.

3) Non-interaction Speaking

It happens when recording a speech for radio broadcast.

From the description above, it can be concluded that speaking is a complex cognitive skill which demands fluency of pronunciation, intelligence to process words, appropriateness, and accuracy in its process.

3. Speaking Accuracy and Speaking Fluency

Speaking has many different aspects, said Gower, Philips, and Walters (1995 : 99).

1. Accuracy

Accuracy involves the correct of vocabulary, grammar, and pronunciation. It can said that accuracy is the ability to produce sentence using correct grammar and vocabulary. Teacher who

concentrate on accuracy help their students to produce grammatically correct written and spoken English.

2. Fluency

Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes.

According to Brown (1994 : 254) the distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Regarding to the description above accuracy is the ability to produce grammatically and lexically accurate English sentences, while fluency is the ability to produce language in a coherent, effortless way. In fact, a student who is more fluent than accurate can be more successful at communication than someone who is more accurate than fluent.

D. Teaching Speaking Material

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999 : 121), some

fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation. Learners often afraid to say things in foreign language classroom. They are usually worried in making mistakes fearful of criticism or losing face, or simply shy of the attention that their speech attracts, (Cahyono, 2010; 15). In addition, learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should speak up. In the speaking class, only one participant can talk at a time if the students to be heard. In a large group this means that each participant will have only very little time to talk. The problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all. In another case, there is a tendency for them to use mother tongue because it is easier.

The teacher is expected to design an activity that will be able to overcome those problems. Ur (1999 : 120) states that suggest four characteristics of successful speaking class. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. All learners should get a chance to speak and contributions are distributed evenly. Third, learners are eager to speak because they are interested in the topic. Learners have something new to say about it, or because they want to contribute to achieve a task objective. Last, the learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. One of the ways to realize a successful speaking class is through

task based language learning. So, any four characteristics of successful speaking class, the students must have activity to improve their speaking skill in the class, the students must be diligent to improve sentences in any topics. The students should be having new creativities to achieve task objective, and the students must express their skill in level speaking. From the explanation above by designing the attractives, it is hoped that the successful speaking class can be reached.

The descriptions about imply that teaching speaking is how the teacher is able to handle every problem. Research and provide creative ways so that foreign language learning can be well received. Teaching speaking must also be able to understand the psychology of students so that the teacher can give correct direction in improving their speaking as they are courageous in word processing, active speaking, and not passive in class.

E. Previous Study

Some studies dealing with teaching speaking have been conducted by some researchers. The first by Ma'arif (2015) entitled Teaching And Learning To Speak At Anwarul Haromain Baluharjo Islamic Boarding School Durenan Trenggalek". The research design in this research is descriptive qualitative. The findings show that some students are very enthusiastic who need to participate in activities to support speaking exercises. As a result, the lodge has a great way to encourage student motivation to practice talking with friends, giving them more experience and more knowledge. Research subjects

gave prizes to students of Islamic boarding schools who had participated in all activities.

The previous study is difference from the present study in terms of : a) the object, b) focuses. The design of the previous study was improving students' speaking skills with the best possible activities as one of vocabulary mastery. Meanwhile, the design of the present study is practice to improving students' speaking proficiency. On the different other is the object. The object of the previous study was all of santri. Meanwhile, the object of the present study is students class 1 of *Kuliyatul Mu'allimin wal mu'alimat al Islamiyyah* or can be called class 1 junior high school for the level of public schools.

The second Previous research was conducted by Nurmawati from the Department of English Education in 2018. The title of this research is "The Implementation Of Daily Conversation Method (DCM) To Improve Students 'Speaking Ability At Ma'had Al Jami'ah Uin Raden Intan Lampung ". The researcher observes several theories and reads a number of books as references and information relevant to the topics discussed. The author conducts research in ma'had al jami'ah uin raden diamond lampung. The result shows that the process of teaching and learning in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung had been conducted, in which the tutor created an innovation in teaching based on her style. Daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung was quite effective to improve students' speaking ability. There were deliberations as tutor who guides students to use English

as their communication, module as guidance for musyrifah also students for teching learning process.

The previous study is difference from the present study in terms : a) strategy, b) object, c). The strategy on the previous research was a daily conversation strategy only. Meanwhile, the strategy of the present study is activities support to practice speaking. The object of the previous study was at the University. Meanwhile, the object of the present study is students class 1 of *Kuliyatul Mu'allimin wal mu'alimat al Islamiyyah* or can be called class 1 junior high school for the level of public schools.