

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents related Theoretical Foundations that are relevant to the problem. These review are expected to serve important background information to support the study and the discussion of findings. It contains of teaching strategies, speaking skill and English course.

#### **A. Teaching Strategies**

According to Brown (2000:113) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Meanwhile according to Richards & Renandya (2002: 121) strategies are tools for self-directed involvement necessary for developing communicative ability. Then Bjorklund (2004: 347) stated that strategy is a goal-directed and deliberately operated mental operations used to facilitate task performance. In the otehr hand, according to Dole (2009: 4) strategy is a routine procedure in accomplishing a goal. Meanwhile according to Freeman (1999: 36) teaching is a process definitely not statics, it involves constant shifts, negotiations, actions, and responses to a myriad variables.

Then, Aldriani (2013) states that teaching strategies are used by teachers to facilitate understanding of knowledge and to make content more accessible to the students. These are included the techniques, an approach(method), media and activities that teachers uses to make students

easily understand and learn the topics. teaching strategies are the specific method used by the teacher to solve a problem or task when he/she is teaching. Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010).

Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on. According to Pask (1998: 84) teaching strategies are paths on the map marked to indicate specific conceptual events like examining, trying to teach about, teach about a topic (shared concept), or understanding a topic, in the related context which may be constructed, reconstructed, or recalled.

Brown also stated that there are two classification of teaching strategies, they are *cognitive strategies* and *sbocioaffective strategies*.

(a) Cognitive Strategies

Cognitive strategies are one type of strategy that teacher use in order to designed and ensure an active and creative teaching environment. By cognitive strategies teacher hoped he/she can help students in seek clarification, verification and meaning, asks questions, make inferences and use deduction. Teacher who employed cognitive strategy will see the target language as a system amenable to

make the students understand through analysis and reasoning. Teacher can stimulate the students to use their memories, practice and evaluate in order to achieve accuracy. This strategies include repetition, organising new language, summarizing meaning, guessing meaning from context, using imagery for memorisation. Teacher might created an activities in cognitive strategies such as making mind maps, vidualisation, association, mnemonics, using clues, underline key words, scanning and monitoring. For example teacher might use repetition to recall students memory about the last lesson.

There are several types of cognitive strategies, they are :

- Deduction : consciously applying rules to produce or understand the second or foreign language.
- Recombination : constructing a meaningful sentences or larger language sequence by combining known elements in a new way.
- Imagery : relating new information to visual concepts in memory via familiar, easily retrievable vizualisations, phrases, or locations.
- Auditory representation : retention of the sound or a similiar sound for a word, phrase, or longer language sequence.
- Keyword : remembering a new word in the second language by identifying a familiar word in the first language that sounds like the new word, and generating easily recalled images of some relationship between the new word and the familiar word.

- Contextualization : placing a word or phrase in a meaningful language sequence.
- Elaboration : relating new information to other concept in memory.
- Transfer : using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
- Inferencing : using available information to guess meanings of new items, predict outcomes, or fill in missing information.

(b) Socioaffective Strategies

Socioaffective strategies deals with the interactions with the others (Brown, 2000). This strategies which are non academic in nature and involve stimulating the students by establishing a level of empathy between the teacher and the students. It is supported by considering factors such as emotions and attitudes (Oxford, 1990). Teachers have to promote high touch approach in order to be closer to their students in the academic aspect to get the good result of teaching learning process. For example, teacher might created group discussion for the students in the class. This might help the students to solve the task or problem and discuss with their group.

There are some kinds of socioaffective strategies :

- Cooperation : teacher may design the class environment by asking the students working with one or more peers to obtain feedback, pool information, or model a language activity.

- Question for clarification : teacher might asking the students for repetition, paraphrasing, explanation, and examples.

In other hand Richards & Renandya (2002: 121) states that there are four classification of strategies, they are :

(a) Cognitive strategies

According to Dole (2009: 4) cognitive strategies are mental routines or procedures for accomplishing cognitive goals like problem solving, studying for test, and undestanding text being read. Meanwhile according to Weinstein and Mayers in Dole (2009: 37) cognitive strategy refered to procedure tachers use to assist students in comprehension. This strategy involves identification, retention, and retrieval of languages elements. For example : teacher presenting material in a certain way then students may use their memory-enhancing to remember new words, teacher help students in understanding the specific text or material they are reading.

(b) Metacognitive strategies

Metacognitive strategies are specific set of strategy which particularly relevant to comprehension (Braker and Brown in Dole, 2009 :7). This strategy deals with the planning, monitoring, and evaluation of language teaching activities. For example : teacher make a plan for monitoring students progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum.

## (c) Affective strategies

Affective strategies are those that serve to regulate emotions, attitudes, and motivations. For example : teacher may stimulate the students to develop a positive attitude toward reading materials and motivating them in studying.

## (d) Social strategies

These strategies refer to the actions which take to interact with other who use the target language. For example : teacher may use the target language or codeswitching in communicating with the students in teaching speaking. Teacher may deliberately seek out opportunities to ask the students interact or communicate with native speakers using the target language.

Meanwhile according to Oxford (in Benson 2001:81) the generale strategies can be classifies into *direct and indirect strategies* :

**1. Direct Strategies**

Direct strategies are strategies that directly involves mental processing of the target language. This strategy directly refered to the teacher which effective to determine information or build up students skill step by step. This strategy was deductive with a few methods such as speech, deduction, explicit instruction, practice and training, also demonstration.

These strategies consist of *memory, cognitive and compensative strategies*.

(a) Memory strategies

By employing this strategy, teacher will enable to help students in creating mental linkages, applying images and sounds, reviewing well, and employing the right actions related to the use of memory.

Based on the components of working memory, memory has an important role in teaching learning process. Teacher who employed memory strategies will help the students to link one language items or concept with another, but do not involve deep understanding. Memory strategies will help the students to learn and retrieve information in an orderly string, while other technique will create and retrieval via sounds, images, combination of sound and image, body movement , mechanical means, or location.

So, it can conclude that memory strategy is a way or specific method which teacher use to help students to memorize the lesson that will help students to store and retrieve information by the teacher or by the teaching learning process.

(b) Cognitive strategies

Cognitive strategies are strategy with mental steps or operations that used to process both linguistic and sociolinguistic content. This strategy cover some activities such as practicing, receiving and sending messages, analyzing and reasoning, and

creating structure for input and output. For example teacher employed outlining and summarizing technique to know what has been learned by students. This make the students easier and faster in understanding the text material that being read.

(c) Compensative strategies

Are a strategy which is needed to overcome any gaps in knowledge of the language. Teacher who use compensative strategy may ask the students to guess the language by using linguistic clues and other clues or switching into mother tongue.

## **2. Indirect Strategies**

Are strategies which support teaching-learning process by focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy. This strategy also well known as inquiry, inductive, problem solving and innovation. This strategy commonly take the students as the center or main domain. The teacher role move from a speaker to a facilitator, supporter and also resource person. Teacher manage and design teaching environment, give an opportunity to the students to take part in the most activity and enable to give them feedback.

(a) Metacognitive strategies

Described as taxonomi of the operation involve in the self-management of teaching learning. Metacognitive

strategies are employed for managing the teaching-learning process. According to Wilson and Bai (2010:271) metacognitive includes knowledge about the learner and the factor might impact performance, knowledge about the strategies and the knowledge about when and why use the strategies. The regulation in metacognitive strategy is the monitoring of cognition includes planning, awareness and evaluation. Teacher may use this strategy to manage students cognitive ability so that the goal can be achieved. Teacher has role to help and lead the students to face difficulties and find the right concept to solve the task or problem solving in teaching learning environment. Teacher as a determiner how will the teaching process will be done and give direction to them how they should follow the teaching learning process. For example : teacher determine the material used, which from the internet or textbook from library. Then designed the time allocation, the last teacher monitoring and evaluating students outcome.

(b) Affective strategies

Represent actions taken to self. It also taken actions by learners to assume greater control over content and psychological aspects of language learning. It is clear that affective strategies are enable to control the learners feeling

and attitude related to language learning. There are three main points in this strategy, they are lowering anxiety, encouraging self and taking emotional temperature.

(c) Social strategies

Social strategies will help the learners to work with others and understand the target culture as well as the language. Social strategies were significantly associated with foreign language proficiency. For example teacher asking question for verification, asking for clarification of a confusing point, helping students in doing language task, asking students to talk with native speaker, and exploring social and cultural norms.

## **B. Speaking Skill**

### **(a) Nature of Speaking**

Speaking is a basic skill to tell and share ideas in doing communication each other. Harmer (1996: 14) defines speaking as a means of communication which the speaker must convey what he/she saying effectively. Gani, et al. (2015: 19) states speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals or even to oneself. Meanwhile according to Brown (2004: 140) speaking is a process of constructing meaning which involves producing, receiving and processing information in such attractive way. Faidah (2016:1) define speaking as a direct language

performance which happen in real time. Speaking is a two-way, active, creative, cooperative, communicative and interactive process of building and sharing meaning between speaker and listener. If the listener understand what speaker says he/she can respond the speaker.

Moreover, Nurhayati (2016: 59) explain the importance of speaking skill in learning foreign language, especially English, demands the teacher or lecturer to be a creative person in order to help his students in learning speaking in English. Unfortunately, up to now what happen in the class is quite different where the teacher is still dominant in the class and gives little chance to the students to speak up. In all of life activities of course, speaking is needed. Although written language communication can be used in daily life, but speaking has more capacity of the use in daily life for example, to call or greet. It also makes easier for the user to conduct communication. In speaking activities the students usually get some problems that make them difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy or lack of vocabulary.

Speaking is a complex skill that need understanding and mastering the components of language proficiency, such as pronunciation, structure, and vocabulary. As Richard and Renandya(2002: 204) stated that oral communication can be effective if they have ability to use the language appropriately in interactions.

Speaking can be said as complex skill because it includes many aspects such as grammar, pronunciation, fluency and vocabulary. Then, Syafrizal (2017: 67) defines speaking is things to say, express thought aloud, and use voice to talk. So that, teacher need appropriate strategies in encouraging the students to speak communicatively in the classroom. The strategies for teaching speaking should appropriate in order to attain the expected outcomes.

By the definition above, researcher can interfere that speaking skill is an ability to communicate each other by produce utterance which can understand both by the speaker and listener as a means in express thought, ideas, feeling and opinion by using appropriate context.

### **(b) Types of Speaking Performance**

According to Brown there are five categories of speaking skill area, they are:

#### (1) Imitative

This includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. Pronunciation is the important thing to be taught here. The teachers might use drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

## (2) Intensive

This category involve the students' speaking performance such as practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner, reading information from chart, etc.

## (3) Responsive

Responsive performance includes interaction and test comprehension but at the limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

## (4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example, conversation which is done in pair work.

### (5) Interpersonal (dialogue)

It is carried out more level for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games

### **(c) Strategies in Teaching Speaking performance**

According to David Nunan, there are five principles in teaching speaking :

- 1) Be aware of difference between second language and foreign language in learning context
- 2) Give students chance to practice with both fluency and accuracy
- 3) Provide students chance to practice with both fluency and accuracy
- 4) Plan speaking task that involve negotiation for meaning
- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

As we know speaking have a big role in teaching-learning language. Language have a complex system which each system is different and requires reorganization of student thinking with lots of exposure, so it needs tremendous amount of practice to be more

successful in teaching-learning language. In fact, there are still many students inactive when practice speaking in the class. Many factor influence this, such as students lack of grammar knowledge, unconfidents, to shy to talk with their firends and another negative factors.

The students need a long process to be success in speaking. Here the teacher have a role to help the students develop the ability to produce word correctly using the correct grammar, the right sentences which appropriate with the context. For helping the students, the teacher need some kinds of strategies which suitable with students need. As we know there are different kinds of students in a class. the teacher should used the most suitable once which match them. As Reiser and Dick (1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cummings, et al. (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is become teachers' responsibility to make the students speak fluently in teaching-learning English by employing suitable teaching strategies.

According to Maulidar, et al. (2019: 82) teaching strategies are various methods or ways that are implemented by the teacher in teaching-learning process. Teaching strategies will determine the

teacher success in achieving teaching goals. As stated by William and Burdenin in Maulidar, et al (2019) strategies used by the teachers are the factor of success or failure in language teaching learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. Richards and Renandya (2005) states that since a goal of language teaching is to provide learners with communicative competence, classroom activities that develop learners' ability to express themselves through speech, therefore it is an important component of a language course, and teachers who design and administer such activities which can salient to the students.

There are many kinds of strategies that employed by the teacher, such as:

### **(1) Giving Motivation**

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many different ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior. Dealing with student's learning motivation in the classroom is a need and vital to the whole successful development and achievement of teaching learning process. Motivation is argued as an integral toward the learning process. Motivation is a mental state that encourages people actions and activities. To be motivated is considered as the changing to be the good attitude in doing

something. To achieve the goals, the students' motivation is one of the vital matters until higher education especially bringing the worth of academic performance in their professional life.

## **(2) Direct Learning Strategies**

Direct learning is generally designed specifically to develop student learning activities related to aspects of procedural knowledge (knowledge of how to do something) and declarative knowledge (knowledge of something that can be in the form of facts, concepts, principles or generalizations) that is well structured and can be learned step by step. The main focus of this learning is training that can be applied from the real state of the simple to the more complex.

Direct teaching is teacher-centered, and must ensure the involvement of students. In this case, the teacher delivers academic content / material in a structured format, translates students' activities, and tests students' skills through exercises under the guidance and direction of the teacher. So the environment must be created that is oriented to the tasks - tasks that are given by students.

### **(3) Drilling**

Drills used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

### **(4) Role Play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." Role Play activities are those where students are asked to imagine that they are in different situation and act. For example students role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group.

## **(5) Outdoor Activities**

According to Rahmawati (2012) outdoor activities are activities can be done by people to loose the students boredom. By doing activitie sthe students can get more motivation to learn something. The students can do many activities such as running, jumping, climbing and other funny actiivties which can motivate them in taching learning so that they can easily understanding the information related to the material.

The students can do both study and playing in outdoor. Outdoor learning can motivate people of all ages to think about and take action at local, national and global levels to live harmoniously and deal effectively with the impact we have on our environments. An appreciation of the natural world and society largely depends on direct personal, aesthetic and spiritual experiences outdoors and in the real world. Outdoor learning can provide a range of opportunities for children and young people to develop skills for learning, life and work. Stepping out of the classroom gives access to a range of real-world learning experiences that allow learners to understand the relevance of their existing skills and enable them to understand areas for develop.

The outdoor environment opens up opportunities for practitioners and learners to work in new ways. For example, the greater space available outside, the availability of new and natural materials, the freedom to make mess and noise all mean that some of the barriers that might have constrained the structure of learning activities inside are removed. As an example, practical challenges outside that require learners to solve problems can provide opportunities to develop thinking skills by providing a context that requires learners to analyze the issues, understand the problem, create potential solutions and evaluate those which may be successful before applying them to solve a particular challenge.

Based on the finding of the study done by Rahmawati (2012) outdoor activities were effective to help the students increase their motivation in teaching learning English because they become more active and more confident to speak, they become creative because interested in doing activities outdoor.

Meanwhile, according to (Maulidar, 2019), (Anjaniputra, 2013), (Syafrizal, 2017) there are various strategies can be practice by teacher in order to create communicative teaching speaking, they are:

### **1 Role Play**

According to Nunan (2003) role play is an excellent activity for speaking which relatively safe the environment of the classroom keep salient and alive. Roleplays can be used to encourage students fluency or to train them for specific situations. When the students doing role play they need to know exactly what the situations is, and they need to be given enough information about the background. It will help them to find the word to speak properly.

By this strategy, teacher will give the students a case as if they were in a real world, such as conversation in a meeting, interview, in the hotel and son. Students are expected to be creative as much as possible. Then they will play the role in pair or group.

### **2 Drilling**

Drilling is a way of standardizing pronunciation of a language item and developing fluidity (the ability to introduce language quickly and easily (Houston, 2013). Harmer (2007) also points that drilling is mechanical ways in getting students to

demonstrate and practice their ability to use specific language item in a controlled manner. Furthermore, Budden(2013) in Maulidar, et al. (2019, 85) states that a drill is a classroom technique used to practice new language. It involves teachers in modeling a word or a sentence and learners in repeating it.

According to Zaroh and Laksmi (2013: 2) drilling is the way of teaching by simply involves the teacher saying a word then getting the class to repeat it. Drilling strategy is a basic and fundamental way of teaching speaking. This strategy were designed to familiarized students with the sounds and structural pattern of target language. Students were learn to speak by practicing grammatical structure and then using it in conversation. The main aim of drilling is to help students achieve better pronunciation of language items and make some new word remember easily by the students. But by using this process the students will depend on the teacher.

### **3 Games**

According to Amrullah (2015: 14) games are an emicable way for an educator to present material and assess material learned. As we know many people in this era who believe that teaching learning by playing is considered as effective way to reduce students boredom, strict and monotonous study in the

classroom. By using games in teaching learning process, the students are expected to enjoy without forgetting the main aim of the lesson.

The teacher uses games to make the learners use all of their senses, sight, sound, touch, even taste and smell and learners learn in many different ways (Nurhayati, 2015: 217). By practicing all the language they learned could help the students mastering the knowledge in easy way.

#### **4 Describing Picture**

According to (Raimes, 1983) in Maulidar, et al. (2019) “a picture is worth a thousand words, there are four reasons why pictures are good to be used in teaching. First, pictures provide shared experience for students in a classroom. Second, they provide common grammatical aspects students can use and practice in the classroom. Third, pictures may result in the task variations in speaking. Fourth, they are also interesting for learners”.

Pictures are good visual means in teaching learning process. Picture can help the teacher to make the students interest and enjoy in learning speaking class. he/she also stated that picture can provide a real situation. By using picture, the students can imagine how to be the real situation according the pictures.

## 5 Group Discussion

Group discussion will be effective if the students learnt both by teacher instruction and interaction with their friends (Maulidar, 2019). Discussion is a tool for developing students reasoning skill because it will bring the students to their though in critical thinking. When students have discussion with their friends in a group they will feel comfort. The group will give opportunities to speak in front of each other then receive feedback from teachers and peers.

According to Ozer (2005) discussion is an excellent forum for learning to think like a specialist by giving students a chance to practice analyzing the world through the lens of a particular field. There are some advantages of using discussion group for students' learning. First, it can increase students' comfort with the specialized language and methods of a field. Second, it develops critical thinking. Third, it also helps students to develop problem-solving skills.

### C. English Course

According to KBBI *a course* is an institution outside the school which teach a lesson, skill or knowledge in a short time. English course here refer to a program which exist in one of vocational school in Pogalan Trenggalek, that is SMKN 1 Pogalan. SMKN 1 Pogalan is

the most favourite vocational high school in Trenggalek, which located in Pogalan district. English course in SMKN 1 Pogalan belong to one of two extracurricular which must follow by all students. This English course held every Saturday morning before or after scouts extracurricular.

English Course in SMKN 1 Pogalan was built by Mr.Kumoloretno in the early year 2012 to support RSBI(Rintisan Sekolah Berstandar International) program from goverment. This named as "Beta English Course". At first era when this program was built, Mr.Kumolo hopes that this will prop English environment in the school area. At least try to build up students motivation in speaking and learning English, because in RSBI program teacher use English in teaching learning process. Then when RSBI program was removed, the effort in teaching learning English still continuing up to now.

#### **D. Previous Studies**

Previous study is useful for the researcher as the reference in their research. It is used to show the differences between the previous research with the current research in order to avoid plagiarism. There are several studies have been conducted by some researcher and educator in the same field. Here, the researcher will review the studies in advanced.

First, the study written by Anjaniputra (2013). This study was qualitative study, with the title “Teacher Strategies in Teaching Speaking to Students at Secondary Level”. This study was aimed to portraying teachers strategies in teaching speaking and how students responds. Subject of the study were English teacher and 22 students, the data collected by doing observation, interview and questionnaire. The finding revealed that the teacher used cooperative strategy, role play, creative tasks and drilling. Therefore, students’ response towards the strategies resulted in positive attitude as reflect by their responded if the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

The second study is written by Widyaningsih and Robiasih (2018) under the title “Teacher’s Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta”. It can be seen obviously from the title, this study was aimed to find out and describe the application of teacher strategies in teaching speaking. This study was done by qualitative case study. The writer use observation and voice recording to collect the data from XI IPA, XII IPA, and XI BAHASA classes. The finding describe that there are six strategies used by the teacher, they are (a) setting clear lessons goals, (b) Showing and telling, (c) questioning to check understanding, (d) plenty of practices, (e) providing a feedback, (f) being flexible.

The third is the study with title “Teacher Strategies in Teaching Speaking for Cadets”. This study was written by Maulidar, et al. (2019). The aim of this study was to find out the strategies used by the teacher in teaching speaking and the problem faced. The subject of this study was BP2IP Malahayati Aceh. The data was collected by classroom observation, interview and questionnaire. The finding showed that there are five strategies used by the teacher in teaching speaking, they are : role play, interview, questionnaire, describing picture and group discussion.

The fourth study is the study entitle “ Pragmatic Approach in Teaching Maharah Kalam at Pondok Modern Darul Hikmah Tulungagung” written by Nurhayati (2018). The aim of this study was to describe pragmatic approach in teaching speaking at Pondok Modern Darul Hikmah Tulungagung. The data were collected Through participation-observation, interview and test. The result showed that the pragmatic approach in teaching speaking at Pondok Modern Darul Hikmah Tulungagung were implemented through three programs, namely dialogue (al-hiwar), pattern practice (tathbiq al-namudzaj), and oral practice (tarkib al-syafawi).

These previous studies above have similarity with this reseach in the topic which conducted, that is teachers’ strategies in teaching speaking. But the previous studies and this research also has

differences. The first differences between the third with this study is the level class, the first study was conducted in secondary level, the second was senior high school, third in the non-formal class and for this study researcher conducted study in vocational level. The next differences are the way how to collect data, the first and third previous studies were collect data by using observation, interview and questionnaire. In the other hand, this study employed observation, interview and documentation to collect the data.