CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing some theories that are relevant to the topic of study. The chapter discusses the theories about component of English conversation, and English conversation for secondary school

A. Types of English Conversation

According to Brennan (2010:1) Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms *dialogue* and *conversation* are often used interchangeably). Face-to-face conversation is universal engaged in by all human cultures, and providing an interactive context in which children learn their native languages. Heritage (2001:2744), stated" Conversations are social creations. They are produced one step at a time as people carry out certain joint activities. A joint activity is one in which two or more people have to coordinate with each other to succeed.

In English First (2014), there are several classifications of conversation:

1. Structural Conversation

Grammar specification refers to as structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future. In addition, the use of English structure associated with the use of the form

noun, pronoun, Articles, and various forms of the word adjective, verbs, and adverbs. Thus, type of conversation is prioritizing grammar.

2. Functional Conversation

Functional conversation is a conversation lessons are intended to establish a person's ability in language functioning according to the place and its existence. In everyday conversations (daily conversation) are often confronted with something that objective. For this conversation used when a formal conversation. Include into the daily conversations that is Greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and giving permission, praising and congratulation, like and dislikeexpression, apology, commands and requests certainty, expressing capability,and offering something.

3. Situational Conversation

Is a conversation lesson aim to establish the ability of students toidentify specific functions in communication based on a formal situation? John: Waiter, give me two coffees, please!The phrase 2 coffees - it is just one example of how the use of specialfunctions in communication based on the situation. In the restaurant, alreadyusual we say 2 coffees grammar although it is wrong, because the 'coffee' isusually regarded as uncountable noun.

B. English Conversation for Secondary School

1. English as Foreign Language

When teaching a language, it is very essential that teachers know the use of the language itself in a particular area in which the language is used

whether as a second or foreign language so that they can adjust the kinds of appropriate teaching methods based on these backgrounds. Teaching English in Indonesia is categorized as teaching the English as a foreign language which refers to the learning of English in a country where English is not the native language and the students are learning English mostly at high school, university or a language school in their own country. In contrast, teaching English as second language means that the learning of English done by immigrants moving to a country in which English is the native language (Paul 2003: 1-2).

For example, an Indonesian child who has moved to America with his family is an ESL learner in his English class. In ESL, learners commonly have more opportunities to use English naturally outside class rather than in EFL, such as when playing with friends, shopping, chatting, discussing, or when living their lives in the English speaking countries. Learners may also have more exposure to English which has very significant effect in fostering their abilities when performing the language, such as when watching TV, listening to radio or just hearing conversations happening around them. In general, when ESL learners have moved to a particular English speaking country and see that many people there speak English whenever and wherever they are, they start to be deeply aware of the importance of English and feel it is natural and extremely necessary to learn it. Yet, EFL learners, on the other hand, seldom feel whether English is either natural or necessary to learn since they tend not to have more opportunities to use English and in many cases,

they have lack of exposure to English because English is not the native language in their country and many times they find it difficult to get exposure to English after the English class dismisses.

2. **Teaching at Junior and Senior High School**

Education is an important aspect of life (Nurhayati: 2019:1). Education related with teaching and learning.Teaching English to teenagers can be fun, but can also be annoying. It depends on how the teacher views and manages the students regarding with their activities in classroom. That's why English teachers need to know and consider the characteristics of their students. English as a subject matter is managed for developing the four skills such as listening, speaking, reading and writing, so the students are hoped to be able to communicate using English in certain levels. Junior high school students who are in year between eleven up to fourteen or often called teenagers are characterized as adolescent students.

Harmer (2001: 38- 39) states that there are at least five characteristics of adolescent learners. First, they seem to be less lively and humorous than adults. Second, Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher. Third, they would be much happier if such problem did not exist. Fourth, they are likely to be disruptive in class. The last but not the least, they have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them. Yet, the students

cannot learn as much as they can if the teacher is unable to provide engaging and meaningful learning experience for them.

If they are engaged since at the beginning until the end of the lesson, they will have a great capacity to learn, a great potential for creativity and a passionate commitment to things which make them interested. Thus, the cooperation between the teacher and the students is really needed in teaching learning process in order to make it successful. One of the teacher's jobs is to provoke the adolescent students in their intellectual activity and creativity so that they are able to express their ideas, thoughts, and feeling freely. Remembering that adolescent students are still in period of change, new experiences, instability, learning many things and often making disruptive behavior life school, the teacher is required to be more creative and skilful in managing the classroom as well as the learning experience.

In this case they need something special in their education. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable, engaging and supportive atmosphere because they learn new experiences, new roles, and this range of age is one of the most challenging times in life. So they are able to resolve their problems themselves together with the teacher's guidance. After all, they still need the guidance in living their lives until they can stand on their own.

C. English Foreign Language at Islamic Boarding School

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. In this global era,

many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language, English is also being taught in Indonesia both in religious or non-religious institution. Nowadays, in facing global competition students required to have high proficiency of international language. It can be prepared through educational institutions including Islamic boarding school or called as "*pesantren*" .

Pesantren is Islamic education institution that demonstrates indigenous cultural of Indonesia cultural education. *Pesantren* has been established and developed since long time ago in all over Indonesia (Miftahusaiyan :2002). According to Dhofier (2011) .*Pesantren* in Indonesia can be classified into three categorized. First, *Salafiah* (traditional). Second, *Khalafiyah* (modern). Third, mixed *salafiyah-khalafiyah.*

As institution of education, Islamic boarding school also has a program of learning English as the way of communication in daily conversation one of them is Daily Conversation. It's a method of language learning education in *pesantren* that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking.

According to Gert and Hans (2008: 207), speaking is utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Speaking is one way to communicate which ideas and though a message orally. To enable students

to communicate, we need to apply the language in real communication. Brown and Yule (1994: 14) argue that speaking 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.

Ricard (1990) define that the typical learner problems in speaking are: students' cannot sustain spoken interaction beyond segments, frequent communication breakdown, lack of vocabulary needed to talk about common utterances, lack of communication, and cannot participate actively in conversation. Those problems faced by learners and make them unconfident in practicing foreign language and impede their speaking skill improvement. They need habitual of speaking practice to be familiar with foreign language. In learning foreign language, the mastery of speaking skill is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their foreign language on the basic of how well they feel they have improved in their spoken language proficiency.

Because of the importance of international language, modern *pesantren* takes a role on educating language to students especially English and Arabic. Learning English is a students' preparation to be able compete internationally and learning Arabic is a must to understand Islamic knowledge as many Islamic studies refer to Arabic language, such Al Qur'an, Hadits, and so on.

Nurjaman (2013). In his study, Nurjaman (2013) also investigated English learning system at a modern Islamic boarding school known as Al-Aqsha. From

the study, it is known that Al-Aqsha also concentrates on vocabulary enrichment and practice. This finding is thus similar to the vocabulary practice generated by *Al Mawaddah 2*. Dealing with the selection of materials, *Al Mawaddah 2* uses and adapts English materials that can be used in the target situation, that is, conversation and learning activities at the Islamic boarding school environment.

Islamic Boarding school has their own programs in EFL learning. Rohim (2020) also revealed that speech activity is performed at Nurul Jadid Islamic boarding school. Comparable to *Al Mawaddah 2* and *Al-Aqsha*, speech activity at NurulJadid is conducted once a week. All these findings provided evidence that English is learned intensively at Islamic boarding schools. It seems that Islamic boarding schools generally have the same belief that English is vital for students both for learning and communicating.

Furthermore, the outcome of English conversation program, the case of *Al Mawaddah 2* is comparable to *Al-Aqsha* (Nurjaman, 2013). *Al Mawaddah 2* and *Al-Aqshaare* able to represent their boarding schools in English competitions such as debate, speech, and storytelling, and they successfully became the winner. They have proven that studying at Islamic boarding schools makes them more competitive. All these findings are clear evidences that intensive English program is effective in getting the students to communicate in English either in informal or formal situations.