CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving brief discussion on what is related to the focuses of this study.

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 use 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 dislike expression, apology, commands and requests certainty, expressing capability, and offering something.

3. Situational Conversation

   Is a conversation lesson aim to establish the ability of students to identify 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 special functions in communication based on the situation. In the restaurant, already usual we say 2 coffees grammar although it is wrong, because the 'coffee' is usually 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

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 Conversation (Speaking) at Islamic Boarding School

1. EFL 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.*

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.

2. Daily Conversation

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.

D. Communicative Competence

Communicative competence is a language skill including: knowledge about how the language used to convey the different function and purpose, knowledge about how to vary the language based on its setting, formal and informal, knowledge about how to create and understand many kinds of text, knowledge about the communication strategy with people from different countries, etc.

Chomsky (1965) made a distinction between 'grammatical competence' and 'performance.' The former is the linguistic knowledge of the idealized native

speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitutes their language, and the latter is the actual use of language in concrete situations.

So the purpose of language learning is to promote the students make the variuos language based on the situation and condition where the language is used. The language used in real life such as the student live in the environment where the target language commonly used. They will learn how to interprete and understand the language heard from the speaker, then respond it with the most appropriate response.

Canale dan Swain (1980) said Communicative competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse.

From the statement above, it is clear when someone has learned the language he should have the knowledge of language structure and be able to use that language to communicate with others based on the language context. That is why the process of language learning should cover the following process, such as: the process of living up the target language environment where the language mostly spoken, the process of interacting between students in the target language, and the process of communication between the students and the language user in real

language interaction. Those process will lead the students to the language competence better.

E. **Definition of Speaking**

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. Marry Ann (1996) cited in burns that It can also defined as an interactive process of making meaning that includes producing, receiving, and processing information. Meanwhile Lwin states, that " speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence". Speaking ability can be called by verbal intelligence.

Of course, the students need interaction with others (teachers, friends) to communicate. Martin Bygate in Lwin's book 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. Despite the fact that it is taken for granted, speaking is very important in people's everyday life. In addition, Bygate (1987) states that speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be good

speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Furthermore, speaking is the term that the researcher uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process.

People do communication for some reason. Harmer 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 forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2)" They have some communicative purpose". Speakers say things because they want something 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 rude 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 he 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 posses) the language they think is

appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communication purpose.

When the students 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. 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.

F. **Types of Speaking**

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work. There are some types of speaking performance which can be used in the classroom activities:

a. Imitation

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

b. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom. For example:

T: How's it going?

S: Pretty good!

c. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

d. Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation. For example:

T: *What is the main idea in this essay?*

S: *The USA should have more power.*

T: *What do you mean?*

S: *Well, for example the USA should have the power to destroy the others countries.*

e. Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert "agenda" (Brown, 2007). For example:

Carol : *Hi, Tom, How's it going?*

Tom : *Oh, not bad.*

Carol : *Not a great weekend, huh?*

Tom : *Well, I'm really miffed about last week.*

f. Extensive

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When students read a book, story and magazine aloud, it can help student more. When students practice, their fluency would be better too .

G. Definition of Speaking Ability

To enable students to communicate, we 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 statements in order to recognize their intentions. Speaking ability of the students 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. Speaking is the first mode in which children acquire language, it is part of the daily involvement of

most people with langu   age activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subjects (e.g, expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, 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 (including the segmental features, vowel and consonants; and the stress and intonation).

2. Grammar

3. Vocabulary

4. Fluency (the ease and speed of the flow of speech)

5. Comprehension18

So it can be 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.

H. Speaking English 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*" .

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I. Previous Study

For the other research at Al-Aqobah islamic boarding school Jombang. Khalimatuz Zahro (2019). In this pesantren studying the yellow book (kitab kuning) used Javanese language to interpret. Because of the characteristics in the boarding school, also aims that the students learn and accustomed to using Javanese language. In addition there are also language programs that include Java Night, Arabic Night, and English Night which are held every Sunday, Monday, Tuesday and Wednesday. Java Night is a learning activity in Javanese language that is used when speaking with older people or respected people. Arabic night is an Arabic vocabulary learning activity on how to pronounce and memorize. And English night is almost the same as Arabic night, which is learning English vocabulary and how to pronounce and memorize. But, in this pesantren does not apply English preformance everyday so that the ability of students in speaking English is not too good, in this pesantren emphasize in using Javanese language to make the outcome can respect with the old people with good language.