

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter presents some review of literatures that are related to the study. The review of related literature covers the theory of speaking, theory of extracurricular and teaching English at junior high school.

A. Definition of Speaking

Speaking is a speech production that becomes a part of our daily activities (Thornburry, 2005:8). Speaking is used to express their ideas and to communicate to people in civilized world. Speaking ability serves students to be able to communicate their opinion, feeling and expression with no limitation of different native language, culture and country. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Speaking is one of the four skill that need to be mastered by everyone, because by speaking, someone is able to convey the meaning, express feeling, give opinion, etc. Cameron (2001: 40) said that speaking is about making people understand about speaker's feeling and ideas by doing an act of communication using language. So, the people will produce utterances to deliver their meanings, feelings, ideas and desires.

Many experts define speaking in different ways, for instance, speaking involves at least two people, a speaker and listener (Lindsey

and Knight as cited in Nurhayati, 2016: 60). In the speaking you can not revise and edit what wish you to say, it different when you are writing (Nunan, 2003: 48). It happen in real time, means that you have to communicate with someone or communicate in a group while the other are waiting for you to speak. It is necessary to have speaking skill. Because it is needed for the effectiveness of communication (Boonkit, 2009: 1305). Speaking seems to be the most important skill required for communication (Zaremba as cited in Boonkit, 2009: 1306). The effective of communication means both speaker and listener have benefits through conversation.

Jill said that there are five fundamental components that have a main role in the teaching speaking skill. (Jill, 2008: 15). Those are:

1. Vocabulary

Vocabulary is the basic source that have to master by the students in the subject of language teaching. It like the essential material in the building. The vocabulary that have to mastered by them was in the effective word that have a direct relation with their life. It is necessary for the students of language teaching to buy and have some dictionary to improve their vocabulary in their memory. The more vocabulary they have, the more easier the production of language that they can produce. Therefore, the input of vocabularies can improved by the process of learning like reading, listening, and writing. Jill also said that in dialogues and reading passages presented the vocabularies where the new words appear with it's context and phrase with others. (2008: 53).

Vocabulary is a basic element in language. Vocabulary is single word, set phrases, variable phrases, phrasal verbs, and idioms (Keith, 2004: 2). Vocabulary is a group of words that a person or group of people knows how to use in communication. It is important in speaking activities because without vocabulary nothing conveyed. Without having anadequate vocabulary, we cannot communicate effectively or express the ideas in oral language. Knowing many vocabularies will be easier for us to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary should used in everyday conversation in order to understand the spoken discourse.

1. Pronunciation

Pronunciation here refers to the standard of correctness and regional differences. The mastery of the pronunciation will give the students more understanding when they hear the voice of others. (Jill, 2008: 66). This ability was built in the three areas that are sounds that uttered by other, the stress that they give in, and the intonation. To makes students' speaking ability much better, especially in pronouncing word, there are sets of quality to be rated.

2. Comprehension

Even though their speaking can be understood and comprehended by their opponent of speaking consequently; they will confused just because of their errors of using their language pattern.

3. Grammar

Grammar is very important for the students. They used grammar in arranging sentences to be spoken. Meanwhile, grammar is also used in written form, because it also talks about the system and the patterns of sentence. That is way it is useful for the students to learn grammar in order to help them to speak well. Grammar is the essential components of language teaching to make students understand the content of the message that delivered. Grammar also used to make a correct statement in the conversation and sentences. Jill said, that grammar is the description of the language system that show the order words in the sentence. It also combine the change of the form of words that influence the meaning.

4. Fluency

The definition of the fluency of language is the ability of the speaker to communicate a message accurately. In other term, it can be defined as the ability to state something without any stopping and hesitating (Riddle as cited in Irianti, 2011: 9). It will help the learner to make a respond for what saying without troubles and obstacles. Nation (1991) defines the fluency as the ability to get across the communicative without stopping and pauses by the barriers and obstacles that breakdown in the communication. The other master said that fluency mean the use of correct thing that stated and uttered without any error that affect the phonology, syntax, and semantics fields and discourses analysis of language (Lan, 1994 as cited in Abbaspaur, 2016).

B. Extracurricular Activity

1) Explanation of Extracurricular Activity

Extracurricular activity is an additional learning activity that encourages or educates students to explore lessons that are considered lacking and which they enjoy or develop the talents and potential of a student and student that is certainly owned by everyone. Extracurricular activities usually last until the afternoon when students and students have no compulsory lessons in class anymore and these activities start after school. The use of extracurricular activities can be related to adding less value in the subjects taken, the development of student and student talents, and also as a means of play that is attractive to students and students or a means of playing while learning (Hanjaya, 2008).

According to the Decree of the Minister of Education and Culture No. 060 / U / 1993 and Number 080 / U / 1993, extracurricular activities are activities that are held outside of class hours which are listed in the arrangement of the program according to the circumstances and needs of the school, and are specifically designed to suit the factors of student interest and talent.

According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 39 of 2008 concerning Student Development, Extracurricular activities are one of the ways of student coaching. Extracurricular activities which are participated

and carried out by students both at school and outside of school, aim to enable students to enrich and expand themselves.

According to Lutan, Extracurricular is an internal part of the learning process that emphasizes meeting the needs of students. Between intracurricular activities and extracurricular activities actually cannot be separated, even extracurricular activities are an extension of complementary or reinforcing intracurricular activities to channel talents or boost the potential development of students to reach the maximum level.

Every person should have an experience, every student should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Defines teaching learning outside the classroom by McLeish (2006) as: “The use of places other than the classroom for teaching and learning.” These, often the most memorable learning experiences, help to make sense of the world around by making links between feelings and learning.

Teaching-learning outside the classroom is about raising achievement through an organized, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. As people are all aware, education is more than the acquisition of knowledge. Improving young people’s understanding, skills, values,

and personal development can significantly enhance learning and achievement.

2) Function and Purpose of Extracurricular Activities

In general, the function of extracurricular activities is to develop potential abilities and a sense of responsibility providing opportunities for students to expand social experiences in students' career readiness through capacity building.

According to Aqip and Sujak (2011: 68), there are 4 (four) functions of extracurricular activities including:

1. Development Functions, namely extracurricular activities function that support the development of learners through the expansion of interests, potential development and character building and leadership training.
2. Social Function, namely extracurricular activities that function to develop the ability and sense of responsibility provide opportunities for students to expand social experience, practice social skills and internalize moral values and moral values.
3. Recreational Functions, namely extracurricular activities carried out in a relaxed, joyful and enjoyable atmosphere so as to support the development process of students. Extracurricular activities must be able to make school life or atmosphere more challenging and more interesting for students.

4. Career Preparation Function, namely extracurricular activities function to develop students' career readiness through capacity development.

The use of outside of the group teaching has various form for each person. The Nunan's study of the successful language learners from a large context and teaching showed the determination the implementation of the development of speaking and language skill out of the class. (Nunan, 1991: 175) So it give a main role for students in the context of their foreign language improvement

Purpose of Extracurricular Activities According to Nasrudin (2010: 12), the objectives of extracurricular activities include:

- Students can deepen and broaden knowledge skills about the relationship between various subjects, channel talents and interests, as well as complement the efforts of fostering fully faithful people and devoted to God who is almighty, virtuous, possessing knowledge and skills, spiritually healthy and having a personal personality. Steady and independent, and have a sense of community and national responsibility.
- Students are able to take advantage of personality education and link the knowledge gained in the curriculum program to the needs and circumstances of the environment.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No.39 of 2008

concerning student development, the objectives of extracurricular activities include:

- Develop students' potentials in an optimal and integrated way which includes talents, interests, and creativity.
- Strengthening the personality of students to realize the resilience of the school as an educational environment so as to avoid the efforts of negative influences and conflict with educational goals.
- Actualize students' potential in achieving superior potential according to their talents and interests.
- Prepare students to become noble, democratic citizens who respect human rights in the context of realizing an independent society (civil society).

3) Types of Extracurricular Activities

According to Minister of Education and Culture Regulation No. 81A of 2013 concerning Curriculum Implementation, based on his choice there are two types of extracurricular activities, namely:

- Mandatory extracurricular, which is an extracurricular program that must be followed by all students, except for students with certain conditions that do not allow it to participate in extracurricular activities.

- Optional extracurricular, which is an extracurricular choice program that can be followed by students according to their individual interests and interests.

According to Suryosubroto (1997: 272), based on the time of the implementation of extracurricular activities, it is divided into two types, namely:

- Extracurricular routine, which is a form of extracurricular activities carried out continuously, such as: volleyball training, soccer training and so on.
- Periodic extracurricular activities, which are forms of activities carried out at certain times, such as hiking, camping, sports competitions and so on.

According to Permendikbud No.81A In 2013, there were several types of extracurricular activities, namely:

- Krida. Such as Scouting, Basic Student Leadership Training, Youth Red Cross (PMR), Flag Raisers (Paskibra) and others.
- Scientific work. Such as Youth Scientific Activities (KIR), Scientific Mastery Activities and academic abilities, research and so on.
- Exercise / if talent / achievement. Such as the development of sports, arts and cultural talents, love of nature, journalism, theater, religion, and others.

There is strong evidence that good quality learning outside the classroom adds much value to classroom learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Actually, activities outside the classroom, or commonly called outdoor classes or outdoor activities are almost the same as indoor activities; the only difference is the place and the situation. Most learning outside the classroom is more fun and has many benefits, one of which is that students can get closer to the environment than just sitting in learning in the classroom which results in saturation. There are so many activities that can be applied by a teacher in teaching outside the room, but the teacher also needs to know the appropriate level for the student to determine what activities are suitable for students outside the room.

C. Teaching Speaking at Junior High School

The purpose of English of junior high is to achieve *functional* level that can be used to daily conversation. Communication is an understanding and expressing the information, idea, feel, and develop science, technology and culture. Communication abilities in general is ability to understanding oral or written activity that be retaliated in four language skills, they are

listening, speaking, reading and writing(BSNP 2006:123).Both of these skills used to response or create topic on daily life.

Based on previous definitions that to optimize the quality of student's activity in studying English, teacher must provide many kinds of facilities become good facilitator and selective in determining appropriate teaching activities so will create conducive learning condition. In Indonesia, English is taught as a compulsory subject in the school, it starts from the beginning level that kindergarten to senior high school even in some university level. For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and others.

The objective of teaching learning based on Sisdiknas (educational government) rule that is "Improving the quality of education by balancing soft skills and hard skills through the ability of attitudes, skills and knowledge in order to face the global challenges that continue to advance and develop". But there is also objective that reached by the students, that is about the creative skill and imagination on every teaching learning process.

D. Previous Studies

There are some researchers that almost have the same topics or ideas with this research. The first thesis conducted by Farkhan (2009). He observed on the practice of communicative English language teaching of teachers and students of PMG (Pondok Modern Gontor), which relies on the needs of the students themselves. This study focuses on the model of English teaching, including approaches, designs, procedures, and linguistic environments. Teaching integrated English in PMG is based on the theory and approach of language, the achievement of developing English language skills of students through the development of the syllabus, and the learning process is divided into three stages, namely the preliminary, core and final stages. This study uses an ethnographic approach. The technique of obtaining data uses observations, interviews and also takes from written sources. It is different with this research, this research conducted at SMPI Al-Azhaar Tulungagung. This research focuses on the activities of English speaking outside classroom and the contribution of the extracurricular activities toward the improvement of the students' speaking ability.

The other research that relate to this study is the article that written by Nanthaboot (2012) who find out the communicative activities use in developing the English speaking skill of learners. The focuses of this research were the effect of the communicative activities to improve their speaking skill. The result of this research showed that the effect of the communicative activities towards the speaking ability

was higher and have a significant effect. It proved by the significance degree 0.5. the students were given the treatment in seven weeks with a lot of communication activities.

The other researcher is Prasetyo (2010) at STAIN Tulungagung. He observed about the role of English community in improving English student's speaking ability at STAIN Tulungagung. The focus of this research is in improving the student's speaking ability. The findings of this research talks about the role of the English community toward the improvement of student's speaking ability. The subject of the study are the members of English community or ESA members in STAIN Tulungagung. It is different with this research; the subjects are teachers, tutor and students of the second grade at SMPI Al -Azhaar Tulungagung.

The other study was written by Charolina (2014) about the Study on Teaching Speaking at SMAN 1 Boyolangu Tulungagung. The result showed that in the teaching of speaking there are some subject that used, media, and methods, also strategies and evaluation in it. This is different than the previous study that describe only the process and activity of the learning. This study want to find out it proportional in formal teaching in the classroom by teacher and the students.