

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer discusses some theories related to the study. The discussion focuses on Speaking, Media in teaching English, Voice of America (VOA) Learning English application and Review of Previous Study.

#### **A. Speaking**

##### **1. The Nature of Speaking**

Speaking is one of four language skill. It is productive skill that must be mastered by the students in learning language in order to be good communicator. They are to be able to give their opinion to the others because of speaking, and they are to be able to express their feelings in speaking. Moreover, they are going to be known by the others because of their speaking skill. Fulcher (2003:23) states “speaking is the verbal language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken”. Hornby (1995:1140) says that speaking is to talk or say something about something. He also said that speaking can be defined as to know and be able to use a language and to make speech to an audience, because speaking is the most important skill in communication.

Cameroon (2001:40) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learner’s language resources and skills. It is because speaking activities needed more practice to speak easily and automatically. Not only support for understanding, but also support for production. It’s supported from

Hoge stated that speak fluent English when the words come out of your mouth without translation and without hesitation. Sometimes, this is called “Thinking in English”, but truly automatic speech is even faster that, there is no thinking. You don’t think about the language at all you just speak as easily and effortlessly as you do with your native language.

Based on the definition of speaking above, it can be concluded that speaking can be describe into some skill oral communication. It is one of the verbal utterances to convey the meaning and one of media to interacting with other people. Most people might spend of their everyday life in communicating to others. Therefore; communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinion, views, or feelings. Speaking is a way of students in sharing and giving their idea without feeling fear mistake of embarrassed. It means that whenever or wherever the students are they will not be feeling afraid of anything to speak or to practice English. It can be replied that as language learners they must speak in order to share their opinion and feeling without hesitation.

## **2. Characteristics of Speaking**

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluently. Brown says (2001:270-271) that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:

### 1) Clustering

Fluent speech is phrasal, not word by word. Learning can organize their output both cognitively and physically through such clustering.

### 2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

### 3) Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

### 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and non-active speakers of a language are in their hesitation phenomena.

### 5) Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and the phrases of colloquial language and those they get practice in producing these forms.

### 6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

### 7) Stress, Rhythm, and Intonation

This is the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

### 8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

### **3. Factors to be Successful in Speaking**

No language skill is so difficult to assess with precision as speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Harris (1969: 81-82) said “there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

#### **a. Pronunciation**

Pronunciation including the segmental features vowels, consonants and the stress and intonation patterns. Brown (2001:283) state:

Current approaches to pronunciation contrast starkly with the early approaches. Rather than attempting only to build a learner’s articulator competence from the bottom up, and simply as the mastery of a list of phonemes and allophones, a top-down approach is taken in which the most relevant features of pronunciation stress, rhythm, and intonation are given high priority.

#### **b. Grammar**

Grammar is one of three English components and also one of speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of language, so its existence is strongly needed in speaking ability. Chitravelu (2005: 196) state “Grammar may be defined as the rules of

language, governing the way in which words are put together to convey meaning in different contexts.

The explanation above shows that grammar is focuses on some roles to words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentence and easily comprehended.

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in English speaking ability, that's way if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies.

According to Chittravelu (2005: 24) vocabulary is the words which make up a language constitute its vocabulary. It means in using language to express ourselves and communicate with one another we use words.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means the students' fluency in English as a sign that they are master of English. According to Harris (1969: 82) fluency is the easy and speed of the flow of speech. Actually the students who can speak English fluently, they will not have any difficulties in pronouncing of producing a great deal of word.

e. Comprehension

According Bull (2008: 86) comprehension is ability to understand. Comprehension here is closely related to good pronunciation, mastering

grammar well, has a great deal with vocabularies and fluency too. For example, the students are capable of speaking fluently, and having majority vocabularies, but their mispronounce lots of words and cannot arrange good sentences.

From the five factors of speaking ability above have important role in speaking. By mastering all the factors, people can produce good sentence.

#### **4. Teaching Speaking**

Teaching speaking is a teaching to produce the English speech sounds and sound patterns that use stress, intonation patterns and the rhythm of the second language, and according to the proper social setting, audience, situation and subject matter to make dialogues. However, today's world requires that the goal of teaching speaking should improve student's communicative skills, because only in that way, student's can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Murcia (1991:126), the goal of teaching speaking component in a language class should be encourage the acquisition of communication skill and foster real communication in and out of the classroom. Teaching speaking is not an easy job. Brown (1994: 256-257) states that some characteristics must be taken in the productive generation speech but with a slight twist, in that learner is now producer. Bear in mind that characteristics of spoken can make oral performance easy. The research choose basic material at the eighth grade students of MTsN 2 Tulungagung especially narrative text and the researcher using VOA Learning English application as a media for teaching speaking.

## **5. Technique in Teaching Speaking**

Nunan (2003: 56-58) says that there are some techniques in classroom of speaking as follow:

- a. Information Gap; information gap is a useful activity in which one person has information that the other lacks.
- b. Jigsaw Activities; Jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs.
- c. Role plays; Role plays are also excellent activities for speaking in the relatively safe environment of the classroom.
- d. Stimulation; stimulation is more elaborate than role play. In stimulation, props and documents provide a somewhat realistic environment for language practiced.
- e. Contact Assignment; Contact assignment involves students out of the classroom with a stated purpose to talk to people in the target language.

## **6. The activities in Speaking**

According to Harmer (2007:129) here some suggestion the activities in the speaking classroom:

- a. Information Gap Activities

Information gap activities is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, because they have different information, there is a gap between them. One popular information gap activity is called Describe and draw. In



this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings empty doorway on beaches, trains coming out of fireplace, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instruction and description, and the ‘artist’ will ask questions.

A variation of Describe and Draw is an activity called finds the differences popular in puzzle books and newspaper entertainment sections all over the world. In pairs, each students look at a picture which is very similar (though they do not know this) to the on their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. This means they will have to do a lot of describing and questioning and answering to find the differences. For information gap activities to work, it is vitally important that students understand the details of the task (for example, that they should not show each other their pictures).It is often called a good idea for teachers to demonstrate how an activity works by getting a student up to the front of the class and doing the activity with the student, so that everyone can see exactly how it means to go.

#### b. Telling Stories

We spend a lot of time telling other people stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. One way of getting students to tell stories is to use the information gap principle to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are

taken away. New groups are formed which consists of one student from each of the original groups.

The new groups have to work out what story the original picture sequence told. For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions. Storytelling like this often happens spontaneously (because a certain topic comes up in the lesson see 'magic moments' on page 157). But at other times, students need time to think about what they are going to say.

c. Favorite Objects

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favorite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jewelry, pictures, etc). They think how they would describe their favorite objects in terms of when they got them, why they are so important to them and whether there are any stories associated with them. In groups, then they tell each other about their objects, and the groups tell the class about which was the most unusual or interesting, etc in their group.

d. Meeting and Greeting

Students role play a formal/business social occasion where they meet a number of people and introduce themselves.

e. Survey

Surveys can be used to get students interviewing each other.. for example, they can design a questionnaire about people's sleeping habits with questions like 'How many hours do you normally sleep?', 'Have you ever walked in your sleep or talked in your sleep?', 'Have you ever fallen out of bed?', etc. Then, they go round the class asking each other their questions.

f. Famous People

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

g. Student Presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening task too including, perhaps giving feedback.

h. Balloon Debate

A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

i. Moral Dilemmas

Students are presented with a ‘moral dilemma’ and asked to come to a decision about how to resolve it. For example, they are given the students’ (far-from-ideal) circumstance, and offered five possible courses of action from exposing the student publicly to ignoring the incidents which they have to choose between.

## 7. The Problem in Teaching Speaking

According to Ur (1996: 12), there are some problems faced by the learners in speaking activities. Those problems can be explained as follow:

a. Inhibition

Unlike reading, writing, and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of critics, or say of the attention to their speech attracts.

b. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

c. Low or Uneven Participation

Only one participant can talk at time if he or she is to be heard in a large group, this means that each one will have only very little time to talk.

This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In the number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

In order to overcome each of the problems above, Ur (2010: 122) suggested to the teachers to do some suggestion below:

1. Use work group

These increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the class.

2. Based the Activity on Easy Language

In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the some class.

3. Make a Careful Choice of Topic and Task to Stimulate Interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

4. Give Some Instruction or Training in Discussion Skills

If the task is based on group discussion then include instruction about participation when introducing it.

## 5. Keep Students Speaking the Target Language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

## **B. Media**

### **1. Definition of Media**

In teaching learning process, media is needed to improve speaking ability. Media can give effective relationship between students and materials. Arsyad (2003) states that media is graphic, photographic or electronic instrument for catching, processing, re-arranging visual or verbal information. In other word, he states that media is instrument that can be used to distribute some points in a material of subject. Rohani (1997) defines media as everything that can be used to send or distribute in communicating process. The communication refers to teaching and learning process.

Then, according to Gagne in Sadiman (2003), media is defined as so many kinds of components in the students' environment that can stimulate the students to study better. Moreover, Hamalik (1986) defines media as the instruments, methods, and techniques in teaching learning process to make interaction and communication more effective between teacher and students. Based on the explanation above, it can be concluded that media is an instrument to increase students' motivation and make effective the distributing important points in a material of subject. The media should be interesting and useful so the content of the material can give meaning to student or listener, can motivate student to

understand the material and then can apply not only in the classroom but also outside the classroom.

## **2. Types of Media**

According to Rayandra Asyhar (2011:45) there are four kinds of media: audio, visual, audio-visual, and multimedia. The Medias can be explained as follow:

### **a. Audio Media**

Audio media is kinds of media which is used in learning process and rely on hearing of students only. The visualization of message, information, or concept that wants to convey to the student can develop into some kinds like picture, illustration, sketch, graphic, chart, diagram, and merger from to shapes or more. Picture presents illustration through picture which almost same the fact from object or situation. While the graphic symbolic representation and artistic of object and situation. In structuring the visual media in visual's settlement process media shanties has given design principles for example simplicity principles, integrity, emphasis and balance. Succeeding visual elements worth considering is shaped, lining, room, texture, and color.

### **b. Visual Media**

Visual media is kinds of media that is used only rely on eyesight sense from the student. Teacher can use this kind of media to help in make the material more simple and understandable for student. For example teacher make summaries in Microsoft power point and then show that

material in overhead projector and also teacher can give some pictures in that material so when student look at that summaries, student can give many attention to the material.

c. Audio Visual Media

Audio-visual media is kind of media which is used in learning activities by rely on eyesight and hearing in learning process or activities. These kinds of media combine the visual media and audio media in helping to show the material. By using this media, teachers more creatively in operating the media in teaching and learning process so teaching and learning process occurs effectively.

d. Multimedia

Multimedia are a media which are involving some kinds of media and tools integrated in a process or learning activity. Same with audio visual media, multimedia also combines some media to show the data but multimedia is more completely in showing the data or material. This is because when the data showed, it can combine by giving sound, picture, and video or connect that media to the internet and of course it is need other media like access point to connect the media to the internet. Teacher can monitor the process of teaching and learning wisely so the student's attentions are not disturbed.

### **3. Benefit and Function of Media**

According to Levie & Lentz in Arsyad (2003:16) there are four function of teaching media, especially for visual media, those are:



- a. Attention function is attract and instruct the student's attention to concentrate with the content of material which relate with visual meaning that is showed or accompany the material. Students often have not given the attention with the material that cannot make them interesting. Picture media especially picture that can show in overhead projector can make effort in certain direction their attention to the material which will they receive. So, the possible of getting and remembering the content of the material is bigger than before the use of visual media
- b. Affective function can look from the level of students' enjoyment when they study a text picture. Picture and visual symbol can arouse student's attitude and emotion such the information about social problem.
- c. Cognitive function of visual media from research innovation which express if symbol or picture smoothing intent attainment to understand and remember the meaning of information or message in picture.
- d. Compensators function of teaching media can look from the result of research that visual media which is given the context to understand the text help students that is weak in reading to organize the information in text and remember it again. In other word, teaching media have function to accommodate students which is weak and slow in receiving and understanding the content of the material or lesson which is showed with text or showed verbally.

## **C. Voice of America (VOA) Learning English**

### **1. The Definition of VOA Learning English**

Voice of America (VOA) is the nation's largest publicly funded broadcasting network, reaching more than 90 million people worldwide in over forty languages. Since it first went on the air as a regional wartime enterprise in February 1942, VOA has undergone a spectacular transformation, and it now employs scores of reporters worldwide and broadcasts around the clock everyday of every year, reaching listeners in the four-fifths of the world still denied a completely free press. Alan and Heil is former deputy director of VOA, chronicles this remarkable transformation from a fledgling short wave propaganda organ during World War II to a global multimedia giant encompassing radio, the internet, and 1,500 affiliated radio and television station across the globe.

VOA is the official broadcast institution of the United States federal government. It is one of five civilian U.S international broadcasters working under the Broadcasting Board of Governors (BBG). VOA provides a wide range of programming for broadcast on radio and TV and the Internet outside of the U.S. The Voice of America (VOA) is a dynamic international multimedia broadcaster with service in more than 40 languages. Serving an estimated weekly global audience of 141 million, VOA provides news, information, and cultural programming through the internet, mobile and social media, radio, and television. VOA is funded by U.S Government through the broadcasting board of the Governor. On October 19, 1959, the Voice of America broadcast the first Special English program. It was an experiment.

The goal was to communicate by radio in clear and simple English with people whose native language was not English. Special English programs quickly became some of the most popular on VOA. They still are. Special English continues to communicate with people who are not fluent in English. VOA Learning English is a special program to help English learners all over the world to develop their English skills every day. This program includes stories, lessons, together with up-to-date news reports which are written by simple vocabulary and spoken at a quite slow speed to help learners to understand them easily.

## **2. VOA Products and Programs**

- a. VOA broadcasts about 1,000 hours of radio and television programming each week to an estimated global audience of 100 million people. Language services have unique websites and use a variety of social media platforms such as Facebook, Twitter, and YouTube to share content and interact with the audience.
- b. VOA's world-renowned music and English-language learning programs are enjoyed by millions of people around the world.
- c. VOA's seven TV studios produce a range of programs including news, call-in and interview formats.
- d. Journalists in VOA's 30,000 square foot News center work around the clock with a global network of correspondents to provide a continuous stream of balanced and comprehensive news and analysis on key issues, U.S government policies, and cultural developments.

VOA programs are delivered on satellite, cable, shortwave, FM, medium wave, streaming audio and a worldwide network of 1.200 affiliate stations.

### **3. The concept of VOA Learning English**

VOA is one of instructional media or multimedia (audio visual) is media that can be seen and heard. It can help the students to hear natural language or real speech from native speaker in real life. For the English teacher VOA is international news program contained in computer application that can be accessed and downloaded through internet and choose the form of VOA (audio, video, audiovisual or multimedia) in accordance with their material. The distance and time in communicating with opponent at this time is not become barrier when technology internet, VCD Player or mp3 player and smart phone are used as a supporter in the learning process (Huffman: 2011).

VOA Learning English is software consisting of 10 topics broadcast by VOA. When an EFL learner downloads this app, learners will be able to hear and see scripts or text running text on the screen. This program is easy to operate can be repeated how many times we want. This is an easy way to improve listening and speaking skills by using the VOA Learning English.

### **4. The Concept of Speaking in Learning English**

Something heard can be a sound that comes from several letters into a word and sentence that contain meaning so that can be understood and interpreted to be responded. The sound in question is a vocabulary derived from foreign language that is usually called pronunciation. Listening ability is a

basic ability that must be processed by someone in learning English as a foreign language or second language because without listening ability EFL and ESL, learners will not achieve effective learning process. In other words, listening ability has an important role in communicating. This is indicated by the percentage that the listening ability in communicating reaches 40-50%, speaking 25-30%, reading 11-16%, and writing 9%. (Bingol & Mart, 2014)

Listening cannot be separated from Speaking. It is impossible for someone to interact and communicate by just hearing. As a response from the understanding a person hears is by speech or speaking. Speaking is the most important part in learning foreign languages, especially English as Language Learning. In mother tongue does not need to learn and speaking because since the baby is born to be able speak already learn the mother tongue. By often hearing and responding to the language every day, has become part of learning until the baby can pronounce words per word per sentence as taught by his parents.

The ability to speak in English is a priority for English learners. This happen because there are several advantages a person can speak fluently in English. The first, fluently in speaking becomes standardization or the size of a person in mastering English. It means that someone who is called a good ability in speaking is someone who speaks clearly in pronunciation, hard regularity in the sentence grammatical structure, and easy to understand the meaning of sentence. Secondly, Speaking is a very useful communication tool in communication when abroad (Bahadorfar & Omidvar, 2017). Based on the

explanation above, we have to underlining for media that can help EFL learners in improving their listening and speaking skills easily.

## **5. The Advantages of Using VOA Learning English**

In this case, the writer used the VOA video as a media in teaching learning comprehension which are learning and enhancement students in acquired the language. The use of VOA video as a teaching media is presenting the material in the classroom are popular, interesting, for the students and can attract student's attention in acquire the language. The following lists are the topics of VOA Learning English that can be downloaded on the internet:

### **a. English Education Report**

This program is an educational report of 45 lessons on various discussions in education.

### **b. The News**

This program is a news progress report consisting of 48 lessons that can help EFL learners to practice the latest news development.

### **c. Economic Report**

This program is a progress report of economic news consisting of 48 lessons. This is very good at practicing vocabulary in English.

### **d. Healthy Report**

This program is a report or news that provides 45 lessons that are: listening and speaking skills, especially vocabulary in terms of health sciences.

e. Agriculture Report

This program is a report or news that provides 48 lessons to improve Listening skills in the field of cultivation of plants.

f. America Mosaic

This is a report or news that provides 45 lessons to improve Listening skills in the State of America.

g. Science in the news

This is a report or news that provides 45 lessons to improve Listening skills in the field of Science and Technology.

h. The Making of the nation

This is a news report for those interested in the history of the formation of the American State. People in America

This is a news report that provides 45 lessons about famous people and interesting facts about America. This material is great for improving the EFL learners Listening capabilities.

i. This is America

This program comprised of 45 stories that help EFL learners practice listening in English about everything about America.

The Voice of America (VOA) Special Learning English Program has become a popular medium for learning English and application that can be downloaded free of the play store of mobile phone or gadget that can make it easier for lecturers and students to learn English while improving Listening skills.



Figure 2.1 Logo of VOA Learning English Application

#### **D. Review of Previous Study**

Related with the study that the researcher conducts, there two previous studies that are chosen as the standard to case this thesis writing. Those two previous studies are conducted in 2018 and 2018. The researcher describes the some previous studies that are relevant to the thesis. The first study was conducted by Indah Muzdalifah about “VOA Special English: Increasing Student’s Speaking Skill at Faculty of Computer Science” at Lancang Kuning University, Pekanbaru. The second previous study was conducted by Sulastris about “The Effectiveness of Using VOA Learning English in Teaching Speaking (An Experimental Research at the Tenth Grade Students of SMK Batur Jaya 2 Ceper in Academic Year 2017/2018)”.

After read both previous studies, the study made by researcher has similar and different from previous studies. The same is that the researcher used this Application as a medium to improve speaking skill called VOA Learning English. And the different lies in the subject. The subject of the first previous study is the students of Faculty of Computer Science and the second previous



study is the Tenth Grade Students of SMK Batur Jaya 2 Ceper. The researcher used VOA Learning English Application as a medium with eighth graders at MTsN 2 Tulungagung as a subject of the study and focusing on the student's speaking skill improvement.