CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deal with the theories related to the title and formulations of the problem. The theories are presents about any reviews of related literature, including the speaking, learning speaking, teaching speaking, teaching and learning speaking, and student problems of speaking.

A. Speaking

Language will be beneficial if someone can use it in spoken. It means that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. Therefore, speaking skill is most important skill among for skill in English. Language is measured by its result in speaking skill or oral communication. In other word, we can also measure the ability of language from his or her ability in speaking.

1. Definition of Speaking

According to Hornby (1995:1227) defines speaking is make use of words in an ordinary voice.

According to Tarigan (1993:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It means that speaking is the ability

of someone who throws up their ideas in communicative with the listeners by produce an utterances.

According to Richards (2008:21) there are three kinds of speaking function, they are:

a. Talk as Interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

Based on the explanation above, the speaking has the function as interaction means speaking used by the people to exchange about the information. The speaker delivers the message to tell about the information which need for the listener. From here, the listener can get the information from the speaker.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. The

speaker can make the listener understand when he/she uses the good language. Here, the speaker should be make understand to listener about the message which conveyed. The way of the speaker to speak is important because can influences of the listeners understand.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, which is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. In this type the function of speaking is to show about the speaker's performances when he/she conveys the message. The speaker's preparation before performing in from of the audiences is needed. So, the speaker ready to speak when he/she has the readiness of her/his mental.

In this research, the researcher just focused on one of speaking functions that is speaking as transaction. Because this research intended to find have about the teaching and learning of speaking.

2. Component of Speaking

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Pronunciation

Jill (2008:66) stated that and understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

Harmer (1998:11) said that user of the language must know how to say a word that is how to pronounce it. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress and intonation.

b. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jiil (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to

arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c. Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener.

The speaker can say fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary.

d. Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem.

It means the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

3. **Types of Speaking**

According to Brown (1994:271) stated that there are some types of classroom speaking in planning speaking instruction, they are:

a. Imitative

In this kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form.

b. Intensive

Intensive speaking divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of the student speech in the classroom is responsive, short replies to teacher or student initiated question or comment.

d. Transactional (dialogue)

Dialogue conducted for the purpose for the purpose of information exchange such as information gathering interview, role play or debate.

e. Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

f. Extensive (monologue)

Extended monologue such as oral reports, oral summarize, or perhaps short speeches.

B. Learning speaking

All around the world, students of all ages are learning to speak English. They realize that they need to master in speaking skills as a target for learning language. Some student, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflect some kind of choice. In other hand, as student has to know what the purpose of that study. They have to know what the purpose in learning something especially in learning speaking.

1. **Definition of Learning Speaking**

    According to Jill (2008:105) learning speaking is learning how we can communicate with other. Learners need to be able to interact with other people. This involves a wide range of skills, they need to think of something to say in the second language and feel confident enough to try to express it. Then they have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that others can understand.

2. **Principles of Learning Speaking**

    To have to know what the purpose in learning speaking, this is the principles of learning speaking we have to possible to learners.

    According to Ahmadin (2011:15) learning speaking it should be possible for learners to make choices about what to do and how do it.

    There are principles of learning speaking to conduct for be able the learners. This is purposes for practicing of learning speaking and criteria of successful learners. The explanation of each literature is as follows;

    1. Purpose for practicing speaking

        The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. In learning language especially learning speaking, the learners need to have more practices and more use that language. Also in learning speaking English, the students need to have more

practice in speaking English. The ability of speaking needs to have routine conversation. By practicing speaking the students will build some language features (Harmer, 2007:269) as follows;

a. Connected speech

The effective speakers of English need to be able to produce the individual phonemes of English to use fluent connected speech. In connected speech sound are modified (assimilation), omitted (elision), added, or weakened (through contraction and stress patterning). It is for this reason we should involve students in speaking activities designed specially to improve their connected speech.

b. Expressive devices

The native speakers of English change the pitch and stress of particular parts of utterances, very volume and speech, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

They allow the extra expression of emotion and intensity. Students should be able to deploy at least some of such suprasegmental features and devices in the same way if they are to be fully effective communicators.

c. Lexis and grammar

   Spontaneous speech is marked by the use of a number common lexical phrase, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking context such as a job interview, we can prime them in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. Negotiation language

   The effective speaking benefits from the negotiators language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For students this is especially crucial.

   Speakers also need to structure their discourse if they want to be understood, especially in more writing like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

2. Criteria of successful learners

Characteristics of successful speaking activity are (Ur, 1991:120)

a. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

b. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivated is high.

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

3. **Objectives of learning speaking**

Besides building the language features that we have discussed above objectives of learning speaking, we us that to practicing speaking also will build mental/social processing. If part of speaker's

productive ability involves the knowledge of language skill such as those discussed above, success is also dependent upon the rapid processing skill that talking necessitates. The mental/social processing included (Harmer, 2007:271);

a. Language processing

The effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit language processing in English.

b. Interacting with others

The most of speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do.

c. Information processing

The quite apart from our response to other feeling, we also need to be able process the information they tell us the moment

we get it. The longer it takes for the penny to drop the less effective we are as instant communicators. However, it should be remembered that this instant response is very culture specific, and is not prized by speakers in many other language communities.

C. Teaching speaking

Teaching speaking is important due to the large number of student who wants to study English in order to be able to use English for communicative purpose. Moreover, students are considered successful if they can communicate effectively in the language. The way does decrease the student difficulties in the classroom, the lecturer use creative strategies to improve students speaking skill.

1. Definition of Teaching Speaking

According to Brown (1994:3) states that teaching is guiding and facilitating learning enables the learner to learn setting condition for learning. It means that teaching is the process of lecturers to guide the students to create a good condition in the process of teaching and learning in the classroom.

According to Carrasquillo (1994:61) teaching is an activity that involves teacher and learner in interaction. Teaching English is one way to deliver some knowledge and share some information needed. According to Oxford Dictionary (2011:455) teaching is an activity to give lesson to somebody. By teaching activity, the students can

improve their languages acquisition either in classroom or out of classroom.

Teaching speaking is also considered practice of skill activities and how we can manage the atmosphere of teaching activities conductive. The students need more example and practice applied in classroom. So they can accept the lesson or instruction nicely. "The benchmark of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speaker of the language" according to Brown (2000:267). In teaching and learning process, the teaching speaking can be focused on either training the students to speak accurately or encouraging them to speak fluency.

As the ability to speak English is very complex task considering the nature of what is involved in speaking, not all of the students in speaking class have the courage to speak. Many of students feel anxious in a speaking class. The statement above is talking about what important for student to begin the speaking capability by more practice. Many students want to start a conversation with their friend only and them averse to make conversation outside of their community. Actually, the case is much important to start communicate with another people outside of group. Because another group is as sources to share more important think that we do not know yet.

In teaching process, you as a teacher not only have a function as the teacher who deliver lesson but also as their friend in learning process and as motivator in their study. So the teacher can be close to the students and give them a good look of you. The teacher can deliver lesson easily without gap that break down the social relationship between your students. They students feel enjoy when they get a class to receive the information delivered by the teacher in the classroom. Sometimes, however teacher will have to intervene in some way if the activity is not going smoothly. If some in role play can't think of what to say, or if the discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of steam, or if careful prompting can get it going again.

According to Harmer (2007:123) stated there are three reasons for teaching speaking, they are:

a. Speaking activities provide rehearsal opportunities chance to practice real life speaking in the safety of the classroom.

b. Speaking task in which students try to use any oral all of the language they know provide feedback for both teacher and students.

c. The more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these element become.

Thus, the teacher has to know about the role in the classroom. According to Harmer (2007:275) stated that there are three roles of the teacher in speaking activities, they are:

a. Prompter

The students sometimes get the difficulties to say about something fluency. The teachers can leave them to struggle out of such situations. The teachers may be able to help them and be active to progress to offering discrete suggestions.

b. Participant

The teachers should be good animators when asking students to produce language. In other times, the teachers may want to participant in certain classroom activities.

c. Feedback Provider

During students having activities, the teacher corrects the students' progress. After finishing the activities, the teacher asses the student progress and the teacher gives the opinion about it.

The teacher's role is also important to motivate the student. Because motivation given by the teachers can add their spirit to speak up, so motivation in this aspect is needed. The students feel that the teacher believes that they have skill and talent to be improved. So, the teacher's has to awaken the student confidents by giving some motivations to speak English fluency.

2. Principles of Teaching Speaking

From the basic of teaching English, speaking is one of English skill which must be taught to the learners. Language is identical with the skill in communicating with other using spoken form. So, teaching one more become very significant to be taught. Here are some descriptions about principles of teaching speaking:

According to Nunan (2003:54) stated there are five principles for teaching speaking, they are:

a. Be aware of difference between second language and foreign language in learning context.

b. Give student chance to practice with both fluency and accuracy

c. Provide opportunities for students to talk by using group and pair work.

d. Plan speaking task that involve negotiation for meaning.

e. Design of classroom activities that involved guidance and practice in both transactional and interactional speaking.

3. Objectives of teaching speaking

In teaching speaking the students are asked to be more active in speaking activities. Also in curriculum, speaking becomes an important competence that should be mastered by the students.

Finally, speaking skill is very important to be taught by in the school, especially. "There are three main reasons for getting students to speak in the classroom" (Harmer, 2007:123).

a. Speaking activities provide *rehearsal* opportunity; chance to practice real life, speaking in the safety of the classroom.

b. Secondly, speaking tasks in which the students try to use any or all of the languages they know provide feedback for both teacher and student.

c. Then thirdly, the more students have opportunities to active the various elements of language they have stored in their brains. As a result, the students will be able to use words and phrase fluently without very much conscious thought.

D. Teaching and Learning Speaking

Teaching and Learning foreign language is to transfer language that your learners there are knowledge and skill need to be mastered. We will to identify what different types of knowledge and skill are involved in using a language. Teaching and Learning Speaking is the process to be realizes of the rules foreign language learners.

1. Principles of Teaching and Learning Speaking

There are about a billion people in the world today learning English as foreign language. There are just how many process of foreign language learning. There are, shall find, many different reasons for learning, many different degrees of success, many different ways of teaching and many different techniques in learning.

There are seven principles for designing speaking techniques (Brown, 2001:275);

a. Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to the message-based on interaction, meaning and fluency.

b. Provide intrinsically motivating techniques

c. Encourage the use of authentic language in meaningful context

d. Provide appropriate feedback and correction

e. Capitalize on the natural link between speaking and listening

f. Give students opportunities to initiate oral communication

g. Encourage the development of speaking strategies

2. **Components of Teaching and Learning Speaking**

Talking about strategy in the context of teaching and learning, it can be defined as general pattern of teacher and students actions in the manifestations of teaching activity.

According to Johnson (2001:211) teacher plans and strategies in teaching and learning defined as teacher's effort in using several components such as materials, plans, media and evaluation in order to influence the students to achieve the goals.

Related to the components, the goal is one of the essential aspects that can influence learning components. The components should be appropriate to achieve teaching goal effectively and efficiently. There are point of plans design is activities, because the activities have been

supporting in the plans realize in introduction to foreign language learners. The one inappropriate component can make it difficult to achieve the goals. There are some components of learning that are defined as the teacher plans and strategy in creating an interactive English classroom. There are component of Teaching and Learning Speaking such as:

a. The Materials

Basically, material is used in English Foreign Learner classrooms are created by four groups of institution. They are publishing companies, government agencies, classroom teachers and curriculum development teams at the school level. For the teacher who teaches in a private language school or business, they probably use commercial materials. The teacher who teaches in a public school in a country with a centralized educational system, teacher might conduct the teaching using materials that are produced by government education agencies or committees. In addition, classroom teachers are sometimes given a day by day lesson plan, which includes goals of the lesson, steps in implementing it, and the materials needed to teach it.

The lesson materials are substances that will be presented in the process of teaching. The teacher should have the competence in preparing and mastering the materials before teaching the students. There are two problems in mastering the material. There

is mastery the primary material and mastery the complementary material. The primary material is the principal subjects related to the study of teachers according to their expertise. The complementary materials are learning materials that improve teacher's skill in teaching to support in conveying the primary material process. As the result, for the teachers who are not satisfied with the text, they probably adapt the text or design the entire lessons with materials they create their self.

b. Activities

There are many kinds of activities that can be applied when the teacher teaches speaking plan have been supporting in the plans realize in introduction to foreign language learners. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teacher also should consider about the activities will be applied to the students. "We can help learns speak by helping them to find ideas and supporting them so they feel confident enough to speak" (Jill, 2008:105)

It should be appropriate to be applied to the student's level, and should be beneficial to improve speaking skills. "Good Speaking activities can and should be extremely engaging for the students" (Harmer, 2007:123).

According to Harmer (2007:129) here, some kind of speaking activities:

1). Information gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

2). Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

3). Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in fairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of

their favorite thing, while other students or the audiences try to guess what the favorite thing is.

4). Meeting and greeting

Students role play a formal or business social occasion where the meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

5). Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things person, and then students will describe those kinds of things and person.

6). Students presentation

Individual students give a talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview is for honing organizational and planning skills.

7). Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be applied for the advance level for language learners such as senior high school level or upper.

8). Describing pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the pictures. It can be a kind of single pictures or even strip pictures, so the students will describe the story according to the strip pictures.

9). Pictures differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more description about the difference of the pictures provided for the students.

10). Thing in common

Students sit in pairs. They talk one another in order to find our as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animal's characteristic, school and education, and human characteristic.

11). Solving a problem

The students are told that they an educational advisory committee, which has to advise the principal of a school on problem with the students. They should discuss the recommendation together with the principal.

12). Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. That last, there will be a student who represent ach group to tell about the result of the discussion in front of the class. The teacher will give some correction about the students speaking.

c. Media

Media is whatever a combination of things or system of things used delivers for communications or other instructional stimulate to the learner. A media, broadly conserved is any person,

material or event that established condition with enable the learner to acquire knowledge, skill and attitude (Djamarah, 2010:120). In the process of teaching and learning the media play an important role. It can be used by teacher to students as mediator in conveying the material. As the result, media can make the teacher easier to teach students by considering the contents and objective of teaching as defined before.

According to Kemp (2005:128) the advantage of teaching media are:

1. Teacher can deliver the material appropriately.

2. The process of teaching and learning becomes more interesting.

3. The process of teaching and learning can more interactive.

4. The time of teaching and learning is deductible.

5. Students learning quality increased.

6. The process of teaching and learning can apply wherever and whenever.

7. Positive attitude of students in learning process increased.

8. The teacher's role becomes more positive and productive.

As the explanation mentioned above, there are some advantages of the using teaching media. Actually, media can make the process of teaching and learning more achievable for teacher and students. For this reason, many English teachers use media to give a chance for students to express themselves in meaningful ways and

potentially contribute to create an interactive classroom. According to experts, media are divided to be some parts. According to Arsyad (2009:81) states as follows:

1. Human Media

   In this case, the media is the teacher selves.

2. Printed Media

   The example of this media such as: books and script text.

3. Audio Media

   The example of this media such as: tape recorder.

4. Visual Media

   The example of this media such as: graphic, map, pictures and photos.

5. Audio-Visual Media

   The example of this media such as: video, film and television.

6. Computer Media

   The example of this media such as: computer and laptop.

d. Evaluation

   Evaluation is the important process of the educational program to the evaluation of student result progress.

1. Definition of Evaluation

   According to Norman E. Gronlund (1976 in Purwanto 2012:3) evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils.

According to Whingstone (1956 in Purwanto 2012:3) educational evaluation is the estimation of the growth and progress of pupil toward objectives or values in the curriculum. The last component is evaluation. According to Hornby (1995:394) evaluation is a systematic process of determining the extent to which instructional objectives is achieved by pupils. Evaluation is not only asses the activities spontaneously and incidentally, but it is an activity for assessing something as planned, systematic, and directed based on the explicit goal.

Based on the explanation above, the objective of evaluation is defined to measure how far the teaching and learning activity. In the process of teaching and learning, evaluation is directed to know students language proficiency. Actually, language proficiency is divided into four language skill; they are listening, reading, speaking, and writing skills. Besides language skills, some language components such as grammar, pronunciation, and vocabulary should also be evaluated.

The large number of evaluations expert talks in terms of both formative and summative evaluations, depending on the use of the evaluation information. According to Brown (2000:402) formative evaluation is done to students in the process of "forming" their competencies and skill in order to help them continue that growth process. Summative evaluation

occurs when a course is over and experience is being summed up. This evaluation is specifically designed to tap into a storehouse of skills and knowledge, usually within a relatively short time limit.

In conclusion, evaluation is the way of process to know students ability in order to know their English teaching and learning problems.

2. Function of Evaluation

Evaluation is always associated by most people concerns with the student's improvement in achieving the teaching and learning goal. It's commonly believed that the better of the result of evaluation. According to Arsyad (2009:173) the function of evaluation as follows:

a. As a feedback for the student

When the result of the evaluation is bad, they will review and improve their learning techniques and habit to increase their achievement as indicated by the result of their teaching and learning evaluation.

b. As a feedback for the teacher

Unsatisfying result of evaluation can remind planned the teaching and learning process well, the planned activities have been implementation well, the materials and

techniques of teaching and learning media have been selected well.

c. As a feedback for the curriculum designed

The result of the evaluation can also give a beneficial feedback for the curriculum designed in determining the appropriate teaching and learning goal for the students.

3. Testing of speaking

This process many problems. There are the many different levels on which performance has to be assessed.

According to Johnson (2001:310) there are the techniques of testing speaking:

a. Oral Interview

This is where the examiner asks the learner questions about himself, and perhaps also about a passage or picture sequence given in advance. This is traditional technique.

b. Role play and simulation

The learner can be given a role card just before the test, asking him to act a role.

c. Imitation

The tester says a series of sentences to the learner, each longer than the one before. The learner repeats each

sentence. The idea is that the longer the sentence the learner can repeat without error, the higher his level.

There are several types that can be used to test speaking ability (Heaton, 1988:89):

a. Reading aloud.

The students are required to retell a story they have joint read.

b. Conversation exchanges.

Teacher gives the topic to the pair students, and they have conversation or discuss it.

c. Short talk.

Students are required to prepare a short talk on a given topic. They allow making note, but not script.

d. Role play.

Students can be asked to assume a role in particular situation and the tester can act as an observer.

e. Games.

The teacher must prepare the game that appropriate with the lesson explained before, so it can be used to asses students speaking ability appropriately (Brown, 2003:176).

f. Oral presentation.

In the academic and provisional areas, it would not be uncommon to be called on the present a report, a paper, a

marketing plan, a design of a new product, or a method (Brown, 2003:179).

g. Translation.

Translation of the word, phrase, or short sentence was mentioned under the category of intensive speaking.

h. Interview.

It is the obvious format the testing speaking.

i. Question and request information.

Avoid using part of element question sheet.

j. Picture.

Use to elicit description. Series of pictures form a natural basis for narration.

E. Student Problems of Speaking

A foreign language learner language is perhaps never more interesting than when she gets thing wrong. There are many problems vital clues about the processes of English language learning. According to Johnson (2001:67) there are the problems of foreign language learning types such as:

a. Over Generalization

Includes where the learners creates a deviant structures on the basis of his experience of the structure in the target language.

b. Ignorance or rule restrictions

Failure in analyze existing structures in target language.

c. Incomplete application of rules

The of occurrence structures whose deviancy represents the degree of
development of the rules required to procedure acceptable utterances.

d. False concept hypothesized

Comprehension mistake in distinguish in the target language.

F. Reviews of Previous Research Finding

The research about Teaching and Learning Speaking at Islamic
Boarding School neither research that first time, but the before many
research previous that in this research. Concerning the research analogy in
this research as follow:

1. The research by Adib Fatoni in 2013, they have to be able research
about Teaching and learning speaking at Islamic Boarding School with
the titled "A Study on Teaching and Learning Speaking to the Islamic
Boarding School of Al-Kamal Kunir Blitar". Different from the writer
research, the writer research more refer with the component about
Teaching and learning speaking at Islamic Boarding School and student
Problems. Whereas the research by Adib Fatoni more emphasize in
English teaching and learning activities in the classroom. The
conclusion research by Adib Fatoni is speaking can be learned and

improved by practice it in the communication and practicing speaking good environment to speak.

2. Whereas the second research we have almost with the writer research is the research by Dedy Priyo Santoso in 2013, we have to be able research about Teaching and learning speaking at Islamic Boarding School with the titled "The Activities Supporting Students Speaking Ability in Islamic Modern Boarding School Raden Paku Trenggalek". Whereas the research by Dedy Priyo Santoso more emphasize in the teacher guidance toward students activities that support students speaking ability. The conclusion research by Dedy Priyo Santoso is the teacher encouraged the students to be interested in the study and motivate them to learn a new language study.

Based from two the research of the same by the object with the writer research is about Teaching and learning speaking at Islamic Boarding School. Where the researcher Adib Fatoni more emphasizes in English teaching and learning activities in the classroom, and then where the research by Dedy Priyo Santoso more emphasizes in the teacher guidance toward students activities that support students speaking ability. Different with this researcher, the writer of this research more refers with the component about Teaching and learning speaking at Islamic Boarding School and student Problems.