

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the researcher presents an overview including the nature of speaking, speaking activities, setting goal, language learning strategy, teacher's role in teaching learning process, the feedback in learning and some previous studies related to efforts in supporting speaking skill.

A. Teaching Speaking

1. The Nature of Speaking

In mastering English, speaking is an important skill that should be learnt beside listening, reading and writing. Speaking is the important one because generally the success of learning language can be measured from the speaking skill. As the Richard's statement (2008:19) that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis how much they feel they have improved in their spoken language proficiency. The statement indicates that having speaking skill mastery in English is one of the real evidence of learners in successful learning.

Speaking intends to an ability to speak or to communicate orally. Nunan (2003:48) defines speaking is the productive oral skill. It means a

message can be produced through speech. Furthermore, speaking produces systematic verbal utterance for communication in daily activities, even receiving others' oral productions too. In line with the definition, speaking has a function to make an actual communication so that speakers are able to communicate each other by delivering utterance. In this context, speaking is mostly used in having communication because it has a big influence in the human's daily activity.

Besides, in *Oxford Advanced Learners' Dictionary*, speak means using voice to say something and express opinion openly. Chaney also describes speaking in a similar way that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Chaney (1998) in Kayi (2006). Those definitions reveal another function of speaking which is not only to communicate, but also to convey what the speakers think in the form of verbal communication. Thereby, through speaking, idea, meaning and thought can be expressed freely and spontaneously.

In line with the function of speaking, Richard (2008:21) classifies into three kinds:

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 greetings, 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 others. The focus of this function is more on the speakers and how they wish to present themselves to each other than on the message. In essential, speakers have interaction each other with the purpose to maintain their social relations day-to-day.

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. This second type is transactions that focus on giving or obtaining information such asking someone for directions. In addition, talk as transaction also focus on getting goods or services, such as checking into a hotel or ordering food in a restaurant.

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, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. In this kind, a single speaker creates a “product” in the form longer stretch of discourse to be displayed in front of audience.

As the mentioned above, speaking is essential and dominant skill used in any context. Seeing through the use, speaking need

some aspects like stress, tone, rhythm, etc to make utterance expressed is clearer. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. (Brown, 2001:271). Besides, it is also need facial expression in having face to face relationship which makes the utterance delivered is meaningful.

2. Component of Speaking

In learning English, the skills mastery will be achieved when the skills are learnt more deeply. That's why, to be successful in speaking English need to learn some competences related to the language components. Component is what aspect influencing how well people speak English. There are several components which are very necessary to be knew and learnt.

a. Pronunciation

Pronunciation is the way for speaker to produce language to be clearer when they are speaking. According to Charles & Jill (2008:66), an 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.

b. Grammar

In learning English, it is necessary to learn grammar to produce a correct sentence appropriate with grammatical form. According to Charles & Jill (2008:18) grammar means a description of the language system that shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. By ordering the sentence in the right form, the utterance expressed by speaker would have precise meaning so that the message can be understood by the listener.

c. Vocabulary

Vocabulary is the important one that must be learnt in learning speaking. Speaker who delivers utterance using many vocabularies would produce a lot of sentence. By having sufficient vocabularies, message can be expressed well. On the contrary, having limited vocabularies is a barrier for speakers to deliver what they want to convey.

d. Fluency

Fluency refers to an ability to speak fluently and accurately. Generally, fluency is the aim of many language learners in learning speaking. Sign of fluency marked by a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have much time searching for the language items needed to express the message.

3. Speaking Activities

Harmer (2001) argued that it is essential for teachers to develop speaking by means of interesting and relevant activities, in a contextualized manner, and related with the communicative necessities of the given population. This way, it is assured that communication will take place in the language classroom and students will have the opportunity to use the target language in real life scenarios. Moreover, Kayi (2006) gives comments,

“....Today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.”

So that’s why, in order to teach how to speak in the best way, some speaking activities need to be provided.

a. Characteristic of Successful Speaking Activities

Ur (1991:120) suggested four characteristic of the speaking activities which are successful in the applying.

1) 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 pauses.

2) 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.

3) 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 achieving a task objective.

4) 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.

It is clearly said that in establishing activities is not merely to spend the learning time for having fun, but more to utilize the activities which can give input for the learners. Even, activities should be related to the students' needs. Thereby, all of those characteristics must be known by teacher to hold speaking activities which are qualified and beneficial for improving the students' ability.

b. Kinds of Activities

In the practical, there are a lot of activities supporting to speaking skill. In this skill, teacher can choose the appropriate ones to be applied in the teaching learning process of speaking skill. In this way, Harmer (2001:286) suggested six classrooms speaking

activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from a script

In this activity, students act out dialogues they have written themselves, it may act out scenes from plays and/or their course book, sometime filming the results. This frequently involves them in coming out to the front of the class so that this activity also makes the students to be more confident.

b. Communication games

Game is one of the ways to improve speaking through fun learning. Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

Through discussion, students have a chance to think of ideas and the language to be expressed in front of public. In this activity, one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus.

d. Prepared talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more 'writing-like' than this. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and role play

Many students derive great benefit from simulation and role play. First, they can be good fun and thus motivating. Second, they allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, they allow

students to use a much wider range of language than some more task-centered activities may do.

Meanwhile, Kayi (2006) in *TESL Journal* also proposed more activities to promote speaking, they were:

a. Discussion

A discussion can be held for various reasons. The students may aim to arrive at conclusion, share ideas about event, or find solutions in their discussion groups. In this way, the discussion points are relevant to this purpose, so that the students do not spend their time chatting with each other about irrelevant things. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they feel or think. Then, they can practice appropriate with their teacher's instruction toward the activity.

c. Information Gap

In this activity, students are supposed to work in pairs. A student who has certain information will share the information to other partner who does not have. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For

instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Story Completion

This is a very enjoyable, whole-class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then each student starts to narrate from the point where the previous one stopped. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

B. Setting Goal

Goal setting is the process of establishing clear and usable targets, or objectives for learning. In a teaching and learning process, setting goal is the first effort should be taken by educator through making several points. The points or aspects made by the teacher are used to achieve the learning goal suitable with the expectation.

Goal theory proposes that there are two general goal orientations students can adopt: a task-focused orientation with an intrinsic focus on learning and improving and an ability-focused orientation with an extrinsic

focus on external rewards (e.g., getting good grades and doing better than other students). The former is commonly referred to as learning, task involvement, or mastery goals and the latter is labeled as performance or ego-involving goals (Dweck, 1986; Dweck & Leggett, 1988; Elliot & Dweck, 1988) in Moeller (2012).

In short, setting goal is the important policy made by teacher to support teaching and learning process meets the learning goal achievement. Consequently, the learning would be work smoothly and students would know the way to learn which could bring them to be good learner.

C. Learning Strategy

Learning strategy is the mental and communicative procedures learners use in order to learn and use language. Oxford (1990:1) gives definition that learning strategies are steps taken by students to enhance their own learning. In other words, strategies are important to improve the students' learning through some appropriate ways.

According to Oxford & Lee (2008:8), many education studies have observed learning strategies since 1980s and this has also been a trend in second and foreign language education. Susanto (2012:39) in his dissertation reveals that in 1990 Oxford pointed out how important learning strategies are, both in theory and in practice, for language learners. Then, in 1994, Rubin described learning strategies are behaviors that would contribute to developing learner's language system affecting learning directly. Chamot & O'Malley (1987), Politzer & McGroarty (1985), Conti & Kolsody (1997), and

many others studied strategies used by language learners during the process of foreign language learning.

1. Definition of Language Learning Strategy

There are some definitions of language learning strategy made by many researchers. In the form of list of table below, the term is presented which is derived from the definitions of Rubin, 1975; O'Malley & Chamot, 1990; Nunan, 1999; and Beckman & Klinghammer, 2006.

Table 2.1 Definition of Learning Strategies

1975	Rubin	Learning strategies means the techniques or devices which a learner may use to acquire knowledge (p.43)
1990	O'Malley & Chamot	Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (p.1)
1999	Nunan	Language Learning Strategy refers to the mental and communicative processes that learners deploy to learn a second language (p.55)
2006	Beckman & Klingmhammer	Learning Strategy is a set of steps to accomplish a particular task, such as taking a test, comprehending text, and writing a story. (p.107)

2. Importance of Language Learning Strategy

Knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the process underlying the learning that you are involved in, then learning will be more effective. Through a research, Nunan (1999:172) shows that learners who are taught the strategies underlying their learning are more

highly motivated than those who are not. The research also shown that not all learners automatically know which strategies work best for them. For this reason, explicit strategy training coupled thinking about how one goes about learning, and experimenting with different strategies, can lead to more effective learning.

Rebecca Oxford, one of the leading teachers and researchers in the language learning strategies field, argues that strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement, which is essential for developing communicative competence (1990:1)“. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

According to Oxford (1990:9), there are twelve key features of strategies toward language learning strategies:

Table 2.2 Features of Language Learning Strategies

Language learning strategies
<ul style="list-style-type: none"> a. contribute to the main goal, communicative competence b. allow learners to become more self-directed c. expand the role of teachers d. are problem-oriented e. are specific actions taken by the learner f. involve many actions taken by the learner, not just the cognitive g. support learning both directly and indirectly h. are not always observable i. are often conscious j. can be taught k. are flexible l. are influenced by a variety of factors

3. Types of Language Learning Strategies

According to Oxford (1990:167), major varieties of language learning strategies are (a) cognitive, (b) mnemonic, (c) metacognitive, (d) compensatory (for speaking and writing), (e) affective and (f) social. They are presented as follows:

a. Cognitive strategies

Cognitive strategies help learners and strengthen associations between new and already known information (O'Malley and Chamot 1990; Oxford 1990, 1996) and facilitate the mental restructuring of information (Iran-Nejad et al. forthcoming). Examples of cognitive strategies are: guessing from context, analysing, reasoning inductively and deductively, taking systematic notes and reorganising information.

b. Mnemonic strategies

Mnemonic strategies help learners link a new item with something known. These devices are useful for memorizing information in an orderly string (e.g. acronyms) in various ways; examples are: by sounds (e.g. rhyming), by body movement (e.g. total physical response, in which the teacher gives a command in English and learners physically follow this) or by location on a page or blackboard (the lotus technique). Theoretical and empirical justification exists for separating mnemonic strategies from cognitive strategies. In contrast to cognitive strategies, mnemonic strategies do not typically foster deep associations but instead relate one thing to

another in a simplistic, stimulus response manner. Even with their limitations, mnemonic strategies are often the first step in learning vocabulary items or grammar rules.

c. Metacognitive strategies

Metacognitive strategies help learners manage: (1) themselves as learners, (2) the general learning process and (2) specific learning tasks. Several varieties exist. One group of metacognitive strategies helps individuals know themselves better as language learners. Self-knowledge strategies include identifying one's own interests, needs and learning style preferences. Learning styles are the broad approaches that each learner brings to language learning or to solving any problem. Examples of learning styles include visual vs. auditory vs. kinesthetic, global vs. analytic, concretes equential vs. intuitive-random, and ambiguity-tolerant vs. ambiguity-intolerant (Ely:1989)

Another set of metacognitive strategies relates to managing the learning process in general and includes identifying available resources, deciding which resources are valuable for a given task, setting a study schedule, finding or creating a good place to study, etc. This set also includes establishing general goals for language learning. Language learning may be hindered if goals are unclear or in conflict.

Other metacognitive strategies also help learners deal effectively with a given language task, not just with the overall process of language learning. This set of metacognitive strategies includes, among other techniques, deciding on task-related (as opposed to general) goals for language learning, paying attention to the task at hand, planning for steps within the language task, reviewing relevant vocabulary and grammar, finding task-relevant materials and resources, deciding which other strategies might be useful and applying them, choosing alternative strategies if those do not work and monitoring language mistakes during the task.

d. Compensatory strategies

Compensatory strategies for speaking and writing help learners make up for missing knowledge when using English in oral or written communication, just as the strategy of guessing from the context while listening and reading compensates for a knowledge gap. Compensatory strategies (or communication strategies) for speaking include using synonyms, circumlocution and gesturing to suggest the meaning.

Cohen (1997) asserts that communication strategies are intended only for language use, not for language learning, and such strategies should therefore not be considered language learning strategies. However, Little (1999) and Oxford (1990) contend that

compensatory strategies, even when employed for language use, simultaneously aid language learning: each instance of language use provides an immediate opportunity for 'incidental learning'. Incidental learning is one of the most important but least researched areas in language learning (Schmidt 1994).

e. Affective strategies

Affective strategies include identifying one's feelings (e.g. anxiety, anger and contentment) and becoming aware of the learning circumstances or tasks that evoke them (see Arnold 1999). Using a language learning diary to record feelings about language learning can be very helpful, as can 'emotional checklists' (see Oxford 1990). However, the acceptability or viability of affective strategies is influenced by cultural norms. Some cultures do not encourage individuals to probe or record their own feelings in relation to learning.

Language learning anxiety - which has received an abundance of attention in the last decade (Horwitz and Young 1991; Young 1998) - is usually related to fear of communicating in English (or, indeed, the native language) when a judgement of performance is anticipated. In some individuals anxiety can sorely sabotage the language learning process (Young 1998). Certain affective strategies can help learners deal with anxiety through actions such as deep

breathing, laughter, positive self-talk ('I know I can do it!', 'I know more than I did before') and praising oneself for performance. Corno (1993) suggests additional strategies, including generating useful diversions or visualising success and feeling good about it.

Negative attitudes and beliefs can reduce learners' motivation and harm language learning, while positive attitudes and beliefs can do the reverse. Using the affective strategy to examine beliefs and attitudes is therefore useful for, e.g., learning any language, the native speaker, the teacher and the language classroom.

f. Social strategies

Social strategies facilitate learning with others and help learners understand the culture of the language they are learning. Examples of social strategies are asking questions for clarification or Language learning strategies confirmation, asking for help, learning about social or cultural norms and values and studying together outside of class. Cognitive information-processing theory tends to downplay social strategies in favour of cognitive and metacognitive strategies (O'Malley and Chamot 1990); however, social strategies are nevertheless crucial for communicative language learning.

D. Teacher's Role in Teaching Learning Process

Within the classroom, teacher's role may change from one activity to another or from one stage of an activity to another. If the teacher fluent at

making these changes, the effectiveness as teacher is greatly enhanced (Harmer, 2007:57). In his book, he suggests several teacher's roles in classroom, they are: controller, organizer, assessor, resource, and observer.

1. Controller

When teacher act as controllers, they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the role, tell the students' things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. Indeed, in many educational contexts, this is the most common teacher role.

2. Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from the activity.

3. Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is

where teacher have to act as an assessor, offering feedback and correction and grading students in various ways.

4. Resource

In some activities, students may still need their teacher as a resource. Students might ask how to say something or what a word or phrase means. They might want to know information about the activity the done or others.

When teacher are acting as a resource, they will be helpful and available, but at the same time teacher should resist the urge to spoon-feed the students so that they become over-reliant on the teacher.

5. Observer

This role is mostly used for observing what students do in oral communicative activities which can give them useful group and individual feedback. Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.

E. Feedback

Appropriate feedback is necessary for effective and efficient learning. It can support students to more enhance their learning. More specifically, giving feedback to students has worthy impact to increase their motivation to be better to learn.

Beckman and Klinghammer (2006:70) point that incorrectness is not the only standard teachers can use to assess learning. This module considers learner feedback in these three domains:

1. Feedback can be linguistic in nature and relate to the actual use of the language.
2. It can also focus on communication, which concerns the task or the content of the message.
3. Finally, feedback can be affective, encouraging learners' attempts to communicate and to use the language.

In this context, the two experts also suggest that there are several important aspects to consider when giving feedback:

1. Both positive and negative feedback are needed for the most effective learning. Negative feedback is direct error correction or drawing attention to error. Positive feedback can be affective, can reward for correct or successful communication, or can provide the opportunity for self-correction.
2. Feedback can be oral, written, or non-verbal; it can be given to individuals, groups, or the entire class.
3. Feedback can be given immediately or delayed, depending on which would be most effective for the task or situation.
4. Feedback can be either formative or summative. Formative feedback isn't usually graded and is given at all stages throughout the learning period. Summative feedback is given at the conclusion of a unit, a

project, or a period of learning. This can be a grade or a final report on students' work.

5. It is important to understand the nature of an error in order to determine whether and how to use corrective feedback

F. Previous Study

In writing this thesis, the researcher read many studies related to this research. The researcher found some references from the previous studies as described below:

The first previous study that is found is study entitled "Teaching and Learning Speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek" has been conducted by Ma'arif in 2015. The study was directed to know the teaching and learning speaking and the students' problem during teaching learning speaking at Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek. In the study, the researcher used some techniques like observation, interview and documentation in collecting data. Based on the finding in this study, the teaching and learning speaking was conducted in the following practices such as material, activities, media, and evaluation. Furthermore, through the study, the researcher could know that there were two student problems during the teaching and learning speaking, those were grammar and knowledge vocabulary, and understanding other speech.

Concerning with the study, there are some differences between the thesis above entitled *“Teaching and Learning Speaking at the Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek”* and the researcher’s study entitled *“A Study on the Language Center’s Efforts to Facilitate Students in Improving their Speaking Proficiency at Modern Islamic Boarding School of Darul Hikmah Tawang Sari Tulungagung”*. The first thesis was focused on the teaching and learning process of speaking, while this study was focused on the language unit which has contribution to the improvement of students’ speaking proficiency. Then the study above was conducted in the different setting in which the first was conducted in Islamic Boarding School of Anwarul Haromain Baruharjo Durenan Trenggalek and the researcher’s study was conducted in Modern Islamic Boarding School of Darul Hikmah Tawang Sari Tulungagung. The explanation above showed the previous study and the present have differences in term of the focus and the setting of the study. That’s why, the obtained data from the both studies were not the same too.

The next study was conducted by Zakiya’(2014) entitled *“A Study on Teaching Speaking at MA Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014.”* The purpose of the research was to get information about the strategies, activities and the technique of teaching speaking at MA Terpadu Al-Anwar Durenan Trenggalek. The researcher collected the data by conducting interview, doing observation, and documentation in this study. This research described the teaching speaking involved the strategies,

activities and assessment technique which were conducted by English teacher. The strategies which were used in the teaching speaking were: give students practice with both fluency and accuracy, provide appropriate feedback and correction, use group work or pair work, provide intrinsically motivating techniques, capitalize on natural link between speaking and listening, give students opportunities to start oral communication, and use authentic material to motivate the students in speaking English. The activities which were conducted in teaching speaking are communicative games, discussion, debate, presentation, describing something, sharing, and singing songs. While, the techniques used to assess students' speaking skill were dialogue presentation, telling picture, interview, telling story, speech, discussion, conversational exchanges, debate, talk show, and product introduction.

Related to this study, the previous study written by Zakiya' has dissimilarities with the present study. The previous study was focused on the teaching speaking conducted by English teacher at MA Terpadu Al-Anwar Durenan Trenggalek. It was differ from the present study which was more focused on the Language Center (language unit of Modern Islamic Boarding School Darul Hikmah) which carried on the students' development of language mastery specifically for speaking skill. In short, the results of both data were different because of the focus, the setting, and the subject of the study was also different.

The last study has been conducted by Mawarti (2015) by entitled “Teacher practices in facilitating students’ to be active in studying English at SMPN 1 Karangrejo.” This study was focused on the practices of English teacher to facilitate the students to be more active in studying English and the advantages of the practices toward the students’ learning. In obtaining the data, the researcher used some techniques such as observation, interview and documentation. The result of this study showed that there were a lot of practices could be done by English teacher of SMPN 1 Karangrejo in making the students to be more active. They were: a) giving task and recitation, b) giving story to be discussed, c) using song and movie, d) applying role play, e) applying question answer section, f) giving reward in the form of point or score and g) giving motivation to students. All of the practices also offered advantages in which: (a) the students can improve their language inputs vocabulary, (b) the students can learn grammar in different context, (c) the students can learn by doing, (d) the students can learn together in group, (e) the students can improve their vocabulary, and (f) the students get horizon the importance of mastering English in the future.

From the description above, the Mawarti’s study was distinguished in some aspects from the study of this present researcher. It was reflected in the focus, the setting and the subject of the study. As presented above, the third previous study was conducted to English teaching learning activities by focusing on the teacher practices at SMPN 1 Karangrejo.

Meanwhile, the present study was conducted for the efforts of a language unit which was merely focused on speaking skill. More specifically, the setting of the present study was not in a formal school, but in the Islamic boarding school which is well-known with bilingual practices. Besides that, the present of the study was not only focused on the activities, but also some efforts supporting to students' speaking learning.

Considering to the three previous studies, it showed that the present study was not same with other studies. It was mostly seen from the focus, the setting and the subject of the study. Finally, the different aspects influenced the result of data in those previous studies and the present study so that the data were obtained was in the different form.