CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents theoretical background or review of related literature. It consists of underlying theories that include the theory of speaking, teaching speaking, instructional material, technique in teaching speaking, successful speaking activity, the reluctant speaker, speaking assessment, and previous study.

A. Theory of Speaking

1. Definition of Speaking

Communication with others is one of human's basic needs. It's impossible for us to getting relation with other without having communication. The act of speak means the action of expressing oneself feeling or thinking through human voice. In this matter, Tarigan (1990:149) states the purpose of speaking. Be sides to build some relationship by conducting communication, generally by conducting speaking someone have some purposes that are to amuse, to inform, to stimulate, and to manipulate.

In addition, Richards (2008:21) state the three functions of speaking, they are:

a. Talk as interaction

Speaking for interaction refers to the act when we are having "conversation" and interactional language is produced for social

purposes. When people meet each other, they exchange greetings, get a small talk, or tell their recent experiences. These activities happen because they wish to be friendly and to establish a comfortable zone of interaction with others. Furthermore, Richards (2008:22) states the main features of speak as interaction are has a primarily social function; reflects role relationships; represent speaker's identity; may be formal or casual; reflects degrees of politeness; employs many generic words; uses conversational register and well and jointly constructed.

Mastering the art of speak as interaction is difficult and may not be a priority for all learners. However, students who have the lack of this ability sometimes they feel awkward at a loss for words when they are finding themselves in situations that require talk for interaction. They will feel difficulty in presenting a good image of themselves and sometimes avoid situations that call for this kind of talk.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The focus is the message and making the receiver understand clearly. Its main purpose is conveying information and facilitating the exchange of goods and services. Such Jones in Richard (2008:24) take as an example in a science class, to explore the students' understanding about floating and sinking, the teacher usually focus on meaning or just on talking their way to understanding. From these point

of view, it can be concluded that the mainly aim for this kind of speaking is to make the opponent of speak can understand easily with what we are saying. No matter how our style or our manner is. Since the function of speaking in this type is just for a kind of transactions, rather than the participants and how they interact socially with each other. Furthermore, Richard (2008:26) mentions the main features of talk as interaction are: it has a primarily information focus; the main focus is on the message and not the participants; participants employ communication strategies to make themselves understood; there may be frequent questions, repetitions, and comprehension check; there may be negotiation and digression; linguistic accuracy is not always important.

There are two types of talk as transaction. According to Burns in Richard (2008:26), the first type is *involves situations* where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. For example, someone is asking for directions. In this case, accuracy may not be a priority, as long as the information is successfully communicated or understood by the receiver. The second type is *transactions situations* that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk has been called as talk as performance. This refers to public speaking, which is the act of talk that transmits information in front of the audience, such as classroom presentation, public announcement and speeches.

Talk as performance tends to be in the form of monolog rather than dialog. It is often followed of recognizable format and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as transaction. The main features of talk as performance are: focus on both message and audience; predictable of both form and accuracy; Language is more like written language; often monologic.

2. **Component of Speaking**

According to Jill (2008:15) there are five component of language that influence speaking ability, they are:

a. Vocabulary

Vocabulary refers to all the words which exist in a particular language or subject. In this matter, mastering English vocabulary is important for the learner because vocabulary can support the learner to speak in English well. Learners with rich vocabulary are easier to express their ideas. In addition, it also helps them to be a good listener.

By having a lot of vocabulary, the learners can catch what the other person talking easily. Then, they can appreciate their opponent effectively.

Vocabulary can be presented in dialogues by having listening to audio track and reading passages where the new words appear in context and in combination with other words. The reason for reading text in the class is to give students new language input. And whenever the teacher asks students to read and listen, the teacher will want them to see how words are used.

b. Pronunciation

It is important for foreign language learner to learn how English words are pronounced Harmer (1998:11) said that the user of the language has to know how to say a word. It means that the user of the language have to know how to pronounce some word well, although it is often considered as difficult thing for the learner. Perhaps, most of students think that English is such a strange language. That is because what is written is different from the way to pronounce it. They also have to consider complex parts of pronunciation such as intonation, stress, and pitch. On the other hand, it is difficult for the learner to be similar to the native speaker because their mother tongue is so influence the way to produce the word.

The important point that should be remember that actually learners do not necessarily need to pronounce English perfectly, it is as long as the other people can understand them. Because wrong pronunciation will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

c. Grammar

Grammar is needed for student to arrange a correct sentence in a 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 to create the good sentence related with the rules.

d. Fluency

Fluency may be defined as the ability to speak easily and accurately. According to Jill (2008:27), fluency is communicating a message. We have to speak fluency so that the listeners are able to - respond what the speakers said. We have to consider that fluency is strongly influenced by other speaking components. It means the listeners will understand what the speaker said if the pattern grammar of language is correct, the use of vocabulary is appropriate and also how

they pronounce it is well .So, we have to consider that these component are relate each other.

e. Comprehension

Beside the four components that explained before, the important component in speaking that have to known is comprehension. Comprehension refers to the ability to understand completely and be familiar with a situation, facts, etc. It means the speaker must have ability in understanding the case or the problem that is facing. In this matter the previous knowledge of the speaker will give the contribution to the quality of what the speaker talking is.

B. Teaching Speaking

Every human aware that to speak a new language is difficult. Since, to make an effective oral communication is required an ability to turn the language appropriately. Consequently, it is important for the educator and the learner to collaborate in creating the interesting and effective environment in learning.

1. The Role of Teacher in Teaching

The act of teaching cannot be separated from the role of a teacher. Teacher is "a professional educator who has the main role to teach, guide, direct, train, asses and evaluate the students in their early childhood of formal education elementary and in the high school" (Kunandar, 2009:54). In teaching and learning process, the teacher shows and helps the learners

to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand.

Teacher is as a guidance and facilitator in learning. Thus, it is very important for the teacher to know the characteristic of their students. In addition, the teacher has to know and realize their role as the teacher is. They carry of either positive or negative behavior toward students. Therefore, teacher should play the role activity and place their state as a professional teacher in designing and developing class. It means that teacher has responsible to involve the learners to a maturity. Teacher is not only as an instructor who transfer their knowledge but also as an educator who transfer the value. Besides that, teacher as a counselor who can gives briefing and guide to the learners in teaching learning process. A teacher does not only teach in the classroom but also have to be able to be a catalyst, motivator and development dynamist place. Teacher has big effect to make the student success in learning and should be able to make positive progress in education.

According to Harmer (2007:25), there are five important roles of teacher such as controller, prompters, assessors, resource and tutor. Here are the simple definitions of each role:

a. Controller

When teacher acts as controller, he or she is in charge of the class and of the activity taking place. The teacher also taking part of class activity and is often leading from front. For example controller

takes the register, tell student things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher fronted classroom.

b. Prompter

As this role, the teacher has to encourage the students, push them to achieve more and feed in a bit of information or language to help them. If student lose the thread of what is going on or they are lost for words, as the prompter the teacher may encourage them forward in a discreet and supportive way. The teacher wants to help, but not to take over. Balance between taking the initiative away from the student.

c. Assessors

As assessors, the teacher must be able to know the students English ability and give them grade based on their performance in the class. Give the feedback with sensitivity and support, correction and grading the students in various ways. The teacher also has a responsibility to make the student understand what the teachers are looking for and what success that should they reach in learning. In addition, teacher has to be sensitive to the student's possible reaction.

d. Resource

The teacher should be helpful and available resource for the students. The teacher has to give information about what they are learning in the class well. Offer guidance to where students can go and look for the information. Help them to become more independent in

their learning generally. It is okay to say, "I don't know, but I'll tell you tomorrow." For the student, and explain it later when the teacher is really know what the truth is.

e. Tutor

As a language tutor, in acting as the tutor, the teacher is combining the roles of prompter and resource the teacher needs to respond to what the learners are doing and advises them or what to do next. The teacher makes them in to some group and goes around them. More personal contact gives the learners a real chance to feel supported and helped.

C. Instructional Material

1. The Role of Instructional Material

One of the most challenging tasks constantly facing language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. Hence, the ongoing search for and the development of meaningful teaching materials, which often can be used to supplement the textbook for a course, is a critical planning activity to be done by teachers.

Teaching materials are a key component in most language program. Whether the teacher uses a textbook, institutionally prepared materials or his or her own material, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richard, 2001:251).

Cunningsworth (1995:7) in Richard (2001:251) summarize the role of materials (particularly course books) in language teaching as the resource for: presentation materials, activities, grammar, vocabulary, pronunciation, and syllabus where reflect learning objectives that already determined. In addition, the material also support for less experienced teachers who have yet to gain in confidence.

2. **Kind of Materials**

Gebhard (2000:90) reveals that "for teacher who teaches in a public school in a country conducted their teaching with materials produced by a government education agency or committee". English teacher design their materials by their own ideas concerning to the teaching learning English and bring innovative ideas into their teaching. The teacher combine produced by education agency with their materials produced by themselves. (Gebhard, 2000:90) states that "the teachers who are not satisfied with the text they probably adapt the text or design entire lesson with materials created by them". Type of materials are the authentic materials and the commercially materials.

a. The Authentic Materials

In the application of authentic materials, teachers begin with an idea in a text, based on their understanding of student's need and interest, located authentic materials, as well as created additional activities that are made of them. As planned, teachers made lesson plan for long preparation to conduct in teaching speaking which includes

goals of the lesson, steps in implementing it, and the materials needed to teach it and some instruments to evaluate students. Normally daily plans outline what content is to be taught, motivational techniques to be used, specific steps and activities for students, needed materials, and evaluation processes (Richard & Rodgers, 1986: 121).

b. The Commercially Materials

The used of commercial materials to support the authentic materials because it could save time. The used of commercial materials in teaching English, such as commercially produced, audiotape, videotape, laptop, projector, and other electronic materials. (Harmer, 2007, 124) states that as with all other skills, what starts as a speaking activity may be very well lead on to writing or other activity itself may develop from a reading text, or after listening to an audio track. Meanwhile Brown (2001:137) reveals that lecturing (and other form of orally providing information) and having students read a text is part of the process of creating and maintaining and interactive classroom. The used of syllabus as guide to select authentic materials and commercial materials, and design the lesson by bringing innovative ideas into teaching speaking. Teaching speaking must select the materials in written or printed, audio, visual, audio-visual from that enable to use and support that teaching speaking.

D. Technique in Teaching Speaking

In the communicative model of language teaching, the teacher helps the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Nunan (2003:156), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy

    At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

    To improve students' speaking skill, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

    From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown

(2001: 275-276) states that there are seven principles for designing speaking techniques.

1. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

2. Provide intrinsically motivating techniques.

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.

Furthermore, teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001:348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving

students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

2. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert „instant comment" mini activities into

lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as "panel speaker" produce well-rehearsed writing like arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4. Prepared talks

    Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more writing. However, if possible students should speak from notes rather than from a script.

5. 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.

6. Simulation and Role play

    Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out

simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

E. Successful Speaking Activity

Classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course. Ur (2009:120) defines the characteristic of a successful speaking activity.

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. It means classroom discussion is not dominated by a minority of talkative participations: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation 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.

F. The Reluctant Speaker

   1. Factor Affecting Reluctant Speaker

Some learners may be reluctant to speak. Reluctance to speak on the part of students was seen as their biggest challenge. Thus, it is

important to find out the causes for this and to deal with the causes. Burns and Joyce (1997:134) identify three sets of factors that may cause reluctance on the part of students to take part in classroom task involving speaking. They suggest that this reluctance may be due to cultural factors, linguistic factors, and psychological/affective factors. Cultural factors derive from learners' prior learning experiences and the expectations created by these experiences. If learners come into the classroom and believe that learning a language involves listening to the teacher or the tape, and doing written exercises, then they will be reluctant to become actively involved in speaking. It will be necessary to engage in a certain amount of learner training to encourage them to participate in speaking.

In addition, in a detailed investigation of the reluctant second or foreign language speaker Tsui (1996) in Nunan (1999:234) gives her conclusion in identifying five principal factors why students are reluctant to speak up with their second language in or even out class.

1. *Students' perceived low proficiency in English*. Student who does not has the competence to respond to the teacher's question in English will lack of their confidence, they also unwillingness to take risk. They have a perception that their English was poor. This kind of though results in a marked reluctance to respond and speak in the second language.

2. *Students' fear of mistakes and derision*. Students are also afraid of making fools of themselves in front of their friends. In addition, Tsui also adds that that is a cultural factor that functions in a number of

Asian cultures inhibiting students from speaking up in front of their peers.

3. *Teachers' intolerance of silence.* Many teachers taking part in the study gave the students little or no wait time. Some teachers maybe do not want to waste their time to wait their students to speak in English. It makes they leave their reluctant students with the emptiness. They will move to the other students who can talk better than their reluctant students because they want not to be tolerance with them.

4. *Uneven allocation of turns.* This factor has close related with the previous factor in number three. It becomes clear that teacher favored the better students when soliciting response. By targeting the better students, teacher could be sure that there would not be periods of silence or confusion in their classroom.

5. *Incomprehensible input.* The final factor that identified by Tsui is the overly of difficult teachers' language input. Tsui also reports one of the teacher statement related with her/his teaching. Tsui (1996:154) citied in Nunan (1999:234), "After viewing myself asking questions, I realized that what I thought were simple and clear question but in fact it is quite difficult to be understood. Not only this, but the questions were often confusing and not specific enough."

2. Dealing with the Reluctant Speakers

It is important to be aware that reluctance to speak may not be only because of language difficulties. Day (1981) stated in Nation and Newton

(2009:112) found that some learners possessed adequate language skills, but had not received enough encouragement to speak in a classroom. When they were taken out of the classroom for short periods of time with one or two other learners and given lots of encouragement to speak, they were soon speaking a lot. After several sessions of such speaking, they seemed more willing to contribute to speaking in the larger class. Further, Day (1981) in Nation and Newton (2009:112) states some possibilities of the causes and solutions for learners who are reluctant to speak.

Table 2.1 Causes and Solutions for Learners who are Reluctant to Speak by Day (Nation and Newton (2009:112)

Possible causes	Solutions
Inadequate vocabulary	Use activities where the learner can study the vocabulary before hand
Inadequate control of grammar	Use controlled activities like **substitution tables** and **What is it?** Use guided or creative techniques to develop control of grammar.
Lack of fluency	Do repetitive activities like **4/3/2**.
Shyness	Start the learner with safe, small group activities, gradually increasing the risk.
Lack of encouragement	Work in a small group with the learner giving a lot of Encouragement (Day, 1981).

The final factor identified by the teacher was to establish good relationship with the students. Tsui concluded from her study that the key to encouraging students to communicate was to create a low-anxiety classroom atmosphere. Strategies that contributed to a lowering of anxiety were the key ones in encouraging the reluctant student to speak.

Ur (2009:121-122) also suggest the solution to solve the problem in teaching speaking relate to the reluctance students, such:

a. Use group work

It increases the sheer amount the learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learners speech, so that not all utterances will be corrected, and learners may occasionally slip into their native language, nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set up.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than the used in intensive language learning activities in the same class. It should be easily recalled and produced by the participations, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest

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

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make

sure that everyone in the group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

e. 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. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students speaking the target language is simply to be there you as much as possible, reminding them and modeling the language use yourself; there is no substitute for nagging.

G. Speaking Assessment

Speaking assessment is one of component in learning a language. According Djiwantoro (2006:5) assessment or evaluation has the purpose to measure how far the learning goal has been achieved through the implementation of learning activity. Huges (1989:101) states that the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. According to Nurgiantoro (1995:276-289), the techniques of speaking test are:

a. Telling picture

Picture can be good stimulus of speaking, but the picture must be based on the students" ability. The picture can contain an activity, have a certain idea and purpose, meaningful and show certain situational context. It can consist of one picture or more. If we use more than one picture, it must be related to each other, have sequence of story and have certain contexts and that picture gives series number to show even sequence. So the students can express their idea based on the picture which they see.

b. Interview

Interview is the common way to measure the speaking ability. It is usually used for the students who language ability is good enough. It is possible for them to express their feeling and idea using the target language. Anything can be the topic of interview, as long as it is appropriate to the level of students, like age, kinds of school and language ability.

c. Telling story

Telling story can be a way to measure the speaking ability programmatically. It can be done using pictures and story. The students also can tell their daily activities, their experience or tell a story can story book they have read. Those stimuli can be applied for any level students. For example: "the teacher asks the students to stand in front of the class and tell their story since they have holiday."

d. Speech

Speech is good a way for the students to express their idea in the language accurately. In real life, there are so many speech activities. For example: welcome speech, political speech, religious speech and etc. Train students ability to express feeling and idea in appropriate and accurate language oral skill in form of speech activity also popular in the school and university, the fact often organize speech competition between students. For example: "the teacher asks the students for doing speech before lesson."

e. Discussion

It is a good for high level students to measure the students speaking ability and to give their argument to each other. The students must tell their idea and their opinion, give response to other member, critically and also of depend on their opinion with logical and responsible arguments. Because of that speaking ability and fluency is determined. For example; the teacher asks the students to discuss about some problems in front of the class or presentation in a class.

Other speaking assessment techniques are stated by O'Sullivan. According to O'Sullivan (2008:10-11) students" speaking ability can be assessed by some kinds of tests.

a. Conversational Exchanges

Another simple type of test is a test in which students are given a particular situation and instructed to respond in a certain way. These tests

are usually highly structured and require only a limited response, not connected discourse.

b. Role Play Test

Another type of test is a role play. In a role play the test-taker and a confederate are given information on which to base a role play, and the test-takers are evaluated on their ability to carry out the task in the role play. For example, the role play might be getting information about course requirements. Role plays require the test-taker to use various functions that he/she might need in real communication.

c. Group or Pair Activities

To avoid the types of problems associated with oral interviews, sometimes students are put together in pairs or groups that are given some task. They might also be given a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the "right" answer but to stimulate speech for the tester to evaluate. This is intended to be a less inhibiting situation than an interview test, but it also has the problem of lack of control. How the activity goes depends to a great extent on the mix of test-takers that are put together. If their level of English proficiency is widely different, or if one of test-takers is particularly dominant, this will influence the interaction. A well-trained interviewer can provide similar environments from one interview to another, but this is not possible in testing a group of test-takers in a group activity. In addition, successful

group discussions depend on factors other than speaking, including active listening and eliciting the opinions of all of the group members.

H. Previous Study

In this part, the researcher presents some relevant studies which are conducted by the other researcher previously. The first study is written by Zakiya (2014) entitled " A Study on Teaching Speaking at Ma Terpadu Al-Anwar Durenan Trenggalek academic year 2013/2014" This study focuses on the teaching speaking at MA Terpadu AL-Anwar Durenan Trenggalek which cover: teaching strategies, activities, and assessment technique in speaking skill at MA Terpadu Al-Anwar Durenan Trenggalek.

Another study conducted by Charolina (2014) entitled *A Study on Teaching Speaking at SMAN 1 Boyolangu Tulungagung".* The result of this study shows that a study on teaching speaking at SMAN 1 Boyolangu Tulungagung. The finding of this research showed about the material used in teaching speaking at SMAN 1 Boyolangu, the media are used in teaching speaking at SMAN 1 Boyolangu, the methods are used in teaching speaking at SMAN1 Boyolangu the strategies and evaluation that used in teaching speaking at SMAN 1 Boyolangu.

Another study which has relevant topic is written by Azizah (2016) under the title *"Teaching and Learning Speaking at SMP Islam Al Azhaar Tulungagung"* This study focus on practice of teaching speaking in the classroom and activities outside the classroom. The focus covers of material, technique in teaching speaking, media, and evaluation techniques.

There are some differences between the three previous studies and this study. Although the focus of the three studies and this study is focused on teaching speaking which cover of material, strategy, and assessment technique, but the differences can be seen in form of the scope of the study. The first and the second previous study above only describe the process of teaching and learning speaking in the classroom as the intracurricular program. While this study not only cover the teaching speaking in the classroom, but also the teaching speaking out of the classroom in form of extracurricular program. If the researcher talks from the scope of this study, it is similarly with the third previous study which also focuses on the teaching speaking in and out of the classroom. But the third previous study is taken in SMP Islam AL Azhar Tulungagung. In the other hand, this study is taken at MAN 3 Blitar.