**CHAPTER I**

**INTRODUCTION**

This part presents the background of the study, statement of the research problems, objectives of the study, significance of the study, scope and limitation of the research, and definitions of the key terms.

1. **Background of the Study**

Now English is the language of globalization, commerce and trade, and international communication. English is no longer viewed as the property of the English-speaking world but is an international commodity sometimes referred to as *World English* or *English is an International Language* (Jack, 2002: 3).

English is one of a compulsory subject in many schools around the world including in Indonesia. Nowadays, human resources have important roles in the context of nation building. The government efforts to reform educationed in Indonesia is intended to improve the human resource capacity; to pursue the development of knowledge and technology and to adapt global changes through a high proficiency in English.

In view of that, unfortunately the result of English teaching and learning process in Indonesia is still far from the expectation. In fact, we can see many undergraduates and even graduate English students who are still cannot communicate and use their language well. Indonesian learners still have thought that English language is difficult to study. Especially for English speaking skill. The students learning outcome which is still considered as unsuccessful, has always been the focus of critics towards the failure of teaching English in Indonesia. It has shown that the students are quite difficult to improve their speaking ability because they are accustomed to use their native language in their daily life than using English. This is the reason why it cannot deny the fact that the students still considered speaking skill as the most difficult skill to be mastered. Consequently, English teacher are demanded to be responsible for the failure in making the students capable of using English actively and receptively. To alleviate this orderal, school leader, teacher, and student makes quite often pay much attention to research dealing with the practices were done by the school to improve students’ speaking skill to get high proficiency in English.

In The State Islamic Senior High School 2 Tulungagung (Henceforth MAN 2 Tulungagung) which uses national curriculum, this school is demanded to have good leadership, teachers are demanded to be good teachers in their teaching and students are demanded to be good learners or independent learners in their learning, especially in English language teaching learning process on speaking skill. It means that school leader must have good practices to improve their students’ speaking skill, teachers must have good the way to teach their students, and students involved in their own learning process.

According to Jack, (2002: 24) the differencess between teaching speaking in the past time and nowdays are : 1) Speaking and oral interaction seen as ways of mastering basic patterns and structures; 2) native-speaker usage the model; 3) models based on author intuition; 4) grammatical and situational syllabus; 5) drills, dialogs, substitution exercises were basic classroom activities; 6) accuracy was the primary goal. Little tolerance of errors; 7) oral proviciency viewed as dependent upon mastery of structures; 8) teacher-fronted instruction predominated. On the contrary, teaching speaking in nowdays are : 1) speaking and oral interaction is seen as the basis for learning; 2) non-native usage as well as native usage as models; 3) English for cross-cultural communication a goal; 4) models informed by corpus analysis; 5) functional or other type of communicative syllabus; 6) both accuracy and fluency a primary goal. More tolerance of errors; 7) oral proficiency viewed as dependent upon mastery of lexical phases and conversational routines; 8) cultural awareness adressed; 9) pair and group activities predominate.

Regarding to the fact above, speaking teaching and learning process is one of the great significance efforts in improving students’ speaking skill. The present study intended to find out how The State Islamic Senior High School 2 Tulungagung improves the students’ speaking skill through some practices that it employs.

For some reasons, the researcher is interested in turning to study on practices applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill. The first reason is the researcher thinks that the senior high school has enough experiences in teaching and learning English process. The second reason is The State Islamic Senior High School 2 Tulungagung has been joined with Cambridge International Examination. As a school that has joined with The Cambridge International Examination, The State Islamic Senior High School 2 Tulungagung has curriculum plus to provide students in using English as a medium of instruction this school makes students to accustomed to use English in their daily activity. The third reason is there must be school leadership practices to facilitate teaching and learning process in improving students’ speaking skill, this appears on the winner of madrasah’s achievement contest in Province level. The fourth reason that teachers is one of the important factors in teaching and learning process, and their attitudes as a determiner factor for their teaching success, this appears on the winner of teacher’s achievement in Province level. The fifth reason is the students have different characteristics of their learning process and they learn in many different ways. The last reason is that the students of The State Islamic Senior High School 2 Tulungagung have excellent achievements in academic and non academic. Some latest achievement are as the winner of debate contest Habdepag in Tulungagung Regency level, the winner of reading news contest in Kediri Residency level, runner up of English language olympiad in Tulungagung Regency level, the winner of randori shorinji kempo in Province level, runner up of mathematics olympiad in Province level, runner up of diving contest in Province level, etc.

1. **Statement of the Research Problems**

Based on the background of the study above, this research is done to investigate the answer of the proposed research general questions as follow: “What kinds of practices are applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill?”, To specify the problem, the specific research questions are:

* 1. What are the leaders’ supports to improve students’ speaking skill?
	2. What are the teachers’ efforts to facilitate students in improving their students’ speaking skill?
	3. What learning strategies are employed by the students to improve their speaking skill?
1. **Objectives of the Study**

Based on the statement of the research problems above, the general purpose of the study is to investigate the kinds of practices applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill.

* 1. To find out supports of the leaders to improve students’ speaking skill.
	2. To find out efforts of the teachers to facilitate students in improving students’ speaking skill.
	3. To find out learning strategies of the student to improve their speaking skill.
1. **Significance of the Study**

The result of the research is expected to give some contributions for other people. The writer hopes that this research will be useful for English teachers, students, and other researchers.

For the English teachers, the finding of the research can be used as a new reference in teaching English, especially to improve the students’ speaking skill of this school. The teachers can employ kinds of practices to be applied in their speaking class, to give opportunity and support to students in improving their speaking skill.

Meanwhile for the students, the findings are expected to be useful contribution to motivate the learners and to improve their speaking skill. They can explore their speaking skill by appliying learning strategies.

Finally, for other researchers, hopefully the finding becomes a reference in conducting other researches about practices in improving students’ speaking skill. Other researchers can develop this study to be applied at different schools in their effort to improve their speaking performance.

1. **Scope and Limitation of the Research**

The study is conducted to investigate practices applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill. The practices in this context cover school leader practices, English teachers practices, and students practices.

1. **Definitions of the Key Terms**

Definitions of the key terms are neccessary to be given in order to avoid misunderstanding. The terms are :

1. Conceptual Definition
2. Study is process examination carefully, study is process of learning something investigating in to a subject, give time and attention to learning something, examine carefully.
3. Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people (Oxford, 2006: 57).
4. Improving is become or make something or someone better (Oxford, 2004: 216). In other word, we can say that *improving* is the effort of increasing the quality of something, in this study means speaking skills.
5. Skill here means the knowledge and ability that enables you to speak English well. In short, the skills relates with the speaking.
6. The secondary school or high school is in many respects an enlarged version of junior high school. Today’s high schools are designed to offer not only programs of academic preparation for college and specialized programs leading to vocational proficiency, but a good *general education* for everyone. They also provide multiple opportunities to explore individual interests in a host of curricular and extracurricular pursuits ranging from swimming to speech club (Ellis, 1986: 172 - 173).
7. Practices is the efforts applied by The State Islamic Senior High School 2 Tulungagung (leader practices, teachers practices and students practices) in improving the students’ speaking skill.

● Leader practices is an action done by the leader to facilitate teaching and learning process to improve students’ speaking skill in their school.

● Teachers practices is the taechers’ action in evolving their knowledge and facilitating their students to improve the students’ speaking skill.

● Students practices is the students’ way in using their learning strategies to improve their speaking skill.

1. Operational Definition

Speaking teaching and learning process is a part of the English teaching and learning process in The State Islamic Senior High School 2 Tulungagung.

In this case the researcher conducted research related to practices applying in speaking skill that includes about the ways the school leadership uses to improve their students’ speaking skill, the teachers’ way in facilitating their students to active in speaking, the learning strategies employed by the students in improving their speaking skill.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

 The topics included in this review are those as relevant to the background of the study and discussion of the research findings: spaeaking, teaching, learning, and school leader.

1. **SPEAKING**
2. **Definition of Speaking**

Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people (Oxford, 2006: 57). Furthermore, other definition of speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney, 1998: 18).

Beside that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. According to Jack, (2002: 201) when we use casual conversation, for example our purpose may be to make social purpose or to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends.

From the above definitions, it can be infered that speaking skill play very important role in language teaching and learning process, including foreign language.

1. **The Speaking Process**

We speak in many different types of situation. For example, talking to someone face to face, talking to someone on the phone, a learner answering in the class, someone giving a speech, taking part in a meeting, an exchange between a customer and an assistant in a shop, asking a stranger for directions, chatting to friends, and so on.

Thus, we speak for many reasons - to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelingd or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and etc.

According to Chaer, (1994: 63-64) a communication using a language should pay attention the eight elements, they are:

1. Setting, it is concerning the time and place that occurred in conversation.
2. Participants, they are the persons who are involved in conversation.
3. Ends, it is concerning the purpose and the goals of conversation.
4. Act sequences, it is concerning the form and the content of conversation.
5. Key, it is concerning the manner to do the conversation.
6. Instrumentality, it is concerning the line of the conversation, whether orally or not orally.
7. Norm, it is pointed at behavior norm of the participants in conversation.
8. Genres, it is point at the language variety that used.

We put a message together using all the elements of the language, but this time we are constructing rather than interpreting. As with listening, this is a complex task and learners need a lot of practice to develop this skill. To put a together a message, for example, to ask somebody to send you an email, you could say:

Could you email me?

In spoken form it would like this:

/k∂djuui:meilmi:/

‘Email’ is a probably the most important word, so it is given the most stress. All four words will link up and sound like one long word. The speaker’s intonation will probably go up at the end of the sentence. The speaker has choosen ‘Could you’ from a range of possible forms we use to make requests, for example, ‘Would you mind. . . ?’, ‘I had be grateful if you could. . .’, and so on,to fit the situation and their relationship to the listener. Meanwhile, spoken interaction two or more people talking to each other. One persons makes a requests and the other person responds. We call this an exchange, for example:

1. Could you email me?
2. Yes, of course.

We also use words and sounds to show that we are listening to someone and to indicate how we feel about what they are saying. For example:

Really? Fine.

Really! Mmm.

I see. Uhh.

OK. Oh!

1. **The Importance of Speaking**

It is important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication.

The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.

1. **Teaching**

Teaching is guidance of learning activity. It is a purposive activity, means that the activity associated with the purpose. So, teaching is conducted to reach and directed to the goal of learning process. The concept of teaching is understood as a process that is intrinsically and inseparably bound up with learning. Teaching was done by teachers, telling and showing students how, complementing the learners when they did well, and scolding or punishing them when they did well, and scolding or punishing them when they did poorly. Teachers simply taught they way that had been taught as children, youth, or apprentices.

On the basis, teaching is exerted the creation of situational that possible to teaching process persisted. This system of teaching consists of components which influence each other, such as: the instructional purpose which would be reached. Teaching is organized activity to helps student in learning. The essence of teaching looked as a process as a process, that is the process which done by teachers in caused learning activity of students. Teacher has the first role in direct and create situation for learning. In other word, teaching is a learning process and the result of the process is the changes of behavior. It is not only influence the knowledge ownership, but also influence attitude, interest, appreciation and real behavior.

1. **Teaching Speaking**

Speaking has always been a major focus of language teaching, however both the nature of speaking skills as well as approaches to teach them. Speaking in early seventies usually meant “repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill” (Jack, 2002: 22).

However, 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.

According to Nunan, (2003) definition of teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence strees, intonation, and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Organize their thoughts in a meaningful and logical squences.
5. Use language as a means of expressing values and judgements.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

When teaching English constantly have to keep in mind the fact that what the teachers have in front of their students is a mixed class with varied abilities, expectations,motivations, knowledge, and different learning style. Thus, the teacher need to vary out their approaches and offer as much as opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

According to Kayi journal, Teaching Speaking: Activities to Promote Speaking in a Second Language, here are some suggestions for English language teachers while teaching speaking skill, there are:

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary beforehand that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

In view of that, Teaching speaking is a very important part of foreign language teaching and learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

1. **Activities to Promote Speaking**

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on his article Teaching Speaking: Activities to Promote Speaking in a Second Language journal, there are thirteen activities to promote speaking, which are:

* 1. Discussion

 After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members.

 At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. 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.

* 1. 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 think or feel.

* 1. Simulations

 Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

* 1. Information Gap

 In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. 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.

* 1. 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 characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

* 1. Story Telling

 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.

* 1. 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.

* 1. 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. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

* 1. 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.

* 1. Playing cards

 In this game, students should form groups of four. Each suit will represent a topic. For instance:

* Diamonds: Earning money
* Hearts: Love and relationships
* Spades: An unforgettable memory
* Clubs: Best teacher

 Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:
If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

* Is money important in your life? Why?
* What is the easiest way of earning money?
* What do you think about lottery? Etc.

 However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production.  Rather, students ask open-ended questions to each other so that they reply in complete sentences.

* 1. Picture Narrating

 This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

* 1. 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, 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.

* 1. Find the Difference

 For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

1. **Teachers’ Role in Speaking Activities**

Teachers have a significant role in teaching speaking class in the classroom. They do not only prepare the activities of speaking applied in the classroom, but they also sometimes involved in the students activity. Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. There is nothing wrong with teachers getting involved, of course, provided they do not start to dominate. Although it is probably better to stand back so that you can watch and listen to what’s going on.

Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. If someone in a 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 the steam, or if careful prompting can get it going again.

There are 3 roles of the teachers in speaking activities (Harmer, 2007:275):

1. Prompter **:** students sometimes get lost, can not think of what to say next, or in some other way lose the fluency we expect of them. Teachers can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, teachers may be able to help them and the activity to progress to offering discrete suggestions.
2. Participant **:** teachers should be good animators when asking students to produce language. At other times, however, teachers may want to participate in discussion and role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
3. Feedback provider **:** when students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. When students have completed an activity it is vital that we allow them to asses what they have done and that we tell them what, in our opinion, went well.

Based on the first part about teaching speaking above, we know that it is very important to be taught to the language learners. We know the reason of teaching speaking, many kinds of speaking activities, and also what the teachers role in speaking activity.

1. **Learning**

Learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling the needs of his/her life. The changes itself will be expressed in their whole aspects of behavior. One of successful characteristic in learning process is signaled by the change of behavior of the individual who have learned. The word “change” means that someone who have experienced process of learning, he will experience change of behavior, either cognitive aspect, psychomotor, or affective.

* + - 1. **Characteristic of Successful of Speaking Activities**

The most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1991: 39).

 Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. So, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves (Harmer, 1998: 88).

 Again, sometimes spoken language is easy to perform, but in some cases it is difficult. When people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as (Ur, 1991: 120):

1. Learners talk a lot, as much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participant is even, classroom discussion is not dominated by a monitory of talk active participants. 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 they want to contribute to achieve a task objective.
4. Language is of an acceptable level, learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.
	* + 1. **Problems of Speaking Activities**

There are many problems faced by the learners in speaking activities. Furthermore, according to Ur (1996: 121), there are four problems faced by the learners in conducting speaking activities. They are :

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

1. Nothing to say

Even if they are not inhibited, we often hear learners complain that they can’t thing of anything to say: they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

1. Low and uneven participation

Only one participant can talk at a time if he or she is to a heard, and in a large group this means that each one will have only very little talking time. This problem is compounded the tendency of some learners to dominate, while other speak very little or not at all.

1. Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it, because it is easier. It feels unnatural to speak to one another in foreign language., and because they feel less ‘exposed’ when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some classes, particullary the less disciplined or motivated ones, to keep to the target language.

Beside the four problems above, according to Celce-Murcia (2000: 165) mismatches and misunderstanding in oral communication can be the result of any of the following problems or conditions:

* 1. The speaker does not have full command of the target linguistic knowledge and procedures an unacceptable or even unintelligible form (it could be unacceptable or unintelligible in terms of phonology, grammar or lexical choice).
	2. The necessary background knowledge (content, propositions) is not shared by the speaker and the hearer, and they bring a different set of expectations to the spoken interaction.
	3. The spoken and the hearer don’t share sociocultural rules of appropriacy, and therefore the speaker may have violated such a rule from the hearer’s point of view due to pragmatic transfer from the first language.

In other references there some aspects that makes speaking difficult. While the problems have been explained above are the problems of the learners in speaking activity, here are some problem that comes from the language target itself. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult (Brown, 2001:270).

1. *Clustering***.** Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering
2. *Redundancy***.** The speaker has an opportunity to make meaning clearer through the redundancy of language
3. *Reduced forms*. Contractions, reduced vowels, etc. all are special problems in teaching spoken English
4. *Performance variable.* One of the advantages of spoken languages is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections
5. *Colloquial language.* Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms
6. *Rate of delivery.* One of your task as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency
7. *Stress, rhythm, and intonation.*The stress-times rhythm of spoken English and its intonation patterns convey important messages
8. *Interaction.*Learning is to produce wave in language in vacuum-without interlocutors-would rob speaking skills of its richest component: the creativity of conversational negotiation

Then, what the teacher can do to help to solve some or the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve it (Ur, 1996: 121):

1. Use group work
2. Base the activity on easy language
3. Make a careful choice of topic and task to stimulate interest
4. Give some instruction or training in discussion skills
5. Keep students speaking the target language
	* + 1. **Speaking Learning Strategies**

The term language learning strategy has many definitions. It has been defined variously by many researchers, such as explained by Nunan, (1999: 71) learning strategies are the mental and communicative procedures leraners use in order to learn and use language. While, learning strategies are intentional behavior and thoughts used by learners during learning so to better help them understand, learn, or remember new information is explained by Ricard & Plat, (1992) (cited in Hismanoglu, 2000: 2). Furthermore, other definition can be found in Oxford (1990) (cited in Oxford, 1994: 1) learning strategies are specific actions, behaviors, steps, or techniques that students (often consciously) to improve their progress in apprehending, internalizing, and using language.

The definitions above imply that language learning strategies are something to do with practical guides used by individual learners to achieve their language learning outcomes in the term of language proficiency. All language learners use language learning strategies either consciously or unconsciously when processing new information and performing task in both in language classroom and outside of classroom. Since these two language settings are like problem solving environments in which language learners are likely to face new input and difficult task given by their instructors, learners’ attempt to find the quickest or easiest way to do what is required, that is using language learning strategies is inescapable.

According to Stern (1992: 262-266), there are five main language learning strategies. They are as follows:

1. Management and planning strategies
2. Cognitive strategies
3. Communicative – experiential strategies
4. Interpersonal strategies
5. Affective strategies
6. *Management and Planning Strategies*

 Management and Planning Strategies are related to learners’ intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by teacher whose role is that of an advisor and resource person. That is to say that learner must:

(a). Decide what commitment to make to language learning

(b). Set himself reasonable goals

(c). Decide on appropriate methodology, select appropriate resources, and monitor progress

(d). Evaluate his achievement in the light of previously determined goals and expectation

*b. Cognitive Strategies*

 They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material. Here, some of the cognitive strategies are exhibited:

(1) Guessing/Inductive Inference

(2) Deductive reasoning

(3) Practice

(4) Memorization

(5) Monitoring

*c. Communicative Experiential Strategies*

 The activities of this strategies such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.

*d. Interpersonal Strategies*

They should monitor their own development and evaluate their own performance. Learner should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture.

1. *Affective Strategies*

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feelings about native speaker of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create association of positive affect towards the foreign language and its speaker as well as towards the learning activities involved. Learning training can help students to face up the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.

When learning language, especially speaking skills the students always face the problems and difficulties. They must solve these problems in order to have a good result of learning speaking skills. Here are some tips and strategies for learning English as a foreign language, especially learning speaking:

1. Practice your speaking as often as possible.This is the most important skill to develop when learning a foreign language. Therefore, to have improve your English speaking skills, participate in any and all conversations in English, whether it is just a chatting, whether you are in the classroom, and whether you are with a teacher.
2. Participate in any and all class activities. This includes pair-work and group-work speaking activities as well as reviewing. Remember, reviewing the old material and practicing your English skills in different ways are essential when learning a foreign language. Don’t limit yourselves to book learning.
3. Know your grammar. This is necessary to develop your writing skills and assist you in speaking.
4. Practice your English outside the class to develop your English skill especially in speaking, even if it is not for homework. If you never practice your English outside the class, then how can you develop fluency in speaking? How can you gain confidence in this core language skill? Find anyone who can speak in English to converse with them in English if possible.
5. Look up any words you do not know in the dictionary.It will be helpful to start speaking if you understand the meaning.
6. Find a friend or classmate and write an English dialogue together. Then present it in the class.
7. Monitor and asses your own speaking. For example, by recording your voice while reading out loud one of the passages from your textbook. Then compare it with the native speaker’s voice in the original recording. This may be a useful technique when you are practicing speaking alone.
8. **Learners’ Role in Speaking Activities**

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. So, here are the learners’ roles in learning speaking (Jill and Charles Hadfield, 2008: 105).

First of all, 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. They have to be able to vocalize this using pronunciation and intonation in a way that is clear enough for others to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent.

They may also have to stretch the language they know to kop with new situations: instead of hesitating to search for a word they have forgotten or do not know, they need to be able to find another way of expressing their meaning. Interaction involves more than just putting a message together, it involves responding to other people. This means choosing language that is appropriate for the person you are talking to. It means responding to what they say, taking turns in a conversation, encouraging them to speak, expressing interest, changing the topic, asking them to repeat or explain what they are saying.

1. **School Leader**

Leadership is a very important thing for the progress of a school. Leadership can be defined as an activity to affect people who are geared towards the achievement of the organization. According to Mulyasa, (2005: 107) define leadership as a process affecting the activities of a person or group in efforts toward achieving goals in certain situations. Meanwhile, Soepardi (1988) defines leadership as the ability to drive, influence, motivate, inviting, directing, advising, guiding, ordering, commanding, forbidding, and even punish (if necessary), and building with the intention that man as a media management willing to work in order to achieve administrative effectively and efficiently. it shows that leadership includes at least three things are linked together, namely the existence and characteristics of a leader, a follower, as well as a group situation where leaders and followers interact.

Another definiton about leadership according to Debevoise (1984) (cited in Gary, 1989: 21), leadership means those actions that a principal takes, or delegates to others, to promote growth in students learning. Besides, Greenfield (1987) has defined leadership as actions undertaken with the intention of debeloping a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children, adding that, such leadership is effective to the extent that these board purposes are achieved.

**CHAPTER III**

**RESEARCH METHOD**

This section describes several important aspects in relation to research method. The presentation begins with a brief explanation of research design, data and data sources, data collecting method and data analysis.

1. **Research Design**

Research design is a strategy to arrange the setting of the research in order to get valid data. To conduct a useful research, a systematic way or well done plan must be made, so that the valid answer of the research question can be obtained. It means that appropriate research design has to be selected.

This study uses descriptive design with qualitative approach. According to Bogdan and Taylor, (1975) (cited in Rulam A., 2005: 2) qualitative research is the research procedure that resulting descriptive the data: utterance or written and behavior that capable of control people (subject) itself. Meanwhile, Strauss (1990: 17) defines qualitative research is the research that resulting the findings does not acquire statistic procedure or other quantity. Furthermore, other definition of qualitative research is the research to understand the phenomenon on going on naturally in situations (Patton, 1980).

To describe the design of the study, researcher cites McMillan & Schumacher (2001: 283) explanation. Descriptive design is concerned with the current or past status of something. Then, they explained that this type of research simply describes achievement, attitudes, behaviors, or other characteristics of group of subjects. Other explanations from them were a descriptive study asks what is or what was; it reports things the way they are or were. Furthermore, they also explained that descriptive design did not involve manipulation of independent variable. This design chosen since the purpose of the study is to describe the phenomenon which occurs naturally. This design will be used to describe the existing phenomenon explicitly based on the data namely the writer’s analysis.

In this study, the researcher focused on a practices on the perspectives of school leaders, teachers, and students on their efforts to improve the students’ speaking skill. Particularly, the researcher wanted to know how the school leader facilitated teaching and learning process to improve the students’ speaking skill, to know how the teachers evolved their knowledge and stimulated their students to improve the students’ speaking skill, and to know how the students’ way in using their learning strategies to improve their speaking skill. Besides, other data relevant to the focus of research were explored to answer the research problem.

1. **Setting and Subject of the Study**

In the research, setting means the place and time at which the research will be taken place. Place is the location where the research conducted to overcome the research problem (Sukardi*,* 2003:53). In this study, the researcher choosen State Islamic Senior High School 2 Tulungagung as a place for conducting the study. This study was done on April until June 2012. The school is located in Beji, Boyolangu, Tulungagung. Since there are many Islamic Senior High Schools in Tulungagung are this program, the research were restricted only for this school which had program, such as it often hold English seminars, English olympiad likes speech contest, debate contest, English role play, and English sing a song. These activities indicated that the school leader, teacher, and student conducted practices to improve the students’ speaking skill.

“Subject of research is the process of selecting a number of individuals for a study such as a way the individual represent the large group from they were selected” (Nasution, 1991:119). In this study, the subjects were school leader, teachers and students of The State Islamic Senior High School 2 Tulungagung.

1. **Data and Data Sources**
2. Data

“The term data refers to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of analysis” (Bogdan and Biklen, 1998:106). Arikunto states,” Data is result of research record in number and fact” (1998:91). It means that data is the number of fact found by the researcher as result of conducting research.

 Data in this research were qualitative data. Descriptive data will be in the form of words and pictures rather than in the form of numbers. In this study, the researcher took the data in the form of the utterances from the informant, documentation, doing observation, and also using document file from the institution. These data were the important aspect in conducting the qualitative research.

1. Data Sources

A data source is a person, something, or places that provides information for a piece of research. In this study, data sources were the school leader, teachers and students as primary sources. In addition, the document file of the school institution was also collected as a supporting data in this study. The document file of this school institution were the total of students, the list of students’ name, the list of teachers’ name, etc. The researcher got more information from these data sources to collect the data needed.

1. **Data Collecting Method and Istruments**

The important step in conducting research is collecting data. Data collecting method is the way the researcher do for collecting the data in the research. The data contain the necessary information of the research problems. The use of data collecting method should be appropriate with the characteristic of the research. In this research, the researcher used some methods in collecting data. They were doing interview, conducting observation, and documentation. Esterberg says “interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic” (Sugiono, 2010).By combining those methods the researcher gained the detail information.

Then, the instrument is a mean used by the researcher to collect the data. The instruments used in this study were:

* *Observation sheet*. Observation is done to get information about human behavior as like reality (Sukamto, 1996: 22). Meanwhile, according to Ary, (2000: 474) states qualitative observations rely on narrative to describe the setting, behaviors and the interactions. It means that observation was used to interpret setting, time schedule, and the meaning of the event which was observed. The ways to doing observation were: (1) the researcher prepared the concept of observation. In this concept of observation, the researcher uses check-list to collect the data. The observation form was designed in the form of “Yes-No” coloumn. The check-list was dividing in four coloumns. The first coloumn presents the number. The second coloumn presents the expected activities applied by the school leader, teachers, and students. The third and the forth coloumns present the alternative answers namely “Yes or No”. A check sign (√) was given in the condition that really happen during the observation. (2) the researcher joined in the classroom to observe teachers and students. (3) the researcher observed school leaders’ ways to improve students’ speaking skill likes giving facilities in the classroom or outside of classroom.
* *Documentation*. It was the written, pictures or photos that the researcher gots from the process of observation. In this study, documentation could be used to help the researcher knowing the real condition of the practices applied in the State Islamic Senior High School 2 Tulungagung. For example, policies that applied by school leaders likes the program for the teachers and students, teachers’ efforts to improve students’ speaking skill, and learning strategies that applied by the students to improve their speaking skill.
* *Interview guide*. It was a list of questions that is used to get information needed for the research. The researcher made 5 questions for the school leader (Appendix 1). Then, there were 6 questions addressed to the English teachers (Appendix 2). The last, there were 7 questions raised for the students (appendix 3). The interview was done by using of interview to guide the researcher in interviewing the interviewee. For the visible frame of interview guide as instrument to collect the data, look at the figure below.

***Figure 3.1 The used of interview guide as intruments to collect the data***

1. **Data Analysis**

Data analysis is primarily an inductive process of organizing the data into categories and identifying patterns (relationships) among the categories (McMillan and Schumacher, 2001: 461). In analyzing the collected data, researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (1984) (cited in Sugiyono, 2008: 247) covering data reduction, data display, and conclusion drawing/verification. The figure below shows the three types of analysis activities.

***Figure 3.2 Data Analysis Process (Miles and Huberman, 1984)***

The researcher analyzed the data during the process of collecting the data and after the collecting data. The first step was data reduction in which the researcher embraced, took the main and important data and made category. The researcher also needed to select information based on the research question. It means that the data which were not suited with the proposed research problem were discarded.

All the taken data were transcribed and selected, then organized to be displayed. Meanwhile, data display was the step to present the needed (selected) data which were relevant to the research questions. In this study, the displayed data were the data about leader, teacher and student practices to support speaking skill.

From the displayed data, verifying or drawing conclusion, then, made. In this study, there were two kinds of conclusions. They were temporary and final conclusions. After making final conclusion, some propositions related to research findings were formulated. The proposition described practices applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill. For the data in this study were qualitative in nature, the data were elaborated in words or descriptively.

1. **Trustworthiness of Data**

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. To get the trustworthiness in this research, more than one instrument was used to collect the data. So, the researcher used triangulation techniques. *“*Triangulation is defined as technique of collecting data by combination of some different techniques of collecting data and some different data sources” (Sugiyono, 2010). Furthermore, according to Moleong (2003: 330), “Triangulation is technique of the investigation of validities of data which gives advantages to others that need verification or become standard for data”. Besides, Bungin (2007: 141) views, “the researcher uses techniques of data collecting (interview, observation and documentation) from sources (person, time and place) which different”.

 The purpose of triangulation is to increase the credibility and validity of the findings. Source of data triangulation is processes in which various source of data are collected. The variety of sources can refer to time, place, and person. In the present study the sources of data referred to person; school leader, teachers and students. Methodological triangulation is a process in which various method are used to measure the same unit. Methodological triangulation was done by employing different method of collecting data, namely observation, interview and documentation.

To get the data, the researcher interviews the school leader, teachers, and students in the State Islamic Senior High School 2 Tulungagung. After the interview data collected, checking trustworthiness of data interview was done by comparing them with data taken from observation and documentation. For example, the researcher observed subject leader related to policies to support students’ speaking skill. In order to check validity of this data, the researcher interviewing subject leader in the interview and checked to document related to this aspect. Here the data were collected from different ways, those are interview, observation, and documentation.

***Figure 3.3 The Methodological Triangulation***

**Research Questions:**

1. What are the leaders’ supports to improve students’ speaking skill?

**Instruments:**

Observation

1. What are the teachers’ efforts to facilitate students’ in improving students’ speaking skill?

Document

1. What learning strategies are employed by the student to improve their speaking skill?

Interview

From the figure above, it can be identified that the data of research questions number 1 can be found by using 3 instruments; observation, document, and interview. Meanwhile, the data of research questions number 2 can be found by using 3 instruments; observation, document, and interview. Furthermore, the data of research questions number 3 can be found by using 2 instruments; observation and interview. It means that the data of all research questions are triangulated.

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This section presents research findings and discussion. Before presenting the data of the study, in this part the researcher needs to present the description of the setting of the study. Although it is not the data of the study, describing the setting of the study may be meaningful to show the profile of the school.

1. **Description of Research Site**
2. **The Brief Profile of The State Islamic Senior High School 2 Tulungagung**

The State Islamic Senior High School 2 Tulungagung is located at Ki Mangunsarkoro Street No. 101, Beji, Tulungagung, East Java. It was established on 1990. The State Islamic Senior High School 2 Tulungagung applies the national curriculum standard and in this year the school takes a serious efforts to be Rintisan Madrasah Bertaraf Internasional (RMBI). Beside that, The State Islamic Senior High School 2 Tulungagung has been joined with Cambridge International Examination. As a school that has joined with The Cambridge International Examination, The State Islamic Senior High School 2 Tulungagung has curriculum plus to provide students to understand science, mathematics, and other subjects by using English as a medium of instruction this school makes students to accustomed to use English in their daily activity. The curriculum plus of The State Islamic Senior High School 2 Tulungagung are presented as follows:

* Teaching uses Cambridge International Examination to support the material for students in English proficiency.
* Addition English conversation lesson in local contents.

Non formal English Activity provides students to use English as a medium in teaching intensively and to make it as a second language inside of classroom as well as outside of classroom. It is done through English club and English – Arabic area.

Based on the result of interviewing the English teachers, non English teacher and vice principal of this school, some efforts done to increase source of the school are olympiad for students in the school region, seminar English for better future, EFL test for Global Oriented Class (GOC), webside training with native speaker, English role play contest, and so on. Through those activities, the students have opportunity to improve their abilities based on their talent and interest. Meanwhile for teachers, they join workshops and seminars, assistance for mathematics and science teacher by representative staff from famed university, English course, following TOEIC (Test of English for International Communication) for examine English language ability, etc.

In the academic year 2011-2012 there are 1132 students: 377 students of the 10th grade, 382 students of the 11th grade, 373 students of 12th grade students. The students of The State Islamic Senior High School 2 Tulungagung have excellent achievements in academic and non academic. Some latest achievement are as the winner of debate contest habdepag in Tulungagung Regency level, the winner of reading news contest in Kediri Residency level, runner up of English language olympiad in Tulungagung Regency level, the winner of randori shorinji kempo in Province level, runner up of mathematics olympiad in Province level, runner up of diving contest in Province level and so on.

The numbers of Teacher of this school are 77 teachers. There are some achievements achieved by the teacher and school in the latest academic year, such as the winner of teacher’s achievement in Province level, the winner of madrasah’s achievement contest in Province level and etc.

There are some facilities to support students’ activity in school, such as 27 classrooms, 2 language laboratories, library, science laboratories, multimedia laboratory, art room, computer laboratory, auditorium, sport field, etc.

1. **Vission**

 The visions of the school are as follows:

 “*CERDIK BERSEMI (Cerdas, Dedikatif, Inovatif, Kompetitif dan Berjiwa Islami)*”. Indicators: a) *Cerdas* means academic achievement get increases, solving the problems quickly and appropriately, and average value of the National Examination increased, b) *Dedikatif* means the growth of feeling of belonging to another peolpe in the school, and well relations between everyone in this school and alumni, c) *Inovatif* means realistic thinking and future oriented, being active in research and update to progress, having an entrepreneurial spirit, and being able to recognize the potential and the achievement of self know, d) *kompetitif* means attaining of excellence in competing for higher education level, and attaining of excellence in competing job of the world, e) *Berjiwa Islami* means islamic inclined is increased appreciation and practice of islamic teachings, increased the islamic culture in daily life, precious morals to the parents, all people in this school and society.

1. **Mission**

The missions of the school are as follows:

a) Doing the learning strategies and implementing effectively, b) Cultivating a spirit of excellence at all levels of people in this school, c) Encouraging and helping students in recognizing their achievement, d) Cultivating motivation among the students to understand, appreciate, and practice of Islamic teaching properly and continously, e) Emphasing on the application of participative management.

1. **The Purpose**

The purposes of the school are as follows:

a) Increasing acquisition value average of national test to 7.5, b) Increasing the percentage of graduates who continue their study to higher education level reaches 20% of the number of graduates, c) Having a reliable team sports, d) Improving discipline, e) Forming religious practices among the students by enhancing implementation of the teachings of Islam at Madrasah (Qur'an tadarus, dluhur prayer and Friday prayer) and increasily social awareness.

1. **Presentation of Research Finding**

The data presented in this part are collected through interview, observation, and document. To collect the needed data of the formulated research questions, researcher conducted interviews with the selected subjects at The State Islamic Senior High School 2 Tulungagung, East Java. To make easy in understanding and expressing their feeling to improve students’ speaking skill, the interviews were done in Bahasa Indonesia. To show the time when it was conducted, researcher displayed the transcriptions of the result of interview in original language for leader (Appendix 4), English teacher (Appendix 5), and English language for students which are available by dates (Appendix 6). The researcher also used initials SL1-SL3 as continuing to address subject leader 1 - subject leader 3, ST1-ST3 as continuing to address subject teacher 1 - subject teacher 3, and S1-S6 as continuing to address subject student 1 - subject student 6.

1. **The Leaders’ Supports to Improve Students’ Speaking Skill**

The result of interviewing with the subject leader two (henceforth SL2) related to English teaching and learning, he had positive opinion about English. He believed that English language is so important in the global world. Therefore, in a good school, it must have good program to improve their students for better achievement.

It was a good idea that he as vice headmaster English teacher were aware that speaking skill for communication in the international language was so usefull. They also stated that active role of the leaders to improve the students speaking skill was very important. Related to practices done by the school to improve their students speaking skill, the school leaders stated that it must involve all components. They were school leaders, teachers, and students.

Furthermore, the school leaders conducted training for the teachers to facilitate them to improve their English. It was needed for the teacher for they were regnested to use English as a means of instructional in teaching not only English but also other subjects, for chemistry, biology, etc. The insntructions were from the English teachers of STAIN Tulungagung. Besides, the purposes of training was to train the teachers to be successful in both TOEIC and TOEFL score.

Beside that, concerning to practices by the leader, according to all subjects leader that the efforts for the students in improving their speaking skill are established to Arabic – English area which are all students are required to use both languages ​​to communicate, both with teachers and fellow students, yearly program for students TOEFL, free internet hot spot, comfortable classroom, Addition English conversation lesson in local contents, open opportunities for so many English contest for students, student day program to show students’ skillfulness likes poetry reading, singing, and role play and so on. Likes SL3 statement: “English and Arabic have contribution for transformation process of knowledge, because of its importance, then the GOC team implement the language area to improve proficiency their language”.

The results of observation were purpose, vission, and mission was clear, the school leader set up the program to support the ability of teachers and students in English proficiency, and the school leader providing complete facilities in the process of teaching and learning.

In conclusion, they felt that English was so important. They believed that by improving the leadership itself, the teacher and the student, they would be able to develop their students insight, especially on English speaking skill. It is excellent that they have a good philosophy of knowledge especially about English. Actually they realize that developing English is important to improve their students capability because of the fact that they live in globalization era which is speaking English language as a main communication in the global world.

**Figure 4.1 School Leaders’ Supports**

|  |  |  |
| --- | --- | --- |
| **No.** | **Leader Supports to Improve Teachers’ Qualities** | **Leader Supports to Improve Students’ speaking skill** |
| 1 | Cooperation interlacing with any universities or instance in giving workshop, seminars and English training to join with Cambridge International Examination and to increase teachers’ ability in English proficiency | Establishing Arabic-English area to communication |
| 2 | Supporting any material textbook to teach | Giving English conversation for local content |
| 3 | Training TOEIC to know teachers’ ability | Training TOEFL to know students’ ability |
| 4 | Giving free internet hotspot to access the material in the world, LCD projector to support teaching oral presentation in the classroom | Giving student day with English contest like English debate, singing, reading poetry, role play, etc. |
| 5 |  | Giving free internet hotspot to access the material in the world, LCD projector to support students’ oral presentation in the classroom |

1. **The Teachers’ Efforts to Improve Students’ Speaking Skill**

Related to teaching English language, the English teachers had positive opinion about teaching English language. The English teachers believed that teaching English language is very important to teach the students. English language can develop the students knowledge and prepare the students to grow in global world. Moreover, the ST3 added that English was one of subject examined by national government. Besides, active role by the teacher was so important too. The ST1 said: “Teacher must give bait for students. Teacher should not only give the material, but also give the bait to make students more active in improving their knowledge”. The ST3 said that the role of the teacher was so important, to motivate and guide the students patiently”. In other words, the teacher should be able to give motivation, guidance, give the material and bait to the students in improving their knowledge.

Furthermore, concerning to preparation for teaching speaking, according to ST1, ST2 and ST3, they usually established a topic before they are teaching. After that, the teacher gave example with short explanation about a topic to the students. Finally, the teachers gave some minutes to the students for preparing their oral presentation. It meant that teachers prepared the topic to students, so that the students are not blank and they can express their mind and feeling.

The researcher also found kinds of practices developed by ST1, ST2 and ST3 related to their efforts in improving their students speaking skill. Based on their admission, they often followed workshop, seminars and English course held by school. They also searched new material or topic in the internet, add another textbook by out of this school to support the material. The teachers believed when they tried to improve themselves, they would more maximal to share knowledge with students.

Moreover, the researcher found what only kinds of practices done by ST1, ST2 and ST3 related to their own efforts for themselves, but also related to their efforts to improve students speaking skill. According to ST1 and ST2, making group discussion in the class and dividing students to some groups was important. Through group each student could share with other students. Meanwhile, the ST3 directed the students for using English language everywhere they were. In other words, to be better in teaching speaking the teachers were not only aware of their students, but also themselves to improve the students speaking skill.

When the teachers found their students had problems in improving their speaking skill, they usually gave them more attention, and asked them to share about the problem.

The results of observation related to teachers’ efforts to improve their students’ speaking skill were the teachers is highly motivated in teaching speaking, teacher prepare the material before they were teaching, teacher carried out the student outdoor to make a students far from bored when teaching speaking, teacher uses instructional media in teaching speaking, but teacher not always give homework to the students after speaking class finish.

In conclusion, the teaching of English language for the teachers were very important. They were aware that English as international language could help their students to get their success in the future. By having this awareness, the teachers always took efforts to improve themselves and their students in speaking skill to be able to communicate in the global world.

**Figure 4.2 Teachers’ Efforts**

|  |  |  |
| --- | --- | --- |
| **No.** | **Teachers’ Efforts to improve Theirself ability** | **Teachers’ Efforts to improve****The Students’ speaking skill** |
| 1 | Following workshop, seminars and English training held by school to increase their English proficiency | *Guiding students,* teachers established a theme before they are teaching, give an example with short explanation about this theme to the students, give some minutes to the students for prepare their oral presentation. |
| 2 | Finding the new material or topic to teach in the internet | *Motivating students,* teachers give the students attention, and share about the learn problem. |
| 3 | Finding another textbook to support the material | *Grouping students,* teachers make discussion group in the class and devide students to some group, where each group will take stuednts who good achievement in speaking.  |
| 4 | Update teaching methodology to display in the class | *Directing students (to practice students in group or interaction),* teachers accustomed to the students for using English language everywhere they are. |

1. **The Students’ Learning Strategies to Improve Their Speaking Skill**

The result of the interview with all subject (henceforth SS1 until SS6) related to their ways to develop their own English knowledge, shown that they had positive opinion about English. This opinion was supported by their awareness toward the reality that English as a global language. That is why; they further argued that it was important to improve their knowledge. By mastering English, they could explore what they wanted to know about anything and their opportunities become opened. In other words, English as a window to see the world and they would get benefit by mastering English. They also revealed that profiles of students who were active and aware of knowledge and skill were very good. They would respond and be aware of their knowledge improvement that led them to be more skillful learners.

Furthermore, concerning to preparation for oral presentation, according to SS3, SS5 and SS6, they usually accustomed to remember more vocabulary before oral presentation. Beside that, for SS5, he also said: “Before I practice speaking, firstly I must have self confidence, after that I must know more about the vocabulary. For preparing vocabulary I always write new words in a small book and I find the meaning on the dictionary. Next, I try to memorize it and I talk to myself in front of mirror to correct my mistake. Finally, I do more practice with everyone who is also care of English”. It meant that he tried to prepare and increased his vocabulary, so that he could express his mind and feeling.

 Different with other subjects, SS1, SS2 and SS4 thought that learning English is to communicate. They did not afraid if they would make mistake and they enjoy speaking English. They also did not have special preparation for oral presentation. Moreover SS1 said: “I never prepare for speaking. I just speak orally as long as I can, because I am sure that my preparation will not same with my real oral presentation. It’s very often happen on me, when I will to speak up in front of class, my preparing is lost”. However, for SS4 and SS5 mental is also important to be prepared.

The researcher also found kinds of strategy employed by SS1, SS2, SS3 and SS4 related to efforts that will help them to be better in speaking. Based on their admission, they tried to improve speaking through seeing English movies on the internet, talking with native speaker on streaming online, joining English club with many countries in twitter. In other words, to be better in speaking they used internet as media to guide them. Concerning to this case, SS2 said: “I usually learn how the native speakers speak and I try to imitate their speaking style at home. I get learn it by watching English movies streaming online on the internet”.

Moreover, concerning to this case, SS5 and SS6 also tried to increase vocabulary, but they kept on practicing and wrote every new words in notebook or smalllbook. After that they found the meaning in the dictionary and they memorized.

The results of the interview with all students related to activities that motivated them to speak English, they accustomed to speak English to communicate with their friends or teachers in daily activity, although it just kidding with other friends and ask permission to teacher. Furthermore, SS1 added that involved herself to communicate with her family at home and she believed it could motivate that her to keep on practicing English.

In conclusion, English language for the subjects were very important. It was interesting to see that the subjects had positive perspective about English as a foreign language in improving their speaking skill to communicate in global world. It meant that their perspective about English as an initial modal to master English. It also meant that their opportunity became open because they were aware of their English improvement. Furthermore, they would find strategies in learning English.

Then, the results of observation related to students’ learning strategies were the students enjoy of the speaking teaching process, the students actively speaking in the class, the students actively speaking in outside the classroom, and the students have learning strategies to improve their speaking skill.

When researcher asked the students’ attitude in learning speaking, the students responded by showing their participation in speaking. Moreover, by giving motivation and an awareness, it could give students an opportunity to improve their ability.

**Figure 4.3 Students’ Speaking Strategies**

|  |  |
| --- | --- |
| **No.** | **Strategies to Speaking Skill Improvement** |
| 1 | Having a clear goal that learns English is to communicate |
| 2 | Understanding of the material or theme that will be spoken |
| 3 | Write what will be spoken and practice it before oral presentation  |
| 4 | Increase vocabulary |
| 5 | Make improvisation in speaking |
| 6 | Find the similarities of word as a compensation words in speaking |
| 7 | Accustomed to train pronunciation include imitate the sound of word |
| 8 | Controlling of emotion include enjoy and deadening nerves  |
| 9 | Keep on to practice wherever they are |
| 10 | Update kinds of authentic material that support speaking in the internet |

1. **Discussion on the Findings and the Theorical Perspecrtive**

The theoretical foundation for this study began with the statements “The most skill in studying English is speaking. This skill is described as the skill to use language in an ordinary voice, or the skill to express oneself in life situation, or the skill to report acts situation in precise words, or the skill to converse or to express sequence of ideas fluently (Haris, 1974)”.

 The present study involves an investigation of twelve subjects from whole subjects who subject leader (SL) are 3 subjects, subject teacher (ST) are 3 subjects, and subject student (SS) are 6 subjects. This section summarizes the description and illustration given above. What has been revealed in the interview led researcher to discuss of the finding. Having noted all aspects relevant to the research questions, the researcher drew some conclusions about what kind of practices used by informant to improve the students’ speaking skill. Henceforth, what follows should be the description of the discussion. From the data analysis of interview, several facts were found about the practices in improving students’ speaking skill:

1. **Discussion on School Leaders’ Practices**

Based on findings of the research, there is a strong evidence that the schools’ leaders active role is very important in improving the students advancement, especially in English language speaking skill. It can be seen from their efforts to improve teachers qualities in English by conducting cooperation interlacing with any universities, for example STAIN Tulungagung for preparing TOEIC (Test of English for International Communication) Cambridge International Examination, join workshop and seminars, they are also given facilities about free internet hotspot to access the material in the world, LCD Projector and air conditioning in the class.

Besides, It could not only seen from their efforts above, but also such as concerning to practices by the leader for the students in improving their speaking skill are established to Arabic – English area which are all students are required to use both languages ​​to communicate, both with teachers and fellow students, yearly program for students TOEFL, free internet hot spot, comfortable classroom, Addition English conversation lesson in local contents, open opportunities for so many English contest for students, student day program to show students’ skillfulness likes poetry reading, singing, and role play and so on.

They expected to improve the students speaking skill is realistic. For that reason, it is good idea not to be ambitious when they make program. They try to increase their policy by providing some English educational program everytime.

 There are some experts’ theories in the review that makes difference between mediocrity and excellence. Davis (1989: 40) stataes that effective leadership are instrumental in creating a strong sense of community, an academically oriented school climate, high expectation for students achievement, and caring about young people. An organizational culture, consist values, rules and goals holds the school together. The author also mentiones 8 suggestions for creating an academic climate or culture. The principal can raise awareness of and gain consensus for school provements and higher achievement expectations, take an active role in school improvement strategies, create motivational devices and reward systems that support an academic orientation, monitor academic progress, use material and personnel creatively, maintain a safe, orderly, and pleasant environment, monitor teaching-learning practices, and observe-provide feedback teaching and learning.

1. **Discussion on Teachers’ Practices**

Based on findings of the research, there is a strong evidence that the teachers’ hold important role to share knowledge with the students and in improving the students advancement, especially in English language speaking skill. When the researcher asks them, they recognize that teacher should be able to give motivation to the students that English language is so important and useful for their future and give some reinforcement in the class, guide them patiently, give the material and the bait to the students in improving their knowledge.

Researcher found the points of all subject teachers’ efforts related to preparation for teaching speaking, they usually present a topic before they are teaching. After that, the teachers give example with short explanation about the topic to the students, and finally the teachers give some minutes to the students for preparing their oral presentation.

Moreover, researcher also found kinds of practices developed by all teachers related to their efforts for themselves in improving their students speaking skill. Based on their admission, they often follow workshop, seminars and English course held by school, searching the new material or theme on the internet, add another textbook by out of this school to support the material, always update teaching methodology to display in the class. It means, teacher believed when they try to improve themselves, they will more maximal to share knowledge with students.

Beside that, the researcher find not only kinds of practices developed by all subject teachers related to their efforts for themselves, but also related to their efforts to improve their students speaking skill. According to ST1 and ST2, make discussion group in the class and devide students to some groups, where each group will take students who good achievement in speaking. While for ST3, she accustome the students for using English language everywhere they are. In other words, to be better in teaching speaking they aware not only their students, but also themselves to improve the students speaking skill.

From their efforts, when the teachers find their poor students in improving speaking skill, they usually give them more attention, and then share about the problem. Davis (1989: 147) states that a good teacher concerned with professional improvement program will work toward not just one or two changes, but many. Davis, moreover states that effective teacher include the following: having strong interpersonal skills, particulary emphaty, respect and genuineness, having good relationships with students, genuinely accepting and caring about students, expressing interest and enthusiasm, creating an atmosphere of cooperation and group cohesiveness, involving students in organizing and planning, listening to students and respecting their right to speak during recitations and discussions, minimizing friction of any short.

1. **Discussion on Students’ Practices**

Based on findings of the research, there is a strong evidence that learning strategies applied by the subjects related to some preparations which can help them in oral presentation are varied enough. They usually accustomed to prepare vocabulary before oral presentation, so that, they can speak fluently. The students also prepare their mental before doing oral presentation. It can be done by choosing the topic and they make outlines what they are going to speak.

Some of them that errors in speaking is enjoying process in learning to improve their speaking skill. It is a positive thinking in practicing English and making errors is not the end of everything. Making errors is important part of language learning. This belief was supported by the reality that error gave valuable information about adjustment to the new language and in order to be more understood about the rules of language. The ways to know about their errors are through evaluation or feedback from other people.

This practices are good effort for them, but it will better if they start to practice English as soon as possible without waiting a large number of words known. For example they could begin using greeting they have learned when they meet one their classmates or native speaker they make planning about what they wanted to say. If they think of situation in which they wish to use language and plan what they wanted to say (using dictionary or teacher) they could gain a lot of confidence in practice it.

They also made efforts by reading novel, so that, they would know how a certain word is used. Three of them thought that learning English is to communicate. They did not afraid if they make mistakes and they enjoy speaking English although they do not have special preparation for oral presentation. They understand what they are going to speak, so they can make improvisation in speaking English. This characteristic is supported by Oxford (1990), who stated that learning strategies are specific actions taken by learner easier, faster, more enjoyable, more self directed, and more transferable to new situation.

Another efforts taken by subjects, such as training their pronunciation in front of mirror; finding similarity of words, give positive impact for their speaking practicing, listening to the western music or watching movies streaming online on the internet, and they imitate every word spoken. In other words, they train their pronunciation, but they use media to help it. Another activity to motivate them to speak English is they accustomed to speak English to communicate with their friends or teachers in daily activity.

These ways are interesting ways for subjects as English learners. They have tried to put their mindset that learning English should be done by using it to communicate. If they always keep finding opportunities to practice language, it would help them become more accurate and fluent. By becoming comfortable with the idea of expressing themselves in the target language and getting used to find ways around problems (such as not knowing a word they need). They try to improve their ability to talk without hesitation. Fluency is one kind of goal in language learning. When they are focusing on fluency, they are usually thinking about the meaning of what they are saying and they are involving to express original ideas.

The properties of these central tendencies are related to what Stern called (1992: 262-266) as management and planning strategies which are revealed by subjects’ tendencies of set himself reasonable methodology and monitor progress. Cognitive strategies are revealed by deductive reasoning, memorization, and practice; Interpersonal strategies. They should monitor their own development and evaluate their own performance; Affective strategies. It is evident that good language learner employ distinct affective strategies. Language learning can be frustrating in some cases. In some other cases, second language learners may have negative feelings about native speaker of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create association of positive affect towards the foreign language and its speaker as well as towards the learning activities involved.

**BAB V**

**CONCLUSION AND SUGGESTION**

This chapter covers conclusion and suggestion. Based on the finding and discussion from chapter IV, the researcher gets conclusion as follow.

1. **Conclusion**

From the results of the study, conclusions are divided into theoretical and empirical conclusion. The theoretical conclusions are drawn as follow: (1) The single most important factor in overall school success are the vision, dedication, energy and instructional leadership of the policy; (2) A good teacher concerned with professional improvement program will work toward not just one or two changes, but many; (3) The English learning strategies of subjects are suitable with as experts’ categorization of a good Language learner.

Meanwhile, the following are practices that used by all subjects of the study which include of the empirical conclusion of the study as follows:

* 1. School leaders’ practices: (a) facilitating teachers covering cooperation interlacing with any universities or instance in giving workshop, seminars and English training to join with Cambridge International Examination and to increase teachers’ ability in English proficiency, supporting any material textbook to teach, training TOEIC to know teachers’ ability, giving free internet hotspot to access the material in the world, LCD projector to support teaching oral presentation in the classroom. (b) facilitating students covering Establishing Arabic-English area to communication, giving English conversation for local content, training TOEFL to know students’ ability, giving free internet hotspot to access the material in the world, LCD projector to support students’ oral presentation in the classroom, giving student day with English contest like English debate, singing, reading poetry, role play, etc.
	2. Teachers’ practices: (a) improving theirself ability covering Following workshop, seminars and English training held by school, finding the new material or topic to teach in the internet, finding another textbook to support the material, update teaching metodhology to display in the class. (b) improving their students’ speaking skill covering Guiding students, motivating students, grouping students, directing students (to practice students in group or interaction)
	3. Students’ practices are Having a clear goal that learns English is to communicate, understanding of the material or theme that will be spoken, write what will be spoken and practice it before oral presentation, Increase vocabulary, make improvisation in speaking, find the similarities of word as a compensation words in speaking, accustomed to train pronunciation include imitate the sound of word, controlling of emotion include enjoy and deadening nerves, keep on to practice wherever they are, update kinds of authentic material that support speaking in the internet.

These findings lead to the conclusions that practices applied in The State Islamic Senior High School 2 Tulungagung to improve students’ speaking skill not only by the students that must improve their efforts, but also active roles by the school leader and the teacher are needed.

1. **Suggestion**

The results of the research give evidence that the practices to improve the students’ speaking skill of the all subjects is varied enough. But researcher have suggestion for: (1) Students, they need to be more exploring their abilities in English learning and find other ways of learning which feels comfortable for them and using that ways, supplemented by whatever other good ideas that they discover on the way. They also need to involve themselves to all kind activities which can improve their speaking skill. Furthermore, they have to be more confidence in speaking English, and they need to believe that they can succeed. (2) English teachers, they need to be more increasing their awareness in giving opportunities for their students to become better language learners through their own learning strategies and to make choices which will encourage them to reflect on their own interests and preferences. Hopefully, teachers also need to instill a responsibility for their students when students try to speak up by themselves in order to they control of their own progress. (3) for other researchers need to conduct further studies about practices to improve students speaking skill with different subjects and level by evaluating the weakness of this research.

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