

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter present some reviews of relevant theories and studies that are Modern Islamic Boarding School Wattanatham Islam. Teacher does to create learning environmentin speakingclass

#### **A. Definition of learning environment**

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations-a room with rows of desks and a chalkboard, for example The term also encompasses the culture of a school or class-its presiding ethos and characteristics, including how individuals interact with and treat one another-as well as the ways in which teachers may organize an educational setting to facilitate learning-e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures, and other features may also be considered elements of a “learning environment.

“Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety. For example, learning environments filled with sunlight and stimulating educational materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying, and illegal activity.

How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as “positive learning environment” or “negative learning environment” are commonly used in reference to the social and emotional dimensions of a school or class.

## **B. Creating learning environment**

Creating learning environment 1 discussion Think back you’re elementary and secondary school years. In which teachers’ classrooms were you more likely to work hard and stay on task? In which teachers’ classrooms were you more likely to misbehave? What strategies did the more effective teachers use to help you be productive? Effective teachers not only choose instructional strategies that promote effective learning and cognitive processing, but they also create an environment that keeps students busily engaged in classroom activities.

In this chapter we will consider how we can plan and create a classroom environment conducive to students' learning and achievement. In particular, we will address the following questions: How can we create a classroom environment that promotes student learning and minimizes off-task behavior? How can we effectively deal with the misbehaviors that do occur? What strategies are especially helpful when we have students from diverse backgrounds? How can we coordinate our efforts with other teachers, community agencies, and students' parents?

Case study: a Contagious Situation Ms. Cornell received her teaching certificate in May; soon after, she accepted a position as a fifth- grade teacher at Twin Pines Elementary School. She spent the summer planning her classroom curriculum: she identified the objectives she wanted her students to accomplish during the year and developed numerous activities to help them meet those objectives.

She now feels well prepared for her first year in the classroom. After the long, hot summer, most of Ms. Cornell's students seem happy to be back at school. So on the very first day of school, Ms. Cornell jumps headlong into the curriculum she has planned. But three problems quickly present themselves, problems in the form of Eli, Jake, and Vanessa. These three students seem determined to disrupt the class at every possible opportunity.

They move about the room without permission, making a point of annoying others as they walk to the pencil sharpener or wastebasket. They talk

out of turn, sometimes being rude and disrespectful to their teachers and classmates and at other times belittling classroom activities that Ms. Cornell has so carefully planned. They rarely complete their in-class assignments, preferring instead to engage in horseplay and or practical jokes. They seem particularly prone to misbehavior at “down” times in the class schedule, for example, at the beginning and end of the school day, before and after recess and lunch, and on occasions when Ms. Cornell is preoccupied with other students. Ms. Cornell continuous to follow her daily lesson plans, ignoring her problem students and hoping they will begin to see the error of their ways. Yet, with the three of them egging one another on, the disruptive behavior continuous.

Furthermore, it begins to spread to other students. By the middle of October, Ms. Cornell’s class is a three-ring circus, with general chaos reigning in the classroom and instructional objectives rarely being accomplished. The few students who still seem intent on learning something are having a difficult time doing so.

Teaching speaking is a complex skill as Nunan (2003: 45-56) described and it has some principles for teacher to teach speaking that he should: (1) be aware of between teaching for foreign language and teaching for second language, (2) provide students practice with both fluency and accuracy, (3) provide opportunities for students talk and limit teacher talk, (4) provide activities that encourage students’ engagement, such as by using group work or pair work, (5) teach speaking for communication of conveying message, not only

for error correction, (6) design classroom activities which full of practices in both transactional and interactional speaking.

In language context, communicative competence is the main goal of learners' proficiency. It means that teacher should teach English communicatively for social interaction whether inside or outside the classroom so as creating atmosphere where English is a communicative tool is highly meaningful for learners. There are a lot of characteristics of teaching which must be understood by the teacher that methods, strategies or approaches applied in language teaching influence effectively to students' development. Dealing with the characteristics, teachers could utilize the recommended method, for example Communicative Language Teaching (CLT), Contextual Teaching and Learning (CTL) or integrated models of teaching which are not against the curriculum nowadays (Kimtafsirah et al, 2009).

The first familiar method is that Contextual Teaching and Learning (CTL) which is defined as "an approach of teaching and learning that relates to the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critical thinking, problem-solving and being able to apply their knowledge in their daily lives" (US Department of education, 2001 in Suyanto, K.K.E., 2002 cited in Kimtafsirah, et al, 2009). Hence, it can be summarized that: (1) Teacher is helped by the educational process; (2) Activities and teaching materials are connected to real experience;

(3) Connect students' life experience and knowledge with their daily life as society (Kimtafsirah et al, 2009).

The next common method is that Communicative Language Teaching (CLT), as Kayi (2006) stated that "Communicative language teaching and collaborative learning serve best" for learners because it provides interaction for students to speak English and "communicative language teaching is based on real-life situations that require communication". Rather, the goal of learning and teaching English in junior and senior high school is communicative competence. It means that teacher should encourage learners to have communicative competence by creating an atmosphere of the class which is rich in communication. In other words, the characteristics of the class should be students centered and cooperative learning which require students to work in small groups then they are very active in any kind of discussion.

Kayi (2006) also added that "By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language". Briefly, teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. It can be reached if students have collaboration in pair or group work to gain the purpose of task completion. Kimtafsirah et al (2009) made conclusion that:

After reading the above description of CTL the writer will compare it to CLT according to Kimtafsirah et al (2009):

CTL	CLT
<ol style="list-style-type: none"> <li>1. It stands for contextual teaching and learning</li> <li>2. It can be used for teaching various kinds of subject, mathematics, physics, biology, geography, history, language, etc.</li> <li>3. It is popular in the USA, it has been applied I six states in the USA.</li> <li>4. Learners-centered learning.</li> <li>5. Class should be rich in communication in which students are actively involved in group discussion.</li> <li>6. It covers six principles; inquiry, questioning, constructivism, leaning, modeling, authentic assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. It stands for communicative language teaching</li> <li>2. It is used for teaching languages.</li> <li>3. It appeared in Europe in 1970's, it has been an umbrella term since then.</li> <li>4. Students-centered learning</li> <li>5. Teacher should create the atmosphere of class in which it is rich in communication</li> <li>6. It is a set of approach which covers; students-centered learning, cooperative learning, interactive learning, whole language learning</li> </ol>

Students need situation where they can communicate or interact with their peers. Here teacher should capture their attention in natural context where they can freely create the meaning through conversation. In such condition, it is better for the teacher to get students opportunities to have a lot of practice by focusing more on learner-center teaching. In addition, the attractive activities such as songs, poems, chants, drama, stories, games and other creative speaking activities might help learners to attain language proficiency in real-life situation (Khameis, 2006). Therefore, communicative language teaching might seem so effectively workable for giving teacher opportunity cooperating with his creative thinking to create English speaking environment.

To go further discussion, it would be reasonable to look ahead on the following aspects related to teaching speaking, is Recommended language teaching method: communicative language teaching

### **C. Recommended language teaching method**

The recommended language teaching method is Communicative Language Teaching (CLT) because in such reason, CLT requires teacher to create the atmosphere of class in which it is rich in communication. Therefore, CLT becomes the most popular topic discussion to increase language teaching methodology.

Richard (2006) argued that communicative language teaching is defined as sequenced element about: (1) Language teaching objectives; (2) The way of language learning on the part of learner; (3) The various classroom activities to facilitate learning; (4) The roles of both teacher and learners in language classroom. Still, Richard (2006) referenced that

Communicative competence of knowledge in CLT is to know about: (1) How to use language for different functions and purposes; (2) How to be variance in the use of language appropriately for formal or informal and written or spoken; (3) How to understand and produce many kinds of text; (4) How to keep remaining in communication through different strategies.

Richard (2006) further argued that the goal of CTL is “to develop fluency in language use”. Fluency refers to the use of language occurred naturally in

“meaningful interaction” and remained to be comprehensible or to continual produce the language even the “communicative competence” is limited and it “is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns” (Richard, 2006).

In brief, based on Richard (2013), there are three theoretical principles of the communicative approach to language teaching. First, the communication principle is to provide any kinds of activities that provoke communication of EFL. Second, the task-principle is to engage students in activities to complete the real-world task. Third, the meaningfulness principle is to engage students in authentic activities and meaningful language used.

Other sides, there are Ten Core Assumptions of Current Communicative Language Teaching and characteristics of classroom activities proposed by Richards (2006): (1) Facilitate learners to engage in interaction and meaningful communication by creating a communicative task to reflect learners’ performance; (2) Create tasks and exercises for the need of communication, interaction and negotiation to extent the meaningful interpersonal use of language; (3) Have purposes that relevant, interesting and engaged to connect learners’ live and their interest; (4) Include in a holistic process of language skills, and inductive or discovery learning followed by language analysis and reflection; (5) Both language learning and classroom materials gradually make

use of creative authentic models to increase learners' interest and confidence in making error.

Jacobs and Farrell (2003) as cited in Richards (2006) explored more paradigm of key component in CLT that make use of following approaches, those are: learner-centered instruction, process-oriented instruction, cooperative learning, holistic learning, innovation, critical and creative thinking, self-assessment and alternatives assessment, content-based teaching, text-based learning, and project work.

Two current instructional materials to support communicative approach in classroom interaction are labelled as content-based instruction (CBI) and task-based instruction (TBI) that each of those methodologies has the same focus that is to facilitate learning. Content-based instruction means focus on real-life content "as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content" (Richard, 2006). While task-based language teaching covers the use of tasks to facilitate communication and interaction in the focus on interactional process in the classroom. Each dimension of communicative competence is developed by interactive task, such as information gap and role play. Actually, there are two kinds of tasks developed by TBI, namely pedagogical task and real-world task. The first task requires specific interactional strategies and types of language, including skill, grammar, and vocabulary. While the second task reflects the use of language in real-world task, for example role play.

Kimtafsirah et al (2009) stated that “reviewing the key of communicative or Task-Based Approach, which is one of the approaches of CLT, is very helpful for creative teachers”. As the goal of CTL, then the communicative language activities are such as: songs, games, quiz, puzzles, pictures, and information Gap. Willis (1996) as cited in Richards (2006) also gave more explanation about the six types of task in TBI, those are: listing tasks, sorting and ordering task, comparing problem-solving task, sharing personal experience task, and creative tasks. All tasks employed in language teaching are variant depend on teacher creativity and his proficiency in subject matter he possess.

From the basic of teaching English, speaking is one of English skill which must be taught to the learners. Language is identical with the skill in communicating with other using spoken form. So, teaching speaking one more become very significant to be taught .in this part, teaching speaking will be explored into the reason for teaching speaking, kind of speaking activities, and teachers’ role in speaking activities. Here are some descriptions about those theories;

#### 1. Objectives of Teaching Speaking

In teaching speaking the students are asked to be more active in speaking by activities that was created learning environment.

Firstly, activities provide rehearsal opportunities, chances to practical real life, speaking in the safety of the classroom. Secondly, speaking tasks in which the students try to use any or all of the languages they know provide feedback

for both teacher and student. then thirdly the more student have opportunities activate the various element of language they have stored in their brains , as a result , the student will be able to use words and phrases fluently without very much conscious thought.

Teaching speaking depends on there being classrooms need to become very crowded classroom because of speaking. In other words, student will be much more confident speakers and their speaking ability will improve if the teaching process in the classroom is attractive. The teachers themselves who need to arrange the speaking will be very influenced by the speaking activities applied by the teacher in the classroom.

## 2. Kinds of speaking activities

There are many kinds of activities that can be applied when the teacher teaches speaking. The activities should be arranged in a good sequence in order to get the best result in teaching speaking. Teacher also should consider about the activities will be applied to the student. It should be appropriate to be applied to the student' level and it should be beneficial to improve speaking skills. "Good speaking activities can and should be extremely engaging for the student" (Harmer, 2007: 123). If they are all participating fully, and the teacher has set up the activity properly, they will.

Here are some kinds of speaking activities

a. Organize the board

Student make wall media about part of speech .There are many group for a class, a group consist 5-6 people.for each group can choose one of kind part of speech. There are planning about content, decorate, fix and arrange to be interesting for reader, duty of each member have different there are finding material, summary content, editor and presenter. When they were finished to do it, they will present about their board

b. Drama

The drama is acting under the title idea of student, it just to divide to be a group, a group consist a classroom. Each group can creating one of topic to be making drama.

c. Practice conversation

It is activity done in front of the classroom. This activity is done every day from Sunday to Thursday. At first, before entering the class of English subject the students gather in front of the classroom. They prepare background for suitable in real condition about the title of conversation. Before they having conversation they prepare by reading fluently and memories text then they stand in pairs and start having conversation. The students' always interesting when they start conversation. The title and text of conversation was provided by teacher to conversation between students.

The teacher monitors the students' performances, so make the errors the teacher can correct it. This activity is done for 30 minutes. When the students suddenly stop speaking, the teachers sometimes ask them to speak or even give question or stimulation to speak more. So, the students will be helped by the teachers if they find difficulty. This activity also gives more chances for the student speaking, because they have partner to speak with. Without partner, speaking is impossible to be practiced. This activity also building English will improve students' speaking ability.

### 3. Teacher role in speaking activities

Teacher have 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 involves in the student activity. Some teachers get very involved with their student during a speaking activity and want to participate in the activity themselves. There is nothing wrong with teacher 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.

Sometime, however, teacher 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);

- a. Prompter : student sometimes get lost, cannot 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 suggestion.
- b. Participant: teachers should be good animators when asking student 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.
- c. Feedback provider: when students are in the middle of 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 assess what they have done 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

teacher role in speaking activity. Thus, in this study, the speaking activity is much taught practically to the student. In this school is teaching English language is very significant aspect. However, this is Pondok Modern, so the teaching of language becomes a priority especially English. Many speaking activities are applied in Wattanatham Islam such as conversation partner, drama, organizes the board, making report. The role of the teachers are also various. Sometimes they are involved in the speaking activities, but sometime they only giving correction front the student's performances.

#### **D. Learning Speaking**

All around the world, students of all ages learning to speak English. They realize that they need to master in speaking skills as a target for learning language. Some student, of course. Only learn English because it is in the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. This sub chapter covers four points about learning speaking, those are purpose for practicing speaking, criteria of successful learners, learners' strategies in learning speaking, and learners' role in speaking activities.

The explanation of each literature is as follow;

##### **1. Purpose for Practicing Speaking**

The ability to speak fluently purposes not only knowledge of language features, but also the ability to process information and language. The

learners need to have more practices and more use that language. also in learning speaking English, the student need to have a routine conversation , by practicing speaking the student will build some language feature (harmer, 2007: 269)as follows ;

- a. Connected speech : effective speakers of English need to be able the produce the individual phonemes of English (as in saying I would have gone) but also to use fluent connected speech sound are modifier (assimilation) , omitted (elision) , added (linking r), or weakened (through contraction and stress patterning) . It is for this reason we should involve student in speaking activities designed specially to improve their connected speech
- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non – verbal (paralinguistic) mean how there are feeling (especially in face to face interaction). The use of these devices contributed to the ability to convey meanings. They allow the extra expression of emotion and intensity. Student should be able to deploy at least some of such suprasegmental features and devices in the same way if there are to be fully effective communicators.
- c. Lexis and grammar : spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of

phrases for different function such as agreeing or disagreeing, expressing surprise, shock or approval. Where student are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interactional.

- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk for students this is especially crucial. Speakers also need to structure their discourse if they want to be understood, especially in more writing - like speech such as giving presentations. They use negotiation language to show the structure of their thoughts, or reformulate what they are saying in order to be clearer, especially when they can see that they are not being understood.

Beside building the language features that we have discussed above, practicing speaking also will build mental / social processing, if part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates. The mental/social processing included (Harmer, 2007: 271)

- a. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended, language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habit or rapid language processing in English.
- b. Interacting with others: most speaking involves interaction with one or more participants. This means that the effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.
- c. (on -the spot) information processing: quite apart from our response to others' feelings, we also need to be able to process information they tell us the moment we get it. The longer

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

## **2. Criteria of successful learners**

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

- a. Learners talk a lot. As much as possible of period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- b. Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and Contributions are fairly evenly distributed.
- c. Motivation is high. Learners are eager to speak : because they are interested in the topic and have something new to say about it , or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level, Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

### **3. Students' Problem in learning Speaking**

The student often faces some difficulties in doing speaking activities. Some student may be successful in doing speaking activities, but most student also get many problem with speaking activities here are some Problem with speaking activities. (Ur, 1996: 121):

- a. Inhibition. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. learners are often inhibited

about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- b. Nothing to say, even they are not inhibited, you often hear learners complain that they cannot think anything to say: They have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only one participation. Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learner to dominate, while others speak very little or not at all.
- d. 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, because it feels unnatural to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If there are talking in a small group it can be quite difficult to get some classes – particularly, the less disciplined or motivated ones to keep to the target language.

In other references there are some aspects that make speaking difficult. While the problems 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 (2001 : 270)

- a. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- c. Reduced forms. Contractions, reduced vowels, etc. All are special problems in teaching spoken English.
- d. 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.
- e. 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.
- f. Rate of delivery. One of your tasks as teacher in teaching spoken English is to have learners achieve an acceptable speed along with other attributes of fluency.

- g. Stress, rhythm, and intonation. The stress- time'srhythm of spoken English and its intonation pattern convey important messages.
- h. Interaction. Learning is to produce wave inlanguage in vacuum without interlocutors – would robspeaking skills ofits richestcomponent: the creativity of conversational negotiation.

Then,what the teacher can do to help tosolve 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) :

- a. use group work
- b. base the activity on easy language
- c. make a careful choice of topic and task to stimulate interest
- d. give some instruction or training in discussion skills
- e. keep student speaking the target language

#### **4. Learners' strategies in learning speaking**

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

- a. 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 conversation in English , whether it is just a chatting , whether you are in the classroom, and whether you are with a teacher.
- b. Participate in any class all 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 took learning.
- c. Know your grammar. This is necessary to develop your writing and assist you in speaking.
- d. 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 inspeaking? How can you gain confidence in this core language skill? Findanyone who can speak in English to converse with them in English if possible.
- e. Look up any words you do not know in the dictionary. it will be helpful to start speaking if you understand the meaning
- f. Find a friend or classmate and write an English dialogue together. Then present it in the class.

g. Monitor and assess our own speaking, for example, by recording your voice while reading out loud 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.

## **5. 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 other can understand. In order to do all this quickly enough to keep up the flow conversation they need to be reasonably fluent.

They may also have to stretch the language they know to cope with a new situation: instead of hesitation 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 mean 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 they are saying

## **6. The role of community in learning speaking.**

Speaking need partner when practicing. In learning speaking also need a partner or even community gives good environment to practice speaking. “In group, student can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.” (Larsen and freeman, 1985: 95)the student asked to sure the target language communicatively. In addition they use the target language in areal practice as if their use their own language in their life. In the community, the teacher role is that of counselor. This does mean that the teacher. Theteacher is therapist, or that the teachers do not teach. when the student face the difficulties they will discuss this others, while he teacher give the solution if the student really do not get the solution by themselves , Finally, the teacher supports his students in their struggle to master the target language.

In conclusion the role communities speaking are:

- a. Building a relationship with and among students

There are many activities that student must join and do by group and pair by activities in learning they will create harmony and more relationship with their friend. the student said except they can learn English they can learn about cooperation in doing activity and help each other.

b. Language is for communication to others

In the speaking learning environment the students can practice and showing speaking ability. They can improve speak with other friends to be confident fluently. By this case the students can speak English language for communication with others in all situation weather in around environment in school and outside of school. Maybe with native speaker and others.

c. Developing a community among the class members builds trust and help to reduce the threat of the new learning situation.

An result of create speaking learning environment can developing a community Start from little to be large. Like group, class, school. Because many activities is can be source of learning to all of student in school learned so that it can developing community and students in this school to study and practice English speaking.

d. Speaking practice can be done without teachers, but with friends.

In this explanation like practice speaks, students can speak without teacher with them but they can speak with whom that they want to speak like their friends or some people beside them. Like they prepare practice conversation or presentation. Before they perform they were practice with their friend before it.

Based on the theories above, we know that learning English especially mastering speaking is very significant in learning language. The learners will be able to interact with other if they can speak English well. as what I see in Modern Islamic Boarding School of Wattanatham Islam, learning language is practically done by the some activities of speaking English. The activities are also a kind of pair activities or in group activities such as conversation partner and filming drama in a group.

For the learners, they also often face the problem and difficulties when learning language, especially speaking. Nevertheless, the student in Modern Islamic Boarding of Wattanatham Islam also have strategies to overcome the problem they face. as like in observation that I did, they always gather in a group to make conversation run continuously, in addition, the student also ask the guidance to the teachers in order to make them solve the difficulties of speaking English. Finally, Modern Islamic Boarding school of Wattanatham Islam tries to provide the good speaking activities for learner as the theory explained above.

