CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some theories which related to the study. The review of related literature is presented into three subchapters. There are theoretical description, previous studies, and conceptual framework. The theoretical description describes the related theories used in this study. Previous studies presents some research findings which are related with this study. Conceptual framework discusses the application of the theories in this study.

2.1 Theoretical Description

This part discusses about theories related to designing a set of speaking materials for English extracurricular program of junior high school. There were some theories that discussed in this subchapter. The theories were about the nature of speaking, speaking skills, Cultural Language Learning Approach (CLLA), teaching speaking for junior high school learners, the 2013 curriculum, designing a set of speaking materials, characteristic of good speaking activities, and assessing students speaking skill.

2.1.1 The Nature of Speaking

To be able to speak in another language, learners needed to know how to articulate sounds in a comprehensible manner, adequate vocabulary, and have to master syntax (linguistic competence). However, while linguistic competence is necessary, to communicate competently learners also need to master communicative competence. Hymes (1972) in Larsari (2011), defines that communicative competence as learners’ ability to efficiently express what they mean in the target language and successfully achieved communication in real-life situations.

The researcher would design a set of materials for speaking skill that is wrap in a form of English extracurricular. Thus, this is the section that the researcher explored the theories related to speaking skill that would be used as the basic of this research. In Nunan (1989, pp. 26-27) Brown and Yule (1983) begin their discussion on the nature of spoken language by distinguishing between spoken and written language. They suggested that in contrast with the teaching of written language, the teachers concerned with the spoken language must confront the following questions taken from Brown and Yule (1983) in Nunan (1989) :1)
What is the appropriate form of spoken language to teach?: 2) From the point of view of pronunciation, what is a reasonable model?: 3) How important is pronunciation?: 4) Is it any more important than teaching appropriate handwriting in the foreign language?: 5) If so, why?: 6) From the point of view of the structures taught, is it all right to teach spoken language as if it were exactly like the written language, but with a few ‘spoken expressions’ throw in?: 7) Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or their intentions in learning the spoken language?: 8) Are those structures which are described in standard grammars the structures which our students should be expected to produce when they speak English?: 9) How is it possible to give students any sort of meaningful practice in producing spoken English?

2.1.2 Speaking Skills

Actually, there were many various definitions of speaking which are proposes by some experts. In their findings, generally they explained speaking skills relate to communication that could improve the student’s knowledge and skill. According to Blazz (1999:28) speaking usually takes one of the following forms: (a) conversation/discussion; (b) circumlocution (description); (c) memorized speech; (d) oral reports; (e) interviews. Brown and Yule (1983a) also examined the various forms of language which are most frequently used by speakers of the language. There were consist of: (a) incomplete sentences; (b) very few passives; (c) not many explicit logical connectors (moreover, however); (d) topic comment structure (as in ‘the sun-oh look it’s going down’) the syntax of the written language would probably have a subject-verb-predicate structure; (e) replacing/refining expression (e.g. ‘this fellow/this chap she was supposed to meet’); (f) frequent reference to things outside the ‘text’, such as the weather for example. This kind of referencing is called ‘exophoric’; (g) the use of generalized vocabulary (thing, nice stuff, place, a lot of); (h) repetition of the same syntactic form; (i) the use of pauses and ‘fillers’ (‘erm’, ‘well’, uhuh’, ‘if you see what I mean’, and so on.)

In addition, there are lists of micro- and macroskills of oral production by Brown, (2004, pp.142-143), such as:

**Microskills**

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor one’s own oral production and use various strategic devices—pauses, fillers, self-correction, backtracking—to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devices in spoken discourse.

**Macroskills**

12. Appropriately accomplish communicative functions according to situations, participants, and goals.

13. Use appropriately styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

14. Convey links and connections between events and communicative such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.

15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

As the consideration of designing tasks for assessing spoken language, these skills can act as a checklist of objectives. While, the macroskills have the appearance of being more complex than the microskills, both level of difficulty depend on the stage and context of the test-taker.

### 2.1.3 Cultural Language Learning Approach (CLLA)

CLLA is one of innovative approach to conserve the cultural heritgage through providing English teaching material which contain cultures and its values. There are many definitions about Cultural Language Learning Approach (CLLA). According to Hermayawati (2014:4) CLLA is an approach which focuses on the discourse content that contains
knowledge about various kinds of cultural heritages. She explained that CLLA is introducing culture through learning sources may not only improve students’ language capacities but also conserve the existence of the arts and culture heritages. According to Hymes (1996) as cited in Hinkel (2012) the learning of culture is an integral part of any and all language learning and education because it crucially influences an individual’s view of his or her place in the society, the success of everyday interactions, the norms of speaking and behaving, and the socio-cultural expectations of an individual’s roles.

Procedure on embedding culture and moral values is needed in English learning teaching. According to Hermayawati (2015:8) there are several procedure of CLLA which can apply to connect culture and moral values into teaching materials. The procedures are: (1) Analysing the needs of your learners during their learning program; (2) Using the result of the needs analysis to define the goals of learning; (3) Considering and relating the learning needs and the goals to the current used curriculum to design or develop your teaching syllabus; (4) Refering the suggested core competence and basic competences written within the curriculum to break down into learning indicators (In this case consider that you teach language skills contextually and not teaching language aspects isolatedly); (5) Finding any types of printed and/or non printed materials as the learning discourses (In this case you are suggested to find the texts which contain life values and local and/or national culture all at once); (6) Deciding the most appropriate learning methods/approaches and strategy to present the defined learning materials (In this practice, consider that learning activities much more focus on learners language use or language practices); (7) Conducting authentic assessment. The following is further illustration concerning the procedure above.
Based on the explanation above, the researcher selected CLLA as an approach to design speaking materials book to English extracurricular students especially to SMP N 1 Pajangan to introduce their own culture while learning English in the classroom. The researcher expected that students would be able to get the information about their culture.

### 2.1.4 Teaching Speaking for Junior High School Learners

The age of the learners is an important factor to decide what to teach and how to teach the learners. Teaching English for junior high school refers to teaching English for teenagers of adolescent. Adolescents are thought as unmotivated and uncooperative learners’, that their disruptive behavior in the teaching and learning process, make the learners’ become poor language learner (Harmer, 2001:38). According to Harmer (2001:39), teenagers always search for individual identity and the identity comes from their classmates and friends. Teenagers needed self-esteem and peer approval in the instruction better than the attention of the teacher. On the other hand, Ur (1986:286) in Harmer (2001:39) added that “if they engage in teaching and learning activities, they have great potential for creativity, a great capacity to learn and a passionate commitment to things which interest them”.

Referring to the principles of teaching English written above, this research would treat the participants as the young learners. In this case, Brown (2001:92) proposes some consideration to teach teenager learners as following; (1) Intellectual capacity adds abstract operational thought around the age of the twelve; (2) Attention spans are lengthening as a result of intellectual maturation, but one again, with many diversions present in teenager’s life, those potential attention spans can easily be shortened; (3) Variants of sensory input are still important, but, again, increasing capacities for abstraction lesson the essential nature of appealing to all five senses; (4) factor surrounding ego self-image, and self-esteem are at their pinnacle.
Furthermore, Nunan (2003, pp.54-56) suggests the teacher should be aware of these following points as the principles for teaching speaking:

1. **The differences between second language and foreign language learning context**

   Speaking is learned in two broad context; foreign language and second language situations. Foreign language is when the language target is not the language spoken by the learners in their society. While, second language is when the target language is the language used for communication in the society.

2. **Fluency and accuracy**

   Fluency is the extent which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Accuracy is the extent to which students’ speech matches what people actually say when they use the target language.

3. **Group work, pair work, and limiting teacher talk**

   Teachers need to consider their existence in the class and be aware of how much they are talking in class, so they will not take up all the time the students could be talking. Thus, the teachers can use group or pair work to maximize the students time in speaking in the target language during the lesson.

4. **Speaking tasks than involve negotiation for meaning**

   The principle is the students’ communication or interaction using the target language indicates the students’ progress in learning, because it involves trying to understand and make her or himself understood. In order to understand and be understood in speaking of the target language, the students must really pay attention to what the speaker says, check to see if they have understood about the information given, clarify their understanding, and then confirm that someone has already understood what the students meaning.

5. **Design classroom activities that involves guidance and practice in transactional and interactional speaking**

   The difference of transactional and interactional speaking is in their purposes. Transactional speech is used to get something done, while interactional speech is for communicating with someone in special purposes. Speaking activities inside the classroom need to embody both transactional and interactional purposes, since the learners will have to speak the target language in both transactional and interactional settings.
These are the skills which imply on the core competence and basic competence. They implicitly and explicitly stated some skills which students of seventh grader of Junior High School should be acquired.

**Table 2.1. Grade VII Core Competence and Basic competences of Speaking Skills**

<table>
<thead>
<tr>
<th>CORE COMPETENCE</th>
<th>BASIC COMPETENCE</th>
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<tbody>
<tr>
<td>4. Trying, processing, and serving in the concrete realm (using, parsing, stringing, judging, and making) and abstract realms (writing, reading, computing, drawing and composing) in accordance with those studied in schools and other similar sources in point of view / theory</td>
<td>1.1 Preparing verbal texts for speech and greeting, saying goodbye, thanksgiving, and apologies, with true and context-appropriate linguistic elements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Preparing oral and written texts for speech and self-introduction responses, very short and simple, in accordance with the context, objectives, text structure, and linguistic elements, correctly and in accordance with the context.</td>
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<tr>
<td></td>
<td>1.3 Prepare oral and written text to name day, month, time of day, time in numbers, dates and years, language that is true and contextual.</td>
</tr>
<tr>
<td></td>
<td>1.4 Preparing oral and written text for the specification of identity, very short and simple, with the understanding of purpose, the structure of the text, and the linguistic element, correctly and contextually.</td>
</tr>
<tr>
<td></td>
<td>1.5 Prepare oral and written texts to call the names of animals, objects, and public buildings close to their daily lives, with linguistic elements that are true and</td>
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<tr>
<td>1.7</td>
<td>Prepare oral and written texts for the person, animal, and object properties, with linguistic elements that are true and contextual.</td>
</tr>
<tr>
<td>1.8</td>
<td>Prepare oral and written texts for behavior specifications / actions / functions of persons, animals, and things, with linguistic elements that are true and contextual.</td>
</tr>
<tr>
<td>1.11</td>
<td>Prepare descriptive oral and written text, very short and simple about people, animals, and things, with the sense of purpose, the structure of the text, and the linguistic elements, correctly and in accordance with the context.</td>
</tr>
<tr>
<td>1.12</td>
<td>Capturing meaning in oral and written descriptive text, very short and simple.</td>
</tr>
</tbody>
</table>

From the table above, the skills that should be acquired are:

1. Expressing five components in speech process;
2. Expressing the oral text based on the genre and goals of the text;
3. Expressing the implicit message or point of content of the text.

After the characteristics and skills have explained, there is also the goal to attract the student attention especially for speaking. Scrivener (2005:146) writes in his book, fluency and confidence are the important goals in the speaking class. Richards (2002:75) describes the concept of fluency reflects the assumption the speakers set out to produce discourse that is comprehensible, easy to follow, and free from errors and breakdowns in communication, though this goal is often not met due to processing and production demand. According to Harmer (2007:123) there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provided rehearsal opportunities. Secondly, speaking tasks in which students tried to use any or all of the languages they knew to provide the
feedback for both teacher and students. More students had opportunities to use any elements of language. Therefore, the treat which the teacher used must be appropriate to their characteristics and skills acquired.

2.1.5 The 2013 Curriculum

The 2013 Curriculum is the current curriculum applied in Indonesia which is designed by The Minister of Educational and Culture. Nowadays, some schools use this curriculum as the basic guidance in running the educational system in their schools where it is curriculum are applied. In contrast, in designing a set of speaking materials for English extracurricular students refered to the curriculum used which is distributed in Indonesia. It came that the 2013 Curriculum had the goals which refered and described the purpose of National Education in Indonesia. As the newest curriculum, the 2013 Curriculum introduces three aspects of competencies such as knowledge, skills, and attitudes as a kind of competency learning model.

According to Pedoman Implementasi Kurikulum 2013, the 2013 Curriculum is a completion of competency based curriculum which had been pioneered since 2004 in some schools and operationally developed as KTSP (Kurikulum Tingkat Satuan Pendidikan) in 2006. The characteristics of the newest curriculum which is applied on discipline, independent, caring, responsible, honest, creative, respectful, cheerful, peaceful, et cetera. The process of 2013 Curriculum uses scientific approach where the learning activity covers five steps, i.e. observing, questioning, exploring, associating, and communicating. Thus, to improve the speaking skill of students in Indonesia, designing a set of speaking materials were an extra of students’ activity in increasing their communication for developing education in Indonesia.

2.1.6 Designing A Set of Speaking Materials

In designing the materials, the researcher would plan to create a set of product which is the additional materials of speaking namely a set of speaking materials. There will be described in details about the nature of materials and a set of speaking materials.

a. Definition of Materials
In teaching and learning process, the material was usually used by teachers to teach in the classroom. There are some materials used for teaching practice like handout, textbook, module, and et cetera. As Richard (2001:251) explains the materials have a function to present input of language which students accept and drill it in the classroom. Those kinds of materials included: 1) Printed materials; books, workbooks, worksheet, or readers, 2) Non-print materials; cassette or audio, video or computer based materials, and 3) Both printed and non-print materials; internet.

b. A Set of Speaking Materials

In the case of unavailable materials of English extracurricular class, a set of speaking materials are needed. Richard (2001:264) explains there are process of program design to design the materials, as follows: (1) developing aims; (2) developing objectives; (3) developing a syllabus; (4) organizing the course into units; (5) developing a structure for units; (6) sequencing units. While, for types of tasks, Willis (1996:26) classifies six types of tasks according to the analysis of communicative language use. These are consists of:

1) Listing; listing tasks provide a lot of opportunities for the learners to express their ideas. The brainstorming would be in form of a complete list, mind map is possible, 2) Sorting and Ordering; in these kinds, the tasks are provide the clue of the arrangement of the task through numbers or letters, 3) Comparing; the task involves comparing some information such as matching to identify specific points and relate them to each other, finding the similarities and the differences, 4) Problem-solving; this task allow the learners to express their ability to think and analyze about things, 5) Sharing personal experience; in this kind of task, the learners are encourage to talk more freely about themselves and share what they have experienced to others. 6) Creative tasks; creative tasks involves some pairs or groups of learners in some kinds of free creative works. It could be said, creative tasks tend to have more stages than other tasks since these tasks were often combined with the other task types (listing, ordering and sorting, comparing, and problem solving).

In other case, Marianne Celce-Murcia (1991, pp.128-132) classifies speaking activities and materials into four types:

1. **Drills, or linguistically structured activities**

In controlled practice the teacher could model the form to be produced, providing necessary linguistically correct input. The students are then allowed to practice the material,
and the teacher follows up by reinforcing the forms practiced. What is important is that students are allowed to speak about what is true, real, and interesting.

2. Performance activities

“Performance” activities are those in which the student prepares beforehand and delivers a message to a group. A good example of such an activity is the student speech, which could be made as specific in content as necessary. A variation on the speech given by one person is assigning two or more people to deliver a talk. Role-plays and dramas, if performed in front of the class, can also function as “performance activities”. Finally, debate can serve as an opportunity for a classroom performance activity for immediate and advanced learners.

3. Participation activities

“Participation” activities can be some of the most diverse and interesting in the oral communication repertoire. These are activities where the student participates in some communicative activity in a “natural setting.” One of the commonly used participation activities is the guided discussion, where the instructor provides a brief orientation to some problem or controversial topic, usually by means of a short reading. Students in small groups discuss the topic, suggesting possible solutions, resolutions, or complications.

4. Observation activities

These are activities in which a student observes and or records verbal and nonverbal interactions between two or more native or fluency speakers of the target language. This technique is useful for building student appreciation and awareness of language as it is actually used in the real world, and since the student is taking the role of nonparticipant observer, he or she is free to concentrate on the subject without fear performance errors, a problem for beginners, whose productive skills usually left of their receptive capabilities.

Shortly, the materials needed to be designed the speaking activity is speaking materials. It would be also involves the input questions used in design certain skills, it will appear a question like; “what kinds of speaking activity will students practice (such as drills activities, performance activities, participation activities, observation activities), and how will these chosen?”. Those would be the guideline to the researcher in studying how to make the framework of designing a set of speaking skill for English extracurricular.

2.1.7 Characteristic of Good Speaking Activities
To fulfill a good materials especially on speaking materials, Brown (2001:271) are categorized types of classroom speaking performance. There were consists of: 1) Imitative; a very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind a carried out for the purpose of meaningful interaction, but for focusing on some particular element of language form, 2) Intensive; intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking could be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language, 3) Responsive; a good deal of student speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments, 4) Transactional (dialogue); transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language, 5) Interpersonal (dialogue); interpersonal dialogue is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information, 6) Extensive (monologue); finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

The characteristics on successful speaking activity according Penny Ur (1996:120) are:

1. **Learners talk a lot.** As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

2. **Participation is even.** Classroom discussion is not dominated by a minority of talkative 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 because they want to contribute to achieving a task objective.

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

For categorizing types of classroom speaking performance, the researcher considered to Brown’s lists. This was the appropriate way both in planning and adapting the designed
materials using the lists above. Besides that, some characteristics on successful speaking activity according Penny Ur might be very useful to decide the appropriateness of materials.

2.1.8 Assessing Students Speaking Skill

Actually, speaking skill is the ability to use the language in oral form. Speaking skill is also a matter which needs special attention. Among the four skills, speaking skill is a difficult one to assess with precision, because it is a complex skill to acquire. In assessing speaking skills, according to Harris (1969:81), there are four or five components are generally recognized in analysis of speech process, such as: (1) pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); (2) grammar; (3) vocabulary; (4) fluency (the ease and speed of the flow of speech); (5) Comprehension. In contrast, Brown (2003:172) suggests six language components to score—they are grammar, vocabulary, comprehension, fluency, pronunciation, and task. Thus, in this study the researcher adapted the language components and formulates it which consist of pronunciation, fluency, topic mastery, performance, and vocabulary. Here is the result of the scoring language components:

Table 2.2. Scoring system of speaking test adapted from Brown (2003:172)

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Score (1-4)</th>
<th>Total Score x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Fluency</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
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<tr>
<td>B</td>
<td></td>
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</tr>
<tr>
<td>And so on</td>
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</tbody>
</table>

For learners, assessment is the important point in order to give the reflection of the weaknesses and the strength they have. Assessment is also the way on deliberating the result of the instruction that teachers give. William (2013:15) proposes that students cannot be anticipated on how they receive the materials and instructions. Then, it could be said that
assessment seems like a bridge between teaching and learning. There are many factors of conversational English proficiency as cited in Higgs & Clifford (2002, pp.222-223);

1) Accent
   a. Pronunciation frequently unintelligible
   b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
   c. Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
   d. Marked ‘foreign accent’ and occasional mispronunciations that did not interfere with understanding.
   e. No conspicuous mispronunciations, but would not be taken for native speaker.
   f. Native pronunciation, with no trace of ‘foreign accent’.

2) Grammar
   a. Grammar almost entirely inappropriate or inaccurate, except in stock phrases.
   b. Contrast errors showing control of very few conversational micro skills or major patterns uncontrolled, and frequently preventing communication.
   c. Frequent errors showing inappropriate use of some conversational microskills or some major patterns uncontrolled, and causing occasional irritation and misunderstanding.
   d. Occasional errors showing imperfect control of some conversational microskills or some patterns, but no weakness that causes misunderstanding.
   e. Few errors, with no patterns of failure.
   f. No more than two errors during the conversation.

3) Vocabulary
   a. Vocabulary limited to minimum courtesy requirements
   b. Vocabulary limited to basic personal areas and very familiar topic (autobiographic information, personal experiences, etc.)
   c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topics.
   d. Vocabulary adequate to discuss special interests and any nontechnical subject with some circumlocutions.
e. Vocabulary broad, precise and adequate to cope with complex practical problem and varied topics of general interest (current events, as well as work, family, time food, transportation).

f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4) Fluency

a. Speech is so halting and fragmentary that conversation is virtually impossible.

b. Speech is very slow and uneven, except for short or routine sentences; frequently punctuated by silence or long pauses.

c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.

e. Speech is effortless and smooth, but perceptibly nonnative in speed and evenness.

f. Speech on all general topics as effortless and smooth as a native speaker.

5) Comprehension

a. Understand too little to respond to conversation initiation or topic nominations.

b. Understand only slow, very simple speech on topic of the general interest; requires constant repetition and rephrasing.

c. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.

d. Understand everything in normal educated conversation, except for very colloquial or low-frequency items or exceptionally rapid or slurred speech.

e. Understand everything in informal and colloquial speech to be expected of an educated native speaker.

By knowing the scoring system of speaking test adapted from Brown (2003:172), it can be as a guideline of designing the assessment tasks. In addition, some factors of conversational English proficiency as cited above, would be as a consideration of the researcher’s choice and variation to design the pre-product of a set of speaking materials.

2.2 Previous Studies
In completing this study, the researcher explored some previous research studies as relevant references in order to gain the information of designing a set of speaking materials for English extracurricular program of SMP. There were some previous finding related to English extracurricular program and instructional design. The first study that was reviewed is Sylvia (2015) on her research entitled “Designing a Set of English Speaking Materials Using Games for Conversation Class in SMP Taman Dewasa Jetis Yogyakarta”. This research explored two instructional design models from Kemp and Yalden. Based on Kemp and Yalden’s model, Sylvia conducting five steps in her research to analyze the students’ need to develop the materials. This research adapted Task Based Language Learning (TBLT) as the teaching principles. The finding of this research indicated some improvements of the students’ speaking skill using games for conversation class.

Then, the second previous study is Masrur (2015) “Designing Syllabus for English Extracurricular Program of Senior High School based on the 2013 Curriculum”. In his study, he used three instructional design model from Dick and Carey, Borg and Gall, and ADDIE as his instructional design model. This study explored a lot in designing syllabus based on the 2013 curriculum which was used for English Extracurricular Program of Senior High School. The research finding on this study indicated as a good result in designing syllabus based on the 2013 curriculum. It was caused of the materials choice covers the aspects of the 2013 curriculum.

From the previous study above, the research that would be conducted by the researcher has the similarities and differences. The first and the second study has the similarity in conducting research and development for English extracurricular and designing for the product. Nevertheless, this research was different from those previous studies above. The differences were (1) the first study is designing English speaking materials using games and the second previous study was designing syllabus of English extracurricular program; (2) the first previous study was not applying ADDIE model as the instructional design and conducting Task Based Language Learning (TBLT); (3) the second previous study was conducting at junior high school in designing syllabus of English extracurricular program. Thus, it can be clear that this research will be held in the different product with similar study. By studying those researches above, then the researcher would implement a set of speaking materials for English extracurricular in junior high school.
2.3 Conceptual Framework

The main purpose of this study was to design materials. To make a suitable materials for English extracurricular at SMP N 1 Pajangan, the researcher would combine all the theories that would be used to this study by formulating the conceptual framework. They are (1) the nature of speaking, it tells the clear definition and concept of speaking; (2) speaking skills, it tells the types of skill which speaking has; teaching speaking, (3) Cultural Language Learning Approach (CLLA), it describes theories of CLLA and several procedure of CLLA, (4) teaching speaking for junior high school learners, it describes the nature of teenager as the young learners, the characteristics of teenager as the young learners, and how to teach teenager as the young learners; (5) the 2013 curriculum, it explains the gist and characteristics of 2013 curriculum; (6) designing a set of speaking materials, it defines the concept of materials as a guideline in creating the materials; (7) the characteristics of good speaking activities, it gives the explanation how the good activities will be designed by points that the researcher has to concern on her design, and; (8) assessing students speaking skill, it describes how teacher assess the students speaking skill.