CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers both several theories and previous studies related to the research. The review or related theories are about speaking and developing speaking, language learning environment, gender and language skill, integrated education and Strategy for developing speaking skill, while the review of previous studies is described in the last sub-chapter.

A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter describes some theories related to the area of interest of this research, for example

1. Speaking and developing speaking

a. Definition

Speaking is the most important of language skill.1 In a line with Savitri explaining that speaking is one of oral language which the most important powerful learning tool for communicating, thinking and learning. It shapes, modifies, extends and organizes thought. As an oral language, it becomes a foundation of all language

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development and the foundation of all learning.² So, it is the base for
the other language components. The definition of speaking
according to Thornbury is a skill which needs the ability to
corporate in the management of speaking turns and represents a real
challenge to the most language learners. Also, speaking needs to
develop and practice it.³ In this research, speaking means delivering
message to someone by using language and all of body language in
a dialog or monolog.

Developing speaking skills comprises several aspects that
affect this process. It is more than understandable that the student
together with the teacher are the most important ones.⁴ Discuss about
the development of speaking skills during a teaching-learning
process, it is essential to deliberate some factors that affect this
process. Oral production, the process of communication, number of
interlocutors, interaction patterns, an amount of information
processed, time span, teacher, student, the conditions under which
all these elements mutually interact are only a small part of what
developing speaking skills makes.⁵

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³ Scott Thornbury, How to Teach Speaking (Pearson Education Ltd, 2005).
⁴ Erik Vilimec, “Developing Speaking Skill” (Department of English and America Studies, University of Pardubice, 2006).
⁵ Ibid.
In a short, developing speaking in this research means a process of the development of learners’ ability to communicate using English in a dialog or monolog.

b. The importance to develop speaking skill

The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, for instance researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with one another. Any gap in communication results in misunderstandings and problems. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important not only in education but also in career success, but certainly not limited to one’s professional aspirations. Speaking skills can also improve one’s personal life. So, speaking skill is greatly important, especially for the language learners.

There are two things which are very important in mastering speaking skill, accuracy and fluency. Accuracy means how to use language in the correct sentence in terms of grammar, vocabulary and

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6 Mrs Ishrat Aamer Qureshi, *The Importance Of Speaking Skills For EFL Learners* (Department of English, Alama Iqbal Open University, Pakistan), accessed 14 Oct 2016.
pronunciation. Then, fluency is the speakers’ capability when using the language quickly, spontaneously and confidently.

Besides fluency and accuracy, there are three areas of knowledge that students need to recognize according to Stoval.⁷

1) Mechanics (Pronunciation, grammar, and vocabulary)
   Using the right words in the right order with the correct pronunciation.

2) Functions (transaction and interaction)
   Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants)
   Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

c. Problems in Developing Speaking

In spoken language, there are some characteristics of producer (speaker) must be taken into account in the productive generation of

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speech, but with a slight twist. Here some spoken language characteristic can make speaking easy as well as or on the contrary.

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 benefits of spoken languages is that the development of thinking as you speak allows you to mark a certain number of performance hesitations, pauses, backtracking, and corrections.

5. Colloquial language

Make sure the learners are equitably well familiar with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
6. Rate of delivery

Make learners achieve an acceptable speed along with other attributes of fluency of the task in teaching spoken English.

7. Stress, rhythm, and intonation

The stress-times rhythm of spoken English and its intonation patterns deliver essential 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.\(^8\)

According to Ur the problems faced by the learners are included inhibition, the lack of them to be spoken, the low participant and the use of mother tongue.\(^9\) Those problems can be explained as follows:

a. Inhibition

Sometime, the students are often inhibited in trying to say something in second language. Usually, many students feel shy and afraid to speak the second language in the classroom. They are worried that they will make mistakes in speaking about the vocabulary, pronunciation and the structure of grammar.

According to Penny Ur the learners are worried about making


mistakes fearful or critics or losing face, or simply shy of the attention that their speech attracts.

b. Having no idea

Although, the students are not inhibited, we know that the students often say or complain that they do not want to speak. The learners get difficulties in thinking of anything to say so they have no motivation to express in English.

c. Low Participant

Only one participant who is active to talk in front of the class while others are listening to him or her. In large group, someone or one student will have little time to talk. Therefore, one learner will dominate to speak in the classroom, while others speak very little or not at all.

d. Using mother tongue

As we know that many students use mother tongue in the classroom frequently. They will feel more enjoyable when they use their mother tongue in speaking activity.\(^{10}\)

e. The Role of Community in Developing Speaking

Speaking need partner when practicing. In learning speaking also need a partner or even community to practice speaking. A good community gives good environment to practice speaking. “In groups, students can begin to feel a sense of community and can

\(^{10}\) Ibid.
learn from each other as well as the teacher. Cooperation, not
competition, is encouraged.” ¹¹ The students are asked to use the
target language communicatively. In addition, they use the target
language in a real practice as if they use their own language in their
life. In the community, the teachers’ role is that of a counselor. This
does not mean that the teacher is a therapist, or that the teachers do
not teach. When the students face the difficulties they will discuss
with others, while the teacher will only give solution if the students
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 roles of community in speaking are:

a. Building a relationship with and among students
b. Language is for communication to others
c. Learners feel free to lower their defenses and the learning
   experience becomes less threatening
d. Developing a community among the class members builds trust
   and can help to reduce the threat of the new learning situation
e. Speaking practice can be done without teachers, but with friends

2. **Language Learning Environment**

   a. **Definition**

       Learning environment is the complete physical, social and pedagogical context in which learning is intended to occur.\(^{12}\) The term most often refers to school classrooms but may include any designated place of learning such as science laboratories, distance learning contexts, libraries, tutoring centers, teachers’ lounges, gymnasiums and non-formal learning spaces. The components and attributes of a learning environment are conceptualized in relation to their impact on learning processes and outcomes in both cognitive and affective domains. This term may also refer to the natural environment surrounding school buildings when they are used as a learning space.\(^{13}\) In short, we can simplify learning environment as a place where the student learning something and get much knowledge, include inside or outside the school.

       In Kameli’s research, Learning Environment can be reflected as teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, and homework assignment. In a brief, learning environment is the location where the student learned. While Language Learning Environment itself

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can be define as the locations, which are EFL or ESL learning environment, when they learned the target language.\textsuperscript{14}

Based on this research, language learning environment means the location where students learning a foreign language with the target language.

\textbf{b. Elements of language Learning Environment}

According to Sandberg there are several component of learning environment that should be there to optimize learning. It also can be implemented in various different ways.

1. “Teacher” component: Its role is to provide something between loose guidance and direct instruction. It can be a human agent (present or distant), an intelligent agent, instructions like some text books provide, etc. This component provides information from the syllabus to the task level.

2. “Monitor” component: Ensures that something is learned. A role taken by either the human teacher, the learner (self-control) or by some program.

3. Fellow learners component: Improves the learning process by collaborative learning principle

\textsuperscript{14} Shima Kameli, Ghazali Bin Mostapha and Roselan Bin Baki, “The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies”.
4. Learning material: Contains what has to be learned in a very broad sense (knowing what, knowing how). It can be computational in various ways (exploratory hypertext, lesson and task oriented hypertext, simulation software, task solving environments, etc.).

5. External information sources: All kinds of information which is not directly stored in the learning material (e.g. the Internet as a whole, a web site, additional materials, handbooks, manuals, etc.).

6. Tools: Everything which may help the learning process other than the learning material (e.g. calculators, communication software, etc.)

7. School [a category we added]: Something that provides a curriculum.\textsuperscript{15}

In this research, the researcher takes four elements based on the limitation of the research. There are teacher, monitor, fellow learner and school. Teacher means human teacher that teaches in real classroom. Monitor means the self-control of learner and vocabulary program in the dormitory, and the language rule of school and the dormitory. Then, fellow learner means the students itself. Then, school provides curriculum and the environment.

c. Sequential of language learning environment

In sequential language learning environment, the child speaks its native language but is also exposed or introduced to a second language. For example, when a Spanish speaking child attends class where English is the dominant language spoken. Halgunseth states that contrary to simultaneous language learning, sequential learning is not related to any age factor, but it can be stimulated or influenced by elements like motivation. There are four stages of sequential second language learning according to her, which are the following:

Stage 1: Home Language Use: Children might refuse to use their native language even though others do not understand them.
Stage 2: Silent Period: Children can hardly speak but rely on nonverbal communication. It is argued that the younger the child is, the longer the silent period might last.

Stage 3: Telegraphic and Formulaic Speech: At this stage children will start to speak in the target language but only using short phrases or repeat the words of others.

Stage 4: Productive Language, children construct their own sentences. Those sentences might be very basic and incorrect but with time it will improve.  

**d. Creating a supportive teaching and learning environment for English language learners**

It is necessary to build the environment that will support learning because environment is also take a role in the success of student learning. In creating a supportive and responsive learning environment for language learners, the environment created should make students impression as comfortable, confident and capable of accessing the language and content, and teachers feel more competent, and know they have done their best to fulfil the students’ need.  

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17 Michigan Departement of Education, Creating a Supportive Teaching and Learning Environment for English Language Learners.
According to Haynes and Zacarian the characteristics of an effective learning environment learning activities must be based on purposeful and decisive instruction that allows multiple opportunities for

a. Student understanding of the lesson's key content goals and activities;

b. Teacher modeling of activities before students engage in them;

c. Frequent opportunities for students to practice activities comfortably; and

d. Multiple and repeated connections to student's personal, cultural, linguistic, social, and academic experiences.

After qualify then the desirable learning environment can be accomplished in several phases which have been cited by Michigan Department of Education.

a. Get to Know Your Students Get to know them as a whole individual, not just as an English Language Learner.

b. Build Connections and Relationships It is important that the child see that you value them as a person, and are willing and eager to become an important part of their lives.

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c. Increase Your Cultural Knowledge Learn as much as you can about the language and culture of your students.

d. Create an Environment of High Expectations English Language Learners must strive to achieve the same goals as native speakers, and are capable of achieving those goals if proper supports are put in place for them from the onset.

e. Develop a Student-Centered Approach to Teaching and Learning. Students can better acquire language when activities are planned that actively involve students.19

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**e. The role of language learning environment**

Environment takes a role in the success of student learning will support learning because the environment support learning process.20 In language learning, in general role of the environment is that will support the learning process is language learning environment. In language learning environment there are seven elements that support the environment and have the specific role its self. Based on this limitation of the research, the researcher take four elements. There are teacher, monitor, fellow learner and school. The role of the four elements will explain below:

1. Teacher

   a. Lecturer refers to those who solely consider their professional skills but neglect teaching methodology.

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19 Michigan Department of Education, *Creating a Supportive Teaching and Learning Environment for English Language Learners.*

20 Ibid.
b. Teachers here refer to those who possess professional skills and teaching methodology.

c. As facilitators, they try to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed into a harmonious group. As the facilitator, Teacher is also skillfully manipulate students from loving language classes and attract students to participate actively.21

d. Teacher as planner should prepare for what will be done in the learning process (pre-teaching problems).

e. Teacher as organizer, which should be able to create a situation, lead, stimulate, mobilize, and direct teaching and learning activities in accordance with the plan, in which it acts as the source (resource person), consultants wise leadership in the democratic sense & humanistic (human) during the process (during teaching problems).

f. Teachers as assessor or evaluator should collect, analyze, interpret and eventually had to give judgment, on the level of success of the learning process, based on

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defined criteria, both regarding aspects of the effectiveness of the process and product qualification.\textsuperscript{22}

\textbf{g. Teacher as role modeling.} Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

\textbf{h. Mentoring is a natural role taken on by teachers, whether it is intentional or not.} This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning.

\textbf{i. Teacher as sign trouble.} Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students’ behaviors change or physical signs of abuse are noticed, teachers are required to look into the.\textsuperscript{23}

2. Monitor

Based on the theory above. The role of monitor can be as

\textbf{a. Organizer} in this research based on the theory above means the rule or the program that should be able to


create a situation, lead, stimulate, and mobilize the students to develop their speaking skill.

b. Facilitator in this research means the rule or program that facilitate the students to practice in their environment and to support in developing their speaking skill.

3. Fellow learner

The general role of fellow learner in language learning are

a. Discover how to learn independently, like researching or asking questions.
b. Learn how to collaborate, delegate, and communicate with group members.
c. Adopt responsibility for self-learning.
d. Learn to teach others.
e. Present information to others.²⁴

Based on this research and theory above can be simplify that the role of fellow learner is as the facilitator and sign trouble that help the other fellow learners to discover, learn and present their knowledge.

4. School (the environment and curriculum)

a. As developer, the school develop the intelligence of the mind and impart knowledge. In addition to the

the more important function of schools is to impart knowledge and actually implementing intelligence education. In this research, the role of the school is to help the students to develop their speaking ability.

b. As facilitator, the school give the students facilities to help them in get the knowledge of speaking and practice it. The facilities such as teacher, material book and so on.

3. Gender and language in communication skill

a. Definition of gender

Gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity.²⁵

According to American Psychological Association the definition of gender is different depends on the context use. Gender in identity context refers to “one’s sense of oneself as male, female, or transgender”. Gender in expression context refers to the way in which a person acts to communicate gender within a given culture;

for example, in terms of clothing, communication patterns and interests. A person’s gender expression may or may not be consistent with socially prescribed gender roles, and may or may not reflect his or her gender identity.\footnote{Ibid.} Form the term above the researcher conclude that gender as the way of communicate activity, culture, behavior, patterns and interest of females and males.

**b. Gender and communication skill**

Gender is an interesting discussion topics were always discussed, as has been talked about in a journal entitled “Relationship between Gender and Language” by Rafiul Islam Shazu that talks about the relationship between gender and language. The relationship are in structure of the language, norm of the society or people of the society who use the language.\footnote{Rafiul Islam Shazu, Student of M.A., “Relationship between Gender and Language”, *Journal of Education and Practice*, vols. Vol.5, No.14 (2014).}

Whether males or females, on one side, they form their values and way of behavior within their culture; in spite of that, they have their own values and way of behavior within their sub-culture. So their behavior, including language behavior must have differences and similarities.

The similarities and language between men and women has to do predominantly with unique communication processes that are communicators use for example the use of language is used by both
to state the thought or to convey the cognitive processes inherent in both groups the use of language can be utilized to aid in determining the way we think and express our behavior of thinking. In workplace environments languages also use similarly to reflect and express our unique world views we also both use language to reflect our a very unique personal identities be the backgrounds differences be based on race ethnicity or social class the transactional or linear models are utilized by both genders finally both men and women utilize their unique language differences to transmit cultural values.

On the other side, here are some differences of the languages both female and male. In Rafiul Islam Shazu’s journal is explained that the differences are in:

a) Pronunciation

Social dialect research focuses on difference between women’s and men’s speech in the areas of pronunciation and morphology with some attention to syntactic constructions (such as multiple negations). The difference is also in the intonation delivery between women and men, the women more vary than man delivery.

Robin Lakoff suggests that women’s speech is characterized by linguistic features such as following:

1. Lexical hedges or fillers, e.g. you know, you see, sort of, well.
2. Tag questions, e.g. She’s very nice, isn’t she?
3. Rising intonation on declaratives, e.g. it’s really good?
4. ‘Empty’ adjectives, e.g. divine, charming, cute.
5. Precise color terms, e.g. magenta, aquamarine.
6. Intensifiers such as just, and so e.g. I like him so much.
7. ‘Hypercorrect’ grammar, e.g. consistent use of standard verb forms
8. Avoidance of strong swears words, e.g. fudge, my goodness.

b) Politeness

Women use certain patterns associated with surprise and politeness more often than men. For instance, overall the women used more politeness device than the men, so the pattern seemed to resemble the western pattern. But, increasingly, the men used far fewer politeness forms to each other than to women. So, male talk to males was relatively plain unmodified. In this community, ‘men’s talk’ could be seen as the unusual variety rather than women’s talk.

c) Interruption

Holmes explain that there are many features of interaction which differentiate the talk of women and men. Despite the widespread stereotype of women as the talkative sex, and proverbs which characterize women as garrulous. But
in the fact, women tend to interrupt less in conversation and “to
be more attentive listeners, concerned to ensure others get a
chance to contribute. In the same gender interruptions are pretty
evenly distributed between speakers. In same-sex pairs: a) Men
argue more with other men, b) Women are more dramatic with
other women than men
d) Cooperative vs. competitive

It is found that women are more supportive and
cooperative conversationalists; and men are more competitive
conventionalists. A research on the Malagasy community
clearing up that in general, research on conversational
interactional reveals women as cooperative conversationalists,
whereas men tend to be more competitive and less supportive of
others.
e) Topic of conversations between Men and Women

In conversations involving members of both sexes, men
speak more than women. The topics of the conversations also
vary. Men-men: competition and teasing, sports, aggression,
business, politics, legal matters, taxes. Women self-feeling,
affiliation with others, family and social life, books, food and
drink, life’s troubles, and lifestyle.
f) Question

Men and women differ in their use of questions in conversations. For men, a question is usually a genuine request for information to engage others to conversation contribution. Despite of that, women use question more frequently. In women’s language they may also be used to avoid making strong statements.

h) Changing the topic of conversation

According to Bruce Dorval in his study of same-sex friend interaction, males tend to change subject more frequently than females. This difference may well be at the root of the conception that women chatter and talk too much.

i) Self-disclosure

Both men and women have completely different views of self-disclosure. Developing a close relationship with another person requires a certain level of intimacy, or self-disclosure. It habitually is much easier to get to know woman than it is to get to know a man. It has been verified that women get to know
someone on a more personal level and they are more interest to share their feelings.

j) Listening and attentiveness

It appears that women attach more load than men to the importance of listening in conversation, with its connotations of power to the listener as confidant of the speaker. This attachment of import by women to listening is inferred by women’s normally lower rate of interruption.

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<thead>
<tr>
<th>Verbal Qualities: In verbal communication, there are differences in the quality of speech used by men and women.</th>
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<tbody>
<tr>
<td><strong>Men</strong></td>
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<tr>
<td>Talk loudly</td>
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<td>Deep pitch</td>
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<td>Slow rate</td>
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<td>Downward inflection</td>
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<td>Relaxed tone</td>
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<td>Powerful style</td>
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Non-Verbal Qualities: Similarly, there are differences in the quality of non-verbal communication used by men and women.

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Use more physical space</td>
<td>Yield physical space</td>
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<tr>
<td>Stare</td>
<td>Use moderate eye contact</td>
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<tr>
<td>Use commanding gesture</td>
<td>Use acquiescent gestures</td>
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<tr>
<td>Hold head straight</td>
<td>Tilt their head</td>
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</tbody>
</table>

4. Integrated education

a. Definition

There is some definition of integrated education proposed by experts, this definition is as follows:

1. Ollin and Dixon

As quoted by Muh. Faisal, Ollin and Dixon explained that "integrated learning is learning that occurs when an event is authentic or discussion of a topic is a major driver in the curriculum. Through active participation in the discussion of the topic or event, students can learn both the process and the content related from various fields of study in the same time."\(^{28}\)

2. According to Frazee and Rose

Quoted also by Muh. Faisal, Frazee and Rose provide a definition that integrated learning is learning carried out by

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combining a number of scientific disciplines through the determination of the content (content), capabilities, and affective objectives.\(^{29}\)

3. Fogarty

Integrated curriculum model indicate interdisciplinary approach (interdisciplinary). The integrated model emphasizes the four major disciplines by arranging curriculum priorities and determine the skills, concepts and attitudes in four parts. Integrated curriculum is assumed as an interdisciplinary team that works toward curriculum laden. Starting with the exploration or digging a priority, the concept of complementary supporting disciplines. In elementary school, an integrated model that describes the essential elements of this approach is the ability to speak as a whole. The language skills include reading, writing, listening and speaking holistically evolving, based on the literature and disciplines.\(^{30}\)

In short, integrated in education define as a plan or a pattern which is used as a guide in the classroom learning or learning in the tutorial. Integrated learning as a concept can be considered as an

\(^{29}\) Ibid.

approach to learning involving some fields of study to provide meaningful experiences to students

b. Models of integrated education

Viewed of by combining the concepts, skills, and unique thematic topics, according to an expert named Robin Fogarty argued that there are some models in planning for integrated education.31

1. Integrated Learning Connected

Integrated learning model type connected in principle to seek a connection between the concepts, skills, topics, ideas, and activities within an area of study. This model does not train the students to view some facts from various points of view, because in this model the relationship materials are limited to a Study Field only.

This model connects several materials or related concepts in the field of study. The material is fragmentary but is concerned, deliberately connected and integrated into a particular topic. For example, teachers connect or combine the mathematical concept of money with the concept of buying and selling, profit and loss, savings and loans, and interest.

2. Integrated Learning Webbed

31 Ibid.
Model webbed or model spider webs is a model by using a thematic approach, then developed sub-themes with regard to the related fields of study.\textsuperscript{32}

Webbed type of integrated learning model is a learning model that uses an approach to the field of study. Learning activities begins with the provision of the theme, and the theme is attached to some material on different subjects so that is shaped like a spider web. This model is known as thematic, and used at the elementary level. For example: the teacher gives the theme environment in a learning activity. This theme will be associated with the subject knowledge, social and citizenship.

3. Integrated Learning Nested Types

Integrated learning model of nested (nested) is the integration of curriculum in one discipline in particular put the focus on the integration of a number of learning skills that want to be trained by a teacher to the students in a learning unit for the achievement of the subject matter (content). Study skills include thinking skills (thinking skills), social skills (social skills), and organizing skills (organizing skills).\textsuperscript{33}

Integrated learning model nested type is an integrated learning approach that uses inter study. Skills who want to be

\textsuperscript{32} Sa’ud, Udin Syaefuddin, \textit{Inovasi Pendidikan}, (Bandung: Alfabeta, 2009), p. 117.

trained in one field of study, connected in a learning activity. These include skills, thinking skills, organizing skills, and social skills. For example: the English subjects are aspects of reading, writing, speaking, listening. The fourth aspect into a coherent set that produces language skills.

4. Type Integrated Learning (combined)

Integrated type of integrated learning model combines field studies by finding skills, concepts and the same attitude and interconnected in some fields of study. The first time the teacher selects the concepts, skills and attitudes which has a close relationship and similar between the various fields of study. In this model, the need for a central that can be reviewed from various disciplines in solving problems.34

Integrated learning model is the integrated type of integrated learning model that uses an approach to the field of study. Some material from a variety of different subject areas connected in a particular topic. The material is a materials that has incorporated concepts or teach the same skills and related issues. For example: materials flat wake cubes and blocks in mathematics integrated with the skills to make safe materials from recycled materials. Both of these materials have a concept

and essence the same, so it is suitable to be integrated in a learning activity.

Integrated education best suited to the system used by Bilingual Integrated Junior High School Al Amanah is a type of integrated learning (combined). The integrated learning that combine some fields’ studies and some material from variety of different subjects areas connected in a particular topic.

c. Bilingual Integrated Education

The definition of Bilingual Education involves teaching academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.\(^\text{35}\) Integrated itself means combining some fields study and some materials of different subject area that use connected topic. In short Bilingual Integrated Education in this research means as a teaching academic process that use two language in teaching learning process and combining some fields study and subject of the study using a connected particular topic.

B. Previous study

The researcher provided previous studies that have been completed by the previous researchers. There are three previous studies which have been read by the researcher.

The first previous study from Department of Language and Humanities, Faculty of Educational Studies, University Putra Malaysia, Serdang, Malaysia entitled “The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies” by Shima Kameli that investigates the reported vocabulary learning strategies of ESL university students at UPM (Universiti Putra Malaysia) in Malaysia in formal situation. The formal situation meant is the role of formal teachers and classmates in the formal situations in the classroom. This research using qualitative research as an investigative method for understanding a phenomenon based on separate methodological traditions of inquiry that elicit human conditions or social problem.

Then, the next previous study from Azadeh Asgari and Ghazali Bin Mustapha from University Putra Malaysia, Serdang, Malaysia “The Influence of Informal Language Learning Environment (Parents and Home Environment) on the Vocabulary Learning Strategies” this study is discuss about how mediating agents interfere in acquiring vocabulary learning strategies of ESL students or support them. The result of the previous study is studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning
strategies could be very helpful to get better understanding of the relevant strategies.

The other previous study by Chengjun Wang from School of Foreign Languages, Yangtze Normal University, China, entitled “On Linguistic Environment for Foreign Language Acquisition” which mainly discuss about the linguistic environmental setting for foreign language acquisition. This research use qualitative method. This research reported about which effective situation is learning a foreign language? in the classroom or in the community?. This research use a qualitative method. In short, the concerns the learning situation to be found in the classroom and the role relationship between teacher and student are likely to be crucial in. The other is the level of support which parents give to the foreign or second language program.

Then next previous entitled “Learning Environment Which Supports Students’ Fluency In Speaking English : A Case Study In SMAN 2 Jombang”, was conducted by Ela Rosyida which investigating the elements of Learning environment which supports student’s fluency in speaking English and why do those elements support, and why some elements do not support. This research using descriptive qualitative method. This research mainly discuss about senior high school students speaking fluency is supported by the learning environment around them.

The next previous study entitled “Language Classroom: A "Girls' Domain"? Female And Male Students' Perspective on Language Learning” by Larisa Nikitina and Fumitaka Furuoka comes from University Malaysia
Sabah. The research present aims to address this gap and examines beliefs held by one hundred seven students learning a foreign (Russian) language at Universiti Malaysia Sabah (UMS). This research using quantitative Questionnaire become the instrument, and the result served in percentage of data. In the end of the research result revealed that gender-related differences in beliefs about language learning had been minimal among this particular cohort of learners.36

The last previous study from Changde, Hunan, China entitled “A Comparative Study of Boys’ and Girls’ English Study Differences” by Xin Xiong discuss about the point of English educational psychology and see the motivation factor, ability factor and intellect factor affect the students’ English learning most. This research using quantitative and the result is served in percentage. The conclusion of result of the research explain that the schoolgirls have stronger motivation than schoolboys in learning English and also have more interest in English.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previous studies become the resource and foundation to continue the current research about second language learning environment support in developing students speaking skill.

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