The objectives of this study were 1) to know the objective of teaching speaking at SMA Islam Kepanjen, 2) to know the topic covered in teaching speaking at SMA Islam Kepanjen, 3) to know the technique of teaching speaking at SMA Islam Kepanjen, 4) to know the technique of evaluation used in teaching speaking at SMA Islam Kepanjen.

In this study, the writer used descriptive research because it described the implementation of teaching speaking at SMA Islam Kepanjen. Moreover, the writer took the English teacher in the secondary year students at SMA Islam Kepanjen as the research subject. Meanwhile, the research instruments that were used by the writer to collect data are interview and observation. The writer used semi-structured interview, because in addition to the questions that had been prepared before, the researcher would also asked for the questions during the interview about the implementation of teaching speaking at SMA Islam Kepanjen.

Based on the research finding, some conclusions can be drawn. First, the objectives of teaching speaking at SMA Islam Kepanjen were: 1) to achieve how to speak English commonly well by giving some texts, 2) to understand about the topics that they learn, 3) to develop the words of the texts by their own understanding, 4) to practice by their own language about the objects of the texts that they learn. The second was the topics of teaching speaking in SMA Islam Kepanjen. The topics were: “Greeting”, “Expressing”, “Telling a short story”. The teacher thought that “Telling a short story” is the most interesting, because the topic will be able to give knowledge about English widely. Then, the third was the techniques of teaching speaking. Those are: drilling, give some texts, give an example, and practice. The teacher thought that the drilling is the most affective, because he said that language was habit and we had to make it as a habit. The last was the techniques of evaluation in teaching speaking. The English teacher in SMA Islam Kepanjen used the techniques of evaluation to evaluate the students’ ability objectively. Then, to evaluate the students’ affective domain, the teacher used students’ attendance, and students’ attitudes. And in cognitive domain, the teacher used some tests to evaluate the students’ intellectual ability. The teacher did not use psychomotor domain to evaluate the students because he did not need this domain to evaluate their students in teaching speaking.