

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories function as the basic of the research. It covers about speaking, teaching speaking, and pair work presentation. The explanation of each literature is explained briefly as follows:

A. Speaking

1. Definition of Speaking

Speaking is key communication. There are many people define what speaking is, this study would like to present several definitions as follows:

According to Brown, 1994; Burns and Joyce 1997 speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Tarigan (1981: 15) argues that speaking skill is ability to utter articulate sounds or words to express and convey thoughts, ideas and feeling. According to Bygate (1987: 3) in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a

speaker of the language should be able to use this knowledge in different situations.

We do not merely *know* how to assemble sentences in the abstract: we have to produce them and adopt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path. (Bygate 1987: 3)

2. Types of Speaking

In the speaking skill, there are many types of speaking. According to Hence (1965: 216), there are three major types of speaking as follows:

a. Speaking to Inform

Hance & Ralph (1965:216) state “informative speaking is widely varied branch of communication”. It replies to request for information or to convey information. Whether it is case of person-to-person, communicate each other or one person speaking to a group. For example, in responses to a student’s request for information about the course he is to take, the faculty advisor gives him a brief-run-down of requirements. For another example, a couple requests information about a house they have considered buying, an appraiser tells them about the condition of the house, the facilities available, and other details.

b. Speaking to Advocate

Hance states that “in persuasive speaking, or also called speaking to advocate, the speaker informs or reminds his listeners of certain facts, or he tries to change the desired action (Hance and Ralph, 1965:233).

From Hance's statements above, we can see that the advocate, speaking to inform and the information are always found in the same talk; the speaker informs or reminds his listeners of certain facts, and he tries to change their opinion so that the later on that change may produce the desired action.

c. Speaking to Entertain

Speaking to entertain is the last type of speaking skill. Hance said that "Spoken entertainment, or called as speaking entertain is speaking that contains entertainment". (Hance and Ralph, 1965:247). For example, a teacher resorts to the entertainment method in teaching-learning-processing order to attract his students' attention to the lesson such as by applying the story, making puzzles or employing humor to put across teaching material that is probably boring.

3. Styles of Speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and

solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).

4. The Function of Speaking

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the function of speaking in human interaction.

According to Brown and Yule cited in Richard (1983), there are three functions of speaking, those are: talk as interaction, talk as transaction, and talk as performance.

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom oral presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language

B. Teaching Speaking**1. How to Teach Speaking**

Before going on with the discussion on this point it is better to see this term, “How to teach speaking”. This term implies the teaching technique. In accordance with “Balai Penataran Guru SMP, there are four stages on the technique of teaching speaking: presentation, practice, production, evaluation.

a. Presentation

For teaching a new language point, a teacher need to missing word the mechanic of a lesson and to choose the situation and activities that will the students motivated to learn. The objectives of this stage are to make students able to see the usefulness and importance of the language items, concrete on the meaning and meaning and function of the items, pay attention to content of the lesson (the language component; grammar role, vocabulary, phonology, morphology and orthography).

How to conduct a presentation stage : build up situational context (use a dialogue or making dialogue for real communication), draw out the language from the students. You are not teaching grammar but you should present the grammar into complete example, focus the students' attention on the teaching point within the situational or context (Remember that to be a teacher should be a model for the students to follow), check your students understanding of the language and the situational. Example : give them a simple question to the students.

a. Practice

Based on the technique and learning process. We know about BKOT, MOT, JCOT, at curriculum 2004. The referring to this case, in speaking we have practice. It is the same learning in MOT (Modeling of the text). As the teacher should be a model or giving sample to their students. For example practicing in making fried rice

b. Production

In according to curriculum 2004 at BKOT, MOT, JCOT, ICOT. Production is consisting of JCOT, and in here, production is to evaluate the students achievement in teaching and learning process. The aims of this state, for knowing the understanding students in receiving the teacher explanation.

c. Evaluation

Be a teacher, they should be a tester. Because without testing the teacher can't measure their students ability.

2. The Elements Used in Speaking Skill

In English, there are many important elements that related in speaking. According to David (1986:81), there are five elements used in speaking ability such as pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation here however refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose and difficult to be comprehended. Harmer (1991:11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress and intonation.

To makes students' speaking ability much better, especially in pronouncing word, there are sets of quality to be rated.

According to Harris (1986:84), there are five sets of qualities must be rated in pronunciation, they are:

1. Pronunciation problems to serve as to make speech virtually unintelligible
2. Very hard to understand because of pronunciation's problem. Most frequently is asked to repeat.
3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
4. Always intelligible, through on is conscious of define accent.
5. He few traces of foreign accent

b. Grammar

Grammar is one of three English components and also one of speaking abilities to support and help students and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill.

The explanation above shows that grammar is focuses on some roles to from words that can be easily understood and match with the rules. In addition, it also focuses on how to make good sentences and easily comprehended.

In speaking ability, there are sets of quality should be rated in grammar. According to Harris (1986:84) that there are five qualities that should be rated, as follow:

1. Errors in grammar and word order to serve to make speech virtually unintelligible.
2. Grammar and word order errors make comprehension difficult must often rephrase and/or restrict him to basic pattern.
3. Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4. Occasionally makes grammatical and/or word order errors, which don't, however, obscure meaning.
5. Makes few (if any) noticeable errors grammar and word order

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skill. That's way, if the students have a lot of vocabularies, their speaking will be fluent and they are not confuse in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just few vocabularies they have, it does not guarantee their speaking will be fluent, and will face hardship in pronouncing and producing many words that they want to convey.

According to Lines (2006:121) vocabulary is the collection of words that an individual knows. In addition, according to Richards (1995:370) vocabulary is a set of lexemes, including single words, compounds words and idioms. When we only know the form and meaning and do not know the implementation of vocabulary in sentences, our vocabulary will be useless.

English speaking ability has asset of qualities that must be rated.

Harris (1986:84) states that the qualities are as follow:

1. Vocabulary limitation so extreme to make conversation virtually impossible
2. Misuse of words and very limited vocabulary make comprehension quite difficult.
3. Frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using inappropriate term and or must refresh ideas because of lexical inadequacies.
4. The use of vocabulary and idiom are virtually that of native speaker.

d. Fluency

The students can be called master of English or have a good ability in English if they can speak fluently. It means that, the student's fluency in English as a sign that they are master of English. To know about fluency, Haris (1986:81) says," Fluency is the easy and speed of the flow of speech".

According to Harris (1986:48) that there are five qualities that must be rated in fluency of speaking. There are as follow: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often force into silence by language limitation, speech, and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of native speaker.

Harris's opinion is based on a lot of consideration in evaluating something, for instance in speaking English skill. He also considers that speech and fluency are rather strongly affected by language problem. It means the people will understand about other people speaking if the pattern or grammar of the language are correct. Even though their speaking can be understood and comprehended by their opponent of speaking consequently; they will be confused just because of their errors of using their language pattern.

According to Harris (1986:84), that there are five sets of qualities to be rated in comprehending English speaking. They are as follows: cannot be said to understand even the simple English conversation, has a great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetition, understand early everything at normal speed, although occasion and repetition may be necessary, appear to understand everything without difficulty.

3. Types of Activity to Promote Speaking Ability

There are some types activity to promote speaking ability, they are:

a. Speeches

The activity gives the chance for students to practice their speaking. The teacher can provide the structure for the speech, its theatrical genre (narration, description, etc) and its time restriction while the students select the content. Another common activity in oral skill is the prepared speech impromptu speech. Prepared speech is topics for speeches will

depend on the level of the student and the focus of the class, but in any case, the students should be given some leeway can make a structure for speech from theoretical gender narration, description, recount, etc. Impromptu speech can serve several purposes in oral skills class. Of course, this activity gives the student more actual practice with speaking the language. For the example from two kinds are, in the small class, topics such as describing people likely their friends, parents or the famous person to the class.

b. Dialogue

Dialogues are usually the most common used in oral skill class. This type to make the students confident in their speaking with other, they can share about ideas, opinions, feeling and they can come up a solution, a response, or the like.

The students were allowed to select the dialogue topic and evaluate their peers' performance. With dialogue activity, the students will enjoy their speaking because the students haven't getting the problems like stress.

4. Guidance for Teacher in Teaching Speaking

Here is some guidance for English language teachers while teaching oral language:

- a. Provide maximum opportunity to students to speak target language providing a rich environment that contains collaborative work, authentic materials and tasks and shared knowledge.

- b. Try to involve each student in every speaking activity; for this aim, practice different ways of students' participation.
- c. Reduce teachers speaking time in class while increasing student-speaking time. Step back and observe students.
- d. Indicate positive signs when commenting on a student's response.
- e. Ask eliciting questions such as "what do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f. Provide written feedback like "your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice.
- g. Do not correct student pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h. Involve speaking activities not only in class but also out of the class; contact parents and other people who can help.
- i. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in-group or pair.
- j. Provide the vocabulary beforehand that students need in speaking activities.
- k. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

C. Pair Work

Pair work is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain. Pair work is believed to encourage students' cooperation and presupposes that teachers will have to take on several roles while using this organizational form.

1. Definition of Pair Work

Pair work presentation is a kind of activity of communicating ideas and information in pair in front of the audience. Harmer (2001:205) states that, "there are four kinds of students' grouping look steps, pair works, group work, and individual study". According to Harmer (1992: 224) claims that pair work increases the amount of learners' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language.

By the statement, writer to describe pair work in teaching speaking. The requirement for pair work is that it must have more than one people or at least contains two members who interact with friends because students can practice language together.

McDonough and Shaw (1993:227) say that "pair wok requires rather little organization on part of the teacher and at the least in participle, a can be activated in most classroom by simply having learner work with the person sitting next to them ". In addition, Harmer (2001:206) states "Pair Work allows students to use language (depending of course on the task set

by the teacher) and also encourages student co-cooperation which is t self-important for the atmosphere of the class and for the motivation it gives to learning with other”. In the same book, Harmer (2001:207) also defines pair work as, “Pair work is a way of increasing student participation and language use. It can be used for enormous number of activities whether speaking, writing or reading” In this research the writer suggest that a pair work consists of two members. Student can communicate reach other with teacher controls.

2. Kinds of Pair Work

According to Harmer (2001:116) ” In the pair work students can practice language together, study a text, research language, or take part in information activities. They can write dialogues, predict the content of reading texts, or compare notes on what they have listened to or seen” Here as many kinds of pair work, there are:

a. Conversation

Conversation is the first kind of pair work because students communicate or share about opinion, ideas, and feeling with their friends. Besides that, conversation activity can increase the students’ vocabulary and pronunciation.

b. Dialogue

This activity also same with conversation activity that need two members to practice it. Generally, the dialogue should be four or to six lines ling. That must include grammatical items and vocabulary, which

the students need to master as well as the items of typical feature of spoken English, such as short answer, contracted word, and question tag. Before students act their dialogues, the teacher gives some instruction for the ways of dialogue or gives the theme for dialogue activity. This activity draws on cognitive skills to produce appropriate language in context.

c. Story telling with picture

This kind is getting the information from the picture and explains about picture as the story telling, after that gives the chance for the one number to explain the pictures which has selected by English.

3. The Advantages of Pair Work

There are some clear advantages to using pair work:

- a. In large classes, pair work gives more students to opportunity to speak.
- b. Students will learn from each other. Learning is not just a top-down activity where the teacher opens up the top of the students' head and pours in the information. By using pair work, teacher gives students the opportunity to learn from each other and learn from doing.
- c. Pair work gives students degree of privacy and allows them to try things out that they might not attempt in the more public forum of a class discussion or a teacher-fronted activity. When students speak with a partner only one other person can hear their mistakes (and, of course, the teacher can hear them if he or she is monitoring). This helps

give shy and reserved students more confidence in their ability to use the language.

- d. It makes for teacher possible to work with one or two pairs while the other students go on working.

4. Implementation Steps Pair Work Technique

1. Teacher explains about pair work clearly.
2. Teacher share the materials and gives exercises about giving and refusing help.
3. Teacher divides the students into some of pair work.
4. Each pair work done the exercises in pair.
5. Teacher calls each pair work to perform in front of the class.

5. Speaking Skill

Humans need communication to connect with other human beings. Communication is very useful when humans perform its role as social beings that put social action as a matter of primarily, such as mutual exchange of experience, mutual express and receive idea, communicate their feelings to each other, and each expresses and approve any establishment or beliefs. Speaking skills in communication must be trained through a process of learning and practicing continuous and systematic so that communication can proceed smoothly and comfortably.

6. Test of Speaking

Testing the ability is a most important aspect of language testing. Questions relating to the criteria for measuring the speaking skills and to the weighting given to such components as correct pronunciation remain largely unanswered. It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly. Furthermore, success in communication often depends as much on the listener as on the speaker; a particular listener may have a better ability to decode the foreign speaker's message or may share a common nexus of idea with him or her, thereby making communication simpler (Heaton, 1988:88).

As one kind of spoken interaction, the purpose will again need to be specified. For example, a test might focus on what is involved in participating in academic seminars, or in business meetings. Procedural considerations will include justifying what teacher claim in necessary or desirable linguistic behavior in such settings, and determining what conditions (such as prior topic of knowledge) and constraints (such as time limits and different speaker roles and personalities) may be most relevant to performance. The instrumental practicalities of test design that follow will then be derived from principled choices, and will in turn determine how far these choices are

realizable in operational terms. Again, many kind of activities carry assumptions and limitations that a teat designer would need to consider carefully according to the purpose. (Allison, 1999:119).