

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents an overview of the definition of speaking, activities in speaking, component of speaking, teaching speaking, strategies in teaching speaking, speaking assessment, definition of Practice – Rehearsal Pairs Strategy, procedure of Practice Rehearsal Pairs Strategy, advantage of Practice Rehearsal Pairs Strategy, and previous research related to Practice Rehearsal Pairs Strategy.

A. Definition of Speaking

Language consists of four skills. They are listening, reading, speaking, and writing. One of language skills is speaking. According to Louma (2004). Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. But, speaking is also fundamental of human communication. It means that speaking is to express our feeling when we are happy or sad and to interact and communicate by someone to other. Beside, speaking can also make students are able to their own language, ideas, and express emotions to interaction with others.

According to O'Malley (1996:59) speaking is an interactive process of constructing meaning that involves producing, receiving, processing information.

It means that in speaking process, the speaker information as producing, otherwise the listener who is listen and receive information from the speaker. Speaking refers to the ability to utter a sound of sentence to express idea or feeling. This explanation is also supported by Channey (1998) who states that speaking is “the process of building and sharing meaning through the use of verbal and nonverbal symbols, and variety of content.

Based on the explanation above, the researcher concludes that speaking needs practice because is not only spoken fluently but also to learn and to apply vocabulary and grammatical rules. So to achieve a good result of speaking ability, the students need a lot of practice and exercise. Every person needs to speak to express their ideas, say something about they think and to get information. Speaking is the one of the main focuses in the English teaching.

B. Strategies in Teaching Speaking.

The teaching speaking is having concern in language programs and teaching strategy which is not only a factor that can affect teaching outcome. Instead, more clearly, strategy can also help the students to solving their problems in speaking. It is supported by Brown (2000:219) who said that techniques are then “prescribed” to help such the students overcome their problems. Here are some typical cognitive style “problems” and a few techniques you might prescribe to help overcome each problem. The problems include low tolerance of ambiguity, excessive impulsiveness, excessive reflectiveness/caution, too much right-brain dominance, and too much left –brain dominance.

In addition, in teaching speaking, the researcher as teacher used strategy in teaching speaking which is to help students' speaking and express their ideas. So, the researcher should truly select and adjust between strategy and skill in order. Anjaniputra (2013) states that moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. The researcher hoped that the strategy can reach the goal of teaching speaking, and the learner's progress to higher proficiency level.

C. Speaking Tasks and Activities in the Classroom

In speaking class, there are many activities. Furthermore, in teaching and learning speaking, speaker must be able to product and interact. Being productive means that the speakers are able to produce sounds and grammatical structures. Whereas, interactive is speakers' ability to communicate with others.

In this case, the speaking activities can concentrate on getting learners to produce sound and phrase or grammatical structure. Besides, the learners can be controlled by the teacher since speak. In control this activities usually the teacher give guide to the learners' interaction. And the teacher makes their class became effective and having fun.

There are nine activities in oral language that can be held by teacher and learner (O'Malley 1996:77):

1. Oral Interviews

Oral interviews the form of discussions or conversations with the teacher and with other students. Interviews can be used to elicit the following language functions: describing, giving information, or giving opinion. It is can be conducted with individuals or pairs at all levels of language proficiency and require no preparation on the part of the students. And also, it can be applied in all levels.

2. Picture Cued-Descriptions/Stories

Picture cued is the activities of speaking using some picture which is a familiar to students. And also it can be used to elicit the following language functions: describing, giving information, or giving opinion. In this activity, it is conducted by individual, and to beginning and intermediate levels. To apply is each of students got picture, then she/he can describe the picture one by one.

3. Radio Broadcasts

Radio broadcasts is an activity of oral language that is focus on listening new from the radio, and then to practice inform. To apply this activity is students to listening for specific information, the gist, description, and direction, then she/he immediately inform to the others. It can be

conducted individually, group, and whole class. And also, it can be applied in intermediate and advanced level.

4. Video Clips

Video clips are an activity of learning speaking to describe and respond the video. It can be conducted individually, group, and whole class. And also, it is appropriate to all levels. The step of activity is the teacher prepares video, and then the students are asked to respond and clarify point of the video.

5. Information Gap

Of all the activities described here, an information gap may provide one of the clearest indicators of the ability of one person to give information to another. Information gap calls for detailed descriptions of physical objects and a linguistic command of colors, shapes, sizes, direction, location, and sequences. It is applied in pairs and appropriate to all levels.

6. Story Telling

Story telling involves having students retell stories or text selections that they have listened or read. This activity becomes an assessment of the students' reading skill in addition to oral skill. It is especially important with retelling to be clear of the purpose of the assessment. Language function most likely used in story/text retelling are describing, giving information, and summarizing. And also, it is appropriate to beginning, and intermediate levels.

7. Role Play

Role play can be called drama. Drama techniques can be particularly effective in developing oral language skills of English language learners. These activities are authentic because they involve language use in interactive contexts. Use of dramatic techniques is recommended for pairs or groups of students at all levels of proficiency and requires some preparation on the part of students.

8. Debate

A debate is a type of role play where students are asked to take sides on an issue and defend their positions. The debate is probably more often used in content area classrooms than in ESL classrooms. It is appropriate for intermediate and advanced learners who have been guided in how to prepare for them. Debates require extensive preparation by learners, call for interaction in groups, and make use of at least the following language functions: describing, explaining, giving and asking for information, persuading, agreeing, and disagreeing.

D. Speaking Assessment

In teaching speaking, speaking assessment is very important to measure student's speaking ability. According to Brown (2004:104) stated that Assessing speaking is challenging because there are many factors that influence student's

speaking ability on how well someone is able to speak a language. When the researcher assesses speaking, it means that the researcher give instrument well will be determined the reliability and validity of an oral production test. Assigning a score ranging from one to four for example is not easy. The lines of distinction between levels are quite difficult to point. The researcher can spend much time to see the record of student's performance to make in accurate assessment.

There are two main ways to assess speaking. There are holistic scoring and analytic scoring. According to O'Melly (1996:65) "That when using a holistic scoring, so the researcher may discover that students do not always fit neatly into one category or another. This is because each student is unique and may not conform totally to a single category. The researcher should assign the rating that most closely fits student's actual performance".

It means that Holistic scoring uses a single score as a basis of an overall impression. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress.

While, analytic scoring according to O'Malley (1996:66) that analytic is weight rating scales, while complicated and time-consuming to use, are most effective for communicating diagnostic information, such as student's strengths and needs. It means that analytic scoring to uses a separate score for different aspect of the task. While, the researcher takes longer since it requires the teachers to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weakness and strengths of the students'

performance. On other hand, the disadvantages of this analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students.

E. Component of Speaking

In order to speaking accurately, fluently, and confidently, the students must have to consider component of speaking. Besides, the students or learners must understand the vocab that the speakers said, and also know how to pronunciation. According to Ekbatani(2011:34-35) as cited by Dari (2014) point out that there are five components of speaking:

1. **Range.** The difference between the highest and the lowest value in a frequency.
2. **Accuracy.** The study of how words and their components part Combine for sentence. If the students are not able, the students cannot combine sentence.
3. **Fluency.** The students able to express oneself readily and Effortlessly: a fluent speaker and fluent language.
4. **Interaction.** In speaking English need interaction in speaking. If do not use interaction, the audience will not understand what you mean.
5. **Coherence.** The coherence is needed to speak English. When speaking, with coherence so, the sounds produce clear and smoothly flowing.

Actually the fifth components above good to speaking assessment, and it can help students' speaking become the master of foreign language. But, in this study, the researcher used four components to assess students' speaking in classroom activity. The four components are Vocabulary, Fluency, Pronunciation, and Grammar. The four components are considered appropriate and be able to assess students' speaking ability in senior high school level.

1. Vocabulary.

Vocabulary is the number of words in language (Homby 1995:1331). We cannot communicative effectively or express our idea both oral and written form if we do not have sufficient vocabulary. In oral communication without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. It can be conclude that vocabulary has assumed its rightful place as a fundamentally important aspect of language development.

2. Fluency

According Richards (1999:1441) "the feature which gives speech the qualitative of being natural and normal include native – like of pausing, rhythm, intonation, stress, rate of speaking and use of interjection". Fluency in speaking is the aim of many language learners. Fluency can be defined as the ability to speak a reasonably fast speed of

speaking. It means that speaker does not have to spend a lot of time searching for the language needed to express the message.

3. Pronunciation

The speaker must decide what to say, be able to articulate the words, and create the sound that has meaning. According to Fulcher (2003:35) “In pronouncing the words, the learners regularly have problem distinguishing between sounds in the language that do not exist in languages they already know. Problems with pronunciation maybe distracting for the listener, but they rarely lead to miscommunication misunderstanding.

4. Grammar

Grammar is description of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. Richards (1999:191).

F. Teaching Speaking

Teaching speaking in Indonesia is considered to be most difficult subjects because it includes pronunciation, structure, discourse, and the social context of

the culture and situation in short: it needs the mastery in linguistics and many vocabularies. One of the ways to develop their speaking is by teaching speaking. Teaching speaking is a process of language learning that is teacher give motivation to the students more interesting in speaking skill. In addition, language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking.

Actually as we know that, in language learning, the teacher is a motivator. Who have a lot of motivation to students, but most important are teacher correct student's speaking practice and teacher give feedback to students. Harmer (2001:94) states that when students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there's a problem. It means that the teacher must attention and listens about student's pronunciation, so teacher can give feedback later.

On the other hand, the teachers also teach the students to speak in Second Language by interacting (Kayi 1998). It can be applied in a group or pairs, when the students collaborate in groups or pairs to achieve a goal or to complete a task. Besides, the students will have the opportunity of communicating with other in the class activity to reach the goal target language.

G. The Problems of Teaching Speaking

As Indonesian people, English is not our first language. English is our second language or even our foreign language. Certainly, students still can't

communicate in this language fluently, because, speaking English is not easy because of the problems the learners face. According to Welty (1976:47) states that speaking is the main skill in communication. So, in speaking process the teacher should promote the students to be able to communicate to be good since speaking is the main skill of communication.

But in fact, the students usually get some problems that make them are difficult to speak or say anything. The problems like they can feel shy in speaking, they lacked vocabulary or afraid in use of tenses. They are worried about making mistakes or feel shy of the attention that they get after speaking and also they do not have motive to express their feelings or speak. So they decide to silent.

Statement above was supported from the previous research conducted by Safryadin (2011: 1), he found that there were some problems happen in students' speaking ability. Most of the students got stuck and did not know what they wanted to say. Then, they had many mistakes in speaking like grammatical mistakes and poor vocabularies. Next, they used Indonesian language for several words. Furthermore, they pronounced words incorrectly and so many pause when they were speaking. In addition, they were lack of motivation in speaking because the teacher just taught them by using asking and answering questions.

H. Practice Rehearsal Pairs Strategy

1. Definition of Practice Rehearsal Pairs Strategy.

Practice Rehearsal Pair Strategy is an effective way to learn the course material in a cooperative learning style. Practice Rehearsal Pair Strategy is the one of strategy that originates from active learning, explain that strategy use to practice e skill or procedure with partner.

Silberman (2009: 75) *Practice-Rehearsal Pair* purpose to train conversation or procedure with partner, and convince that both of the partners can do the conversation or procedure.

2. Procedure of Practice Rehearsal Pairs Strategy.

The first step is dividing the students into some groups. The second step is the group must consist of two students, or we can call pair. Next, the third step is choosing one student as an explanatory or demonstrator and one student as an observer. Then the fourth step is telling to the students how the rules, the rule is the explanatory or demonstrator will explain or demonstrate how to do the skill that has been plan and the observer must observe the explanation from their friend. Next, the fifth step is after that they must exchange their task. And the second demonstrator will demonstrate different skill. And the last step is this process will be continuing until the student can do the skill that has been fixed.

3. The advantage of Practice Rehearsal Pairs Strategy.

The advantage of Practice Rehearsal Pairs Strategy is giving the Students more chance to cooperate with The Teacher of other Students. Practice Rehearsal Pairs Strategy will help the students in overcoming difficulty in speaking skill, increase their skill in speaking and encourage them to participate in the learning activities particularly in a pair.

Practice Rehearsal Pairs Rstrategy can make the speaker speak fluently with partner and has a purpose to convince that both of them can make conversation, the confidence of the students' can increase because they learned to communicate with their friend in pair.

I. Previous Research Related to Practice Rehearsal Pairs Strategy

There are some studies related to the use of Practice Rehearsal Pairs Strategy in teaching and learning process. Now, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and the way this research is different from the previous ones. The following explanation of some previous studies that related to the use of Practice-rehearsal Pairs strategy.

The first research was done by the researcher Ana Feriati (2012) entitled “Peningkatan Keterampilan Berbicara Melalui Strategi *Practice Rehearsal Pairs* Pada Mata Pelajaran Bahasa Indonesia”. This study purpose to determine the

increase of speaking Achievement in Indonesian language through practice rehearsal pair strategy. This research using Classroom Action Research (CAR). The subjects were fourth grade students of SD Negeri Bagor 1 academic year 2012/2013 that consist of 16 students. This research begins with planning activities, action, observation, and reflection. Techniques of data collection through observation, test, documentation, and interview. Technical analysis of the data consists of data reduction, data presentation, and conclusion. The research data shows that the conversational skills and students' result were increase. Improvement of speaking skills of pre-cycle only 22.5%, 38.13% the first cycle and the second cycle increased to 80%. With the increase of speaking skills, it also increases the students' learning outcomes. The increase in the pre-cycle students who study results KKM reached only 9 students (56.25%), the first cycle there were 11 students (68.75%), the second cycle were 14 students (87.5%). So, it can be conclude that this strategy can improve the speaking skill in Indonesian language of the students in the fourth grade of SDN Bagor 1 academic year 2012/2013.

The difference between this research and the first previous study are the previous study was implemented on Elementary school while in this research was implemented on Senior High school. The first previous study was using Classroom Action Research (CAR) while this research using quantitative research.

The second research was done by the researcher Ahmad Syukron Sidik (2013) entitled "Improving Students' Speaking Ability through Practice Rehearsal

Pair of the Tenth Grade of Man Malang 1. This research using Classroom Action Research (CAR). The subjects were tenth grade students of MAN MALANG 1 academic year 2013/2014. Based on interviewing an English teacher and conducting a preliminary study, the researcher knew that the mean score of the students of the tenth grade of MAN Malang 1 was 6.6, and it is below the standard score. Based on the result of observation in the cycle, it could be stated that the students had better improvement in teaching learning process. The result of implementation in this cycle had achieved the target score, the mean score was 7.5. It was found that the percentage of students' speaking was higher after the researcher implemented the practice rehearsal pair, and it is below the standard score.

The students at the grade tenth of MAN Malang 1 face some problems of speaking, especially grade tenth H. Based on the result of preliminary study, it was relevant that the students were not confident to speak English, because they were shy to speak due to lack of vocabulary and fluency, they hesitate to speak English because they thought that their English was not good enough. Based on the assumption that learning language in second language will be facilitated when the learners are actively engaged in attempting in communicate, the students are provide with opportunities to use the target language creatively in real situation. The implementation of practice rehearsal pair expected to improve the students' speaking score. To get more accurate data, an analytical rating score was used to observed the students' speaking ability which cover four speaking components, those are: Pronunciation, Grammar, Vocabulary and Fluency in a 1-5 scale.

The difference between this research and the second pervious study are the previous study was using Classroom Action Research (CAR) while this research using quantitative research.