

CHAPTER II

THEORITICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is verbal use of language to communicate with other.¹ According to Webster Dictionary speaking is to utter words, to express thought by words, to utter speech, discourse, or argue, to talk, to make mention, to tell by writing, to communicate ideas in any matter.² Tarigan argue that speaking skill is ability to utter articulate sounds or words to express and convey thoughts, ideas and feeling.³ In line with the above definition, a similar thing is also expressed in the book of Ajrumiyah the extended speaking as follows:

اَلْكَلَامُ هُوَ اَللَّفْظُ الْمُرَكَّبُ، الْمُفِيدُ

*Al kalam or utterance (sentence) is a word composed of which has meaning.*⁴

Based on the above, the writer take the sense of conclusion in explain speaking is a sound that represents the one or more words to form a sentence and meaning as an expression of thought or idea and can be understood by who heard it.

¹ Fulcher, G, *Testing Language Second Language Speaking*. (Sydney: Longman, 2003). p.79

² Merriam-Webster, *Webster's Dictionary of English Usage*(Massachusetts : Inc., Publishers Springfield, 1989), p. 10.

³ Tarigan, H, *Berbicara Sebagai Suatu Keterampilan Bahasa*. (Bandung : Angkara, 1983), p. 15

⁴Abdin, Abu Nafi' Khairul Umam Ibnu Syahrudin Al Batawy, *Terjemah Matan Ajrumiyah*, (Jakarta: Sinar Baru Algesindo, 2006), p. 6

Speaking skill is one of the basic language skill that has important role due to its significant and its use for communication. Vision that communication should be seen as a process rather than a set of products.⁵ In the daily life of human beings never be separated from the process of interaction, so for creating harmony within the activities of interaction it needs very good communication. In the process of communication is the easiest thing you can do to create an interactive atmosphere and attraction between the parties involved is to speak. Talking is a mediator who can be used in conveying information and means of conducting a conversation between two or more people. In the process of the dialogue is typically interactive atmosphere will be created this is influenced by the existence of an interest of questioning among the parties involved.

2. Functions of Speaking

Speaking is a form of interaction that aims to exchange information. The scope of functions of the speaking this is the giving and receiving of information in the form of facts, events, needs, opinions, attitudes, and feelings. According to Brown and Yule there are three function of speaking, "...three part version of Brown and Yule's framework."⁶

⁵ David Nunan, *Syllabus Design*, (Oxford: Oxford University Press, 1989), p.11

⁶ Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), P. 21-27.

a. Talk as interaction

Interactive communication which is done spontaneously by two or more persons in daily activities. This is about how people try to convey his message to others. Therefore, they should use speaking skills to communicate with others. The main intention in this function is social relationships.

b. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding.

c. Talk as performance

In this case, the activities of the talk is more of a focus on aspects which monologues better than dialogue. Function talk because the performance took place at the speech, public speaking, public announcement, and the retelling of the story, the story of telling.

3. The Element of Speaking

Heaton state that Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.

a. Pronunciation

The way of speaking the language is called pronunciation. Hornby explains that, "pronunciation is a way

in which a language is spoken, person's way of speaking a language or words of a language".⁷ Whereas, Longman Dictionary of Contemporary English states "pronunciation as the way in which a particular language is pronounced, a particular person's way of pronouncing a language, the way in which a word is usually pronounced".⁸ From the statement above it can be concluded that the pronunciation is how to pronounce the words in a language with clear speech so that can be understood by the audience.

b. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.⁹ Based on the above statement, it can be concluded that the function of grammar is to organize the incorporation of words forming a sentence that has the exact meaning based on context of use grammar itself; In addition, it is used to avoid misunderstandings in every communicator.

c. Vocabulary

According to Chamber English student dictionary vocabulary is a list of words in alphabetical orders with

⁷ Hornby, A. S. *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press, 1995), p. 670

⁸ Stephen Bullon, *Longman Dictionary of Contemporary English*, (Sydney: Longman, 2006), p. 1130.

⁹ Jeremy Harmer, 2001. *The Practice of English language Teaching*, Third Edition (UK: Cambridge, 2001), p. 12

meanings.¹⁰ Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.¹¹

Mastery of vocabulary is very important because one factor someone can speak English with fluently by using mastering vocabulary as much as possible. It will avoid confusion while talking. With a lot of vocabulary mastering, someone will be more fluent when will express opinions in mind.

d. Fluency

Longman Dictionary defines fluency as “mode expressing thought in a language, whether oral or written, especially such use of a language in the expression of thought

¹⁰ A., Sandra And C., Kay, *Chamber English Students Dictionary*, (Edinburgh: Chamber Harrap Publishers, 1997), p. 537

¹¹ Elfrieda H. Hiebert., Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Laurence Elbaum Associates, Publishers, 2005), p. 3

as exhibits the spirit and faculty of an artist, choice or arrangement of words in discourse, rhetorical expression”.¹²

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students’ fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.¹³ As the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

In other hand, Jeremy Harmer states that ability to speak English presuppose the elements necessary for spoken production as follows:

1. Language feature the elements necessary for spoken production, are following:
 - a) Connected speech: in connected speech sound are modified (assimilation), omitted (elision), added (linking), or

¹² Stephen bullon, *Longman Dictionary of Contemporary English*, (Sydney: Longman, 2006), p. 541

¹³ Hornby, A S. *Oxford Advanced Learner Dictionary*, (New York: Oxford University Press,1995), p. 760

weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

- b) Expression devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction) the use of these devices contributes to the ability to convey meanings.
 - c) Lexis and grammar : teachers should therefore supply variety of phrases for different functions, such as agreeing or disagreeing, expressing surprise, shock or approval.
 - d) Negotiation language : effective speaking benefits from the negotiators language we use to seek clarification and show the structure of what we are saying we often need to ask for clarification when we are listening to someone else talk and is very crucial for students.
2. Mental / social processing

Success of speakers productivity is also dependent upon the rapid processing skills that necessitates such as:

- a) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b) Interacting with others : effective speaking also involves a good deal of listening, an understanding of how linguistically to take turns or allow others to do so.

- c) (On the spot) information processing : quite apart from our response to others feeling, we also need to be able to process the information they tell us the moment we get it.¹⁴

4. The Difficulties of Speaking

In learning English, especially in the aspects of speaking certainly we should dare to try it out in daily activities. It aims to improve the ability of speech so that it develops. Many students are difficult in learning English especially in speaking, it caused students never practice to speak in English and they have not a good confident to speak in front of other students.

Penny Ur describes some problems often influencing speaking activities be difficulties for student in this book as bellow:

- a. **To inhibition.** Speaking is skill that requires some degree of real time exposure to audience. Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. **Nothing to say.** Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. **Low or uneven participant.** Only one participant can talk at a time if he or she to be heard, and in a large group this means that each one will have only very little or not at all.

¹⁴ Jeremy Harmer. *The Practice of English Language Teaching*, (England: Longman, 2001), p. 269.

- d. **Mother – tongue use.** In classes where all, or a number of the learners share the same mother-tongue, they may tend to use it, because it is easier, because it is feel less unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother-tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly they less disciplined or motivated ones- to keep to the target language.¹⁵

The difficulty was the cause why students lazy, afraid and not confident to try speaking in the learning process.

5. The Problem Solving in Speaking

When students have difficulty speaking English, teachers have some strategies to overcome the difficulties students in speaking.

According to Penny Ur describes solves of problem in speaking for students for students in his book as bellow:

- a. Use group work

This increases the sheer amount of learners talk going on in limited period of time and also lower the inhibitions of learners who are unwilling to speak in front of the full class.

- b. Based the activity on easy language

It should be easily recalled and produced by the participants, so that they can peak fluency with the minimum or the hesitation.

¹⁵ Penny U r. A, *Course in Language Teaching*, (London : Cambridge University, 1996), 121.

- c. Give some instruction or training in discussion skills.

Tell the learners to make sure that everyone in the group contributes to discussion.

- d. Keep students speaking the target language.

When all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding and modeling the language use yourself.¹⁶

Penny Ur describes solutions to overcome problems faced by students when they have difficulty speaking English. The above solution into a description of how a teacher can apply learning strategies suitable for teaching speaking.

6. Speaking Assessment and Scoring

The assessment is a series of activity to acquire, analyze, and interpret data about the process and the results is done systematically and continuously, so that it becomes meaningful information in decision making.

Brown said that assessment, it can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test. While, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider

¹⁶ Penny U r. A, *Course in Language Teaching*, (London : Cambridge University, 1996), 122

domain.¹⁷ Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

In conclusion, the assessment is the process of measuring the performance of the students by doing a series of activities in order to obtain data for analysis of the process and the results is done systematically and continuously, so that it becomes information meaningfully in decision making. According to Dick, Gall and Brog, To measure the performance of students, the teacher may choose different types of assessment as it addresses at different functions.¹⁸

To identify the students' score in speaking, the researcher will use the scale system that is measurement tool of speaking test. In spaccording to Jack C. Richard and Willy A. Renandya there are five components which must be measured: accent, grammar, vocabulary, fluency, and comprehension. There are five component to measure score speaking they are:¹⁹

¹⁷ Brown, H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*, (New York: Addison Wesley Longman, Inc., 2001), p. 4

¹⁸ Borg, Walter R., Gall, Meredith D. and Gall, Joyce P, *Educational Research An Introduction (8th Edition)*. (Boston: Allyn and Bacon, 2003), p. 571

¹⁹ Arthur Hughes, *Testing for Laanguage Teachers*, (London: Cambridge University Press 2002), p.110-112

Table 2.1
Speaking Assessment and Scoring

Level	1. Accent	
	Score	Criteria
1	0	Pronunciation frequently unintelligible.
2	1	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetitions
3	2	“foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	2	Marked “ foreign accent ” and occasional mispronunciations which do not interfere with understanding.
5	3	No conspicuous mispronunciations, but would not be taken for a native speaker.
6	4	Native pronunciations, with no trace of “foreign accent”.

Level	2. Grammar	
	Score	Criteria
1	6	Grammar almost entirely inaccurate except in stock phrase.
2	12	Content errors showing control of very few major patterns and frequently preventing

		communication.
3	18	Frequent errors showing some major patterns uncontrolled and causing occasional irritations and misunderstanding.
4	24	Occasional errors showing imperfect control of same patterns but no weakness that causes misunderstanding.
5	30	Few errors, with patterns of failure.
6	36	No more than two errors during the interview.
Level	3. Vocabulary	
	Score	Criteria
1	4	Vocabulary inadequate for even the simplest conversation.
2	8	Vocabulary limited for basic personal and survival areas (time, food, transportation, family, etc.)
3	12	Choice of word sometimes inaccurate , limitations of vocabulary prevent discussion of some common professional and social topics.
4	16	Professional vocabulary permits adequate to discuss special interest; general discussions vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	20	Professional vocabulary broad and precise; general vocabulary adequate to cope with

		complex practical problems and varied social situations.
6	24	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Level	4. Fluency	
	Score	Criteria
1	2	Speech is so halting and fragmentary that conversation is virtually impossible.
2	4	Speech is very slow and uneven except for short or routine sentences.
3	6	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	8	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
5	10	Speech is effortless and smooth, but perceptively non-native in speech and evenness.
6	12	Speech on all professional and general topics as effortless and smooth as a native speaker's
Level	5. Comprehension	
	Score	Criteria
1	4	Understands too little for the simplest type of conversation.
2	8	Understands only slow, very simple speech on

		common social and touristic topics; require constant repetition and rephrasing.
3	12	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	15	Understands require quit well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5	19	Understand everything in normal educated conversation except for very colloquial or low-frequency item, or exceptionally rapid or slurred speech.
6	23	Understand everything in both formal and colloquial speech to be except of an educated native speaker.

The scores will be listed on weighting table to obtain the total scores of each student. Below is the example of the weighting table:

Tabel 2.2
Rating Sheet

WEIGHTING TABLE							
	1	2	3	4	5	6	SCORE
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	

Comprehension	4	8	12	15	19	23	
						Total	

The total scores are then interpreted using the conversion table as follows:

Table 2.3

The Level of Speaking Skill

Total Score	FSI Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

The definitions of FSI (Foreign Service Institute) level of five-point scale are as follows:

Explanation of Levels:

a. Level 1

Able to satisfy routine travel need and minimum courtesy requirements, can ask and answer questions on topics very familiar to him, within the scope of his very limited language experience can understand simple question and statements.

b. Level 2

Able to satisfy routinely social demands and limited works requirements, can handle with confidence but not with facility most social situation including introduction and casual conversation about current events as well as work, family, and autobiographical information.

c. Level 3

Able to speak the language with sufficient structural accuracy and vocabulary, to participate actively in most formal and informal conversation or practical, social, and professional topics; can discuss particular interest and special for normal rate on speech, vocabulary is broad enough that the rarely has to group for a word; accents may be obviously foreign, control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

d. Level 4

Able to use the language fluently and accurately and all levels normally. Pertinently to professional needs, can understand and participate in any conversational within his range of experience with high degree of fluently and precious of vocabulary would rarely be taken for native speaker but can respond appropriately even in any informal situations, errors and pronunciation and grammar quite rarely; can handle informal interpreting from into the language.

B. Pair Work

1. Definition Pair Work

Pair work is a learning activity which involves learners working together in pairs.²⁰ Pair work is a way or method implemented in a student's learning activity, an activity in which the student must be divided into pairs consisting of two or three students to conduct exercises or activities together. In a couple's work, students can practice common language, study text, research language or take part in information-gap activities.

Byrne claims, that “unless you have a very small class, you will never be able to give your students enough oral practice through whole class work.” teachers can use different strategies to achieve interaction in the classroom, but students do not have enough participation during class because the teacher did not know what kind of activities that encourage interaction among them. Teachers have to divide the students into pairs to save time and get more opportunities to learn to speak English.²¹

Work in pairs/groups considerably increases the amount of students' practice. Next, this mode of learning allows the students to use the target language, to which two aspects contribute. Firstly, students can help one another to use and learn the language; secondly, a psychological factor, that is, encouraging weak or not confident students to use the language in a less stressful environment than the whole class forum plays a vital role, because

²⁰J C . Richards and S. R Theodore, *Approaches and Methods in Language Teaching* , second edition , (Cambdige: Cambridge University Press, 2002), p. 381

²¹ Byrne, D. *Techniques of Classroom Interaction*. (Longman Group UK Limited, 1989), p. 31

‘students feel less anxiety when they are working ‘privately’ than when they are ‘on the show’ in front of the whole class’.²²

Pair Work is one of method or strategy that used to organize students during the learning process takes place. A lot of theoretical argue about this method. Pair Work as a strategy —to organize those (students) in ways that will maximize opportunities for learning.²³

Based on the opinion of the above, the researcher conclude that pair work technique is a technique to organize the students in learning activities where students are paired with another student and they will collaborate together to work and finish the tasks given by the teacher in the classroom.

2. Kinds of Pair Work

According to Harmer, 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:²⁴

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.

²² Doff, A, *Teach English: A Training Course for Teachers*, (Cambridge: Cambridge University Press, 1990), p.111

²³ J, Moon, *Children Learning English*. (London: The Macmillan Press, 2000), p. 53

²⁴ Jeremy Harmer, *The Practice Of English language Teaching*, Third Edition (UK : Cambridg 2001), p. 116

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. Implementation of Pair Work Technique

According Jeremy Harmer there are four steps that must be done in pair work. Based on the name, they are making it work, creating pairs and groups, procedures for pair work and group work and troubleshooting.

a. Making it work

Some students are unused to working in pairs or groups, or because they may have mixed feelings about working with a partner or about not having the teacher's attention at all times, it maybe necessary to invest some time in discussion of learning routines. Teacher asks the students to

do a group or pair and then when it is over teacher ask them to write or say how they felt about it. When the teacher know how their students feel about group wok or pair work teacher can then decide to changes of method if any teacher need to make.

b. Creating pairs and groups

Teachers have to decide how to put individual students into pairs and groups and with which of their classmates. Teacher can base such decisions on any one of the following principles:

1) Friendship

Peers or groups with this way consist of students with their friends, rather than risking the possibility of people working with others whom they find difficult or unpleasant.

2) Streaming

Students should be streamed according to their ability. Pairs and groups should have a mixture of weaker and stronger students. In such groups or peers the more able students can help their less fluent or knowledgeable colleagues, the process of helping will help such strong students to understand more about the language themselves. The weaker students will benefit from the help they get.

3) Chance

This way does not through of friendship, ability or` level of participant. This is by far the easiest way of doing things since it demands little pre planning, and by its very

arbitrariness, stresses the cooperative nature of working together. It is interesting to note that modern computer language laboratories often have a random pairing and grouping program so that the teacher does not have to decide who should work with whom.

4) Changing groups

It can happen when the teacher put students in groups at the beginning of an activity does not mean that they have to stay in these groups or peers until the end. The group may change while an activity continues.

4. Procedures for Pair Work and Group Works

The pair work and group work does not end when we have decided which students should work together. Teacher has other matters to address too, not only in before the activity starts but also during and after it.

- a. Before: teacher must follow the engage instruct initiate. This is because students need to feel enthusiastic about what they are going to do.
- b. During: while students are working in pairs or group teacher has an ideal opportunity to work with individual students whom teacher feel would benefit from their attention. Teacher also has a great chance to act as observer, picking up information about students progress and seeing if teacher will have to troubleshoot.
- c. After: when pairs and groups stop working together we need to organize feedback. Teacher want to let students discuss what

occurred during the group work session and, where necessary add their own assessment and make corrections.²⁵

5. The Advantages of Pair Work Technique

Many advantages when teaching students to use this technique. Harmer also provides advantages of pair work technique. The advantages are:²⁶

- a. It dramatically increases the amount of speaking time for every student gets in the class.
- b. It allows students to work and to interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- c. It allows teachers time to work with one or two pairs while the other students continue working.
- d. It recognizes the old maxim that “two heads are better one”, and in promoting cooperation helps the classroom to become a more relaxed and friendly place. It allows them to share responsibility rather than having to bear the whole weight themselves.
- e. It is relatively quick and easy to organize.

The advantages above are rounded up by Slavin finds that pair work technique is a study model that emphasizes on the activities and interaction between students to motivate and help each other in mastering the learning materials in order to achieve a satisfactory learning achievement.²⁷

²⁵Jeremy Harmer, *The Practice Of English language Teaching*, Third Edition (UK : Cambridge, 2001), 122.

²⁶ Jeremy Harmer, *The Practice Of English language Teaching*, Third Edition (UK : Cambridge, 2001), p. 117

²⁷ Slavin, R. E, *Educational Psychology, Theory and Practice (4th ed.)*, (Boston: Allyn and Bacon, 1994), p.78

6. The Disadvantages of Pair Work Technique

Harmer mention about some of the disadvantages of using pair work technique, and they are:

- a. Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular, worry that they will lose control of their class.
- b. Students in pair can often steer away from the point of an exercise, talking about something else completely, often in their first language. The chance of „misbehavior“ are greater with pair work than in a whole-class setting.
- c. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than to interact with another learner who maybe just be as linguistically weak as they are.
- d. The actual choice of paired partner can be problematic especially if students frequently find themselves working with someone they are not keen on.²⁸

Therefore, it is important for a teacher to know about the disadvantages and the advantages of using pair work technique. Some of the aspects mentioned by harmer about a shortage of using pair work technique should really be noticed by the teacher. This aims to address problems that may occur in the implementation in the classroom.

²⁸ Jeremy Harmer, *The Practice Of English language Teaching*, Third Edition (UK : Cambridge, 2001), p. 116-117