

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Speaking Ability

##### 1. Definition of Speaking

In the point of view of Jones, speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across”.<sup>1</sup>

Bygate says, “Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business”.<sup>2</sup>

The important to speak correctly also contains in Holy Qur’an and Hadits as follow:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ  
فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا.

*“And let those fear (Allah) who if they left behind them weak offspring, which they fear the (welfare) them. Therefore, let them devoted to God and let them speak with words that are true”(QS. An Nisa: 9).*

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<sup>1</sup> Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p. 14

<sup>2</sup> Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.viii

إِنَّ اللَّهَ يَرْضَى لَكُمْ ثَلَاثًا وَيَكْرَهُ لَكُمْ ثَلَاثًا فَيَرْضَى لَكُمْ أَنْ  
تَعْبُدُوهُ وَلَا تُشْرِكُوا بِهِ سَيِّئًا وَأَنْ تَعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا  
وَلَا تَفَرَّقُوا وَايُكْرَهُ لَكُمْ قِيلَ وَقَالَ وَكَثْرَةَ السُّؤَالِ وَإِضَاعَةَ الْمَالِ.

*“Verily Allah be pleased with you in three cases and hate you the three anyway. Allah be pleased with you when you worship Allah alone and not mempersekutukannya and hold fast to the rope (religion) of Allah altogether and do not you broken to pieces. And God hates you if you like qila wa Qala (said without unfounded), many ask (which was useless) as well as a waste of money”.*<sup>3</sup>

Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy, and confidence are important goal in speaking”.<sup>4</sup>

Based on that opinion, speaking is realized as communication, therefore, speakers are required to be able to express what they want to say as effectively as possible in order to convey the message. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. It can be synthesized that speaking is the process of using the urge of

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<sup>3</sup> Diriwayatkan oleh Muslim hadits no. 1715. Hadits tentang tiga perkara yang dibenci ini juga diriwayatkan oleh Imam Bukhari dari Mughirah hadits no.2408 dan diriwayatkan juga oleh Muslim.

<sup>4</sup> JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Melbourne: Blackwell Publishing, 2003), p.134

speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

## 2. Characteristics of Speaking

Speaking ability is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:<sup>5</sup>

### a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

### b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

### c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a

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<sup>5</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (NY: Addison Wesley Longman Inc, 2001), 2nd Ed., p. 304-307.

stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.<sup>6</sup>

e. Interaction

Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking ability of its richest component: the creativity of conversational negotiation.<sup>7</sup>

From the theories above, the researcher concluded speaking ability can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

### 3. The Element of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the

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<sup>6</sup> *Ibid.*,

<sup>7</sup> *Ibid.*,

different rates. Either four or five components are generally recognized in analyzing the speech process:<sup>8</sup>

- a. Pronunciation (including the segmental features – vowels and consonants and the stress and intonation patterns).

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>9</sup>

- b. Grammar

It is obvious that in order to be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary.<sup>10</sup>

- c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.<sup>11</sup>

- d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.<sup>12</sup>

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<sup>8</sup> J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71

<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

<sup>10</sup> Martin Bygate, *Language Teaching: A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3

<sup>11</sup> Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

<sup>12</sup> David Riddell, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118

#### 4. Teaching Speaking

According to Kayi in *Activities to Promote Speaking in a Second Language* is to teach English language learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>13</sup>

In those theories of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress.

#### 5. The Roles of The Teacher During Speaking

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as viewed by Harmer as follow:

- a. Prompter

When students sometimes get lost in speaking, teacher can leave them to struggle out of situations on their own, and indeed sometimes, this may best option. However, teacher may be able to help students and the activity to progress by offering discrete suggestions.

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<sup>13</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, [http://iteslj.org/Techniques /Kayi-TeachingSpeaking.html](http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html) (Accessed on September 16, 2015).

Teacher should help students when they have trouble in speaking. Teacher gives suggestion when they perform and distracts students when they have difficulty in speaking.

b. Participant

Teachers should be good animators when asking students to produce language. This can be achieved by setting up an activity clearly and with enthusiasm. At other times, teachers may want to participate in discussions or pairs check themselves.

In learning to speak, the teacher should participate in the learning of the student. Teachers also must act as if he was learning with students.

c. Feedback Provider

When students are in the middle of speaking task, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations.<sup>14</sup>

To provide corrections to the student, the teacher should do it gently and do not give effect to the student to embarrassment talk.

Based on theories, the writer concludes, that when teacher being a prompter, a participant, even a feedback provider, they have to be careful that they do not force students, do not participate too much, and do over correction.

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<sup>14</sup> Jeremy Harmer, *Op.Cit.*, p. 347-348.

## 6. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. Speaking ability is generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. Heaton presented the sample of an oral English rating scale that used 1-6 points.<sup>15</sup>

Here, the writer presents the frame of Heaton's oral English rating scale.

**Table 2.1**  
**The Rating Scores of Oral Test**

Level	Assessed Elements
6	Pronunciation good - only 2 or 3 grammatical errors - not much searching for words - very few long pauses-fairly easy to understand - very few interruptions necessary - has mastered all oral ability on course.
5	Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral ability in course
4	Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing serious

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<sup>15</sup> J.B. Heaton, *Loc. Cit.*,



	<p>confusion – searches for words – a few unnatural pauses - conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral ability on course</p>
3	<p>Pronunciation influenced by L1- pronunciation and grammatical errors – several errors cause serious confusion – longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of oral ability on course</p>
2	<p>Several serious pronunciation errors – basic grammar errors – unnaturally long pauses – very limited expression – needs some effort to understand much of it – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral ability on course mastered</p>
1	<p>A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost impossible to understand – interruptions constantly necessary but cannot explain or make meaning clearer – very few of oral ability on course mastered</p>

Each element characteristic is then defined into six chart behavioral statements as stated in the frames above. The writer will objectively see the characteristic of each student's speaking ability whether they achieve 1,2,3,4,5 and 6. In order to ease the computation the writer converts the small score of Heaton to the scale of 100 as follow:

$$6 = 81 - 100$$

$$5 = 71 - 80$$

$$4 = 61 - 70$$

$$3 = 51 - 60$$

$$2 = 41 - 50$$

$$1 = \text{under } 41$$

## **B. Pairs Check Method**

### **1. Definition**

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.<sup>16</sup> In Cooperative learning method, students work together in four member teams to master material initially present by the teacher. From this statement we can conclude that cooperative learning is a method where learning and working in a small group consist of 4 until 6 members collaboratively be able to stimulate students more interest in learning process.<sup>17</sup>

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<sup>16</sup> Steven G. McCafferty, George M. Jacobs, Ana Christina DaSilva Iddings, *Cooperative Learning and Second Language Teaching*, (New York : Cambridge University Press, 2006), p. 3

<sup>17</sup> H Isjoni, *Cooperative Learning: Efektifitas Belajar Kelompok*, (Bandung:Alfabeta, 2011), p. 15

Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member. Cooperative learning structures have been in and out of favor in American education since the early 1900s, when they were introduced by the American education reformer John Dewey. Cooperative learning is sometimes thought of simply as group work, but groups of students working together might not be working collaboratively.<sup>18</sup>

Technically, cooperative learning includes any form of instruction in which students are working together for a purpose. As we will examine in this chapter, the effects will be more powerful to the extent that certain ingredients are present. The more any activity requires mutual interdependence, collective problem solving, and striving for a common goal, the better chance it will have at achieving the potential that cooperative learning offers.<sup>19</sup> While Pairs check is one of the cooperative learning techniques. In this technique, students divide into group of four, and each foursome develops their own special group handshake. Each group then subdivides into pairs.<sup>20</sup>

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<sup>18</sup> Study.com, What is Cooperative Learning? Definition & Method, <http://study.com/academy/lesson/what-is-cooperative-learning-definition-lesson-methods.html>. Accessed, at 16 of September 2015, 18.09 pm.

<sup>19</sup> Chapter 12: Effectively Managing the Cooperative Classroom, From Transformative Classroom Management. By John Shindler. ©2009, Reproduction is unlawful without permission, <http://web.calstatela.edu/faculty/jshindl/cm/Chapter12CooperativeLearning-final.htm>, accessed at 16 September 2015, 11.09 pm.

<sup>20</sup> George M. Jacobs, Gan Siowck Lee, Jessica Ball, *A Sourcebook of Lesson Plans for Teacher Education on Cooperative Learning*, (Singapore : Kagan Cooperative Learning, 1997), p. 105

Applying pairs check in learning process can give feedback to students' problems in learning activity. This stated by Kagan as follow:

Cooperative learning structures provide formative feedback. They are process-oriented—students get feedback while they are doing problems. Because correction opportunities occur while students are doing each problem, practicing wrong and forming misconceptions and bad habits are much less likely. This immediate, process-oriented, formative feedback is present in many structures for knowledge building, procedure learning, and processing information such as RallyCoach, Pairs Check, Sage-NScribe, Numbered Heads Together, Showdown, RoundTable Consensus, and Listen Right.”<sup>21</sup>

Based on the theory, we know that pairs check is one of the cooperative learning where the students work in group. Through this technique, students can share and check their ability in speaking while the learning process is being conducting. They get some information each other. The writer concludes that pairs check cooperative learning giving correction directly when students doing some mistakes such as wrong in pronunciation, grammatical, and interpretation in pairs when work group is running.

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<sup>21</sup> Spencer Kagan Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), P. 4.4

## 2. Steps in Applying Pairs Check Method

Below are the steps for applying the pairs check according to Kagan.<sup>22</sup>

### *Step 1. Listing Problems*

The class discusses practical problems which may arise while using cooperative learning, e.g., How long to keep groups together; What to do if a student does not want to work in groups? A list is made and numbered.

### *Step 2. Grouping and Pairing*

The class divides into groups of four, and each foursome develops their own special group handshake. Each group then subdivides into pairs.

### *Step 3. Pairs Check*

The following numbers correspond to the steps for Pairs Check.<sup>23</sup>

- a. One member of each pair develops and writes down solutions for the first problem on the list, thinking aloud as he or she does it.
- b. The other member of the pair listens and watches, and then provides feedback on the other person's solutions and the explanations behind them.
- c. The observer praises the writer for good ideas and the thinking behind them.
- d. Next, the two members of each pair reverse roles for the second problem.

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<sup>22</sup> George M. Jacobs, Gan Siowck Lee, Jessica Ball, *Loc. Cit.*,

<sup>23</sup> *Ibid*, p. 106-107

- e. When both pairs have completed the first two problems, they check their answers with each other. If they agree that each pair has developed sensible solutions

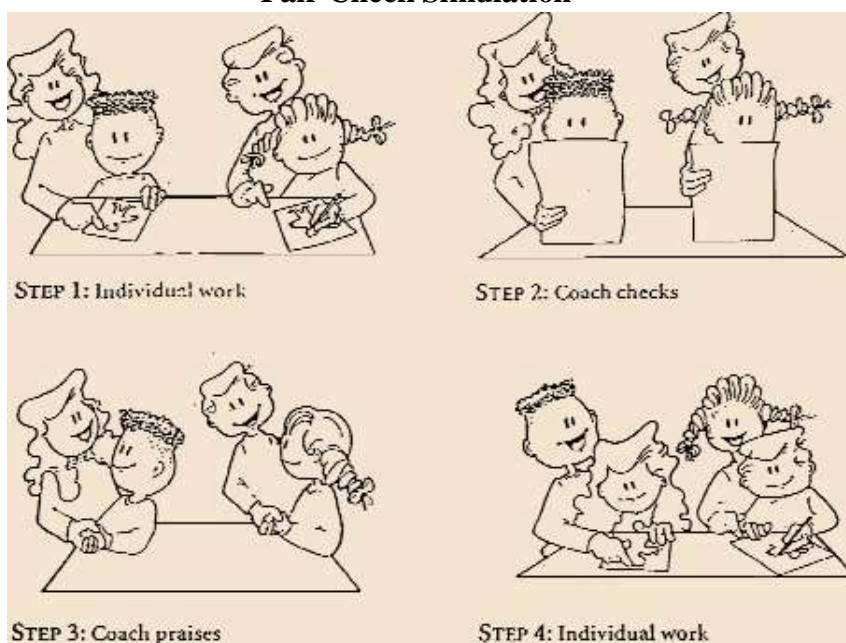
*Step 4. Reporting to the Whole Class*

Groups report to the whole class on their solutions. Reading can serve as a resource for alternative solutions.

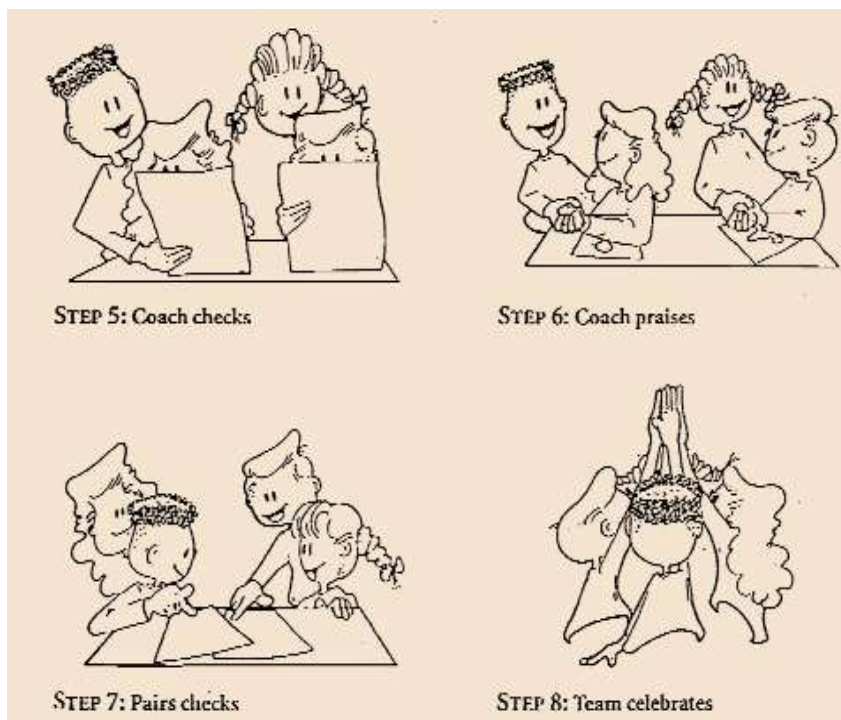
*Step 5. Discussing Pair Check*

Discuss first in groups and then as a whole class, how Pairs Check involves components of cooperative learning and how it can be used in other contexts. The simulation process of applying pairs check can be seen at the picture as follow:

**Picture 2.1**  
**Pair Check Simulation**<sup>24</sup>



<sup>24</sup> *Ibid.*,



From the definition above, the writer concluded that for applying pair check method, there were five steps had to be done with the researcher such as listing problems of students learning activity might be haven, making group, checking pair work, reporting, and discussing pair check.

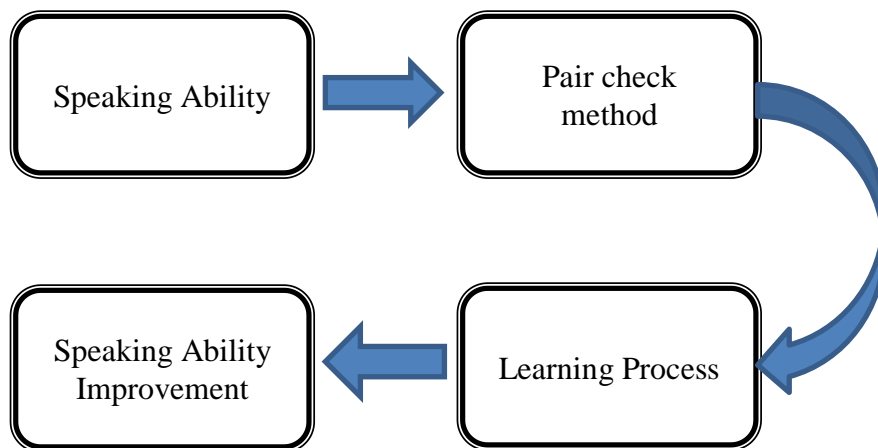
### **C. Review of Related Study**

Pairs check is one of the cooperative learning techniques. In this technique, students divide into group of four, and each foursome develops their own special group handshake. Each group then subdivides into pairs. Cooperative learning structures provide formative feedback. They are process-oriented—students get feedback while they are doing problems. Because correction opportunities occur while

students are doing each problem, practicing wrong and forming misconceptions and bad habits are much less likely.

The schema of related study as follow:

**Figure 2.1**  
**Schema of Related Study**



The schema above showed the problem was speaking ability so the writer used pair check method to overcome the problem in improving students' speaking ability at the second grade of MTs Raudlatul Falah Pasirmuncang Kec. Jayanti Kab. Tangerang.