

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Speaking in English Language

According to Hornby, (1985:827) Speaking ability is a special natural power to do something well. It is conclude that speaking ability is a capability to use the language as a vehicle to link individual to society. Linguist had tried to analyze the process of speaking. Woolbert (1958:1331) analyze the way someone speaks. Firstly, speaker is a goal a thought that is a going to process by the others. Secondly, a speaker is language user; he forms thought and feeling become words. Thirdly, a speaker is a person conveys his purpose to the hearers and the other through his sound. Finally, a spaker is something, which has to be observed.

Producer and the hearer should be lost sight it one to understand the nature language, language stands at the center of human affair, from the most prosaic to the most profound (Herbert. H. Clark and eve clark; 1977: 3). To make a good cmmunication, a person should have either the knowledge of material which she wants to be express, the mastery in vocabularies, pronunciation, stress and intination or the ability the use the supporting skill such as social, semantics, phonetic and vocal skills.

Speaking however is more than pronunciation and intonation. At the fundamental level, speaking is making self-understood. At more refined level, speaking requires the correct and idiomatic use of the target Language. Linguistic say that speaking is a language. Speaking is ability of skill which develop in the childhood begin with the listening skill. Also, speaking has a close relationship with vocabularies development that a child required in reading and listening activities. Speaking is a way of which people express what is in his mind orally. The way of someone speaks can show how far him/her insight is.

Chastain (1975; 33) said that speaking is a productive skill since it is produces ideas, messages or suggestion. As a language learning, speaking needs practices. Swan (1980;567) also states that speaking is uttering words in more formal situation, speaking can be used to understand to use of language by one person, and to recognize the knowledge. A language learner should realize that speaking is a skill in learning language.

Speaking is very difficult and complete skill to learn especially by the second or target language students. There are many ability in this skill. Harris (1974;108) says that no language skill is so difficult to assess with precision as speaking ability. It is a complex skill requiring the

simultaneous use of a number of different abilities which often develop at different rates. Hornby (1987;60) states that speaking skill is the ability of people to use language in an ordinary use, not in singing.

From the explanation above, we can conclude that speaking is a skill that is needed in learning a language. It is because by speaking, people can send messages, suggestion or other important information.

2.2 Teaching Speaking at junior high School

The development of language teaching on other side of the globe has a significant influence on English language teaching in Indonesia; as a result, English curricula have been reformed for better outcomes in the last three decades. However, many applied linguist and practitioners (e.g., Basir, 2002; Soenjono, 2001; Sudyana, 2005) still claim that not only the students' achievement and the results of the national examination at secondary schools (Junior and senior high schools) unsatisfactory, but also the ability of oral communications is insufficient after completing six-year instruction of English at junior and senior high schools. In the case of pronunciation teaching, one of the reasons for this failure is because of the curriculum itself.

Regarding the philosophical value of the 2004 curriculum, the adoption of the communicative approach also ends with some complicated problems, especially related to the main objective of language teaching and learning. In Indonesia, the main objective of English language education is to promote discourse competence (i.e., students' communicative ability, both in oral and written language in any communicative events). In order to effacuate the goal, learners also have to learn other competences: actional competence, linguistic competence, socio-linguistic competence, and strategic competence. Thus, discourse competence is the final goal the language learning while the other competences are treated as the supportive competences but should be firstly acquired (Depdiknas, 2004)

The thing should be remembered as one of important purpose in teaching English at school is to create the students' interest in Learning English. To able to reach that purpose, we need to understand the characteristic of students' so we can choose the appropriate method and lesson material for them.

2.3 Speaking Ability for Students of Junior High School

Based on Kurikulum Bahasa Inggris KTSP (2006), English is firstly thought to learners on a local curriculum lesson since elementary

school. In this stage learners began to introduce with four basic skills of English in the simplest way such as introduced them with it vocabulary, how to communicate with it vocabulary, learned to read, etc. which all of those are important to mastering English. Then, for the junior high school stage speaking is importance to support students ability to use the language, English is taught to achieve the functional stage that learners will be able to communicate in written and orally.

Junior high school student still want to play in learning English process. They need a kind of situation that is interesting and fun which can motivate them in study. Based on researcher was searching at school, teacher still use the “Regular way” in teaching and learning process which is monotonous and make a boring situation in the class. They don’t know how to use some tools or medium to support their teaching process. And as the result the atmosphere of the class is so flat even bad and it can also influence interest of the student and it can cause boredom among class.

According to Harmer, 2003 (In Ghiabi, 2014: 18) “ Teacher should focus their attention on those features that reflect the students ‘speaking ability of English proficiency’. Such factors are pronunciation, intonation, fluency, tone of voice, stress, and choice of words and effectiveness of communication should be taken into consideration. In this case to create a successful communication or interaction in teaching Junior High School

Students, teacher must creative at the classroom to interest the students to speak English Well.

Brown and Yule (in Fauzi, 2014;4 in Abdul Hanan, 2013;9) suggest that most language teaching is concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterance at a time. Bygate (in Fauzi,2012;5 in Abdul Hanan, 2013;9) distinguishes that “Between motor perceptive skill, which are concerned with correctly using the sound and structure of language, and interactional skill, which involves motor perceptive skill for the purpose of communication”.

Darmodihardjo in Fauzi, 2012;7 (in Abdul Hanan, 2013;9) states about the aspect of speaking that is “The requirement of effective speaking such as: intonation, phonetic transcription and environment expression.

2.3.1 Concept of Speaking Ability

Various definitions of speaking have been given by many theories. Bygates (1987:40) as quoted bby Nunan David defines that speaking is oral interaction where the participatints need to negotiate the meaning contained in ideas, feelings and manage in terms of who say what, to whom and about what. Speaking is One of English skills. It is a very important thing if someone would like to master a language. Because

speaking is the application of language skill after mastering other language skill such as listening, reading and writing. On the other hand, speaking plays an important role in having four –language skills.

Littlewood (1981;1) States that speaking ability is a combination of structural and functional aspect of language. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined.

Athur Hughes (1990;110) says that speaking ability on five components : accent, grammar, vocabulary, fluency and comprehension. In short, speaking involves different abilities, which should be used simultaneously.

Cyril Weir (1990; 74-80) explains how to test or to measure the students speaking ability:

1. Verbal Essay. The candidate or students' is asked to speak for three minutes on either one or more specified general topics. The candidate has to spek at length which enable a wide range of criteria including fluency to be applied to the output.
2. Oral presentation. The candidate is expected to give a short talk on topic, which he has either been asked to prepare beforehand or has been voiced

shortly before the test. This is different from the 'spoken easy' described above in so far as the candidate is allowed to prepare to task.

3. Free interview. In this type of interview the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.
4. Information transfer. Description of picture sequence. The candidate or the students sees a panel of picture depicting a chronological ordered sequence of events and has to tell the story in the past tense for example, time is allowed at the beginning for the student to study picture.
5. Information transfer. Question on a single picture. The examiner asks the candidate a number of questions about the content of a picture, which had a time to study. The question may be extended to embrace the thoughts and attitudes of people in the picture and to discuss future development and arising out of was depicted.
6. Interaction Task (information Gap Student-Student). In these tasks students normally work in pairs and each is given only part of the information necessary for completion the task. They Have to complete the task by getting missing information from each other. Candidates have to communication to fill an information gap in a meaningful situation.
7. Interaction Task (information Gap Student-Student). To avoid the possibility of imbalance in candidate contributions to the interaction some boards have the examiner as one of the participants or employ a common interlocutor, a familiar teacher with whom candidates would feel comfortable. To examine the candidate separately, they can be given a

diagram, a set of notes from which information is missing and the task is to request the missing information for the examiner.

2.3.2 Components of Speaking

1. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. Penny Ur (1997:60) it seems that vocabulary plays an important role in speaking skill.

2. Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having a capability of other components of speaking. Longman (1978:424) states that fluency is the quality or condition of being fluent. It indicates since students understand each other in speaking it means that they have been fluent. Fluency is ability to use language spontaneously and confidently and without undue pause hesitations.

3. Grammar

It is needed for student to arrange a correct sentence in conversation. Grammar is the sounds and the sound patterns, the basic units of meaning,

such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, they cannot speak English well.

4. Pronunciation

Pronunciation is the way for student's to produce clearly language when they speak. It deals with the phonological process that refers to components of a grammar made up of the elements and principles that determine how sound pattern vary in language.

5. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2.3.3 Purpose of Speaking

The purpose if speaking as expected in 2004 curriculum as follows:

1. To conduct conversation about text or picture.
2. To able and describe thing, people, places, and sequence of events orally.
3. To express ideas, opinions, and feeling simply.
4. To tell about planning simply.

These purpose indicate that teaching English in Indonesian is to make learns to be able to use English for any topics and expressions.

Penny Ur (1997: 120, 122) States that the aim of the speaking is to make students communication to others. Learners are expected to be able to produce the language they learn.

In order to achieve those purpose as stated in the 2005 curriculum, some activities can be done by students, such as:

1. Stating the students ideas about something.
2. Asking and answering question based on the information given.
3. Talking about something that will be done

2.3.4 Characteristics of successful Speaking Ability

Communication is very important in our social life activity. In communication we usual use a language. Languages is used by almost all over the world, it enables us to make friends, to express idea and opinions, to conduct business and especially to interact among the people they have some thinking. So we can understand to each other. To have good communication, the activities are important to know because basically human being cannot be alone. In our life, many activities interrelate to each other people.

Again, sometimes spoken language is easy to perform, but in some cases it difficult (Brown, 2001;270). This statement is supported by

Munajayah (2004;16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking activity. First, learners talk a lot. As much as possible of the period of time allocated to the activity is in occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses. Second, participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a change to speak and contributions are fairly evenly distributed. Third, motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective. The last, language is of an acceptable level. Learners express themselves in utterance that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

A habit is pattern of behavior that is acquired through repetition. Researches indicates that following study habits are characteristics of successful students. The teacher must make the motivation to the students not only by technique of the teaching but we can improvement by positive habits from students. Although some may argue otherwise to split hairs over whether such methods are meaningfully different adds nothing to the process of learning to be a teacher direct and indirect instruction are two main categories that many educators find useful for classifying teaching methods, but it is, as you will see, a bit more complicated than placing all instruction in two categories.

2.3.5 Problems in Speaking

Speaking to others is done in order to exchange information. Listener and speakers are expected to be able to understand each other. They have to be able to understand what each other say. However, many students have problem in speaking (Penny Ur 1997;121). Indicates the problems as follows :

1. Majority of students cannot speak the language because of the dissatisfaction with language learning among the students and general public.
2. The language educators have spent countless hours improving the condition of linguistic habit into their students and correcting them for making the same errors they made when they were learning.
3. Learners do not know grammar.

The problems described above may be caused by some factors (Penny Ur)

1. The teacher seems dislike hearing the incorrect grammar in the classroom.
2. The language educators have stressed linguistic competence more than communicative competence.
3. Audio-lingual theorist has been felt that the students should not be permitted to create language in uncontrolled situations.

The learners in learning English must recognize their problem and their causes in speaking. By doing so, they are expected to avoid the problems and are able to speak fluently.

2.4 The Concept of Pair Work Activities.

Pair work Activities are activities that intended to improve the students' participation because students also can practice some real acts besides of speaking. research show that pupils remember only 20% of what they heard. 70% of what they themselves say. And 90% for what they do and say (FLAs on-line; 2005). In the reality, communicative such as pair work activities involved the three component. They are the message-giver, the message taker and the content (Wells. 1981; 29 as quoted by Ruipingfu).

According to Brown (1994; 173) says that three are some advantages of Pair Work Activities:

1. Gaining comprehensible language input from conversation partner.
2. Having to chance to ask for clarification as well as feedback on the output.
3. Adjusting the input to match the level of comprehension of one's peer.
4. Giving learner a more active role in learning and most importantly, increasing more opportunities for individual students to practice and use the new language.

According to Hubert (2008), there are some advantages of implementing pair work activities in the classroom. They are:

1. Advantages for students :
 - a. It increases the amount of students practice
 - b. It improve the learners confidence
 - c. It makes the students learn to cooperate with others
 - d. It develops students' fluency
 - e. It motivates the students to learn with pleasures
2. Advantages for teachers :
 - a. Pair work activities save teacher time
 - b. It's good way to check students' progress in learning
 - c. Teacher do not need to speak much

In order to set up pair work, there are some stages to be done as the example. the students' need to hear and practice the language with the teacher before they do it by themselves. Start with the simple game and simple instruction.

- a. Choose the activities with obvious question and answer.

Example : A- What is number 5 (Picture or something)

B- It's the Cinema

- b. Practice the different roles A/B With the hole group.

Example :

Use the picture or dialogue that you want them to practice and repeat, show them the model. Ask two or more students as the model to practice it in front of the class.

- c. Give them a limit of time, for example only two or three minutes, and swap the roles and keep it snappy.
- d. Give them clue card to work, for example pictures or symbols so that they keep doing the activities (many students like something to hole and use to references) (FLA's on-line 2005;2)

Varonis and Gass (1983) in Nunan (1988;83) demonstrated that there are advantages in arranging pair work between learners or different proficiency levels, that such unequal dyads result in more negotiation of meaning than either native speaker-non-native speaker interaction or interaction between learners of the same proficiency levels.

Research like this is reassuring for teacher who do not have the relative luxury homogeneous classes.

A. Operational Concept.

Operational concept is the concept use to given an explanation about theoretical framework and avoid misunderstanding toward the research.

There are two variables in this research; They are independent and

dependent variables. Independent variable is pair-work activities and dependent variable is students' interest.

Students' interest can be seen with the following indicators:

1. Students participate actively in the classroom activities especially pair-work activities.
2. Students do the task given by the teacher.
3. Students pay attention in the activities and the lesson.
4. Students ask and answer the question.

Pair-work activities can be classified as good in application with the indicators as follows:

1. The students are interested and have opportunities to use the language
2. The students can improve their participation in pair-work activities.
3. The students have great potential for the individualization of instruction.
4. The students can improve their motivation and enjoyable in the class.
5. The students can minimize the error and mistakes in learning by correcting each other when working in pair-work.
6. The students are capable to share information and solve the problem together.
7. The students are braver to participate in the classroom discussion.
8. The class is alive and active with students' activities.

Some factors that influence students' speaking ability in learning English through pair work activities. They can be seen as the following;

1. The students' consider that the lesson is useful for their life.
2. The students feel satisfied about their learning result.
3. The students show their curiosity to know more about the lesson.
4. The students feel that the lesson fulfils their expectation.
5. The students participate actively during the pair work activities.
6. The students do the assignment on time.

2.5 Relevant Research

A study by Sumiati (2006) entitled " The Contribution of Group-work Activity toward the students' speaking ability at the second year students of MA. HidayatulMubtadin Bandar sungai.

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Research from Ahmad Junaidi Azra (2009) entitled "The students' interest in learning English through pair-work activities of second year at SMAN1 Singingi".

He tried to find out the students' speaking ability in descriptive text. He took two classes based on the technique cluster random sampling. He used two data instruments they were observation and test. From the research, he found that there was successful in improving the students' speaking ability of the students in learning English. He provide reading in general and with the information about the students interest and how to develop through the use of pair-work activities.

A researcher from Sektisari (2014) in her research, she focused on improving speaking skill through cooperative learning for the second year students of SMP N2 BERBAH. She found that the mean score of the experimental group which was taught by using cooperative strategic was 81.65 while the mean score of control group which was taught by using traditional was 74.65. Furthermore, test in this research was 3.5 and t-table was 2.00.

2.6 Hypothesis

1. Null Hypothesis (H₀)

There is no significant effect of using a pair work toward students' speaking ability of the second year at SMPN 25 Pekanbaru, Riau after the treatment applies.

Alternative Hypothesis (H_a) There is a significant effect of using a Pair work toward students' speaking ability of the second year at SMPN 25 Pekanbaru, Riau after the treatment apply.