

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses topics the theory of the study. The discussion will cover the definition of speaking, types of speaking, the general principles for teaching speaking, speaking as foreign language, speaking assessment, definition and steps of Practice Rehearsal Pairs method.

A. The Definition of Speaking

Speaking is the process of building and sharing through the use verbal and non-verbal symbol in variety of context. Speaking is using word in an ordinary voice, uttering words, knowing words and being able to use the language, expressing oneself in words, making a speech. In short, speaking skill is the actual communication.

Speaking is an ability to say sounds are word to express or state thought, ideas, and feeling.⁷ Speaking means the activity in oral production skill, it consist of producing systematic verbal utterance to convey meaning.⁸ Oral production means the using of language in transactional and interactive (interpersonal). Transactional has the purpose to change information while interactive or interpersonal has the purpose to communicate in social function.

⁷Henry, Guntur Tarigan, *Berbicara Sebagai Ketrampilan Berbahasa* (Bandung: Angkasa Bandung, 1981), 15

⁸David Nunan, *Practical English Language Teaching* (Singapore: McEwry-Hill, 2003), 48

Speaking is often considered as the most difficult skill to be learned by the students. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So teaching speaking is the activity of the teacher to teach their students how to speak English well.

The goal of speaking is for communication efficiency,⁹ in order to be able to express the ideas effectively, and then a speaker should understand the meaning of anything will be spoken or communicated.

1. Speaking in the Classroom

In the classroom we need to get our learners to practice both production and interaction. Sometimes we want to get our learners to practice producing error-free language; at other times we want our learners to concentrate more on interaction and on becoming more fluent. There are some methods that used for increasing speaking skill:

a. Drill

Using drill, the teacher has a lot of control over what the learners say. They must respond to the teacher or each other, and the answer to drill is fixed, the learners must answer correctly and according to precise pattern.

b. Group work

We can divide the students into groups, so that can get more speaking practice. If the learners only speak to their teacher,

⁹"Definition of Speaking", www.Triviumpurslut.com/speech. Debate/what is debate. 5 April 2011

their opportunities for practice are limited. If it takes a long time to get your learners into groups every lesson, you can divide the learners up into set groups in every lesson.

c. Practice Rehearsal Pairs

Practice Rehearsal Pairs method is one of the teaching learning method with change some information between two people who did some dialogues. Each of students should know what the main discussion from the script is. The goal from this method is to make the students believe that they can make the dialog with their own words after they known the main point from the dialog.

d. Games

Games are often useful to liven up a lesson. Some examples of games are giving speaking practice. Such as guessing word, snowball throwing, etc.

B. Types of Speaking

Tarigan, suggest that there are two kinds the art of speaking. He emphasizes on the art of speaking or applied speaking. Generally, speaking can be divided into two types. Those are public speaking and conference speaking.¹⁰

¹⁰Tarigan, *Berbicara Sebagai Ketrampilan Berbahasa* (Bandung: Angkasa Bandung, 1981), 16

1. Public speaking

It is involved four kinds of speaking, namely:

- a. Informative speaking: it is conversation that can give something useful and interesting information for others.
- b. Fellowship speaking: it is friendly association conversation with others.
- c. Persuasive speaking: it is conversation to persuade others.
- d. Deliberative speaking: it is the quality of being slow and careful in speaking or doing something.

2. Conference speaking

It is included three kinds of speaking, those are:

- a. Group discussion

It can be divided into informal and formal speaking

- 1) Informal speaking is divided into study group, policy making groups and committee.
 - 2) Formal speaking is divided into conference, panel discussion and symposium.
- b. Parliamentary procedure is a kind of speaking that use in special event is important part of our country
 - c. Debate is a kind of speaking that use in a formal situation with a purpose to make our opinion be the best opinions.

The goal of teaching speaking skill is communicative efficiency.

Learner should be able to make them understood. They should try to avoid

confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help the students to develop communicative efficiency in speaking, a teacher can use a balanced activities approach that combines of language input, structure output and communication output.¹¹

1. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It may be content oriented that focused on information, description of learning strategies, and example of their use and form oriented that focused in ways to using the language that is guidance on vocabulary, pronunciation, and grammar.
2. Structure output focused on correct form, the students may have option for responses, but all of the option requires them to use the specific form or structure that the teacher has just introduced structure output exercises are used as a transition between the presentation stage and the practice stage of a lesson plan.
3. In communicative output, the learners' main purposes are to complete a task, such as obtaining information, developing a travel plan or creating video

¹¹Harmer Jeremy, *The Practice of English Language Teaching* (New York: Longman Publishing, 1991), 41.

C. The General Principles for Teaching Speaking

Language is a mean of communication. To communicate with other, we have to speak. Speaking is important because by speaking people can exchange the information with the other, share the ideas, etc. Each of students should know what the main discussion from the script is. The goal from this method is to make the students believe that they can make the dialog with their own words after they known the main point from the dialog. There are some principles for Teaching Speaking:¹²

1. Help learners to combine fluency and accuracy

Fluency is the capacity to speak smoothly, confidently, and at a rate consistent with the norms of the relevant native speech community. While accuracy in this context refers to the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English.

2. Encourage learners to take reasonable risks in speaking English

There are other kinds of reasonable risks that advanced learners can be encouraged to take. Talking with a stranger in English, attending a party where English is spoken, participating in a job interview, or giving a talk to a civic organization in English can all be growth experiences.

¹²David Nunan, *Practical English Language Teaching* (Singapore: McEwry-Hill,2003),124

3. Provide opportunities for learners to notice the gap

This phrase describes the experience that people have when they are interacting in a second or foreign language. It refers to the learners realizing that the way he is saying something in the target language differs from the way native or proficient speakers say it.

Beside some principles of teaching speaking, there is also testing oral production to make perfect the students' speaking ability. Testing the ability to speak is an important aspect of language testing; it is extremely difficult to test, as is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing.

1. Types of oral test

There are many kinds of oral test, those are:

a. Read aloud

In this test, the students are given a short time to glance read an extract before being required to read it aloud. The ability to read aloud differs greatly from the ability to converse with another person in a flexible, informal way. This test is used generally to assess pronunciation as distinct from the total speaking skill.

b. Conversational exchange

These drills are especially suitable for the language laboratory and can serve to focus attention on certain aspects of the spoken language, especially in those countries where

English is taught as a foreign language and the emphasize is primarily on the reading skill.

c. Using picture for assessing oral production

To improve the students' speaking ability the teacher can use picture when they will start the lesson. To make the students' mind harm and they ready to study.

d. The oral interview

The oral interview is almost same with oral production, because the students speak with their original speaking ability. Oral interview can help the students to dig deepest their vocabulary.

2. The Problem of Speaking

There are two problems that commonly faced by the learners when they study English. First is speaking, speaking English is harder than other (writing, grammar, and listening), because it is needed more practice. Second is when we speak English we can not edit or revise what we said before. In teaching English, the teacher usually neglects teaching speaking, while the students do not know how to communicate in English with correct pronunciations in a proper situation, and most of Senior High School still difficult to express their ideas in English, not aside from the second grade students of MAN Kunir Blitar. When the researcher gave a questionnaire, the result said that most of

students feel confuse and do not know how to communicate in English with correct pronunciations in a proper situation, because they were seldom practice it. So, with Practice Rehearsal Pairs method wished can increase the students' speaking ability fluently.

3. Speaking Ability

Speaking ability is described as the ability to express one self in life situation. On the ability, the students report acts of situation in prose words, and the ability to converse or to express a squence of ideas fluently.

a. The purpose of speaking ability

The speaking ability has some purposes. There are:

- 1) Easy of speak, if the students has ability to speak English they feel not difficult to say something.
- 2) Clarity, it is the quality being expressedclearly or the ability to think about or understanding sometings clearly.
- 3) Critical sense and learning, from critical sense the students can understand the nature or value somethings and learn it.
- 4) Making habit. After the students has ability to speak English so they willbecome it as their habit in conversations.

D. Speaking as Foreign Language

David P. Haris in his book "*Testing English as a Second Language*" stated that no language skill is so difficult access with precision as speaking ability. Like writing, speaking is complex skill requiring the simultaneous use of a number of different abilities which often develop different rates. Either four of five components are generally recognized in analysis of the speech process. Thus are pronunciation, grammar, vocabulary, fluency, comprehension.¹³

E. Definition Practice Rehearsal Pairs Method

Practice Rehearsal Pairs method is one of the teaching learning method with change some information between two people who did some dialogues. Each of students should know what the main discussion from the script is. The goal from this method is to make the students believe that they can make the dialog with their own words after they known the main point from the dialog.

The aim from this method is to make belief for others that he/she can understand the main point of the dialog.¹⁴

1. The Activity of Practice Rehearsal Pairs Method

Many activities can we do from this method, but generally the activities are like these:

- a. The teacher asks the students to make some groups.

¹³David P. Haris, *Testing English as a Second Language* (McGraw_Hill, Inc USA), 81

¹⁴Hisyam Zaini, *Strategi Pembelajaran Aktif* (yogyakarta: CTSD, 2007), p.24

- b. The teacher explains about the method (Practice Rehearsal Pairs Method).
- c. For the first meeting, the teacher gave the students some dialogues to practice in front of the class with their pairs. Each group have different dialog.
- d. After the students practice the dialog with the text, the teacher gave them few minutes to search the main topic from the dialog, they made dialog and practice it again with their own words (for next meeting).
- e. Besides searching the main topic from the dialog and practice with their own words, the teacher also give some materials about *expressing sadness and annoyance* to practice in front of the class.
- f. To make the students enjoy with speaking lesson, sometimes the teacher uses pictures.
- g. In last meeting, the teacher gave some evaluations what is the shortage of dialog practice, may be about pronunciation, vocabulary, etc.¹⁵

2. The Advantages and Disadvantages of Practice Rehearsal Pairs Method

The Advantages:

- a. More language practice; Practice Rehearsal Pairs give students far more chance to speak English.

¹⁵Melvin L. Silberman, *101 Strategi Pembelajaran Aktif* (Yogyakarta: Pustaka Intan Madani, 2002), 228.

- b. Students are more involved; Working in Practice Rehearsal Pairs encourages students to be more involved and to concentrate on the task.
- c. Students feel secure; Students feel less anxiety when they are working 'privately' than when they are 'on show' on front of whole the class.
- d. Students help each other; Practice Rehearsal Pairs encourage students to share ideas and knowledge.

The disadvantages:

- a. Noise; Obviously, Practice Rehearsal Pairs in a large class will be noisy, and this cannot be helped. But:
 - 1) Usually the students themselves are not disturbed by the noise; it is more noticeable to the teacher standing at the side someone.
 - 2) The noise created by Practice Rehearsal Pairs is usually 'good' noise- students using English, or engaged in a learning task.
- b. Students make mistakes; during a Practice Rehearsal Pairs activity, the teacher cannot control all the language used, and should not try to do so. When doing controlled language practice Practice Rehearsal Pairs, the number of mistakes can be reduced:
 - 1) By giving enough *preparation*. The activity can be done with the whole class first, and Practice Rehearsal Pairs used for the next meeting.

- 2) By *checking* afterwards. The teacher can ask some pairs or groups what they said, and then correct mistakes if necessary.
- 3) Difficult to control class; the teacher has less control over what students are doing in Practice Rehearsal Pairs than in a norm class. To stop activities getting out of control, it is important:
 - a) Give clear *instructions* about when to start, what to do, and when to stop.
 - b) Give clearly *defined tasks* which do not continue for too long.
 - c) Set up *routine*, so that the students accept the idea of working Practice Rehearsal Pairs and exactly what to do.¹⁶

¹⁶Adrian Doff, *Teach English* (British: Cambridge University Press, 1990), 141