

## **II. FRAME OF THEORIES**

This chapter presents theoretical foundation of this research. It involves the theories on concept of speaking, concept of teaching speaking, Types of Speaking, Pair work activity, kinds of pair work, types of songs, advantages in using English song, teaching English by using pair work technique in English song, the procedure of teaching speaking by using pair work technique in English song, theoretical assumption, hypothesis.

### **2.1 Concept of Speaking**

Speaking is one of important ability in learning English process especially for communicate in our daily activities. It is an essential tool for communicating, thinking, and learning. When students want to share their ideas, they clarify their thinking. It means that the students can make their ideas easier to be understands for the listener.

Its support by Harris (1974: 9) says that speaking is encoding process whereby, we are communication our ideas, thought, and feeling through, one or other forms of language. So, we can produce spoken message which is our ideas, thought, and

feeling to other people. So speaking situation involves a speaker spoken a message with words or sentence to a listener.

According to Byrne (1984) speaking is oral communication. It is a two ways process between speaker and listener and involve productive and reactive skill of understanding, while Welty (1976) states that speaking is the main skill in communication. Based on the ideas it is understood that speaking is communication that the process between speaker and listener in order to understand one another.

Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Rivers (1978: 162) says through speaking someone can express her or his ideas, emotions and to other person or situation and influence other person. It means that by spoke the speaker can express their feeling and the listener can understand it.

Speaking it just not only the speaker can speak, but the speaker can share their information to the listener and give respond it. Speaking should have communication each other. According to Doff (1987: 2) in all communication or conversation, two people are exchanging information or they have a communication or conversation need.

Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds, or words to express, to say, to show and to think about ideas, thought and

feeling. Celcea Murica (1978: 91) is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language.

## **2.2 Concept of Teaching Speaking**

Teaching speaking is the process of giving knowledge or skill which goal is emphasized to improve communication skill in order to make they are able to communication each other especially in sharing their ideas or delivering their speech. So, it is very difficult to teach because the students difficult to share their ideas. They are afraid make a mistake when their speak use English Language. However, speaking is not correct and wrong because speaking is the listener understands what the speaker meaning. It will be support by Johnson (1989) states in Setiadi (2006: 57), “one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language”.

Nowadays, the goal of teaching Speaking is emphasized to improve students' communication skills because only that way, students can express themselves effectively. However, Swain (1985) in Lawtie (2004) states that, “We learn to speak by speaking”. It means that, students should be more practice and they more will improve their speech.

According to Harris (1974) speaking must fulfill these following aspects, they are:

### **1. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small

numbers of pauses. Fluency refers to the ease and speed for the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or the flow with which sounds, syllables words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other persons can give respond well without difficulty.

## 2. Grammar

Heaton (1978: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

## 3. Vocabulary

One cannot communicate effectively or express ideas in oral form if he or she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

## 4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Haris (1974: 81) defines pronunciation as the intonation patterns.

## 5. Comprehension

Comprehensibility denotes the ability of understanding the speaker' intention and general meaning (Heaton, 1991: 35). This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understand by what we say and deliver. By knowing meaning of comprehensibility, the students are expected to make the other understand it. In this case, the students will be trained to choose the suitable words to make their spoken language clearly enough to be understood.

In teaching speaking, there are some difficulties that might be found, especially when the teacher conduct the tests. Testing the ability to speak is the most important aspect of language testing. In junior high school students, it is very difficult skill to be tested, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing. There are three reasons why speaking is very difficult to be tested:

1. There are complex aspects to be tested

In testing speaking, there are some complex aspects which may be tested. Speaking is a complex skill requiring the simultaneous use of number different abilities which often develop at different rates. According to Haris ( 1974 :81) there are five components that generally recognized in analysis of speech process namely pronunciation, grammar, vocabulary, fluency, comprehensibility.

2. Tape recorder or media is limited

It is impossible without a tape to apply such procedures as in marking of compositions, where the examiners are able to check back and make an assessment at leisure. Even though sample of speech and students' activities can be recorded by using tape recorder and the handy-cam itself can becomes a problem which causes speaking skills difficult to be tested. It happened because not all school have tape recorder to assist their English teacher in teaching learning process, especially in teaching speaking.

3. There are limited time to test

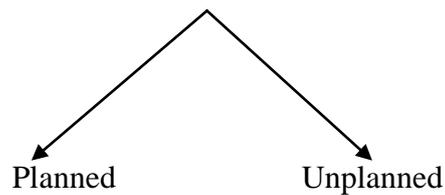
Besides the two reasons above, there is still one more reason that caused the speaking is very difficult to be tested, that is about the time. It is frequently immoral possible to test that the test will be impossible to be conducted if the examiner can't manage the time properly. Although the use of language laboratories for such tests has made it possible in some cases to administer more reliable oral productions to large number of students, the actual scoring of tests has not been so easily solved.

Briefly, the researcher assumes that teaching speaking is one way of teaching which emphasize the teaching learning process to improve students' speaking ability in terms of pronunciation, fluency, and also comprehensibility, by stimulating students' minds to make their some spoken language. Though speaking is very difficult to be tested the researcher assumes that by using an appropriate technique with an appropriate media, speaking skill can be improved easier.

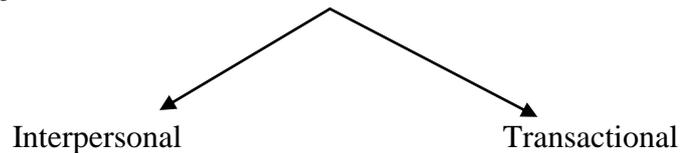
### **2.3 Types of Speaking**

According Brown (2001: 250) said that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral languages as the figure below:

## 1. Monologue



## 2. Dialogue



In monologues when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcaster, and the hearer must process long stretches of speech without interruptions-the stream of speech will go on whether or not the hearer comprehends. Monologues divided into two kinds: planned usually manifest little redundancy and are therefore relatively difficult to comprehend.

Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

Dialogue involves two or more speakers and can be exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

**a. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating “Human tape-recorder” speech, for the instance, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

**b. Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of the language. Intensive can be self-imitated or it can even from part of some pair work activity, where learners are “going over” certain forms of language.

**c. Responsive**

A good dealt of student speech in the classroom is responsive short replies to teacher-or students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

A : How are you today?

B : Fine, thanks, and you?

A : What is the main idea of the first paragraph of this text?

B : The United Nations should have more authority.

A : So, what did you write or question number one?

B : Well, I was not sure, so I left it blank.

**d. Transactional (dialogue)**

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

A : What is the main idea of the first paragraph of this text?

B : The United Nations should have more authority.

A : More authority than what?

B : Than it does right now

A : What do you mean?

B : Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

A : You don't think the United Nations has that power now?

B : Obviously not. Iraq is still manufacturing nuclear bombs.

**e. Interpersonal ( dialogue )**

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information. The conversations are little trickier for learners because they can involve some or all of the following factors:

- A causal register
- Colloquial language
- Emotionally changed language
- Slang
- Ellipsis

- Sarcasm
- A covert “agenda”

For example:

Jane : Hello, John, How’s it going?

John : Oh, so-so.

Jane : Not a great weekend, huh?

John : Well, far be it from me to criticize, but I’m pretty miffed about last week.

Jane : Oh, wow, this great, wonderful. Back to square one. For crying out, loud, John, I thought we’d settled this before. Well, what more can I say?

#### **f. Extensive (monologue)**

Finally, students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

## **2.4 Pair Work**

Harmer (2001:2005) states that, “there are four kinds of students’ grouping look steps, pair work, group work, and individual study”. By the statement, the researcher to describe pair work in teaching speaking. The requirement for pair work is that it must have more than one person or at least contains two members who interact with friends because students can practice language together.

McDonough and Shaw (1993:227) say that “pair work requires rather little organization on part of the teacher and at the least in principle, it can be activated in most classrooms by simply having learners work with the person sitting next to them.” In addition, Harmer (2001:206) states “Pair work allows students to use language (depending of course on the task set by the teacher) and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation it gives to learning with others.”

In the same book Harmer (2001:207) also defines pair work as “Pair work is a way of increasing student participation and language use. It can be used for enormous numbers of activities whether speaking, writing, and reading.” In this research, the researcher will choose pair work as a technique because it can communicate and reach others with teacher controls.

## **2.5 Kinds of Pair work**

According to Harmer (2001 :116) “ 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 text or compare notes on what they have listened or seen.” Here as many kinds of pair, there are:

## 1. Conversation

Conversation is the first kind of pair work because students communicate or share about opinion, ideas, and feeling with their friend. Besides that, conversation activity can increase the students' vocabulary and pronunciation.

## 2. Dialogue

This activity also same with conversation activity that need two members to practice it. Generally, the dialogue should be four or six lines long. That must include grammatical items and vocabulary, which the features of spoken English, such as short answer, and question tag.

Before the 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.

## 2.6 Types of Songs

A song is certainly one of the most prominent elements in music. You will come across several different categories of songs which have a unique mood and touch. As a result, they cannot be differentiated on the basis of specific factors. The main reason why songs cannot be marked in only one class is because the differences in their type of music, lyrics, and purpose. However, songs may be roughly classified as per types of lyrics, music, tone, culture, and similar other factors. In the following, the researcher has just given a random list of different song as follows:

### 1. Classical Songs

As the name suggests, classical songs are those in which traditional music has a main role. These songs were first composed by artists like Johann Sebastian Bach, Wolfgang Amadeus Mozart, Ludwig van Beethoven, just to name a few. However, these songs have had a substantial impact on the music we hear today. Every country has a culture, which is clearly apparent in its classical and folk songs. Good examples are:

- a. Canon in D major - Johann Pachelbel
- b. Symphony No. 9: Ode To Joy - Ludwig van Beethoven

### 2. Pop Songs

Pop songs are those which have contemporary lyrics and an upbeat rhythm, basically for the youth culture. Some of the most popular artists are Michael Jackson, Madonna, Britney Spears, Backstreet Boys, Justin Timberlake, and Cher. The composition of pop songs concentrates more on music technology and recording instead of live performances. Rhythm and effects are two important elements in pop songs. Good examples are:

- a. Bye Bye Bye - N Sync
- b. Beat It - Michael Jackson

### 3. Rock Songs

Rock songs are most popular among teenagers and youngsters. They consist of clear pieces of lead guitar, bass guitar, drums, and keyboards as some of the main instruments. When the instruments are played in sync, they sound energetic along with the vocals. Most popular rock artists are Europe, Creed,

Def Leppard, Van Halen, Bon Jovi, Red Hot Chili Peppers, Bryan Adams and many other good ones. Good examples are:

- a. The Final Countdown - Europe
- b. Jump - Van Halen

#### 4. Metal Songs

Metal songs are a bit more hard-sounding than rock songs. These songs have high pitches and screaming vocals, heavy guitar leads, and solid drum work. In a majority of metal songs, power chords and riffs are used. They may consist of random lyrics, as the primary focus is on the music. Few of the metal music legends are Whitesnake, Metallica, Dokken, Winger, Dio, Yngwie Malmsteen, Scorpions, etc. Good examples are:

- b. Fear of the Dark - Iron Maiden
- c. Rainbow in the Dark - Dio

#### 5. Country Songs

Country songs are suitable for easy listening. They mainly consist of clean lyrics with music pieces using classical guitars and other traditional instruments. Occasionally, solos of instruments like banjo, mandolin, fiddle, and harmonica can also be heard in these songs. You can listen to songs by Keith Urban, Taylor Swift, Chris Young, Garth Brooks, and Shania Twain to get to know country songs. Good examples are:

- a. Mean - Taylor Swift
- b. If Heaven Wasn't So Far Away - Justin Moore

## 6. Hip-Hop Songs

In hip-hop or rap songs, the singers recites lyrics in an off-beat manner but with the continuity of the rhythm. These songs primarily include solid rhythmic beats and synth, with a focus on the way lyrics are sung. Hip-hop songs have become popular not only in the USA, but all over the world. The most popular stars in hip-hop music are Eminem, Nelly, Akon, Flo Rida, Jay-Z, 50 Cent, and Kanye West. Good examples are:

- a. In Da Club - 50 Cent
- b. Lose Yourself – Eminem

### **2.7 Advantages in Using English Song**

There are many key studies that have proved that including songs in learning English process is a very useful tool. Morales (2008) consider that when students sing they may improve English speaking skills and practice pronunciation. In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner they can practice speaking by expressing opinions and reflections about the contents of the songs.

According to Orlova (2003) these are some of the advantages for working in class with songs:

- Practicing the rhythm, stress and the intonation patterns of the English language.
- Teaching vocabulary, especially in the vocabulary reinforcement stage.

- Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
- Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
- Teaching listening. Music can be helpful for comprehension.
- Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

## **2.8 Teaching English Pair work technique by using English Song**

In a teaching process, teacher needs such thing to support their spoke English of teaching learning process itself. Teaching is not only how to transfer knowledge but also how to make the student understand. So, the use appropriate technique and media is very helpful to support the teaching learning process in a class.

In foreign language class, teaching speaking by using pair work technique is a good technique for teach speaking English. The student can share their opinion, information and agreement each other so it can make speak naturally. The researcher agrees with Harmer's view (1995:206) that pair work seems to be a good idea because it immediately increases the amount of student practice.

Almost people in the world love singing or listening song because it is interest things to do it. Song is a familiar and famous thing in our society which is

interesting by richness of content, poetical metaphor and symbols that emotionally reflect the the world we live in. Most of the people like song because it can make the feeling happy and could tell their aspiration. Song can be used to motivate the students positive emotion; it can also inspire the students' can express their feelings and their ideas. Hornby's idea showed that applying song in teaching learning process procedure an active process of students because they are intends to sing. Griffee stated that "Song is part of music that you sing through words" (2001: 10). It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. Oral language can be defines simply just an activity which was combined the words together into something understandable.

Song can play a really important part in the classroom when teaching speaking. It can change the atmosphere in the room within seconds. Futhermore, song can lead into to the topics and ways to pre teach teaching speaking ability. Song is an art to express people's feeling through a sentence which has tone. A simple song usually consists of four sentences. By singing a song students have chance to express and share their feeling to each other. This state supported by Cebula (2008) that "Students who participate in learning English trough songs usually express themselves easily and pick up a lot of new words also building up fluency. A song gives them the opportunity to repeat the same words many times without risk boredom. "

The researcher used pop song in this research because the lyric of pop song is not too difficult to be understood. The research has found that pop song has characteristics that help learning a foreign language: it often contains common, short words; the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar (Murphy, 1992). For the reason above, it can be concluded that researcher choose pop songs as a media in teaching speaking to increase their speaking ability in the classroom. It is example of pop song:

**JUST THE WAY YOU ARE - BRUNO MARS**

1 1 6̣ 1 1 6̣ 1 6̣ 1 1 6̣ 1 2 1 6̣ 1 1 6̣ 1 1 6̣  
 Her ey-es, her ey-es, make the stars look like they're not shining.. Her ha-ir, her ha-ir

1 1 6̣ 1 6̣ 1 2 1 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣  
 falls per-fect-ly with-out her try-ing. She's so beau-ti-ful. And I tell her eve-ry-day

1 1 6̣ 1 1 6̣ 1 6̣ 1 6̣ 1 6̣ 6̣ 1 2 1 6̣ 6̣ 1 1 1 1  
 I kno-w, I kno-w. When I com-pli-ment her she won't be-lieve me. And it's so, it's so

1 6̣ 1 6̣ 1 6̣ 1 2 1 6̣ 6̣ 6̣ 6̣ 6̣ 6̣ 6̣  
 Sad to think that she don't see what I see. But eve-ry-time she asks me

1 4 4 4 5 6 6  
 Do I look okay? I say

[CHORUS]

1 1 4 5 6 1 4 5 6 5 4 5 4  
 When I see your face. There's not a thing that I would change

4 5 4 6 5 6 6 4 5 4 1 4 5 6  
 Cause you're a-ma-zing. Just the way you are. And when you smile

1 4 5 6 5 4 4 5 4 1 4 4 5 6 5  
 The whole world stops and stares for a while. 'Cause girl you're a-ma-zing.

6 6 4 5 4  
 Just the way you are

©Intan-pratamaputri.blogspot.com

Twitter: @Intan\_lovato

## 2.9 The Procedure of Teaching Speaking by using Pair work Technique in English song

*“Use pair work to increase student talking time – even if it seems chaos”*

*(Hadfield)*

Basically, lesson materials used in this class is taken from Senior high school handbook and added from the network entitled about song. In this research, the researcher used a song as a media by using pair work technique so before teaching English song the researcher choose a song to be used to teach in classroom. Lems (1996) and Poppleton (2001) give suggest in choosing a song. There are (1) lyrics of songs should be clear and doesn't disturb with sound of music instrument. (2) The vocabulary has published should be appropriate to the students. (3) The content of song doesn't about sex, hardness, and religion.

The procedure can be cited like the followings:

Pre activities

1. The teacher greets the students.
2. The teacher checks the students' attendance list.
3. The teacher gives some questions about a song.
4. The teacher asks the student to make in pair.

While activities

1. The teacher cutting two lines in each lyric and save in envelope.
2. The teacher gives the envelope to each pair.
3. The students listened a song by the teacher's play.

4. The students arrange the sentence in the envelope until completed after their listened a song.
5. The students sing together with a song above.
6. The students discussed in pair work (dialogues) about a song. The leading question can be:
  - The main idea of the song
  - The content of the song
  - The background of the singer
  - The story of the song
7. The teacher gives oral summary about the content of the song.

#### Post activities

1. The students are asked to discuss whether they have some difficulties on lesson or not.
2. The teacher closes the meeting.

### **2.10 Theoretical Assumption**

In teaching learning process, especially in teaching speaking, there are some technique and media that can help the teacher to reach the aim of teaching learning process. In this research the researcher used pair work technique and songs as a media in this teaching speaking. The researcher assumes that by using pair work technique and a English song in teaching speaking, especially to motivate the students' mind to express about their ideas, information and feeling.

By doing so, the researcher knew that the technique and media can be used to increase the students' speaking ability. This assumption is supported by one of the supporting theories which states that song is part of music that you sing through words". It closely related to speaking, because speaking is an action of having a communication with the others in using oral language. It means that the song can help the students to communicate effectively because the message which delivered in each clearly enough to be understood, of course by helped with the teacher creativity.

### **2.11 Hypothesis**

Based on the theoretical assumption above, the writer formulates the hypothesis:

- There is effect of students speaking achievement after being taught by using English English song in pair work activity.