

## **II. LITERATURE REVIEW**

This chapter will discuss about concept of speaking, concept of fluency, concept of teaching speaking, concept of group work, concept of pair work, advantages and disadvantages of pair work, procedure of teaching speaking through pair work, theoretical assumption, and hypothesis.

### **A. Concept of Speaking**

Speaking has important role in social life. Speaking is used for communication among people in society in order to keep the relationship. According to Bryne (1984) speaking is oral communication. It is a two - way process between speaker and listener and involved productive and receptive skills of understanding. In other word, the listener will try to understand the speaker's ideas from the first person through communication between them. People will find difficulties in appreciating our ideas, if we never try to make a communication with other people. Meanwhile, Welty (1976) states that speaking is the main skill in communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another.

Rivers (1978:162) says that through speaking someone can express his ideas, emotions, attentions, reaction, to other person and situation and influence other

person. Furthermore, someone can communicate or express what he wants from other and responds to the speaker. It means that in order to speak or to express one's ideas, the speaker must also attend the aspects of speaking, in order that the message is understandable to the listener.

According to Doff (1987:2) in all of communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for people to communicate with each other is in order to tell people things they do not know or to find things out from other people.

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.

Speaking is the primary element of languages and it can be developed from the beginning when someone was born, from the first contact with the language (Murcia, 1978:91). From the statement, we know that speaking develops since one's birth, even though it only occurs for the first language or mother language.

Moreover Rivers (1978:6) explains that speaking is developed from the first contact with the language. In teaching speaking, the teacher should motivate the students to use English for a variety of communication purpose. The teacher should be able to create certain situation and condition that encourage teaching learning process. The teacher should be able to choose techniques that can develop students' speaking ability. If the teacher has found the technique that is

appropriate to the students' level, he should apply it in the teaching learning process.

Lado (1976:240) defines speaking as an ability to converse or to express a sequence of ideas fluently. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he must comprehend incoming message and then organize appropriate responses for production. This requires the speaker to have enough number of vocabulary, acceptable, pronunciation, and meaningful utterance. This is in line with Larsen-Freeman (1986) who says that speaking has some aspects: (1) pronunciation. It refers to the person's way of pronouncing words, or how words to be well-produced; (2) grammar. It refers to the study of language rules. This is a kind of regularity of sound structure that nobody could learn language without; (3) vocabulary. It refers to the words used in language. It is a set of words known to person or other entity; (4) fluency. It refers to the one who express a language quickly and easily without any difficulty; (5) comprehension. It refers to the ability of understanding the speaker's intension and general meaning.

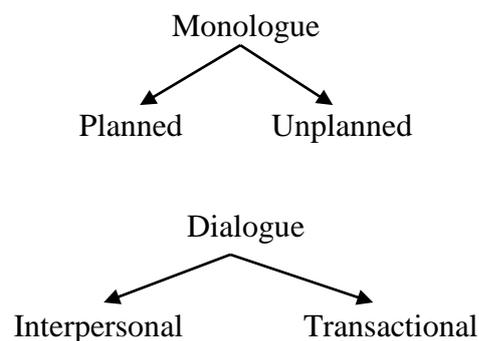
Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Moreover, he said that the form and meaning of speaking depend on the context in which the conversation occurs, including the participant themselves and the purpose for speaking.

Based on the theory above, it can be concluded that speaking is human's need to communicate their ideas, feelings, and opinions with managing certain elements such as turn-taking and providing feedback depend on the context in which it occurs. It will also be easier for the students to learn speaking in order to be able to communicate. In short speaking is a skill of transferring the message to the other. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of life and socialization.

## B. Types of Speaking

Brown (2001:251) classifies the types of oral language as the figures below:



In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, news broadcast, and the like, the hearer must process long stretches of speech without interruption - the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides types 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, where for example, 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 meaningful 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 designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self – initiated or it can even form 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 question or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

**d. Transactional (dialogue)**

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

#### **e. Interpersonal (dialogue)**

Interpersonal dialogue carries out more for maintaining social relationship than for the transmission of facts and information. The conversations are little trickier for learners because they can involve some or all of the following factors; a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

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

Extensive monologue is 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.

From the types of speaking described above, the researcher chooses transactional dialogue since its purpose is to convey or to exchange information or idea that may enable the students to discuss the information and exchange the information they have in which they cooperate one another.

### **C. Concept of Fluency**

In speaking, some aspects should be considered. One of them is fluency. Fluency is the ease and speed of flow of the speech (Harris, 1974:81). Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. (<http://encyclopedia.thefreedictionary.com/fluency>).

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses. Fluency is important goals in Communicative Learning Teaching. While

fluency may in many communicative language course be an initial goal in language teaching Brown (2001:268). The statement infers that fluency is important in speaking. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message (Brown. 2001: 4).

Nation (1989) says that fluency is “the ability to fill time with talk ..... a person who is fluent in this way does not have to stop many times to think of what to say next or how to phrase it”. As Fillmore goes on to show, this fluency will depend on a range of factors including having quick access to and practiced control of many of the language’s lexical and syntactic devices, being able to decide readily when it is appropriate and efficient to use them, as well as having familiarity with interactional and discourse schemata.

Nation (1989) sees fluency “as the maximally effective operation of the language system so far acquired by the student”. This definition suggest that fluency can be measured by looking at (1) the speed and flow of language production, (2) the degree of control of language item, and (3) the way language and content interact.

Invitation is a written or spoken request asking someone to spend time with you socially or to come to a social event.

(<http://www.audioenglish.net/dictionary/invitation.html>). The kinds of invitation are: wedding invitation, fare wale invitation, dinner invitation, birthday party invitation, meeting invitation, holiday invitation, training invitation, competition invitation, and so on.

In line with the explanation above, the researcher assumes that fluency in producing invitation is one of speaking aspect which is asking someone to come to a social event that should be considered by the teacher. It is usually applied to describe spoken language and restricted to speech flow. Therefore, the teacher should make the students communicate with English if he or she wants focus on fluency in producing invitation.

#### **D. Concept of Teaching Speaking**

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan (1982: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. It is in line with Rivers'

statement (1978) that speaking is developed from the first contact with the language that we learn. Contact with the language can be done by transferring out ideas or thought to other people. It is supported by Krashen and Terrell's statement (1983:55) that language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning. It can be said that speaking is one of the best ways in teaching language.

In teaching speaking, the teacher should provide situations or activities that enable the students to transfer out their ideas or thought so that they can communicate one another. Teacher cannot only teach what will be spoken but also the situation that we deal with. The teacher teaches speaking by carrying out the students in certain situation concerning the topics discusses. For instance, the topic is about "holiday" hence the teacher carries out to involve the students' activities in this situation. The topic must be familiar to the students, so that ideas and the organization are clear and the learners have an oral command of the language need to describe the topic. (Sari Yunila, 2002:7)

From the explanation above, the researcher assumes that in teaching speaking, teacher should give the situation and opportunity to students in order that they will see the real thing because any single utterance always reflect to condition of speaker without being afraid to communicating with other students to tell their ideas, experience or feeling. In this case, the researcher proposes the teaching technique for speaking by using pair work.

### **E. Concept of Group Work**

Group work is a generic terms conveying a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language (Brown, 2000:177). Silbert (1976:86) defines group work as a process in which members working cooperatively rather than individually, formulate to work toward common objectives under the guidance of one or more leaders. While Mills (1976:2) states that, a group as a unit composed of two or more person who come contact for a purpose and who consider the contact meaningful. Furthermore, Nation (1980) adds that group work is an activity that give the opportunity to learn communication strategies to control input and strategies to keep a conversation going.

Basically Group Work is the activity of a small group on any subject in the learning process in which the students try to learn from one another by doing and discussing the given task. The useful way of classifying group work activities is to look at the distribution of the information needed to do the activity. The activity of group work is based on the teacher's task. The teacher as an instructor can delegate part of this responsibility to his students, at the same time the students accept their responsibility for learning.

In line with the explanation above, the researcher assumes that a group work is a unit of students who can learn from each other using their conversation materials that can make them speak and work together with their friends. According to Norman (1986), group work is the smallest unit of pair work.

## **F. Concept of Pair Work**

Pair work is a classroom activity in which the whole class is divided into pairs. The idea of pair work is to improve listening and speaking skill by requiring students to exchange information with each other. (<http://flesl.net/TESL/pr-wk.html>, accessed 20<sup>th</sup> September 2008). Matthews and Read (1984:5) explain that pair work is the activity emphasized on oral and aural practice in pairs. So, this activity is suitable for the learners who want to be able to communicate in target language. As Lewis and Hill (1985:45) explain, that pair work is one of the most important ways of achieving the amount of student talking time. Doff (1988:3) further says that pair work is the activity, which allows more students to be involved, and gives students chance to help each other and develop ideas together. Kerr (1986) defines that “pair work” as work on two. Pair work in learning to solve or do the task or problem between two people. Pair work provides great exchange opportunity for communication between students, and most of it is real communication. By doing the pair work, the students are directly involved in solving the problem and sharing the ideas to solve the problem. In pair work there is no leader to be pointed, since the members consist of two persons.

Brown (2001:47) states that as students work together in pairs or groups; they share information and come to each other’s aid. They are “a team” whose players must work together in order to achieve goals successfully. So, it can be said that through those kinds of interaction, the students try to help each other to develop their knowledge. Pair work is one of cooperative learning. Johnson and Johnson (1989) define cooperative learning as the instructional use of small groups so that

the students work together to maximize their own learning and each other learning. Cooperative learning is a teaching strategy which allows students to work together in small groups with individual of various talents, abilities, and backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and for helping the other members of the team learn. Students work until each group member successfully understands and completes the assignment, thus creating an 'atmosphere of achievement'. As a result, they frame new concepts by basing their conclusions on prior knowledge. This process result is a deeper understanding of the material and more potential to retain the material. (Panitz, 1998).

Relating to speaking skill, Yager, Johnson and Johnson (1985) in Panitz, 1998 state that cooperative learning develops students' oral communication skill. Cooperative learning involves students in interaction in which they try to negotiate, give and take information; it unconsciously compels them to communicate. Students' hesitation and shyness to speak may lessen since they try to share it privately to their friends. It is may be the strength that can force the students to improve their speaking ability. It is in line with Brown's (2001:48) statement that as learners interacts with each other through oral or written discourse, their communicative abilities are enhanced.

Pair work makes learners work together and help each other, therefore language teacher should create situations in which information can be shared among learners. The teacher takes many forms to create information in the classroom, for

example, identify objects in a picture, providing uncompleted plans, or diagrams, developing listening texts and telling the content to others. Language teacher should provide opportunity for the learners to choose what to say and how to say it. Learners should be given the opportunity to learn the target language and to learn how to make choices. Teacher's talking time is to be reduced and student's talking time is to be maximized chiefly by putting students into pairs and telling them to talk to their pairs.

According to Long (1996) in Polley (2007) states that the use of pair work in the English Second Language classroom has been shown to be effective means for improving language competence. Pair work promotes a variety of opportunities for learners that fully teacher-led classroom do not always afford. The opportunity for learners to build confidence in a smaller setting that is limited to language learning peers, as well as the increased individual talk time available in an pair work environment are example of the benefits. When learners interact with one another, they sense a level of control in their language learning which lends itself to building confidence in acquiring a second language.

Johnson (1996:116) in Polley found this to be true:

Students-students interact in second language classroom can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and most important, draw on their own prior knowledge and interactional competencies to actively communicate with others.

From the explanation above, the writer assumes that pair work is a team work, which is able to stimulate the students to speak. Through this technique, teachers give support for the students to express their ideas orally.

### **G. Advantages and Disadvantages of Pair Work**

According to Harmer (1983:206) the advantages of pair work technique are:

- a. Pair work is an excellent unit for collaboration working. It consists of two persons so that it can be good teamwork since they state their idea and appreciate each other's opinion.
- b. Partners can sit beside each other, giving mutual aid in a pairs and a member is required to give a support to build a decision and to get a same perception.
- c. Decision can be quickly and easily made. There is not much argument or consideration to get decision because they just consist of two members.
- d. Under the teacher's direction, the student's draw the conclusion of the topic discussed.

Pair work also has some disadvantages

- a. The using of student's native language in monolingual group.
- b. Indiscipline and noisy.
- c. The process can become boring.

### **H. Procedure of Teaching Speaking Through Pair Work**

In line with the Yuliani's procedure in teaching speaking (2008), the researcher modifies the procedure of teaching speaking through pair work consists of three steps, they are:

#### **A. Pre- activities.**

- Teacher greets the students.
- Teacher checks the students attendance list.

- Teacher gives leading question related to the topic will be discussed as brainstorming of what they are going to learn.

For example: Do you know how to invite someone and accept and refuse an invitation?

What are the expressions that are commonly used to it?

- Teacher gives a chance for some students to give their opinion.
- Teacher introduces pair work technique to the students and gives them explanation.

### **B. While activities**

- Teacher gives the students an example of short dialogue related to the topic.
- Teacher gives key words or terms that are commonly used to express the topic and how to pronounce some difficult words.
- The pair phase, the teacher divides the students into pairs.
- Teacher explains the rule of the technique to the students.
- Teacher gives explanation about the kinds of invitation that related to the topic will be discussed. Teacher poses a topic (open – ended question) to the students.

“Class.....have you ever been invited by someone?”

Inviting someone makes relationship between you and others people.

There are many kinds of invitation, for example inviting someone to do homework together, inviting someone to play badminton, inviting someone to a birthday party, inviting someone to attend a meeting, inviting someone to join a holiday travel, and so on. Do you know how to

invite someone, and then how to accept and refuse the invitation to do homework together?”

- In think phase, the teacher asks the students to spend several minutes to think about the topic.
- Teacher asks the students randomly whether they have opinion or not. It can be done by asking them “Have you got your own opinion?” It is intended to force them in order to elaborate their opinion.
- Teacher gives the example of the dialogue of invite someone to do homework together clearly.

A : Hello, Pras!

B : Hello!

A : Pras, do you want to do homework together?

B : Why not!

A : Ok. I will wait you.

B : See you.

- In pair phase, the students then are asked to move to their pair.
- Having paired off with, the students are asked to make a dialogue with their pair related to the topic. Here, they give their opinion to their pair, and then they, in turn, practice applying the expression usually used in inviting someone. They are allowed to make a dialogue with their pair for about 4-5 minutes. Here the teacher monitors the students’ interactions.
- The students perform their idea as what they have done in front of class by conducting transactional dialogue.

### **C. Post- activities**

- Teacher asks the students whether they have any difficulties related to the topic.
- Teacher does evaluation by asking the students “what they have learnt?”
- Teacher closes the meeting.

### **I. Theoretical Assumption**

In line with the frame theories above the researcher assumes that pair work gives positive influence in increasing oral skills which has to be mastered by junior high school's students, that is fluency. Through pair work the students have opportunities to speak actively and chances to express their ideas, so that their fluency can be developed. Furthermore, the main principle of this technique, which is language habit, will help learners to enhance the possibilities of mastering English. Especially by providing them various with kinds of exercises and applying the exercise repeatedly which will cause them absorb the language consciously and unconsciously.

### **J. Hypothesis**

Referring to the theories and the theoretical assumption above, the hypothesis of the research is formulated as follow:

There is an increase of students' fluency in producing invitation in speaking after they are taught using pair work technique.