

CHAPTER II

RELATED LITERATURE REVIEW AND HYPOTHESIS

2.1 Previous Studies

In conducting this research, the writer takes some references from the previous studies. The first reference is article entitled “The Implementation of Pair Work to Improve Students’ English Speaking to the Second Semester at Pharmacist Program of Health Sciences Faculty of Kadiri University” written by Jatmiko (2017). This research has done in 2 cycles. The preliminary study shows the average of students’ score is 59.28. Then, the average score in cycle 1 is 60.75. In cycle 2 the average is increasing become 75.39. So, the result of the study shows that pair work can improve students’ speaking ability in the term of fluency, vocabulary, pronunciation, grammar, and content, and pair work also can improve class situation.

The second reference is article entitled “The Impact of Pair Work on EFL Learners’ Motivation” which is written by Baleghizadeh & Farhesh (2014). The research takes Pair-Work Oriented (PO) learners and Individual Oriented (IO) learners as respondent. Mean score of PO learners is 135.67. It is higher than mean score of IO learners which is only 118.6. So, the result shows that pair work can improve students’ motivation.

Then, the next is thesis entitled “Improving Students’ Speaking Ability through Pair Work Technique (A Classroom Action Research for the 7th Grade Students of SMP Kristen Gergaji Semarang in the Academic Year

2011/2012)” that is conducted by Susanto (2013). The research was done in 3 cycles. The cycle 1 shows that percentage of students’ speaking competence is 44%. In the cycle 2 the percentage increases become 76%. In the cycle 3 shows the percentage of students’ speaking competence is 91%. So, it can be concluded that Pair Work Technique can improve the students’ speaking competence for 7th Grade Students of SMP Kristen Gergaji Semarang in the Academic Year 2011/2012.

The next reference is article entitled “Teaching Speaking by Applying Pair Work Technique” written by Rika Mulya (2016). In the research, t-score is higher than the t-table. The t-score is 2.56 meanwhile the t-table is 2.00. It shows that speaking performance of experimental class and control class has significant different. So, it can be stated that Pair Work Technique is effective for students in improving their speaking performance.

The last is article entitled “Using Pair Work Technique in Teaching Speaking at Junior High School” which is written by Yulitrinisya and Narius (2018). The journal shows that using pair work technique can make students be more active to speak based on the material that has been given and also it increases students’ motivation to speak.

In conclusion based on the previous studies above pair work technique is effective technique in improving students’ speaking competence and motivation. So, considering from that this research attempted to study about using Pair Work Technique in teaching speaking as well. Then, the different between the previous studies and the present research is the previous studies

focus on speaking in general, but the present study only focus on speaking on descriptive text.

2.2 Theoretical Review

2.2.1 Speaking

a. Definition of Speaking

Speaking is one of skill that used for communication besides writing. It is very different from writing. In speaking the speaker has no permanent record of what he said earlier (Brown & Yule, 1983:5). It means that what speaker said earlier will not be same if he has to repeat it, even it has same meaning and topic.

Chaney and Burk (1958:20) as cited in Samad, Bustari, & Ahmad (2017:99) state that speaking is the process of sharing and constructing the sense of using oral or verbal in variety contexts. It means that speaking is process of making vocal sound that is used to conveying message to the other in various situations. Not every producing vocal sound can be called speaking, it has to be contained of sense or meaning.

Then, Harmer (2002:78) in Samad, Bustari, & Ahmad (2017:99) states that speaking is about generating words in correct sequence. So, speaking is not only about producing vocal sound, but it has to pay attention on speaking aspect such as vocabulary, grammar, pronunciation, fluency, and comprehension. Speaker also needs to

pay attention to generic structure of speaking event which is followed by genre.

Flor et, al (2006:139) in Irawati (2016:48) explain that the main role of speaking skill for communicative competence of learners requires the possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances. It means that speaker is not only required to know how to produce an utterance but also how to place that utterance in the right context. It is important, because sometimes people talking nonsense or out of topic.

In Irawati (2016:48) Shumin (2002:207) mention that speaking proficiency engages four communicative competence. They are grammatical, strategic, sociolinguistic, and discourse competence. So, people who want to be proficient speakers have to fulfill those four communicative competences, so that they can speak naturally.

b. Aspect of Speaking

Each skill of English language has some aspects and the aspects of one skill and another skill are different. There are some aspects that are owned by each skill, such as vocabulary. But there is also aspect that only owned by certain skill, such us fluency that is only owned by speaking skill. Duong (2014: 86) in Samad et al., (2017:100) states that speaking has five aspects which are vocabulary, grammar, pronunciation, fluency, and accuracy.

Meanwhile, Brown (2004:140) as cited in Mulya (2016:78) states that components of speaking which are pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc. It is almost with aspects that already stated before. The different is only in the comprehension. Here are the more explanation about those aspects:

Vocabulary is very important not only in speaking but also in writing, reading, and listening. Through mastering vocabulary speaker or writer can express his ideas our thought. Horby (1989: 289) in Samad et al. (2017:100) states that an acceptable language is made up of the number of vocabularies.

Brown (2000:36) in Samad et al. (2017:100) states that grammar is system of rules governing the conventional arrangement and relationship of words in the sentence. Grammar is needed in speaking as well. Using correct grammar make hearer understand what speaker intentions.

Pronunciation based on Nation and Newton (2009:76) in Samad et al. (2017:100) is an individual sound which involves good articulation, and it has features of sound such as aspiration, voicing, voice-setting, intonation, and stress. So, pronunciation is no only about how to say word correctly, but it has to pay attention to the intonation that is used, whether rising or falling intonation, stress, and voice production. It is really important in speaking and it can

cause misunderstanding by hearer when speaker pronounce words in wrong way.

Then, Yingjie (2014:58) in Samad et al. (2017:100) mentions that fluency is the capability to speak in effective speed and to speak smoothly and to produce the right without thinking too much. In other word fluency means speaker do not take long pause or not speak too fast. The speed is being controlled and seems like he has already prepared what will he said. It will be more understandable for the hearer.

Kusnierek (2015:78) in Samad et al. (2017:100-101) explains that accuracy refers to an understanding word, right in structure, syntax, and better in catching the meaning of the message of language without part of mistakes and it does not cause hesitation on interaction. It means that speaker who has good accuracy can deliver information correctly and understandable for hearer. Also he can give correct and direct respond when hearer gives him question.

Comprehension is almost same with accuracy. Hornby (2005) in Mulya (2016:79) coined comprehension as the ability to understand something. Speaker who has comprehension means that he can initiate the communication so that the listener can respond it. This aspect is important to avoid misunderstanding between speaker and listener. So, the communication can go smoothly.

c. Teaching Speaking

Teachers often find difficulties in teaching speaking. It is because learners have to master all of the speaking aspect. Not only that, English position in Indonesia which is as foreign language also gives influence to this problem. EFL teachers also keep explaining in their native language during the English class.

In speaking class teacher should provoke students to use any and all the language at their command to perform some kind of oral task. There are 3 ways of provoking students, rehearsal, feedback, and engagement. Rehearsal means getting students to have free discussion to rehearse students to have discussion outside classroom. Feedback can be received by both teacher and students. Teacher can see how class is running and students can find what they need to improve. Engagement is needed to give high motivation to students (Harmer, 2001:87-88).

During the speaking class teacher is better to stand back so that teacher can watch and listen to what's going on. Not being involved at discussion or role play make students can appreciate the teacher in different level. Teacher also has rights to stopped the discussion when it run out of stream (Harmer, 2001:94-95).

2.2.2 Descriptive Text

a. Definition and Social Function of Descriptive Text

Descriptive text is a text which says what a person, thing, or place like. It is purposed to describe or reveal something such person, thing, or place (Hartono & Purwanto, 2017:65). Descriptive text is describing something in specific. In other word it is only describes one thing. Usually it is started with possession mark in the title. For example, My Beloved Cat.

The social function of descriptive text is to describe a particular person, thing, or places. Meanwhile the specific function of descriptive text is to give description about an object both human and non-human (Hartono & Purwanto, 2017:65). Descriptive text can be used to describe family member, popular person, friend, and other. It also can be used to describe animal, favorite thing, lovely place, and the others.

b. Generic Structure of Descriptive Text

Based on Hartono and Purwanto (2017:65) there are 2 generic structure of descriptive text. First is identification. It is part which introduces or identifies person, thing, or place that will be described. Second is description. It is part which gives detail or specific information about person, thing, or place. The information can be the characteristic or physical appearance of person, thing, or place.

c. Language Features of Descriptive Text

The language features of descriptive text are focusing on specific rather than generic participant, using simple present tense, using verb of being or linking and having, and the last using of descriptive adjectives to build up long noun phrases (Hartono & Purwanto, 2017:66). Specific participant means that only one thing or person or place that is described in descriptive text. Simple present tense is used because it tells the fact about something that is described. Verb of being is also known as “to be” such as is, am, or are. Then, the adjective is used to clarify the noun or person that is described.

2.2.3 Pair Work Technique

a. Definition of Pair Work Technique

Harmer (2001:207) in Mulya (2016:79) defines Pair Work as a way of increasing students participation and language use. By using pair work as a teaching technique teacher can give task and ask them to work in pair. Work in pair gives students more opportunities to speak and throw out their idea. So, it can maximize the students' participation.

Then, Richard and Schmidt (2002:381) in Zohairy (2014:51) states that Pair Work is learning activity which involve students to work together in pair. It means two students work together to finish task which is given by teacher according to the instructions. It will

make the task easier since they can work corporately and they also can share idea together.

In Pair Work students can practice language together, study a text, research language, take part in information gap activities. They also can write dialogue, predict the content of reading texts, or compare note on what they have listened or seen (Harmer, 2001:166). Being in pair can make them get more information than when they do it individually.

b. Procedure of Pair Work Technique

There are three stages in implementing Pair Work Technique in class according to Harmer (2001:122-124):

1. Before: in this stage, teacher needs to follow engage-instruct-initiate sequence. It is to give understanding to the students about what they are going to do and when they have to finish their task. Teacher needs to give clear instructions to the students. If needed, teacher can translate the instructions in native language.
2. During: while students are working in group, teacher can stand in front, side, or back of class to keep an eye on what happening and decide whether need to approach students or not.
3. After: teacher gives feedback after students finish their work.

The feedback can be in the form of having some pairs

demonstrate the language they have been using. Then, teacher gives correction if and when necessary.

c. Advantages and Disadvantages of Pair Work Technique

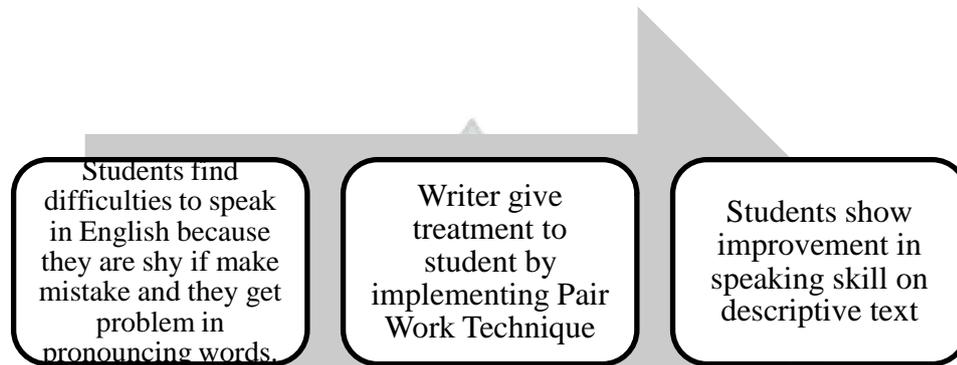
In his book, Harmer (2001:116-117) also states the advantages and disadvantages of using Pair Work technique. The advantages are: 1) it dramatically increases the amount of speaking time any one student gets in the class, 2) it allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence, 3) it allows teachers time to work with one or two pairs while the other students continue working, 4) it recognizes the old maxim that "two heads are better than one", and in promoting cooperation helps the classroom to become a more relaxed and friendly place, 5) it is relatively quick and easy to organize.

Meanwhile the disadvantages are: 1) pair work is frequently very noisy and some teachers and students dislike this, 2) students in pair can often veer away from the point of an exercise, talking about something else completely, often in first language, 3) it is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are, 4) the actual choice of paired partner can be problematic, especially if students

frequently find themselves working with someone they are not keen on (Harmer, 2001:116-117).

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework



Based on the interview with English teacher, the writer knew that tenth grade students had lack competence in speaking skill. It was because students did not know how to pronounce each word correctly. Then, students felt shame when they spoke English since it was not they native language. Teacher also gave students explanation in native language. So, here the writer applied Pair Work Technique during the English class. In this technique students are able to work in pair, so it can reduce students' embarrassment while speak English and also it can increase students' participation. Then after applying the Pair Work Technique the students' competence can improve.

2.4 Hypothesis of Study

Based on the research framework above, researcher formulated the hypothesis of the study as below:

Ha: Pair Work technique is effective in improving students' speaking skill on descriptive text

Ho: Pair Work technique is not effective in improving students' speaking skill on descriptive text

To know whether accept or refuse Ho, it can use criterion testing. Criterion testing is a form of determining whether accept or refuse Null Hypothesis (Ho) by comparing the result of t-test (t_0) and t_{table} according to rule of testing. Null Hypothesis will be accepted if $t_0 < t_{table}$, but it will be refused if $t_0 > t_{table}$ (Sa'idah, 2017:95-96).

