CHAPTER II
THEORETICAL REVIEW

A. Speaking

1. Definition of Speaking

Speaking is the most natural way to communicate. For most people the ability to speak a language it is the same with a knowing language since the speech is the most basic meant of human communication. With speaking people can deliver their ideas, thought, feeling and etc. There are some definition of speaking from the expert. The definition as follows:

According to Tarigan (1981:15) speaking is ability to say or pronounce words and sounds articulation to express feeling, thought and idea. In order that Mulgrave in Tarigan (1981:16) stated that speaking is a tool to communicate idea that is arranged and developed appropriate to the needs of listener and an instrument than express whether the speaker can adapt himself among other or not while we communicate his idea.

Furthermore, Ramelan (1992:12) stated that speaking is the way of communicating ideas by manipulating sounds that are produced by vocal organ.

From the definition above the writer makes a conclusion that speaking is the ability to say or pronounce words and sounds articulation that are produced by vocal organ and process of sharing with another person, or other person, one’s knowledge, interest, attitudes, opinions, or ideas.
Delivery of ideas; opinion or feeling is some important aspect of the process of speaking which speaker idea become real to him and his listeners.

2. **The components of Speaking**

There are five components of speaking competence to measure speaking competence. The five components of speaking competence are:

a. **Fluency**

It refers one’s ability to speak smoothly and easily. Homby (1995:451) defines that fluency as the quality of being able to speak smoothly and readily. It means that someone can speak without any hesitation. Sometimes, someone who is good in grammar and pronunciation be unable to speak fluently. On the other hand, someone can speak fluently even though he makes error in pronunciation and grammar.

b. **Grammar**

It conducts with one’s ability to organize words into sentences grammatically correct and the ability to apply grammatical rules appropriately. It is also stated by Homby (1995:517) that grammar is the study and practice of the rules by which words change their forms and are combined into sentences. It is why grammar is very useful to develop students speaking competence. If they master the grammar, it is easy for them to speak fluently. We can combine the sentences
systematically in writing, speaking and understand easily in reading and listening.

c. Vocabulary

Vocabulary is the basic language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Homby (1995:1331) defines vocabulary is the total number of words of language or vocabulary is arrange of words known to, or used by a person in trade, profession etc. From the definition it can be inferred that vocabulary is words or list of words with their meaning and they are known by their speaker and used to communicate among those speaker and it is employed by language group or individual.

d. Pronunciation

It measures one’s ability to pronounce English sounds correctly, includes its aspects like stress, intonation, etc. Homby (1995:928) defines pronunciation is the way in which language is spoken, way in which a word is pronounced. Based on the definition above, we know that the pronunciation is an important component of language. It refers to one language to the other because each language has different way to speak, including its aspect like accent, stress, and intonation. When we learn a foreign language, it is hard for us to be able to speak like native speaker. Harmer (1983:25) claims:

“The older student is, the more difficult it will be for him to breakdown pronunciation of his own native language. If we turn again in our ideal communication efficiency we will soon see that such native speaker accents are necessary. Communicate efficiency
supposes that a student can say (and be understood to say) what it is
whishes to communicate”.

It means that it is not only realistic long term goal from them to
sounds exactly like an American or an English man. However, we
should consider about pronunciation because it is important for oral
fluency. If we can not pronounce the word exactly like a native
speaker, at least the word we pronounce are understandable –do not
make the different meaning , so that we can communicate well.

e. Comprehension

Comprehension is one of the many components that should be paid
attention to increase students speaking competence to make them
speak well. Homby (1983: 263) states that comprehension is the power
of understanding an exercised aimed at improving or testing ones
understanding of a language in written or spoken.

From the explanation above, it can be inferred that comprehension
is the students’ ability to understand a task which is given by teacher
and how the students to respond it correctly.

3. Teaching Speaking

In teaching of speaking, the teacher must create the teaching process so
that the students are interested to follow the speaking class. The teacher
should motivate the students to practice and speak up. Give the students to
chance to do something with the language to actively use the language
they produce themselves for the situation.
To make the students active in speaking class, the teacher needs some instruments for teaching. Byrne (1976:84) suggest some technique or instrument for teaching the spoken language as follows:

a. Dialogue

Since the main concern in the nearly stage is normally to teach the spoken language, the type of the text best suited to this purpose is unquestionably the dialogue. It present the language directly in the context in which it is most commonly used, and permits the learners to practice in the same way, those establishing film link between language and situation. Both key structure and many feature of the spoken language are easily accommodated within its framework. The dialogues also permit the students to participate actively in the lesson, which from the point of view of motivation, is extremely important.

b. Prose passage

It can be a narrative and descriptive passage. The prose text is continuous sequence of sentence which have been carefully sequenced and link together to convoy the writer’s total meaning. The teacher can ask the students to read the passage and than ask them to retell the passage. They can also do the question and answer practice. The teacher gives some question and the students should answer them.

c. Group work

Group is a good for big class to increase the amount of students speaking practice. The group made up of perhaps six to eight students.
under the direction of a group leader (one of students themselves), whose function is to coordinate the activities of the group. The activities of the students are asked to undertake in their group are defined by the teacher and discussed first with class as whole, but once this has be done, the students should be allowed to work to large extent on their own. Divide into group; the students now are able to sit together, facing one another in a small and intimate circle (rather like a club meeting) and talk freely. The teacher still present and he has an important – and usually demanding- role play in helping and advising the students as required, but he has abdicated his previous one and become something like a guide or consultant.

d. Discussion

By discussion is meant any exchange of ideas and opinion either a class basic, with the teacher as a mediator, or within the context of the group, with the students talking among themselves. It may last only for a few minutes or it may continue for whole lesson.

e. Picture

1. Picture for Interpretation

The picture in this section is not mean to be described. If they were approach in this way, their visible features would be rapidly exhausted and all talk would soon be cover. Instead the students should be invited to identify the “unknown” aspects of the picture.
What is implied but not seen. It is these unseen feature with provide with framework.

2. Picture for a dialogue production and Role playing

At this stage, however we are concern to stimulate free expression and therefore the amount of guidance the students are given must be accordingly reduce. Also since the students are now working in group, they cannot only collaborated acceptable dialogue but they must also first discuss the ideas and language to be used. Once again, hen, take is a side product of the activity. The teacher must therefore gauge carefully the amount of guidance that needs to be given. But where we must help the students is in providing all effective stimuli: One that will set their imagination working.

3. Picture set discussion

By a set meant a number of picture (photographs, drawing, cutouts, form magazine) which are assembled (e.g. a large piece of paper) so as present a topic from different angels, both providing the students with facets that can be talked about one by one and pointing contrast which are calculated to provoke discussion.

f. Role play

This activity is to exercise the learners to any great extent in using language in the situation where they are most likely to need it in everyday life. To do this we should, ideally, now abandon the
classroom. The alternative is to try to create the situation the classroom itself.

g. Game

Games are a natural form of self expression both young and old, and are an activity they all already familiar it. The students accept that games have to be played according to certain rules: This now they are played in real life. Once again in this way we manage to establish yet another link between the classroom and learners own environments.

From the definition above the writer can make a conclusion that teaching speaking needs some instrument or technique to make students active in the teaching learning process. The students will be interested if the teacher teach use instrument.

4. Teaching Speaking in KTSP (Kurikulum Tingkat Satuan Pendidikan)

Speaking is one of skills that taught in English language material. KTSP is current curriculum applied by Indonesian government. KTSP give more space to the school to determine basic competence (Kompetensi dasar) and indicator based on the situational the school. The government only the determiner the standard of competency and then it is interpreted by the school.

Based on KTSP that learning speaking in second grade of Senior High School (SMA) has many topic such as: Expression of love,
sadness, anger, sympathy and so on, but in teaching speaking. The teacher should consider the syllabus. The syllabuses at the second grade of Senior High School consist of:

a. **The Standard Competence**

To implement KTSP the local government now has right to improve more how it in school level. In implementing KTSP one’s of the point that need to be considered how to develop the syllabus. In English subject the syllabus is designed based on the standard isi which is consist of subject, identity, competence standard and basic competence, learning activity, indicator, assessments, time allocation and learning resource. So the government has define standard competence for speaking at the second grade of Senior High School as follows:

1. Express a meaning in the transactional conversation formality and sustained conversation fluency, accurately, and acceptably in the daily of life and access of science.

2. Express a meaning in the short functional texts and simple monolog such as: narrative, descriptive, and news item in the daily of activity

b. **The Basic Competence**

The basic competence is the minimum competence that needs to be mastered by students in achieving speaking skill. It is modification of
the standard competence. The basic competence at second grade of Senior High School (SMA Muhammadiyah I Purwokerto) as follows:

“Express a meaning in the transactional conversation (to get thing done) and interpersonal (socialization) formal and informal in the spoken cycle which is involved speech action: Expressing love, sadness, and anger”.

c. **The Indicator**

The learning outcome or the indicators indicates some areas that need to be gained by achieving speaking skills. Below are the learning outcomes at the second semester:

1. The students are able to identify a meaning of expression love
2. The students are able to use speech action to express of feeling love.
3. The students are able to respond speech action about expression of love.
4. The students are able to identify a meaning of expression sadness
5. The students are able to use speech action to express of feeling sadness.
6. The students are able to respond speech action about expression of sadness.
7. The students are able to identify a meaning of expression anger
8. The students are able to use speech action to express of feeling anger.
9. The students are able to respond speech action about expression of anger.

d. Learning Material

Learning Material is the Material should be studied by students in teaching learning process. The learning material of speaking skills at the second grade of SMA Muhammadiyah I Purwokerto as follows:

1. Expression of Love

Expression of love use to express or say love with some body. According to Soeprapto (2002: 99) Expression is the action or process of making known one's feeling, opinion, ideas, etc and love is a strong feeling of deep affection for something or to feel affection or desire for somebody. So expression of love is the process of one's feeling of love.

Some phrases usually used in expressing, rejecting, and accepting love are:

<table>
<thead>
<tr>
<th>Expression of Love</th>
<th>Rejecting of Love</th>
<th>Accepting of Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love you</td>
<td>I’m sorry I don’t love</td>
<td>I love you too</td>
</tr>
<tr>
<td>I do love you</td>
<td>Sorry, I can’t love you</td>
<td>I fall in love with love you too</td>
</tr>
<tr>
<td>I really love you</td>
<td>I can’t accept your love</td>
<td>I have the same feeling with you</td>
</tr>
<tr>
<td>I’m in love with you</td>
<td>I don’t love you</td>
<td></td>
</tr>
<tr>
<td>I fall in love with</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>
I love you so much

2. Expression of Sadness

Expression of sadness uses to express or say sad with some body. According to Soeprapto (2002: 101) Expression is the action or process of making known one’s feeling, opinion, ideas, etc and sad is showing or causing sorrow, regret and unhappy. So expression of sadness is the process of one’s feeling to express the sadness of somebody.

The followings are the expressions of sadness and the responses:

<table>
<thead>
<tr>
<th>Expression of Sadness</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m so sad</td>
<td>Don’t be sad</td>
</tr>
<tr>
<td>I feel so blue</td>
<td>Don’t drop your self into sadness</td>
</tr>
<tr>
<td>I’m terribly sad</td>
<td></td>
</tr>
<tr>
<td>It’s awfully sad</td>
<td></td>
</tr>
<tr>
<td>I’m totally distressed</td>
<td></td>
</tr>
<tr>
<td>That makes me sad . .</td>
<td></td>
</tr>
</tbody>
</table>

3. Expression of Anger

Expression of Anger use to express or say love with some body. According to Soeprapto (2002: 135) Expression is the action or process of making known one’s feeling, opinion, ideas, etc and anger is an emotion experienced in anticipation of some specific
pain or danger (usually accompanied by a desire to free or fight).

So expression of love is the process of one’s feeling of anger.

Some phrases usually used in expressing, responses, and responses to reduce anger are:

<table>
<thead>
<tr>
<th>Expression of Anger</th>
<th>Responses</th>
<th>Response to Reduce Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oh no ...!</td>
<td>I’m so sorry.</td>
<td>Relax</td>
</tr>
<tr>
<td>Oh dear ...!</td>
<td>You are right, sorry</td>
<td>Control your self</td>
</tr>
<tr>
<td>What a nuisance!</td>
<td>So do I.</td>
<td>Calm down.</td>
</tr>
<tr>
<td>It makes me angry!</td>
<td>I know what you mean</td>
<td>Don’t trouble your self.</td>
</tr>
<tr>
<td>It bruns me up when</td>
<td>Me, too</td>
<td>Take it slow.</td>
</tr>
<tr>
<td>It irritates me when</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>I hate it when</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>I don’t like it either</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Types of Speaking Test**

The speaking used test ability such as fluency in a foreign language. The writer used speaking test to measure the students’ speaking ability and to get the data. There are types of speaking test. According to Skathleen Kitao and Kenji Kitao (2005:3) there are:

a. Reading a loud
One way to test speaking is by having the tester read aloud. This is not generally a good way to test speaking. However, it is away to test pronunciation separately forms the contents of speech.

b. Conversation exchange

Conversation exchange is a simple types of test in which students are given particularly situation and instructed to respond in a certain a way. These tests are usually highly structured and required only a limited response not corrected discourse.

c. Using visual material

Picture map, diagrams, and other types of visual material can be used to test speaking without requiring the tester to comprehend written or spoken material. Though careful selection at the material, the tester can control the vocabulary and to some extents the grammatical structure requires. Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit.

d. Oral interview

Oral interview are testing situations in which the tester and the tester carry out on conversation. The tester generally has a list of question to ask the tester, and some either the interview or another person but preferably another person, assess the language proficiency of the tester.
e. Role play test

Another type of test is a role play. In a role play the tester and confederates are given information on which to base a role play and the testers are evaluated and their ability to carry out and task in the role play. Role play requires the tester to use various functions that he or she might need in real communication.

f. Groups of pairs activities

Point of this is not finding the right answer but to stimulate speech of tester to evaluate.

g. Telling story

Telling story can be a way to measure their speaking ability pragmatically. It can be done using picture. The students can tell their daily actualities, their experiences or a tell story on storybook they have read. Those stimuli can be applied for any levels students.

B. Practice Rehearsal Pairs

1. Definition of Practice Rehearsal Pairs.

Students have some problem in the speaking competence. The problems are the students’ lack of vocabulary, difficulty in pronouncing word, and passive in the teaching and learning process. To solve this problem, the writer uses one of type’s cooperative learning. It is Practice Rehearsal Pairs.
According to Zukhrufarisma (2010:2) Practice Rehearsal Pairs or Pair practiced is one of the strategy that comes from active learning, which explained this strategy use to practice a skills or procedure with a friend by practicing exercise repeatedly which use the information to learn it.

Whereas Zaini (2008:81) stated that Practice Rehearsal Pairs are a simple strategy to practice and repeat the procedure with a couple of skills or learning by exchanging a role.

In addition Istikharoh (2011:3) expressed that Practice Rehearsal Pairs or Pair Practiced is one of cooperative learning technique to involve learners actively from the beginning of teaching that is ensure both of couple can demonstrate or perform the skills or procedure with practice in pairs, it can increase students familiarity and to facilitate the learning material that are psychomotor.

Based on the explanation above the writer makes conclusion that Practice Rehearsal Pairs is one of cooperative learning technique where the students practice and perform their idea, thought and feeling which is applied in a dialogue with their couple. In this activity there are exchange role, do some preparation, before they perform it and it is an easy technique to applying in speaking skills and it make students confidence to speak up in front of the class because they have a partner to accompany him/her.
2. Teaching Speaking Using Practice Rehearsal Pairs

According to Zaini (2008:81) expressed that there are five points of Practice Rehearsal Pairs which explained above are the main requirements in classroom teaching learning process. Below is the procedure how to apply Practice Rehearsal Pairs, including speaking class activity in the classroom teaching activity:

a. The teacher chooses one skills or procedure that will be studied by learners.

In this step, the teacher chooses speaking skills that will be studied by learners. In the speaking there are many material, such as expressing love, anger, sadness, asking and giving opinion, inviting some one and so on.

b. The teacher divides the students into some pairs

In this step, there is not clarification in dividing students into some pairs, the teacher must be creative, but in each pair there are explanatory or demonstrator and observer. Explanatory is the students has task to explain their result discussion with their pair and observer is the students has duties to observe and assess the explanatory.

c. The teacher asked the explanatory or demonstrator to explain or perform how to do the material and the observer duties are to observe and assess the explanation with making notes. For example: The teacher asks students to identify the expressing love in the models of
dialogue text and ask them to search another expression with their pair. After that the explanatory explain it, and the observer duties to observe and assess the explanatory.

d. The teacher asks each pair to make a dialogue and they practice the dialogue repeatedly by exchange a role in their seat, before they perform the dialogue in front of the class. It is done until finished and can be mastered by the students.

e. The teacher asks the students to perform a dialogue text without bring dialogue text in front of the class.

3. Advantages and Disadvantages of Practice Rehearsal Pairs

a. Advantages of Practice Rehearsal Pairs

Practice Rehearsal Pairs has advantages. The advantages as follows:

1. The students are not passive in teaching and learning process, they will be active students. Practice rehearsal pairs help students to be active in the teaching learning process by discussing material with pairs and exchanging role.

2. The students will be easier to interact with the teacher or his/her pair or another pair because the students don’t work the exercise individually but in pair and they can discuss it with the teacher or another pair.
3. It makes students more interested in the speaking class because there is not traditional method for teacher but the students active to discuss a new material in pairs.

4. The students have many chances to speak more and more with their pair in the speaking activity.

5. The students have same opportunities in the each pair. It’s mean that every student will get the same role in their pair; they can to be explanatory or observer.

b. Disadvantages of Practice Rehearsal Pairs

Practice Rehearsal Pairs has disadvantages. The disadvantages as follows:

1. Manage the time. The time will be longer to discuss each pair, make a dialogue, and exchange a role of each pair, so the time to perform every pair is not enough.

2. Monitoring Class The class will be crowded by discussing each pair and monitoring the activities of students will be difficult in a big class because in big class there are many pair has different ideas Not only the students has different idea but also the students work in pairs, they just end up and chatting in their own language. It makes the teacher difficult to handle the class
C. Basic Assumption

Practice Rehearsal Pairs is a technique of cooperative learning used by students to help them increasing their speaking ability because every students can practice and express their dialogue repeatedly before they are performing it, with his or her couple, and in this technique the students can exchange the role, it is an easy technique to be applied and used. So the Practice Rehearsal Pairs is effective for teaching speaking.

D. Hypothesis

On this research the writer has hypothesis that Practice Rehearsal Pairs is effective for teaching speaking at the second grade of SMA Muhammadiyah I Purwokerto.