

Chapter Two

Literature Review

This study intends to investigate the effectiveness of using Pair-taping applied in a class. More notably, this literature review discussed some important aspects related to this study in getting a framework of the issue.

Nature of Speaking

Definition of Speaking. According to Bashir, Azeem and Dogar (2011), speaking is a kind of productive skill which is more complicated and involves more than just pronouncing words. Speaking is one of four language skills that contribute on language learning. Brown (2004) argued that speaking is a productive skill. It means that speaking skill is an ability not only to speak English fluently but also process information and language 'on the spot'. In addition, Kusmarwati (2009) said that speaking is one of an important part and it has a correlation among one of four basic language skills. Every skill has a correlation in other skills, such as speaking skill cannot be useful if someone is low in listening skill. Kayi (2006) argued that speaking connects with linguistic ability which consists of language structure, language content, and teaching methodology not only on writing, reading and listening. Hosni (2014) stated that speaking is actively using of language, which is used to express the meaning.

Based on the definitions above we can simplify that speaking is a skill where students can speak fluently and they can produce, receive and process the information directly.

Elements of Speaking. According to Brown (2001), there are six elements that necessary for scoring spoken production. Those are grammar, vocabulary, comprehension, fluency, pronunciation and task.

Grammar. Grammar is one of element of speaking that is very important because without grammar knowledge, students cannot know how to produce the target language. According to Fromkin, Rodman, Hyams, Collins, Amberber and Cox (2012), grammar is a knowledge of the students about the units and rules of their language, rules for combining sounds into words (phonology), rules of word formation (morphology), rules for combining words into phrases and phrases into sentences (syntax) and rules for assigning meaning (semantics).

Vocabulary. Vocabulary as the element of speaking which is indicated that students have collection of words as the foundation to build language. Based on Hatch and Brown (1995), vocabulary is the foundation to build languages. It plays a fundamental role in communication, so if students are mastering vocabulary, they can express their ideas and understand the other basic competence well.

Comprehension. Understanding the meaning of the question orally and can receive the question into correct answer is the students' comprehension skill in speaking. According to Brown (2001), comprehension is a skill when students can understand the meaning of the question in spoken and can deliver their statement clearly, repetition or paraphrases. Moreover, students should know what they have said and what kinds of question that they have to be answered.

Fluency. When students speak English, some students try to speak English clearly. Richards (2008) argued that fluency is the natural ability to speak spontaneously and quickly, smoothly, accurately and clearly, efficient and comprehensibly with minimum errors that may distract listener from the speaker's message.

Pronunciation. Pronunciation is the way of words that is usually spoken. According to Ur (1996) pronunciation is the sound of language or phonology, stress and rhythm also intonation.

Task. Students should have a task ability in speaking. Brown (2001) pointed out that students should have an ability to answer and ask appropriately even in social demands and unfamiliar topics.

Based on the four elements above, it can be simplified that students have a good speaking skill if they will be able to do six elements above. Hence, they are able to deliver, receive and produce information clearly.

Assessing Students' speaking performance. To know the students' level of speaking, teachers should assess their students with the appropriate test and rubric sheet (see Appendix 3 for details) as the criteria in scoring six elements of speaking. According to Brown (2001), there are some ways that the teachers can choose to assess their students' speaking performance. One of them is oral interview test. Oral interview test is an activity when teacher tries to do a direct face to face interview through a protocol of questions and instructions (Brown, 2001).

There are fifteen questions and one paragraph which employed to test pronunciation through reading the text aloud (Brown, 2004). Questions of this paper are divided into four parts, namely warming-up questions, level check questions, probing questions and cooling-down questions. Each part consisted of three to five questions. Here the explanation in each part:

Warming-up Questions. There are four questions which are used to ask about the students' identity. In this session, the teacher also did some activities to make the test run smoothly, such as directing mutual introduction, helping the students become comfortable with the situation, telling the students of the format and decreasing anxieties. There is no scoring of this phase takes place.

Level Check Questions. There are five questions in this phase. The teacher stimulated the students to respond using expected or predicted forms and functions. Questions are usually designed to obtain grammatical categories such as past tense or subject-verb agreement, discourse structure like a sequence of events, vocabulary usage, and or sociolinguistic factors like politeness conversations, formal or informal language. This stage give the teacher information of students' readiness, confidence and something important. This is used as the teacher's result. Linguistic target criteria are scored in this phase. Tape recording to record the interview is important if this stage is too long.

Probing Questions. There are four questions in the Probing stage. Probe questions will challenge students. They will be brought to the higher of their ability. The questions of this part are more difficult than questions in previous

phase. Sometimes, the probing questions are related on previous stage. Responds the probe questions are scored. The students get zero score and fail the test if the students display an inability to handle such complexity.

Cooling-Down Questions. This is a final phase of the interview. There are three questions in this phase. The teacher will ask some easy question to make students feel relax. This phase will provide information about when and where to obtain the result of the interview. This part is not scored.

Based on the explanation above, it can be summarized that the questions on the oral interview test are divided into four parts and one paragraph to measure students' speaking pronunciation. It is used as a guideline in doing oral interview test.

Factors Influencing Students' Difficulties in Speaking. Ur (1996) argued that there are four factors that students faced on their speaking difficulties. They are inhibition, nothing to say, low or uneven participation and mother tongue.

Inhibition. Students feel afraid if they are making a mistake when they speak in front of the class and another friend is laughing them. Sometimes when students speak and make a mistake in front of the class, another friend laughs them and bullies them. It will make students feel afraid and shy to speak in front of the class.

Nothing to Say. Students have many reasons to do not express their feeling by themselves. Sometimes, students complain that they cannot think

anything to say. Beyond of the students' guilty feeling, so they should speak.

Some students do not have an idea and hard to think anything to say.

Low or Uneven Participation. Only one student wants to talk at once time. Because of large classes and sometimes there is a dominant student in a class, so some students cannot be participated in a class and just speak very little or not at all. The dominant students will dominate in all of activity in a class and do not give an opportunity to other student to be more active in a class.

Mother Tongue. Students have not already to use second language in explaining something, so that they use their mother tongue to explain something. They feel that they will be more easily using their mother tongue to explain something better than use English. Students' inadequate vocabulary collection and weak sentence building skills are the reasons for using the mother tongue.

Based on the explanation above, it can be simplified that there are some factors which can influence in leaning speaking. Some students will face some factors in producing a correct sentence, so they cannot speak fluently when doing a conversation using a target language.

Pair-taping Method

Definition of Pair-taping method. Pair-taping is a teaching method, wherein students can practice their speaking without feeling shy and afraid making a mistake in a pair and record the conversation themselves. There are opinions and definitions about Pair-taping method by some experts. Kubo (2007) argued that Pair-taping (PT) is a method designed by Schneider. Pair-taping is an

activity which offers students to do a conversation in pairs and record their conversation themselves. Teachers' duty is to monitor students' progress and to provide a feedback. Scheneider (2001) stated that Pair-taping is the way to push students to practice their speaking fluency. They can speak anything and record themselves in a pair. According to Minh (2012), Pair-taping or recording technique is a method where students practice speaking in English and record the conversation to be a valuable recording.

From those definitions, it can be concluded that Pair-taping is a recording technique, wherein students practice their speaking while they record their conversation itself in a pair. In every section, students practice their speaking with different topic and teacher as a moderator will collect students' recording to give a feedback.

Steps in applying Pair-taping method in the Class. Some activities that the teachers and students should do in applying Pair-taping method in the class are very important as a proof that this method is successfully applied (Scheneider, 1997). Here the cycle activities in conducting Pair-taping method in the class as the strength of this method.

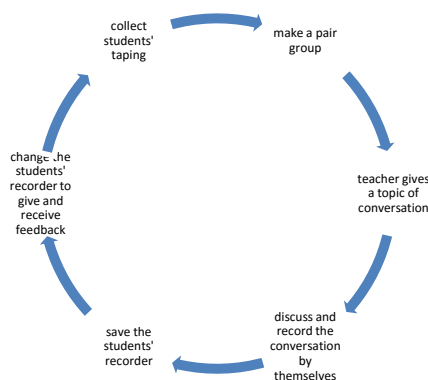


Figure 2.1 Pair-taping method cycle activities

Make a pair group. When teacher wants to apply Pair-taping method in the class, the first step that the teacher should do is making a pair group. Students are divided into some groups consist of two students in every group. This group is used to build an effective time in doing conversation using English.

Teacher gives a topic. After students get their own pair group, students are given a topic of conversation. Students will get a different topic in every meetings. In giving a topic of conversation, teachers should prove that the topic is suitable with the syllabus certainly.

Discussion and record the conversation by themselves. Students discuss the topic of the conversation after getting the topic. When they do a conversation in a discussion activity, students also record their conversation by themselves. The recording will be used in giving and receiving feedback. The time of conversation is not more than 5 minutes.

Save the students' recording. After students finish their conversation, they have to save their recording. It will be used in giving and receiving feedback activity. Don't forget to give name, date and students' number in every taping and also the topic of conversation.

Change the students' recording to give and receive feedback. Students try to give and receive feedback to know their errors in grammatical use and pronunciation. Some students change their recording to the other group to listen and rewriting their friend conversation on their recording to give feedback. They

can evaluate their performance in every treatments after getting feedback.

Students can ask teacher if they have a problem and still confuse in giving feedback.

Collect students' taping. After students finish all of the activities, they should give their taping to their teacher. Their taping is used as the teacher's archives. Teachers can know their students' speaking improvement by listening the conversation on their students' taping.

From those explanation, it could be summarize that there are some activities in conducting Pair-taping method in the class. Thus activity as the specific things that differs from other method of conversation activity. This activity can make students active in speaking using English and can evaluate their speaking performance by themselves using their recording.

Giving and receiving feedback. This activity as the important thing in conducting Pair-taping method in the class (Schneider, 2001). It also as the one of activity in using Pair-taping method in the class. To know the importance of giving and receiving feedback in applying Pair-taping method in the class, here the definition and kind of feedback on oral work.

Definition of Feedback. Feedback is given to ensure students' understanding as the learning outcomes about the lesson. It can be used to give correction to the students about their assessment. This activity is given to know students' understanding and knowledge of the learning. Hattie and Timperley (2007) stated that feedback is one of the most powerful influences on students'

learning and achievement. Voerman, Meijer, Korthagen and Simons (2012) argued that feedback as information which is provided concerning on the performance and understanding of the students. Feedback references to goals and aims in improving learning knowledge. Dinham (2008) pointed out that feedback provides teachers and students information about past and current learning experiences and should inform the future teaching and learning opportunities. The function of feedback include recognizing, correcting, and encouraging, challenging and improving student performance. Frey, Nancy, Fisher, and Douglas (2009) asserted that feedback is a way where it provides individualized response to the students' work. Sometimes feedback is given as an activity in learning process to push students to be more active in the classroom. Feedback can be given by the teachers to their students, individual or personal and sometimes students to their friends or peer feedback.

Peer Feedback. To make students more active in the class, the teachers should facilitate students to take a part in all of the activity in the class. To make students take a part in the class, teachers should provide activity which is used to students to give and receive feedback about their performance. Peer feedback can be defined as an activity to train students to consider more, specify the level, value, or quality of the product or performance by others. Gielen, Peeters, Dochy, Onghena, and Struyven (2010) stated that peer feedback is given as a way to increase opportunities for constructive feedback and students' interaction. Students' participation in the assessment is very important in the learning benefits as a result of being involved in giving and receiving feedback. Kovac and

Sirkovic (2012) argued that peer evaluation in learning speaking gives a positive way to the students. Students become aware their errors on speaking and have positive attitude toward peer evaluation. This activity can make a class to be more dynamic and interesting, both for the teachers and the students. Alnasser and Alyousef (2015) stated that peer feedback as an evaluation activity which is used to make students more active in the class as a collaborative learning. Furthermore students should evaluate and revise by imitating these instructions both in pairs and individually. Khusnia (2015) argued that peer feedback builds a responsibility for evaluating, judging and improving their own performance.

Corrective Feedback. In improving students' speaking performance, teacher should facilitate students to give and receive feedback as an activity to push students perform better. Rezaei, Mozaffari and Hatef (2011) stated that Corrective feedback means that student can responds teacher's feedback immediately as a reaction in some ways to take attention in some aspects on students' utterance. Chu (2011) argued that corrective feedback can engage students to do a better performance because they have gotten feedback on their performance in previous meeting.

From those definitions, it can be summarized that feedback is a comment on students' performance which is given by the teachers to their students and the students to the students. The comment can be given orally or written to give students information as the learning outcome. Sharing and giving suggestion in the process of giving and receiving feedback are very beneficial for enhancing

their speaking performance. It enables students to take greater responsibility of their learning and also develop their critical thinking and feedback skills.

Feedback during oral work. Giving feedback in oral work is very important in enhancing students' speaking performance. By giving feedback, students can know aspects of speaking that should be improved. According to Harmer (2001), feedback can be very helpful for the students in improving their speaking performance. It helps students to know their interpersonal skills and also increases students' motivation and persistence. There are two parts which are very important in giving feedback in oral work including feedback on accuracy and feedback on fluency.

Feedback on accuracy. To show students that a mistake has been made, teachers or students can help it by doing something about their mistake. Lyster and Ranta (1997) argued that to give students' feedback on their incorrect utterance, teachers or students can adjust their intonation to highlight the error. According to Harmer (2001), there are some alternative techniques which can be used in giving feedback on accuracy. First is repeating. Students can ask someone to repeat what they have said with intonation and expression which indicate that something is not clear. Second is echoing. This activity like repeat the students' say and emphasis the part of the utterance that is wrong. The third is statement and question. The teacher or students can say "that is not quite right or do people think that is correct?" to indicate that something has not quite work. Expression is the next way to give feedback on accuracy like appear to be cruel. Facial expression and gesture may be enough to indicate that something does not quite

work. Next is hinting. It is a quick way to help students in giving feedback on accuracy. The last is reformulation. Students or teacher repeat what students have said correctly and reformulate the sentence without making a big issue. It is an underrated correction technique to repeat what the student has said correctly. If the student is unable to correct herself, or respond to reformulate, so the teachers need to focus on the correct version in more detail.

Feedback on fluency. Giving feedback on students' speaking fluency is very important because fluency is one of speaking elements that is crucial in delivering something. According to Harmer (2001), the content is an important part that should be focused than the language form. There are some ways in giving feedback on speaking fluency including gentle correction like reformulate the students' speaking sentences. And then recording mistakes, like as an observer, students and teachers watch and listen to the students' performance, so that they can give feedback afterward. The last is after the event. After students have recorded their performance and then ask what they found easiest or most difficult such as correct or incorrect words, phrases or sentences on the board and sometimes giving notes to the students are very helpful in giving feedback on fluency.

According to the explanations above, it can be concluded that feedback although from teacher or students in learning speaking is very helpful because it is used to improve students' critical thinking and their responsibility. Each student will have responsibility in enhancing their performance in every meeting because they have gotten feedback in previous meeting.

Advantages and Disadvantages of Pair-taping method. Every teaching method has advantages and disadvantages when it is applied in a class. Here they are the advantages and disadvantages of using Pair-taping method in the class.

Advantages of Pair-taping. According to Kubo (2009), there are several advantages of Pair-taping. First, students will be more confident in speaking English. Second, applying Pair-taping method in the class, makes students will be more comfortable because they will speak and say anything without thinking about their grammatical use and making a mistake. There is no punishment and laughing each other when some of them doing a foolishness. By doing this method, it can enhance students' self-confident.

According to Kluge and Taylor (2000), Pair-taping method has advantages when it is applied in the class. First, students feel enjoy in speaking English. Second, this activity can be a relaxation in speaking English. Third, this activity can motivate students in improving students' speaking English. Next, students can develop their fluency and ease in speaking English. Next, students get a responsibility toward their progression outside of the class. Afterwards, students will be more confident in speaking English. Next, teacher can know and gain a better sense on what their students are and on what their students' problem in speaking. The last, students will be enjoy more in taping their speaking and can know their value. Euphoria in the school is different because students have spirit to speak English everywhere.

Minh (2012) suggested that the advantages and disadvantages of using recording technique or Pair-Taping method will be faced in applying this method

in the class. First, students can more face their errors and correct it when their recording is played. Second, students have been motivated or high motivation by playing their recording and getting feedback from teacher. Third, students will be more excited to learn speaking. Fourth, students will be more active in the class because there is new technique and challenging.

The disadvantages of Pair-taping method. When teachers apply Pair-taping as a teaching method in learning speaking, they will face a problem and it is as disadvantages in conducting Pair-taping method in the class. According to Minh (2012), disadvantages of using Pair-taping method in the class are students will feel uncomfortable during recording and get poorer performance than usual. Then, technical problems sometimes will disturb their record. Next, noisy environment can distance speaker. The last, correction process will spend more time

Based on the explanation above, it can be simplified that Pair-taping is a teaching method that has advantages and disadvantages. By knowing those, the teachers should know those method is appropriate applied on their class and also should make a well preparation and explanation before doing this method. Meanwhile the students can follow this activity easily without feels confused.

The Implementation of Pair-taping method in Teaching and Learning Speaking

The implementation of Pair-taping method in the class is very easy by well preparations. There are two topics that will be discussed. The first is teachers' task and the last is students' task.

Teachers' task. In conducting Pair-taping method in the class, teachers should do some steps to make their students understand in conducting Pair-taping method. According to Scheneider (1997), the teachers' steps in conducting Pair-taping method in learning speaking. First, teachers divide their students into pair. Second, teachers give their students a topic that will be discussed. Next, teachers give 10 minutes to talk. This activity as a daily activity in the class, so students can practice their conversation every day and speak English habitually. Next, collect students' taping every day by making a date for every taping. The last, teachers are checking their students' taping.

Students' task. When doing Pair-taping method in the class, students also do some steps, in order to conduct Pair-taping method successfully. Kluge and Taylor (2000) argued that there are some students' steps when they want to do a conversation using Pair-taping method. First, students make a group of work consists of two students to make an effective conversation. Second, students give name, students' number and date of students' tape before begin their conversation. Third, in the students' conversation, students are allowed to use only one language, it is English. Fourth, students should speak without written the material or preparation before. Next, students should not leave long pause on their conversation. And then, change the partner every day and record the conversation every day. Lastly, rewind the recording to the beginning when the students have finished taping. Hand phone also appropriate as a tool to record students' conversation.

Review of Related Studies

There were many researches that involved speaking performance as the main problem. Some of them tried to disclose the significant effect of using Pair-Taping as a teaching method implemented in the class to improve speaking performance. One of the researches was conducted by Alfia (2014) entitled “The effect of using Pair-Taping Method towards motivation in learning speaking of the second grade students at *SMAN 3 Pekanbaru*”. This research aimed to know about the effect of using Pair-Taping Method on students' motivation in learning speaking at *SMAN 3 Pekanbaru* for second grade students. The result of this research revealed that there was a significant effect of using Pair-Taping Method towards students' speaking performance of the second grade at *3 Pekanbaru Senior High School*, especially in students' learning motivation. The research presented the percentage of students' speaking performance taught using Pair-Taping method and taught without Pair-Taping method. From the result of this research, it can be concluded that there was a significant effect of using Pair taping method towards students' motivation in learning speaking of the second grade at *3 Pekanbaru Senior High School*.

Another research was conducted by Kubo (2009) entitled “Extensive Pair taping method for college students in Japan: Action research in confidence and fluency building”. The subject of this research was 12 students (six pairs). The research was designed to investigate whether Pair Taping method could be used in the classroom and what the effects of Pair Taping method in developing students' fluency building and confidence of six pairs female for first year. The research

findings were Pair Taping method gives students an alternative way for learning and change within the classroom. The result of this research showed that students who chose Pair Taping method reported increases in ease of speaking English, self-confident about speaking English, motivation for improving their spoken English, relaxation in speaking English, enjoyment of speaking English, and improvement in speaking English. Those were suggesting that students' improvements are related to their increased confidence and their increased motivation to improve their increased enjoyment of speaking English. This research presented the percentage of students' speaking fluency building and students' confidence taught using Pair-Taping. From the result of this research, it can be concluded that there was a significant effect of using Pair taping method towards students' speaking fluency building and students' confidence at college students in Japan.

The distinction between this study and the previous study is on the elements of the speaking being examined. The previous studies examined Pair-taping method influence on students' fluency, confidence and motivation. Meanwhile this current research focuses on all elements of speaking including grammar, vocabulary, comprehension, fluency, pronunciation and task that can be influenced by using Pair-taping method.

Conceptual Framework

According to Ur (1996) there are some factors which are influencing students' speaking difficulties such as inhibition, nothing to say, low or uneven

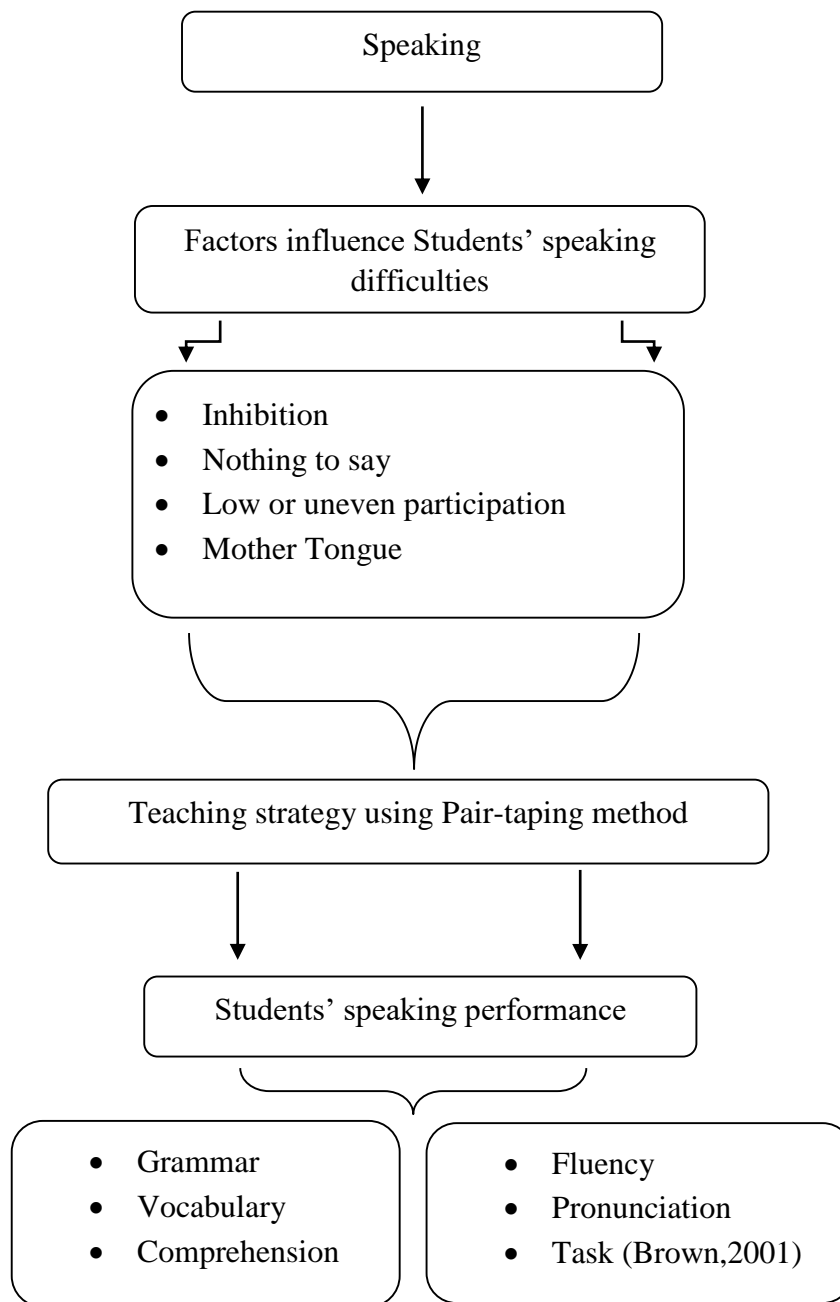
participation and mother tongue. Those are the factors that will be faced by the students in learning speaking.

Pair-taping is a teaching method, wherein it is used in trying students' speaking actively. This method is used in teaching speaking, and it will try students to practice speaking continuously without nervously and shyness. From the explanation here, the researcher tries to apply this teaching method in the classroom to evaluate the effectiveness of this method in improving students' speaking performance.

Based on literature review, this section will present the theoretical framework which can answer one research questions, "*How is the effectiveness of using Pair-taping method in improving students' speaking performance at SMK N 1 Godean*". There is dimension that will be investigated in this speaking performance. The researcher only focuses on daily conversation and future work. Students try to practice their conversation utilize the current information and learning outcome using Pair-taping method in the classroom. Students can be familiar in speaking using English and improve their speaking confidently by collecting the result in the effectiveness of using Pair-taping method which is applied in the classroom.

Conceptual Framework

Figure 2.2 Conceptual Framework



Hypothesis

The hypothesis can be formulated as follows:

Alternative Hypothesis (H_a).

H_a : Pair-taping is effective to improve students speaking performance in *SMK N 1 Godean*.

Null Hypothesis (H_0).

H_0 : Pair-taping is ineffective to improve students speaking performance in *SMK N 1 Godean*.