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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Framework

1. The Definition of Speaking

There are many theories about speaking. Speaking is one of four language skills that should be mastered by someone. It is one of two kinds of productive skills. According to Brown (2000, p 140), speaking is a productive skill that can be directly and empirically observed, those observation are invariably collared by the accuracy and effectiveness of their takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Speaking is the main form of communication that is used to get any message across, moreover in teaching and learning process.

Based on the definition above, the writer can summarize that speaking is important to every people because this is a way to communicate and express their ideas, feelings, or something in their mind to others.

2. Function of Speaking

It is an important part of everyday interaction and most often the first impression of a person is based on his or her ability to speak fluently and comprehensibly. According to Brown and Yule in Richards (2006, p 2-5), there are three functions of speaking, they are :

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a. Talk as Interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat. Recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each others than on the message.

b. Talk as Transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making one self understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. One is the situation where the focus is on giving and receiving information and where the participants focus is on giving and receiving information and where the participants focus primarily on what is said or achieved, for example asking someone for the time. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transaction which focuses on obtaining goods or services, such as checking into hotel.

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c. **Talk as Performance**

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is talk with transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format, for example a speech of welcome, and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

Thus, students have to master speaking skill in order to get the goals of speaking that describe in its functions. Likewise the teacher has to carry the students with situation that can apply these functions of speaking in the classroom.

3. The Nature of Speaking Ability

According to Kalayo and Fauzan (2007, p 101), many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in term of their accomplishments in spoken communication. It means that the mastery of the language can be seen from the speaking fluency.

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According to Brown (2004, p 142), in speaking activities, there are some skills of speaking that could be considered namely:

1. Micro Skill

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunk of language of different lengths.
- c. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and information contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic device-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word classes (noun, verb, etc), system (e.g., tense, agreement, and pluralisation), word order, patterns, rules, and elliptical forms.
- i. Produce speech natural constituents: in appropriate phrases, pause, groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro Skill

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- a. Appropriately accomplish communicative function according to situations, participants, and goals.
- b. Use appropriate styles, register, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and yielding, interuping, and other sociolinguistic feartures in face to face conversation.
- c. Convey facial features, kinesies, body language, and other nonverbal cues along with verbal language.
- d. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assesing how well your interlocutor is understanding you.

4. The Problem in Speaking

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. But, normal speech contains a fair number of slips and errors such as mispronounced words, mixed sounds, and wrong words due to inattention.

In addition, according to Penny (2003), there are problems of speaking activity experience, they are :

1. Inhibition

Learners are often inhibited about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

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2. Nothing to say

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participant

This is problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother- tongue use

They may tend to use it : because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.

According to Penny Ur (2003), the problems above are because of some factors:

- a. The teacher seems dislike hearing the incorrect grammar in the classroom.
- b. The language educators have stressed linguistics competence more than communicative competence
- c. Audio-lingual theorists have been felt that the students should not be permitted to create language in uncontrolled situations.

The students in learning English must recognize problems and their causes in speaking. By doing so, the students are expected to avoid the problems of speaking in order to be able to speak fluently and correctly.

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5. The Type of Speaking

According to Brown (2004, p 141), there are five types of similar categories that are applied to the kinds of oral production that students are expected to carry out in the classroom, they are imitative, responsive, interactive, and extensive.

1. Imitative

The first ability type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this is a purely phonetic level oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

2. Responsive

Responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standards greetings and small talk, simple request and comments and the like.

3. Interactive

The difference between responsive and interactive speaking is in the length complexity of the interaction, which sometimes includes multiple exchanges and multiple participants. Interaction can take two forms of the transactional language, which has the purpose of exchanging the spesific information or interpersonal exchange, which has purpose mainting social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to

speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversation.

4. Intensive

A second type of speaking frequently employed in assesment context is the production of short streches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

5. Extensive

Extensive oral production task includes speeches, oral presentation, and storytelling during which oppurtunity for oral interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

6. Teaching Speaking

According to Nunan (2003, p 54-56), there are many principles that every teacher should consider while planning a speaking course:

- a. Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one of where the target is not the language of communication in the society. A second language (SL) context is one where the target language is the language of communication in the society.

- b. Give students practice with both fluency and accurary.

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Accuracy is the extent which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

- c. Provide opportunities to talk by using group work or pair work, and limiting teacher talk.

The learners take on diverse speaking roles when the teacher is removed from the conversation, that is normally filled by the teacher.

- d. Plan speaking tasks that involve negotiation for meaning.

Negotiating for meaning is when learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make your self understood.

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of good and or services.

Teaching speaking should improve students' skill in communication. They are expected to be able to produce their language especially in each circumstance where they live. Students are expected to be able to express themselves by having speaking skill.

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7. Assessing Speaking

According to Hughes (2003, p 131), there are some proficiency descriptions of speaking, which speaking skills are assessed based on the components of speaking as in the following:

a. Accent

- 1) Pronunciation frequently unintelligible.
- 2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
- 3) “Foreign Accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- 4) Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding?
- 5) No conspicuous mispronunciations, but would not be taken for a native speaker.
- 6) Native pronunciation, with to trace of “foreign accents”.

b. Grammar

- 1) Grammar almost entirely inaccurate except in stock phrases.
- 2) Constant errors showing control of very few major patterns and frequently preventing communication.
- 3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- 4) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

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- 5) Few errors, with no patterns of failure.
- 6) No more than two errors during the interview.

c. Vocabulary

- 1) Vocabulary inadequate for even the simplest conversation.
- 2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
- 3) Chose of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
- 4) Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- 5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- 6) Vocabulary apparently as accurate and extensive as that of an educated native speaker.

d. Fluency

- 1) Speech is to halting and fragmentary that conversation is virtually imposable
- 2) Speech is very slow and uneven except for short or routine sentences.
- 3) Speech is frequently hesitant and jerky; sentences may be left uncompleted.

- 4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
- 5) Speech is effortless and smooth, but perceptively non-native in speed and evenness.
- 6) Speech on all professional and general topics as effortless and smooth as a native speaker's.

e. Comprehension

- 1) Understand too little for the simplest type of conversation.
- 2) Understand only slow, very simple speech on common social and touristic; requires constant repetition and rephrasing.
- 3) Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- 4) Understand quite normal educated speech when engaged in dialogue, but requires occasional repetition and rephrasing
- 5) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- 6) Understand everything on both formal and colloquial speech to be expected of an educated native speaker.

According to Nunan (1999), the design of speaking assessment is:

a. Grammar

Test takers are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

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b. Vocabulary

The range, precision, and the usage of vocabulary features in a conversation used by test takers indicate the level of how proficient they are.

c. Comprehension

Understanding the context of the conversation and able to give appropriate response according to the question.

d. Fluency

The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to respond specific theme without any hesitation in choosing words.

e. Pronunciation

Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspects interfere the communication are the criteria of the assessment.

f. Task

Task deals with finishing the command given during the speaking test. Like all test scores, speaking scores must be dependable, fair, and above all useful for the intended purposes.

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8. Stand-Up Hand-Up Pair-Up Strategy and Speaking Skill

a. The Nature of Stand-Up Hand Up Pair Up

Speaking is a complex skill. That is why learners have to have ways in mastering it. Especially if they have a presentation about a topic, it is going to be rather difficult then if they do not have any motivation and preparation.

In addition, Kagan (2010) states that this strategy has purposes as a brain break that provides for a motivating way for students, provides structured oral language development for students.

b. The Procedure of Stand-Up Hand Up Pair Up

According to Kagan (2010), there some basic in Stand-Up Hand-Up Pair-Up :

1. Have students stand up.
2. When the music starts, they walk around the room.
3. They stop walking when the music stops.
4. Students raise hand in a “ High 5 “ and pair up with a student close to him/her.
5. Teacher reveals first prompt/question. Students pairs read and each student thinks about possible responses.
6. Teacher displays appropriate sentence frame to utilize during first discussion.
7. Student pairs take turns discussing the prompt, question, etc., using the provided sentence frame.

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8. Partners can then share the answer and their idea to a question or activity.
9. Repeat steps until all prompts have been discussed. Typically 2 to 3 prompts are sufficient.

According to K Glenn (2009), Stand Up, Hand Up, Pair Up use to organize students into groups:

1. Give the students an opportunity to stretch and move.
2. Students have to use review lesson content.
3. Students have an opportunity to share their ideas with other.
4. Students have an opportunity looking or their partner.

In relation to *edublogs* the steps of this strategy as follow:

1. Hand up, High five
2. Introduce self
3. “A” share your answer and reasoning
4. “B” share your answer and reasoning
5. Thank your partner
6. Hand up, find another partner

c. The Purpose of Stand-Up Hand Up Pair Up

According to Mantooh, there are some purposes of Stand-Up Hand Up Pair Up:

1. Provide structured oral language development for students.
2. A quick opportunity to get up out of their chairs and talk with another partner.

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3. Students are actively engaged in the activity and talking with a new partner.
4. A brain break that provides for a motivating way for students to incorporate physical activity and social skills for students.

B. The Relevant Research

There are two writers which have relevance to this research:

1. A research was conducted by Yulia Masiska entitled “Teaching Speaking by using Stand Up Hand Up Pair Up Strategy for Junior High School Students”. This research aimed to find out the significant effect of using stand up hand up pair up to improve speaking skill. This research is written aimed to help overcome the problems experienced by students especially in learning to speak (speaking) in Junior High School. Stand up, hand-up, pair-up strategies are used to lure students to brainstorm ideas, in addition to how to form groups or find a partner. In other words, students not only work with close friends but they should be able to mix with other friends. Once they find their spouses, they are led to solve the problems presented by the teacher using their own words.
2. A research was conducted by Igeng entitled “ The effect of using Stand-Up Hand-Up Pair-Up Strategy on students’ motivation in speaking English of the second grade at MTs Hasanah Pekanbaru. This objectives of the research are to find out the students’ motivation in speaking ability.

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Based on the relevant research above, it could be seen that one of the write used two classes as her sample. But in this research, the writer used one class as experimental class to see is there any significant difference and effect. It can be concluded that the Stand Up Hand Up and Pair Up strategy can improve students' speaking ability then the writer conducted a research, she assumes that it can improve speaking ability at the second year of SMPN 1 Siak Hulu. Emphasizing the strategy over and over can encourage students' interactive creativity continuously.

C. The Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. There are two variables; X variable and Y variable. X variable is using Stand Up Hand Up and Pair Up strategy and Y variable is students' speaking ability. X variable is an independent variable and Y variable is dependent variable.

1. The indicators of Stand Up Hand Up and Pair Up Strategy as independent variable are:
 - a. Teacher asks students to Stand Up
 - b. Teacher turns on music while the students are walking around the room.
 - c. Teacher stops the music.
 - d. Teacher asks students to "High 5" (Hand Up) and Pair Up with the students close to her/him.

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- e. Teacher reveals first prompt/question.
 - f. Teacher chooses one group of students in pairs.
 - g. Teacher asks students in pairs read and each student thinks about possible responses.
 - h. Teacher lets students pairs taking turn to discuss the prompts/question.
2. The indicators of students' speaking ability as dependent variable are:
 - a. Students are able to pronounce the words correctly.
 - b. Students are able to use correct grammar.
 - c. Students are able to use accurate vocabulary.
 - d. Students are able to express their ideas correctly.

D. The Assumption and Hypothesis

a. Assumption

There is an assumption of writer before coming to the research finding. The writer assumes that the Stand Up Hand Up and Pair Up Strategy can help the students to improve their speaking ability.

b. Hypotesis

Based on the assumption above, hypotheses of this research can be forwarded as follows:

1. The Alternative Hypothesis (H_a)

There is a significant effect of using Stand Up Hand Up and Pair Up strategy on students' speaking ability of the second year at SMPN 1 Siak Hulu.

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2. The Null Hypothesis (H_0)

There is no significant effect of using Stand Up Hand Up and Pair Up strategy on students' speaking ability of the second year at SMPN 1 Siak Hulu.

