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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

a. Definition of Speaking

Speaking is the ability to perform the linguistics knowledge in actual communication. According to Nunan (1991) emphasized that speaking is an important aspect in learning a second or foreign language and success is measured in terms of ability to carry out conversation in the target language.

According to Barras (2006), speaking is a tool for someone about how he or she expresses mind, emotion, and influences or persuades other people to do or to take a certain action. When you speak, you know what you are and how you feel about, and as you speak with other people to make judgements about your character and assumption, you know what you are thinking and why: first from your appearance, and then from *how you speak* and from what *you say*. It means that as people come to know you better they also judge you by *what you do* – by your actions, which speak louder than words: they make clear whether or not what you said. The goal of speaking is to express meanings so that other people can make sense of them.

In speaking, someone needs a language to make the communication with another people run well. People can get what they mean each other

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through language. Harmer (2001) states that there are two elements of speaking that we should pay attention to speak fluently. They are:

- a. Language Feature consists of four parts. Firstly, *connected speech*. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). Secondly, *Expressive devices*. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. The students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators. Thirdly, *lexis and grammar*. It supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where the students are involved in specific speaking context such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction. Fourthly, *negotiation language*, it is used to seek clarification and to show the structure of what we are saying.
- b. Mental/Social processing consists of three parts, first *language processing*. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. It helps students to develop habits of rapid language processing in English. Second, interacting with order that speaking also involves a good deal of listening, an understanding of

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how the other participants are feeling, and knowledge of how linguistically to take turns or allow other to do so. Third, information processing. The teacher need to be able to process the information. It should be remembered that this instant response is very culture-specific, and is not prized by speakers in many other language communication.

b. The Components of Speaking

There are several components that should be considered in speaking which is explained below

a. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003). It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the

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teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002).

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

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The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator. Moreover, Nelson (2001) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004).

c. Fluency and Accuracy

Brown (1994) states that fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. Fluency is the extent to which students use the language quickly and confidently, with the few hesitation or unnatural pauses, false starts, word searcher, etc. And accuracy is the extent to which the students' speech matches what the people actually says when they use the languages. Teacher is a model for the students; teacher should pay attention in accuracy because students tend to imitate what teacher said.

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d. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001).

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

e. Comprehension

According to Oxford (2008), comprehension is ability to understand something. It indicates that in comprehension the speakers and listeners

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have to understand what the intended meaning of the speaker when he or she says something.

Based on the explanation above, it can be concluded that students' speaking skill can be measured on the aspects of pronunciation, grammar, vocabulary, fluency, and comprehension. Students should pay attention in their grammar in expressing their ideas. And also, they have to choose the correct vocabulary to describe what they want to deliver.

c. The Speaking Skills

Learning speaking aims to prepare students to face the real life communication. Different variety of situation may require different skills of speaking. It is because by speaking correctly, appropriately and effectively can avoid the appearance of any gap in communication results in misunderstandings and problems. According to Burns (2012) *Speaking Skills* means developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). It also involves being able to negotiate speech (e.g. building on previous utterances, monitoring understanding, repairing communication breakdown, giving feedback), as well as managing the flow of speech as it unfolds (e.g. initiating topics, turn-taking, signalling intentions, opening/closing conversations).

Penny Ur in Basic (2011) argued that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of language. There are some skills

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that should be mastered by students in learning speaking english (Hughes, 2003): Informational skills require students to be able to:

- 1) Provide personal and non-personal information
 - 2) Give instructions and explanations
 - 3) Express need, requirements, opinions, and preferences
 - 4) Make comparisons, excuses, suggestions, and comments
 - 5) Describe sequence of events (narrate)
 - 6) Present an argument
 - 7) Provide required information
 - 8) Elicit help
 - 9) Seek information
 - 10) Apologize, complain, speculate, analyze, and paraphrase
 - 11) Elaborate an idea
 - 12) Summarize (what they have said)
 - 13) Draw conclusion
 - 14) Indicate attitude, understanding and uncertainty
- a. Interactional skills require students to be able to:
- 1) Express purpose, agreement and disagreement
 - 2) Elicit opinions, information and clarification
 - 3) Question assertions made by other speakers
 - 4) Modify statements or comments
 - 5) Justify or support statements or opinions of other speakers
 - 6) Attempt to persuade others

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- 7) Repair breakdowns in interaction
 - 8) Check that they understand or have been understood correctly
 - 9) Establish common ground
 - 10) Respond to requests for clarification
 - 11) Correct themselves or others
- b. Managing interaction skills require students to be able to:
- 1) Initiate interactions
 - 2) Change the topic of an interactions
 - 3) Share the responsibility for the development of an interaction
 - 4) Take their turn in interaction
 - 5) Give turns to other speakers
 - 6) Come to a decision

d. Teaching Speaking

According to Brown (2000), teaching is a complex and controversial profession. Teaching is guiding, and facilitating learning, enabling the learner to learn, setting the condition of learning. It means that the teaching is not only a process to transfer information or knowledge, and good from teacher to the students. But teaching includes all aspect in teaching and learning process. According to Newton, the aims of teaching speaking are:

- a. To help the learners able to cope with meaning that focuses output as soon as possible.
- b. To motivate them in their language study by getting them to engage in successful speaking.

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- c. To make the early learning as possible to their language as needs.

According to Cameron (2001), speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is one of the skills that are very important for person's professional survival and growth. Everyone needs the skill to be successful as one's academic and pursuit. When thr students want to speak fluently, sometimes they get difficult to do it. They have to fulfill some characteristics to the successful speaking activities. Penny (1996) had argued about characteristic of successful speaking activity, they are:

- a. Learners talk a lot

During the time have been allocated for speaking activity, students speak a lot as much as possible. This may be seen clearly even there are several pauses by teacher.

- b. Participation is even

The discussion does not take place only by a few dominant participants. All participants have the same chance to speak. Also, they have the opportunity to contribute.

- c. Motivation is high

The students have motivation to speak because they are interested in the topic of conversation and they have the idea to be delivered. Or, they want to contribute to discussion activity.

- d. Language is of an acceptable level

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The students express themselves with relevant utterance in the discussions. They are easy to understand. They speak with acceptable pronunciation and accuracy in target language.

Speaking is an interactive process of constructing meaning is always involved in producing words and the meaning that depends on the context.

e. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability often develops at different roles. Speaking skill is generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency, and comprehension.

There are some types of speaking tests. According to Kitao and Kenji Kitao (1996), they are:

a. Reading aloud

One way to test speaking is by having the test. Here are several tests that can be used to assess students' speaking skill.

b. Conversational Exchanges

Another simple type of tests is in which students are given a particular situation and instructed to respond in a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

c. Role-Play Test

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

d. Group or Pair Activities

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work.

2. The Nature of Peer Assessment

a. Definition of Peer Assessment

Peer assessment is assessment process which is done by the peer and it can be done by orally or written form. Furthermore, Juwah (2003) said that peer assessment is an interactive and dynamic process that involves learners in assessing, critiquing and making value judgment on the quality and standard of work of other learners, and providing feedback orally to peers to enable them enhance performance. Then, Brown (2004) stated that peer-assessment is simply one arm of a plethora of tasks and procedures within the domain of learner-centered and collaborative education.

Peer- assessment also has been defined as “an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the product or outcomes of learning of peers of similar status”

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(Topping, 1998). Falchikov (1995) in Sluijsmans *et.al.* (1998) defines peer assessment as the process whereby groups or individuals rate their peers. In here, learners were in a group and he/she assessed by their group friends.

Peer- assessment has a vital role to play in formative assessment by involving students in judging the work of their friends and with careful implementation can also be used as a component in summative assessment.

However, peer- assessment involves the students who are equalled- watching and learning together so that both may be helped in their understanding and take greater responsibility for their learning. Students can learn from their previous mistakes, identify their strengths and weaknesses and learn to target their learning accordingly. Getting students to become more active in their learning in this way can help to change the perception of learning.

b. The Advantages and Disadvantages of Peer-Assessment

1) Advantages of Peer-Assessment

According to Harmer (2002) there are some advantages of peer- assessment. The advantages are; (1). The students can share what happened in their performance, (2). Collaboration can help each participant to develop their performance.

Based on the explanation previously, it can be concluded that peer- assessment can encourage and motivate the students, and it

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can provide more feedback for students.

2) Disadvantages of Peer-Assessment

Harmer (2002) states that the disadvantage of peer-assessment will make the students nervous about having other people observing their oral performance.

c. The Procedures in Doing Peer-Assessment

In doing peer-assessment in the classroom, it needs some procedures. Brown (2004) states that peer-assessment is the best possible *formatie* types of assessment and possibly the most rewarding, but they must be carefully designed and administered for them to reach their potential. Four guidelines will help teachers bring this intrinsically motivating task into the classroom successfully.

a. Tell students the purpose of the assessment

It is essential that teacher carefully analyze the need that will be met in offering peer- assessment opportunities, and then convey this information to students.

b. Define the tasks clearly.

Make sure the students know exactly what they are supposed to do.

c. Encourage impartial evaluation of performance or ability.

By showing the students the advantage of honest, objective opinions, you can maximize the beneficial washback of peer- assessment. Vulnerable to unreliability as students

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apply varying standards to their peers.

- d. Ensure beneficial wash back through follow- up tasks.

Systematic follow-up can be accomplished through further self- analysis, journal reflection, written feedback from the teacher, conferencing with the teacher, purposeful goal- setting by the student.

Through the use of those procedure, peer- assessment can be implemented by the teacher in teaching speaking. Those procedures are telling students the purpose of the assessment, define the tasks clearly, encourage impartial evaluation of performance or ability, and ensure beneficial wash back through follow- up tasks.

d. The Factors of Peer Assessment

Kristin (2014) says that some factors that cause peer assessment are:

1. The influence of social relations within a peer group;
2. Lack of skills and EFL proficiency;
3. Students´ negative attitudes towards peer assessment.

e. Types of Peer-Assessment

In peer- assessment, it has some types. According to Brown (2003) there are 5 types of Peer-assessment. Those are:

- a. Direct assessment of performance.

In this category, a student typically monitors either oral or

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written production and renders some kind of evaluation of performance. The evaluation takes place immediately or very soon after the performance. Thus, having made an oral presentation the student fills out a checklist that rates performance on a defined scale.

b. Indirect assessment of (general) component

Indirect peer-assessment targets larger slices of time with a view to rendering an evaluation of general ability, as opposed to one specific, relatively time constrained performance. The distinction between direct and indirect assessment is the classic competence- performance distinction. Peer- assessments of performance are limited in time and focus to a relatively short performance.

c. Metacognitive assessment

Some kinds of evaluation are more strategic in nature, with the purpose not just of viewing past performance or competence but of setting goals and maintaining an eye on the process of their pursuit. Personal goal- setting has the advantage of fostering intrinsic motivation and of providing learners with that extra-special impetus from having set and accomplished one's own goals. Strategic planning and self-monitoring can take the form of journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair or group planning.

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d. Assessment of socioaffective factors

Another type of self- and peer-assessment comes in the form of methods of examining affective factors in learning. Such assessment is quite different from looking at and planning linguistic aspects of acquisition. It requires looking at oneself through a psychological lens and may not differ greatly from self- assessment across a number of subject-matter areas or for any set of personal skills. When learners resolve to assess and improve motivation, to gauge and lower their own anxiety, to find mental or emotional obstacles to learning and then plan to overcome those barriers, an all-important socio affective domain is invoked.

e. Student self-generated test

A final type of assessment that is not usually classified strictly as peer- assessment is the technique of engaging students in the process of constructing tests themselves. The traditional view of what a test is would never allow students to engage in test construction, but student-generated tests can be productive, intrinsically motivating, autonomy-building processes.

In this research, the researcher takes direct assessment to evaluate students speaking competence. By oral presentation in form of dialogue the students will be easier to know their speaking skill directly.

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3. The Relationship between Students' Peer Assessment and Speaking Skill

Speaking is the way to communication between people to other. In foreign language, students are asked to show it orally. They do not only focus on understanding the speaking but also answer or show their apprehension about what they speak. Burns (2012) *Speaking Skills* means developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). As a part of language, teaching speaking is an important skill as well as reading, listening and writing.

In teaching learning process, teaching is the most important aspect must be noticed, but in addition assessment from the learning process also needed.

In language teaching, the process of speaking assessment is considered as very contentious and intricate (O'Sullivan, 2006). For this reason, a number of scoring instruments are presented for the evaluation of students' oral performances such as the use of checklists and the two dominant types of rubrics which are the analytic and the holistic ones.

Within the realm of CLT, oral performance assessment "arises spontaneously from the naturally occurring classroom environment and leads the teacher to a judgment about an individual student's level of development" (Stiggins & Bridgeford, 1985). Consequently, communicative teaching and communicative assessment has become interdependent

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(Bachman, 1990). According to Stiggins & Bridgeford (1985), performance assessment is manifested through “the observation and rating of student behavior and products in contexts where students actually demonstrate proficiency”.

Sluujmans (1998) mentioned that peer assessment is not only a grading procedure, it is part of a learning process where skills are developed. Peer assessment can thus be considered as a performance assessment that is superposed on the content-related performance assessment. When the acquisition of peer assessment skills is one of the purposes of a course, at the end of the course students should be capable of making arrangements in which they negotiate with students of similar status about the design and appropriate criteria of specific study tasks and performances. In peer assessment students will study in a group, they will present a story orally. Other students listen and mark the incorrect spelling, they will take turns in reading the text. At the end, all group members will judge their friends one by one, so students will speak based on their own opinion. It can be one of some ways to make students speak up.

B. Relevant Research

According to Syafi'i (2016), relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research. There are some researches that have been conducted and they are relevant to this research paper, such as:

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Firstly a research by Maryam Zakian, Abbas Moradan, Seyed E Naghibi. They are from Semnan University and Islamic Azad University. This research was researched in 2012 entitled “The Relationship between Self-, Peer-, and Teacher-Assessments of EFL Learners’ Speaking”. He tried to find the The Relationship between Self-, Peer-, and Teacher-Assessments of EFL Learners’ Speaking. From the results of the study which indicate a strong relationship between student-assessment and teacher assessment besides the positive attitudes of the learners, the following conclusions and implications can be drawn. The learners have positive attitude only towards self and peer-assessments. It appeared that there is a significant correlation between SA and TA, PA and TA, and PA and SA in speaking group. The descriptive statistics for the scores of the 25 students in speaking class has been indicated in table 1. The table provides the number of students, the minimum, maximum, mean and standard deviation of the scores in speaking group.

Secondly, a research by Mona Khabiri that conducted in 2011 in Islamic Azad University, Tehran, Iran, entitled “The Relationship between Peer Assessment and The Cognition Hypothesis. This was accomplished by calculating the absolute mean deviation (AMD) of the scores. An ANOVA was not used because a Levene’s homogeneity test revealed that the variances of the scores were significantly different. The average of the AMD for each participant decreases as the complexity level rises. The Cognition Hypotheses could explain this phenomenon, i.e., the AMDs decreased as the complexity of

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tasks increased and the reason could have been due to the fact that more complex tasks require more attention and

Yet, In this research, entitles, The Relationship between Students' Peer Assessment and Their Speaking Skill at Vocational High School Muhammadiyah 2 Pekanbaru. This research are tested in order to know whether there is any significant relationship between peer assessment and speaking skill.

C. Operational Concept

Syafi'i (2015) stated that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. The writer would like to explain briefly about the variables in this research. It is important to clarify the theories used in this research. This research is a correlational research which focuses on correlation between students' peer assessment and their speaking skill. Therefore, to answer the research question, there are two variables:

The indicators of variable X (peer assessment) are as follows:

1. Students are able to give the assessment.
2. Students are able to define the tasks clearly.
3. Students are able to evaluate the performance or ability of their friends.
4. Students are able to give feedback of the tasks.

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The indicator of variable Y (student's speaking skill) is the students' skill in speaking. It will be taken from test of students.

1. Students are able to express their ideas in good pronunciation.
2. Students are able to express their ideas by using appropriate vocabularies.
3. Students are able to express their ideas in correct grammar.
4. Students are able to express their ideas fluently and accurately.
5. Students are able to express their ideas comprehensibly.

D. Assumption and Hypothesis

1. Assumption

In this Research, the writer assumed that the higher the students' peer assessment are, the higher the students speaking skill will be.

2. Hypothesis

Ho = There is no significant relationship between students' peer assessment and speaking skill at the eleventh grade of Vocational High School Muhammadiyah 2 Pekanbaru.

Ha = There is significant relationship between students' peer assessment and speaking skill at the eleventh grade of Vocational High School Muhammadiyah 2 Pekanbaru.