

CHAPTER II

REVIEW OF THE RELATED LITERATURE

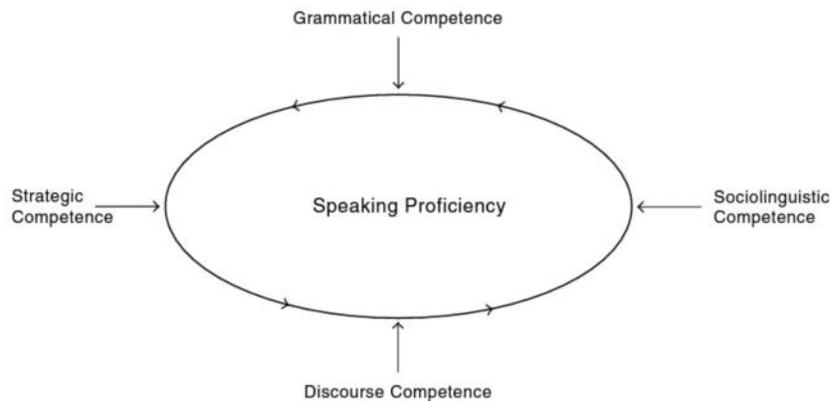
A. Theoretical Framework

1. The Nature of Speaking Ability

Speaking becomes the most important skill for lots of people. They regard speaking ability as the measure of knowing a language. That is why, many foreign language learners prioritize to master speaking skill than other skills such reading, writing and listening. Richard and Renandya's in Nazara support the idea by stating, "A large percentage of the world's language learners study English in order to develop proficiency in speaking".¹¹ According to Richards and Renandya, some factors that affect the speaking proficiency here are that the first, grammatical competence; it enables speakers to use and understand English-language structures accurately and unhesitatingly, which contributes to their fluency. The second, discourse competence; with this learners can manage turn taking in conversation. The third, sociolinguistic competence, it helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk. The fourth, strategic competence, it refers to the ability to know when and how to take floor, how to keep a conversation going, how to terminate the

¹¹Situjuh Nazara. "Students' Perception on EFL Speaking Skill Development". *Journal of English Teaching*. 2011. (Retrieved on April 13, 2013).
<http://jetuki.files.wordpress.com/2022/05/3-students-perception-on-efl-speaking-skill-development-pp-28-43.pdf>

conversation, and how to clear up communication breakdown as well as comprehension problem.¹²



Furthermore, many students argue that speaking is the most important language skill that needs to be controlled, and they assess learning achievement based on mastery of speaking skill.

In line with the statement above, Kalayo and Fauzan point out:

“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 the 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 terms of their accomplishments in spoken communication.”¹³

It shows that, speaking becomes an element of language that cannot be separated one and another.

¹² Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current practice*. (Cambridge: Cambridge University Press, 2002), pp. 207-208

¹³ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.113

Speaking is a tool of communication which becomes the most significant element in teaching as well. If the other people can capture the point from speaking, it means that he or she has done a good communication. Furthermore, through the speaking, people can express their ideas or presenting their thought. In relation to Brown and Yule, they stated: “Speaking is to express the needs—request, information, service, etc”.¹⁴

Then, speaking can be also understood from Brown’s and Yule’s statement in Richard’s book. They utter, speaking is divided into three divisions, they are:

a. Speaking as interaction

It refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. For instance, when people meet, they exchange greetings, have a small talk, share recent experiences and so on. They wish to be friendly and they try to create a comfortable interaction to others. Then the aspect of speaking as interaction is that knowing how to do:

1. Opening and closing conversations
2. Choosing topics
3. Making small-talk
4. Joking

¹⁴Gillian Brown and George Yule. *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*, (Cambridge: Cambridge University Press, 1998), p. 14

5. Turn-taking
6. Interrupting
7. Using an appropriate style of speaking

Mastering the art of speaking as interaction is difficult for some students because they often lose for words when they are in a situation that requires to talk. For this case, Hatch emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. In other words, the students should be able to create many kinds of interesting topics while they have a conversation. So, they will not keep silent or lose for words.

b. Speaking as transaction

It refers to situations where the focus is on what is said or done. It means that it is important to convey the message and make oneself understood clearly and accurately. For example, the teacher teaches his student in class, and then he asks his students about the lesson that had been taught yesterday. When the students could be able to give the correct answer of the question, it means they are speaking as transaction.

c. Speaking as performance

It refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements and speech. This type tends to be in the form of monolog rather than dialog. For

example, a teacher asks his students to perform in front of the class, such as retell a story or explain a topic.¹⁵

Retaining to Harmer, there are two elements of speaking that we should pay attention to have a good to speak fluently. They are:

a. Language Feature

It consists of four parts. First, it is a *connected speech*. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). Second, there are *Expressive devices*. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. 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. Third, they are *lexis and grammar*. It supplies the variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where 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. Fourth, *negotiation language*, it is used to seek clarification and to show the structure of what we are saying.

¹⁵Jack C Richards, *Op.Cit.*, p. 19

b. Mental/Social Processing

It 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 other* that speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. Third, *information processing*, the teacher needs 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 communities.¹⁶

In speaking activities, there are some skills of speaking that could be considered namely:

a. Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and information contours.
4. Produce reduced forms of words and phrases.

¹⁶Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (England: Pearson Education, 2001), pp. 269-271

5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
 6. Produce fluent speech at different rates of delivery.
 7. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
 8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
 9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
 10. Express a particular meaning in different grammatical forms.
 11. Use cohesive devices in spoken discourse.
- b. Macro skills
1. Appropriately accomplish communicative functions according to situations, participants, and goals.
 2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions and conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversation.

3. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other non verbal cues along with verbal language.
5. 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 assessing how well your interlocutor is understand you.¹⁷

In evaluating students' speaking skill, Brown suggested some forms as follow:

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation¹⁸

Each category may be scored separately, with an additional composite score that attempts to synthesize overall performance.

Then, Adams and Frith in Hughes explain those five items as follows¹⁹:

- a. Grammar

¹⁷H. Douglas Brown, *Op. Cit.*, pp. 142-143

¹⁸*Ibid.* p. 157

¹⁹Arthur Hughes. *Testing for Language Teacher: Second Edition.* (Cambridge: Cambridge University Press, 2003), pp. 131-132

1. Grammar almost entirely inaccurate in stock phrases.
 2. Contrast 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.
 5. Few errors, with no patterns of failure.
 6. No more than two errors during the interview.
- b. Vocabulary
1. Vocabulary inadequate for even the simplest conversation.
 2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
 4. Professional vocabulary permits discussion of any nontechnical 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.

c. Comprehension

1. Understand too little for the simplest type of conversation.
2. Understand only slow, very simple speech of common and social and touristic topics; requires constants repetition and rephrasing.
3. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understand quite well normal educated speech directed to him or her, 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 in both formal and colloquial speech to be expected of an educated native speaker.

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible.
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 grouping for words.

5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
 6. Speech on all professional and general topics as effortless and smooth as a native speaker's.
- e. Accent/Pronunciation
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" occasional mispronunciation that does not interfere with understanding.
 5. No conspicuous mispronunciation, but would not be taken for a native speaker.
 6. Native pronunciation, with no trace of "foreign accent".

Based on the criteria of each item above, the English teacher may focus on the indicators as follows:

- a. The students are able to produce speech without filler and pause while describe story. (Fluency)
- b. The students are able to use correct grammar in speaking. (grammar)

- c. The students are able to use proper words or vocabularies to retell story.
(vocabulary)
- d. The students are able to express the comprehensible ideas for describe story.
(comprehension)
- e. The students are able to produce acceptable pronunciation in speaking.
(accent/pronunciation)

After, evaluating the students' speaking ability, the teacher can see whether his/her students are successful or not according to these characteristics:

- a. Learners talk to lot

As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- b. Participation is even

Classroom discussion is not dominated by minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

- c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.²⁰

In conclusion, speaking skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. There are five components of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) that must be considered and each of them is correlated each other.

2. The Basic Types of Speaking Ability

In reference to Ur, the basic types of speaking are divided into five types, as follows:

a. Imitative

It is an ability to imitate a word or a phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be concluded in the criterion performance.

b. Intensive

This types of speaking are the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical,

²⁰Penny Ur, *Op. Cit*, p. 120

phrasal, lexical, or phonological relationship (such as, prosodic element-intonation, stress, rhythm, and juncture). Examples of intensive assessment tasks are include directed response tasks, sentence and dialogue completion, translation up to the simple sentence level, etc.

c. Responsive

The stimulus of this type of speaking is often a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive (monologue)

Language style is frequently more deliberately (planning is involved), and formal for extensive tasks. The tasks include speeches, oral presentation, and storytelling.²¹

3. The Nature of Pair Taping Technique

Before going to explain about Pair Taping technique, writer will define the deference among approach, method and technique. Brown states that approach is theoretical positions and beliefs about the nature of language, the

²¹*Ibid*, pp. 141-142

nature of language learning, and the applicability of both to pedagogical settings. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. And technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.²²

In line with Brown, Edward Anthony (1993) in Brown's book defined that an approach was a set of assumptions dealing with the nature of language, learning and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. And techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were harmony with an approach as well.²³

According to Harmer, approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. It also describes how people acquire their knowledge of language and makes statements about conditions which will promote successful language learning. Method is the practical realization of an approach. Methods include various procedures and techniques as part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. Then, technique as a single

²² H. Douglas Brown. *Teaching Principles: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, New Jersey: Prentice Hall Regents 1994), p. 16

²³ *Ibid.* p.14

activity rather than a sequence, and as such is a technique rather than a whole procedure.²⁴

Richard defines method as a way of teaching a language which based on semantic principles and procedure which is an application of view on how a language is best taught and learned.²⁵ And technique is different kind of classroom activities that is used by the teacher.²⁶

From those definitions about techniques above, we know that using technique in teaching learning process, a teacher can be easy to apply theories of language and learning that are appropriate and effective for the classroom situation that teacher works with. For teaching English as foreign language, the teacher may use Pair Taping technique as a mediator to convey knowledge to the students.

Pair Taping is a technique conducted over several years at the second year of Japanese college students in learning English. Pair Taping technique was developed by Schneider in 1993. The learners who did Pair Taping technique will have a listening comprehension improvement, but a significantly higher increase in enjoyment and ease in speaking.

Schneider stated that Pair Taping has suitable procedure for any intermediate students, especially those in a large class and/or who share a fear

²⁴ Jeremy Harmer, *Op. Cit*, p. 78

²⁵ Jack C. Richard, John Platt and Heidi Platt. *Op. Cit*, p.228

²⁶ *Ibid*, p. 20

about being conspicuous in a group.²⁷ In learning English by using this technique, the students will be learner-centered classroom. Learner-centered classroom that writer means here is that an environment that creates and fosters independent students who are aware of their learning process and who, through this awareness, are able to take control of their learning.²⁸ So, the teacher just takes on the role of model and facilitator and students increase their role as active participants.

The steps of implementing this technique²⁹ are as follows:

- a. The teacher explained about descriptive text, such as the definition, generic structure and language features.
- b. The teacher gave some examples about descriptive text
- c. Teacher divides students into some pairs.
- d. The teacher asked students to have natural conversation
- e. The teacher asked students to record their conversation with the tape recorder, hand phone or laptop
- f. The teacher collected the records
- g. The teacher did the discussion about mistake that students did in the pair taping activity.

²⁷ Peter Schneider, Op. Cit, p. 61 (Retrieved: March 24, 2013).

<http://www.jalt-publications.org/jj/articles/2820-developing-fluency-pair-taping>.

²⁸ Anna Uhl Chamot, Sarah Barnhard, Pamela Beard El-Dinary, Jill Robbins. *Learning Strategy Handbook*. (Cambridge: Longman, 1999), p. 53

²⁹ Peter Schneider, Op. Cit, p. 55 (Retrieved: March 24, 2013).

<http://www.jalt-publications.org/jj/articles/2820-developing-fluency-pair-taping>.

In doing Pair Taping activity in descriptive text, the teacher may use interaction outline for a pair task. According to Luoma, interaction outline for a pair task is very appropriate for description tasks as well as one-to-one interviews and tape-based testing.³⁰ In this task, learners get a picture. They describe their pictures to each other and then talk about what is similar in the pictures and what is different. So, this task makes Pair Taping technique more enjoyable.

Pair Taping technique can also be used in listening ability. After students do taping with their partner, they can listen what they have already spoken. They can also hear their friends' tape and check it whether there is a mistake or not. So, they can do peer correction. But in this research, writer just focuses on using Pair Taping in speaking ability, especially in term of descriptive text.

4. The Advantages of Pair Taping Technique

In line to Brown and Yule, there are several advantages of using Pair Taping technique or using tape-record in assessing students' speaking ability, as follows:

- a. The taped performance of students can be kept as evidence to support the teacher's judgment.
- b. It is available for checking by others if the teacher is unsure about assigning a score or grade to a particular student.

³⁰ Sari Luoma. *Assessing Speaking*. (Cambridge: Cambridge University Press, 2009), pp. 139-140

- c. The teacher can see whether the students have improved their speaking or not.
- d. Giving pedagogical advantages for the students. For example, many students forget how they performed and often feel that they are not making any advances in their use of English, so the tape may gain some confidence for them.
- e. It gives diagnostic purposes. For instance, the teacher forms the impression that a particular students seems to be making a consistent error of some sort, then he can listen to the tape for specific examples. Then, the teacher suggests ways in which the student may overcome the identified difficulty.³¹

5. Text

Usually the word 'text' is familiar as applied to the written language. But, here, text can also be applied in speaking ability. Brown and Yule stated that we should apply the term 'text' to spoken 'texts' as well, where 'text' means 'verbal record of communication'.³² Meaning that, we shall assume that the taped record we deal with has 'primary' status, and that the transcript we accompany it with represents our interpretation of what was said. In some cases the tape may not be clear and the interpretation may differ from what had been said. The same is almost certainly true of a great deal that we listen to in our

³¹Gillian Brown and George Yule, *Op. Cit*, pp. 105-106

³²*Ibid*, p. 24

everyday life. So, text is needed in this case to be a reasonable interpretation rather than to be correct interpretation.

6. Descriptive Text

Descriptive text is a text which describes an object, place, or person in a way that creates a vivid impression in the audience's mind.³³ Meaning that, in descriptive text a speaker should be successful in describing something by using words that come alive. Words can create pictures and impressions that appeal not only to the mind but also to the five senses: sight, sound, smell, taste, and touch.

Retaining to Karim in Safii's book, he stated that descriptive is verbal of a person, place, or object.³⁴ Thus, descriptive text is the one that describes a person, place and object in details and it attracts the audience.

Gerot also has the same definitions as previous expert, he states that descriptive is a kind of text which aims to describe a particular person, place, or thing. It also has generic structures which are summarized as follows:

a. Identification

In this point speaker identifies phenomenon that will be described.

³³Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar*. (Retrieved on March 27, 2013).
http://mmursyidpw.files.wordpress.com/2011/02/learning_description.pdf

³⁴M. Safi'I S, M. Fauzan Ansyari and Jonri Kasdi. *The Effective Paragraph Development: the Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p. 50

b. Description

Speaker describes about parts, qualities, and characteristics. The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, the frequent use of epithets and classifier in nominal groups, and the use of simple present tense.³⁵

According to Hammond, Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.³⁶ Besides the tenses, speaker also uses the other grammar features, such as using action verb, adverb, and special technical terms.

The goal of this text is that to infuse the experience into the mind of the audience. It means that, the picture that speaker describe should be created in the audience mind. In order to affect a permanent image on the part of the audience, the description must be specific to the situation at hand. The speaker must draw audience into his world.

B. Relevant Research

There is a relevant research which has relevancy to this research. It is “The Effect of using Pair Work on Students’ Speaking Ability of the First Year at SMP N 25 Pekanbaru” by Muslim. This research found that there was significant effect

³⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (Retrieved on March 27, 2013).

http://mmursyidpw.files.wordpress.com/2011/02/learning_description.pdf

³⁶Jenny Hammond. *English for Social Purposes*. (Retrieved on March 27, 2013).

http://mmursyidpw.files.wordpress.com/2011/02/learning_description.pdf

of using pair work in increasing speaking ability of the first year at SMP N 25 Pekanbaru. His research used tests (pre-test and post-test) for collecting the data. In his research finding, there is significant effect of using pair work in speaking ability.³⁷

The other research was by Fenny Elvita in 2012. The title of her research is “The Effect of Using Cue Card toward Students’ Speaking Ability at the Second Year of Islamic Junior High School Al-Hidayah of Islamic Center Boarding School Kampar”. Fenny found that there was significant influence and percentage of cue card in speaking ability of the second year at Islamic Junior High School al-Hidayah. Her research used tests (pre-test and post-test) for collecting the data.³⁸

These relevant researches give huge contribution to the writer’s study. The writer got much information about on how to conduct a research. It also gives the writer knowledge about the way to test speaking ability, and then to see the significant effect of the variables. But, the writer’s research is different from Muslim’s and Fenny’s research. The writer’s is used tape recorder in her research and the activities do in pairs.

C. Operational Concept

In order to avoid misunderstanding about this research, it is necessary to explain about the variables used in this research. As mentioned by Syafi’i that all

³⁷Muslim. “The Effect of using Pair Work on Students’ Speaking Ability of the First Year at SMP N 25 Pekanbaru”. (Pekanbaru: UIR, 2012), p. 50

³⁸Fenny Elvita. “The Effect of Using Cue Card Toward Students’ Speaking Ability at the Second Year of Islamic Junior High School Al-Hidayah of Islamic Center Boarding School Kampar”. (Pekanbaru: UIN, 2012), p. 53

related theoretical frameworks can be operated in the operational concept.³⁹ There are two variables; 'X' variable and 'Y' variable. Independent variable of 'X' variable of this research is Pair Taping Technique and the dependent variable or 'Y' variable of this research is the students' speaking ability in descriptive text.

The theoretical concepts explained above are still general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. Therefore, the operational concept of the independent or 'X' variable of which is Pair Taping Technique can be seen as follows:

1. Teacher divides students into some pairs.
2. Teacher gives a topic relate to the material being taught
3. Teacher asks students to have a natural conversation
4. Teacher asks students to record their conversation.
5. Teacher does a discussion together with the students.

Then, the indicators of students' speaking ability in descriptive text as dependent or 'Y' variable can be seen as follows:

1. The students are able to produce speech without filler and pause while describe story. (Fluency)
2. The students are able to use correct grammar in speaking. (grammar)

³⁹M. Syafi'i. *From Paragraphs to a Research Report: a Writing of English for Academic purposes*. (Pekanbaru: LBSI, 2007), p. 122

3. The students are able to use proper words or vocabularies to retell story.
(vocabulary)
4. The students are able to express the comprehensible ideas to describe story.
(comprehension)
5. The students are able to produce acceptable pronunciation in speaking.
(accent/pronunciation)

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students' scores are varied and the better Pair Taping technique used by teacher in learning speaking, the better ability in descriptive text of the second year students at Islamic Junior High School As-shofa can achieve.

2. Hypotheses

There are three hypotheses in this research, as follows:

a. The first hypotheses

H_{0_1} : There is no significant difference on students' speaking ability in descriptive text before using Pair Taping technique for experimental group and without using Pair Taping technique for control group.

H_{a_1} : There is a significant difference on students' speaking ability in descriptive text before using Pair Taping technique for experimental group and without using Pair Taping technique for control group.

b. The second hypotheses

H_{0_2} : There is no significant difference on students' speaking ability in descriptive text after using Pair Taping technique for experimental group and without using Pair Taping technique for control group.

H_{a_2} : There is a significant difference on students' speaking ability in descriptive text after using Pair Taping technique for experimental group and without using Pair Taping technique for control group.

c. The third hypotheses

H_{0_3} : There is no significant effect of using Pair Taping Technique on students' speaking ability in descriptive text.

H_{a_3} : There is a significant effect of using Pair Taping Technique on students' speaking ability in descriptive text.