II. LITERATURE REVIEW

2.1   Concept of Speaking

Speaking skill is very important in daily activities. This is because we can react to other persons and situation and express our ideas, thought, and feeling through spoken language. Haris (1974:9) says that speaking is encoding process whereby, we communicate our ideas, thought, and feeling through, one or the other forms of language. It means that we produce spoken message to someone. Spoken message is our ideas, thought, and feeling that we want to share, influence, or interact to other people. So, here, speaking situation involves a speaker who put a message with words or sentence that has content and a listener.

Lado (1976: 240) describes speaking as the ability to express oneself in life situation, or converse, to report acts or situation in practice words or the ability to express sequence of ideas fluently. It also can be said that there must be at least two people, one is speaker who gives information, another acts as listener who receive information.

In the process of speaking there must be at least two people: one is a speaker who gives information and the other is listener who receives information. Speaking is also one of four basic skills of language and it has important role in daily life, because it is the main skill in communication, (Welty and Welt, 1976: 47). In

relation to the previous explanations, Weber (1983: 3) defines speaking as the experience of sound counterpart to listen, which requires somewhat more complex ability and this skill is the most convenient form of immediate communication. It is obvious that oral communication speaking is very important, to converse, to express sequence idea fluently, and it is also as the main skill in communication.

According to Brown (1994) and Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves and the purposes for speaking. But speaking requires not only understand when, why, and in what ways to produces the language (sociolinguistics competence) but also that they know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence).

As a matter of fact, speaking activity happens for many reasons, one of the reasons is for communication need, as Doff (1987) says that very often people talk in order to tell people things they do not know, or to find things out from other people. It is obvious that speaking is very crucial in communication. Furthermore, in the globalization era, Indonesia needs people who are capable not only in mastering science and technology but also mastering the tool to present the science and technology that is English. Therefore it is unfortunate if for example someone can read (perceptive skill), but he or she cannot speak (productive skill). In teaching English, it is worthy to note that speaking is one important skill of the four skills, especially for direct communication.

Brown (2001: 271) says that speaking ability in a language class is the ability to perform the language in a task. Speaking in this present research is defined as the ability to express our ideas, feelings, opinions, and wishes in carrying out speaking task in the classroom.

Haris (1974: 75) says that speaking has some aspects as described below.

1. Pronunciation refers to be the person's way of pronunciation words. One who learns English as a foreign language must be able to use English pronunciation as well as other skills (Oster, 1985: 431).

2. Grammar is the study of rules of language inflection. It is a system of units and patterns of language (Lado, 1969: 221).

3. Vocabulary refers to the words used in a language. Phrase, clauses, and sentence are built up by vocabulary. In short, vocabulary is very important because without words we cannot speak at all (Wilkins, 1983: 111).

4. Fluency refers to the one who expresses quickly and easily (Ostler, 1985: 210). It means that when a person making a dialogue with another person, the other person can give respond well without difficulty.

5. Comprehension denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

6. Accuracy is related to the closeness of a measurement, within certain limits, with the true value of the quantity under measurement. For instance, the accuracy of dose determination by LTD is given by the difference between the measured value (British Calibration Society, BCS Draft Document 3004).

The writer adopted the oral ability scale proposed by Heaton (1991) that will be used as the scoring standard for the students' speaking ability. The elements of speaking which are going to be used in this research are as follows:

1. Fluency

2. Pronunciation will also cover vocabulary

3. Comprehension will cover grammar and accuracy

Table 1. The Rubric of Grading System.

Range	Pronunciation	Fluency	Comprehension
81-90	Pronunciation only very slightly influenced by mother-tongue.	Speaks without having too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for listener to understand the speaker's intention and general meaning.
71-80	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by listener for the sake of clarification are necessary.
61-70	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	Although she/he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of the speakers say is easy to follow. His intention is always are clear but several interruptions are necessary to help him to convey the message or to see the clarification.
51-60	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	Only small bits (usually short sentences and phrases) can be understood – and then with considerable effort by someone who is used to listening to the speaker.

The interpretation of grading system is as follows:

81-90   : Excellent
71-80   : Very Good
61-70   : Good
51-60   : Fair
41-50   : Moderate

2.2   Types of Speaking Skills

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).

Brown (2001: 250) says that much of our language-teaching energy is devoted to instruction in mastering English conversation. He classifies the types of oral language as follows:

1. Monologue   : - Planned

                      - Unplanned

2. Dialogue   : - Interpersonal (Unfamiliar and Familiar)

                      - Transactional (Unfamiliar and Familiar)

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, new broadcast, and the like, the hearer must process long stretches of speech without interruption—the stream of speech will go on whether or not the hearer comprehends. It planned, as opposed to unplanned; monologues differ considerably in their discourse structures. Planned monologues (such as speeches and order prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversation, for example) exhibit more redundancy, which make for ease in comprehension, but the presence of more performance variables in order hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure

effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is participant and those in which the hearer is an "eavesdropper". In both cases, the above conversational descriptions apply, but the major—and highly significant— difference is that in the later the hearer, as in monologues unable to interrupt or otherwise participates vocally in the negotiation of meaning. Remember that in all cases these categories are not discrete, mutually exclusive domain; rather, each dichotomy, as usual, represents continuum of possibilities. For example, everyday social conversations can easily contain elements of transactional dialogues, and vice versa. Similarly, "familiar" participants may share very little common knowledge on a particular topic. If each category then is viewed as an end, teachers can aim their teaching at appropriate ranges in between.

Brown (2001) also provides other types of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

A question that new teacher in the field always wants to have answered is: Is drilling a legitimate part of the communicative language classroom? The answer is a qualified "yes". Drills over students and opportunity to listen and to orally

repeat certain strings of language that may pose some linguistic difficulty—either phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They over limited practice to repetition. They allow one to focus on one element of language in a controlled activity. They can help to establish certain psychomotor patterns (to "loosen the tongue") and to associate selected grammatical forms with their appropriate context.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher- or student- initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal

The other form of conversation mentioned in the previous page was interpersonal dialogue, carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for

learners because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

6. Extensive

Finally, students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Three functions of speaking mentioned by Brown and Yule (after Jones, 1996, and Burns, 1998) are *talk as interaction, talk as transaction, and talk as performance.* Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

Since chained-pictures storytelling is categorized as a monologue, the researcher classified the use of chained-pictures storytelling into the extensive form. Chained-pictures storytelling focused on how the message of the story could be received to the audiences as well. The function of chained-pictures storytelling in this research was as a talk as performance since it also focused on the exchange of information.

2.3 The Concept of Communicative Language Teaching (CLT)

Communicative Language teaching is a language teaching tradition, which has been developed in the United Kingdom in 1970's. CLT is seen as an approach

instead of method. CLT regarded more as an approach since the aims of CLT are to make communicative competence the goal of the teaching and to develop procedures for teaching of the four language skills that acknowledge the interdependence of language communication (Richard and Rodgers, 1986: 66).

Brumfitt and Johnson (p.118) in Setiyadi (1992: 4) defines CLT is an approach that offers basic assumption of how to create condition in which language is learned. Furthermore, Brumfit and Johnson also states what is taught by this approach is the ability to compose correct sentences. But it is not the only the ability we need to communicate.

Widdowson (1983: 118) states that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature and we use sentences to make statements of different kinds, to describe, to record, to classify, and so on. It implies that language teaching should be contextualized by presenting language items in situational settings in the classroom. In other words, in CLT language teachers should consider the formal structures in situational settings in the classroom.

According to Morrow (1980: 59), CLT is the overall means of achieving the general objective of a course; it is realized as the carrying out of a set of procedures or activities through the communicative activities in the classroom. The classroom activities include the role of the teacher, the role of the learner, and the role of material. He also emphasized the use of the real communication in the classroom since CLT is emphasized on the communicative competence. As mentioned by Larsen-Freeman (1986: 131) the teacher who uses CLT has one

goal that is to make the students become communicatively competent. The communicative competent involves being able to use the language appropriate to given social context. To do this, students need knowledge of the linguistics, forms, meaning, and functions.

The emphasis on the communicative makes the proponents of this approach pay attention to functional as well as structural aspect of language. It is believed that no single set procedures or texts are accepted as typical procedure of CLT. Different people have interpreted the concept of combination of functional and structural aspect of language in different ways (Richard and Rodgers, 1986: 66). For some CLT means an integration of grammatical and functional teaching while for others, the approach means using procedures where learners work in pairs or groups employing available language resources in problem solving. The concept of CLT is not regarded as the right assumption of CLT since the aim of communicative teaching is not only the ability to compose correct sentences but also the ability to communicate. The concept of CLT can be tracked back by looking at the concept of communication itself.

According to Kumaravadivelu (1993) CLT which started in the early 1970's has become the dynamic power that shapes the planning, implementation, and evaluation of English language teaching programmers nearly in all parts of the world. The popularity of the CLT method is due to several reasons (Mitchell: 1994). This method covers the four skills of the language which are listening, speaking, reading, and writing (receptive and productive skill). According to Wen Wu (2008) one of the fundamental principles of CLT is that learners are required to be involved in significant communication to accomplish communicative

fluency in ESL settings. So its primary goal is for learners to develop communicative competence (Hymes, 1971), or simply put communicative ability.

The CLT approach does not undermine the importance of teaching grammar; on the contrary it facilitates English for foreign learner to learn about grammar rather than it being presented by the teacher her/himself since CLT regarded as a process of reasoning which we arrive at a conclusion or generalization through observing specific cases (Ross, 1970: 188). Learners themselves will be familiar with the verb tenses once they are guided by the instructor (Krashen, 1988).

To develop the procedures of teaching, language teachers may consider the underlying principles of CLT developed by different authors. These principles are worth considering not only for preparing what learning-teaching activities are expected but whole processes that cover the preparation of language materials, the sequence of the materials, the presentation and the evaluation of the output. However, different writers have different stresses of the principles of CLT. Howatt (cited in Richards and Rodgers, 1986: 66) states that there are a strong version and weak version of CLT:

> *"The weak versions of CLT stresses the importance of providing learners with the opportunities to use their English for communicative purposes and characteristically, attempts to integrate such activities into a wider program of language teaching… the strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication… if the former could be described as "learning to use' English, the latter entails using English to learn it"*

The two different versions need not be contrasted. The procedure developed based on the principles of the weak version of CLT may be starting point of teaching foreign language communicatively.

Since the emphasis of teaching is the use of the language for communication, language errors are tolerated and seen as a natural outcome of the development of communication skills (Larsen-Freeman, 1986: 129). Language teachers are not suggested to correct all of the students' error. As long as the ideas expressed in the target language can be understood, the minor errors may be ignored. Corrections are done when the errors may hinder the understanding of the communication. Language teachers should be selective in correcting errors. They should provide their students with the opportunities to express their ideas in the target language and the target language is used as a vehicle for communication in the classroom.

For CLT the model of language is one which considers language as it is used rather than as an abstract system. The concept of 'communicative competence' is the key to this (Widdowson 1978, Hymes 1971, Canale and Swain 1980). A theoretical model of language was developed to include ideas about how language is actually used to communicate in real life situations. Chomsky had already proposed a distinction between 'competence' and 'performance', the former being what the speaker knows and the latter being what the speaker actually does, with both seen in purely linguistic terms.

This idea was developed to include ideas of appropriateness and the social use of language, giving rise to the concept of 'communicative competence'. In order to define communicative competence, Hymes proposed a four point model concerned with what a speaker both knows and is able to use (Hymes 1971). The points of this model are as follows: what is formally possible in a language, what is feasible given the means of implementation, what is appropriate given the context, and lastly, what is in fact done.

At the level of language theory in CLT, introduced by Larsen-Freeman, language is viewed as the following:

1. The primary goal of language teaching is enabling students to use the language to communicate. Communication involves using language function as well as grammar structures.

2. Language is used in a social context and should be appropriate to setting, topic, and participants.

3. Students should be given an opportunity to negotiate meaning, example, to try to make them understood.

4. Students should be able to express their opinions and share their ideas and feelings, examples, learn to communicate by communicating.

Jack C. Richard mentioned that since the 1990s the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. Communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on teaching context, the age of the learners, their level, their learning goals and so on.

2.4 Principle of Applying CLT

The principles of applying CLT according to Larsen-Freeman (1986: 128-130) are:

1. Whenever possible language as it is used in real context should be introduced.

2. The target language is a vehicle for classroom communication, not just the object for study.

3. Students should work with the language at the discourse level.

4. Games are important because they have in common with real communicative events.

5. Students should be given an opportunity to express their ideas and opinions.

6. One of the teacher's major responsibilities is to establish situation likely to promote communication.

7. The social context of the communicative events is essential in giving meaning to utterances.

8. Learning to use language forms appropriately is an important part of communicative competence.

9. The teacher acts as an advisor during communicative activities.

10. Students should be given an opportunity to develop strategies for interpreting languages as it actually used by native speakers.

The researcher applied all principles above during the process of teaching and learning. She acted as a teacher and also she was the advisor also while the students having difficulties in some aspects of the lesson they learned. The material of the lesson was also a functional narrative text in form of chained-pictures story. There was also discussion activity. It was done in purpose that the students would have chances to deliver their own ideas in English and get used to with the language they were learning. By having the classroom activities such as

storytelling, the researcher created a situation likely to promote communication in the real context.

Wilkins (1983: 82) argues that the content of learning is still thought of in grammatical terms and he believes that the applicability of the knowledge the students gain through such an approach is in question. One of the elements of learning theory of CLT is that activities involve real communication and promote learning (Richards and Rodgers, 1978: 72).

This implies that language learner will learn the target language optimally when they communicate in the language. They should use the language to carry out meaningful tasks, not just learn the language. Communication practice is believed to develop linguistic skills. It seems that the role of the teacher is likely to be teaching communication via language not teaching language via communication. (Allwright, 1983: 167)

2.5   Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought, or even feeling to other people. Rivers (1978:6) states that speaking is developed from the first context with the language. Thus, we have to introduce speaking with the language that we learn, because by speaking we can transfer our ideas or thoughts to other people. Classroom activities that develop learners' ability to express themselves through speech would therefore seem as in important component of a language course.

On the other hand, Jesperson in Marians (1978: 23) says that the essence of language is human activity on the part of the individual to make him understood

by another. He then adds that language is an activity that permits people to communicate with each other. So, it is clear that communication through language is very important for the people. We cannot only teach what will be spoken but also the situation that we deal with. The teacher teaches speaking by carrying out students to certain situation when the topic has occurred. For instance, the topic is "Sport"; the teacher carries out to involve the students' activities in this situation.

The topic here must be familiar to the students, so that the ideas and their organization are clear and the learners have an oral command of the language need to describe the topic. It is clear that speaking is the ability to express ones though and it is one of the suitable forms of communication. There are several ways of teaching speaking that teachers can use during teaching learning process. Communicative Language Teaching is one of them.

2.6 Teacher's and Learner's Role

1. Teacher's Role

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe the teacher roles in the following terms:

> "The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles of the teacher; first, as an organizer of resources and as a resource himself. Second as a guide within the classroom procedure and activities…. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organization capacities. (1980: 99)"

By looking at the linguist's statement above, the writer assumes that the role of the teacher is as a facilitator, as a classroom manager. Sometimes the teacher helps the students to express their idea. So that the students can express their ideas through the language they are learning.

CLT makes use of real life situation that necessitate communication. The teacher set up a situation that students are likely to encounter in real life. What makes this kind of lesson different from the traditional is that the teacher tries to make the language used in the lesson real and true. The teacher creates real or like real situations in which language can be used. This will enable students to communicate in English outside the classroom. During the CLT lesson, the teacher often plays the important role of facilitator who facilitates activities to work with the target language.

2. Learner's Role

Breen and Candlin describe the learner's role within CLT in the following terms:

> "The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gain and thereby learn in an interdependent way. (1980: 110)"

Finally, the writer will take implication based on the paragraph above that the students should be active in teaching learning process. CLT can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

2.7   Concept of Students' Learning Activities

Learning activities can be defined as what students do in order to learn in your

teaching sessions, courses, and programs. Learning activities are underpinned by

what we do as educators, and what we encourage or require students to do as

learners, to support them in the achievement of learning outcomes

(lt@unsw.edu.au).

Douglas in Hamalik (2001:172) states that "one learns only by some activities in

the neural system: seeing, hearing, smelling, feeling, thinking, physical or motor

activity. The learner must actively engage in the "learning", whether it is of

information a skill, an understanding, a habit, an ideal, an attitude, an interest, or

the nature of task".

In view of the descriptions above, learning activities mean any activity done by

the students in the teaching and learning process. The result of the activities is

determined by what the teacher does and gives to the students. During the

teaching and learning process, the teacher must provide the activities that must be

done by they themselves because the students will learn something if they are

given an opportunity to do the activities themselves. By doing many activities

they will get knowledge, comprehension, aspects of behavior. They will also be

able to develop their skills that may be meaningful for social life.

Because of a large number of learning activities that can be done by the students,

Dierich in Hamalik (2001:172) classifies the learning activities into 8 groups, they

are as follows:

1. Visual Activities

    Examples: reading, observing, demonstrating, looking at the pictures, etc.

2. Oral Activities

   Examples: expressing something, asking, discussing, interrupting, formulating, giving advice, etc.

3. Listening Activities

   Examples: listening to a conversation, a speech, radio, etc.

4. Writing Activities

   Examples: writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing Activities

   Examples: drawing maps, graphics, charts, etc.

6. Motor Activities

   Example: doing an experiment, dancing, farming, etc.

7. Mental Activities

   Examples: responding, solving problems, analyzing, taking a decision, memorizing.

8. Emotional Activities

   Examples: feeling happy, tired, nervous, etc.

2.8   Procedure Of Teaching of Communicative Language Teaching (CLT)

CLT is based on a very interesting idea. A strong point of the CLT is that it focuses on the student's ability to transmit ones ideas in the target language. In the classroom, CLT often takes the form of pair and group requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, dialogue in which students practice and develop

language functions, as well as judicious use of grammar and pronunciation focused activities. There are some classroom activities that are used in CLT:

1. Role play

2. Interview

3. Information gap

4. Games

5. Language exchange

6. Surveys

7. Dialogue

8. Story telling

In this research, chained-pictures storytelling is going to be used to show the real life situation and also to see the students' use of tenses when they are speaking. By doing chained-pictures storytelling in the CLT classroom activities, communicative interaction and cooperative relationship are encouraged in fun way. Such occasions give students an opportunity to work on negotiating meaning or trying to make them understood. They thus learn to communicate by communicating (Larsen-Freeman; 1990: 41).

In this research, the writer makes the procedures of teaching speaking through CLT as follows:

1. **Pre Activity**
   a. Teacher greets the students and checks the attendance list.
   b. Teacher asks the condition of the students and the class.
   c. Teacher brainstorms the idea of the students.
   d. Teacher conveys the objective of the lesson.

2. **While Activity**
   a. Teacher shows the students a slide of a picture and narrates the monologue about the picture.
   b. Teacher conducts discussion activity with the students.
   c. Students participate in discussion about the story and the concept of storytelling activity.
   d. Teacher asks students to conduct oral practice by retelling the story using appropriate expression.
   e. Students conduct oral practice by retelling the story using appropriate expression.
   f. Teacher conducts questions and answers activity based on the oral practice and personal experience.
   g. Students take a part in questions and answers based on the oral practice.
   h. Students take a part in questions and answers based on personal experience.
   i. Teacher asks students to deliver their communicative expression using pictures in slides.

3. **Post Activity**
   a. Teacher summarizes the lesson.
   b. Teacher gives reflection.
   c. Teacher closes the meeting.
   d. Teacher gives assessment in the next meeting (speaking test) to be done by the students individually and orally.

(Lesson material and media listed in appendix 12, p.113 and appendix 15, p.130).

2.9 Advantages and Disadvantages of CLT

According to Savignon (1983), the advantages and disadvantages of CLT are mentioned as follows:

1. **The advantages of CLT**

The advantages of CLT are:

   a. CLT motivates students to learn English actively.

b. CLT makes teaching learning process in the classroom more naturally because they can give their ideas and opinions during activities.

c. The students will be active and creative because the teacher does not only teach about grammar rules but also about the use of language itself for communication.

2. The disadvantages of CLT

The disadvantages of CLT are:

a. The teachers should be able and understand well about CLT itself since the teachers should create a likely real situation and the teachers also have to give motivation and modeling often to the students in the teaching learning process.

b. It needs much time because teachers have to make a good preparation in their teaching and they have to also choose suitable materials for the students' need which are appropriate to their different background.

Finally, the teacher will find relatively effective technique to teach a language as means of communication.

2.10 Theoretical Assumption

English teaching is regarded to improve students' ability in using English as a means of communication. According to School Based Curriculum for the second year of SMA, students are expected to improve their language skills – listening, speaking, reading and writing skills. One of the ways to improve students speaking skills is by asking them to practice speaking more often.

The reason to recommend CLT in teaching speaking is that the CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the students' perception of his or her learning style, assets, and learning goals. Also CLT has several interesting classroom activities to be applied. In this research, the researcher will use chained-pictures storytelling to create a lively atmosphere and real life environment so that it will encourage the students to talk and discuss with each other.

Based on the appropriateness of using CLT in teaching speaking, the writer assumed that teaching students through CLT will further improve the speaking ability of the students.