

## **II. LITERATURE REVIEW**

This chapter discusses literature review that deal with several points. i.e., English as review of previous research, the concept of speaking, the concept of storytelling, teaching speaking through storytelling through picture, the concept of picture, the advantages and disadvantages of storytelling using picture in speaking, theoretical assumption, and hypothesis.

### **2.1 Review of Previous Research**

Teaching speaking using pictures is a very useful activity in teaching speaking because it helps the students to develop their way of communicating in second language. As what Wood and Tinajero (2002) state that to help the students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in learners.

In addition, Leong (2003) finds that serial pictures make the learners enthusiastic to learn all four skills. Moreover, they like learning through series pictures because it was positive and interesting. They also spoke with confidence.

Purna (2005) states that series pictures activity could be implemented in language teaching learning. By using series pictures, it can improve the vocabulary of the students because it could appeal students' interest by creating a fun learning.

Based on the previous research above, the researcher concludes that in improving the students' speaking skills, the English teachers have to find out the appropriate teaching techniques or media in presenting the teaching materials in the classroom. Moreover, the use of picture as a teaching media is believed as the solution to break some difficulties in teaching speaking. It also can create interesting and enjoyable learning. By applying picture, the classroom will be designed communicatively and functionally based on the students' needs.

## **2. 2 The concept of Speaking**

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney and Burk,1998:13). Speaking is a crucial part of second language learning and teaching. Speaking is a language skill besides listening, reading, and writing. There have been several definitions of speaking put forward by several experts. First, Chaney in Kayi (2006) says that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Second, Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Third, McDonough and Shaw (1993) say that speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may

involve expressing ideas and maintaining social relationship and friendships. Fourth, speaking is fundamental and instrumental act. Speakers talk in order to have several effects on their listeners. They ask the listeners questions to get them provide information. They request things to make the listeners give it. They promise, warn, and exclaim to affect the listeners. The nature of the speech act should play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way (Clark and Clark in Nunan, 1991).

In order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations (Bygate,1991).

In addition, Bygate (1991) views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that a speech takes place under the pressure of time; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors.

There are some aspects that have to be dealt with in speaking. They are fluency, grammar, vocabulary, pronunciation, and comprehension (Harris, 1974). Since Harris does not define each of those speaking aspects, the researcher takes the definition

from other resources stated by several experts. Here are the explanations of speaking aspects based on several experts:

### **1. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. This signs show that the speaker does not spend much time to find the language items needed to deliver the message (Brown, 2008).

### **2. Grammar**

Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones (Heaton, 1991).

### **3. Vocabulary**

Syakur (1978) says that vocabulary means the appropriate diction which is used in Communication, in which the speaker needs sufficient vocabulary to communicate to others.

### **4. Pronunciation**

Syakur (1978) states that pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or language is spoken. On the other hand, Harris (1974) defines pronunciation as the intonation patterns.

## **5. Comprehension**

Comprehension is the ability of understanding the speakers' intention and general meaning (Heaton, 1991). It implies that if someone can express or respond well and correctly, he/she comprehends well.

According to Brown (2008), there are several types of classroom speaking performance which are explained as follows:

### **1. Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, for example, learners 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.

### **2. Intensive**

Intensive speaking goes to 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 applies to teacher or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

### **4. Transactional (dialogue)**

Transactional dialogue, that is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

### **5. Interpersonal (dialogue)**

Interpersonal dialogue is carried out more for maintaining social relationship than for the transmission of facts and information. The conversation is pretty trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charge language
- Slang
- Ellipsis
- Sarcasm

- A covert “agenda”

### **6. Extensive (monologue)**

Students who are at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or probably short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From the explanation above, the researcher assumed that speaking is a process of building and sharing meaning, in which thought and knowledge are used to express what people would deliver and communicate in different situations. In speaking, there are several aspects that must be dealt with and it could be reference to assess the speaking activity. Some types of speaking activity are also illustrated. In this research, the researcher will use story telling with serial picture to improve students' speaking ability.

### **2. 3 Teaching Speaking**

While speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate (Hornby, 1995). Teaching speaking means giving opportunity to learners to enable themselves understood. Harmer (2001) says that there are three main reasons to make students speak in the classroom. Firstly, speaking activities provide rehearsal opportunities to practice real-life speaking in the classroom. It means that the teacher provides

rehearsal for students to speak in the classroom. Secondly, speaking tasks, in which the students try to use the languages they know, provide feedback for both teacher and students. Finally, the students have more opportunities to activate the various elements of the language. They have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. In other words, the teacher had given the rehearsal and speaking task to students, so that the students have opportunities to remember the various elements of language.

Teaching speaking is to teach learners to produce speech sound patterns with appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and also organize their thoughts in a meaningful and logical sequence ( Kayi, 2006).

Kayi (2006) says that there are five principles for teaching speaking, they are:

1. Be aware of difference between second language and foreign language in learning context.
3. Give students chance to practice with both fluency and accuracy.
4. Provide opportunities for students to talk by using group work or pair work.
5. Plan speaking task that involve negotiation for meaning.
6. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.



In brief, teaching speaking means giving the opportunity of students to study about how to combine their ideas and thoughts. Moreover, it is also about how students select the words and sentences orally which are appropriate to their social setting. Teaching speaking is the way for students to make an interaction to another person in any situation.

#### **2. 4 The Concept of Storytelling**

Storytelling is the conveying of events in words, images and sounds often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and in order to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. It is an activity to visualize a story so that the viewers are able to imagine and understand it. They can feel the real situation by looking and hearing the story teller. The performance should be supported by explicit articulation, good vocal and intonation in order to describe the situation clearly. Every student may use their own way to tell or retell about a story from a certain source or their experiences. They can explore their speaking ability widely by this technique. Narration has always been one of the main means of practicing speaking in the classroom, although this used to take the form of having learners recount for tales, amusing or dramatic incidents based on a series of pictures. More recently, the value of encouraging learners to tell their own stories have been recognized, and course books now include personalized narrating task, whether monolog or dialogic, as a matter of course.

## **2. 5 Teaching Speaking Through Storytelling**

All of teachers hope to be success in teaching learning process. For the sake of this, the English teacher should try to present the material as well as possible. It means that a tendency of a variable exchange influence the other variable. From the statement above, it indicates that a variable can influence other variable. What the researcher means by variables are the story telling, which is symbolized by (X) and the student's speaking ability as variable (Y). The teacher should be creative in teaching English, like using a certain technique to make the students interested and understood the lesson.

However, the technique has to be prepared by considering the advantages for the students, especially in speaking. The teacher should use an appropriate technique to increase the students' ability. Oral telling is good to increase the students' creativity. They have to prepare themselves before making statement with good structure and vocabularies. Indonesian speaker, for instance, will face difficulty to pronounce English sounds, which do not belong to Indonesia language or we will produces inappropriate English sounds similar to mother tongue sound. As we know Indonesia students have also difficulties in pronunciation English words as perfectly as the native speaker do. Pronunciation teaching not only makes students aware of different sounds, but can also improve their speaking, listening, and reading. Pronunciation skills in the foreign language will both affect literacy and be assisted by literacy development. Story telling is a technique to increase the students' speaking ability. Speaking task is where the students are trying to use all and any language they know

provides feedback for both teacher and students. Teacher can see how well his/her class is doing and what language problems they are having, students can also see how easy they find a particular kind of speaking and what they need to do to improve their skills. Speaking activities can give them enormous confidence and satisfaction, and with appropriate guidance from the teacher can enlarge their knowledge about the lesson.

Storytelling is kind of students' activity that can be applied to increase self confidence in expressing mind by using their own words. The students are hoped to be able to tell a certain story based on their own comprehension, they are also trained to listen and understand it by listening the speaker. They can also tell their experiences, willingness, and the teacher also may give them a story to retell to their friends by using their own language. The students have to perform their skill by considering the right grammar and pronunciation. Every person has different way of speaking, so that the teacher should be a good model by giving correct examples, in order to avoid students' mistake. Storytelling can make the students more active because they have to plan and formulate what they want to present, and it is one of the teacher techniques in English teaching.

## **2. 6 The concept of Picture**

Pictures as visual aids will attract students' attention, and motivate them to learn. In addition, using series of picture means that the students try to connect the plot in the picture to be a link of story. Brown (2008) stated that picture can be used in many

stages of the instructional process, to introduce and motivate study of new topics, to clarify misconceptions, to communicate basic information, and to evaluate student's progress and achievement.

Picture is an image or resemblance; either to the eye or to the mind; which, by its likeness, brings vividly to mind some other things; as, a child is the picture of his father; the man is the picture of grief.

Harmer (2001:134) states that "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning". English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils' attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the word with a concrete object makes these words easier to remember. Harmer (2001:135) states that one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one.

So the researcher assumed that picture can give a good impression on students and they are better preserved in the minds of the students. Picture also give the meaning of something, especially English speaking and picture is the term, belong visual aids, which have many functions in the teaching and learning process, to support and help

teacher, picture also gives the teacher some advantages and can give many attractive information and to motivate the students to improve their ability. Using the picture in teaching learning is very useful because can help student remember and to recognize the meaning of object. It means that by looking at a picture, students become easier to be more familiar to speak.

## **2. 7 The Procedure of Teaching Speaking through Picture**

In increasing student's speaking skills, the researcher modifies procedure of how to teach speaking through story telling with serial pictures learning. It is aimed to be more fully understood by teacher to make use this idea of research. In this research, the researcher will propose some steps in teaching speaking through picture:

### Pre Activity:

- The teacher greets the students.
- The teacher tells the goals of learning instructions.
- Students are introduced to the lesson procedures.

### While Activity:

- The teacher tells about the topic that they will learn.
- Students are offered the material
- The teacher show the pictures and the students pay attention to the picture
- The teacher ask about the picture
- The teacher shows picture and explains it.

- The teacher choose some students randomly to perform in front of the class.
- The teacher asks all of the students to take values from the topic that has been discussed and there will be a strong willingness and ability to implement and get used to daily life.

#### Post Activity

- Students are asked what they have done in every phase of learning and evaluate it.
- Students summarize the materials.
- The teacher closes the meeting.

## **2. 8 The Advantages and Disadvantages Using Picture in Speaking**

The advantages of using story telling through picture:

- The students are stimulated and motivated to become more observant and express themselves.
- The students are easier to understand the meaning to speaking on picture.
- The students add the frequency of speaking activity.

The disadvantages of using story telling through picture technique:

- Cannot depict motion as film does
- The student sometimes can get misunderstanding the meaning when they speak.
- The students find difficulty to pronounce the words well.

## 2.9 Theoretical Assumption

The researcher assumes that teaching speaking through storytelling with serial pictures can improve students speaking performance because it is an activity which can help students to use the target language and allow them to say what they want to say and this activity is cognitively challenging. The students are expected to be able to communicate with other people, giving opinion, responding various statements. Based on the objective of teaching and learning activity, the teacher should be able to select and apply the appropriate teaching strategy related to the students' need. There are many techniques of teaching speaking, and one of them is by applying storytelling with pictures technique. In addition, using series pictures activities will build self-confidences in the students. Therefore, serial pictures may be an effective technique for the students to improve their speaking performance.

## 2.10 Hypothesis

Based on the frame of thinking above, the researcher proposed hypotheses as follow:

$H_0$  : There is no significant difference of there is significant difference of students' speaking ability between those who are taught through *storytelling with serial pictures* and who are taught *story telling without serial pictures* ?

$H_1$  : There is significant difference of students' speaking ability between those who are taught through *storytelling with serial pictures* and who are taught *story telling without serial pictures*?