

II. LITERATURE REVIEW

This chapter discussed about the review of previous related researcher, review of related literature, concept of speaking, teaching speaking, concept of picture strip story in narrative text, concept of questionnaire, procedures of teaching speaking through picture strip story in narrative text, advantages and disadvantages, and theoretical assumption.

2.1 Review Research

Speaking is a significant skill in teaching of language. But speaking is not an easy skill to learn because it needs some aspects that must be mastered by the learners, and it should be learned first before he/she speaks correctly . Teaching speaking is an important part of language learning. The ability to communicate in a second language clearly and efficiently contributed to the succes of the learner in a school and succesed later in every phase of life

2.2 Speaking

According to Welty (1976), speaking is the main skill in communication. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependence on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment,

and the purpose for speaking. According to Bryne (1984), speaking is an oral communication, the two way process between speaker and listener and involves productive and receiveive skills of understanding.

Meanwhile according to Abril (2012), speaking is a productive skill, this skill could be sometimes formal and informal it depends on the speech and the level of formality. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context. Therefore, speaking can take place if the speaker uses verbal symbol like word and non verbal symbol like gesture and body language to convey the intention.

In speaking process, especially in a conversation, it needs at least two people. One become the speaker who is giving information and other becomes the listener who receives information. Therefore, they can interact socially with each other.

Speaking became important because speaking was a skill that can make people easily understood to what things explained. There were three aspect of speaking that must be fulfill :

1. Fluency

Lado (1961:240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Thornburry (2005:8) People can be said as fluent speakers if they fulfill the following features :

- a. Pauses may be long but not frequent

- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying `um` and `ah` by subjects as they complete a task.

2. Pronunciation

According to Thornbury (2005:128-129) pronunciation is the student`s ability to produce comprehensible utterances to fulfill the task requirements. According to Harmer (2001:28-33) Pronunciation is important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

3. Grammar

According to Brown (2001:362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things :

- Who the speaker is
- Who the audiences is
- Where the communication takes place
- What communication takes place before and after a sentence in question
- Implied versus literal meaning
- Styles and register

- The alternative forms among which a produce can choose.

Speaking must fulfill several aspects, according to Harris (1974:84) there are:

a. Fluency

Fluency can be defined as the mastery to speak fluently and accurately.

Fluency includes a reasonable fast speed and only a small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give respond well without difficulty.

b. Grammar

Heaton (1978:5) defines grammar as the students` mastery to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. In other words, grammar is structured form to create good sentences.

c. Vocabulary

Vocabulary means the suitable diction which is used in communication.

No one can communicate effectively if they do not have enough vocabulary.

d. Pronunciation

Pronunciation refers to the mastery to produce easily comprehensible articulation. In the other words pronunciation is the intonation pattern.

e. Comprehension

Syakur (1978) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it.

Comprehensibility denotes the ability of understanding the speakers` intention and general meaning. This idea means that is a person can

answer or express well and correctly, it shows that he/she comprehends or understands well.

In designing speaking activities or instructional materials for second or foreign language teaching it is also necessary to recognize the very different functions speaking performs in daily communication and the different purpose for which our students need speaking skills.

2.3 Functions of Speaking

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 function (in which it serves to establish and maintain social relation), and the transactional functions (which focus on the exchange of information). According to Jones and Burns (1998) there three functions of speaking :

a. Talk as interaction

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

b. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly

and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performances

The third type of talk which can usefully be distinguished has been called talk as performances. This refers to public talk, that is, talk which transform its information before an audience such as morning talks, public announcements, and speeches.

Based on the third type of talks above, we can conclude that speaking have some function depend on the situation and condition. This is one of the reason, why do the students should be learn more about speaking ?.

2.4 Teaching Speaking

Teaching speaking is teaching the students to transform ideas or information for communication by using the language. The keyword in teaching speaking is strategy or technique of the teacher. According to Rivers (1978:6), speaking is developed from the first context of the language. Thus, we have to introduce speaking with the language we are learning, because speaking is the process for the students to express their emotions and everything in their mind. According to Brown and Yule (1995), learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. On the other hands, according to Jespersen (1965), the essence of language is human activity in the part of the individual to make him understood by another. It means that communication is very important for everyone.

The researcher use retelling story as her oral speaking type and extensive as her speaking performance. The researcher opine that retelling story would be suitable for picture strip story technique and could explore the students` speaking ability.

The researcher use intermediate story in narrative text, it made the student more explore what is the main of story, and also adapted the level of they ability.

2.5 Concept of Picture Strip Story

According to Lang (2009), problem of language teachers constantly search for new innovative and motivating authentic material to enhance learning in the formal classroom. Publisher already put a lot of effort into their complication of the material they could call authentic, but a textbook is made of material that has been altered and simplified for the learner. Students should be exposed to authentic material whenever possible. One authentic material that has been explored over the past few years is the picture strip story. There are some reasons that make picture strip story so attractive as an educational tool :

- A built desire to learn through comics
- Ingenious way in which this authentic medium depicts real-life language, people and society
- Variety of visual and linguistic elements and codes that appeal to students with different learning styles.

In same line Lang (2009) assumed that picture strip can be use :

- To practice describing using adjective
- To practice writing direct speech

- To introduce paralanguage (lexical items without a written correlate)
(e.g. ‘Psstt, don` t be noisy !!)
- To practice formation of different verb tenses (i.e., changing the present tense of the action in the strip to the past tense)
- To practice telling the story of a sequentially, ordered picture strip that has been scrambled up;
- To reinforce the use of time-sequencetransition words to maintain the unity of a paragraph or story (e.g., first, the boy left for school. Next, he . . .)

According to Lavery (2011), picture strip story can be used from beginners level to advanced level for a variety of language and discussion activities. There are some functions of picture strip in a story :

- Tell a complex story in a few images
- Provide comment and provoke thought on events and issues in the news
- Give an example of vocabulary related to current trends and fads
- Provide easily identifiable characters to form the basis for sketches
- Show culture in action with the ways that men or women are behaving and are expected to behave
- Comment on and illustrate a whole range of issues like racism, teenage relationship, sexism, ageism, family relationships.

Picture strip story can be very motivating for students as the story-line reinforced by the visual element, which can make them easier to understand. There are a

number of different ways to use picture strips. The following have proved quite successful with various classes.

2.6 Concept of Questionnaire

The design of the questionnaire depends on whether the researcher wishes to collect exploratory information (i.e. qualitative information for the purposes of better understanding or the generation of hypotheses on a subject) or quantitative information (to test specific hypotheses that have previously been generated).

- Exploratory Questionnaire : If the data to be collected is qualitative or is not to be statistically evaluated, it may be that no formal questionnaire is needed.
- Formal Standardised Questionnaire : If the researcher is looking to test and quantify hypothesis and the data is to be analysed statistically, a formal standardised questionnaire is designed.

Such questionnaires are generally characterised by:

- Prescribed wording and order of questions, to ensure that each respondent receives the same stimuli
- Prescribed definitions or explanation for each question, to ensure interviewers handle questions consistently and can answer respondents' request for clarification if they occur
- Prescribed response format, to enable rapid completion of the questionnaire during the interviewing process.

2.7 Procedures of Teaching Speaking through Picture Strip Story in narrative text

- Pre-teaching
 - The teacher greeted the class
 - The teacher gave the question about the topic to warm up the students
- While teaching
 - The teacher gave a picture strip story to students
 - The teacher asked they to analyzed together how the story happened by the picture
 - The teacher retelled the story without looked the paper
 - The teacher gave an exercise, she/he gave another story
 - The teacher asked they to read and understood the story
 - Then the teacher asked they to come in front of the class to retell the story with their own language one by one
 - The teacher evaluated the students` speaking ability, such as, pronunciation, fluency, and comprehensibility by using oral test sheet consist of students` based on their oral production
- Post activity
 - The teacher gave comment and explained necessary things
 - The teacher provided a chance for the students to ask a question and tried to answer them
 - Te teacher asked the students representative to conclude that lesson
 - The teacher closed the meeting

2.8 Applicability of the Procedure Implementing Picture Strip Story in English Class

a. Teacher

This study might offer contribution to develop of teaching English. This result of study could be rewarding for increasingly information that could be applied by general English teacher in teaching narrative text through picture strip story. In the procedure of implementing picture strip story in the class, the researcher being a teacher. She asked question about related topic to warming up. After that, giving a chance to guess and predict what are the topic was talked.

She distributed the picture strip story in narrative text. She asked the students to analyzed together about the story. Next she retelled the story with her own language.

Next she gave another story and asked they come to in front of the class to retelled what was the way of the story with their own language and directly they will used their memorize to speak, they also will used their imagination or visualization to remembering the arranged of event in the story.

b. Students

In the first treatment, they enjoy the class, because this technique was not boring and it is attractive. But in the second treatment after they read and analyze the picture and then they would come to in front of the class they will looked shy because they have not master many vocabulary to speak. But it would train they ability to choose their own language that were

easier that can make they more understood, and they are looked active in the class. In the last treatment they will looked interested to giving attention to their friend who comes in front of the class to correct and getting information from their friend.

2.9 Advantages and Disadvantages

There are some advantages of this technique :

1. The students were able to learn how to predict the way of story and understood its
2. The students could develop their visualization ability that could make they were creative
3. The students could speak use their own language
4. The students were more attractive and active in the class because they enjoyed the interesting class

On the other hands, picture strip story also has disadvantages, such as :

1. Sometimes the students just follow their friends` word when they are speaking.
2. This technique waste many times

2.10 Theoretical Assumption

Teaching English is the way to increase the students` ability in using English for communication. According to school based curriculum for the first grade of SMA, the expected to increase their language skill such as listening, speaking, reading, and writing skills. One of the ways to increase student`s speaking skills was by

asking them to practice speaking more often. The reason to recommend picture strip story in teaching speaking for determining and responding to learner`s language needs. From the literature above, the researcher assumes that picture strip story technique could increase the students` speaking ability.