

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

Having known the definition of speaking, it is not hard to understand why speaking is useful and important. It is caused that speaking is one of the central elements of communication.

According O'grady and Dobrovosky (2000, p.310) speaking is a productive skill. The speaker needs a mental process or called as "a process of thinking". The speakers do not only think about word to convey the message to a listener but also phrases and sentences,

Furthermore, Jo and Shaw (2003, p.133) stated that speaking is not only the oral production of written language, but also including learners in the mastery of a wide range sub skill which added together, then it supports speaking skill. They added that speaking is producing some combination of language skill, but it does not mean that it should be included all skills.

From the statement above, it is concluded that speaking is not the oral production of written language. Besides, it needs a process of thinking. Speaking requires the speakers to master a variant skill which added together. So, mastering speaking is gathering skill in thought because of including some input skills in it.

Then, the mouths are able to deliver those skills orally.

2.2 The Teaching of Speaking

Since English is included as a compulsory subject in junior high schools in Indonesia, the learners have the same needs. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. Brown (2000, p.275-276) stated that there are seven principles for designing teaching speaking.

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Based on the explanation above, the researcher concluded that the teacher can employ the principles for designing teaching speaking. It will help the students in learning English especially in speaking class.

2.3 Types of Classroom Speaking Performance

According to Brown (2000, p.271), there are six types of classroom speaking performance. Those are imitative, intensive, responsive, transactional, interpersonal, and monologue.

First is imitative. Imitation is not carried out for the purpose of meaningful interaction, but for focusing on some particular element of language form. This speaking performance provides “human tape recorder” speech, the learners practice an intonation contour or try to pinpoint a certain vowel sound. The teacher usually uses drilling to the students. Then the students get opportunity to listen and repeat some words.

Second is intensive. Intensive includes reading aloud including reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

Third is responsive. Responsive is very short conversation, standard greeting, small talk, simple requests and comments. These replies are usually sufficient and do not extend into dialogues.

Fourth is transactional. Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Comparing with responsive performance, it gives the students to extend the communication, because the questions will develop based on the answers given.

Fifth is conversation. Conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

This performance includes interview, role play, discussions, conversations and games.

Sixth is monologue. Monologue tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language

than conversational language. This performance includes oral reports, story-telling, summaries, short speeches.

2.4 Junior High School

2.4.1 The Curriculum for Junior High School

Based on law the National Education System No. 20 of 2003, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials which is used as a guidance of the implementation of learning activities to achieve a specific educational goal. Therefore, there are two definitions of curriculum. The first is a plan and a rule over the goals, content, and materials. The second is a way which is used for learning activities.

There are some kinds of texts that should be mastered by the eighth graders.

Those are descriptive text, recount text and narrative text. The researcher used narrative text as the topic in this research. Based on the syllabus for junior high school, the narrative text is on 3.14 and 4.18 of basic competences and needs 16 hours of the lesson. The basic competences of this topic were shown below:

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.14 Menangkap makna teks naratif lisan, berbentuk fabel pendek dan sederhana penggunaannya.

Based on this basic competence, the researcher used fable in teaching narrative. Fable is a kind of story that uses the animal character in drawing a story.

2.4.2 The Teaching of English at Junior High School

At junior high school, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process.

Considering the fact that the students of junior high school are still young learners, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They need enjoyable activities, which involves body movement, pictures, real objects, during the teaching and learning process.

2.5 Story-telling

2.5.1 Teaching of Speaking Using Story-telling

According to Brown (2000, p.271), there are six types of classroom speaking performance. Those are imitative, intensive, responsive, transactional, interpersonal (dialogue), and extensive (monologue). The researcher use extensive or monologue performance in doing the research. One of these performances is story-telling.

A story is defined as a narrative account of real or imaged events. It is a structure of narrative with a specific style and a set of characters, Baker and Greene (1985, p.28). Ways (1986, p.206) stated that students find it easier to assimilate new ideas when they are presented in the form of a story. According Vale and Feunteun (1995, p.7) story-telling is a technique or an approach in teaching language. It demonstrates the value of practical tasks as social,

motivational, and teaching tools in learning situation. It also makes students feel fun in learning language. Phillips (2000, p.6) pointed out that storytelling technique has many an essential role in the education, especially, for young learners, that may inspire their imagination, create their own visual images and ideas.

Story-telling can be an enjoyable activity for both tellers and listeners and should be engaged in at all grade levels. The teacher can model story-telling before expecting students to tell stories. Storytelling can be a way to remind children that their spoken words are powerful, their listening is important, and that clear communication between people is an art, Wright (1995, p.10).

This performance requires the student to tell a story from the beginning until the end of story. In addition, it requires the student act as if they are in the character of the story. Story telling fosters creative thinking for the students. It also helps the students express their ideas in the format of beginning, development, and ending, including the characters and setting which showed in the story. Moreover, the students also can tell riddles or jokes, Shrouf (2012, p.12).

Based on the explanation above, the researcher concluded that story-telling is an enjoyable activities for all levels which requires the teller to act like the characters in the story, tell a story from beginning until the end of the story, use body movement, and sometime use jokes or riddle. Moreover, it inspires the students' imagination, create their own visual images and ideas.

2.5.2 The Benefits of Story-telling

As a technique in teaching language, story-telling has many essential benefits for young learners. According Bruner (1986, p.210) there are some benefits about the storytelling to be considered. First, storytelling is an interactive performance art form; it is direct interaction between the teller and the audience which is an essential element of storytelling. Second, Storytelling is a process for sharing, interrupting, offering the content and meaning of a story to an audience. Third, it is empowering to be able to express students' thoughts and feeling through oral language. Fourth, the storytelling as an art can be enjoyable tool for practicing listening comprehension sub-skills and verbal expression. Fifth, new vocabulary can be introduced and easily comprehended within a story context. Sixth, by storytelling the learners can learn instructions, riddles, warnings, questions and explanations. Last, imagination can generate language and comprehension is facilitated by the story's events.

2.6 Media

2.6.1 Definition of Picture

Teaching is the process of communication. The teachers and learners exchange the message or information. The messages can be knowledge, skills, ideas, experiences, and many others. To delivering the message and information the teachers need media in teaching process. According to Arsyad (2003, p.10) states that media is everything or tools which is used for delivering the message or information. Latuheru (1998, p.8) stated that media is a mediator which is used by the teacher to share their ideas, so that the idea can be expressed to the students.

He adds that instructional media are able to elicit students' response, encouraging their participation and creating a dynamic, relevant, and attractive classroom.

Sadiman *et. al* (2008, p.6) state that media is a type of components in the environment that can stimulate the students to study. In addition Sadirman *et. al* (2008, p.6) state that media is all the physical tools that can present the message and stimulate the students to learn (e.g. books, films, tapes, videos, tape recorder, etc.).

Therefore, from the explanation above the researcher concludes that media are the tools, materials, or events that establish conditions used by a teacher to deliver or share the message and information to the students. Moreover, the use of media can stimulate the students in learning and make the students more enthusiastic in teaching learning process.

One of visual instructional media that is going to be used in this research is picture. Pictures are one of these valuable aids. They bring "images of reality into the unnatural world of the language classroom. Pictures bring not only images of reality, but can also be function as a fun element in the class, Hill (1990, p.2).

Pictures can be employed in teaching structure, vocabulary, functions, situations and all four skills. Moreover, it can help them in learning the language. The use of picture in teaching and learning process will give motivation and draw learners' attention, Wright (1990, p.2). He added that picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experience, Wright (1990, p.5). Latuheru (1988, p.36) states that pictures can translate abstract ideas into more realistic form. It can be easily obtained, can

be used in different academic levels, and can attract students' interests. Hence, pictures can stimulate students' mind in generating, expressing, and developing their ideas. According Raimes (1983, p.27) picture can be tools to stimulate students in describing an object or a person in the pictures. Pictures also help the students to communicate or explain the events in the picture. In addition, according to Thornbury, (2006, p.20) explains that picture can illustrate the script of conversation in order that we can memorize easily. It means that a text such as narrative, descriptive, and procedure could be illustrated in the picture to make it easy to memorize. In short, based on those experts, the researcher concluded that sequences of picture can be used as the medium to improve students' speaking ability in teaching narrative.

2.6.2 The Advantages and Disadvantages of Pictures

Below mentions the advantages of picture according Latuheru (1988, p.41):

1. Picture is a concrete thing. It shows more realistic than verbal's media.
2. Picture can overcome the limitations of time and scope. It is because of this media can be brought to the class. It also can show events that happened in the past.
3. The picture can anticipate the monitoring limitation of the teacher.
4. Picture can clear a problem.
5. Using this media is cheap, easy to get and use.

The disadvantages of using picture will mention below, Latuheru (1988, p.42):

1. The limitation size of the picture will disturb its use for a big group.

2. The complicated picture will not be effective for teaching and learning process.
3. The pictures only emphasize on the sight sensory.

Based on the explanation above, the researcher concluded that advantages and disadvantages of using picture can be consideration for the teacher in using this media in teaching and learning process.

2.6.3 The use of Picture in Teaching Speaking

Sequenced of picture is one of the medium that can entertain the student in learning English. It draws the setting and character in the picture. It can attract the students to learn. It is not surprising that young learner prefer reading story with a picture. Therefore, the wide spread of the sequences of picture has interested the researcher in using this media as the medium for teaching and learning process.

The researcher may provide the students by several of sequences of picture in order to motivate the students' interest. It is surely better to combine the use of the sequences of picture with a particular method of teaching. So, the use of sequences of picture as the medium of the teaching will be more effective. The teachers' job is to find good and enjoyable sequences of picture which is appropriate to the way the students' need and the students' age.

2.7 Previous Study

There are two previous studies that had been conducted by some researchers. The followings are two of the studies that show the benefit of using literature in teaching English.

The first thesis entitled “The Use of English Comics to Improve Students’ Ability in Story Retelling (The Case of 8th Years Students of SMPN 1 Bajong Pekalongan in The Academic Year of 2006/2007) by Royanti, State University of Semarang. She conducted the research at SMPN 1 Bojong Pekalongan, Central Java, from 2006 to March 2007.

The second thesis entitled “Using Picture Sequences to Improve the Narrative Text Writing of the Eight Graders of SMP Negeri 2 Mojokerto In the Academic Year 2013/2014” by Alfian Bagus H., State University of Malang.

There are some differences between the first previous study and this research. The first research used experimental research design for the eight graders of SMPN 1 Bojong Pekalongan, Central Java, from 2006 to March 2007.

Second, she used recount text as the material and comics as the media to improve speaking ability of the students SMPN 1 Bojong Pekalongan. The total number of her sample was 40 students. Third, the data were obtained from speaking test and questionnaire. In the control group, she used written text story, while in the experiment group, she used English comics. Fourth, she applied seven steps in doing her research. First, she handed out the comic to the students. Second, she explained what the comic is about. Third, she asked the students to read the comic for 10 minutes. Fourth, she explained the difficult words. Fifth, she explained how to pronounce the words. Sixth, she asked the students to work in group. Last, she asked the students retold the story. Her result showed that the use of Comic was more effective than the use of written text story. Besides, the students’ motivation in speaking was better.

There are some similarities of this study and the first previous study. The first is the use of picture as the medium to improve students' speaking. Second, the research also used speaking skill as the main problem of the eighth graders of SMPN 1 Bojong Pekalongan. Last is level of the study. Here, she chose eighth graders as the subject of her study.

The second thesis entitled "Using Picture sequences to Improve the Narrative Text Writing of the Eighth Graders of SMPN 2 Mojokerto in the Academic Year 2013/2014. There are some differences of this study and the second previous study. First, he focused in writing skill to improve the student' writing. The total students of his sample were 34 students. Second, the data were obtained from questionnaire, observation checklist and test. Third, the use of picture sequences in this research was divided into four steps. First, the researcher taught the model of narrative text which would be used in using picture series.

The second, the researcher asked the students to observe the pictures. The third, the researcher asked the students to make an outline based on the picture. The last, the researcher asked the students develop the outline into a narrative text. The researcher used one cycle that consists of two meetings. The criterion of success was 70 % of the students could achieve score up the average or 75. It was based on the school agreement or (KKM). His result finding showed that 80 % or 29 students of 34 students achieved the score up to the average after using picture series.

There are some similarities of this study and the second previous study. The first is the use of picture as the media to improve students' writing. Second is the

use of research design which used classroom action research design (CAR). Third is the use of narrative text. Last, is level of the subject. Here, he used eighth graders as the subject of her study.

