CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frame Work

1. The Concept of Speaking Skill

Speaking is a language skill or as a mean of communication in which one can express his ideas or information to others in spoken form. It is a complex language skill, because someone needs to find ideas or information then it is arranged in a good order. According to Chomsky (in Brown, 2008: 33), speaking skill is the capability to other the articulation to express, to state or deliver though, opinion and wish to the other person. The People who know a language are called as speakers of the language. Many activities of foreign language learners are primary interest to speak.

Chaney (1998:13) defines speaking skill as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". When attempting to speak, learners must master their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

Another definition of speaking skill is "using language for purpose" (Baker, Watsrup, 2003:7). It is involving some kinds of production on the part of language user. It means that it is an ability of producing a language orally. Speaking is a complex set of abilities that involves many components, including pronunciation, listening, and

grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

Moreover, speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001). Similarly, it is active, productive, and makes use of the oral medium. In speaking activities, the speaker and interlocutor have to understand with each other.

From the definition above, it can be concluded that speaking skill is a language skill or a mean of communication in which one can express his ideas or information in a good logical order and master the convention mechanics of speaking (pronunciation, grammar, vocabulary, fluency and comprehension).

2. The Purpose of Speaking

In this study, the writer applies the purposes of speaking as expected in 1994 curriculum as follows:

1. To conduct conversation about text and picture
2. To be able to describe thing, people, place and sequence of events orally.
3. To express ideas, opinions and feelings simply
4. To tell about planning simply

These purposes indicate that teaching English in Indonesia is to make students able to use English for any topics and

expressions. According to CEF in Sari Luoma (2004: 33-34), there are six categories of communication function. They are:

a. Giving and asking for factual information, e.g. describing, reporting, asking;

b. Expressing and asking about attitudes, e.g. agreement/ disagreement, knowledge/ ignorance, ability, permission;

c. Suasion, e.g. suggesting, requesting, warning;

d. Socialising, e.g. attracting attention, addressing, greeting, introducing;

e. Structuring discource, e.g. opening, summarizing, changing. the theme, closing;

f. Communication repair, e.g. signaling non understanding, appealing for assistance, paraphrasing.

Since speaking has a lot of functions or purposes, the main objective of speaking is to communicate.

3. The Problems in Speaking

Speaking to others is done in order to exchange information. Listeners and speakers are expected to be able to understand each other. But, normal speech contains a fair number of slips and errors such as mispronounced words, mixed sounds, and wrong words due to inattention. Nunan states that one of the complications in determining the difficulty of speaking tasks is the so-called interlocutor effect.

In addition, there are some problems of speaking activity experienced by students (Penny, 2003: 121), they are :

a. Inhibition

Learners are often inhibited about making mistakes, fearful of critism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participant

This is problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother- tongue use

They may tend to use it : because it is easier, because it feels unnatural to speak to one another in a foreign language and because they feel less exposed if they are speaking their mother tongue.

The problems above may be caused by some factors ("Penny Ur") :

1) The teacher seems dislike hearing the incorrect grammar in the classroom.

2) The language educators have stressed linguistics competence more than communicative competence

3) Audio-lingual theorists have been felt that the students should not be permitted to create language in uncontrolled situations.

The students in learning English must recognize problems and their causes in speaking. By doing so, the students are expected to avoid the problems of speaking in order to be able to speak fluently and correctly.

4. The Components of Speaking

There are some components that influence the students' speaking skill, which the more they can master the components, the better they speak. C.J. Weir states that there are two components of speaking, accuracy and fluency. Similarly, Penny Ur in the scales of oral testing criteria; fluency and accuracy explains each of these aspects as follows (Penny, 2003:135):

a. Accuracy

1) Little or no language produced

2) Poor vocabulary, mistakes in basic grammar, may here very strong foreign accent

3) Adequate but not rich of vocabulary, makes obvious grammar mistakes, slight foreign accent

4) Good range of vocabulary, occasionally grammar slips, slight foreign accent

5) Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent

b. **Fluency**

    1) Little or no communication

    2) Very hesitant and brief utterance, sometimes difficult to understand

    3) Get ideas across, but hesitantly and briefly

    4) Effective communication in short turns

    5) Easy and effective communication, uses long turns

It is also supported by O'Malley that the concept seems very suitable designed for authentic oral assessment of English language learner that consists of utterance, fluency, structure, vocabulary, and understanding, of listening.

Furthermore, there are some proficiency descriptions of speaking, which speaking skills are assessed based on the components of speaking (Harris, 1969: 84) as in the following:

a. **Pronunciation**

    1) Pronunciation problems so severe as to make speech virtually unintelligible.

    2) Very hard to understand because of pronunciation problems, must frequently be asked to repeat.

    3) Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

    4) Always intelligible, though one is conscious of a definite accent.

5) Have few traces of foreign accent.

b. Grammar

1) Errors in grammar and word order so severe as to make speech virtually unintelligible.

2) Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.

3) Make frequent errors of grammar and word order which occasionally obscure meaning.

4) Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.

5) Makes few (if any) noticeable errors of grammar and word order.

c. Vocabulary

1) Vocabulary limitations so extreme as to make conversation virtually impossible.

2) Misuse of word and very limited vocabulary make comprehension quite difficult.

3) Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.

4) Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.

5) Use of vocabulary and idioms is virtually that of a native speaker.

d. **Fluency**

1) Speech is so halting and fragmentary as to make conversation virtually.

2) Usually hesitant; often forced into silent by language limitations.

3) Speed and fluency are rather strongly affected by language problems.

4) Speed of the speech seems to be slightly affected by language problem.

5) Speed as fluent and effortless as that of a native speaker.

e. **Comprehension**

1) Can not be said to understand even simple conversation virtually impossible.

2) Has great difficulty following what is said. Can comprehend only social conversation´ spoken slowly with frequently repetitions.

3) Understand most of what is said at slower than normal speed with repetition.

4) Understand nearly everything at normal speed, although occasional repetition may be necessary.

5) Appears to understand everything without difficulty.

It is also supported by Hughes (2003: 131-133), the concept seems very suitable designed for authentic oral assesment of English language learner that consists of :

1) Pronunciation.

2) Grammar.

3) Vocabulary.

4) Fluency.

5) Comprehension.

Pertaining to the theory of speaking skill aspects above, it can be concluded that there are five aspects assessed in speaking skill, pronunciation, grammar, vocabulary, fluency and comprehension (Harris, 1969: 81). It is involving some kinds of production or a complex set of abilities on the part of language user. As a means of communication, speaking should be in a good logical order and good convention mechanics of speking which will determine the students' skill. In this research the students' speaking skill was assessed by considering Analytic Scoring of speaking (Harris, 1969: 81) which consists of five aspects : Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Each aspect has score range from 1 to 5.

5. The Nature of Teaching Speaking

   A. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. 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. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2000: 275-276) states that there are seven principles for designing speaking techniques.

1) Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

2) Provide intrinsically motivating techniques.

3) Encourage the use of authentic language in meaningful contexts.

4) Provide appropriate feedback and correction.

5) Capitalize on the natural link between speaking and listening.

6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981: 27-31) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students

understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, according to Brown (2000:87), there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. At the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are

given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

6. Speaking Assesment

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. Luoma (2004: 1-3) stated to speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelli- gibly with minimal hesitation.

In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain ami- cable relations or to achieve their communicative goals. Because speaking is done in real-time, learners' abilities to plan, process and produce the foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce (Luoma, 2004: 2-3). Yet teachers often

focus narrowly on the development of grammatically accurate speech may conflict with a learner's desire to communicate and be understood.

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test taker's listening skill, which necesarily compromises the reliability and validity of an oral production test. Brown (2003:140-141) stated "How do you know for certain that a speaking score is exclusively a measure of oral production without potentially frequent clarifications of an interlocutors?".

Brown (2003:141-142) also stated there are five types of oral production, they are :

1. *Imitative.* At one end of a continuum of types of speaking performance is the ability to simply parrot back (**imitate**) a worrd or phrase or possibly a sentence.

2. *Intensive.* A second type of speaking frequently employed in assesment contexts is the production of short stretches of oral language designate to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncure).

3. *Responsive.* **Rensponsive** assesment task include interaction and test comprehension but at the somewhat

limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. *Interactive.* Interaction can take the two forms of transactional language, which have the purpose of maintaining social relationships.

5. *Extensive.* Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral ineraction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

According to Hughes (2003: 135), the accurate measurement of oral ability is not easy. It takes considerable time and effort, includig training, to obtain valid and reliable results. Assessing speaking is thus not impossible, but it is difficult.

In this research the students' speaking skill was assessed by considering Analytic Scoring of speaking (Harris, 1969: 81) which consists of five aspects : Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Each aspect has score range from 1 to 5. The better the students master the aspects, the better their speaking skill is.

7. Approach, Method, Technique, And Strategy.

Before discussing about the technique used in this research, the writer wants to provide the explanation about the approach, method, strategy and technique.

a. Approach

According to Richards and Rodgers cited in Patel (2008: 91), approach is the theories about the nature of language and language learning that serves as the source of practices and principles in language teaching. Approach is the way of the teachers' view in the teaching and learning process. Regarding with this, Celce-Murcia (2001,p.5) believes that an approach to language teaching is something that reflects a certain model or research paradigm. Approach is more general than other terms depicted above.

b. Method

Furthermore, Celce-Murcia cited in Patel (2008: 71) also stated about the definition of method. Method is a set of procedures. According to Cambridge international Dictionary as stated by Patel and Jain (2008,p.89), method means a particular way of doing something. As the conclusion, method can be defined as the way of teaching. Method usually uses the activities, techniques and procedures.

c. Technique

Afterwards, a technique is a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities (Richards and Schmidt, 2010, p.590).

Moreover, Patel (2008: 69) stated that a technique is a classroom device or activity and thus represents the narrowest of the three concepts. In conclusion, technique is more specific than method.

d. Strategy

Strategy is procedures used in learning, thinking, etc. (Patel, 2008: 71). Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information (Oxford, 1990, p.8). Briefly, strategy is specific means that may help the learners to learn language.

There are several types of strategy as follows:

1) The first type of strategies is *vocabulary and language development*, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like *algorithm* starts a sequence of lessons on larger math concepts and builds the student's background knowledge.
Example: Vocabulary journals, A-B-C books, word webs, word walls.

2) The second strategy is *guided interaction*. With this method, teachers structure lessons so students work together to understand what they

read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

Example: Partner interviews, Class surveys, Tea Party, Think-Pair-Share, Numbered Heads Together, Four Corners.

3) The third strategy is *metacognition and authentic assessment*. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (*metacognition*) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With *authentic assessments*, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language needs a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

Example: Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading Thinking Activity (DRTA), Anticipation Guides, Think-alouds, K-W-L, and Plus Minus Interesting.

4) The fourth strategy is *explicit instruction*, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

Example: Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics.

5) The fifth strategy is the use of *meaning-based context and universal themes*, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

Example: Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.

6) The final strategy is the use of *modeling, graphic organizers, and visuals*. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to student

Example : Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices.

Jazz chants, read-alouds.

In this research, the writer used the technique that is called Picture Series Technique, an interesting technique in order to facilitate the students' speaking skill in narrative text.

8. Picture Series Technique

In teaching speaking skills, there are several principles that

should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk. There are many things that can be presented to stimulate them to talk. In this case, visual stimuli in the form of a picture series were used in teaching speaking.

Linking to visual or aural stimuli, Hill in Zainatuddar (2015: 446) says that visuals have the advantages

a. Of being inexpensive,

b. Of being available in most situations,

c. Of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials,

d. consequent enthusiastic use, and

e. Of bringing images into the unnatural world of the language classroom.

Moreover, Harmer (1991: 179) points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, the Pictures Series Technique was used in teaching and learning speaking.

Speaking and writing are both productive skills and pictures can often be used in similar ways to promote them. Wright (1989: 2) additionally states that pictures can stimulate and provide information

to be referred to in conversation and discussion as in storytelling.

Moreover, Bowen in Zainatuddar (2015: 447) states that a sequence of pictures are a series of pictures on a single subject. They reveal their story or theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:

a. Make the titles and captions large enough to read, or omit them all together and do the describing orally;

b. Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks;

c. If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;

d. The pictures themselves should all be the same size and similarly mounted in order to make a set.

The procedures of picture series technique are as follows :

1. Firstly, the teacher asks the students to comprehend and interpret the picture series.

2. Next, the teacher explains about the picture series related to composing narrative text from its generic structure and language features.

3. Afterwards, the teacher gives explanation about the use of language features in speaking narrative text based on the picture

series.

4. At last, the teacher asks students to tell a narrative story based on generic structure and language features of narrative text from the picture series.

9. Picture Series Technique and Speaking Skill

Applying picture series in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It is taken from magazine or newspaper, poster, brochure, or it is found on the internet. The teacher must consider that pictures can engage the students' interest. The use of pictures should be appropriate with the students' level and it is visible by the students, (Harmer, 2007: 179).

Developing and stimulating the students in learning process are the teacher's role. As teachers, we must have many sources that can stimulate the students to learn actively because it is important. They are included in teaching learning process. A picture is one of the resources that can help the students to stimulate their interest and motivation, (Wright, 1989: 2).

Picture Series Technique is one of the communicative techniques that can be applied in teaching and learning speaking. The technique helps the students to improve their ability in speaking (Zainatuddar, 2015: 454-455).

Example of Picture Series Technique in Narrative :

Snow White

A long time ago,there was a beautiful princess who was named Snow white. She lived in a castle with her step mother after her parent was died. Her step mother was wicked and hated Snow White.

Her step mother asked the Huntsman to brought Snow White in the forest and killed her. But Huntsman feel pity and asked Snow White to run away in forest and left her in there.

Snow White walked in the forest and found a little house. She decide to rest in there. Turns out,it is a dwarfs's house. Because the seven dwarfs feel pity with Snow White,they allow her to stay there.

Because the step mother knew that Snow White still alive,she was angry. She wanted if Snow White died. So,she disguise as a old woman and pretended gave her an apple. Whereas it is a poisoned apple.

After Snow White ate that apple. She fell unconscious. Snow White asleep forever. The dwarfs was sad. Only a miracle which made Snow White woke up again.

Unexpectedly,there was a prince looked the Snow White was slept. He felt in love with Snow White. And then,the prince kissed Snow White. And a miracle happens…

After that,Snow White woke up again. And then,she also felt in love with prince. Finally they were married and happily forever. And the stepmother expelled from castle.

B. Relevant Research

1. A research by Baskorowati Ulid'Azmi (2013), a collegiate from Muhammadiyah University of Purworejo, was entitled "**THE EFFECTIVENESS OF USING STORYTELLING BY PICTURES IN TEACHING SPEAKING TO THE SEVENTH GRADE STUDENTS OF SMP N 33 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013".** The aim of this research was to know whether storytelling by Pictures is effective or not for teaching speaking to the seventh grade students of SMP N 33 Purworejo in the academic year of 2012/2013. The researcher took two classes of the seventh grade as the population and sample. Each class consisted of 34 students. The researcher conducted pre-test and post-test. The researcher used storytelling by Pictures to teach speaking. Statistically, the researcher analyzed the data by using t-test. The result of this research showed that storytelling by Pictures was effective to teach speaking to the seventh grade students of SMP N 33 Purworejo in the academic year of 2012/2013. It was found that the result of t-value was 3.25. Based on the 0.05 significance level, the value of t-table was 2.03, the computation showed that t-value was higher than t-table, which was 3.25> 2.03.

C. The Operational Concept

The theoretical concepts stated above are still in general and in abstract form. Therefore, it is required to be operationally described by a particular word that is measured empirically. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. Picture Series Technique is an independent variable (X) and students' speaking skill in narrative text is a dependent variable (Y).

The indicators of Picture Series Technique as independent variable as stated by Hill (1990) in Zainatuddar (2015) are :

1. Firstly, the teacher asks the students to comprehend and interpret the picture series.

2. Next, the teacher explains about the picture series related to composing narrative text from its generic structure and language features.

3. Afterwards, the teacher gives explanation about the use of language features in speaking narrative text based on the picture series.

4. At last, the teacher asks students to compose narrative into a good paragraph based on generic structure and language features of narrative text from the picture series.

The indicators of the students' speaking skill as dependent variable was designated with Oral proficiency scoring categories proposed by Brown (2001: 173) :

1. The students are able to use correct grammar in speaking.

2. The students are able to use appropriate vocabulary in speaking.

3. The students are able to provide good comprehension skill.

4. The students are able to speak fluently.

5. The students are able to speak with correct pronunciation.
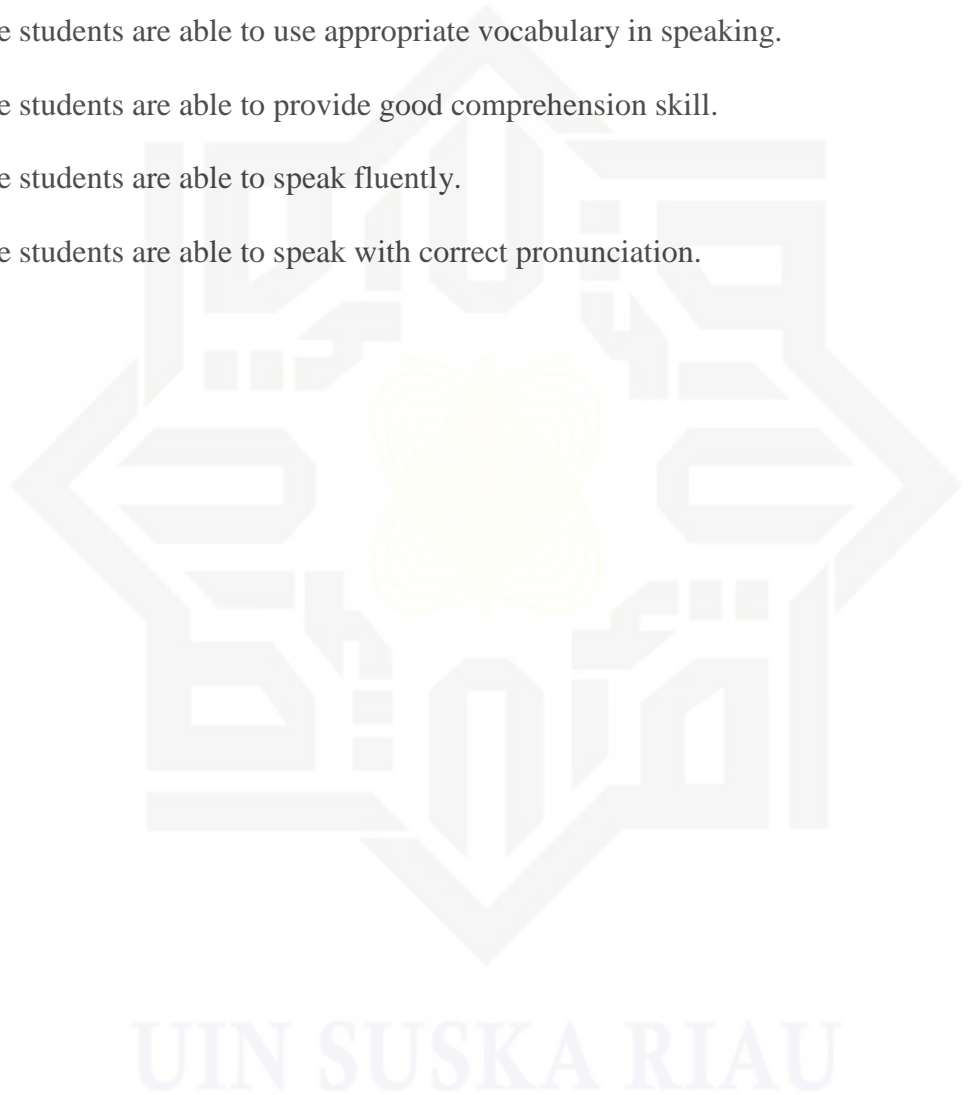
D. Assumption and Hypothesis

1. The assumption

There is an assumption of writer before coming to the research finding. The writer assumes that the Picture Series Technique can help the students to improve their speaking skill.

2. The Hypothesis

Ho: There is no significant difference between before and after using Picture Series Technique on the second year students' speaking skill at MTsN Kampar.

Ha: There is a significant difference between before and after using Picture Series Technique on the second year students' speaking skill at MTsN Kampar.