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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

Speaking skill is the ability to perform the linguistics knowledge in actual communication. Therefore, we can infer that speaking is the ability to use words or a language to express information in an ordinary voice. According to Alderson and Bachman (2004.p.ix) speaking is the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instant judgements about a range of aspects of what is being said, as it is being said. It means that the assessment might depend not only upon which particular features of speech (e.g. pronunciation, accuracy, fluency) the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor, his or her familiarity to the candidate and the personal characteristics of the interlocutor and candidates. It means that it is not easy to assess speaking ability. The assessor has to judge directly when there is a conversation between demonstrator and interlocutor.

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According to Richards (2008.p.21), Speaking is also an appropriate way to make others understand with what we mean and say. Brown and Yule state that making 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. It means that speaking is a process to share information each other. Through speaking, we can keep our relationship in socialization.

According to Barrass (2006.p.3) Speaking is a tool for someone about how he or she expresses mind, emotion, and influences or persuades other people to do or to take a certain action. When you speak, you know what you are thinking and how you feel about, and as you speak with other people to make judgements about your character and assumptions, you know what you are thinking and why: first from your appearance, and then from *how you speak* and from *what you say*. It means that as people come to know you better, they also judge you by *what you do* – by your actions, which speak louder than words: they make clear whether or not what you said. Speaking is using words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; a speech. While skill is the ability to do something well. it means that speaking is one way to express your idea, share information and influence people to do something. The goal of

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speaking is to express meanings so that other people can make sense of them.

According to Kalayo Hasibuan and Fauzan Ansyari (2007.p.113), The language learners need to recognize the speaking skill that involves three knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary). The language learner should use the correct words in the right order with the correct pronunciation.
- b. Function (transaction and interaction). The language learner should know when the clarity of message is essential (transaction/ information exchange) and when the precise understanding is not required (interaction/ relationship building).
- c. Social and culture rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants). The language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

It means that the language learner has to choose the correct words when they make a conversation and pronounce the word correctly. The language learner has to know the ideas that has been sent by interlocutor. in social culture rule the language learner has to know the circumstances.

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1. The Component of Speaking

Furthermore, there are five components which are generally recognized in analyzing speaking. Adams and Frith in Hughes (2003.p.132) explain those five items as follows:

1. Pronunciation

According to Jack C. Richards (1992.p.8), Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the way of certain sounds is produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication. It means that the pronunciations are important one to communicate with other, because some of the listeners do not know the meaning of what we talk about.

2. Grammar

According to Nunan (1991.p.296), Grammar remains us how to make the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is collect grammar. It means that without grammar our sentences are not complete yet, sometimes the listener is so difficult to understand our purposes.

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3. Vocabulary

According to Nunan (1991.p.117) vocabulary is a group of the words that includes in language, have many words that must be mastered by person to speak or write something. Vocabulary as the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication. It means that vocabularies are the way to produce something, so the more we know the vocabularies, the more we can express what we think about.

4. Fluency

According to H. Douglas Brown (2001.p.255) Fluency is probably best achieved by allowing the air stream of speech to follow them as some of this speech spill over beyond comprehensibility. It means that fluency is the important one in speaking that makes the listener understand more when they communicate with other.

5. Comprehension

According to Harris D.P. (1974.p.81) In brief speaking requires that not only know how to produce specific point of language includes grammar,

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pronunciation, vocabulary, and fluency, but also to understand when, why, and in what ways to produce the language. It means that speaking is not only about how to speak well but the comprehension of speaker and listener is also considered. Based on the explanation above, it can be concluded that the components of speaking skill consist of many aspect, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In other words, if talking about the fluency is easy and effective communication is grammar that is about the errors, and vocabulary is about choice of words.

b. Teaching Speaking

According to Brown (2000.p.7), teaching is guiding facilitating learning, enabling the learner to learn and setting the conditions for learning. It means that teaching is not only a process to transfer information or knowledge, and good models from teacher to the students. But teaching is included all aspect in teaching and learning process. According to Newton, the aims of teaching speaking are:

1. To help the learners be able to cope with meaning focused output as soon as possible.

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2. To motivate them in their language study by getting them to engage in successful speaking.

3. To make the early learning as relevant as possible to their language use needs. It is considered as one of the more difficult skills in learning language than other skills. Dealing with the idea. According to Penny (1991.p.120), the success of students in speaking can be characterized by their actions in learning a language. More over Penny says that successful speaking activities are:

1. Learners talk a lot. As much as possible of the period of time allotted the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

According to Paulston (1976.p.55), the goal of teaching speaking is to improve students' communicative skills. So, It needs being professional.



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Therefore, teachers not only help their students to develop the ability to communicative efficiency. According to Christina, communicative competence is taken to be the objective of language teaching that is the production of speakers competent to communicate in the target of language. It means that the teachers need to understand the material that will be taught, teachers should also be able to make the students interested in the material what is being taught by the teacher, and make the students able to achieve the standard of communicative competency. In other words, they make themselves understood by using their current proficiency. Therefore, teacher should consider some principles for teaching speaking. According to Nunan, there are some principles for teaching speaking as follows:

1. First, teacher must be aware of the differences between second language and foreign language learning context.
2. Second, teacher gives practice to the students both fluency and accuracy.
3. Third, teacher provides opportunities for students to talk by using group work or pair work and ting teacher talk.
4. Fourth, Teacher plans speaking task that involves negotiation for meaning.
5. Fifth, Teacher designs classroom activities that involve guidance and practice in both transactional and interactional speaking.



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Furthermore, According to James (1995.p.179), teachers are also required to have good proficiency in mastering knowledge related in and technique used. Brown argued that teaching consists of those activities (techniques and exercises) related to delivery of information. It means that the teacher should know how to transfer the information or knowledge to the students by using various ways such as game, technique and exercise.

In this research, the researcher used Graffiti Board strategy as tool to teach speaking to the students. Graffiti Board strategy is a strategy used by writer to know its effect on students' speaking skill at Vocational High School 1 Kandis.

For all the theories and explanation above, it is clear enough that teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language. In other words, teaching speaking is necessary. The teachers not only have to give an explanation to the students how to speak proficiently and ask them to speak. but teachers also should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. Therefore, teachers should encourage students to communicate some referential meaning in the target language.

Graffiti – you see it everywhere from city streets to high school hallways. Graffiti can run the gamut from hastily scribbled tags of someone's street name to carefully thought-out art that critiques contemporary society.



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The word graffiti comes from the Italian language. “Graffiti” is actually the plural of the word “graffito.” They are both derived from the word *graffio*, which means “a scratch.” The original graffiti will be scratched into the surface, not just painted. Ultimately, the word is derived from Greek – *graphein* – meaning to write, draw, or scratch. (This gives us the common word root –*graph*.)

Graffiti was first labeled as such in 1851 in reference to ancient inscriptions etched into the walls – that is, “scratches” – of the ruins of the city of Pompeii. The definition has since expanded to include all sorts of public art, from hastily made drawings to elaborately executed street art.

2. Why to use Graffiti board

Students learn from capturing and exploring “what’s on their minds.” As they interact with people and texts, they search for patterns that connect their current experiences with past events, texts, and feelings. Through these connections, they are able to make sense of those experiences. They also attend to difference, to the “yet to be understood.” As students read or engage in an experience, their initial thinking and responses can easily be lost, fleeting in and out of their minds. They need a way to quickly capture these responses that does not require them to organize their thinking or express that thinking in formal ways. Through quickly capturing their initial thinking by jotting words and thoughts and sketching images, they can then revisit that thinking to share with others or to organize that thinking through a web or chart.

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TABLE II. 1

PROCEDURES OF GRAFFITI BOARD STRATEGY

PROCEDURES	PRINCIPLES
1. The teacher brainstorms the new topic by asking a students to come to bethe front of the classroom (the new topic is descriptive text)	According to (Pawel Weichbroth, 2016) Brainstorming is basically a technique to provoke and encourage creative thinking based on a general idea, during a workshop with a group of participants, including experts or novices. The above statement has been striking enough to provoke an investigation of related empirical studies, regarding the effectiveness of

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	<p>the generation of group ideas.</p> <p>they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.</p>
<p>2. The teacher motivates the students by capturing their attention on interest by giving a new strategy. That is graffiti board.</p>	<p>Learners should enjoy reading and feel motivated to read.</p> <p>Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture. So, motivate them in their language study by getting them to engage in successful speaking</p>
<p>3. The teacher shows an example of graffiti board to their students</p>	<p>According to Dianen larse (1985) deductive application of an explicit grammar rule is a usefull pedagogical teahing.</p>

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	<p>Make inquiries in accordance with the competencies to be achieved Create an encrypted letter answers Step-by-step lesson as follows: Teacher presents material appropriate competencies to be achieved Sharing the appropriate worksheet examples.</p>
<p>4. Each students will speak orally by telling the graffiti into the descriptive text.</p>	<p>not only have to give explanation to the students how to speak proficiently and ask them to speak. but teachers also should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral languaget. Therefore, teachers should encourage students to communicate some referential meaning in the target language. In Kalayo Hasibuan and Muhammad Fauzan Ansyari (2007.p.101) many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or</p>

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	comprehend oral language.
5. The teacher asks other students to share about the graffiti board to that there is not completed by giving added explanation	According to (Dianen larse:1985) the ability to communicate in the target language is not a goal of foreign language instruction. It means that the teachers need to understand the material that will be taught, teachers should also be able to make the students interested in the material what is being taught by the teacher, and make the students able to achieve the standard of communicative competency. In other words, they make themselves understood by using their current proficiency.

a. The Procedures of Graffiti board

1. The teacher brainstorms the new topic by asking students to come to bethe front of the classroom (new topic is descriptive text)
2. The teacher motivates the students by capturing their attention on interest by giving a new strategy. That is graffiti board.



3. The teacher shows an example of graffiti board to their students
4. Each student will speak orally by telling the graffiti into the descriptive text.
5. The teacher asks other students to share about the graffiti board to that there is not completed by giving added explanation

B. The Relevant Research

To avoid the same title used in this research, the writer shows the research relevant to this research. According to Syafi'i (2011, p.122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. There are some previous researches which have relevant to this research.

The research that was conducted by Dewi Fitriyanur (2011) Teaching Speaking By Using Graffiti Board To Junior High School Students of SMP Adabiah Padang in this research, she found that the students' improvement in Teaching Speaking by Using Graffiti Board to Junior High School Students of SMP Adabiah Padang. The improvement occurred in students' score of English.

C. Operational Concept

In order to clarify the theories used in this research, the writer explains briefly about the variables used in this research. This research is an experimental research which focuses on the effect of using Graffiti Board strategy on students' speaking ability. Therefore, in analyzing the problem, there are two variables used. They are X variable and Y variable. In this

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research X variable is Graffiti Board strategy, and Y variable is Students' speaking skill.

- a. Variable X (The Procedures of Graffiti Board strategy) is independent variable:

Klippel (1992 : 56), explains about the procedures of Graffiti Board and interesting strategy in teaching. The procedures are:

1. The teacher gives the class an idea or topic.
2. The students have to think about Graffiti Board and Interesting point of an idea.
3. The students work on their own group for a few minutes.
4. Each student works with a partner and shares their ideas.
5. The ideas are discussed with the whole class.

- b. Variable Y (Students' speaking skill) is dependent variable

- a. The students has an ability to speak English fluently.
- b. The students has an ability to use correct pronoun usage in speaking.
- c. The students has an ability to use proper words or vocabulary.
- d. The students has an ability to express the words spontaneity.
- e. The students has an ability to speak English naturally.

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D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the Graffiti Board strategy can help the students improve their skill in speaking. It helps students at Vocational High School 1 Kandis at the tenth grade in improving their skill in speaking English.

2. The Hypothesis

There are three hypotheses in this research, as follows:

a. The First Hypotheses

H₀₁ : There is no significant difference of the speaking skill pre-test mean scores before treatment between experiment class and control class.

H_{a1} : There is significant difference of the students' speaking skill pre-test mean scores before treatment between experimental class and control class.

b. The Second Hypotheses

H₀₂ : There is no significant difference of the students' speaking skill post-test mean scores after treatment between experiment class and control class.

H_{a2} : There is significant difference of the speaking skill post-test mean scores after treatment between experiment class and control class.

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c. The Third Hypotheses

H₀₃ : There is no significant difference of the students' speaking skill pre-test and post-test mean scores of using Graffiti Board strategy on students' speaking skill of the tenth grade at SMKN 1 Kandis

H_{a3} : There is significant difference of the speaking skill pre-test and post-test mean scores of using using Graffiti Board strategy on students' Graffiti Board strategy of the tenth grade at SMKN 1 Kandis