CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Speaking

Speaking is a language skill or communication in which people can express his or her ideas to others. and also it is a complex language skill because people needs to find ideas or information before speaking to be arranged in good order. Speaking can be understood as the activity of presenting the ideas in spoken language. Jones in Richard said that speaking is the activity to get something done, exploring ideas, working out some aspects of the world, or simply being together.[1] Anne Lazaraton in Murcia said that speaking activities can be implemented into discussion, speeches, role plays, conversations, audiotape, oral dialogue journals and other accuracy based activities.[2] In addion, Alderson and Bachman[3] stated that speaking is an integral part of people daily lives. So that, speaking cannot be separated from our life. Speaking makes our life complete. Next, Thornbury stated that speaking is so much part of daily life that students take it for granted.[4] Furthermore, Nation and Newton said that speaking is devided into two kinds: Formal and informal speaking. Informal speaking is typically involved task where conveying information is not as important as maintaining

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[1] Jack C. Richard, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008)p.19

[2] Anne Lazaraton, "*Teaching Oral Skills*", *Teaching English as a Second or Foreign Language*, (Heinle & Heinle: Thomson Learning, Inc., 2001)p.106

[3] J. Charles Alderson and Lyle F. Bachman, *Assessing Speaking*(New York: Cambridge University Press, 2002) p.9

[4] Scott Torn burry, *How To Teach Speaking*(New York: Longman Companies, 2003)p. 1

friendly relationship. While formal speaking is speaking as part of work or

academic study which involve presenting reports or presenting a view point

of a particular topic. In addition, Hymes in Zakia describes the acronym of

SPEAKING [5] ,are:

"**S**etting refer to the place and time in which the communicative events takes place"
Participants refer to speakers and heares and their role relationship.
Ends refer to the states r unstated objectives the participants wish to accomplish.
Act sequence refer to the form, content, and sequence of utterances.
Key refer to the manner and tone (serious, sarcastic. Ets)
Instrumentalistes refer to the channel (oral or Written) and the code (formal or informal)
Norms refer to conventions of interaction and interpretation based on shared knowlegde.
Genre refer to categories of communication such as lecture, report, essay, poem, and so
forth.

In speaking, there are also many aspects that should be achieved in

speaking, as follows:

1) Accuracy

Accurcy refers to the ability to speak properly by selecting the correct

words,and expression to convey the intended meaning, as well as

using the grammatical patterns of English.[6] Accuracy involves the current

use of vocabulary, grammar and pronunciation.[7]

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[5] Siti Zakiyatun Nisa, The Effect of Using Persuasive Speech Technique toward Students' Speaking Ability of the second year at SMAN 12 Pekanbaru. (Pekanbaru:Unpublished, 2013), p.9
[6] Kathleen M. Bailey, *Practical English Language Testing: Speaking* (Singapore: M.C. Grew hill,2005). p 5
[7] Roger Gower, et al. *Teaching Practice Handbook*. (Thailand: Mac Milan Heinermanry, 1995)p. 99

a. Vocabulary

According to Penny, vocabulary can be defined, rougly, as the words we teach in the foreign language.[8] Vocabulary is very important in speaking because people who have many vocabularies, they will be able to convey information in the different words.

b. Grammar

Grammar is sometimes defined as"the way words are put together to make correct sentence". In Specific, grammar is usually called"a Structure". Grammar does not only affect how units of language are combined in order to"look right",it also affects their meaning.[9]

c. Pronunciation

Pronunciation can be said as the way to read the symbols in the certain sounds of language. For example the letter *c* in English is pronunced */k/or/s/*. To read the symbols, people also understand about their stress, rhythm and intonation.

From explanation above, it can be concluded that accuracy is one of the aspects in speaking related to the correct of using vocabulary, pronunciation and grammar pattern. Acccuracy in speaking is also needed to avoid misunderstanding between speaker and listener.

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[8]Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1996)p. 60
[9]Ibid,p. 75

2) Fluency

Fluency is the simply ability to speak fast.[10] Barley Stated that fluency is known as an aspect that must improve speaking,because one of the succcessful in speaking is the people are able to speak fluently,confidently on their saying as native speaker.

According to Brown, There are five basic types of speaking:[11]

a. Imitative

The speaker imitates the previous talking.It is kind of speaking that does not need comprehension from speakers,the speakers just say what they have heard.

b. Intensive

It is a type of speaking where the speaker has lack of ability in interaction with interlocutor but the speaker knows well the linguistic of a language.

c. Responsive

In responsive of the assessment task includes interaction and test comprehension but at the limited level of very short conversations, standard greeting, and small talk, simple request and comments.

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[10]Scott Thorn bury, Op.Cit. p. 6
[11]H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education Inc., 2003)p.141

d. Interactive

There are two forms of transactonal language,which has the purpose of exchanging spesific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

e. Extensive(monologue)

Extensive oral production tasks of Speaking include speeches, oral presentations and storytelling, during with the opportunity for oral interaction from listener that is either highly limited or ruled out together.

Then, the functions of speaking are stated by Richard into three major types, they are:[12]

a) Speaking as interaction

Speaking is an activity to establish and maintain social relationship. Interaction focuses on participant and social needs. It can be said that the primary fuction on spoken language is interaction. Speaking can be used for greeting, compliment and small talk.

b) Speaking as transaction

Transaction focusses on messages and communication strategies. Speaking can be used for getting and giving or conveying information.

c) Speaking as performance

Speaking is used for speech, class talk and presentation.

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[12]Jack C. Richard,Op,Cit.p.21

In Addition, Canale and Swain In Savignon divided the communicative language competence into four components.[13]

a. Grammatical Competence

Grammatical competence refers to the ability of the students to produce sentences and know how the sentences should be formed. It involves the knowledge of lexical items, rules of morphology, syntax, sentence-grammar semantic and phonology.

b. Sociolinguistic Competence

Sociolinguistic competence refers to students' ability in understanding the social context in what condition language is used where the speaker recognize the role of participants, the information they shared and the function of the interaction.

c. Discourse Competence

Discourse competence refers to students' ability in understanding the meaning of utterances.

d. Strategic Competence

Strategic competence refers to students' ability in creating and managing a good environtment during using the language.

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[13]Sandra J. Sauvignon, *Interpreting Communicative Language Teaching* (London: Yale University, 2002),p. 3

2. The Concept of Speaking Ability

Speaking can be describes as the ability of person to express his ideas. Littlewood states that speaking ability is a combination of structural and functional aspect of language. Speaking is the main form of commmunication that is used to get any mesage accross, moreover in teaching and learning process. We can say that the speaker must consider the person who are talking to as listeners.[14] According to nation & Macalister, in order to participate in clasroom discussion; students have to develop their speaking.[15] Jones said,"how you say something can be important as what you say in getting your meaning accross.[16]

In speaking, we have to make a good communication. we conclude that one of the important aspects in speaking is that there is a communiction or interaction. between the speaker and the listener. So, it will make the good attraction or understanding about the object of topic. By understanding the topic, it can increase our knowledge when we are doing communication as well as possible. According to Troute, speaking is the vehicle for increasing and deepening knowlegde when we are trying to speak to learn.[17]

It is known that speaking is very difficult and complex skill to learn especially for the foreign language students. Paulston and Brunder

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[14] Zeki Kaya. 2011."International Journal on New Trends in Education and Their Implications".p.98(http://ijonte.org) Retrieved on February, 13, 2013.
[15] I. S. P. Nation & John Macalister. *Language Curriculum Design (*New York, Rout ledge. 2010) p.78
[16] Rhodes Jones, *Speaking and Listening* (London: The Bath Press,1989)p. 14
[17] Lisa R.trout."*OralLanguage and Vocabulary Development Activities*."(New York: School District of Palm Beach Coutry,FL),p.1

say that speaking ability is taken to be the objectives of language teaching: the production of speaker competence to communicate in target language.[18]

Bruder says that there are four rating criteria of test focus on four areas of speaking ability. The areas are language function, appropriateness, coherence, and accuracy.[19]

a. Language functions *include narrating, comparing, giving and defending an opinion, responding to a hyothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report etc*. Each question focusses on one or more language functions.while students may include other language functions in students' response, the focus of students' response should address the language functions stated in the question.

b. Apprpriateness *refers to responding with language appropriate for the intended audience or situation.*

c. Coherence/cohesion *reflects the ways language is organized (coherence) and how ideas relat to each other (cohesion).*

d. *Accuracy includes pronounciation, grammar, fluency, and vocabulary.*

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[18]Cristiana Brat Paulson and Mary Newton Bruder. *Teaching English as a Second Language: Techniques and Procedures* (Massachusetts: Winthrop Publisher inc,1976) p.55
[19]Bruch Tillich and Mary Burder. *Speaking Naturally: Communication Skills in American English*(New York: Cambridge University Press, 1985).p.6

In another words, Weir explains how to test or to measure the students' speaking ability:[20]

a) Verbal essay

The candidate or the student is asked to speak for three minutes on either one or more spesified general topics.the candidate has to speak at lenght which enables a wide range of criteria including fluency to be applied to output.

b) Oral presentation

The candidate is expected to give a short talk like on topic in which he has either been asked to prepare before hand or has been informed shortly before the test.this is different from'speaking essay described above as far as the candidate is allowed to prepare for the task.

c) Free interview

In this type of interview, the conversation unfolds in an unstructured fashion and no set of prosedures is laid down in advance.

d) Information transfer

Description of a picture sequence.

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[20] Cyril J. Weir. *Communicative Language Testing* (London: Prentice Hall, 2004)p.74

3. The Factors Influencing Students' Speaking Ability

Jack C. Richard and Willy A. Reynanda stated that there are four factors influencing students' speaking ability they are:

a. Age of Maturational Cnstrains

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning.

b. Aural Medium

The central rule of listening comprehension in a foreign language acquisition process in how is largely accepted. It means that listening plays an extremely important role in the development of speaking abilities. Speaking feeds listening in which people precede it. So, speaking is closely related to or interwoven with listening which is the badic mechanism through which the rules of language are internalized.

c. Socio-Cultural Factors

Many cultural characteristics of a language also affect a foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication in a context of structured interpesonal exchangeis thus socially regulated. It is well known that each language has its own rules of usage as to when, how, and what degree a speaker may impose a given verbal behavior of their conversational partner.

d. Affecting Factors

The affecting side of the learneris probably one of the most important influences on language success or failure. The affective factors are related to foreign language learning emotion, self-esteem, emphaty, anxiety, attitude and motivation. Speaking as foreign language in a public, especially in front of native speakers, is often anxiety provoking.[21]

4. The Concept of Picture Strip Story Technique

In learning process, many activities can be done with Picture Strip Story. Picture Strip Story is one of the problem solving of communicative technique. Wright states that picture Strip Story technique are very important in helping students to retell about stories or understand something since they can represent place, object, people, etc. Pictures Strip Story help the students understand a more general context, which may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students.[22] Diane States that Picture Strip Stories are allowed the students to practice in negotiated meaning and the students are able to view the picture and compare it with their prediction.[23] Furthermore, there are two levels of language in this activity. The first is the language needed for description and narration. In this

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[21] Wendi Wijarwati. *Http://www.scribed.com.doc/60137628/5/factor-affecting-students-speaking-ability*retrievedon August, 08, 2013.

[22]A. Wright. *Picture for Language Learning(Cambridge*: Cambridge University Press,1989)p.36

[23]Diane Larsen Freeman, Op,Cit.p. 134

activity the teacher can exercise some controls at this level, through the content of the pictures selected. The second level is that the language is needed for discussion. This level is less predictable. But, the teacher can still exercise some control over the general level of difficulties, since this will depend in part on how clearly the pictures signal their original sequence.[24] Additionally, as stated by Klasek there are some advantages of using picture Strip Story. Picture Strip Story is inexpensive, familiar medium of communication. Moreover, picture Strip Story can be arranged in sequence and can be adapted to many subjects. In addition, picture Strip Story can assist in the prevention, correction and misconceptions. Besides, picture Strip can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.[25]

In addition to make clear about the technique, the writer provides how the technique is applied. It will be stated in some activities as follows:

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[24]William Littlewood,Op.Cit.p. 33

[25]Klasek, C. B. *International Media in Modern School* (London: Macmillan Press,1972)p.67

a. Teacher activities:

   1. Teacher devides the students into some groups.

   2. Teacher shows the picture and cut up into separate pictures.

   3. Teacher gives a picture to each member of group to disscuss and predict the sequence of the story.

   4. Teacher controls the students' activity.

b. Students activities:

   1. Students decide on the original sequence and reconstruct the story.

   2. Students discuss in a group the original story sequence of the pictures to solve the problems.

   3. Each member of a group perfoms in front of the class to present the result of group discussion.

B. The Relevant Research

In order to avoid plagiarism, the writer states some researches dealing with the Effect of Using Picture Strip Story Technique in learning process, the writer shows the relevant researches which were done by two previous researches:

1. The research was conducted by Nopita Lia Sari 2011,alumnus of English Department State Islamic College of Ponorogo (STAIN PONOROGO) entitled Improving Students' Speaking ability by using picture strip story technique at SMPN 1 Jenangan Ponorogo. It was an action research. The findings of this research indicated that Picture

Strip Story Technique was successful in improving students' speaking ability. In three cycles, the researcher got the result that showed the development of students in speaking class increased. The mean of students increased from 66,97 to 72,81 to 74,55. And then the passed students also increased from 68,75 % to 74,55 % to 81,82%.[26]

2. The research was conducted by Muzdalifah entitled the influence of using picture series in teaching speaking towards students' speaking achievement at the second year students of MAN Rengat. She found that teaching by using picture series, there was sifnificant effect in tecahing speaking toward the students' speaking achievement.[27]

Based on the explnation above,it shows that the difference between the previous researches from this research is that both of the previous reseaches aimed of knowing the improvement of the students' speaking ability as well as possible. Besides, in this research, the writer aims of knowing the significant effect of using Picture Strip Story Technique toward students' speaking ability of the second grade students at MA Al-Ihsan Buluh Rampai. Furthermore, based on the research findings of both previous researchers, it indicates that the technique was successful and could be applied to increase students' speaking ability.

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[26]Nopita Lia Sari.Improving Students' Speaking ability by Using Picture Strip Story technique at SMPN 1 Jenangan Ponorogo. (Ponorogo: Unpublished, 2011) p.9

[27]Muzdalifah. The influence of Using Picture Series In teaching Speaking toward Students' speaking achievement at the second year students of MAN Rengat (Pekanbaru: Unpublished, 2005),p.1

C. The Operational Concept

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two variables, the first variable is Picture Strip Story Technique which is symbolized as X and the second variable is speaking ability which is symbolized as Y.

1. Indicators of Picture Strip Story:

   a. The Teacher devides the students into some groups.

   b. The Teacher shows the picture and cuts up into separate pictures. Then,the Students decide on the original sequence and reconstruct the story.

   c. The Teacher gives a picture to each member of group to disscuss and predict the sequence of the story,and the students discuss in a group with the original story sequence of the pictures to solve the problems.

   d. The teacher asks Each member of a group to perfom in front of the class to present the result of group discussion.

2. Indicators of speaking ability:

   a. The students are able to speak accurately.

   b. The students are able to speak fluently and systematically.

   c. The students are able to express the meaning of transactional and interpersonal conversation to interact with the environment.

   d. The students are able to pronounce the words well.

   e. The students are able to express their ideas.

D. The Assumption and Hypothesis

1. The Assumption

   In this research, the writer assumes that:

   a. The students' speaking ability is varied.

   b. The Picture Strip Story Technique can help the students to improve their ability in speaking.

2. The Hypothesis

   a. The Null Hypothesis (H_o)

      There is no significant effect of Picture Strip Story toward Speaking Ability of the second grade students at MA AL-Ihsan Buluh Rampai.

   b. The Alternative Hypothesis (H_a)

      There is a significant effect of Picture Strip Story toward Speaking Ability of the second grade students at MA AL-Ihsan Buluh Rampai.