

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some of important points as review of related literature which explains speaking, teaching and learning, teaching speaking, problems in speaking, teaching media, comic strips, the concept of using comic strips, testing reading and previous study.

#### 2.1 Speaking

Speaking is a part of English skills that is very important to be learned besides listening, reading, and writing. Speaking is quite different from other language skills, because speaking requires the ability to perform in public. As Brown (2001) states that, speaking is the creative product which is constructed from linguistic strings, the speakers choose the lexicon, structure, and discourse. He also gives the other argument that speaking is an ability to achieve the goals of pragmatic through interactive discourse with other speakers of other language. Through speaking people could express and deliver their feeling and ideas directly. Speaking is an oral communication which is used more by people in their social community.

According to Brown (2001:141), there are 5 basic types of speaking:

1. Imitative. This activity focus on the pronunciation practice. In this types the learners just simply parrot back (imitate) a word or phrase or a sentence if it is possible.
2. Intensive. Intensive speaking is one step beyond imitative. In this types learners practice some phonological and also grammatical aspects of language.

3. Responsive. In this type the learners do the interaction with the other. At least they have very short conversation, standard greetings and little talk, simple comments and request.
4. Interactive. This type is more than responsive. The difference is just in the length and complexity of the interaction.
5. Extensive. It is the highest types of speaking. In this part learners are in the top of stage in learning speaking ability, learners can speech, oral presentations, and also story telling.

According to Clark (1997) says that speaking is basically an instrument act for build the communication. People will be difficult to build the communication if they do not speak with the other. People will not have many relations if they are lazy to speak up, because the purpose of speakers to do speaking is in order to have some effects for the listeners.

But now, in many schools there are many students cannot speak English well because most of them are afraid to make a mistake in speaking. So they seldom practice to speak English. Students are too worry to make some errors in some aspects (Novita, 2014). Here, speaking is one of the most difficult aspects for students to master. This is really difficult when one considers everything that is involved when someone speak: idea, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person they are communicating with (Pollar, 2008). Because of that case, students are very nervous and too afraid to do speaking because when they are speaking they need to master all those aspects with them. So that, they decide to be quite rather than they get embarrassed to their classmates because they cannot speak

well. In this research the researcher focused on the application of media using comic strips in increasing speaking ability.

## **2.2 Teaching Speaking**

In this section the researcher will discuss about the characteristic of successful speaking activity and the technique of teaching speaking.

### **2.2.1 The Characteristic of Successful Speaking Activity**

Every teachers in all schools expect that their students can study English successfully in learning process, especially in speaking. Based on Ur (1996:120) the characteristics of successful speaking activity is language is of an acceptable level.

In this part, Learners express themselves in utterances that are pertinent. Easily understood to each other, and of an acceptable level of language accuracy. The utterances must be acceptable grammar based on standard of English. And also the fluency, pronunciation and comprehensibility. So that, students can be described that they get successful speaking if they have applied that criteria.

### **2.2.2 The Technique of Teaching Speaking**

Generally, most of people say that speaking is the crucial part in teaching learning process because the listeners will not understand the meaning of speaking if the speaker are not be able to transfer the meaning of what are being he say accurately. In speaking, learners will face two words: accuracy and fluency. Those are the two importance things to support the development of student speaking ability.

Accuracy is students' speaking ability in conversation using the correct grammar and vocabulary, it focuses on creating correct example of language use. While accuracy is contrasted with fluency which is the natural language use when a speaker engages in meaningful interaction and focuses on achieving the communication. (Richard, 2006:14).

Every learners expect to be able to speak English fluency even accuracy. In this case there are some techniques to help learners speaking english fluency even accuracy. According to Polar (2008: 34) there are some techniques of teaching speaking:

1. Information gap.

This is the good technique for learners to learn speaking. Because in this technique the learners are carried to be enjoy their learning speaking. In this case learners learn speaking while plying in the class.

2. Discussion : involving opinions

Teacher can use the topics that will generate varying opinions rather than having everybody agree. Such as, discussing about life in the city and life in the country. In this technique is suitable to work in group.

3. Debates

This involves choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a difference opinion. It is good for the advances levels.

4. Spontaneous conversations

The real uncontrolled conversation sometimes breaks out in class. This can be where students communicate something about themselves and

the others are interested in. If the time is allowed it will be better if continuing this type of conversation because it has a real communication purpose.

5. Role play

This involves students taking on a role and have a discussion with each person who is playing in their role.

6. Problem solving.

Teacher gives some problems to students. In order that, students can solve that problems.

7. Discussion based on pictures.

It is good way to make students speak up in the class by collecting pictures from magazine, newspapers, the internet, etc.

8. A final word on speaking activity

Students need to listen to a cassette or read a text on the subject as a lead up to speaking activity.

Those are some techniques that can be used by teacher to teach speaking in class. Teacher is able to choose one of them to teach her material in the class.

### **2.3 Problem in Speaking**

There are four skills that should be mastered by students, speaking, listening, writing and reading. Speaking is the most difficult skill to master among the other skills. It can be proven from the fact that many Indonesian students cannot speak English especially Junior High School could not speak English. Ur (1991:121) states that students lack in speaking ability because of four types problems. First is the obstacle, learners are afraid to make a mistake when they are

speaking, learners are often fearful of criticism or losing face. The second is even learners are not inhibited, they often complain that they cannot think anything to say, they are often confuse about what idea that should they talk about. The third is low participation or uneven participation. Learners have very little time for talking and sometimes it is just dominated by some learners while the other speak very little or not at all. The last is the use mother-tongue. The learners use the same mother tongue when they are talking because they feel strength if they speak using foreign language.

While, according to Cox in Yulia (1999:152-153) there are three reasons why students are lack in speaking ability. The first is the opportunities are limited of the teaching speaking skill. Because the teaching process is influenced by the evaluation system that mostly focused on reading and writing skills. The second is the teacher have very little time for practice speaking. It is in relation with the first reason, and the third reason is the teacher dominates the teaching speaking process with his/her explanation and evaluation.

#### **2.4 Teaching Using Media**

Teacher should be being a smart teacher, he should be creative when he or she teach students English, especially in speaking skill. Because English as the foreign language in Indonesia, so teacher should find a good way to teach the students especially Junior high School. In the methodology of teaching there are two important aspects in teaching, these are method and media as tools to help in teaching. In this study the researcher uses media as a tool to help students' improve their speaking ability. Media is a form of physical or non physical device that is used by a teacher to facilitate the instruction (Brown, 2001). In order to

facilitate learners, the presence of media in the classroom can solve the limitation of time and place. In this case, teacher should be smart to choose and select the media that is appropriate with his or her students' needed in learning process. selecting media is very important when teach students. Selecting media should be done with considering some common features of media that appropriate with the material of the lesson.

Wright (1976:11) mentions some advantages of instructional media as follows:

1. It is very easy to be prepared, if the instruction is difficult to be prepared, the teacher will ignore it and he is going to change with the easier one.
2. Using an interesting media is a good way to make students are enjoy in the class.
3. Using media can help teachers to deliver their material to students in the learning process.
4. It is easy to organize in the classroom. The teacher has to determine whether the organizing is a complicated activity or not since there are still many other activities that he has to do in classroom.
5. The language experience, which are carried out through the use of media.

In this study, the researcher uses the comic strips as the media to teach speaking in eight grade of Junior high School. There are many advantages gained by teacher while using this media to teach speaking class. Because students are enjoy to learn speaking while using this media.

Media covers several problems effectively related to the length of time while teaching and learning process, otherwise it also sustains the interest of learners. Specific symbol that is carried by each media can be used to tell a story and to construct individual 's acquisition (Neuman, 1995:46). By using media in the classroom, the teacher can facilitate the students to get some information and help them to activate their background knowledge. Meanwhile, teacher has to set the media as a useful material to achieve successful in the teaching and learning process. so that is wisely to select kinds of media which is relevant to the material.

According to Gerlach and Ely (1980:297), media are classified into 5 general aspects, there are:

a. Picture

Picture consists of photograph or any objects or events, which may be larger or smaller than the object or event it represent.

b. Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

c. Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack. There are reproductions of actual event or soundtrack.

d. TV

This category includes all types of Audio Video Electronic distribution system which eventually appear on TV monitor.

e. Real thing, simulation, and model



This category includes of people, objects, events and demonstration real things as constructed with other media, are not substituted for the actual object or events.

Based on those categories, Comic strips are classified as a picture. It is a part of picture series that is modified to the episodic story in a form of comic.

## **2.5 Comic Strips**

A media visual such as picture, puzzle or comic are needed to stimulate students being active in the classroom. A media such as comic strips will be a new media which is developed in teaching speaking.

### **2.5.1 Definition of Comic Strips**

Comic strips is series of adjacent picture which are drawn and arranged horizontally by someone, that are designed to be read as a narrative or a chronological sequence. The story of comic strips are usually original in this form. Which have balloons inside the picture frame to deliver a message of the story to the readers. Comic strips is mostly printed in a magazine, a newspaper, or a book. Dealing with involving picture in a set of stories that is inside of comic strips, Alan Paivio in Yulia (1995) mentioned a dual-coding theory. First, he mentions that humans have separate information processing through verbal and visual. Further, he mentions that pictures are more likely to activate both coding system then words. In the other words, basically humans have two kinds of means to process information namely verbal and visual. Then pictures can acknowledge those coding system effectively.

Comic strips can deliver the needs for coding system. Because it contains of pictures that stimulates and motivates students to maintain interest, provides bubble thought (optional) to reinforce the vocabulary, and help the students to comprehend the story through strips of story in each frame. The bubble thought of comic strips is generally in a form of small conversation. But the small conversation inside a bubble thought is not generally appearing in comic genres.

Comic strips can be used as a useful material that supports and helps students to comprehend the text successfully in a language teaching and learning Csabay (2006:25) in Novita. Likewise, it can be an appropriate media that offers a lot of benefits in language teaching and learning.

### **2.5.2 Benefit of Comic Strips in Language Learning**

Comic strips is used as an effective educational aid in a language teaching and learning because it has a chronological scene in order to convey a story, is convincing, remembering and entertaining (Neuhauser, 1993). In other word, it is one of effective media to deliver a message from the story because the layout is very attractive, entertaining and easy to recall. Indeed the main idea is telling a story. So that, the use of comic strips is beneficial for language teaching and learning, it fosters in teaching speaking, reading or writing even integrated skills such as speaking and writing a certain text.

## **2.6 The Use of Comic Strips**

### **2.6.1 The Use of Comic Strips In Teaching and Learning**

One interesting and attractive media that can be applied by teacher in the classroom is comic strips. Comic strips is very useful to teach English

because it contain of languages and images inside comic strips. Goldstein (1986) states that a project that using comic and cartoons in vocabulary instruction brought positive result are indicated by teacher and parent observation and students' improvement in standardized test scores. Meanwhile, in telling a story, the students need media to help them tell a story; the use of comic strips can be a good media to help students to get much information which is demonstrated in a form of series pictures. It also can stimulates students to be more confidence to tell a story in front of the class.

### **2.6.2 The Use of Comic Strips In Teaching Speaking**

Comic strips can be used as an innovative and creative media that is used by teacher as instrument to teach students in the classroom. It contains of images or pictures which are very attractive and interested for students especially Junior High School students. It also provides rememberable information that involves students in action and intentions of the characters (Csabay, 2006). So that students will be enjoy to use comic strips as a media to help them speaking in the classroom. Using comic strips helps them to be more confidence to speak because comic strips consist of sequences images or pictures that make students fun easy to speak well and it also consist of the bubble thought that will help students find some vocabulary that they need when they tell a story. According to Oller (1983:44), the use of less episodically organized material is not easy to recall and to store than the text which is more episodically organized.

## 2.7 Procedure of Using Comic strips in Teaching Speaking

In this research, the teacher teaches retelling a story by applying comic strips. The steps of applying comic strips as a media are as follow:

a. preparation:

before the lesson begins, the teacher greets the students in front of the class, such as “Good morning, class?” and “How are you today?”. Then, teacher stimulates students’ motivation to learn something by giving some question such as “can anyone tell me what learned last meeting?”

b. procedure:

1.) Pre-speaking

The teacher explains about what students are going to learn. He shows a big drawing of comic strips entitled “How Can An Elephant Hide?”. He asks some questions related to the story that will be presented in order to brainstorm ideas, construct their background knowledge and organize information according to type and purpose retelling a story.

2.) Whilst speaking

- a. After introducing the material and showing them a big drawing of comic strip in front of the class, the teacher asks students to discuss about story in the comic strips entitled “How Can An Elephant Hide?” to identify the characters, the setting, the sequence of events, the plot, and the speech or bubble thought in each frame.
- b. Moreover, the teacher guides them to discuss about the components of how to retell a story well.

- c. Meanwhile, the teacher also gives them a chance to ask some questions related to the story and teacher's explanation whether it is clear or not.
- d. Finally, she asks the students to retell a story entitled "How Can An Elephant Hide?" based on the comic strips individually.

### 3) Post- speaking

- a) The teacher asks the students about their feeling after retelling the story. Furthermore, she asks them some questions about the story that has been learnt.
- b) Then, teacher gives them feedback and reward in order to appreciate their performance in speaking activity.

## **2.8 Review of Previous Study**

There are some previous studies related to this research. The first is "The effectiveness of using snakes and ladders games to improve speaking ability" written by Aisyah Novita (2014). The researcher investigates the implementation of the use of snakes and ladder games as an alternative media to motivate students in order to improve their speaking ability.

The second previous study is "Using Role Play in Improving Students' Speaking Ability" by Sari Irianti (2011). The researcher investigates the implementation of the use of role play as an alternative media to motivate students in order to improve their speaking ability.

Another study which is conducted by Nikmadatul Yulia Rohma (2013) entitled "The Effectiveness of Using Comic Strips in Teaching Narrative Writing to The Tenth Grade Students". The previous researcher investigates the case of

media; she uses the same media to improve certain productive skill that is writing. The result of her study shows that implementing comic strips in teaching writing has the significant influence to improve students' narrative writing.