

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher described of some theories that related to statement of problems it consists of; Speaking performance, Recount, Mobile phone, and Webtoon.

2.1 Teach Speaking Performance in the classroom

Teaching Speaking English Language in the Classroom has different technique. The technique can be seen when students speak based on the teacher Instruction. Richard (2008: 2) confirms teaching speaking are develop from traditional methodologies on the 1970s and on the 1980s to change the syllabus and methodologies. Richard further states before changes on the 1980s, traditional methodologies on the 1970s are dividing into five, there are:

- a. The students or participant are follows the teachers instructions on translating
- b. The teachers always request the students or participants to memorize the script
- c. The students always respond teachers' instructions in speaking practice; For instance they are doing a short conversation
- d. All of participants, teachers, and others proficiency are use audio-lingual as an effective media to replicate the sentence.
- e. The teachers' instructions are requesting to the students for replication the conversation as usually.

In Richard (2008: 2) views on the 1980s until now, teaching speaking has developed in the syllabus and methodologies, there are dividing into two aspects; it consists of grammar and fluency:

Grammar is common to develop and change based on some factors, there are; the surrounding area comes from internal and external environments; based on the proficiency that refers to a few of works activities or habits. Hence, there are some different functions; first are skill refer to all aspects in English, such as speaking, listening, writing, and reading; then Task is only about teachers instructions based on text book and appropriate in lesson plan; then non grammatical unit of organization is refers to the feature of English Language

component. Then, Fluency means the speakers shows that pronunciation and comprehension are natural, and the topics are consistent based on task of information. Fluency is one of important value in speaking ability to know the speakers understand about the topics.

In White and Poster (2005: 100) asserted that some schools adopted the teaching strategies or technique, it is extraction of participant in classroom to hold an individual in groups. In this study, the researcher requests the students for work in groups because it is more effective to hold the students in the classroom when speaking practice. In Richard et al (2007: 152) said that in teaching language is necessary to hold classroom activities used in pair work. He confirms that the advantage of pair's work in the classroom can motivate and support the students enthusiastic during learning New Language. He also stated the effectiveness of pair's work in the classroom activities is needed an interaction of students one by one, the students with the teacher that used to help them to answer the task. There is a different factors during teaching English. Based on White and Poster (2005: 116) who explained there is different between good and poor teaching. They state that a good teaching consists of using lesson plan, questioning, stability in individual and group's work, the participant is brave in the classroom activities, and the participant can support and suitable in their own responsibility. Then a poor teaching is consists of the supporter's staf who is fail, the task and activities do not match, the opportunity is not enough for the participant degree with their own responsibility, the participant is lower in listening ability and does not understand the teacher's instruction.

Based on theory above, the effectiveness technique in teaching speaking in the classroom is work groups, because that is away to combine the student who has good competence and lack of competence for doing the task. Moreover, students can discuss and oral speaking based on the teacher's instruction.

2.2 Speaking performance

2.2.1 Definition of speaking performance

Richards et al (2007: 53) view that there are four skills in language learning such as reading, writing, speaking, and listening. All of English skills

always have relations between each other. Richard more explain with gives examples to improve speaking English, the participant must know about idioms, to improve listening by using television media, to improve vocabulary by using reading magazine. The researcher focused to develop one skill, it is speaking. Speaking is necessary in schools, course, environments, and publics' area as studying of language performs. To perform of good speaking is needed some aspects, there are vocabulary, grammar, pronunciation, comprehension, and fluency. Those are very important in English language.

Brown (2003: 140) stated that speaking is one of important skill in formal and informal communication by directly or indirectly, as usually to observe the speaking correctness as always as used listening test. He also states that listening skill as important factor as reliability and validity in conversation test. It means that speaking performance is one of characteristics someone who brave to show or share the important information, speech, and entertain to persuade the audience fells inside to the stories.

Brown (2003: 3) assumed that tests for measuring of an individual's and performance. He further states in an individual test as always as to know the participant ability and knowledge, an individual test is needed to know who test takers is. How about their experience? And what are test takers give the score. Brown more explains that performance test in English language always knows the measurement of competence and skills or abilities; there are reading, writing, listening, and speaking. Especially in speaking test is an always used test taker who has knowledge in language to identify of the speakers performance based on vocabulary, grammar, and rhetorical aspects; Brown (2003: 3).

Based on theory above, the researcher concludes that speaking in performance is needed self confidence and good ability in English language.

2.2.2 Types of speaking performance

Brown (2003: 141) viewed that, in speaking divided into five types; there are Imitative, Intensive, Responsive, Interactive, and Extensive. Imitative is one of speaking performance types based on use a simple word or phrase a sentence in English language use. Intensive in speaking assessment is design of oral language based on grammar, phrase, lexical, and phonology content. The phonology

contents; based on prosodic element such as intonation, stress, rhythm, and juncture. Responsive in speaking assessment is used in a simple conversation and test comprehension; it is including greeting, request, and comment. Interactive is longer than other types and complex conversation in participants. Interactive is divided in two types, there are transactional and interpersonal exchanges; transactional exchanges have specific information and interpersonal exchange uses in the social relationship. Extensive in speaking performance uses in formal oral practice, like speech, presentation and storytelling based on the occasion of people as listener in oral practice (Brown, 2003: 142).

Speaking performance process always prepares the material and knowledge for someone who wants to perform their speech in public. According to Templeton (2010: 5) that there are three questions to prepare the material in speaking performance process before. The questions are including; knowing the people about what is they want to talk, to know the people about what they want to do, and to know about what they feel. Based on theory above, in speaking performance process is need a good preparation to answer the people's question. Templeton (2010: 5) explains that there are three general feeling in speaking performance process, there are:

- i. The speakers feel hesitation, when the listeners are still confuse with the speakers presentation. Therefore, the speaker always takes a conclusion with an emotional component.
- ii. The speakers feel anxiety with the presentation problems. Therefore, the speakers must be calm down and write down the problems to explain the listeners as solution result.
- iii. The speakers' mood in presentation also can impact the listeners in English learning process.

Based on explains above, the researcher is conducted with types of speaking performance is responsive as appropriate criteria in this study, moreover it is necessary for the teacher to teach English language with general conversation which use in students daily activities and test comprehension. The teacher is able to identify the students based on the criteria and general feeling in speaking performance.

2.3 Recount

2.3.1 Definition of Recount

Priyana (2008: 18) viewed that the aim of recount text is to retell about a part of experience. Part of experience in generic structure of recount text are divided in three steps, in Doddy (2008: 15) view the generic structure of recount text are includes; Orientation in begin paragraph is to introduce the location and the participant, Event in middle paragraph is to tell what happened, and Re-orientation in the last paragraph is to closer or summary all of the event. The content of recount text is persuading the listeners involved are knows and feels the stories were happened.

2.3.2 Speaking Recount

Doddy (2008: 24) viewed that speaking recount in tenth grades is performing a monologue of recount text. Before the students perform in front of class, their always write a recount text in letter or book, because it is nice method to remember their memory. Performing a monologue of recount text is needed to use the generic structure, the first is introduce the location and the participant before; like as whom, where, and when as orientation. After that, the speaker retells the chronological of event and in the last stories is closer the event as re-orientation. Based on the explanation above, the Researcher gives the examples:

Orientation: Last week, I finished reading a mermaids book. I was finding this book in library. It was a story about a young woman as servant on restaurant and she lives with grandmother. She didn't have others family on this city.

Event: When she was on junior high school, her mother and father were passed away because traffic light. She is not more feel sadness because she has grand mother and friends who always give cares, loves, and supports.

Re-orientation: After she was graduation from senior high school, she was accepted in Columbia University.

2.3.3 Language Features of Recount

According to Priyana (2008: 11) said the grammatical patterns of Recount text are use Nouns and Pronouns, Action verb or events, Past tense, Conjunction

and Time connectives to sequence the event, and Adverbs and adverbial phrases, and adjectives. The example of time connectives, like as; after, before, at first, finally, suddenly, when, after that and etc. Adverb and adverbial phrases are includes; yesterday, the day before, just now, last night, etc. In Past Tense formulas have Linking verbs like as used were and were (Verb 2). Action verb is like gone, changed, look, and etc. Based on the grammatical pattern, The Researcher is giving explaining in this example, there are:

- a. Past tense method: S (subject) + V2 (past verb) / S + was/ were + noun/adj
- Every day, I always wake up on 5 am for prayer. After that, I was small running, take a bath, and prepare to go to school.
 - My mother was going to hospital, after broke down on rest room.
 - On my office, I am very busy, but I still to thought my thesis
- b. Conjunction and Time connectives to sequence the event:
- When, I was graduated from Senior high school. I am follows to registration of IPDN and AKPOL test.
 - On last week, I was going to Holiday in Malang. After, I finished the final exam.
 - At the time, I didn't know, if my arm hit a knife.
- c. Adverb and adverbial phrases:
- My pet name is Nouna, I am very sadness after Nouna was past a way on last week.
 - Yesterday, I was come late to office. Because, I am watching movie till midnight.
 - My brother was broke down from motorcycle incident, two days ago.

2.4 Mobile Phone

2.4.1 Definition of Mobile Phone

The one of familiar technology in all of element is Mobile phone. Guri and Rosenblit (2009: 136) said that, at this time mobile device is to develop and implant everywhere; mobile phone, games, and cameras will develop in network start from five to ten years. Guri and Rosenblit more explained of multimedia

device and internet portable as technology are suitable in everywhere by using in private and generally to build the countries. In Escofet and Marimon (2010: 702) stated that using mobile phone can edit video, moreover the mobile phone has cameras to record video and online tools in only one device. He further states that mobile phones as portable tool is used internet to connection in all social network.

Winthrop and Smith (2012: 15) viewed that mobile phone as personal telecommunication has low purchase price, therefore will be able to use in all of large sector to develop world with technology. For example in Africa and Kenya was undergoing of mobile phone technology are fast and significant growth to come along human population. For each person were used telecommunication device has different platform. Mobile phone is the one of Information and communication technology is also as simple media to look for the location where we needed, In Wu and Chao (2010: 1844) argues that communication technology can be in e-learning it has been known the location by using wireless. They further states that wireless communication technology is purposing to improve the users to learning of location.

Wu and Chao (2010: 1846) view that Mobile e-learning in one by one; firstly, an interaction course system is for only in classroom activities, moreover this system is only one way and cannot be used in everywhere. Secondly, a virtual online labs system for used the research in laboratory learning with virtual online lab application. Thirdly, an Interactive online test system is used for students' examination, this application for the teacher made an online test. The last, Lab-exercises training platform is to help the students to find out more objects for their experiment, the name of this application is NetGuru.

Based on elaboration above, the researcher explain the meaning of mobile phone as communication device in technology where growth from year of the years start a send personal message and phone only, and nowadays, Mobile phone has become smartphone where the contain are written, video call, social media application, and phone.

2.4.2 The Effect of Mobile Phone in Students learning process

According to Guri and Rosenblit (2009: 136) confirmed that people need to develop their communication by using an effective communication media as

relationship at home, school or course, proficiency, and around the environment. Mobile Phone as telecommunication device is new innovation technique or strategies; the one of innovative media in students learning process has needed internet usage to operate the application.

Hence, Purcell et al state (2012: 35) there is a few students' feeling like better motivating and enjoyable to apply internet usage. They explain that students mostly apply internet usage include; to conduct the internet as an effective media to look for the other resource by online, the users can find out all of information to take similar links, the format is interactive, and available of few textbooks. Escofet and Marimon (2010: 703) confirm that the students are able to bringing a mobile phone to take notes and photos to share it in blog by using internet network, if they were cannot access in computer. It is strengthened with Wu and Chao (2010: 1844) said that the development technologies in e-learning is realize now, it supports in web-based in environment and classroom by using internet network.

Based on elaboration above, the effect of Mobile phone in students learning process has advantage and disadvantage. The advantage is develop students to motivate in classroom activities which mean Mobile phone as information and communication technology as always as effective media to hold the students are enthusiastic in classroom activities, the disadvantage is students almost hold on a mobile phone and they do not focus the teacher's instruction.

2.5 Using ICT (Information Communication Technology) in the Classroom

In general, using ICT in teaching English language is uncommonly media in the classroom, like as Webtoon or digital comic or webcomic is one of ICT application in teaching English learning process. The teachers are always use picture, comic, and cartoon film as a media during teaching process in the classroom activities. According to Guri and Rosenblit (2008: 2) that information communication technology (ICT) is one of New Technology in Education, it is very important by using new technology in education is not only for communication, but also as education support in E-learning. Based on theory above, using ICT in the classroom is not only using for the students, but also the

teachers use technology for the effectiveness media to help them in teaching learning process. In the other word, using ICT in the classroom as device or tools are helps all of the human being in their profession.

2.6 Webtoon

2.6.1 Definition of Webtoon

Nowadays, comics are developing in digital; like as a webtoon comics are suitable in LINE application and website. Webtoon is acceptable in modern comics for use the readers to read everywhere with technology. According to Smith (2006: 2) comics is the best misunderstood, most awful, and often stereotype. Smith further states that comics are one of media from the others to share the creators' imagination. In Weiner (2010: 3) viewed that language in comics are divide in three part, there are; picture and words, frames as limit lines on the sheet, and blank space. Which mean comics is the most popular media, moreover, it easy to understand the content because there are pictures and simple conversation.

Webtoon as digital comic is being from comic and growth in mobile and PC technology. The first digital comic that shows in website, the users are able to search the link in website. A digital comic is favorite media in reading for young and adult. Smith (2006: 2) explained the dominant readers are boys like a superheroes stories, while stereotypes contain which are comedies. It can be concluded that is last condition of comics better than before.

Webtoon as similar Webcomics name; Thorne (2010: 209) confirms that Webcomics show and develop in few years as an interesting component in comics. Thorne further states that, there are has three kinds, such as; the creator of Webcomics were release in Website to hold an innovation, carrying out tests, and change. Like as webtoon comics genre, there are includes comedy, romance, action, slice of life. Few creators of webtoon are different, the each creators has different stories and drawing.

A webtoon comic has few of series and creators; webtoon as a modern comics are short stories but long series, it is different with the last comics, like as superheroes stories; they are superman, batman, and captain America, it is more

long story but short series. Noble (2010: 204) assumed that superheroes comic stories has two reasons, it is quantity of history and necessary of experience as the characters of nation by themselves. Noble further stated that Superheroes comics were publish by DC comics as the one of big company books whose are publishes the others comic stories, it has 5 characters; there are batman, superman, and wonder woman, the flash and green latern. Hence, there are two big companies such as Marvel whose is publish superheroes, it has three characters; there are spider man, X-Men, Daredevil, and the fantastic four, etc Noble (2010: 204).

Based on theory above, Webtoon as Digital comics or Web comics as one of digital media many shows in website, the characteristics of webtoon are modern stories and much of series. Webtoon is different with the other comic, especially with the legend comic where shows just only in books and about superheroes. But this decade, the legend comics are also shows in website as an easy media to read the stories and available in communication technology.

2.6.2 The history of Comics books as Digital comics or Webcomics

Weiner (2010: 5) argue that in 21st century where popular culture are develop more in digital content, there are:

- a. Graphic novels where develop of picture design application
- b. Sequential art (where develop are more books, films, article, and website)
- c. Comics where develop are in few of books and website
- d. Photo-novels where develop of picture application to shows novel background
- e. Graphics where develop in Graphics design are interior, advertising, brochure, etc.
- f. Paperback comics novel where develop in magazine and newspaper

Weiner (2010: 5) confirmed that in 2000, the writers were having done to shows in hundreds of books and article as discuss of sequential art issue. It is strengthened by Thorne (2010: 212) said that in 2000 until today, Web comics most popular website. Thorne explained that, the users are able to find out the traditional comics in website. Comics being are not published as digital, but also publish in website as digital allocation that become more popular.

Based on the statement above, in this decade comics book are suitable in website, moreover some companies develop website in some users' application as an easy media to read the book, it looks people have smartphone as communication device does not only for sent message and call but it can use an internet network in written communication or chatting and update social media.

2.7 Review of Previous Study

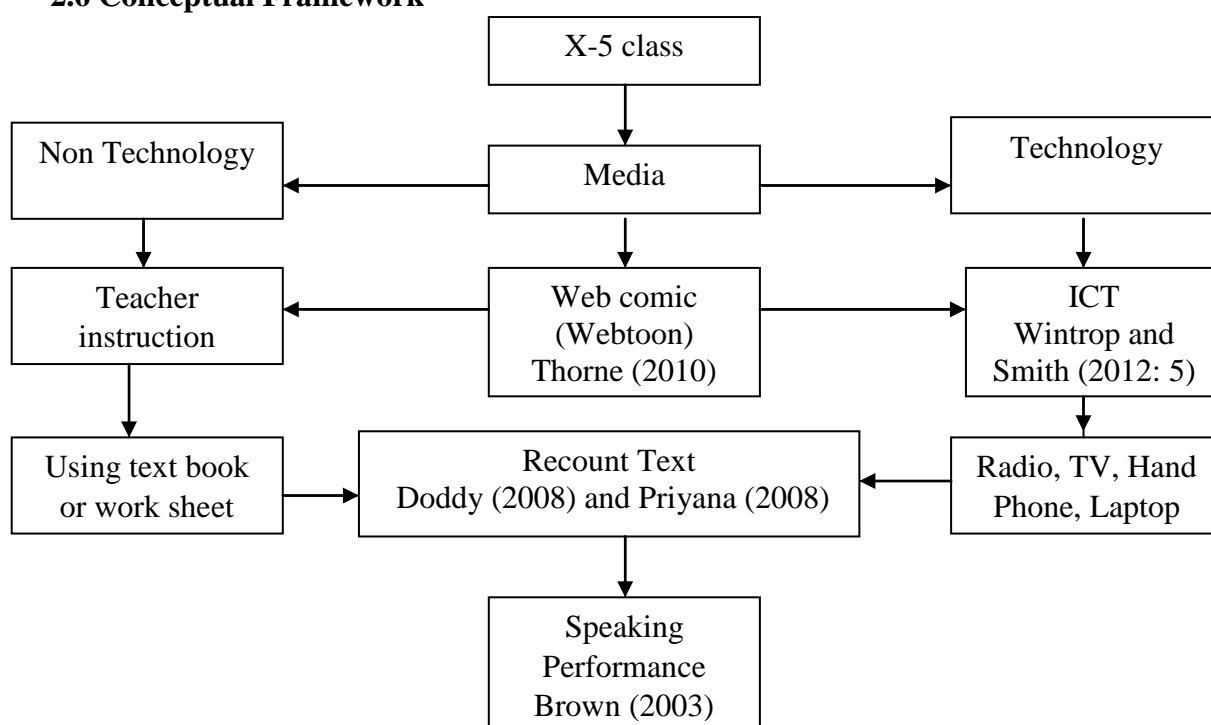
This study, the researcher found out the similar research from two articles and one Final Project. The resources are coming from online research. The first research based on Norma Prayogi Article of *Improving Students' Speaking Ability by Using Cartoon film*, from English language and art in State University of Surabaya. He has done to apply Cartoon film to teach speaking ability on Narrative text at second grades of Junior High School Taman, Sidoarjo in academic year 2012-2013. In his study, he found some problems in English language skill; the one of problems of skill is Speaking skill. For the reason, he wanted to improve students speaking skill by using cartoon film. He used Classroom Action Research as research methodology. The result is significant in two cycles, he described the result in four aspects; there are fluency, grammar, performance, and pronunciation. Before, he applies the instrument; he used observation on the school to know the students problems in English learning process. He assumed that result is effective media in teaching English language of speaking skill.

Next the research is from Luki Nugroho et al Article of *the Use of Picture Series in Improving Students' Speaking Recount Text Skill*; this article was published on 2015. It showed the result in Quantitative as Research Methodology and used the instrument in three times in pretest, treatment, and post test. Before they applied the instrument, they had finished chosen the sample in random sampling method as a one group and the subject is 30 students in one group. In their studies is used paired t-test in SPSS 16 software to calculate the students' scoring of t-test.

And the last, is from Tanjung Wulandari Thesis of *The Use of Picture Strip Story in Narrative Text to Develop Students' Speaking Ability at First Grade*

of SMA Kartikatama Metro. Her thesis was published in 2014. In her studies, she had done to apply the instrument in one group pretest-posttest as Quantitative design. In pretest, she was conducted the students' in speaking test by using picture strip. After that, she calculated the pretest result and applied three times of treatment, the three times are used in different picture strip story for each time. Finally, after she finished for three time treatments; she gave a post test which used picture strips story that different from treatment. For calculated the result, she used SPSS version 16 in Pearson product moment.

2.6 Conceptual Framework



2.7 Hypothesis of the Study

Based on the research instrument, the Hypothesis is dividing in two kinds; there are:

1. Ho (Null Hypothesis) = there is different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.
2. Ha (Alternative Hypothesis) = there is no different result between before and after applying webtoon in speaking performance on recount text at SMA Muhammadiyah 1 Surabaya.