

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer would like to present some related theories dealing with the topic of the study, which is divided into three main parts, theory, review of the previous study and conceptual framework. These theories will give a great deal of information to this study.

#### **2.1 Theories**

##### **2.1.1 Speaking**

###### **2.1.1.1 Definition of Speaking**

Many definitions about speaking have been proposed by experts in language learning. Brown (2001: 267) says when someone can speak the language it means that he can carry on a conversation reasonably competent. In addition, he states that the benchmark question of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

According to Chaney in Kayi (2006: 13), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. In line with Chaney, Shumin as cited in Richards and Renandya (2002:204), says that speaking a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange in which many factors interact.

Nunan (2003:48) promotes that speaking is a productive oral skill and it consists of producing systematic verbal utterances to express meaning. In other words, it is the way in which we express or exchange thoughts and feeling using language. Usually, people have communicative purposes by producing verbal utterances. They may want to give opinions, to express feelings, to retell stories, etc.

In another point of view, Hornby (1995:826) defines speaking as making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, and making the speech. Based on the definitions mentioned before, the writer highlights that speaking is using verbal and nonverbal symbols to express ideas, feelings, thoughts or needs in a variety of contexts through interaction with other language speakers.

#### **2.1.1.2 Elements of Speaking**

In speaking, it is very important for the students to acquire the ability to express their ideas and opinions, consequently, this competency should be mastered by learners. Following are the elements of speaking skill according to (Harmer, 1998:266-271). Generally, there are four elements in the speech process.

Those elements are:

##### **a. Pronunciation**

Pronunciation is the students' way to utter English well. Besides, pronunciation is one of the difficult language components because it deals with phonology. Phonology refers to the component of grammar made up

of the elements and principles that determine how sounds vary and pattern in a language (Srijono, 2001:35)

b. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form. Having a limited vocabulary is also barriers that preclude learners from learning a language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning.

Thus, they should have good ideas about how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain great success in their vocabulary learning.

c. Grammar

It concerns with how to arrange a correct sentence in conversation. It is in line with the explanation given by Heaton (1988:5) that the students' ability to manipulate the structure and to distinguish appropriate grammatical from inappropriate ones. The utility of grammar is also to learn the correct the way to gain expertise in a language, both in oral and written form.

d. Fluency

It can be defined as the ability to speak fluently and accurately suited to professional necessity. Basically, being fluent means being able to

keep the language coming. There may be mistakes, filters repetition, but there is no unusually long pauses inflow of talk.

In conclusion, the element of speaking skill has four elements. One element of speaking which is considered more difficult from the other is pronunciations. Pronunciation relates to how to speak right, different pronunciation means different understanding. Meanwhile, another element like grammar and vocabulary are a step to express ideas in both oral and written.

## **2.1.2 Teaching Speaking**

### **2.1.2.1 Principles in Teaching Speaking**

Speaking especially in a language other than our own is quite complex. Therefore, we need to try several strategies for teaching speaking that can be used to help language learners to speak in the target language (Nunan 2003:64). Further, Nunan (2003:54-56) provides some principles for teaching speaking. They are as follows:

1. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students speech matches what people actually say when they use the target language. Meanwhile, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. It is better for teachers not to correct students oral errors very often while they are speaking since they will not be able to develop their fluency. Here, correction should not distract them from speaking.

2. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Teachers need to reduce their speaking time in class while increasing students speaking time. In this way, students will get the maximum opportunity to speak the target language. Using pair work and group work activities can be good choices to increase students speaking time.

3. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

As already stated, transactional and interactional speaking have different purposes. The first one is communicating for social purposes while the second one is communicating to get something done, including the exchange of goods and/or services. Speaking activities that are designed by teachers need to embody both interactional and transactional purposes because learners will have to speak the target language in both of the settings.

#### **2.1.2.2 Activities to Promote Speaking**

The teacher can use varied activities to promote speaking in the learning process. Some of them are communication games, discussion, prepared talks and picture describing. Those activities make students more active in the learning process and at the same time make their learning more meaningful and fun. It also provides a rich environment where meaningful communication takes place in order to develop basic interactive skills necessary for life.

### 1. Communication Games

A game is an activity which provides pleasure and fun for the players that are supported by rules for the purposes of communicative language teaching. Games which are designed to provoke communication between students frequently depend on information gaps because authentic communication involves an information gap; each participant has information that the other does not have.

### 2. Prepared Talks

As the name suggests, in prepared talks, the students have to prepare what they are going to say beforehand. As a result, their talks become more 'writing-like'. One of the prepared talks that is often used in the teaching of speaking is telling stories. The students briefly summarize a tale or story they have heard before or create their own stories.

### 3. Discussion

A whole class discussion often fails because students are not confident with their ideas or language. Teachers can overcome that problem by holding 'buzz group' (quick discussion in small groups) before students being asked to speak in front of the whole class. It can be a good start since it reduces the students' anxiety and gives them a chance to share their ideas. The students can also do a more challenging activity like debating in which they prepare arguments in favor or against various propositions. Here, not only the students who have a great role in a discussion but also the teachers because the success of discussion depends on their ability in promoting and encouraging students.

#### 4. Picture Describing

Another way to make use pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Student discusses the picture with their groups, then a spokesperson for each group describes the picture to the whole class. ”This activity fosters the creativity and imagination of the learners, as well as their public speaking skills (Kayi,2001: 3).

### **2.1.3 Cartoon Pictures**

#### **2.1.3.1 Definition of Cartoon Pictures**

According to new world encyclopedia, a cartoon (from Italian *cartone*, meaning “big paper”) is a full-size drawing made on paper as a full-size study for artwork. Cartoons were during the sixteenth century for fresco painting, a technique involving the application of pigment to a wet lime plaster wall. Meanwhile, punch magazine (1843) based on “History of the Cartoon” stated cartoon is a form of expression, or communication, that refers to several forms of art, including “humorous captioned illustrations, satirical political drawings, and animated films as Punch Magazine (2006).

Within the descriptions mentioned above, Greg Webster (2006) concludes that cartoon picture is a type of illustration, possibly animated, typically in a non-realistic or semi-realistic style. The specific meaning has evolved over time, but the modern usage usually refers to either: an image or series of images intended for

satire, caricature, or humor; or a motion picture that relies on a sequence of illustrations for its animation.

### **2.1.3.2 Benefits of using Cartoon Picture**

There are some advantages and disadvantages using cartoon pictures as media in teaching learning English (Zenger, 1991:79) that are:

1. The advantages of using a cartoon picture:
  - Can stimulate and motivate students to become observant and express themselves
  - Can be used by the individual or in groups
  - Is up-to-date and can bring reality into the classroom
2. The disadvantages of using a cartoon picture:
  - Cannot depict motion as the film does
  - If not unique can seem uninteresting to people
  - Depicting a specific purpose might be difficult to locate

## **2.2 Review of Related Studies**

The writer will describe some theses which are relevant to this study to make the study arrangement easier and to avoid repeating the same study. There are two previous kinds of researches that are used by the writer, they are:

Renyta Okfiani Klau: USING COMIC STRIPS TO IMPROVE THE SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP N 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014. The researcher design in this study was Classroom Action Research. The subject of this research

was eight grade students of SMP N 15 Yogyakarta in academic year 2013/2014 which consisted of 34 students. The research was started on January 2014 until February 2014 this research was conducted in two cycles. The researcher used three research instruments. There are observation, interview, and test. Based on the result of this research, the implementation of comic strips could improve students competence in speaking skills at eight grade students of SMP N 15 Yogyakarta, it was seen from the improvement of an average of students score from 10.87 in cycle I up to 12.97 in cycle II. The questionnaire result showed that students enjoyed and became active during the teaching-learning process.

Septi Eka Damayanti: THE USE OF CARTOON PICTURE TO IMPROVE STUDENTS SPEAKING SKILL OF THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH TEMPURAN IN THE ACADEMIC YEAR 2015/2016. Based on the result of the research, the research design in this study was action research. The subject of this research was eight grade students of SMP Muhammadiyah Tempuran in academic year 2015/2016 which consisted of 30 students. The research was started in January 2016 until June 2016 this research was conducted in two cycles. The implementation of cartoon pictures could improve students competence in speaking skills at eight grade students of SMP Muhammadiyah, it was seen from the improvement of an average of students score from 52.6 in cycle I up to 71.2 in cycle II.