

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Speaking

a. The Definition of Speaking

Speaking is the verbal use of language to communicate with others. The statement shows that speaking is used to communicate with others verbally. Speaking is also called the oral production. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning.¹

Speaking is a skill which deserved attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.²

David B. Guralnik has an argument that speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. According to Hornby, speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.³

We speak in order to carry out various social activities and, although we may not always be consciously aware of doing so, we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context. Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well.⁴

¹ Biele, Kathleen M, *Practical English Language Teaching; Speaking* (Singapore, 2003), p. 119

²David Nunan, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 39.

³Hornby, *Advance Learner Dictionary*, (Oxford: Oxford University Press, 1995), p. 13

⁴Geoffrey Broughton et, al., *Teaching English as Foreign Language*, (London: Routledge & Kegan Paul Ltd., 1978), p. 76.

How to teach speaking has been written for all teachers of English who wish to improve their knowledge and to develop their classroom skills in this important area. It is generally accepted that knowing a language and being able to speak it are not synonymous. Thus, the claim she knows Italian does not entail the statement she can speak Italian. Yet, in many ways, the teaching of second or other languages has carried on as if knowing and speaking were the same thing. That is, you learn the grammar and you learn some vocabulary you make sentences which you pronounce properly, and they presto, you can speak.⁵

Speaking is a skill with deserved attention from everybody as much as literary skill. In both first and second language. We often need to be able to speak with confidence in order to carry out our most important tasks and through which they make or lose friends. Now, it is uneasy work for the student to communicate in English due to the fact that the rules of that language are different from those of their own language and they have not been familiar to the new rules. All of the definitions above show that how speaking is the important skill in language learning especially in English subject.

b. Teaching Speaking

English Teaching learning process in Senior High School is based on the school based curriculum. The latest approach stresses that the language is acquired through communication. The basic language assumptions are:

- 1) Language as a means of communication is used to express meaning grammatically.
- 2) Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

⁵ Scott Thornbury, *How To Teach Speaking*, (London: Pearson Education Limited, 2005). P. 4

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables us to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words we genuinely want to communicate something to achieve particular end.⁶

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.⁷ Its means that to be success speaker, of course we must mmaster the English language teaching.

c. **New Ways in Teaching Speaking**

1. Fluency

a) Conversation

Example: Circle conversation

Many students, especially low-level learners, either will not volunteer to speak or will have difficulty choosing a subject. The circle conversation activity provides students with a subject and promotes a semi free conversation.⁸

b) Fluency and Interaction

Example: Round table discussion

This activity allows students to develop topics and ideas for group discussion and to clarify and play with the language items they have created. If students generate the input themselves, there is a good chance it will be comprehensible. Additionally, the desire to understand and be understood can be enhanced if students discuss topics important to them. More negotiation of meaning can

⁶Jo McDonough and Christopher Shaw, *Materials and Methods in ELT; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134

⁷Jeremy Harmer, *The Practice of English Language Teaching*, Op. cit, p. 271

⁸Jack C. Richards, *Op.Cit*, page:8

take place in this manner and can help students make both input and output comprehension.⁹

c) Group Work

Example: Storytelling with pictures

This activity is an expansion of the show and tell game.¹⁰

2. Accuracy

1) Functions

Example: Making your point

This activity helps students improve critical thinking skills by letting them argue both for and against a particular point of view or position. Students must think not only of supporting statements for their position, but also opposing statements and why they are inadequate or inferior to their original argument or position.¹¹

2) Grammar

Example: Total physical response verb practice

An old Chinese proverb states: “I hear and I forgot, I see and I remember, I do and I understand.” Performing actions enables young L2 learners to learn verb and verb tenses quickly and easily. The game format makes it enjoyable. In addition, you can easily assess the students’ knowledge.¹²

3) Vocabulary

Example: What do they wear?

This activity lends itself to developing vocabulary about clothing and jobs that students will find useful as they begin their lives in a new country. It also builds an awareness of the occupational fields that may be available to them.¹³

⁹ *Ibid*, page: 44

¹⁰ *Ibid*, page: 67

¹¹ *Ibid*, page: 147-148

¹² *Ibid*, page: 171-172

¹³ *Ibid*, page: 185

d. Learning speaking

One of major reason for students in learning a language is to be able to use it for communicates with the other. According to Vallete, communication is being the goal of the second language program.¹⁴ All of the goal above can't be success without a medium. Because of the important, the researcher will find the effectiveness of scrambled pictures media in teaching speaking especially in narrative text.

2. Media

Language teaching is a collective title for variety of effectiveness undertaken by different people indifferent circumstances. There is consequently no single ideal medium for language learning.

2.1. Definition of Media

The word “media” is derived from Latin Medias that means “between” or mediator. Media is intermediary or mediator a message from sender to receiver message.¹⁵

Gerlach and Ely states that media is any person, material or event that establishes conditions which learners or students to acquire knowledge, skill and attitude.¹⁶ From the devinition, it’ means that media has important roles in teaching and learning process. Media give motivation for students to be more interested in learning process. Learners are able to understand the message better as the materials are presented in a certain way.

2.2. Classifications of Media

Gerlach and Elly classify several medias of teaching in six general categories. They are:

¹⁴ Rebecca Vallete, *Modern language testing* (2end ed, Boston: Harcourt brace Jovar, 1996), p. 119

¹⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada,2003),p.3

¹⁶ Gerlach and Ely, *Teaching and Media a Systematic Approach*, (New York: Prentice-hall,Inc,1980),p. 241.

- a) Still picture
Still picture consist of photographs of any object or even which may be larger or smaller than the object or even it represent.
- b) Audio recording
Recordings are made are magnetic tape, disc, and motion picture sound track. These are reproductions of actual events or sound track.
- c) Motion picture
A motion picture is a moving image in color or black and white produced from live action or from graphic representations
- d) Television
This category includes all types of audio video electronic distribution system that eventually appear on television monitor.
- e) Real things, Simulation, and Models
This category includes people, events, objects and demonstrations. Real thing, as contrasted with other media, are not substitutes for the actual object or event. They are in fact, life itself, often in its natural setting. Simulation is the replication of real situations, which has been designed top, be as near the actual event or process as possible. Many media, including the computers, tape recordings, and motion picture ca be used for simulation. A model is replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement.
- f) Programmed and Computers-assisted Instruction
Programs are sequences of information (verbal, visual, audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers¹⁷.

¹⁷Gerlach and Elly, *Opcit*, p.84

Oemar Hamalik states that media for teaching language can be classified into:

- a) Games, such as word puzzle and role playing.
- b) Visual media, such as picture, chart, photo, poster, globe, graphs and cartun
- c) Audio media, such as radio and recorder in cassette.
- d) Audio-visual media, such as television, video, film that produces sounds and picture.¹⁸

According the explanation above, the researcher will use the visul media. It is scrambled pictures to teach the students in speaking narrative text. The researcher try to figure the effectiveness of using visual media especially scrambled picture in teaching narrative text.

2.3. Functions of Media

Media have important roles in teaching and learning process. The following some functions of media in teaching learning process. Media give motivation for students to be more interested in learning. Learners are able to understand the message better as the materials are presented in a certain way. And media provide various kinds of teaching methods and technique, so learners are not bored with the monotonous teaching and learning process.

3. Scrambled pictures

Scrambled is climb or crawl, especially by using the hands to aid movement.¹⁹ Pictures means painting, drawing or photograph.²⁰ Scrambled pictures is the medium to teach by explaining based on the scramble pictures. In teaching narrative here, student arranges the scramble pictures into good or correct chronological story. Teaching with scramble picture is the innovation

¹⁸M. Basyiruddin Usman and Asnawir, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), p.29

¹⁹ Devinition of scrambled pictures, retrievedd from <http://www.thefreedictionary.com/scramble>," Html. 30 October 2010.

²⁰ Jeremy Harmer, Op. Cit, p. 134

of teaching with just use pictures. Here, the teaching learning process more active and effective because between students and teachers can be able to create the emotional relationship more. Basically, this media is means of communication to help transferring the message and give the power to the material presentation so it will be understood easier and staying longer in the memory retention.²¹

a. Function of scrambled pictures in language learning

Scrambled pictures as teaching media, it has an important role to create student's creativity. Teaching media is part of integral in the educational system. There are many kinds of media that is used during the teaching learning process. The use of media must be based on most appropriate choice. Consequently, it can increase meaning and function to support the effectiveness and efficient in learning process.

b. The advantages of using scrambled pictures

There are many advantages of using scrambled pictures in English language teaching.

1. Learning becomes more interactive.
2. Learning becomes more interesting.
3. Can accelerate the student's understanding.
4. Can improve the quality of the teaching learning process.

c. The Disadvantages of Using scrambled pictures in the Teaching Speaking narrative text.

The disadvantages were described below:

1. It was not easy enough to manage the class, because sometime the students will be very noisy when they practicing in the class and so their voice can disturb another class.
2. Too much students who lossed control from the teacher controlled, because too much groups.

²¹ Listyaning Sumardiyanti, *Speaking for instructional purpose*, (Semarang: IKIP PGRI Press, 2007), p. 47

4. Scrambled pictures to teach speaking

1) The use of picture in teaching speaking

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson.

Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.²²

5. Pictures in language teaching

a. General Concept of pictures

Picture is one of the varieties of teaching aids which is used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. In teaching speaking, teachers can use pictures whether drawn, taken from book, newspaper and magazine, or photographs to facilitate learning.²³

b. Types pictures

1. Flashcard

It is a small card which we can hold up for student to see. Flashcard is particularly useful for 'drilling' grammar items, for cueing different sentences, or practicing vocabulary.

2. Large wall picture

It is big enough for everyone to see detail. Sometime teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

3. Cue card

It is small card which students use in pair or group work. Teachers put students in pair of groups and give them some cards so

²² Azhar Arsyad, *Media Pembelajaran*, Jakarta: PT. Raja Grafindo Persada, 2009, page: 106

²³ Jeremy Harmer, *Op. Cit*, p.134

that when a student picks up the top cue card in a pile he or she to say a sentence that the card suggests.

4. Photograph or illustration

It is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

5. Projected slide

In multimedia class, the teacher also uses it to teach. Sometimes the teacher uses it to show the images in the big form.²⁴

6. General Concept of Narrative

Narrative text is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. Narrative is a piece of text which tells a story and doing so, entertains or informs the reader or listener.²⁵

And the other side, Ken Hyland said that narrative text is kind of genre which social purpose to entertain and instruct via reflection on experience, like novel, short stories, etc.²⁶

7. The Social Function of Narrative

The social function of narrative is amuse entertain and to deal with actual or vicarious experiences in different ways; narrative deal with problematic events with lead to a crisis or turning point of some kinds, which in turn finds a resolution.

²⁴ Jeremy Harmer, Op.cit, p. 136-137

²⁵ Mark Anderson and Cathy Anderson, *Text Types in English*, (New York: Maimillan, 1997), P. 5.

²⁶ Ken Hyland, *Genre and second language writing*, (London: University of Michigan Press,2004), p. 29

8. Types of Narrative, including:

- a) Humor, one of the aims to make the audience laugh as part of retelling story.
- b) Romance, typically tells of two lovers who overcome difficulties to end up together.
- c) Science fiction, use a setting involving science and technology.
- d) Diary – novels, the text presented like diary entries.
- e) Adventure, typically tells of exciting dangerous journey of experience

9. The Characteristics of Narrative.

- a. A narrative has a structure, a shape or a pattern.
- b. The Freytag's triangle consists of:
 - 1) The exposition
 - 2) Rising action
 - 3) The climax
 - 4) Falling action
 - 5) The resolution or the movement, or conclusion.
- c. The exposition establishes the character and situation.
- d. Rising action refers to a series of complication which leads to the climax.
- e. The climax is the critical movement when problems / conflicts demand something to be done about them.
- f. Falling action is the movement away from the highest peak of excitement.
- g. The resolution consists of the result or outcome.²⁷

10. The Significant Lexicogrammatical Features of Narrative are;

- a. Using nouns and pronouns to identify people, animal or things involved. For example: king, *princes*, *he*, *she*, *it*, etc.
- b. Specific participant is special characteristics object. For example: *Cinderella*, *Aladdin*, etc.
- c. Using adjectives are useful to shape noun phrase. For example; *beautiful white skinned lady*, etc.

²⁷ Ernest Neo, *Narrative for "O" Level English*, (Singapore: Longman, 2003), P. 2-3.

- d. Using time connective and conjunctions to sequence the events. For example: *then, when, suddenly*, etc.
- e. Using adverbs and adverbial phrases to indicate place and time. For example; *here, there, at home*, etc.
- f. Using action verb in past form. For example: *lived, drank*, etc.
- g. Using saying verbs which sign to pronounce something. For example: *said, told, promised*, etc.²⁸

Besically, The basic purpose of narrative is to entertain, to gain, and hold readers' interest.²⁹ But narrative also can be speak to make reflection on experience, and remind the speaker imagination.

B. Previous Research

The researcher will describe some works which are relevant to this thesis to make the thesis arrangement easier:

1. The thesis entitled "The use of Film as a Media to Improve Students' Narrative Speaking (An Action Research at the Second Grade of Mts. Assalafiyah Sitanggal Brebes in the Academic 2009-2010) by Munif Riyanto (3105420). From Tarbiyah Faculty of State Institute for Islamic Studies Walisongo Semarang in the academic year of 2009.³⁰ Based on the research, He had been found that the t-table, there was a significance difference in the ability between students in class X C who were taught narrative text using animated film as media than students in class X D who were taught narrative text without using animated film as media (using text only). So, He concluded that film as a media in teaching narrative text is very important.
2. The next previous research was conducted by Heny Wahyu Setiarini (2201403619) from State University of Semarang, 2008. Her title is "The

²⁸ Alexander Mongojaya, *English Revolution*, (Jepara: Mawas Press, 2006), P. 5.

²⁹ Mieke bal, *Introduction to the Theory of Narrative*, retrieved from www.clas.ufl.edu/users/pcraddoc/narhand1.htm on October, 2010.

³⁰ Munif Riyanto, *The use of Film as a Media to Improve Students' Narrative Speaking*, (Semarang: Istitute for Islamic Studies Walisongo, 2009).

Effectiveness of Teaching Narrative by Using Picture as a Media to Improve Retelling Ability.”³¹ He said that her research is to identify the effectiveness of the use of picture in teaching speaking especially in narrative in SMPN 2 Patebon Kendal in the academic year of 2007/2008. She had been found that students who were taught narrative using picture got better ability than those were taught without them.

3. The last previous research was done by Dyah Mayasari (2201404639) from State University of Semarang too, by the title “The effectiveness of Using Chain Pictures in Teaching a Recount Text” (A case of the eight year students of MTSN 1 Demak in academic year of 2007/2008).³² She had been found that the students who were taught recount text using Chain Pictures more easier in understanding than the students who were taught with just use the texts.

In this research is different from the previous researches above which tell about the effectiveness of using chained picture in teaching recount text. In this research is to figure out the effectiveness of scrambled pictures in speaking narrative text. It's the new research that are inovation of some researches before with just used the picture.

C. Research Hypothesis

Based on the result of those literature review and previous research, the writer concludes that there will be difference ability between students who taught speaking narrative text by using scrambled pictures and the students who taught without them.

³¹ Heny Wahyu Setiarini, *The Effectiveness of Teaching Narrative by Using Picture as a Media to Improve Retelling Ability*, (Semarang: UNNES, 2008).

³² Dyah Mayasari, *The effectiveness of Using Chain Pictures in Teaching a Recount Text*, (Semarang: UNNES, 2008).