

CHAPTER II

REVIEW TO RELATED LITERATURE

This chapter present some literatures, which are related to the study. It includes the definition of speaking, types of speaking, element of speaking skill, teaching speaking and use of strip-story as one of technique in teaching speaking and some riview of previous study.

A. Speaking

1. Definition of Speaking

When a speaker communicate with other people, it means that he or she transferring meaning with other people. When talking to others, beside transferring the message needs speaker and listener. Someone is called as speaker when he or she wants to say something that has a communication purpose and selects the language, he or she will use the needed words from language store. Then someone is called as listener when he or she wants to listen to something which makes him interested in terms of communication purpose. In order to be understood by listener, the speaker must speak to listener trough written or spoken language.

Many definitions about speaking have been proposed by experts in language learning. Brown (2001:267) says when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition 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) speaking is the process of building and sharing

meaning through the use of verbal and nonverbal symbols in a variety of contexts.

Nunan (1991:23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. Teachers' confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Nunan (1991:23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Based on the terms of speaking above, speaking is one of the skills that used to deliver speaker ideas, opinions, thoughts also showing the authors feeling to the public in a particular language.

2. Types of speaking

Brown (2004:141) states as with all effective test, design appropriate assessment task in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentences. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of intensive assessment tasks include directed response task, reading aloud, sentences and dialogue completion limited picture-used task including simple sequence and relationship up to the simple sentences level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and a small talk, simple request and comments and the like.

4. Interactive

Interaction consists of two forms. They are transactional language, which has the purpose of exchanging specific information and interpersonal exchanging, which have the purpose of maintaining social relationship of facts and information.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Based on the explanation above the researcher used extensive (monologue) as a type of speaking, it can be seen by student's speaking ability in communication orally and their skills in spoken language activities directly.

3. Component of Speaking

The aim of teaching English as foreign language is to make the learners are able to speak or communicate using target language, to transfer the idea and feeling fluently. In evaluating students' speaking skill, Brown (2004:140) suggests some forms as follows:

1. Grammar.

According to Ur (1996:75) grammar is sometimes defined as 'the way words are put together to make correct sentences'. Grammar is one of the language components. Grammar is the role by which the speakers

put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

2. Vocabulary

One of the important aspects that supports speaking in certain language is vocabulary. It deals with the right and appropriate words. Vocabulary plays important role in speaking skill. It cannot be ignored in speaking learning. Ur (1996:60) stated vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in law, which are made up of two or three words but express a single idea.

3. Comprehension

Comprehension is the ability to understand. Comprehension also means knowing about something; ability to get knowledge that has earned. It is derived from the student themselves who are able to understand the lesson.

4. Fluency

Fluency means the quality of being able to speak or write a language, especially for a foreign language. Schmidt (2009:151) said that fluent language use involves the processing of language in real time. That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with the speed and ease without holding up the flow of talk. It means that fluency consists of the ease

and speed of flow of speech and comprehension for oral communication.

5. Pronunciation

Pronunciation means the way in which a language or a particular word or sound is pronounced. Therefore, as an English teacher, the teachers' not only teach well pronunciation but also make it possible for the students to acquire good pronunciation by imitating you.

B. Teaching Speaking

Nunan (2003:54-56) provides some principles for teaching speaking. They are as follows:

- 1) Be aware of the differences between second language and foreign language learning contexts.

There are two broad contexts in learning speaking: foreign language and second language situations. In the first context, the target language is not the language of communication in the society so learners have very few opportunities to use the target language outside the classroom. On the contrary, in the second context, the target language is used as the language of communication in the society so the learners have more opportunities to use English as a means of communication.

- 2) 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.

- 3) 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, the students will get maximum opportunity to speak the target language. Using pair work and group work activities can be good choices to increase students speaking time.

- 4) Plan speaking tasks that involve negotiation for meaning.

As mentioned before, negotiation language has two functions. They are asking for clarification when we are listening to someone else talking and confirming that someone has understood what the speakers are saying. In short, in negotiation for meaning the speakers try to understand and make ourselves understood.

- 5) 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 the learners will have to speak the target language in both of the settings.

C. Strip Story

There are some definitions of strip-story, according to Oxford Pocket Dictionary, “Strip” is part. So, strip story is part of the story. The part or strip of story is written in the pieces of paper to be spread to all of students in the class. A strip-story is a short dialogue or story with each line typed onto a separate strip of paper (Prochaska, 2001)

Strip story technique was introduced by Prof. Robert E. Gibson in “Strip Story: A Catalyst for Communication” (TESOL Quarterly 9 {June 1975}: 149-154) which was then further developed by Mary Ann and John Boyd (1978) in TOSEL Newsletter and described with field experience by Carol Lamelin (1979) in the same magazine. While it was initially created to help foreign student deal with the problems of oral communication in real situations. Technique through this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language. Gibson (1975:149) stated that:

The strip story is an adaptation of the scramble sentence type of exercise in which each student memorize on sentence of a story for which the proper sequence is not known. With each student being the sole source of one piece of information, his sentence, the story is put back together strictly through verbal interaction of the class. Many otherwise difficult – to – teach grammatical items are learned and pronunciation problem overcome surprisingly easily and quickly, without the direct aid of a teacher. The reasons for the success of this technique are discussed along with some of the ways the procedures can be extended to include related skills areas of ESL.

1. The Activities in Strip Story Technique

The strip story activity provides a fun and useful way of introducing new texts and/or new vocabulary and grammatical items. There are several parts to a Strip Story activity including pre-, during, and post-activities

a) Pre – activity

Before the main activity in Strip Story technique, it is helpful to activate the background knowledge that the student have to prepare them for new vocabulary and grammatical structure they are going to encounter in the text. To do so, the teachers can use the activity likes ‘Vocabulary Bingo’ or they write down the vocabularies in to the whiteboard and discuss together with the students.

b) During – activity

It is the main activity in using Strip Story Technique. The Strip Story activity is done by the students in a group. The stages of speaking activity by using strip story technique as like stated by Gebhard (1996: 180), such as:

1. The students are put into small groups and given one or two lines of short story.
2. They are told not to show their lines to other students to put the story together.
3. They have to negotiate who has the first line, second line, and so on.
4. An alternative way is take the strips away and having the students put the story together from memory.

The other variation of Strip Story activity that can be used by the teacher is as follow:

- a. First, the teacher and the students decide the groups and also the members of the groups.
 - b. Second, the teacher distribute the strips to the students.
 - c. Third, the teacher gives students time to read the strips and comprehend the sentences.
 - d. Fourth, the students have to comprehend it, hand-writing is not allowed here.
 - e. Fifth, the teacher collect the strips from each student.
 - f. Sixth, each student have to retell what they already understood from their strip to their friends, then they discuss and works out how the strips should be assembled to form the correct sequence of the story through oral communication.
 - g. Finally, they have to present their discussion in front of the class.
- c) Post – activity

In the post – activity is giving feedback from the teacher to the students. The feedback is about the activity that they have already done before.

2. The Teacher Considerations in Strip Story Activity

Choice of story (or other suitable text):

- a. Choose a story or sequenced text that is appropriate for the students, for example, a legend, recipe.

- b. It should be one that students have not heard before (except if you need to make the task easier).
- c. It should have words and grammar that the students already know.
- d. Students must only read their own sentence, and not read the sentences distributed to other students.
- e. The teacher does not take part in the activity, but may prompt suitable phrases for the students to use to negotiate with each other.

The activities can be varied depending on the classroom situation. The source of strip-story can be taken from internet, newspaper, and magazine. Teacher can also modify the source to make it relevant with the curriculum and the level of the students.

There are some advantages of using strip-story. The advantages of using strip-story are to help students to use English for communicating in non threatening atmosphere is more conducive to learning, to make students learn through interesting activities, to give them opportunity to speak so that they can improve their ability in speaking, and they will have something to say because each responsible in completing the task (Notion, 2007).

From those opinions, it can be concluded that strip-story is variation of Jigsaw technique in which each student is given one or two sentences of a story at random. The sentences are numbered and the story must be arranged through verbal interaction. By using Strip-Story, every student has a chance to speak in a group discussion. Moreover, each student will have something to say in the discussion because each student has information to complete the task given by the teacher.

D. Previous studies

There are some previous study that had been held by some reseachers and educators. Therefore, the reseacher needs to do the review literature in order to know how to the other reseacher before analyze the topic.

First study conducted by Fikri (2015) he implemented strip-story technique in teaching writing. The researcher took the all eleventh grade of MA NW Sembelia as the population and took class X1-1 as an experimental group and class XI-2 as a control group. To collect the data, the researcher presented essay test as the instrument of this study. In order to analyze the data, the researcher applied descriptive statistics and t- test. The result of the study has revealed that the mean score of experimental group in pre-test was 9.53 and post-test was 11.35, while the mean score of control group in pre-test was 9.3 and the post-test was 10.1. in testing the hypothesis, the researcher used t- test formula. The researcher found that the t-test was 11.2 and t-table in significant rank 0.05 was 2.004 ($11.2 > 2.004$). It means that the alternative hypothesis was accepted. So, it can be concluded that strip story is effective to teach students' ability in writing for the eleventh graders of MA NW Sembelia in the school year of 2013/2014.

Another study was conducted by Turohmah (2012) the results of the study shows that the use of strip-story in teaching reading comprehension at the second grade at MAN Cililing was effective. The data analysis showed that: mean score of pre-test was 60.13, mean score of post-test was 69.13, the t-observed was 34.09. The t-table with degree of freedom (df) 39 and significance level at 5% was 2,042. Based on the data analysis the alternative

hypothesis of this research was accepted because the t-observed was higher than the t-table ($34.09 > 2,042$).

The next research conducted by Prawerti (2012) in this study the researcher applied strip-story in teaching speaking. The result showed that by using strip story can help the students to improve their speaking ability also motivate the students to speak easily. She conducts three steps to get the data. First step is preliminary study by which the researcher conducted a preliminary study to know the students' speaking ability by administering pre-test, the result of pre-test showed that the student's speaking ability is low. The second was given treatment to the students. When they were given treatment, the students are more enthusiastic in the class and the last step was given a post-test. In the post- test, the researcher wants to prove how effective the treatment she used. The result of post test showed that the student's speaking ability was significantly improved. Some aspects that make different from the previous study are: the subject and setting, kind of text type applied in this study. Here the researcher will apply this technique for regular class in the tenth grade of SMAN 1 Rejotangan because the researcher wants to know whether there is any difference in the excellent class from the previous study or not and the researcher will apply narrative text as a kind of the text.