CHAPTER II
LITERATURE REVIEW

A. Speaking

1. The Definition of Speaking

   Speaking is ability to pronounce articulation of sounds or words for expressing, starting and conveying thoughts, ideas and feelings (Tarigan, 1981:15). Speaking is also an activity to produce language and communicate the ideas and thoughts orally (Nurgiyantoro, 2001:276). Speaking is a capability of producing sounds or words in precise words to express, state and share ideas, opinions, and feeling. It is supported by Lado (1961:240) states that speaking is the ability to express something in a particular situation, or the ability to report act or situation in precise words or the ability to converse or the ability to express sequence of ideas fluently.

   In line with the definitions above, it can be synthesized that speaking is an activity to declare or state the ideas, opinion, and feeling by using language in order to inform, to persuade, and entertain that can be learnt by using some teaching learning methodologies.

2. The Purposes of Speaking

   The main purpose of speaking is to communicate. According to Tarigan (1981: 16) there are three purposes of speaking:
a. To inform

To inform means that the speaker want to inform the process, feeling or opinion to the hearer. In this case, the speaker just wants to tell about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier. In this purpose an interesting media is needed to support this activity. An appropriate media that is used is story telling. By telling the story, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something.

3. Teaching Speaking

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 1980:8).

Since teaching speaking means teaching students to be able to speak a language, Nunan (2003) points out that teaching speaking is teaching students to:

a. produce the English speech sounds and sound patterns.

b. use word and sentence stress, intonation patterns and the rhythm of the second language.
c. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

d. organize their thoughts in a meaningful and logical sequence.

e. use language as a means of expressing values and judgments.

f. use the language quickly and confidently with few unnatural pauses, which is called as fluency.

4. Speaking Ability

Speaking ability is a power to speak or to express our ideas or feeling with a language in a sentence by producing sound (Lado, 1961: 240). In other side, Lado (1961: 241) states that speaking ability is the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.

As the definition mentioned above, speaking ability can be described as the ability to express our feeling and ideas using appropriate language so in learning and mastering a foreign language it is needed to someone to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication. So, his/her speaking will understandable for the listener.
5. The Aspect of Speaking Ability

The use of English for speaking is not simple because the speaker should also master several important elements. Harris (1969:81) states that there are five components which can be used to gauge speaking ability;

a. Fluency

Fluency is the quality of being able to speak or write a language, especially a foreign language easily and well (Hornby, 2000:516). Nunan (2003: 55) says that fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word search so fluency means that someone can speak without any hesitation.

b. Comprehension

Comprehension is one of components that should be paid attention to increase students speaking ability to make them speak well. While, Hornby (2000:263) states that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.

c. Vocabulary

Vocabulary is the words that people use when they are talking about a particular subject (Hornby, 2000:1506). If students have many vocabularies, it will be easier for him to express their idea,
feeling and opinion without being confused to choose the words that they will say.

d. Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences (Hornby, 2000:586). According to Brown (2001:262) grammar is the system of rules governing the conventional arrangement and relationship of word in sentence. If the students master the grammar, they can produce sentences easily and it helps them to speak fluently.

e. Pronunciation

Pronunciation is the way in which a language or a particular word or sound is pronounced (Hornby, 2000:1057). Based on the definition above, pronunciation is an important component of language. Therefore, it is very necessary for students to have a good ability in pronouncing some words, because if they say words in the correct pronunciation, their speaking will be understandable.

B. The Scope of Speaking Syllabus in SMP

In Indonesia English is taught at SMP (junior high school), SMU (senior high school), in University, many courses and it has also been taught at SD (elementary school). Knowing that English is quite significant for Indonesia in the future, the government always makes
efforts to improve the quality of English teaching. By improving the quality of teachers and other components in educational process, hopefully the English teaching can be improved. One of the improvements of the English teaching deals with the syllabus which is reflected in the materials given to the students.

According to Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP, 2006:278) the aim of the English teaching in Indonesia especially teaching English to junior high school are as follows:

1. To enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level.
2. To have the awareness about the essence and the important of English in increasing competition in global community.
3. To enhance the students’ comprehension about interrelatedness between language and culture.

Based on the points mentioned in the above paragraph, speaking is one of language skills that is taught in junior high school and it is included in its syllabus that describe one of the aims of English teaching in Indonesia for junior high school is to develop students oral or speaking ability.
C. Media

1. The Definition of Media

Media is any tool, method, or technique that is used to make the communication and interaction between the teacher and the students in teaching learning process (Hamalik, 1986:23). Media is also described as physical units that give a message and motivate the students to learn (Brigg in Sadiman, 1993:6). In other side, Gagne (1970) as cited in Sadiman (1993:6) defines media as component or element in students’ environment that can support the study.

In short, media is an important tool to support students’ activity in teaching and learning process. Media is also a tool that can motivate and attract the students’ attention and guide the students to get the ideas to speak up. So, using media in enhancing students’ speaking ability is important.

2. The Function of Media

Multimedia is one way that will help the students feel amused in certain learning situation. In other ways, by implementing media in teaching learning process, the students can learn the materials easily.

Encyclopedia of Educational Research as cited in Hamalik (1986:27) describes the functions of media are follows:

a. Give real and concrete things
b. Get students’ interest
c. Make the material developed

d. Give students’ real experience

e. Develop students’ mind or thinking continually

f. Help students in progressing their language

g. Give more experienced that cannot be taken from other ways and to expand learning variety

D. Picture Strip Story

1. The Definition of Picture Strip Story

Picture strip story is the series of pictures with a word or some words on it that are used to tell a story or describe event in chronological order by relating one picture to another (Prochaska, 2001: 1). Picture strip story is a media that comprise a simple picture with a word or some words on it so picture strip story is a simple media that assist students to develop their ideas and arrange some tips or clues correctly in speaking.
2. **The Advantages of Picture Strip Story**

Media is one of the elements that can help students in their speaking. Media is also an element that can minimize the student’s difficulties in their speaking. The reason why picture strip story is used as a media in this research is picture strip story has several advantages:

a. Picture strip story is easy to get. It is because the teacher can make it her/him self. In making picture strip story the teacher just takes what the teacher would say in words and then turn it into pictures.

b. Picture strip story is able to help the students in gaining their ideas. It because picture strip story consists of simple pictures that they can find in common society. By giving such pictures students can easily get the ideas for speaking because they understand what the picture means.

c. Picture strip story makes the teaching and learning process more interesting and meaningful. It because picture strip story provide a series of picture that can attract students’ attention. So, by giving such picture it is interesting for the students to learn speaking.

d. Picture strip story can improve students’ vocabulary. It because picture strip story provide words to the students.

e. Picture strip story is possible to be taught in other skills. It because picture strip story can be implemented in other skills such listening, reading and writing.
f. Picture strip story can increase students’ self confidence in speaking. It because when the teacher asks the students to speak, students is already having any idea. By having any idea in their mind they tend to speak more bravely and without feeling shy anymore.

3. The Disadvantages of Picture Strip Story

Besides the advantages, there are also some disadvantages of picture strip story in teaching speaking, such as:

a. Students do not always know how read/interpret the picture strip story.

b. It takes time and costs much to provide attractive pictures.

c. Small and unclear pictures may arouse problems in the teaching learning process since the students may misunderstand about the pictures.

d. Cannot depict motion as film does.

e. If not unique, can seem uninteresting to students.

4. The Example of Picture Strip Story

Picture strip story are built on the concepts learned in the schedules section in which pictures are used to tell a story. Picture strip story can describe a new activity and/or review and experience.
a. **Detail New activity**

Picture strip story can detail a new activity. Examples include what is going to happen on a trip to see the doctor or a trip to the playground.

**Example:**

Every weekend, my family and I go on holiday. For this time, we decide to go to playground by car. Before that, we prepare everything we need. When everything is well prepared, we get into our car. To secure our safety during in the car, we do not forget to fasten the seatbelt before the car goes away. After it takes us around 2 hours on the way, we finally get to the playground. There are many kinds of games available there. But, we only play
on the swings and the slide. When we are finished, we get back into the car, fasten our seatbelts, and go home.

b. **Review an experience**

Picture strip story is an effective way to review an experience. Picture strip story can be used repeatedly to remind someone of what happened when he went to the field to play football.

Example:

Yesterday my friend and I played football together in the field. Before we started playing football we wore our team shirt first. After that we put on our socks and our shoes. Then we directly went outside to the field on foot and played football.
together. After we played football for around one hour, we felt
tired and we decided to go home. It was so much fun.

E. The Procedure of Teaching Speaking Using Picture Strip Story

Picture strip story is interesting media that can improve
students’ speaking ability. It means that picture strip story can be used
as a teaching media. As a teaching media, the teacher has to be able to
select an appropriate picture and make the teaching learning speaking
more effective. Thus, using picture strip story as media in teaching
speaking can encourage the students to speak. There are some steps to
teach speaking using picture strip story:
a. Teacher decides the kind of picture that is suitable with the
   material that will be taught.
b. Teacher introduces the picture strip story to the students.
c. Teacher gives some vocabularies related to the picture that
   students need in speaking.
d. Teacher gives guidance on the language that is used.
e. Teacher gives an example of speaking using picture strip story
   media.
f. Teacher gives picture strip story that are already prepared to
   students, and then asks them to comprehend it. During this
   process, it might take several minutes.
g. Teacher asks the students to tell or interpret the story based on the pictures provided.

F. Basic Assumption

Picture strip story gives the students ideas and express it through speaking activity. Beside that, picture strip story can develop students’ vocabularies by providing them some words. In addition, it can stimulate their interest to speak and by giving such stimulate, their speaking ability will increase. That is why it can be assumed that picture strip story is able to improve students’ speaking ability.