CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is devoted to review the literature of the present study. The review comprise The Nature of speaking, the importance of speaking, teaching speaking, the activities of teaching speaking, the use of media, and the general description of stick figure.

A. The Nature of Speaking

Speaking is an interactive process of constructing meaning that involves, producing, receiving, and processing of information. Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose of the speaking.

Beside that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill.[1]When we use casual conversation, for example our purpose may be to make social purpose or to make social contact with people, to establish rapport,

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[1]Jack C Richards and Willy A. Renandya, *Methodology in language teaching,* (Cambridge; University press: 2002), 201

or to engage in the harmless chitchat that occupies much of the time we spend with friends.

In some situation, we use speaking to give instructions or to get thing done. We use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved it.

If we talk the nature of speaking, we just know about the definition of speaking itself. Speaking is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that, we can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronoun the words, ability to organize the words into phases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages.[2]

In order to be able to speak in other language and someone understood, it is not usually necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic knowledge when they make good use of pragmatic and socio cultural factor.

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[2]Weir J. Cryl, *Communicative language testing, (New York; Practice-hall International; 1990)*, 73

The linguistic, socio cultural and discourse competences needs to ensure better oral communication include the following areas, all of which are part of discourse knowledge:

a. Knowing the vocabulary relevant to the situation.

b. Ability to use discourse connectors well.

c. Ability to use suitable "opening phrase".

d. Ability to comprehend and use reduced forms (reducing vowel, sounds is particularly important in English).

e. Knowing the syntax for producing basic clauses in the language.

f. Ability to use the basic intonation or tone patterns of the language.

g. Ability to use proper rhythm and stress in the language and to make proper pauses.

B. The Importance of Speaking

It is also important that the development of spoken language is not simply matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. Quite on the contrary, the development of speaking is an ongoing and complex process of acquiring knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning students need to: (1) experiences various kinds of spoken texts, (2) develop knowledge about how social and cultural contexts affect the type of spoken language used, (3) learn how

participate in different spoken interactions, (4) expand their knowledge resources and learn to use a range of spoken language strategies, (5) learn how different spoken texts are constructed, (6) develop greater control of the systems of vocabulary, grammar, phonology and intonation, (7) develop skills which will enable them to predict what will occur in a conversation, (8) improve their accuracy and fluency.

Theoretically, developing speaking skills means developing the pronunciation of individual sounds, grammatical accuracy, vocabulary (word choice), fluency and interactive communication. The pronunciation covers the individual sounds and word in sentences. The latest refers to the ability to stress words sentences and produce correct intonations. Grammatical accuracy deals with the accurate use of the structure, or how the learner gets his/her utterance correct. Vocabulary deals with the ability of choosing appropriate words. Fluency refers to the ability to express ideas smoothly without hesitation, repetition, or inappropriate pause. Interactive communication concerns with the ability to get the meaning across hears and the ability to keep the conversation going. In short, developing speaking skills means developing all of five components.[3]

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[3]*Ibid…,* 3

C. Teaching of Speaking

The teaching of English is very important. Whereas today English is the word's widely studied foreign language. It is focused on the communicative proficiency rather than on more material of structure. Here, speaking becomes the objectives of English teaching. To make the students speak fluently in English, a teacher has a big role in determining the student's mastery of English speaking.[4]

The greater problem is how to build up the motivation of the students in learning language. In general, the students are highly motivated, but it is primarily a motivation toward practical use of the language. Harmer suggested that integrative motivation of the students is more powerful than instrumental motivation in learning foreign language. Some students study a foreign language because they want to know more about the people speak English can very well and success in a foreign language. This will depend on a large extent on understanding of the culture and the people, and the empathy with them.

D. The Activities of Teaching Speaking

The most important feature of classroom speaking activity is to provide an authentic opportunity for the students to set individual meanings across and utilize a very lot of knowledge based on the principles for designing speaking techniques and features of classroom speaking activity, The teacher can practice the following example techniques in their teaching speaking:

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[4]H. Thomas hurf, Michael D Sqiot and James *communication in the classroom* (philipines ; Addison Wesley publishing company inc. 1978). 33.

1) ***Role-play*** is an excellent way to simulate real communication that is relevant to experience outside the classroom[5]. In role-play, students can have an opportunity to use their knowledge of vocabulary, of narration, of speech acts, of discourse fillers, of turn talking of pauses, and so fourth. However, role-play can be a very difficult or unnatural task if the students do not have sufficient language for or information about the participants, the situation, and the background for the simulated interaction.

2) ***Group discussions*** are effective speaking activity in large classroom. Students in the second or foreign language classroom should have sample opportunity to participate in-group discussions, doing brainstorming, and in many other speaking activities where they need to participate by producing a word, a term, an expression, or a clause and not necessarily maintain a long stretch of conversation.

3) ***Using the target language outside the classroom*** can be a very useful requirement in homework assignment in those cases where forget language is spoken in the environment (second language contexts). Students can be given tasks that require them to collect meaningful information from stores, restaurants, museums, offices and other public establishments and then report back in class.

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[5]Celse Muria, Marriane, Discourse and Context in Language Teaching, (Cambridge: Universitas Press, 2000), 177

The above are just a few ways in which the teacher can give proper attention teaching speaking skill in the foreign or second language classroom beyond the communicative activities that in votive all the language skill, with the speaking skill included, this is compatible with our basic belief that in order to help learners become good communications we need to create opportunities to focus on each skill individually as well as creating many opportunities to integrate, two, three or all skill.

E. The Use of Media in Speaking Activities

1. Definition of Media

According to Sadirman that the words media are derived from Greek Medius and it is singular form from medium. Literally, media are tools or transmitter. It means that media are means of communication to transfer learning message or information. Beside that, Usman, stating that media are something that can send message and stimulate mind, feeling, and students' interest that can support the learning process, supports this opinion.[6]

Based on the description above, it can be concluded that media as means of sending the message from the source or sender to the receiver in teaching learning process to gain the objectives of teaching and learning activity. The

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[6]Usman M. Basyiruddin, *Media Pembelajaran*, (Jakarta: Ciputat Press, 2002), 11

position of media in component of teaching method is one of the ways to raise the process of interaction between teacher and students in the learning environment.

2. Kinds of Media

The importance of media can not be separated from teaching process. There are many kinds of media in teaching now. Generally, there are three kinds of media. These are visual media, audio media, and audiovisual media.

a. Visual Media

Visual media is kinds of media that can be seen and can be touched by the students, for examples: flash card, real object, pictures, etc.

b. Audio Media

Audio Media is kinds of media that can be heard. Generally, audio media is used to listen and understand about the expression. Audio media are able to teach English as a Foreign Language (EFL). It is used to hear native speaker pronunciation in foreign language, for example: radio and tape recording.

c. Audio Visual Media

Audio visual is the instructional media that involve the sense of sight and hearing. So, this media can be seen and listened.
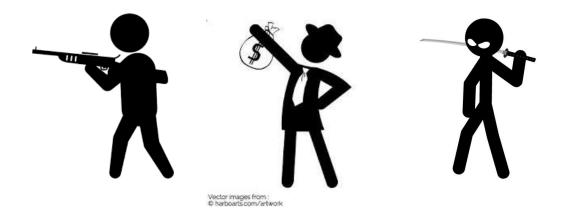
3. Criteria of Choosing Media

There are many kinds of media used in teaching, so each media has different characteristic. Something has to consider in choosing media as follow:

a. The media should be suitable to the instructional goal.

b. The media should be suitable to the material.

c. The media should be appropriate with the student's condition.[7]

F. The General Description of Stick Figure

Stick Figure is simple picture media with circle line. For teachers who cannot draw well, he/she can use simple picture to explain subject material by making line and circle (Stick Figure). Most teachers use this picture for all level lesson or skill. This picture is not only interesting for teacher but also can make students enthusiastic to study, clarify idea, and express information.[8]

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[7]Usman, Basyiruddin Asnawir, Media Pembelajaran, (Jakarta: Ciputat Pers, 2002), 11
[8]*Ibid*......18