

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes several research-related theories that aim to support researchers in developing a theoretical framework. There are speaking ability, teaching speaking, teaching media, *Let's Read* application, and narrative text.

#### **A. Speaking Ability**

##### **1. The Nature of Speaking Ability**

Speaking is one of the central elements of oral communication. It is in line with Richard and Renandya (2002) argue that speaking is one of the language skills used in communication. Speaking is an essential ability for students of all ages, especially while learning a foreign language. It is anticipated that one can comprehend those who speak a different language. Speaking is seen as a talent for informing others about ideas, concepts, or facts (Atkinson, 1985). In addition, it is important to structure the conversation in such a way that the listener can understand what is being said (Cameron, 2001: 41). So, speaking skills are used when learning the basics to be able to speak more fluently. Meanwhile, speaking ability is one type of competency that a person has after mastering speaking skills. Someone who has the ability to speak will find it easier to convey the purpose of the speech they are conveying. It means that if someone has good speaking ability, she/he can give others clues, ideas, concepts, or facts, as well as organizing the conversation so that the listener can understand it easily.

Speaking is an important component of students' language development. This implies that students must be fluent in the use of grammar, vocabulary, pronunciation, and other skills related to speaking (Linse & Nunan, 2005: 47). The level of proficiency of a speaker of a language is not solely based on mastery of the grammar; it also depends on how well they pronounce words, phrases, and entire sentences. Use whole sentences to convey ideas so that, when communicating, you can communicate clearly and precisely. While producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language (Burns & Joyce, 1997). In carrying out these steps, spoken language can be more easily understood and digested. Mastery of speaking skills cannot be separated from other skills such as listening, therefore integrating skills are needed. Listening to the language being studied makes students more familiar with the sound of pronunciation of a word, while to master more words in speaking, students need to read a lot.

## **2. Types of Classroom Speaking Performance**

Speaking activities in the classroom vary, this is based on the type of speaking activity carried out and its purpose. Guebba (2021) and Brown (2001) have the same opinion regarding this, there are six types of classroom speaking performances that students can do. These categories are: imitative, intensive, responsive, transactional, interpersonal, and extensive:

a. Imitative

Imitative classes have the goal of learning parts of the language independently rather than fostering meaningful engagement. In imitation, students are usually trained to imitate vocals that have been taught by the teacher.

b. Intensive

Intensive speaking is a speaking activity that is used to practice the phonological or grammatical forms of a language. Therefore students can practice this kind of performance in pairs or independently to practice intensive speaking.

c. Responsive

Student interaction in class is responsive. students will respond to questions and comments from the teacher and students speak responsively so there is no exchange of information in responsive speaking.

d. Transactional

Transactional speaking is a practice that is an exchange of information.

e. Interpersonal

Interpersonal speaking is more about maintaining social relationships than conveying facts and knowledge. In this way, students find it difficult to understand private conversations because there are more slang words that sound foreign to students.

f. Extensive

In extensive speaking activities students practice by focusing on words or sentences, sound and at intermediate and advanced levels students are expected to give a speech or report, summaries, narrative, and short speeches in the form of a monologue.

From those types of speaking activities this research only focuses on extensive speaking.

### **3. The Components of Speaking Skill**

To support speaking skill, several components are required. The five components of relevant speaking skills are comprehension, grammar, vocabulary, pronunciation, and fluency (Harris, 1974; Linse & Nunan, 2005).

a. Comprehension

Comprehension is the ability to understand the tasks given in order to improve one's understanding of written or spoken language. therefore, a person will initiate and reply to utterances in oral communication.

b. Grammar

Grammar is a pattern that has rules applied to arrange words into properly structured sentences. Therefore, to convey meaning appropriately, speakers must be proficient in grammar. The grammar of a language, according to Harmer (2001:12), is a description of the ways in which words can change into what they are when combined into sentences in that language. Students must

do this to build appropriate sentences during conversations. This is in accordance with Heaton (1978: 5) who explains this by pointing to children's capacity to work with structure and distinguish acceptable grammatical forms.

c. Vocabulary

Vocabulary is something that is used in conversation. Conversation will be hampered or ineffective if the speaker has limitations in mastering vocabulary. By doing more reading, listening, and speaking activities a person has a lot of vocabulary to use.

d. Pronunciation

Students speak by producing clearer language and using correct pronunciation because they pay attention to correct pronunciation. This is in line with Harmer (2001:183) who states that teaching pronunciation can significantly improve students' speaking abilities in addition to educating them about various sounds and sound characteristics.

e. Fluency

The ability to speak clearly and fluently is called fluency. One aspect of verbal word production is fluency. This shows that fluency is very important for the capacity of other speaking components. Harmer (2001: 197) claims that saying words and sentences as quickly as possible—starting slowly and then speeding

up—also helps improve fluency. In fluent speaking there will be no speak like "..emm..", "..hmmm..", "..eee..", etc.

#### **4. The Characteristics of Successful Speaking**

Ur (1996:120) lists several characteristics of a good speaking activity, such as students talk a lot, participant is even, motivation is high and language is on the acceptable level. The explanations for each trait are as follows:

##### **a. Students Talk A Lot**

In reality, learner conversation takes up as much of the permitted time throughout the exercise. Although it can appear apparent, teacher chatter or pauses frequently occupy the majority of the time.

##### **b. Participant Is Even**

There is no minority of talkative students controlling the conversation in the classroom; everyone has an equal opportunity to speak.

##### **c. Motivation Is High**

Students are excited to talk, either because they want to help accomplish a work objective or because they are engaged in the subject and have something fresh to offer.

##### **d. Language Is On The Acceptable Level**

Students communicate in ways that are appropriate in terms of linguistic accuracy, pertinent to one another, and easily understood.

## **B. Teaching Speaking**

### **1. The Nature of Teaching Speaking**

Teaching is a situation where the teacher provides new knowledge to his students to increase their insight and skills. Brown (2000) defines teaching as demonstrating or assisting someone in learning how to do something, offering guidance and facilitation so that the learner can learn how to do it, giving instructions, directing the study of something, and supplying knowledge that causes the learner to know. It indicates that a process or activity to assist pupils in learning from the environment system is the condition of teaching. The environment system is made up of the teacher, students, policies, facilities, and the material that is supplied for instruction.

Teaching speaking is training and providing students with understanding how to use language to communicate, express ideas or convey meaning to other people. This is supported by the teaching objectives stated by Harmer (1990), who said that the aim of teaching speaking is to train students to communicate. To communicate efficiently in certain situations, the learner must be able to make himself understood, using his current skills to the maximum. Students can speak in the situations they face.

Teachers support their students' knowledge development by providing them with real-world practice that prepares them for conversations in everyday settings. Furthermore, teachers support the growth of each student's capacity to construct coherent, grammatically

sound phrases that are appropriate to specific circumstances and have understandable pronunciation.

## **2. Principles of Teaching Speaking**

Teachers must teach speaking according to certain principles to achieve the goals. Nunan (2003:54-56) suggests eleven design principles for teaching speaking:

- a. The distinctions between a foreign language and a second language in the context of learning should be understood by teachers.
- b. Teachers ought to provide opportunities for pupils to practice with precision and fluency.
- c. Teachers should limit their pupils' discourse and give them opportunities to speak in groups or pairs.
- d. Speaking exercises that require meaning negotiation should be planned by teachers.
- e. It is recommended that teachers create lesson plans that incorporate instruction and practice in both transactional and interactional speaking.
- f. Teachers should ask eliciting questions in order to prompt students to speak more.
- g. Feedback from teachers should be in writing.
- h. Teachers should not constantly correct their students when they pronounce words incorrectly. The pupil shouldn't be distracted from speaking by corrections.



- i. Teachers must to incorporate speaking exercises both within and outside of the classroom.
- j. While students are working in groups or pairs, teachers should walk about the classroom to make sure they are on task and to check if they need assistance.

### **3. The Important to Teaching Speaking**

Everyone needs to be able to communicate effectively. Everyone else need to be able to talk clearly in order to participate actively in communication and advance knowledge. Speaking is one of the key skills that students should work on developing since it makes them more successful than other English language skills. Thornbury (2005: 1) argue that speaking as a part of daily life that we take it for granted. It suggests that speech is vitally necessary or significant for all individuals.

## **C. Teaching Media**

### **1. The Nature of Teaching Media**

English teachers frequently used media into the learning process. It may serve as a bridge or key to help students comprehend how teachers view a certain subject. According to Reiser (1995), the term "media" refers to both more contemporary instructional media like computers, interactive video, CD, and multimedia systems as well as all more conventional methods of instruction including teachers, chalkboards, textbooks, and other written materials.

According to Arsyad (2019:4), teaching media is a type of media that conveys instructional messages or learning material. Media is a means

of conveying messages and information. According to Heinich et al (2005), the medium acts as a mediator between the transmitter and the receiver. Teaching media refers to media that conveys instructional messages or information for educational objectives.

There are two types of media: digital media and traditional media. When teachers still use paper, newspapers, and books as teaching tools, this is referred to as traditional media. According to Slaviloka (2014), traditional media refers to written media such as books, newspapers, and periodicals as well as historical media such as radio, television, film, tapes, and records. Additionally, according to Bajracharya (2016) digital media in the form of bulletin boards, podcast, Youtube, and E-book can be employed for the teaching-learning process. According to Munadi (2013:3), teaching media is an intermediary tool for understanding the meaning of the material submitted by educator or teachers either print or electronic media and teaching media is also as a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a longtime and effective.

## **2. Types of Teaching Media**

Teaching media includes all tools or aids that can be used by a teacher or student to achieve certain educational goals. There are two types of media, namely traditional media and digital media. Traditional media is media that still uses paper-based materials, such as study guides and books. While the media is digitally supported by technology. Kumar, et al (2023) classifies of media digital used in education:

- a. Educational Videos: Video platforms such as YouTube and educational websites have a multitude of instructive videos on a variety of topics. These videos can augment classroom education by providing visual demonstrations and improving comprehension of complex ideas.
- b. Interactive e-Books: Interactive e-books include multimedia components such as videos, animations, and quizzes to create a dynamic and entertaining reading experience. They can be accessible through a variety of devices and include interactive features that encourage active learning.
- c. Virtual Reality (VR): VR technology immerses learners in simulated surroundings, allowing them to explore locations and scenarios that would otherwise be unavailable. Students, for example, can investigate ancient civilizations or do scientific experiments in a virtual laboratory.
- d. Augmented Reality (AR): AR adds digital content to the actual environment, improving learning experiences. AR applications can create animated textbook graphics, real-time data overlays, and interactive storytelling experiences.
- e. Online Learning Platforms: Online learning platforms feature courses, tutorials, and learning management systems that allow for structured and self-paced learning. Platforms like as Ruang Guru, Quiper, and Zenius provide a diverse choice of courses across multiple subjects and ability levels.

- f. Educational games and simulations provide learners with engaging and immersive experiences. They encourage problem solving, critical thinking, and skill development. Examples include *Let's Read App*, the Prodigy Math Game, and virtual science laboratories.

### **3. Benefits of Using Teaching Media**

The benefit of using traditional media is that traditional media considered to be able to further instill and strengthen cultural values, social norms and philosophy. Meanwhile, the benefit of using digital media is that it can help the teaching and learning process become easier, paperless, efficient and also easily accessible to all groups. According to Sanaky (2009), the benefits of using media include being able to motivate students because the learning process will be more interesting, being able to clarify learning material so that students can easily understand it, and being able to improve students to better master the learning objectives.

#### **D. *Let's Read* Application**

##### **1. The Definition of *Let's Read* Application**

*Let's Read Asia* is a digital library developed by the Asia Foundation as part of its Books for Asia program. *Let's Read Asia*'s mission is to provide and facilitate children's access to educational content in the language that they speak at home and at school. *Let's Read* application released on March 6, 2017.

*Let's Read* application is an application that has the feature of displaying images accompanied by text and an audio player. In this application, there are hundreds of stories that have five levels, and the

stories are illustrated. So this application can be used as a media in teaching English. The strategy for teaching using this application media is to introduce students to the vocabulary in the story so that students feel familiar, then display the story that has been selected and listen to the audio of the story. After that, students will be asked to read along based on the sounds they hear so that students can imitate the intonation and pronunciation.

*Let's Read* application is a step-by-step collection of reading material that can be accessed on every student's mobile phone while being supervised by an adult. *Let's Read* application overcome Asia's book shortage by reading. The Asia Foundation established this organization to write and translate digital children's books. Ermerawati (2019) argued that teachers are free to utilize any technology they want, including smartphones, classroom PCs, and LCD which can help teaching and learning process.

*Let's Read Asia's* language features include foreign languages, mother tongues, and regional languages. English, Indian, Korean, Malaysian, Tagalog, Filipino, Thai, and other foreign languages are examples. Regional languages of "*Let's Read Asia*" include Toba-Batak, Balinese, Sundanese, Javanese, and Minangkabau.

## **2. Procedure to Use *Let's Read* Application**

- a. The first step, install the application on *Google Playstore*.
- b. The second step, open the application and register an account. So that this application can be used.

- c. The next step, filter reading material according to the available filter features. This *Let's Read* application has some languages. Apart from English, there are regional languages such as Javanese, Sundanese, Minangkabau, and Tagalog, Batak Toba. To test the difficulty level, this application has the lowest difficulty level 0 and the highest 5. This application also has a filter to select stories with audio or not. Apart from that, this application can also choose story categories such as folktales, science, funny, health, animals, etc.

### **3. The Advantages of *Let's Read* Application**

- a. *Let's Read Asia* is completely free. *Let's Read Asia*, commonly known as a free digital library of stories, is a website where you may read stories online. *Let's Read Asia* is available to anybody, at any time.
- b. *Let's Read Asia* has multilingual features and presents several languages ranged from foreign to national to regional. Readers can select from a selection of reading resources as well as the language used.
- c. *Let's Read Asia* is also committed to the preservation of the mother tongue. Children can access stories from many countries and cultures by using Indonesian and regional languages. The plot is simple and written in clear terms. This is changed according to the difficulty of the reading material. As a result, readers will have an easier time understanding the story's content.

### **4. The Disadvantages of *Let's Read* Application**

- a. The image presented cannot move so it looks a little boring.

- b. The search feature occasionally produces incorrect search results, and there is a collection placement in the category unsuitable reading level.
- c. The collection download tool allows you to save collections and read them offline. The disadvantage of this function is that the downloaded collection's storage capacity is still too large.
- d. The audio is less available on story levels 4 and 5.

## **E. Narrative Text**

### **1. Definition of Narrative Text**

Narrative text is a type of text that tells a story or describes a sequence of events. It is in line with Anderson (2003), argue that narrative is a piece of text which tells a story and, in doing so, entertains and informs the reader or listener. Then, according to Keraf in Anwar (2021), narrative is a type of discourse that aims to recount an event as if the reader witnessed or experienced it personally. Meanwhile, Lestari (2019) who said narrative text is one of the texts used in everyday life to explain the meaning of brief functional texts and basic monologue texts. So, narrative text is text that tells events or experience with the aim of entertaining the reader.

### **2. Types of Narrative Text**

According to Nasir et, al. (2021) and Hammond et, al. (1992) the types of narrative text are adventure story, mystery, science fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, legends, fairy tales, and fables.

### 3. Generic Structures of Narrative Text

According to Yuliani (2008), Purba (2018), and Wulandari (2019), they say that narrative texts have 4 generic structures, namely orientation, complication, resolution, and reorientation or coda as follows:

a. Orientation

The orientation section usually includes an introduction that seeks to introduce the reader to the main character or setting of the story.

b. Complication

The complexity section covers a sequence of events from the start of a conflict to the climax, also known as the climax.

c. Resolution

The reader's opinion or views are carried out by the author in the resolution section so that the reader can see or feel how the main character is attempting to resolve the present problem. Solving this dilemma or conflict can have a positive or negative impact on the story's ending.

d. Reorientation or coda

The reorientation is part of author's advice, recommendation, or moral message is frequently provided in the coda or closing part.



#### 4. Language Features of Narrative Text

According to Knapp and Watkins (2005), language features narrative text consists of 5 points. The following characteristics of language features:

- a. The use of nouns and pronouns to identify people, animals, or things. e.g. He, She, Price, etc.
- b. Specific participant or specific characteristic object. e.g. Kancil's story, Kumang's story, etc.
- c. The use of adjectives are useful to shape the noun phrase. e.g. a handsome, white-skinned boy, etc.
- d. The use of time connective and conjunction words or phrases to sequence the events. e.g. suddenly, finally, after, after that, while, when, next, etc.
- e. The use of adverbs and adverbial phrases to indicate places and time. e.g. in the morning, at night, right here, now, etc.

#### F. How to Teach Speaking of Narrative Text With *Let's Read* Application

Teaching a speaking class using *Let's Read* application has several steps. In carrying out the teaching and learning process in class, *Let's Read* application is guided by the teacher so this application is not used directly by students. The selection of stories to be displayed is also adjusted to your needs. To teach speaking skills for narrative text using *Let's Read* application, you can follow these steps:

1. Introduce the *Let's Read* application:
  - a. Explain the features of *Let's Read* application and the purpose of use the applications.
  - b. Highlight the benefits of using the application for language learning.
2. Select a suitable narrative text:
  - a. Choose a narrative text that is appropriate for the language proficiency level of your students in *Let's Read* application.
  - b. Ensure that the text has a clear storyline and engaging content.
3. Pre-reading activities:
  - a. Conduct pre-reading activities (introduce narrative text by explanation teacher, definition, language features, generic structures, social function, and types of narrative text) to familiarize students with the text.
  - b. Review relevant vocabulary and provide any necessary background information.
4. Reading practice:
  - a. Use *Let's Read* application to read the narrative text silently
  - b. Use *Let's Read* application to encourage students to read along with the audio (for experimental class).
5. Comprehension and discussion:
  - a. After reading, ask questions about language features, social function, and generic structures to ensure students understand the story.
  - b. Engage students in a analyze together about the characters, plot, setting, and their personal opinions or reactions to the text.

6. Speaking activities:
  - a. Ask the students to retell of story.
  - b. Encourage students to use proper pronunciation.
7. Teachers feedback can be given on various aspects such as pronunciation, fluency, vocabulary usage, grammar, and overall coherence based on predetermined rubrics or evaluation criteria.

## **G. Previous Studies**

Several previous studies on the application of *Let's Read* conducted by Ermerawati (2019) who revealed that the application of *Let's Read* in the learning process in extensive reading classes by carrying out a national program called the School Literacy Movement (GLS) produced positive results for the students being assessed. The positive research were it could build improve reading habits, improve reading skills, and also make more use to support the learning process by using technology. Students can do assignments with the help of technology in accordance with Mobile Assisted Language Learning (MALL). Another result carried out by Mardiah (2022), was the use of *Let's Read* application to teach vocabulary to second grade junior high school students. Although this research has similarities in testing the effectiveness of *Let's Read* application, the variable studied was only vocabulary. In the research carried out, the material presented is explained in writing. Meanwhile, Fitriah (2023) focuses more on implementing *Let's Read* strategy and teaching using short story e-books to enrich vocabulary. So that in implementing this application there are two procedures, namely teacher preparation and selection. Even though it has similarities with previous

research, namely using *Let's Read* application as a medium in teaching English, previous researchers focused on vocabulary, focused on reading habits, and also focused more on implementation in using the application. Previous research also used a different method, namely using descriptive analysis with data reduction analysis, data presentation and temporary conclusion drawing. Several previous studies only focused on using *Let's Read* application to teach vocabulary and reading but did not focus on improving speaking skills. Therefore, this research was conducted to focus more on the effectiveness of *Let's Read Application* on improving speaking ability on extensive reading and narrative text.