

CHAPTER II

LITERATURE REVIEW

This chapter has a purpose of presenting related theory in order to support this study.

A. Literature Review

1. Speaking

a. Definition of Speaking

Language serves as a fundamental tool for communication within communities, enabling individuals to convey ideas, satisfy their requirements, and obtain knowledge. Speaking is a means by which individuals can convey their thoughts and concepts to others. Several definitions of speaking have been put forth by experts in the field. Harmer (2007:284) states that speaking entails the capacity to express ideas with ease, which requires not only a comprehension of linguistic characteristics, but also an ability to swiftly process information and language.

Brown (2001:267) said that if someone can speak a language, it means they can have a fairly competent conversation. Additionally, he asserts that successful language acquisition is often measured by the capacity to accomplish pragmatic objectives through interactive exchanges with speakers of other languages. From a different perspective, Nunan (2003:48) emphasizes speaking as a productive oral skill that involves generating coherent spoken expressions to convey meaning. In essence, it encompasses the utilization of language to articulate and communicate thoughts and emotions. Typically, individuals employ spoken language as a medium for communication, be it expressing opinions, conveying feelings, or recounting stories.

From the definitions above, it can be synthesized that speaking can be defined as the proficiency to verbally express thoughts, emotions,

or viewpoints in a conversation. It represents a productive skill, as engaging in speech signifies cognitive engagement. Effective speaking occurs when the conveyed message is comprehensible and resonates with the intended audience.

b. Types of Speaking

Nunan (in Brown, 2001:250) writes that there are generally two types of spoken language, as follows:

1) Monologue

According to Brown, monologue refers to the act of a speaker using spoken words in various contexts, including speeches, lectures, readings, and news broadcasts, among others. During a monologue, the listener is required to process information without interruption, which can impact their understanding of the speaker's message.

2) Dialogue

According to Nunan, dialogue differs from monologue in that it involves the participation of two or more speakers. Speech interruptions may occur when the listener fails to comprehend the speaker's message.

c. Purposes of Speaking

When we want to speak, it helps us to know what our purpose is going to talk about. According to Wrench (2012), there are three purposes of speaking, as follows:

1) To inform

The first purpose of speaking is to inform. This means that people need some of the information they need. Information is referred to as informative speaking, and the purpose of informative speaking is to make the listener understand the topic that the speaker is conveying.

2) To persuade

The purpose of speaking is to persuade the point that when the speaker gives their speech or information, they must have

evidence to convince people to change their ideas. This is called persuasive speech that affects people's attitudes, behaviors, values, and beliefs.

3) To entertain

The purpose of this speaking is to entertain the listener who listens to the speaker.

d. Teaching Speaking

Teaching involves implementing the curriculum by creating opportunities for students to engage with the learning environment, as directed by the teacher, with the aim of achieving a specific goal. Brown (2001) defines teaching as the act of demonstrating or aiding someone in learning, which involves guiding and facilitating the learning process, enabling learners to acquire skills, providing instructions, directing the study of a subject, and imparting knowledge to promote understanding. In the context of learning a second language, teaching speaking skills is crucial. Being able to communicate clearly and effectively in a second language enhances learners' success in school and in various aspects of life. The primary objective of learning a language is to enable communication in that language.

According to Harmer (2007:123), there exist three primary explanations for encouraging students to engage in speaking during instruction in the classroom. At beginning, speaking activities offer a valuable opportunity for learners to engage in practical exercises aimed at improving their speaking skills within the safe framework of the classroom environment. Secondly, speaking tasks that require students to utilize one or multiple languages they possess offer a means of evaluation for both educators and learners. Finally, the greater the extent to which students are afforded the chance to engage with diverse linguistic components that are stored within their cognitive faculties, the more proficiently and reflexively they will be

able to employ these components. Therefore, students will acquire the proficiency to utilize vocabulary and expressions with ease.

Lack of proficiency in speaking or limited chances to engage in oral communication during language classes can lead to a decline in students' enthusiasm for learning. Conversely, when appropriate speaking activities are effectively taught, it can be a source of great enjoyment in the classroom, enhancing overall motivation and transforming English classes into engaging and lively environments.

Like learners who come from different backgrounds, teachers also have different teaching styles. Teachers have the ability to choose the most effective activities in teaching speaking, with the hope of improving students' speaking skills. Especially for younger learners, natural speaking activities will be fun and interesting for them. According to Scott and Yteberg (1990:33), children can use their own language to express emotions, communicate, convey intentions and reactions, and explore and play with that language. Therefore, they hope to do it with the same English proficiency.

e. Teaching Speaking in Senior High School

Brown (2007) posits that the standards regarding the teaching of speaking skills are dependent upon the objectives at hand, with a focus on both fluency and accuracy. Additionally, intrinsic motivational techniques should be employed, authentic language should be utilized in meaningful contexts, and appropriate feedback and correction should be provided. The natural relationship between speaking and listening should be leveraged, opportunities for students to initiate oral communication should be provided, and the development of speaking strategies should be encouraged. In fact, teaching speaking to multiple teachers is not easy. Mulyasa (2008: 109) emphasized that regarding the school-based curriculum, the National Education Office has prepared competency standards and basic competencies for each subject, which are used as guidelines for teachers in developing school-based curricula in each school. The

speaking competencies expected of eleventh graders of high school in the second semester are presented in the table below:

Table 2.1 Speaking competences of eleventh grade Senior High School

KOMPETENSI INTI

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETRAMPILAN)
d. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	e. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

KOMPETENSI DASAR

KOMPETENSI DASAR 3 (PENGETAHUAN)	KOMPETENSI DASAR 4 (KETRAMPILAN)
a. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fabel, sederhana, sesuai dengan konteks penggunaannya	a. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait fabel

2. Comic Strips

a. Definition of Comic Strips

According to McCloud (1993), comics are a form of cartoon that depicts characters and tells stories sequentially that are closely connected to images, and the goal is to provide entertainment to readers. Comics are a media consisting of two different elements, namely still images and text. By combining images and text, comics serve as a bridge between the media we watch and the media we read.

Comic strips and comic books are the two most frequent types of comics that can be found nowadays. Comics may be compiled into the form of a single book, as stated by Gavigan and Tomasevich (2011), and often depict a narrative that is finished from beginning to end. A comic strip is a kind of sequential art that tells a narrative via a series of pictures. This sequence of images is arranged in interconnected panels, with the aim of conveying brief humor or forming a narrative, often serialized, and using text in blocks and text. These can be put together in a book that has an image consisting of one or more titles as a theme.

b. Component of Comic Strips

Yomtovv (2014) states that comics share crucial components with comic book pages, including panel elements, letters, word balloons, main balloons, captions, sound effects, borders, and gutters. The fundamental components present in a comic book are referred to as panels. The previously mentioned panels are separate visual representations that have been organized in a specific order. Panels can come in various shapes such as squares, circles, triangles, and others. Panels are the fundamental elements that form the pages of a comic book. Next, there are borders. Borders can be described as lines that surround panels, balloons, and captions. By altering the strength and thickness of the borders, different effects and moods can be created. Common examples include balloons with double borders to convey loud shouts, while rough or jagged borders are used to depict anger.

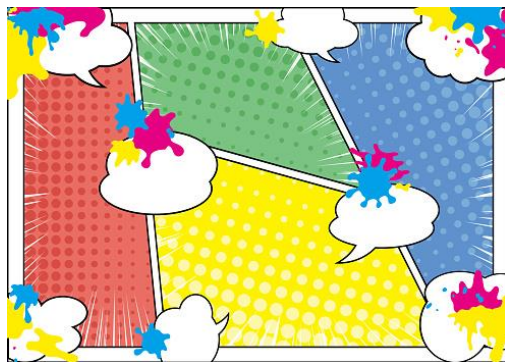


Figure.1 Panel and border

The third part consists of of letters. The utilization of bold font serves to highlight insignificant terms, whereas capital letters within dialogue signify a raised voice, and lowercase letters within dialogue typically denote a quiet tone. It is typical to employ capitalization for all words within dialogue and certificates. The fourth object in consideration is a balloon. The two distinct categories of balloons are word balloons and mind balloons. A word balloon is a constrained visual element that typically encloses spoken lines, accompanied by a tail that indicates the speaker's identity or location. On the other hand, main balloons are a constrained format that encompasses implicit cognitive processes of characters. The primary balloon frequently exhibits cloud-like peripheries and appendages that bear a resemblance to the trails left behind by bubbles. Bubbles exhibit diverse morphologies and can serve as visual representations of distinct personas or emotional states.



Figure.2 Balloon and lettering

The fifth element is the caption. captions are usually rectangular in shape, but they can also be unlimited or floating text. Moving on to the sixth element, it is the "sound effects". Sound effects are stylized letters that represent sounds in a scene. Most sound effects tend to float. The use of sound effects should be limited to important sounds, such as loud or soft sounds. This is recommended because too many sound effects can disturb the reader.



Figure.3 Sound effect

3. Webtoon

According to the official statement provided by Webtoon, the platform serves as a digital medium for comics that can be accessed by individuals on both web and mobile devices, adapting to a diverse range of audiences, without any cost. The term "Webtoon" refers to a genre of digital comics, also known as manhwa or webcomics, originating from South Korea and published only online. The Webtoon service was established by South Korean web portals, including Daum and Naver, in 2003 and 2004. Beginning in the early 2010s, a number of services including Line Webtoon, Lezhin Comics, TappyToon, Spottoon, and Tapastic have initiated official translations of Webtoon content into the English language. These services regularly publish Webtoons that are accessible to users free of charge. As of July 2014, Daum had released a total of 434 Webtoons, while Naver had published 520 Webtoons.

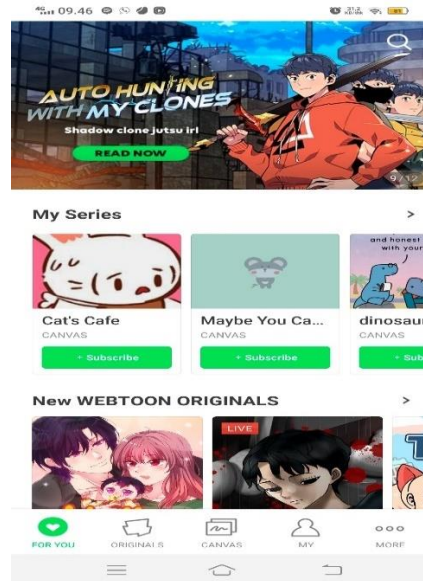


Figure.4 Webtoon

Several Webtoons that have gained popularity and have been translated into English are Tower of God, Noblesse, The Gamer, Girls of the Wild, and The Breaker. In recent times, Webtoon gained a level of popularity that is comparable to that of Japanese manga in the Western market. According to Welsh's (2016) findings, a significant number of individuals, exceeding 10 million, engage in the consumption of webcomics without any monetary obligation. Additionally, in Korea, over 3 million users opt to pay for accessing online manhwa. Webtoon has emerged as a highly popular medium in the form of a digital comic format. The quantity of comics that have been published in the form of Webtoons has now attained a commensurate level with that of printed comics. The Line Webtoon platform offers a diverse range of genres for readers to choose from, each corresponding to the title of the webtoon. The discourse commences with the genre:

1. Romantic

This genre tells many romantic and love elements, so that the protesters get carried away, especially for teenagers.

2. Action

This genre tells the action and struggle of the characters to defend truth and justice.

3. Drama

This drama comic is one of the comics that leads to emotional conflict, with the intention that the reader gets carried away with feelings and drifts into the story.

4. Slice of Life

This slice of life comic tells the true story of society in everyday life.

5. Fantasy

This genre comic is a storyline that creates its fantasy world. Such as telling ancient myths or telling other worlds that are in legends.

6. Comedy

This genre has a funny plot, so readers will laugh reading this comic.

7. Horror

This horror genre comic tells a scary plot or story.

Webtoon can be effortlessly reached by downloading it from either the App Store or Google Play. Once downloaded, students can browse its contents at no cost. The ability to access reading materials at any time and place can enhance one's speaking skills.

B. Review of Related Review

There were some previous studies that could be references for this research. Asrabikal (2019) found in his research the title was “The Effectiveness of Using Comics as Teaching Media to Develop the Students’ Speaking Skill at The Eight Grade of SMP PMDS Putri Palopo in Story Retelling”. The study utilized an experimental design and was carried out over the course of six sessions. The researcher administered a pre-test, implemented a treatment, and conducted a post-test. The study's sample consisted of eighth-grade students enrolled at PMDS Putri Palopo. The study employed purposive sampling methodology to select participants from five distinct classes, ultimately selecting a sample of 20 students from Class VIII

E. The data collection instrument employed in the study was a speaking test. The results of this study indicate that the utilization of comic media proved to be efficacious in enhancing the speaking proficiency of eighth-grade students enrolled at SMPN PMDS Putri Palopo.

The second research from Renyta Okfiani Klau (2015), The title was “Using Comic-Strips to Improve the Speaking Skills of Grade VIII Students of SMPN 15 Yogyakarta”. The study was carried out through the implementation of Classroom Action Research methodology. The study's sample consisted of 34 eighth-grade students from SMPN 15 Yogyakarta, Indonesia. The information gathered was obtained through both qualitative and quantitative methods. The researcher collected qualitative data by conducting observations and interviews with both students and collaborators. The information was obtained through the collection of field notes and transcripts. The quantitative data were acquired from pre-test and post-test procedures. The findings of the study indicate that the utilization of comic-strips in the pedagogical context of oral communication was perceived as efficacious in enhancing the speaking proficiency of learners. The study's results indicate that there was a statistically significant increase in the mean score of the students' speaking performance from the pre-test ($M = 10.87$) to the post-test ($M = 12.97$). The speaking proficiency of the students improved by 2.10 points.

The third research from Puspita (2017), the title of this research is The Use of Webtoon to Improve Students Reading Comprehension. 170 students from a Junior High School in Palembang who were enrolled in the school year 2013/2014 were recruited to take part in this research. This study's research design consisted of doing pre-experimental research to answer the research questions. The findings demonstrated that including Webtoons into reading instruction may help students better comprehend what they are reading.

The fourth research from Nanik Wulandari (2019), the title was “The Effect of Comic-Strips Toward Eighth Grade Students in Recount Text of MTS Muslimat NU Palangkaraya”. This research employed a quasi-experimental design. The population under consideration consisted of 105

students, while the sample size for this study was limited to 70 students from classes VIII A and VIII C. The findings indicated a statistically significant impact on eighth-grade students when exposed to recount text at MTS Muslimat NU Palangkaraya.

Upon reviewing previous literature, it was found that there were both commonalities and differences between the current researcher and previous researchers. The present research shares a commonality with prior studies in utilizing comic strips as a means to enhance students' learning and teaching process. The previous studies employed pre-experimental and quasi-experimental research designs, whereas the present study utilizes Classroom Action Research (CAR). The majority of prior research has primarily concentrated on reading abilities, whereas the present study has emphasized speaking skill.