CHAPTER II
LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe. As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. Speaking skill is the most important skill to acquire foreign or second language learning. Speaking is a crucial part oflanguage learning and teaching. This language skill is considered one of the most productive abilities for interaction among people. In that sense, including activities that promote speaking within English for language classrooms enhances the learning and teaching process Murillo (2022).

Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years, they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this. First of all, English language learner should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world.

Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having

proper knowledge of adequate vocabulary. Therefore, English language learners face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world. Moreover, these speaking skills are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. The job aspirants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give oral presentations as they have to promote the products or their companies or give training to their other colleagues. Furthermore, an effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. So the audience involves completely in the speakers' speech and they sometimes forget the real world and put their complete concentration on the speech. So, speaking skills play a vital role as everything depends on the way how people communicate their messages with others.

2. Element of Speaking

Many students in Indonesia find difficulties in acquiring verbal English mostly due to the different elements found between English and Indonesian. Thus, knowing some of the elements of speaking that are necessary for oral production would help students in carrying out the verbal presentation. They are knowledge of language features and the ability to process the information on the spot or mental/social processing. This section would present the analysis of the study about elements help to meet the needs students in the mastery of English speaking skills Mohammed A (2021). He adds that both knowledges of language features and the ability to

process information and language on the spot is needed to be able to speak fluently.

a. Language Features

Language features, involve four features: connected speech, expressive devices, lexis and grammar, and negotiation language. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking verb), or weakened (through contractions and stress patterning). English speakers are expected to use connected speech in order to make the sounds flow naturally and smoothly since people do not speak in separate words but in a logically connected group of words. Here, English teachers should involve the students in activities that are designed to improve their connected speech. Native speakers of English use varied expressive devices to express what they truly feel, for example, they change the pitch and stress of particular parts of utterances, vary volume and speed, and use nonverbal cues. It shows that expressive devices contribute to the ability to convey meanings thus deploying those devices would make the students become fully effective communicators.

The use of common lexical phrases especially certain language functions becomes the mark of spontaneous speech. It is for this reason that teachers should supply a variety of phrases for different functions such as expressing likes and dislikes, asking, and giving opinions. Negotiation language has two functions. First, asking for clarification when we are listening to someone else talk. Second, showing the structure of our thoughts or reformulating what we are saying especially if we know that we are not being understood by the listeners. In this case, we try to make our speech clearer and more comprehensible. By offerings some phrases to ask for clarification and structuring discourse, the teachers would help students a lot in maintaining effective speaking.

b. Mental/ Social Processing

It is necessary to realize the use of the language features mentioned above through mental/ social processing because the success of speakers' productivity is also dependent upon the rapid processing skills. Mental/ social processing includes three features: language processing, interacting with others, and on the spot information processing. Regarding language processing, effective speakers of English need to be able to process the language in the head and put it into a coherent order, which requires the need for comprehensibility and conveys of meaning. Next, while interacting with others, English speakers need to be able to speak effectively and master a good deal of listening, an understanding of how the other participants are feeling, and knowledge of turn-taking. Related to on the spot information processing, it is also important for the effective speakers of English to be able to process information that they get at the moment people tell them. Commonly, those who can give instant response are assumed as effective communicators though this instant responses is often considered not good in many cultures.

3. Aspects of Speaking

Speaking is one of the important skills that must be mastered by all students. As one of the main skills needed in the world of communication today, speaking is emphasized on oral appearance. This is a productive skill that can be observed directly and empirically. Brown (2019) states that speaking consists of several oral components which are used as assessment as well. They are grammar, fluency, pronunciation, use of vocabulary, and comprehension (content).

a. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as asystematic way of accounting for and predicting an idea of the speakers' or listeners' knowledge of the language. This is done by a set of rules or principles that can be used to generate all well form or grammatical

utterances in the language. According to Scrivener (2005:252) grammar is the rules about sentence formation, tense, verb patterns in a reference book.

b. Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking. According to Dakhi and Tira (2019) vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of the productive vocabularies are speaking and writing. In short, they are termed as they are to correspond to the productive skills of language.

c. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. According to Cohen (2007:51) comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risk.

d. Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurently. Fluency in a language means speaking easily quickly and without having to stop and pause a lot. According to Zareie (2004:445) fluency means that speakers should be able to use natural language when he or she has meaningful interaction and keeps comprehensible communication in sprite of limitations in his or her communicative competence.

e. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. According to Louma (2004:11) pronounciation or more broadly, the sound of speech can refer to many features of the speech steam, such as individual sound, pitch, volume, speed, pausing, stress, and intonation. It mean that the students can produce the clear even thought they have limited vocabulary.

Aspect of speaking skill have important role in speaking. Therefore, in this research, the researcher only focus on vocabulary, pronunciation, fluency, and comprehension as the problem discussion that the students had.

B. Teaching Speaking

1. Principles in Teaching Speaking

English language students are not always productively engaged in class, though recent studies suggest an effective way to engage them more during class activities may be to exploit their own creative impulses Gregory, Hardiman, Yarmolinskaya, Rinne, & Limb (2013).This means that teaching can make learning easier because there are mentors, facilitators and also learning is built with a teaching style, approaches, methods and classroom techniques that greatly influence teaching and learning process.

Speaking mainly in languages other than our own is quite complex. Therefore, we need to try some strategies to teach speaking that can be used to help language learners to speak the target language (Nunan, 2003:64). Nunan (2003:54-56) provides several principles for teaching speaking, which are as follows:

a. 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 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 society so learners have more opportunities to use English as a means of communication.

b. 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 15 correct students oral errors very often while they are speaking since they would not be able to develop their fluency. Here, correction should not distract them from speaking.

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

d. 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 we are saying. In short, in negotiation for meaning we try to understand and make ourselves understood.

e. 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 services. Speaking activities that are designed by teachers need to embody both interactional and transactional purposes because learners would have to speak the target language in both of the settings.

2. Feedback in Speaking

Providing feedback for students is absolutely essential. Students need to know how well they do as they learn. This is because the knowledge that

they do well gives them a sense of achievement which motivates them to learn more. Similarly, it is also important to let students know when they have made errors or mistakes so that they would learn from them. Brown (2001:217) that errors refer to the students competence in the target language that is wrong or incomplete and cannot be self-corrected while mistakes refer to a self-performance error which is either a random guess or a slip and students can correct themselves. Further, Brown (2001:291) quotes some basic options and possible feedback that can be considered by teachers during the language learning from Kathleen Bailey (1985). They are as follows.

a. Basic options

   1) To treat or to ignore

   2) To treat immediately or to delay

   3) To transfer treatment or not

   4) To transfer to another individual, a subgroup, or the whole class

   5) To return, or not, to the original error maker after treatment

   6) To permit other learners to initiate treatment

   7) To test for the efficacy of the treatment

b. Possible feedback

   1) Fact or error indicated

   2) Location indicated

   3) Opportunity for new attempt given

   4) Model provided

   5) Error type indicated

   6) Remedy indicated

   7) Improvement indicated

   8) Praise indicated

Another strategy for providing feedback during oral work was offered by Hammer (2001: 104-109). Therefore, whether activities focus on accuracy (non-communicative) or fluency (communicative) must be considered a consideration. In providing feedback during accuracy work,

there are two differences: steps that need to be done by the teacher. They show students that mistakes or mistakes have been made and help them to do something about it.

To indicate an error, the teacher can use several ways such as repeating, echoing, making statements or questions, use facial expressions or gestures, hint, and reformulate student speech. In getting the stage right, if the student is not able to correct themselves, focus on the correct version in detail or foster colleagues corrections can be made. Meanwhile, during smooth work, teachers need to respond on the content, not just on the language. Here, fault tolerance during smooth work must be much greater than the accuracy work. Furthermore, Hammer suggests several ways to offer feedback. First, the teacher can provide gentle correction if communication broken or if students need encouragement because they don't know what to do. Second, the teacher can record errors or mistakes made by students so that he can can provide feedback afterwards.

C. Comic Strips

1. Definition of Comic

Comic strips is a complex story in multiple images, provide commentary and thought provoking, and provide examples of vocabulary related to a particular passage while exploring the theme humor Lucas Kohnke (2019). Align means to put two things side by side In terms of the definition just mentioned, comics consist of at least two panels. In this sense, single panel illustrations are not considered comics but cartoons.

Multimedia is one of the most common media used for teaching and learning process. In the middle of use multimedia, conventional media still needed and useful. Using multimedia tools that there must be connectivity electricity or even internet connection. Printing material is still used as a suitable medium if there is no electricity connection. Can be used anytime and anywhere. Visualization through pictures and text can support sharing

material from teacher to student. Educational success can be measured by teaching outcomes or outputs and the learning process itself.

The use of comic strips have discovered that students displayed positive attitudes and appreciated the activities Kılıçkaya & Krajka (2012). Image is synonymous with fun, interest and concrete things. It can attract readers to read the story further. If the reader is motivated to read the whole story, then implicit purpose of reading comics (entertainment or education) can be reached easily. Colorful comics can be very things of interest to readers in particular children.

Lucas Kohnke (2019) comic strip created as part of the medium of creative strategy in class. It is a single medium made up of two distinct media: still images and texts. By combining images and texts, comics bridge the gap between media we watch and media we read. He also points out that images and texts in comics share narrative responsibility. Within the descriptions mentioned above, the intent is essentially the same. Comic strips can impart a complex story in a few images, provide comments and provoke thoughts, and give an example of vocabulary relating to specific sections while at the same time exploring the theme of humor L Kohnke (2019). This definition adds the idea of comic being literature and highlights its cumulative nature.
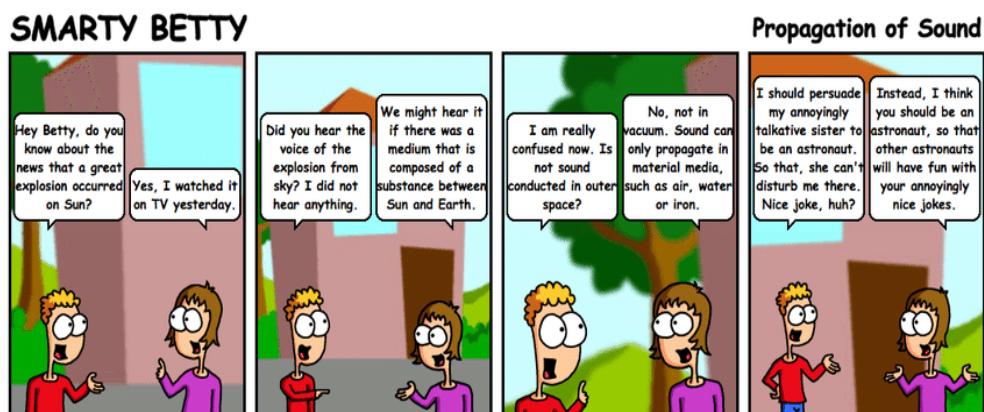

Figure 2.1: Smarty Betty Comic Stripts By Ertugrul Ozdemir

2. Components of A Comic Strips

Basically, a comic strip has the same essential elements as a comic book page. Those elements are panel, lettering, word balloon, thought balloon, caption, sound effects, borders, and gutters (Yomtov, 2014: 5).

The panel is the most basic element of a comic book page. It is defined as a single image in a sequence of images. It has various types such as square, round, triangular, and the like. Here, borderless images can also be classified as panels though most comic book pages are made up of panels bounded by borders.

The second element is lettering. It is any texts on a comic book page. Bold lettering is used to emphasize important words, large letters in the dialogue represent shouting, and small dialogue lettering usually stands for whispering. Dialog and caption lettering is usually all uppercase.
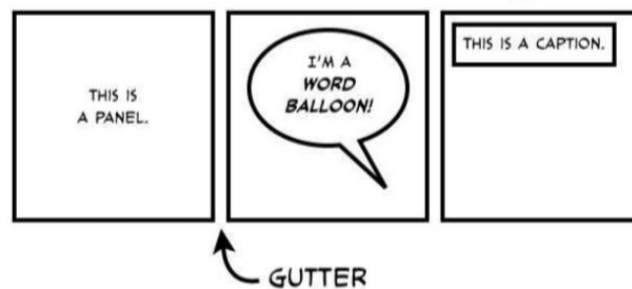
Figure 2.2: Comic Strip Components

The third one is a balloon. There are two kinds of a balloon: word balloon and thought a balloon. A word balloon is a bordered shape containing dialogue, usually with a tail that points to the speaker. Meanwhile, a thought balloon is a bordered shape containing a characters unspoken thoughts. Frequently, thought balloons have cloudlike borders and tails that look like trails of bubbles. Balloons come in various shapes. They can be used for different characters or moods.
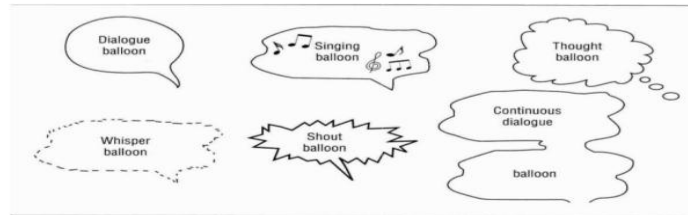
Figure 2.3: Sample Balloon Designs

The fourth element is a caption. It is often used for narration or transitional text. Captions almost always have rectangular borders but can also be borderless or floating letters. The fifth are sound effects. They are stylized lettering that represent noises within a scene. Most of them are floating letters. The use of sound effects should be limited for significant sounds only such as large (explosions) or small (a door softly closing in a lonely room). It is because overuse of them may distract the reader.

Figure 2.4: Example of a Sound Effect

The next are borders. They can be defined as the lines that enclose panels, balloons, and captions. Different effects and moods can be created by changing the borders' styles and weights. Typical examples include double-bordered balloons for very loud shouting and rough or jagged borders for anger. The last one is the gutter. It refers to a blank space, usually white, between and around panels. This space is very important as it separates each panel from the others, represents the events, and lets the reader know that we are going from one Figure 4: Example of a Sound Effect scene to the next. Sometimes, we find colored or shaded gutters

which are used to establish mood, denote flashbacks, or give aesthetic effect.

3. Benefits of Comic Strips

Murrillo (2022) state that strategy uses the comic strips technique, which gives teachers a sequential tool that can be included in the lesson plans promoting more challenging dynamics and helping students' Speaking skills enrich vocabularies, improve creativities, and improve pronunciations and organizing ideas. As printed materials for the teaching and learning processes in the classroom, comic strips are considered teaching media. Teachers use comic strips as both materials and media. Comic consists of a story that describes concrete things about the environment at school. The utterances uttered by the characters be imitated by the students to make their English well spoken. The teacher can be the main key to maintaining the pronunciation. Interesting materials and attractive media can be shared in the classroom to lesson plan are made by considering the effective usage of comic strips. For young learners, comic strips should consist of short and life-like utterances so that the students can understand the meaning of significant difficulties. The characters in comic strips are also familiar to the students because the setting is school**.**

There are several advantages of using comic strips as media in learning speaking. First, if students have difficulties understanding what they read, pictures in the comic strips offer assistance as they travel through the text. As stated by Kohnke L (2019) comic strips are a great medium for developing and practicing the target language without requiring students to read and/or write long passages to access the main idea. Here, pictures support the words to make the written text becomes more comprehensible.

Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words.

The adoption of creativity in language acquisition has several benefits, including effectiveness for practicing and discussing target language use,

facility of implementation in class, minimal planning requirements, engagement with the task and other learners, and, more importantly, creative language usage within the framework of the comic. Though the comic strips presented here might appear basic at first, they illustrate the simplicity of creative use of teaching and language usage, as well as the capacity for comic strips to become an essential facet of the language classroom.

. Kohnke L (2019) state that comic strips are a great medium for developing and practicing the target language without requiring students to read and/or write long passages to access the main idea. With the use of comics as a medium in teaching English, the students do not realize that they are learning English. They learn English in more enjoyable and interesting ways. Kohnke L (2019) Though the comic strips presented here might appear basic at first, they illustrate the simplicity of creative use of teaching and language usage, as well as the capacity for comic strips to become an essential facet of the language classroom. Furthermore, comics are usually funny thus applying them to methodological purposes would have the same effects as using games in teaching English. It brings a cheerful atmosphere into the class.

4. **The Implementation of Comic Strips in Teaching Speaking**

Kohnke L (2019) this activity introduces the idea of comic strips in a creative and playful way and promotes the acquisition of second language. First, the students are given comic strip panels that have been cut apart and they are asked to work either individually or in groups to put them into the proper sequence to tell the story in spoken form. For a more challenging activity, the teacher can give a different panel to each student in a group. After that, the students take turns to describe to the rest of the groups what is on their panels. They are prohibited to show their panels to others until they have arrived at an order.

Second, in a variation from the first activity, the teacher separates the speech or thought bubbles from the comic strip, and hands out copies of comic strips and the bubbles to the students'. Their task is to figure out the

proper order of the speech or thoughts bubbles. Once they have finished, they tell the story to their friends.

Third, the teacher gives a comic strip from which the last panel is cut out to the students. Then the students have to think of an ending and continue the story in spoken mode. Depending on the students' needs, this activity can be organized as either an individual or a group activity. A follow-up for this exercise could be that the students act out their stories in class. After that, they could continue it as a role-play activity.

Fourth, the students work together to complete some missing information in a written story based on a comic strip given to them. The first thing the groups should do is discuss what might be missing from the text. After getting a comic strip version of the text from the teacher, they must fill in the blanks in the written story by describing what they see in the pictures. Like the previous one, the students can act it out and continue the story as a role-play later.

D. Previous Study

Toffel (2016) alowed that relevant research is required to observe some previous researches conducted by the other researcher in which they are relevant to our research itself. The researcher need to find out and analyze what the point that was focused on, thesis, finding and the conclusions of the previous researcher, that of:

The first relevant research was conducted by Ferawati Anjelina Simanjuntak (2018) with the title IMPROVING STUDENTS SPEAKING SKILL THROUGH TIME TOKEN STRATEGY, the purpose of this study was to determine the level of speaking ability of ninth graders at SMPN 01 Rasau Jaya using the Time token strategy method, this study is a quantitative study.

The second research was conducted by Agus Ferdian Ananta (2019) with the title THE USE OF TEAM QUIZ TO IMPROVE STUDENTS SPEAKING SKILL, the form of this research was Classroom Action research (CAR) on

tenth grade students of SMK Islam Darul Tauhid there were into two classes, class A and class B, the data collection techniques used were observation technique and measurement technique.

The two titles above have similarities, namely about improving speaking skills, the similarities are about improving speaking skills, the difference is in the first researcher through time token strategy, while the second uses the team quiz but the goal remains the same, namely improving students speaking skills.

Many methods have been applied to teach reading skills, but this study is different. Researcher conducted this study on students who attend SMP Negeri 2 Sungai Kakap in the 2021/2022 academic year who have different backgrounds from previous research. This study uses the Comic Strips media method to test and improve students' English speaking skills.

E. Conceptual Framework

Mastering the art of speaking is a very important aspect of learning a foreign language since people communicate with others mostly in the spoken form. For this reason, teachers should be concern in teaching speaking without neglecting other aspects. In the learning process, it is important for the teacher to facilitate the students using media that are appropriate to the activity in order to achieve the objectives of the language learning process.

One of the media that can be used to teach speaking is a comic strip. Comic strips would help students to aid comprehension, memorize and recall words, improve grammatical competence, and increase engagement and motivation. Based on the advantages offered by comic strips as instructional media in the English teaching and learning process, the researcher believes that the use of comic strips can improve the speaking skills of grade VIII students of SMP N 2 Sungai Kakap.