



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Speaking

##### 1. The definition of speaking

The terms 'speaking', according to Brown is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. <sup>1</sup>We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

According to Nunan, promotes that speaking is a productive oral speaking skill and it consist of producing systematic verbal utterances to express meaning.<sup>2</sup>

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<sup>1</sup> H. Douglas Brown Teaching by principles : *an interactive approach to language pedagogy* new york : person edition, 2001 hal 267

<sup>2</sup> David Nunan 2003 *partical English language teaching*, Boston: McGraw Hill.2003;48

In other point of view, Hornby define speaking as make use of words an ordinary voice, uttering word, knowing and being able to use a language, expressing oneself in words, and making speech.<sup>3</sup>

Based on the terms of speaking above, speaking is one of the skills that used to deliver our ideas, opinion, express meaning thoughts also showing the author's feeling to the public in a particular language.

## **2. The Aim Of Speaking**

Speaking is one of central elements of communication. It is a system that can be hearing and see the use part of body to get the aim and the purpose of argumentation or ideas that combination. Speaking also refers to desire which enables people to produce certain words in a purpose.

According to Brown and Yule there are two distinction of basic language function. There transactional, in which the primarily purpose of speech is the maintenance of social relationship. Another basic distinction we can make when considering the development of speaking skills is between monolog and dialog.<sup>4</sup>

While Jack C. Richard divides the function of speaking became three parts, they are :<sup>5</sup>

### **1) Talk As Interaction**

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily

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<sup>3</sup> Hornby, A.S.1995 *oxford advanced learn's dictionary* London. Oxford Progressive press. Page 826

<sup>4</sup>Gillian Brown & George Yule, *Teaching The Spoken Language* , ( Cambridge University Press, 1989), P.16.

<sup>5</sup> Jack C. Richards, *Teaching Listening and Speaking* ( New York Cambridge University press, 2008) p, 24-27

social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

## 2) Talk As Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The central focused of talk as transaction is convey the message clearly and accurately understood.

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

## 3) Talk As Performance

Talk as performance is refers to public talk that feedback doesn't need , that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This is monologue communication.

Based on the explanation above the researcher say the purposes of speaking are very important because the essential of speaking is to give the information to other people. And this research focuses on talk as interaction and as a performance.

### 3. Basic Types of Speaking

This section the writer will explain the type of speaking based on Harmer theory there are five basic types of speaking, as follows:

#### 1) Imitative

At one end of continuum of types of speaking performance is ability to simply parrot back (imitate) a word or phrase or possibly a sentence. The important here is focusing on pronunciation.

#### 2) Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements –intonation, stress, rhythm, juncture).

#### 3) Responsive

The task include interaction and test comprehension but at the limited level of short conversation, standard greetings, small talk, requests and comments.

#### 4) Extensive (monologue)

Extensive oral production task include speeches, oral presentation, and storytelling, during which the opportunity for the oral interaction from listeners is either highly limited ( perhaps to nonverbal response) or ruled out altogether.<sup>6</sup>

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<sup>6</sup> H. Douglas brown 2004. *language assessment principles and classroom practices*. New york Pearson Education Inc. 2004:141

#### 4. The Assessment of Speaking

Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.

In this research the researcher use the oral test that to assess the oral test writer use scoring instruments that notes by Hughes with the proficiency description as follow:<sup>7</sup>

##### a) Accent

1. Pronunciation frequently unintelligible
2. Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.
3. “Foreign accent” requires concentrated listening and mispronunciations lead to occasional misunderstanding
4. Marked “foreign accent” and occasional and mispronunciations which do not interfere with understanding
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of “foreign accent”

##### b) rammar

1. Grammar almost entirely inaccurate except in stock phrases
2. errors showing control of very few major patterns and frequently preventing communication

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<sup>7</sup>Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge University Press, 2003), pp. 131–133

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
4. Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding
5. Few errors, with no patterns of failure
6. No more than errors during interview

**c). Vocabulary**

1. Vocabulary inadequate for even the simplest conversation
2. Constant limited to basic personal and survival areas.
3. Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
5. Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker

**d). Fluency**

1. Speech so halting and fragmentary that conversation is virtually impossible
2. Speech is very slow an uneven expect foe short and routine sentence
3. Speech is frequently hesitant and jerky: sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
5. Speech is effortless and smooth, but predictably nonnative in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker.

**e). Comprehension**

1. Understand too little for simplest type conversation.
2. Understand only slow, very simple speech on common social and touristic topics, requires constant repetition
3. understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional or rephrasing.
5. Understand everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech
6. Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.

**5. Teaching speaking**

Speaking especially in a language other than our own is quite complex. Hence, we need to try several strategies for teaching speaking that can be used to help language learners to

speak in target language.<sup>8</sup> Further, provides some principles for teaching speaking. They are as follow :<sup>9</sup>

- a. Be aware of 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 the 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 the language of communication in the 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 student's speech matches what people actually say when they use the target language. Meanwhile, fluency is the extent to which speaker use the language quickly and confidently. Which few hesitation or unnatural pauses, false starts, word searches. etc. is it better for teachers not to correct student's oral error very often while they are speaking since they will not be able to develop their fluency. Here, correction should not distract them from speaking.

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<sup>8</sup> David Nunan. *Practical English language*. Boston : mc graw hill. Page.64

<sup>9</sup> David Nunan. *Practical English language*. Boston : mc graw hill. Page.54-

- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Teacher need to reduce their speaking time in class while increasing students speaking time. In this way, student's will get maximum opportunity to speak the target language. Using pair work and group work activities can be good choices to increase student's speaking time

## 6. Problem Teaching Speaking

Teaching speaking is not an easy job. There are many problems in teaching speaking. Brown states that some characteristics must be taken in the productive generation speech but with a slight twist, in that learner is now producer. Bear in mind that characteristics of spoken can make oral performance easy.<sup>10</sup>

According to Ur (1996: 121), there are some problems faced by the learners in speaking activities. Those problems can be explained as follows<sup>11</sup>:

### 1) Inhibition

Unlike reading, writing, and listening activities speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in

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<sup>10</sup> H. Douglas Brown 1994. *Teaching by principles : an interactive approach to language pedagogy*. New York. Longman 1995.256-257

<sup>11</sup> Ur, Penny. 1996. *A Course in Language Teaching*. Great Britain: Cambridge University Press.p.121

the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention to their speech attracts.

## 2) Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

## 3) The low participation

Only one participant can talk at time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

## 4) Mother tongue use

In the number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

# 7. Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in the classroom: <sup>12</sup>

- a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

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<sup>12</sup> Jeremy Harmer “ *How To Teach English : An Introduction To The Practice Of English Language Teaching* ( 2<sup>nd</sup> Edition ). Longman ELT.2007.p.123

- b. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are and what language problems they are experiencing.
- c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

## **B. General Concept Media**

### **1. Definition of Media**

Media is a means of communication and source of information. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver. Some examples of the media is video, television, diagrams, printed materials, computer programs, and instructors. Those are considered as an instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning activities.<sup>13</sup>

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<sup>13</sup> Jhon D. Latuheru *media pembelajaran dalam proses belajar*. 1988:23

Media is everything that can be used for delivering message or information in the learning process so that it can stimulate the attention and interest of learners to learning<sup>14</sup>

Learning media get improve and direct the attention of the student, so it can lead to learning motivation, more direct interaction between participant educate and the environment, as well as the learners themselves learn appropriate to ability and his interest<sup>15</sup>

From the definition above, the researcher can conclude that media is a tool which are used by teachers during teaching and learning process to help teachers in presenting the materials. Media can facilitate teaching process. Thus, media has an important role in teaching and learning process to build students' interest to the material. Beside that, media can help students in comprehend lesson that was being taught by teachers.

## 2. Type of Media

There are many kinds of media. Sumardiyani and Sakhiyya states that teaching media can be classified into three categories.

<sup>16</sup>They are:

### a. Audio media

Audio media are media that can be listened. It means that audio media has sound which can be listened by us. Such as

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<sup>14</sup> Arief, dkk. *Media pendidikan: pengertian, pengembangan, dan pemanfaatan* (Jakarta: raja grafindo, persada, 2005). page 18

<sup>15</sup> Azhar arsyadf, *media pembelajaran* page 29

<sup>16</sup> Listyaning Sumardiyani and zulfa Sakhiyya, op cit., p.48-59

radio, audio tape, and audio conference which can allow learners to hear some ideas and opinions.

b. Visual media

Visual media are media that can be seen. It can be formed of picture, moving picture or animation, and flashcard, etc.

c. Audio visual media

Audio visual media are media that have sound and picture. Film is an example of audio visual media in teaching and it must have a sound because, if that is produced to get the reality picture in the original form and it describes science theory.

From the explanation above, it can be concluded that media are classified into audio media, visual media, and audio visual media. Audio media is related to sense of sound, such as radio and tape recording. Visual media is related to sense of view, such as photograph, chart and image. And audio visual media is related to both of the senses, such as television, film, video, and even model. In this study, the researcher uses visual media in the research.

### **3. Advantages of Media**

According to Nana Sudjana, there are some benefits that can be obtained by using media in teachinglearning process. They can be seen as follows:

- 1) By using media, it can make the students learn to think concretely and avoid the teacher teach verbally
- 2) To increase students' motivation, interest, and attention to learn about something.

- 3) To foster students' learning development in order to get good outcome.
- 4) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- 5) To make the students learn to think regularly and continuously.
- 6) To increase students' critical thinking and help them to develop their ability in using language.
- 7) To help the students getting a better learning experience.
- 8) Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- 9) The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- 10) The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating. From the theory above we can conclude that using media in teaching-learning activity is very useful and crucial for the teacher and students. For the students, it can help them to understand some certain concepts that cannot be explained orally by the teacher. Meanwhile, for the teachers, when he/she cannot be able to explain about something to the students, they will use it to facilitate them in teaching and

giving information to the students, so they can think concretely through the objects of media<sup>17</sup>.

### C. Review On Comic

#### 1. Definition of comic

Comic media is one of learning resources that can be help learners and replace the teacher in the activity learning both in class and outside the classroom. Comic media can be used in a two-way learning process as teaching aids and as learning media that can be used alone for the learners<sup>18</sup>

Comic, comics as a kind of cartoon form expressing character and playing the story in sequences of closely related drawing and design to give fun to the reader. It contains several continued stories. The stories are brief and interesting, completed with action. Comics also appear in newspaper and book.<sup>19</sup>

Within the description mentioned above, the intent is essentially the same. The Gavivan & Tomasievich “ concludes that the comic is a medium of literature that integrates and words and arrange them cumulatively to tell a story or convey information which can be humorous, mysterious, etc”.<sup>20</sup>

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<sup>17</sup> Nana sudjana.. *penilaian hasil proses belajar mengajar*, bandung: remaja rosdakarya. 2002.155

<sup>18</sup> Anip dwi saputro,”*aplikasi komik sebagai media pembelajaran*” muaddib 5. No 1(januari-juni 2015) page 2

<sup>19</sup> Nana sudjana.*penilaian hasil proses belajar mengajar*, bandung: remaja rosdakarya.2

<sup>20</sup> W.K.Gavigan & M. thomasevich.*Connecting comics to curriculum: strategies for grades.P. 6*

From the various definition above, it can be concluded that comic is an art work that contains about characteristics, events in picture form which can be humorous, adventures, interesting, feel of the story and take place on book or newspaper. The writer optimize implementation comic effective for study speaking.

## 2. Type of comic

There are two common type of comic. They are comic strips and comic books. Based on Govigan and tomasevich, comic strips are short from comics which generally consist of three to eight panel. There usually appear in newspaper<sup>21</sup>. Whereas, comic book are defined as multi-page, comics that generally are issued monthly, and the stories is long, and Comic strips there usually in newspaper the stories is short.

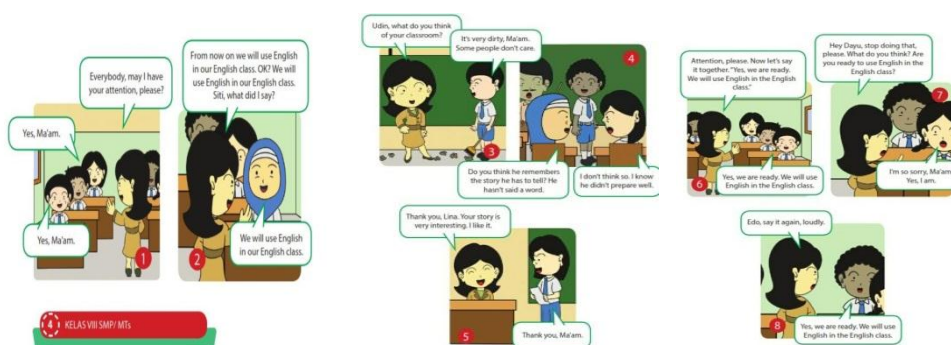


Figure 2.1 : Book “When English Ring a Bell “ class VIII SMP/MTs.

<sup>21</sup> W.K.Gavigan & M. thomasevich. *Connecting comics to curriculum: strategies for grades*. P.9

There are different between comic book and comic strips explored by Duncan & J. Smith in terms of art form perspective.<sup>22</sup>

**Table 2.1**

Different Between Comic Book And Comic Strip

No	Comic books	Comic strip
1.	Many panels	Very few panel
2.	Units of encapsulation include the page, that two-page spread and insert panels.	The panel is only unit of encapsulation
3	Layout can be creative	Layout is normally rigid
4	Computation can be complex	Composition is usually

Unlike comic books, comic strips are short, they only consist of very few panel, because the comic strips meant to be read a few minutes. As we know, not every moment of a story a story is presented in comic strips, only the prime, moments are captured. This is we called encapsulation, in comic strip generally the unit encapsulation is the panel. Conversely, comic books have a variety of units encapsulation than comic strips, such as the panel, the page, the speared and insert panels. They also have more computation and layout can be creative.

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<sup>22</sup> Randy Duncan, Matthew J. Smith “ *The Power Of Comics:History, Form And Culture*.New York : The Continuum International Publishing Group Inc 2009.p.6

### 3. Component of comic

Basically, the comic has essential element. Those element are panel, lettering, word balloon, thought balloon, caption, sound effect, borders, and gutter.<sup>23</sup>

Panel is the most basic element of comic book page. It is as a single image in a sequence of image. It is various type such as square, round, triangular and the like.

The second element is lettering . It is any texts in a comic book, bold lettering is used emphasize important word, large letter in dialogue represent shouting, and small dialogue lettering usually stand for whispering. Dialogue and caption lettering is usually all uppercase .

The third one is balloon, there are two kind of balloon is a bordered shape containing dialogue, usually with a tail that points to the speakers. Meanwhile, a thought Balloon is a bordered shape containing a character's unspoken thoughts. Balloon come in various shapes.

The four element is caption. It is often to your narration transitional text. Caption almost always have rectangular borders but can also be borderless or floating letters.

The fifth are sound effect. They are stylized lettering represent noises within a scene. Most of them are floating letters. The use of sound effect should be limited for significant sound only such as large (explosions) or small ( a door softly closing in lonely room ). It is because overuse of them may distract the reader.

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<sup>23</sup> N. Yumtov. *How to write comic book*. Ann Arbor : cherry Lake Publishing

he last is gutter. It refers to a blank space, usually white, between and a round panels. This space is very important as it separates each panel from the other, represents the event, and lets the reader know that we are going from one scene to the next.

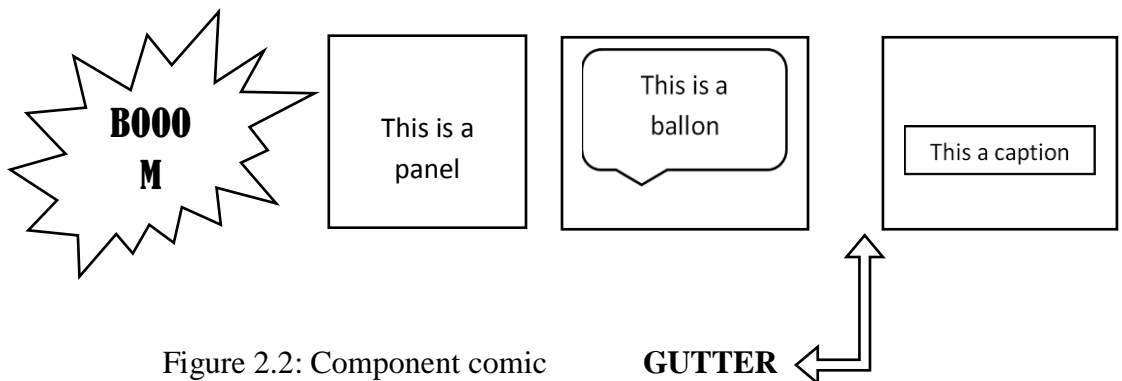


Figure 2.2: Component comic

#### 4. Strengths Of Comics

Based Morrison, Bryan and Chilcoat assumptions (2002), there are some reasons why comic have more strength rather than order teaching materials as follows:<sup>24</sup>

- a. It is evident that comic is familiar to and popular with middle and high school students
- b. The comic is a form of literature that's students enjoy.
- c. Students engage in greater literacy exploration than they otherwise would, due to comic's popular and easily accessible format.

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<sup>24</sup> Timothy, G. Morrison, Gregory, Bryan, and George w. Chilcoat, " using students generated Comic Books in the classroom" journal of adolescent and adult literacy, (vol. VI, No. 8, May/2002).p 759.

- d. Through comics students investigate the use of dialogue succinct and dramatic vocabulary, and nonverbal communications.
- e. Such methodology helps enliven a classroom that can prevents historical content from being boring and meaningless, as it often is in typical classrooms.

From those reasons, it can be concluded that comic has important role in education, especially in teaching-learning activity between the teacher and students in the classroom. By using a good media like comic, it absolutely can encourage students' desire to learn English subject with pleasure in the school

## **5. Weakness of comics**

Besides having advantages, There are several weakness of using comic as media in learning speaking. According to Trimo (1992:21 ) the weakness of Comic in learning media <sup>25</sup>:

- a. The easy of reading comics makes it lazy to read, cause rejection of non-pictorial book
- b. In consideration comic of the language of comic, use dirty words of sentences responsible
- c. Many actions that highlight violence or behavior are prevented
- d. Many love scenes stand out.

Based on definition above the disadvantages of comic, comic can make people become lazy because people tend only to

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<sup>25</sup> Trimo .media pendidikan Jakarta. Depdikbud.p.21

see interesting images, we must be selection comic books for learning, and no all student can learning use method visual.