

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter present some points are discussed by the researcher they are; speaking, teaching speaking, the teaching and learning process of speaking in junior high school, media, cue card as media for teaching speaking, speaking assessment and previous study.

#### **A. Theoretical Framework**

##### **1. Speaking**

Speaking is the verbal use of language that the function is to communicate with other. Fulcher (2003: 23) states that speaking is the verbal use of language that the function is to convey message which lies in the structure and meaning of all language whether written or spoken language. In the other hand, Halliday (in Fulcher 2003: 23) states that speaking and written language is different in the number of respects. The difference is in the use of vocabulary. We can observe that spoken language use less formal vocabulary than spoken language. There also contain repetitions, and repairs instead of subordination.

Among the four skills of language competence, speaking is classified as productive skill. As stated by Cameron (2001), speaking is productive skill since it is used to express idea or message to others so that other people can make sense of the message. In addition, by mastering speaking a speaker can express their meaningful idea orally. Chaney in Kayi (2006: 1) states “speaking is the process of sharing meaning through the use of verbal and non-verbal use of symbols in variety context”. By mastering speaking, it can help the speaker convey their meaningful idea and respond to meaning orally. In order to convey message clearly

and to make others make sense of the message accurately, speaker should consider some aspect of language. Brown (2001: 268) states that there are some aspects of language that are accuracy and fluency. To do this language aspect, speaker should focus on the element of phonology, grammar, and vocabulary. This element can help speaker to convey meaningful message and avoid misunderstanding between speaker and listener.

#### **a. Types of Speaking**

There are some categorizations of speaking:

1. Based on the number of speaker speaking are categorize into monologue and dialogue. Monologue is speaking activity in which there is only one speaker speak. Delivering news, speech or sermon are kind of monologue. Dialogue is a speaking activity which there are two or more speaker speak. Interaction between two or more people in the school or market is categorize into dialogue. In addition, dialogue is more communicative than monologue.
2. Based on the function of speaking, speaking categorize into transactional, interpersonal and expressive speaking (Nunan, 1993: 18). Speaking categorized into transactional speaking if the function is to transfer services or goods to the hearer. When a teller of a bank giving information about customer's question is categorize into transactional speaking. Interpersonal speaking is a speaking activity which the main function is to socialize. Interaction between friends is one kind of interpersonal speaking. Expressive speaking is speaking activity that the function is to express

feeling expressively. The activity of telling story, serving poem is kind of expressive speaking.

3. Brown (2004: 141) classified speaking based on speaking performance. That are imitative, intensive, responsive, and interactive. Imitative speaking is simply the ability to parrot back a word or phrase or a sentence. Intensive speaking is the production of short stretches of oral language in communication. Responsive speaking is the ability to give short respond to a short conversation. Interactive is almost same with responsive speaking but this one is more involved and it usually use in English speaking world.

#### **b. The Component of Speaking**

##### 1. Vocabulary

Vocabulary is the total number of words in a language (Hornby, 1955: 1331). Vocabulary is essential for successful second language use. As stated by Nunan (1999: 117) without an extensive vocabulary, speaker will be unable to use the structure and function of words that have learned.

##### 2. Grammar

Grammar is the rules of language that the function is to change the form and combine words into sentence (Hornby, 1955: 517). By using correct grammar, hearer will know about when the message that send by the speaker accurately. By using correct grammar, it can avoid misunderstanding between speaker and hearer.

##### 3. Fluency

Hornby (1955: 427) states that fluency is the ability to speak or write a language or perform an action smoothly in accurate way. The ability to

Speak fluently will influence to the hearer in understanding the message sent by speaker. A speaker who speaks more fluently are often more understandable than the one who speaks not fluently.

#### 4. Pronunciation

Pronunciation is the way in which a word is pronounced (Hornby, 1955: 928). In addition, Harmer (2007: 248) said that pronunciation teaching not only makes the students aware about different sounds and sound features but also it can improve students speaking immeasurably.

#### 5. Comprehension

Comprehension is the power to understand and exercise a language that aims to improve one's understanding of a language that can be oral or written language (Hornby, 1955: 235)

### **c. The Factor Influencing Speaking Ability**

#### 1. Anxiety

Spielberger cited in Brown (2007: 161) defines anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. In addition, Brown (2007: 161) defines speaking as the feeling of uneasiness, frustration, self-doubt, apprehension or worry. These feelings will influence speaker ability to speak. We can conclude that someone who has high anxiety will have low speaking ability and the one who has low anxiety will have high speaking ability.

## 2. Speaking Environment

Speaking environment influencing in speaking motivation. Indonesian who live in the environment that often use English as the daily language for communication will more motivated to speak using English than the one that rarely listen English use as daily language. The more motivated one will get more practice and it will help them to improve their ability to speak.

## 3. Teaching Strategy

Teaching strategy that use by teacher to teach speaking influence student speaking ability. As stated by Hamidjojo in Arsyad (2011: 4) by using communicative model of language teacher can help students develop their knowledge by providing authentic practice that prepares students to do communication in real life.

## 4. Media

The use of media helps the teacher send material to the students and can help the students accept the material more effective. Hamidjojo cited in Arsyad (2011: 4) defines media as mediation is use to convey the ideas and opinions to receiver.

## **2. Teaching Speaking**

Brown (2001: 268) states that teaching language needs the involvement of other language aspect. There are three aspect; phonology, grammar and discourse. These aspects can help the speaker produce a meaningful message to the listener.

### **a. Principles in Teaching Speaking**

Nunan (2003, 54-56) states that there are four principles in teaching speaking:

1. Being aware about the differences of second language and foreign language learning context. This first principle explains about the difference between second language and foreign language. Foreign language is language that not use in social communication, while second language is language that use in social communication. Learn to speak foreign language is more challenging that learn to speak the second language because the opportunity to speak second language are much more than the foreign language.
2. Teacher should give the student opportunity to practice with both fluency and accuracy. Providing speaking opportunity fluently and accurately to the students can improve their speaking ability. In the classroom activity teacher limited their talk and control their students. Teacher should not directly give feedback to the students' error in the middle class. In the end of activity teacher can give feedback about students' mistake during the activity.
3. Give the students opportunity to talk in groupwork or pair-work and limiting teacher's talk. This principle offers pair work and group work activities to increase the amount of time learners get to speak in the target language during lessons.
4. Focus on student's speaking task. This principle explain that teacher should planning and designing the task by negotiating. Negotiating

meaning is trying to understand by asking for clarification, repetition, or explanation during conversation.

5. Being aware with the goals of speaking whether interactional or transactional speaking. Both are different in their function. Interactional speaking is the activity of using speech to do interaction with other while transactional speaking is the activity of speech to deliver service or good.

#### **b. The Roles of Teacher in Teaching Speaking**

Harmer (2007: 347) states that if a teacher wants their students speak fluently, there are three roles of teacher in teaching speaking:

1. Prompter

The roles as prompter is like a motivator to make the class more interactive. When the students are lost idea about what to say next, teacher can help them by giving clues or tips. If it done supportively and teacher does not disturb the discussion it will decrease the sense of frustration when the students are come to a dead end of language or ideas.

2. Participant

Teacher as participant means teacher act like the student in the class by participating with the students in activity. It can be a special moment for the students in the classroom, but teacher should take care to the classroom so that the students will not lose opportunity to speak.

### 3. Feedback provider

In this role, teacher have to give feedback and correction of the students' mistake. It is function to make the students aware about their mistakes and will not repeat the mistake. To give feedback a teacher should consider about when they should give feedback to the students. It depends upon teacher tact and the appropriacy of the feedback teacher give in particular situation.

### **3. Media**

Media is come from Latin 'medius'. It is the plural form of 'medium' that the function is to mediate someone to receive a message (Arsyad, 2011: 3). In Addition, Syaiful and Aswan (2006: 120) defines media as human being, things or tools that can be used to enable the students to get the knowledge and skill. Media can help to increase students' motivation and help the students raise a desire or new interest. It also can influence student's psychologies (Hamlik cited in Arsyad, 2011: 15).

#### **a. The Function of Media**

There are six functions of media in teaching learning process based on Sudjana et al. (2006: 134):

1. Media can help the optimization of learning process.
2. It can integrate the whole of teaching situation.
3. It can awake students' positive respond and interest to what they are doing.
4. It can help the teaching and learning process more speed.



5. It can help the students to be easier to get what the teacher explains about.

#### **b. The Advantage of Using Media**

Sudjana et al. cited in Arsyad (2011: 33-34) states there are five advantages of using media in teaching and learning process:

1. Instruction will draw the students' attention.
2. Instruction materials can clarify its meaning.
3. Enable the students to master the target better.
4. The teaching method will vary.
5. Students will be involved actively in the study.

#### **c. Kind of Teaching Media**

Arsyad (2011: 33-34) states the kind of teaching and learning media:

1. Visual media, e.g. graphic, diagram, chart, poster, draft, pocket card, comic, cartoon.
2. Audio media, e.g. radio, tape recorder, language laboratory.
3. Projected media, e.g. slide, OHP, strips.
4. Projected motion media, e.g. film, television, video, computer

In addition, Harmer (2007: 134) states that one kind of graphic media is picture. Picture can be in the form of large picture, photographs, and cue cards.

#### **d. Factor Influencing the Use of Media to Teach Speaking**

Based on Smith and Ragon (1999: 278) there are four factors that must be considered to choose media to use for teaching speaking:

1. The learning task along with the instructional condition.
2. Characteristic of learners.

3. Learning context and other practical matters.

4. The attribute of potential media.

**e. The Process of Teaching Speaking in Junior High School**

When talking about teaching speaking in junior high school students, there are some matter that should be consider. In teaching Junior High School students in Indonesian context, teacher must consider the regulation of ministry of national education in the form of content standard and the age range of junior high school students.

Firstly, teaching must consider the range of students' age. Teacher should know that the average of seventh graders of junior high school's age is around twelve to thirteen years old that is classified into adolescence learner (Bastable, 1997: 94). Harmer (2004: 83) proposed some characteristic of adolescent. Those are (1) Most of them are understand the need for learning, (2) they need for self-esteem from others, (3) they do not mention their problems from outside of school into the class, (4) adolescents are attractive if they are engaged, have a great capacity to learn, a great potential for creativity, a passionate commitment. Moreover, in teaching speaking to adolescent teacher need to attract students' attention because adolescent students are easily getting bored and lost their attention to the teacher. Their attention easily moves to their friends caused by their need for self-esteem and peer approval adolescent. Furthermore, by considering adolescent learner's characteristics, the language teachers should propose some strategies to confront the problems in teaching and learning process of speaking in Junior High School. The English teacher needs to provide a

comfortable atmosphere of teaching and learning process of speaking. Firstly, teacher can explain about what the students will learn. Teacher can engage students' attention by connecting the material with something in real life. Then, in doing the process of teaching speaking teacher should give feedback that can help the students be aware about their mistakes. When giving feedback, teacher should consider about students' need of self-esteem. So, the feedback should give to the students without makes them feel suppressed and not appreciated. Then, in this period adolescent can involve in various communicative contexts. By this reason, teaching and learning on seventh graders students must be design to help them improve their speaking skill by innovating in their learning strategies or the media that is used to teach.

Secondly, the curriculum that is used. Now days, Indonesia use curriculum 2013. This curriculum is the development of curriculum 2006. Both are different in character education that stated in curriculum 2013 and not stated in curriculum 2006.

In junior high school, there are three components of English subject. First, the expression ability. This ability concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, writing, listening and writing. Second, it consists of comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, it has the supporting competences i.e. linguistic competence (the use of grammar, vocabulary,

phonetic, and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for junior high school students grade VII in the second semester are the student have to perform several speaking competencies, but the researcher only focus on the material of descriptive text as shown in this bellowing table:

**Table 2.1 Core Competence, Basic Competence, and Indicator of Research**

<b>Kompetensi Inti</b>	<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	1. Siswa mampu menyusun teks deskriptif lisan sangat pendek dan sederhana terkait orang menggunakan struktur kebahasaan yang benar 2. Siswa mampu menyusun teks deskriptif lisan sangat pendek dan sederhana terkait binatang menggunakan struktur kebahasaan yang benar 3. Siswa mampu menyusun teks deskriptif lisan sangat pendek dan sederhana terkait benda menggunakan struktur kebahasaan yang benar

In decision, based on the age of the students and the curriculum, core competence and basic competence, the researcher decide to take seventh graders students as the sample of the research. The reason is because the age of that learners which their communicative context is various. Then, based on the curriculum in term of material, the researcher concerns to descriptive text because it is text which need the stimulation from some pictures that have to describe. So, the researcher think, the pictures on cue card can effectively stimulate student's idea to describe something in form of spoken text.

#### 4. Speaking Assessment

In giving scores, the researcher adapted the speaking rubric for fluency activities by Pearson Education (2005) which adapted the Authentic Assessment for English Language Learners by J. O'Malley and Lorraine Valdez Pierce (1996) The rubric for speaking activity can be seen on *appendix 6*.

**Table 2.2 Range of Values of Speaking Assessment**

<b>Aspect</b>	<b>Score</b>
<b>Vocabulary and Expressions (VE)</b>	4-1
<b>Grammar (G)</b>	4-1
<b>Fluency (F)</b>	4-1
<b>Pronunciation (P)</b>	4-1

The speaking rubric for fluency activities by Pearson Education focus on four aspects of speaking. They are vocabulary and expression, grammar, fluency and pronunciation. Each aspect score ranged from 1 to 4. Score 1 is the lowest

while score 4 is the highest in each aspect. So, we can conclude that the minimum score is 4 and the maximum score is 16.

### **5. The Context of Cue Card as Media for Teaching Speaking**

Media can be a key of communicative and interactive classroom. More over the use of media can optimize and speed of the teaching and learning process as stated by Sudjana et al. (2006: 134). Here, the use of picture is suggested by Jeremy Harmer. In his book entitled the Practice of English Language Teaching, he says:

“Pictures can be in the form of flashcards (smallish card which we can hold up for our students to see), large wall pictures (big enough for everyone to see detail), cue cards (small cards which students use in pair or group work), photograph, or illustrations, typically in a textbook” (Harmer, 2001).

We are so familiar with picture. We can find picture in the magazine, newspaper, book or even we can draw it. To use picture as an instructional media, it is very simple and not complicated. Again, Harmer says that cue card is small card with picture on it that can use in pair or groupwork. In addition, Mora (1994) defines cue card as a medium with pictures or words that contain clues that can stimulate students' idea. In doing speaking practice students are often lose idea about what to say next. Cue card can provide the clues to help the student solve this problem. Beside the two reason for above, there are several advantages of using pictures in teaching English according to Harmer (2001:134):

“(1) Pictures really help to reduce preparation time. Sets of pictures can be re-used, especially it can be laminated, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. (2) When it comes to using picture stories in class, the key point is not to limit teacher to typical class activities and writing

exercises. Students need as much spoken English practice as they can get”

## **6. The Relation Between Cue Card and Speaking Ability**

Based on the statement of Hamalik (1985) the use of media can help to motivate students during the learning process. In this case, cue card is use as the media. Turk (2003: 91) states that a good cue card as note card is to ensure that you do not forget what you intend you say. Furthermore, the use of good cue card can help the students improve their speaking ability to be more smoothly and fluently. Brown (2001: 150) states communication apprehension arises from learner’s inability to adequately express mature thought and idea. The use of cue card can help the student able to express mature idea by providing clues that can stimulate student’s idea.

## **7. The Procedure of Using Cue Card**

Mora (1994) states the procedure of using cue card as below:

1. Teacher divide the students into small group or pair-group. Teacher explain the material to the students then give example about the use of cue card.
2. Teacher distribute cue cards to the students.
3. Based on the pictures in cue card, teacher give times to the students to think and discuss about what to say as creative as they can.
4. The last teacher asks the students to come in front of the class to speak in pair or in small group.

## **8. Descriptive Text**

Texts are divided into some types. According to curriculum 2013 there are some types of text that should master by the students of junior high school. There are descriptive, procedure, recount, narrative and report. Those text types that

have to master by students are in four skill; reading, listening, writing and speaking. In line with curriculum 2013, descriptive text is the first text type got by seven graders in junior high school. That is why the researcher prefers spoken descriptive as the focus of research.

Descriptive text is a text that says what a person or thing is like (Larson cited in Lutfi S Rahayu, 2017: 29). The function of descriptive text is to describe the particular person, place, or thing. Descriptive text usually used to create and develop the characteristic of something vividly. The way to describe can be gotten by moving senses like looks, feels, smells, taste or even sounds. A descriptive text consists of generic structure, such as:

a. Identification

In this part the writer/speaker introduce the subject. Writer/speaker can explain the subject generally

b. Description

In this part writer/speaker explain the characteristic of the subject very clearly.

Good descriptive text is when the speaker describes something, the listener can imagine what actually the thing. As stated by Blanchard (2003) cited in Lutfi S. Rahayu (2017: 31) the more specific they can do, make the reader can see what they are describe. The student can start to describe something start from up to bottom, outside to inside, or left to right. They can describe the details by mention what part thing they are describe such as color, shape, or even it is weight. For examples when they should explain about cat they can mention about the color of the cat and describe the characteristic start



from the head to the tail.

## **B. Previous Research**

In this subchapter the researcher presents the previous studies that related to the use of cue card to teach speaking. The previous study states below:

In 2012, Fenny Elvita conducted a research of cue card on her thesis. She used cue card to teach speaking in high school. The result showed that the use of cue card can effectively be used to teach speaking. This previous research actually has the same focus with this result, but both are different in the research design. This previous research used pre-experimental design while this research uses quasi experimental design.

In 2007, Riana Eka Budi conducted a research about the use of cue card to improve students' speaking ability. The result of the study showed that using cue card as a teaching medium improved the average of the students' speaking ability. The aim of the study was to describe the process of teaching and learning spoken descriptive text by using cue card.

In 2017, Agnes Heni Rahmawati conducted a research about the use of cue card to improve student's speaking skill. This previous study is an action research aimed to improve the students' speaking skill through the use of cue cards.

Based on the gap from the previous research, the researcher still curious to conduct a research about cue card using different research design with different subject of research.