

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the result of reviewing of some printed materials dealing with the topic of the study. The reviewed materials are definition of speaking, definition of Krebs Media, the benefit of Krebs Media and previous study.

A. Speaking

1. Definition of Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking is described by Celce-Murcia (2001, as cited in Aljumah 2001:1) as the most important of the four language skills. She claims this to be the case at least in contexts in which language is used as a foreign or second language. In other words, situations that require knowledge of a second or foreign language, usually require the ability to be able to speak that language, making the speaking skill most important of skills (Vilma Pakkala. 2017;7).

The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, Speaking is used for many different purposes, and each purpose involves different skills (Richard & Renandya, 2002:211) “Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specifies roles and relationship, and the kind of activity the speakers are involved in” (Richard & Renandya,

2002:211) “The affective factor related to L2 or foreign language learning are emotion, self-esteem, empathy, anxiety, attitude, and motivation. L2 or foreign language learning is a complex task that is susceptible to human anxiety” (Brown, 1994)

In addition, speaking a second or foreign language is defined as how spoken language reflects the context or situation that involves many different purposes with the different skill of responding to what purpose is going on, whether for asking and giving information, expressing an opinion, or agree and disagree to a statement.

2. Components Underlying Speaking Effectiveness

Building on Hymes’s theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Which reflect the use of the linguistic system and the functional aspects of communication, respectively.

a. Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress (Scarcella & Oxford, 1992, p. 141)

b. Discourse Competence

Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationship of time, and indicate cause, contrast, and emphasis (Scarcella & Oxford, 1992)

c. Sociolinguistic Competence

Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language; that is, learners must

acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk (Richard & Renandya, 2002:217)

d. Strategic Competence

Strategic competence, which is “the way learners manipulate language in order to meet communicative goals” (Brown, 1994, p. 228)

Simply put, it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berbs, 1990)

According to the above components underlying speaking effectiveness, the researcher believes that all of those competencies are very important to speaking proficiency for the learner in learning the second or foreign language.

3. Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic:

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register,

colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From the types of speaking described above, the researcher choose transactional and interpersonal dialogues, since its purpose is to promote social relationship such as daily expression (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

B. Krebs Media

1. Definition of Krebs Media

Krebs Media is an audio learning format which is the way of how learner or student learn and improve their English spoken ability is by listening and repeating the voices provided in this method in a predetermined time interval. *“The learning process in Krebs Media is based on immersion – immersion in language, someone must go through it. Listening and repeating certain sentences at certain time intervals will give extraordinary results. Krebs Media uses tricks of short-term memory and thanks to certain time intervals, you can quickly memorize phrases or words”* (id.krebsmethod.com).

Krebs Media consist of 4 major activity. The details of each activity are discussed as follows:

a. Introduction

This activity is to give the students the context of what they will learn about and to give them the insight of the dialogues they will master after they will be able to repeat the dialogues correctly and fluently.

b. Listening

The second activity is aimed to let student listen to what kinds of dialouge they will learn and master later. Students are only allowed to listen and banned to repeat or say any words they are already listen to.

c. Copying

In this activity, student has alrady able to say any words with the guidence of the guide. And they are now starting to understand the meaning and purposes of the words, phrases, or sentences they are imitated.

d. Repeating

Finally the last activity is repeating. It is the activity where student are, again, imitaing all the words, ohrases, and/or sentences they have heard and learnt without any guidence of he guide. They will do a dialoge with their opposition. The

opposition here is the guidance itself who has transforming into their opposition of dialogue activity.

According to the statement above, the focuses of this media is on the listening section and copying words, sentence, and pronunciation of English in a predetermined time interval. These media has 40 different materials with all of the underlying components on the effectiveness of speaking English that is combined in every material of Krebs Media.

2. The Rules of Krebs Media

In this media, the usage is learner or student will receive 40 materials where each of the materials has a different topic. Every material will have 30-40 minutes duration. For the learner who cannot understand one material (at least 80% of material) based on what student has listen to, they are not allowed to continou to the next material. Consequently, student must repeat that material next day. After they can understand 80% of material, they continou to study the next material provided in the media. When the student could master all these 40 materials, they assumed to be able to use the language well.

3. The Benefit of Krebs Media

A huge benefit of using Krebs Media as the learner's or the student's learning process in English is the learner or the student will be able to speak English easily and sequence in day-to-day conversation and automatically produce a speech or more without worrying any mistaken, because of the learner's or student's brain is already structuring the words, phrases, sentences, pronunciation, and the grammatical rules in their patterned-mind.

But, because of the time limitation on this research, the researcher will just use two materials from this media to help to improve the student's speaking skill. The two material contains the basis of learning English which is the grammar, and the input process is listening to a contexted-conversation. Each student will receive two materials from Krebs Media and they will just give 5 days in order to learn this media. On the 6th day after learning the media students will be attending a test in order to know the difference of how far the students can apply that basic of English in their speaking skill.

In addition, after the student learns those two materials of Krebs Media that the researcher has gave, treated students are expected to be able to produce a speech as well as possible.

C. Previous Study

Some previous studies dealing with media have been conducted by the previous researcher as follows:

Title	Author	Media	Research Method	Conclusion	Current Study
The effectiveness of Using YouTube Video on The Second Grade Students' Speaking Ability in Recount Text At MTs Assyafi'iyah Gondang	A'yunina, Rizka Alfi Qurrota	YouTube Video	Quantitative : Experimental	The result of pretest and posttest was if teaching and learning speaking without using YouTube Video as the media, the pretest was 51.06 and the posttest was 59.86. In other word, using YouTube as the media in the learning process, the learners will have improvements in their	Title: Using Krebs Media To Improve Student's Speaking Skill In Islamic Junior High School Of Tulungagung 1. Media: Krebs Media (Audio) Research Method: Quantitative; Experimental .

				speaking ability.	
Improving Students' Speaking Ability By Using Short Movie At Second Grade of MTs Al-Huda Bandung	Seftiarini , Erwin	Short Movie	Quantitative : PTK	Erwin's research stated that on the Preliminary cycle test the mean was 48.08, the cycle I was 65.44, and cycle II was 78.48. which means that by using the short movie as the media of learning process is also improving the students' speaking ability.	

The table above shows some studies related to media and speaking had been conducted by some researchers. Erwin Seftiarini and Rizka Alfi Qurrota A'yunina. Both of them concluded that by using the right

media on teaching speaking, the students' speaking ability will have an improvement. It is proved by the result of Erwin's and Rizka's research. From Rizka's research entitled "The effectiveness of Using YouTube Video on The Second Grade Students' Speaking Ability in Recount Text At MTs Assyafi'iyah Gondang", the result of pretest and posttest were if teaching and learning speaking without using YouTube Video as the media, the pretest was 51.06 and the posttest was 59.86, which means there is improvement on the students' speaking ability. In other words, by using YouTube as the media in the learning process, the learners will have improvements in their speaking ability. On the other hand, Erwin's research entitled "Improving Students' Speaking Ability By Using Short Movie At Second Grade of MTs Al- Huda Bandung" showed that the result of students' speaking ability was also having an improvement. It can be seen from the result of Erwin's research stated that on the Preliminary cycle test the mean was 48.08, the cycle I was 65.44, and cycle II was 78.48. which means that by using the short movie as the media of learning process is also improving the students' speaking ability.

From the table above, the difference between the previous study and the present study is on the media used in teaching speaking. The previous study conducted by Rizka was using YouTube Video as the media. Another previous study conducted by Erwin was using Short Movie as the media. While the present study is using Krebs Media as

the media in the learning process. And used quantitative approach by experimental in the form of nonrandomized control group pretest – posttest and experimental group pretest -posttest whereas in the previous study used experimental pretest- posttest group and PTK.