**CHAPTER II**

**FRAME OF THEORY**

1. **The Concept of Teaching and Learning English as a Foreign Language**

Language as Saeed (2013: 1) says is very important in human life that is used as communication. Through language, someone is able to communicate all of their ideas thought and feeling that have been arranged to transfer of getting a massage to listener or reader need. Language is human communication of knowledge idea, using a system of sound symbol. Language has its own system or role for communication and interaction among people in certain community which may include understanding and transferring message, idea or emotional in human being life.

Learning is essentially the process of change in mental and physical behavior induced in a living organism by experience. This assumption implies that language learning is a process of acquiring another set of speech habit.

The concept of learning mainly tells about the behaviorism theory, which contains three crucial elements in learning as follows:

* A stimulus, which serves to elicit behavior;
* A response, which triggered by stimulus; and
* Reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future.

These three elements are connected each other, and they illustrate the success or the failure of learning a language. The relationship of these three elements can be seen in the figure 1.

 Reinforcement (behavior likely to

 occur again and become a habit)

Stimulus – Organism – Response

 Behavior

 No reinforcement/ negative reinforcement (behavior not likely to occur again)

Reinforcement is a vital element in learning process, because it increases the likelihood that the behavior will occur again and eventually becomes a habit. Here, the behavior as the learner’s reaction to the stimulus, and the reinforcement is the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains.

Based on the theoretical of language above we can see that English is different from Indonesia language. Each of them has certain words. Symbols or certain structure and culture background. Here, we are concerned with teaching and learning foreign language based on Cohen (1994: 20)” the best ways to asses language performance in the classroom may be through a multi faceted or electric approach where by a variety of methods are used.

Performance with the variety of method is good to the asses the language, because it is the motivation of student to learn. The teacher should realize that motivation of students is important because motivation can serve as both an objective in itself and a means of herring achievement of other educational objective.

Furthermore, that foreign language learners needs opportunities where the emphasize is on using their available resources for communication meaning are efficiently and comically as language. (Wood, 1983: 4)

Based on theories above, it is hoped that the students have the ability in using focus in vocabulary either orally or written because the objective of English instruction is facilitate the students to communicate in spoken or written English.

Edge (1993: 73) states that in classroom where learners come from different language backgrounds, the teacher has no choice but to communicate somehow in English. It means that to know and to understand the English is not only the teacher but also the students must have to master and they can communicate by using English in classroom.

Then, foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned and has any internal communication either.

Based on all statement above, it means that the students who learn English as a foreign language have title exposure or opportunities to practice or use their English in real-life situation. They will use their English for communication when they take intensive English course, when they study in an English department of University or Institution, when they visit the local tourist spots in their country where it is expected to see some foreigners, when they work in foreign firms in their countries, or just when they go abroad for practicing their English and enrich their experiences since there is a youth exchange programmers which is conducted by the government regularly every year.

**B. The Concept of Teaching and Learning Speaking**

As Pillai (2008: 94) states that speaking is a productive skill that involves genuine exchange of information. Speaking skill is taught to the students in order to be able to use English in the real communication. Moreover, speaking is a productive ability in which speaker produces and uses the language to express their sequence ideas and at the same time he tries to get idea or the message. In this situation, there is a process of giving or transpiring, encoding and understanding the message.

Speaking is an effective and efficient way used in real communication. It is impossible if someone understands English in written but she or he does not understand the productive abilities, especially speaking. So, speaking is one of four abilities which has important role in daily life, even as a main ability in communication among human beings.

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. It has been taught since the students entered the junior high school. However it is not easy for students to communicate in English. They have to think more often when speaking. Richard (2008: 19) says that the mastery of speaking skill ing english is priorty for second-language or foreign-language learners.

From four skills mentioned earlier, we could make the group into two categories; oral and written features. As what stated in Oxford Dictionary, orally means through spoken word, of, by, or for the mouth. While written on other hand is the form of letters, symbols, words, or message etc especially on paper. Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. May be it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill.

Despite the fact that it is taken for granted, speaking is very important in people’s every day life. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequences of words in their correct pronunciation. One is said to be good speaker provided he manages to deliver what is in his mind well and to make his audience understand him. (Harmer. 1995: 271)

According to Oxford Advanced Learner’s Dictionary, speaking means to say words, to say or to talk something about something. To have the conversation with somebody; to address somebody; in word etc. while speech means the power of action of speaking, a manner or way of speaking.

Richard (2005: 17) emphasizes that speaking is the term that the people uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that the are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalization that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reason. Jeremy harmer (2001: 46) states the reason as follows:

1. They want to say something”. What is used here is general way to suggest that the speaker make definite decisions to address other people. Speaking may of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
2. They have some communicative purpose”. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of this cases they are interested in achieving this communicative purpose what is important the message they wish to convey and he effect they want it to have.
3. They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select ( from the “store” of language they posses) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communication purpose. When the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of language. The teacher should be in creating procedures of teaching in order that the objective is reached.

The teacher has to have some ways to invite and attract the students to practice their English in the classroom, and the students must apply it out side with their friends. Brown states that in beginning through immediate levels of proficiency, most of efforts of students in oral production come in the form of conversation or dialogue.

Richard said that “two major approaches current teaching of conversation or speaking an indirect approach in which learners are more or less set loose to engage in interaction, and a direct approach that involved the planning of conversation program around the specific micro skills, strategies, and processes, that are involved in fluent conversation. The indirect approach implies that one does not actually teach conversation, but rather that students acquire conversational competence, peripherally, by engaging in meaningful task. A direct approach explicitly call the students’ attention to conversational rules, conventions, and strategies.”

Harmer (1994: 89) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. language features

The elements necessary for spoken production are the following:

1. connected speech: in connected speech, sounds are modified (assimilation), omitted (elision), added ( linking), or weakened (through contractions and stress patterning). It is for this reason that we should involved students in activities designed specifically to improve their connected speech.
2. Expressive devices: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical nad non – verbal (paralinguistic) means how they are feeling. The use of this devices contribute to the ability to convey meanings.
3. Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval,
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.
5. Mental/ social processing

Success of speaker’s productivity is also dependent upon the rapid processing skill that talking necessitates.

1. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the others participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
3. (On the spot) information processing: quite apart from our response to other’s feelings, we also need to be able to process the information they tell us the moment we get it.

Thus in the classroom, the teacher as the major part has the role to expose students to language that they will use. It is also clear that the students should be careful in choosing words and style in communication, somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English as well as native speaker do.

**C. The Concept of Speaking Ability**

Learning speaking has a purpose that is to make the students can speak English as an international language. Speaking is the main skills in communication in two ways of process between a speaker and a listener and involved productive and receptive skills of understanding ( or listening with understanding ) from this definition, it can be inferred that in order to be able to speak, one should master the productive skills and the receptive skills

Webster states that speaking is to express or communicate opinions, feelings, ideas, and so on by or as talking. In addition, by speaking, the students concern with the way to express what the students think and feel. For instance, we have something in mind to be expressed, we will use our oral skill to make it happens, that is by speaking in expressing opinions, feelings, ideas and so on.

In addition, speaking is expressive sound counterpart to aid requires some what more complex abilities. He adds that oral language or speaking is the most confidential form of immediate communication. The objects of teaching and learning a foreign language is to motivate the students to be able to use English in oral and written, in this case the writer underlines about students’ speaking ability.

It is hoped that students can speak and write in English well, because English has been an international language in the world. It is supposed by Donn Bryan that speaking or oral communication is two ways of process and the receptive skills of understanding ( or listening with understanding). It means that in the process of speaking, there must be at least two people, one is a speaker who gives some information and one is a listener who receives the information from the speaker.

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subjects (e.g, expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension. (Brown, 2004: 49)

So it can be concluded that students’ speaking ability is their ability to retell the contents of the strip story given to their friends by using their own words, with measuring of their pronunciations, grammars, vocabularies, fluencies, and also comprehensions of the strip story.

**D. The Concept of Strip Story**

Sloan (in Turohmah, 2012: 2) defines strip story as a copperative learning group that given one or more segments of a story. Strip story is a story that is shorter than short story. Some time the length of the story is only about one page or even half page. The strip story is still included narrative story that is full story that has the ending story. Some times also it has a pictures in above, besides, or between the story’s words.

Strip story is a very short story as a part of literary genre of fictional, prose narrative that tend to be more concise and to the point than longer works of fiction such as the short story, novellas, and novels. By implementing the strip story, this can be varied by asking the students to memorize the sentences on their sentences to the rest of the group. The students must know re – arrange themselves rather than the strip to reassemble the story or account

In the area of language instruction, teachers are constantly searching for new and innovative material to enhance learning in the formal classroom environment. The teacher can use the strip story in teaching learning process. Stories offer a good, if not the best, available source for fluency for all skills, listening, speaking reading and writing.

Halliwel states that stories introduce the learner to language items and sentences contractions which he or she does not need to use productively. From that statement, te students will cope more easily with conscious learning of pattern. In other words, although the students are not taught the language items and sentences constructions, the students are being prepared for later awareness of the language component.

Teaching strip story does not make the students feel that they work hard. It is helpful to explain that in reading strip story, the students want to find the new words quickly and understand the meaning through the text. Burrow said that a strip story is a short and can waste no words.

In teaching speaking by using strip story, the teacher should choose the appropriate and interesting stories which make the students understand the by meaning, could lead t a variety of useful activities, such as games, drama, letter writing. The important purpose of strip story in the language classroom is to enable the students to practice and understand in saying or speaking English automatically.

It can be concluded that strip story is a media in order to make the students both understand and speak English automatically and easily and effectively because they will be asked to understand the contents of the strip story given and retell it to their friends by using their own words.

**E. The Concept of Teaching Speaking by Using Strip Story**

Speaking English well is very important in order to communicate with others. Speaking is an important factor in all language. The students must continually learn how to say and speak as they practice the sound system. In addition the use of native language must be minimized in the classroom.

The teacher can use strip story in teaching learning process. Stories offer a good, if not the best, available source for all skill, listening, speaking, reading and writing. From the previous explanation, it is obvious that the technique can be applied in teaching speaking. In order to make the teaching learning processes run well the teacher should prepare the material that would be used.

In this case the material would be related to the students’ condition at senior high school level, so the writer will try to use strip story in teaching speaking. Strip story here is as the aid on speaking where the students have to explain the meaning of the text firstly by using their own words. The students may ask the English teacher if they do not know the meaning of new words, but firstly they should guess by themselves. So the students must be trained to solve their problems by them selves.

Referring to the statements above, the students may use dictionary of English, also the student are trained to try guessing the meaning first before opening dictionary. Therefore, the role of teacher here is very important for guiding the students in studying the speaking or saying in English.

**F. Procedure of the Teaching Speaking by Using Strip Story**

These followings are the procedures of teaching speaking by using strip story

1. the teacher prepares the strip story and explains to the students about the material that will be taught.
2. The teacher puts the students in groups.
3. The teacher cuts the story into sentences and gives each sentenses to each person in groups.
4. The teacher asks the students to memorize the sentenses they have been taken and throw the paper of sentences away.
5. The students in pairs are asked to do the communication to arrange the sentences back to the original story and discuss about the contents of the story.
6. The teacher asks each groups of students to come infront of the class and report the result of the story and its discussion.

**G. Frame of Thinking**

There are several technique in teaching English as foreign language to increase the students’ attention to the learning materials and produces better learning. In this case the writer wants to observe the technique by using strip story to increase and give motivation to the students.

Using strip story can help teacher and students in teaching and learning speaking process. It can improve the students’ mind in thinking what the main point in the story is, when they try to express the idea or the main idea in that strip story. Strip story is designed to provide students many opportunities to increase their speaking and to say English for studying.

By using strip story the students read the strip story, moreover if they are asked to read loudly. It helps them to say the text in English, though there is any mistaken, the teacher will tell them how to pronounce the word truly, how to say them truly and they are finally use to doing it. Thus the next step of teaching learning by using strip story, the students are asked to speak English in discussing the contents of strip story. They at first have to speak and until last procedure of activity, the students gradually speak in English. It will show the improvement of their speaking.

**H. Hypothesis**

Based on the theories and frame of thinking above, the writer proposes the hypotheses as follows:

“There is an increase of students’ Speaking ability after being taught by using strip story.