

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists of speaking and media postcard.

1) Theories of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. According to Richards & Willy (2002) that speaking is one of the elements of communication, where communication is the output modality and learning is the input modality of language acquisition. In other words, speaking is communicative way to interact the others for joining communication. So as, they can make conversation each other and share anything about language or information.

As a human being need communication to express the idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea.

In formal environment between teachers and students have to always interactional to make communication. Because in fact, most of our daily communication is remain of interactional. Communication that can interact in language is essential. Therefore, language instructors should provide learners

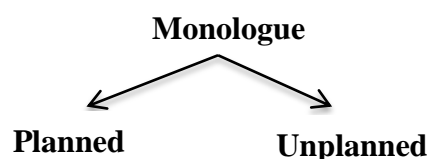
with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

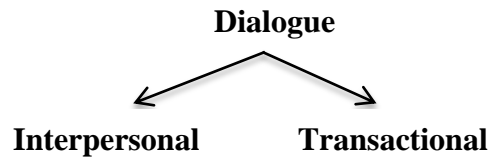
In other view, speaking is fundamental and instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them, and they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

Overall, it can be concluded that speaking is necessary for every human. By oral communication or speaking, every human can make a relation with the others. Speaking as communicative language can control the process of speech. Besides that, every human need communication as a way to express their ideas because they must have partners to sharing some aspects of life.

a. Types of Classroom Speaking

According to Brown (2001), there are six types of classroom speaking performance as the framework of analysis that students are expected to carry out in the class. He classifies the types of oral language as the figure below:





In monologue, when one speaker uses spoken language, as in speeches, lectures, readings, and new 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 (2001) also provides type of classroom, they are:

1. Imitative

The focuses of this category is pure in phonetic level of oral production. It has nothing to do with students' comprehension (Brown, 2004). The only role of the students is to repeat what they listen from a human tape recorder, like practice an intonation contour or pronounce a certain vowel sound correctly. The activity is called drilling.

2. Intensive

This category leads the students to produce the language by themselves. The language production is in the form of responding to teachers' question or interacting with others at minimal length of

utterance. This technique focuses on a small range of grammatical, phrasal, lexical, or phonological competences. Here, the teacher controls the answers so the answers are fixed. This technique is realized in: (1) *Directed Response*, (2) *Read-Aloud*, (3) *Sentence/Dialogue Completion*, (4) *Oral Questionnaire*, (5) *Picture-Cued*, and (6) *Translation (of limited stretches of discourse)*.

3. Responsive

This technique requires students' to respond to teacher or other students' questions. The respond is usually short, meaningful, and authentic—not in the form of dialogue. Students' comprehension is taken into account and the stimulus is delivered orally by the teacher to maintain the authenticity of students' answers. The activities are: (1) *Question and Answer*, (2) *Giving Instruction and Directions*, and (3) *Paraphrasing*.

4. Transactional (dialogue)

This is longer and more complex form of responsive technique. The purpose of this technique is to accustom students to be able to convey or exchange fact, information, or opinion with others. The following activities are the examples of this technique: (1) *Interview*, (2) *Discussion*, and (3) *Games*.

5. Interpersonal (dialogue)

The purpose of this technique is for maintaining social relationships. Casual register, ellipsis, sarcasm, slangs, humor and

other sociolinguistics dimensions are features that must be known by students in this technique. The examples of the specific activities are: *(1) Conversation and (2) Role Play.*

6. Extensive (monologue)

In this technique, the language production is frequently planned and the participants' role as listeners. They might respond to the speech, but it is limited to nonverbal responses. The activities can be realized in form of: *(1) Oral Presentation, (2) Picture Cued Storytelling, (3) Retelling A Story, (4) News Event, and (5) Translation (of extended prose).*

b. The problem of Speaking

There are some characteristics can make speaking difficult. According to Brown (2004) demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning cleaner through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5. Colloquial Language

Make sure students reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6. Rate of delivery

Here, spoken language help learners achieve an acceptable speed along with other attributed of fluency.

7. Stress, Rhythm, and Intonation

The most important characteristic of English pronunciation, as well be explained. The stress also rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce moves of language in a vacuum-without interlocutors would rob speaking skill of its richest component.

2) Concept of Speaking

There are many definitions of speaking that have been proposed by some Experts in language learning. According to Brown (2001: 140), in his book *“Language Assessment Principles and Classroom Practices”*, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a researchers listening skill, which necessarily compromises the reliability and validity of an oral productive test.

On the other hand, Polard (2008: 33) states that speaking is one of the most difficult aspects for student master. This is hardly surprising when one consider everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to another person.

Then, Lunma (2004: 9) stated speaking is an interaction with society and situation-based activity. All these perspectives, speaking defined as an integral part of people’s daily life. In addition, speaking can be seen from two perspectives: (1) *performance*, (2) *ability*.

Performance is defined as actual instances of language use in a real time which is something that can be observed. Besides that, Ikoizumi (2007: 2) stated ability is an underlying entity that is relatively stable and can be inferred from performance.

Furthermore, Kimtafsirah et al. (2009: 2) states that there are two aspects in concept of speaking, namely:

a. Speaking as Productive Skill

Speaking is called a productive skill because it produces a language orally. According to Harmer (2001: 34) if the students want to speak English fluently, they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.

b. Speaking as Oral Communication Skill

Oral communication refers to the speaking skill needs to participate verbally in discussion, exchange thoughts, and information, make a clear in convincing presentation, and interact with a variety of audiences (Rahman, 2010: 3). For successful communication, the students require more than the formal ability to present well and apply language expressions in daily life. Successful communication is context-dependent and applied in its particular discourse community (Bizzel, 1998: 486).

From some concepts above, the writer terminates that speaking ability is always related to communication. Speaking ability can be stated as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.

a) Principle of Speaking

According to Chaney (2006), teaching speaking should provide the students with chance to express and share their ideas and thoughts orally because it is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context. Considering the needs of mastering speaking as one of the ways for mastering English, teachers needs to improve the students' pronouncation, fluency, vocabulary, grammar, and comprehension.

Dealing with this important of speaking, Nunan (2006) gives some points for teaching speaking as follow:

- a. Producing the English speech sound and sound pattern.
- b. Using word sentence stress, intonation patterns and rhythm.
- c. Selecting appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.
- d. Organizing their thoughts in a meaningful and logical sequence.
- e. Using language as a means of expressing values and judgements.
- f. Using the language quickly and confidently with few unnatural pauses, which is called as fluency.

b) The Aim of Speaking

The main purpose of speaking is to communicate. Learners should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronounciation, grammar, or vocabulary, and to observe the social and

cultural rules that apply in each communication situation. Basically, there are four important aims of speaking (Tarigan, 2008: 30-36), namely:

a) To inform

It means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. Informative speaking is used to give knowledge decide the correlation between things, inform the process, and explain the writing style and techniques.

c) To entertain

To entertain means that the speaker wants to make hearer feel happy with the material which are selected primarily on their entertainment values. For example when the teacher told about the story to the students, the parents told the funny story to their children. By doing it, speak will be more interest to be heard by the listeners. In this case, the speaker can use the best way to get good attention from the hearer while they hear what the speakers' says.

d) To persuade

Speaking to persuade is used by the speaker when the speaker tries to confirm the audience to do something in certain activity. The activities need the action to make the audience interested to perform the actions in which the speaker wants.

e) To discuss

To discuss means that the speaker wants to discuss something because the purpose of deliberative speaking is to make some decisions and planning.

From the statement before, it can conclude that through speaking, people can inform, make some decisions, and ask them to do an activity based on the information from the speaker.

3) Techniques in Teaching Speaking

There are some techniques classified by Kayi (2006) as follow: (1) *Discussion*, (2) *Role Play*, (3) *Simulations*, (4) *Information Gap*, (5) *Brainstorming*, (6) *Story Telling*, (7) *Interview*, (8) *Story Completion*, (9) *Reporting*, (10) *Playing Cards*, (11) *Narrating Picture*, (12) *Describing Picture*, and (13) *Find the Difference*.

a) Discussion

Discussion is the activity to solve the problem that given. It is the effective way to help the students improve the thinking ability because the students should to look for the solution of the problem. Harmer (2007: 273) states that one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often of as a result of choosing between specific alternatives. It means that discussion is cooperative activities in which some students work together to discuss in order

to get the solution of the problem. In discussion, the student is free to share the idea.

b) Role Play

Role play is effective way to improve skill. The students play a role as someone that given by the teacher. According to Scott and Ytreberg (2010: 40) in role play the learners are pretending to be someone else like the teacher, a shop assistant, or one of their parents. The teacher gives the information about the role of the students and the situation of role play. For example, the teachers choose one students as a doctor, one the students as nurse, and etc. They will play as if they are in the hospital. Role play is good way in teaching and learning speaking, because the students participate actively.

c) Stimulations

Simulation is almost similar with role play, but it is more difficult. In simulation, the students are given real environment. Harmer (2007: 352) supports that students simulate a real life encounter as if they were doing so in the real word, such as business meeting, an encounter in an airplane cabin, or an interview. Simulation can help the students to confident because they have different role and they are active to speak.

d) Information Gap

In this activity, the students work in pair. The students will be given information and their pair has not the information, the other pair that will give the information. O'Malley & Pierce (1996: 81) defines that information gap is an activity where one student is provided information that is kept from a partner. The purpose of this activity is collecting information and solving the problem. If each pair cannot give the information that is needed, they cannot solve their task. It is because the main of this activity is the information to solve the problem. This activity is effective because every students have chance to speak English.

e) Brainstorming

Brainstorming help the students to produce the ideas quickly. Kayi (2006) states that brainstorming help students to produce ideas from a given topic in a limited time and generate ideas quickly and freely. The characteristic of brainstorming is the students' idea is not criticized, so they will confident to share their idea without fell afraid.

f) Story Telling

Story telling is the activity in which the students summarize the story that has been they listened. Kayi (2006) states that story telling fosters creative thinking and help the students to express ideas in the format of beginning, development, and ending. The

students also can tell riddles or jokes. It means that story telling can improve listening, speaking, and also creative thinking. The students' comprehend the story that has been they listened and tell the story by creative way. For example, add a joke in story.

g) Interview

Interview is activity where occur question and answer. Interview give the students chance to exercise their speaking ability. O'Malley & Pierce (1996: 77) states that interview can take the form of discussion or conversation with the teacher and with other students. It means that interview is speaking activity in which the students were given the questions by the teacher or their friend. Interview also can doing in the class and out of the class to help the students in socializing with other people.

h) Story Completion

Story completion is the activity in which the students complete the story that was told by the teacher. Kayi (2006) states that the activity of story completion is the students sit in a circle, and then the teachers tells a story and stop. After that, every student continues the story. Every students must add four to ten sentences and they can adds character, events, descriptions, and etc.

i) Reporting

According to Kayi (2006), the activity that doing in reporting is students are asked to read a newspaper or magazine in the class and

they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily live.

j) Playing Cards

Kayi (2006) states that the activity in playing cards is student should make a group contain of four students. Each of group will represent a topic. For instance:

- i. Diamonds: Earning money
- ii. Hearts : Love and relationships
- iii. Spades : An unforgettable memory
- iv. Clubs : Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask another in same group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes or no questions because by saying yes or no, the students get little practice in spoken language production. Rather, the students ask open-ended questions, so they reply in complete sentences.

k) Narrating Picture

Based on Kayi (2006), narrating picture is activity that using several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the

criteria provided by the teachers as rubric. Rubrics can include the vocabulary or structure they need to create while narrating.

1) Describing Picture

Describing picture is an ideal way of practicing English in all sorts of fields. Picture provides serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety of lessons. They also provide the teacher with a flexible and convenient tool to test many different things.

Steps that using in technique of describing picture, they are:

1. Describe where things are in the picture.

Make sure to familiar with the language used to describe where something is in a picture.

2. Take note and paraphrase if did not know the word.

Don't worry if there are things in the picture that you don't know the English. Make sure to know how to talk '*round*' words that don't know.

3. Give the opinion

Remember to give the opinion on the content of the picture or object related to it.

4. Speak up the information that have been get in from of the class.

Deliver the opinion bravely in from of the class.

m) Find the Difference

This activity divided students to work in pairs and each pair is given two different pictures. For example are picture of boys playing football and another picture of girls playing tennis. Based on example, each pair discuss the similarities and/or differences in the pictures.

From several techniques above, of course each of these techniques has its own meaning. The researcher decided to choose one of them, it is Descibing Picture because the researcher will collect the data appropriate with this technique.

4) Panoramic Postcards

A. Definition of Panoramic Postcards

According to Oktafia (2013) as cited in Siegal (2005: 5) states that postcards can be created by cutting stiff paper into the size of postcards and drawing or pasting a picture of a famous place on one side of each card and on the other side. Furthermore, the students have not any postcards, it can be created by dividing stiff paper into two sides which one of the side to put picture or famous place.

According to the United States Postal Office (2016), postcards have been a staple in real estate marketing for decades. Whether advertising open houses, providing market reports, or simply keeping in touch. Postcards have scaled the ladder to success without engaging in at least some type of direct mail. 58% of Americans still purchase from direct

mail, even as social media and digital technology continue to grow. From many kinds of postcards as media for marketing, one of the postcards is panoramic postcards.

Panoramic postcards has a loyal following and for a good reason become technology of marketing because they like a wide screen high definition television or highway billboard. There is more than enough space to let action using vivid imagery and powerful headlines. Those postcards also can maximize results by incorporating verbiage, accompanied by a dynamic photo which highlights the best of property has to offer. Panoramic postcards as a postcard and qualify for first class.

B. Procedure for the Lesson Panoramic Postcards

Davenport (2010: 1) explains that there are some procedures in teaching by using postcard, they are: First; Preparation. In this activity the teacher need an envelope containing panoramic postcards for each pair of students. Go through the activity before hand with the whole class, so that the students know what the objective is, and what they have to do. Then, give the students guidance as to the sort of questions they should ask. Second; Procedure. The students work individuals. The teacher tells about the meaning of the picture in the postcard also explain the instrument/test that she will give to the students. After that, the teacher shares the test to the students. Then, the students answer the instrument/test by speaking. But before the students answer the instrument/test, they write it on the paper.

C. Advantages of Using Panoramic Postcards

According to Hayes (2007: 2) states that there are several advantages of using postcard in teaching, they are: (1) Support a creativity approach to teaching. Furthermore, it is easy for teachers to adjust them to the students' level in the target language, and ensure that their classes are successful, enjoyable, and satisfying to the needs of the learners by giving them a real sense of purpose and achievement, (2) Postcards of famous paintings provide a wealth of opportunity for language learning in the communicative language classroom, particularly, those of portraits, social scenes, and the works of the surrealists, the art of postcard can serve as a useful aid in motivating students to communicate something meaningful in a practical context.

5) Speaking Assessment

a. Assessing Speaking

Teacher should give an assessment to measure the students' ability in speaking, because the ability or competence in speaking has an important role to succeed the activities in teaching and learning speaking. According to Brown (2003), there are five aspects to measure speaking competence, they are:

1) Grammar

Every language has a rule of grammar. Nurhayati (2015) states that the grammar of new item will be necessary to be taught obviously covered by general grammatical rules. An item may have an

unpredictable change of form in certain grammatical context may have some idiosyncratic way of connecting with other words in sentences; it is important to provide teacher with this information. When teaching a new verb, for example, teacher must give also its past form, if this irregular (think, thought). Similarly, when teaching noun, teachers may wish to present its plural form, if this irregular (mouse, mice).

Grammar concerns with someone's ability to organize words into sentences in appropriate grammatical rule in order to speak easily. Grammar is the system of rules governing the conventional arrangement and relationship of word in sentence. If the students master the grammar, they can produce sentence easily and it helps them to speak fluently. The researcher are assessed on how to control its usage within sentences, to construct, to use it appropriately and accurately and to avoid grammatical errors in speaking.

2) Vocabulary

Vocabulary is a group of words to make sentence structure in conveying idea or message to the listeners. Furthermore, Hatch and Brown (1995) state that the terms of vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of a language might use. In other words, English can be learnt easily by having many vocabularies. In this case, vocabulary should be mastered a lots in order that the communication

is developed. Also, the speaker does not merely interact without having a lot of vocabulary. The range, precision, and the usage of vocabulary features in a conversation used by the researcher indicate the level of how proficient they are.

3) Comprehension

Comprehension is the ability of someone to understand or comprehend something that another speaker says. In comprehending something, someone has to give explanation by using her/his own word (Sudjiono, 2009: 50). Comprehension relates with understanding the context of the conversation and able to give appropriate response based on the question.

4) Fluency

Fluency is the ability to speak language smoothly and easily. The language fluency indicates that the production of speech in a conversation is well delivered. Have confidence in delivering the speech and able to responds specific theme without many hesitation in choosing words.

5) Pronunciation

Pronunciation refers to the production of sounds that we use to make a meaning. Harmer (2001: 50) states that there are four areas to know about in the pronunciation of English apart of speed and volume which are intimately connected with meaning, such as: sounds, stress, pitch, and intonation. Therefore, it is necessary for

students to have a good ability in pronouncing some words so that the meaning can be understandable. Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the assessment.

According to Nurhayati (2015), however the teacher has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the other will be presented by the item for learner when encountering the item for the first time.

b. How to Test Speaking or Oral Speaking

Speaking is a repeatable procedure in which a learner speaks, and is assessed on the basis of what he says. It can be used alone or combined with tests of other skill (Underhill, 2004: 7).

Accounts of speaking can be developed in terms of levels of linguistic analysis of speech (from phoneme to extended discourse), language functions, or abilities to carry out more or less complex and demanding tasks, all in terms of language production. While all such accounts are potentially relevant, there are likely to be problems if assumptions are made about priority of acquisition or control (Allison, 1999: 148).

Malley & Pierce (1996: 63-66) proposed steps for assessing oral language, including identifying purpose, planning for assessment, developing rubrics and scoring procedures, and setting standards. Each of these steps are discuss as follow:

a) Identifying Purpose

The oral language of English language learners is typically assessed for one of four purposes, they are:

- a. For initial identification and placement of students in need of a language based-program such as ESL or bilingual education.
- b. For movement from one level to another within a given program, (e.g., beginning to intermediate levels of ESL).
- c. For placement out of an ESL/bilingual program into a grade-level classroom.
- d. For monitor growth in oral language proficiency in the classroom.

From many purposes above, the researcher has a reason why choose the beginner level of Senior High School to conducting the study.

b) Planning for Assessment

After identifying assessment purposes, the study can begin by planning for classroom-based assessment of oral language. The steps are:

- a. Identifying instructional activities or tasks, the teacher describes and categorizes instructional activities in term of language functions.
- b. Outline the major instructional goals or learning outcomes and match the these to learning activties and/or performance tasks.
- c. Provide learners with feedback. The students want to know how they did immediately after a task, but there is another reason for providing feedback as soon as possible after assessment; the feedback will have more meaning and perhaps make more of an impact.

c) Developing Rubrics or Scoring Procedures

The students need to know the purpose of the assessment activity, the expected performance, and the criteria of each task. The teacher establish rubric or scoring procedures with criterion levels of oral language proficiency based on the goals and objectives of classroom instruction before using instructional activities for assessment.

d) Setting Standards

Setting standards involve clearly specifying what students should know and be able to do at different levels of oral language proficiency. Standards can be set by establishing a cut-off point on a scoring rubric that meets a specific level of performance.

6) Previous Studies

The study about postcard teaching media has been conducted by Maharani (2015). The study belonged to Quantitative Research because the researcher used Classroom Action Research to collect data. The sample of the research chosen randomly, that was eight grade levels in Junior High School. In analyzing the result of speaking towards Art Postcards, the researcher used statistical computation. Thus, the study was analyzed in quantitatively. The result of the research showed that the research was successful to help the students increasing their proficiency in learning speaking by using Art Postcards.

In the other words, the researcher found another study that explained about postcard. The study conducted by Oktafia (2013). The study belonged to

Quantitative Research because the researcher used Quasi-Experimental Research to collect data. Both of the previous study has the similarity to choose the sample by random sampling. Also both of the previous study took eight grade levels as the sample. Different from previous study that conducted by Maharani (2015), here the researcher implemented the study through writing skill.

Another study found by the researcher was belonged to Qualitative Research. The study conducted by Earley R, R Hornbuckle (2015). The researcher used Constant and Comparative Method to analyze data because the researcher compared between his/her research method with method that took by ancient researcher.

Based on three of previous studies above, the researcher found gap with another studies in term research design and the material will be took. The study which the researcher took has entitled "The Effectiveness of Using Postcards towards Students' Speaking Skill on First Grade of SMAN 1 Tulungagung." It can be seen that the researcher took Senior High School level at precise on first grade levels. Furthermore, the researcher's design of the study was Pre-Experimental, it means that the researcher just took one class of the tenth grade by purposive sampling. Meanwhile, the researcher wants to collect the data using Panoramic Postcard, where postcard contain of picture or object which aim the student to describe the object through speaking. So, the study was intended to know whether the Panoramic Postcard was effective or not used in teaching speaking.