

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents and discusses about some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here.

#### **2.1 Definition of Speaking**

Speaking is one of important skill that should be mastered for students besides listening, reading and writing as the curriculum of learning English. In order in speaking, students are not only can do conversation with teachers, friends or others but also can speak to deliver message orally or speak in monologue text. There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is the effort to feeling or to interact with others through communication between the speakers to the hearer. In every speaking activity, each speaker and hearer have meanings or ideas to express and to understand. We can develop our speaking proficiency using conversation, for example we share or giving opinion to some others, it express our idea, so our speaking proficiency will developed directly.

Speaking is productive skill. This is an activity of producing words or sentences orally. By that skill, people can deliver their ideas, thought, and opinion about the world. Through speaking, people can communicate with others directly or indirectly. It is like what Brown and Yale (1989) state that speaking expresses need-request, information, service, and so on. According to Richard (2007), speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right words order to convey the right meaning. Mackey (2007) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to

convey the right meaning. Thornbury (2007) states that speaking is so much a part of daily life that we take it to granted. It means, by speaking people can express their ideas and purpose orally to the listeners. Because of that, learning speaking of foreign languages need more practice. The researcher here states that speaking is one of English skill that should be learn by students, it is not only to follow curriculum in the school but also for their ability in the future to get a good job, realtionship with others and have good quality of life. In the future the students can use their ability to communicate, give ideas and opinion with other people.

### **2.1.1 Aspects of Speaking**

There are some aspects of speaking that should be mastered if the people want to speak well. The aspects are accent, grammar, vocabulary, fluency, and comprehension that should be mastered by learners in order to have better speaking skill, Brown (2001).

#### **1. Accent**

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures that the speakers have. Roach (2009) states that there is no speaker who can be taken to represent a particular accent or dialect in this world. Accent focused on pronunciation. When speaker say, they will give an emphasis to certain words suitable and pronunciations.

#### **2. Grammar**

Grammar is very important in speaking accuracy. According to Nunan (2003) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately.

#### **3. Vocabulary**

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other

words, the requirement for students who want to have a good speaking ability is mastering vocabulary. Harmer (2007) says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.

#### 4. Fluency

Fluency according to Mary Spratt and friends (2005) is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

Fluency is described as the capability to speak communicatively, accurately and fluently. Fluency typically refers to convey oral language freely with no interruption. In teaching learning process, if the teachers would like to confirm students' fluency, the teacher lets students to communicate themselves freely with no interruption. It will help students speak easiness and fluently. The teacher will not correct immediately while the idea being many corrections get in the ways with the run of conversation (Pollard, 2008). As proposed by Harris and Hodges (1995), fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

#### 5. Comprehension

Comprehension is a capacity to process and perceive stretches of discourse, Formulating demonstrations meaning of sentences. According to Hornby (1995), comprehension is the power of understanding. It means that comprehension is one of important aspect in the speaking process. For oral communication certainly requires a subject to respond and speech as well as to imitate.

From some explanations above, it can be conclude that if people want to speak clearly, so they should mastering component or aspect in speaking skill, if

the people less one of them so their spoken language will difficult to be understood by listener. By practicing every day they will be able to master all of the components of speaking skill.

### **2.1.2 Problem in Teaching and Learning Speaking**

There are some problems which common happen in speaking class including lack of knowledge, mother-tongue use, uneven participation and inhibition (1996). The first problem is lack of knowledge. According to River (1968), lack of knowledge means students have nothing to say because teacher does not choose appropriate topic related to them. It is difficult for the students to respond when the teacher ask about that topic because they do not have ideas to express it. The second is mother-tongue use, some of students use their mother tongue because it is not difficult. According to Harmer (1991), there are some reasons why the students use mother tongue in the classroom. 1) If the students do not know the topic well, so they will use their mother tongue to make them easy. 2) The students will use their mother tongue if the teacher did not ask them to speak English. The third problem is uneven participation, each student will have little time to talk because just some of them can speak and usually there are some students will dominate in the class. The last is inhibition, if students want to speak foreign language they usually feel inhibition because they afraid to make mistakes and feel shy with other friends.

According to Brown (2001) there are some problems which make speaking difficult such as:

1. Clustering, it means that not word by word but easy speech is phrasal. Through clustering, students can categorize their output both physically and cognitively.

2. Redundancy, it means the orator has a chance to make meaning more understandable through redundancy of language and students can take advantage of the feature of spoken language.

3. Performance variables, it means that one of the benefits of spoken language is the method of thinking as you converse lets you to obvious a certain

number of pauses, corrections performance hesitation and backtracking. Learners can

be taught how to hesitate and pause for example we put certain fillers such as “*well, I mean, like, you know, um, etc*”. In those hesitation phenomena which make the difference between native and not native speakers.

4. Stress, rhythm and intonation, it is the most essential of English pronunciation. Its intonation patterns and stress-timed rhythm in spoken English express important messages.

5. Colloquial language, it means that make your students are sensibly well familiar with phrases, idioms, words of colloquial language and obtain practice in creating those forms.

Hosni (2014) identifies some factors which cause speaking difficulties such as: Students does not have motivation to convey themselves, they are worried to make mistake and get criticism or shy. They have limited time or only a few participant can speak at the time because of large classes and some students will dominate speak in the class and others will speak not at all or just a little. Students tend to use their mother tongue because it is easier than use foreign language. But if they usually use mother tongue, so they will not usual to speak English and their tongue feel stiff.

From the explanation above, those problem in speaking are possible to obstruct students’ language development in the teaching-learning process. Thus, in teaching speaking, teachers should always encourage the students, not allowing students to become discouraged when they make mistakes. They have to understand that making mistakes is part of the learning process. Then, teachers should provide some classroom speaking activities in which students can engage actively.

### **2.1.3 Teaching Speaking**

Teaching is guiding learners in studying and getting new knowledge, skills and attitudes. While teaching speaking is the activity of teacher in conveying information or knowledge about speaking skill to the students. Furthermore,

teaching speaking can be used as the basic knowledge and also more significant aspect to be taught. According to Nunan in Kayi (2006), teaching speaking means that the teacher teach ESL learners to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgements, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking in junior high school is conducted based on speaking objectives in English curriculum. Based on the 2013 Curriculum (K-13), the primary purpose of teaching English at Junior High School is to enable students to communicate fluently and acceptably. Students are expected to be able to speak and communicate in English in daily life, both in written and spoken forms (Depdiknas, 2013).

Based on the statements above, it means that speaking is very dominant aspect that always needed in teaching and learning process. So that, teaching speaking becomes more significant to be taught in the classroom.

There are some important points applied in teaching speaking process:

#### 1. The principle of Teaching Speaking

According to Thornbury (2005), there is discovery approach in teaching speaking goes through three stages such as raising awareness, appropriation and autonomy.

##### a. Raising Awareness

Raising awareness is the first stage in teaching speaking that aimed to make learners more aware of language and improve their understanding, but do not involve learners in using the language themselves. When the teacher teach, he/she starts by raising learner's awareness. The starting point should be a recorded spoken text: a conversation. The choice of the conversation is of paramount importance. Awareness involves three process, they are:

- Attention
- Noticing
- Understanding

#### b. Appropriation

Appropriation is the second stage in a speaking lesson. Scott Thornbury (2005) states that appropriation is the “act of taking over the ownership of something”. In line with social constructivism, this stage is other regulated. Through collaborative work and interaction, appropriation aims at self-regulation by the end of this stage. Appropriation it can be called as guided activity because here the students still guiding by the teacher.

The example of appropriation activities are drilling, chants, memorizing scripts, task repetition, writing, reading aloud, and communicative tasks. This practiced control attempts to foster the spoken language features highlighted at the awareness-raising stage. These features can be some discourse markers, lexical chunks, stress and intonation.

#### c. Autonomy

After the appropriation stage, learners reach a level where they have to use the language with minimum intervention on the part of the teacher. Autonomy is thus the result of “the increased automaticity of the learner’s language production”. In fact, the skill to automatize the more mechanical features of a task contributes to freeing attention for higher-level activities. According to Scott Thornbury, the following features characterize autonomy activities:

- Productivity
- Purposefulness
- Interactivity
- Challenge
- Safety
- Authenticity

The autonomy stage includes activities such as presentations and talks, stories, jokes, and anecdotes, drama, role play, simulations, discussions, debates, conversation and chat. This stage is meant to give free vent for learners to use the language to carry out a task.

## 2. Key Concept of Teaching Speaking in the Classroom

Spartt, Pulverness and Williams (2005) say that the key concepts of teaching speaking in the classroom are: 1) Teachers can develop learners' speaking skills by focusing regularly on particular aspects of speaking: those are fluency, pronunciation, grammatical, accuracy and body language. 2) Learners do controlled practice activities in which they have opportunity to use the new language that have been taught by the teacher. 3) Tasks and less controlled practice activities give more opportunities than controlled activities for learners to practice communication, interaction and fluency. 4) Sometimes learners speak more in class when they have a reason for communicating, to solve a problem or to give other classmates some information they need. 5) As speaking is such a complex skill, learners may need a lot of help to prepare for speaking, practice of necessary vocabulary, time to recognize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely. 6) Learners, especially beginners and children, need much time to process all the new language they hear before they produce it in speaking. 7) The activities in a speaking lesson often follow this pattern: a) Pre – teaching: an activity that teacher do at the first time. Here the teacher activating students' background knowledge and give warming up to the students in order to create the spirit of the students. b) Whilst – teaching: Practice activities or tasks in which learners have opportunities to use the new language. Here the teacher introduce the new material and explain the whole material to the students clearly and the students listen it. c) Post – teaching: activities in which learners discuss the topic freely and ask the teacher about the language used. In the end, teacher conclude the material together with students and give feedback like ask the students about something related with the material that have been learned in order to know whether the students really understand or not.



#### **2.1.4 Assessing Speaking**

Assessing speaking is difficult to do because several factors may influence teacher's opinion on giving score. Speaking is multifaceted skill needing the simultaneous use of dissimilar ability which frequently expands at different functions. One teacher with others can give different score of speaking. Such as giving ranging score from 5 to 1 is very difficult to do because the line of dissimilarity between stages are quite not easy to identify. According to Brown (2004) stated that to solve that problem, teacher requires giving various scores for each answer and every score stand for one of various scores for each answer and every score stand for one of various features such as grammar, fluency, comprehension, pronunciation, and vocabulary use. There are two key methods for assessing oral speech. Those are analytical and holistic scoring. The analytical scoring is final product by breaking down into criteria parts and every part is scored separately. It is become specify into two feature to be assessed every performance level and offers a separate score for every performance. The process of this method engages the separation of a variety of features of a convention (Park, 2004 in Tuan, 2012). This process is used to know the weakness or strength and detailed feedback from student's performances.

However, the use of holistic method employs numeric rating to give score of student's performance, Iwashita and Grove (2003). The process of this method is seeing the achievement of learners in language learning. Each method has advantages and disadvantage. The advantage of holistic method is quick scoring, efficient for bis group scoring, more realistic, and provides an impression of students' achievement. It does not over detailed information, it is not easy for scores to make a decision on one overall score and it does not diagnostic. On the other hand, disadvantage of analytic scoring is needs many time to score speaking performance, offering more essential diagnostic information of students' speaking ability.

Assessment has main role in teaching learning process. By assessing students, teacher able to measure their student's understanding materials that have been giving in their classroom. That is one of the significant aspects to test

student's comprehension. According to Fulcher and Davidson (2007), assessment becomes not really damage set of actions but rather way see the evidence available of learning activities which focus on student's practice. In teaching learning process, learners have to more lively to practice what have done explained by the teacher in classroom. The function of assessment is as guide teacher to give score to students and help them to recognize what knowledge, activities, and understanding which help their progress.

From those explanation, it can be conclude that assessment in speaking skill has main role in language teaching process. From those activities, we can choose which task or strategy that can help students understand material and measure their ability that they get in the class.

## **2.2 Digital Storytelling**

There are many definition about Digital Storytelling. From previous researcher, digital storytelling is the idea of combining the art of telling story with a variety of digital multimedia, such as images, audio, and video. It is about all digital stories bring together some mixture of digital graphics, text, recorded audio narrations, video, and music to present information on a specific topic (Pardo: 2014). Digital storytelling is the modern expression of the ancient art of storytelling. It gives power by moving images, music, narrative and voice together. Thereby, it gives deep dimension and vivid colour on characters, situations, experiences, and insights.

Digital storytelling is a good media to teach speaking skill, because of using digital storytelling, students will be able to speak up more in the learning process. Supported by Rokni (2014) stating that applying digital storytelling not only enhances the speaking ability of learners but also has considerable effect on students motivation toward language learning in general and speaking skill in particular. Digital storytelling and story making provide opportunities for sharing thoughts and ideas as a class in group or individually. It is a motivational tool which encourages learning, good communication skills and engagement in writing.

From the definition above, it can be concluded that digital storytelling is the ability to tell a story through a variety of ways like; sounds, music, graphics, photographs, and original artwork. It allows students to express more in learning.

### **2.2.1 Procedure of Digital Storytelling**

There are procedures to implement Digital Storytelling. According to Pardo (2014) there are some steps to implement digital storytelling technique in the classroom. The first the teacher asked students a brainstorm related to the topic that they will be learn. Second, teacher give some groups and every groups elaborated stories. After that, students record their story with their own voices which focus on the possible pronunciation and intonation use digital storytelling. Finally, all of the students project played in class. So, students could learn each other, contribute with new ideas and discuss possible problems in order to improve their work.

Other way to implement Digital Storytelling media bu Putri and Havid (2013). The procedures are students divided into a group or small groups. Then, each group gie story and develop the story based on the picture and their understanding which showed in the media. Before retell the story, researcher read the story and students listen to it. Then, each group retell the story based on their imagination and focus on the possible pronunciations and fluency using the media. So, students could develop their new ideas, fluency, and pronunciations.

### **2.3. English Listening and Speaking App**

English Listening and Speaking is a mobile application that available for download on any internet-enabled mobile devices, you'll be able to have fun way in learning english ELS app. ELS app has many lessons divided into many levels from elementary to intermediate and advanced. The user can choose one of two audio modes: Online Streaming and Offline to learn English. ELS app also includes the list of necessary idioms and phrases used in daily talk. It also has a lot of feates that are fun to play with such as; Vocabulary building game, interesting stories, word chain game, recognize and evaluate your pronunciation, and others.

Based on the definition above, the researcher takes conclusion that English Listening and Speaking is an Application which able to help students to learn English language by using a lot of fun features that are available in the application. Students are able to play vocabulary games, read and listen to some stories, and even record and practice their speaking skills.

#### **2.4. Review of Previous Research**

Some related studies shot the significance of utilizing mobile application to teach students in general and speaking skill in particular. One of them is a study by Moreno and Vermeulen (2014) with their reasearch entitled “*Using VISP (Videos for SPeaking), a mobile app based on audio description, to promote English language learning among Spanish students*” to 16 Spanish Erasmus students of English as a foreign language. Although, their actual learning of vocabulary still needs improvement, it showed that most of the participants are motivated and having a positive attitude towards the app and it is good for their learning process in the future. The only thing that is needed to be improved is the app availability about vocabulary exercises.

The second previous study by Ahmed (2016). The research focuses on the use of Duolingo as Bilingual learning app to helps promote acquiring two languages simultaneously for beginners. It involves one participant who used Duolingo to learn Spanish and English simultaneously for two months. The participant is a male school student whose age is 12 years old lives in Riyadh, Saudi Arabia. The results displayed that Duolingo can promote acquiring two languages for beginners and is beneficial for learning the second language but it has limitations. In conclusion, Duolingo is recommended to be adopted at schools to entertain the students while learning since it is similar to a video game.

The third previous study by Charisma and Suherman (2018). They conducted an study which is aimed at know whether Lyra Personal Assistant can improve students’ speaking skill and to find out whether using this application can motivate second semester students’ speaking English of English Department at Universitas Muhammadiyah Cirebon. Lyra Personal Assistant itself is a mobile application that is commonly used by the user to assist them in their everyday life

using their mobile phone by talking or asking directly to the app. In this study, LYRA personal assistant is used in learning process which make the participants to talk freely with this apps in certain topic that is already selected by the researcher. The result of pre-test average score (57.33), and result of post-test average score (74.22) that there was improvement score from pre test and post test., average students' improvement of speaking skill from pre-test to post-test is 16.89. Based on the result of questionnaire, Lyra Personal Assistant also could motivate the second semester students' speaking English.

The fourth previous study by Rahim and Adzaruddin (2018) entitled "*The usage of short story via phone application: enhancement and motivation among second language learners*". The study consist of 21 subjects from two classes of Malay language at Hankuk University of Foreign Studies, South Korea. The subjects were given a story entitled "The Fox" from the phone application and asked to watch the story for three weeks. The results of the story revealed that majority of the subjects managed to write the character, characteristic and storyline of the story. In addition to that, short story via phone application enhances the subjects learning in the second language and motivates subjects learning in the classroom.

The fifth previous study by Malasari (2017) entitled "Android application to improve senior high school students' speaking skill". The subjects of this study are 13 students grade X3 of 3 Bantul senior high school whose android mobile phones are compatible with the application. The subjects were asked to use the apps named E-talk. This application provides some activities based on the aspects of speaking. The result shows that the use of E-talk eases the subject pactice by the mean score 1,5 out of 2. It helps the students improve their vocabulary, pronunciation, fluency and comprehension through the features and activities provided in the application.

From those previous studies, researcher assumes that the use of mobile application in teaching students speaking skill are able to help students understanding in the teaching and learning process. Therefore, researcher will apply mobile application in speaking class to know the effect of using mobile

application as a media in teaching speaking. To make different from those previous studies, researcher will implement using mobile application with English Listening and Speaking app to know whether the use of English Listening and Speaking app as a media can be implemented to students of Junior High School level. Besides, ELS app is a learning application that provides a whole lot of features compared to the apps used in the previous studies, such as exercises for vocabulary, word games, interesting short stories, and it even provide different levels of learning starting from easy to intermediate. Researcher also combined the use of ELS app with digital storytelling techniques to maximize the use of the stories available in the app and make learning process way more interactive and interesting for the students. So, here the researcher wants to know the effect of using ELS app as a media to students speaking fluency.