

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature which contains of previous study, theoretical background, and conceptual framework.

2.1 Previous Study

Some of the researchers had written down in their thesis and journal about using flashcard to improve students 'speaking skill: First, Nadziroh (2010) in her title thesis entitled is "The Use of Flashcards to Improve Vocabulary Mastery (A Classroom Action Research for the Fourth Year Students of MI Duren Bandung in The Academic Year of 2009/2010)." She used action research, the members of the research consisted of the researcher, the English teacher, and the students of Grade VI. The researcher concludes that the use of flashcards in teaching English, especially in teaching vocabulary to the students of MI Duren Bandungan is able to improve students vocabulary mastery. The result of the research show that flashcards of teaching vocabulary is able to help the students to improve their vocabulary mastery from the t-test calculated. The result of t-test calculation with $n=28$ is 2,05 in cycle 1 is 6,256, cycle 2 is 8,712 and cycle 3 is 9,789.

Second, Suhaimi (2014) in her title thesis entitled is "The Effectiveness of Using Flashcard in Teaching Vocabulary (A Quasi Experimental Study in the Seventh Grade of MTs N 13 Jakarta)." She use experimental method, the subject of the research are the students of the seventh grade A and seventh grade D. The seventh grade A is as a control class which was taught using audio media and the seventh grade D is as an experimental class which was taught using flashcard. The result of the research is used flashcard is more effective than audio to teach vocabulary approved with the mean of pretest in controlled class is 80,24 and the mean of posttest is 78,47. On the other side, the mean of pretest in experiment class is 77,34 and the mean of posttest is 80,08.

Third, Nugroho (2010) in his title thesis entitled is "The Use of Realia in Teaching Speaking (An Experiment Study at the First Year of Senior High School

PGRI 3 Jakarta)”. He used experimental method, the subject of the research are the students of the X1 and X2. The X1 is as a control class and X2 is as experimental class. The result of the research is used realia is effective to teaching speaking. Because, based on the calculation of hypothesis test that the value to is and the value of ‘df’ (38) on degree of significance of 5% is 2,02 and 1% is 2,7. Comparing ‘Tt’ with value of degree significance, the result is $2,02 < 5,30 > 2,7$.

Fourth, journal from Sitompul (2013) with titled “Teaching Vocabulary Using Flashcard and Word List”. The result showed that students in experimental group admitted that they could memorize the words easily, be more motivated to learn English and understand vocabulary easily.

Based on the previous studies above, there are some studies which have been conducted using various media in teaching vocabulary. Those were proved that the result of teaching vocabulary using flashcard media is more effective in learning process. Thus, the researcher would like to conduct a research using different media with the previous above, but effective to improve the students’ speaking skill. The researcher uses flashcard because it will help the students more interested in learning and eliminate boring situation in the classroom. It also will create a fun learning process

2.2 Theoretical Background

2.2.1 Speaking

a. Definition of Speaking

There are four skills in English, they are listening, speaking, reading and writing. The important skill to communicate each other is speaking. For a start, speaking is interactive and requires the ability to cooperate in the management of speaking turn. It is also typically takes place in real time for detailed planning (Thornbury, 2005:iv). Based on the opinion above, speaking is the ability to speak directly with other people without using some note.

On the other hand, according to Brown(2003:140) states that, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. It means that people produce the words, phrases and sentences directly and knowing the function what they are saying.

Based on the previous definition above, it is impossible when someone wants to communicate with each other using written text. People need to speak directly when they want to express their feeling, ideas and their opinion.

b. Micro and Macro skills of Speaking

The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004:142). The smaller chunks are the basic and important thing to learn English by people who learn English as a foreign language. For example, phonemes where people learn the smallest unit of sounds that has the own meaning. Those mean that Words have different functions to indicate or define something. While, the macro skills imply the speaker`s focus on the larger elements such as fluency, discourse, functions, style, cohesion, nonverbal communication, and strategic options (Brown, 2004:142). After people muster the macro skill of speaking, they also have to pay attention to the larger elements such as pronunciation, intonation, fluency and so on because those can influence the listener to understand what the speaker says.

c. Teaching Speaking.

1. The Nature of Teaching Speaking

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom.

Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become (Harmer, 2007:123). This means that classroom is the first place for students to speak and develop their speaking skills. However, the teacher is as a monitor during the speaking activities in the classroom. So, the students can understand easily how to speak English.

In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills (Richards, 2008:20). It means that the teacher also has to know the level of students' speaking abilities, so that teacher can give them speaking material based on their needs. The speaking activities can be done with conversation in pair between students, group discussion, and oral speech and so on, while the teacher monitors and give feedback to the students after gives the material.

According to (Richards, 2008:39) Giving feedback is another important aspect of talk as interaction. From the feedback that given by teacher the students can know their strengthness and the weaknesses, so that they can improve their speaking abilities and fluent in speaking English.

2. Principles for Teaching Speaking

There are some principles of teaching speaking. First of all, be aware of the differences between second language and foreign language learning contexts (Bailey, 2003:54). The second is giving students with both fluency and accuracy (Bailey, 2003:55). In this occasion, teacher has to let students to speak fluency and accuracy without interrupts during students' conversation, so that students can develop their own

words. The third is providing opportunities to students to talk by using group work or pair work, and limiting teacher talk (Bailey, 2003:55). In this point, the teacher is not become the central, but she or he as the monitor. The teacher lets students to interact more with others while she or he corrects the students' pronunciation, grammar and so on. The students' also can share their knowledge to each other through discussion.

The fourth is planning speaking tasks that involve negotiation for meaning (Bailey, 2003:55). It is to make the learners understand deeply about the speaker says through clarification, repetition, or explanation during the conversation. The last is designing classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for social purposes while transactional speech involve communicating to get something done (Bailey, 2003:56). So, the teacher not only asks students to do interactional speech but also transactional speech.

3. Difficulties in Teaching Speaking

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction (Hattingh, 2014:22). From in the case, sometimes the students hesitant and unconfident to speak English, because they have less vocabularies and never practice it. However, the teacher not only guide students to practice it but also the teacher have to make students memorize some vocabularies.

According to (Richards, 2008:24) Mastering the art of talk as interaction is difficult and may not be a priority for all learners. Many learners get difficult to speak English in some reasons. For example they have les vocabularies, have not pair to speak English, and less listening skill. Spoken English cannot usually be planned or organized,

unless is preparing a speech or a presentation, there is not much time for reflection so, it is frequently full of repetitions, pauses, incomplete sentences, hesitations or fillers (Hattingh, 2014:24). It means that speaking is the skill that needs to be combined with other skill such as listening and reading, so that the students can listen well when they interact with others and don't ask someone to repeat their saying. Students need to practice listening and reading first because those influence students' pronunciation, fluency, and accuracy. From this case, teacher also have to develop other skills to make students can speak English well.

The difficulties concern not only from the choice of the appropriate elicitation technique and form of assessment, but they may also emerge while designing or administering the test (Mickiewicz, 2011:46). In students speaking activities, teacher needs to measure and know the development of students' speaking abilities by using some test. But, the designing of the test are not simple so the teacher need much time to give score for students.

d. The Element of Speaking

Chauday (1997:22) says that, some elements to support the students in process of speaking:

1. Vocabulary.

The study of vocabulary is an essential part of language learning and the question of how much vocabulary a learner needs to know to achieve a particular purpose remains an important area of research and discussion (Bogaards&Laufer, 2004:40). It is impossible when someone want to speak or make a conversation without knowing many vocabularies. Thus in speaking we should have many vocabularies in our mind that will help us to produce sentences in a conversation.

2. Grammar.

In definition of grammar, (Brown, 2001:36) states that, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. In order to speak English well, especially in formal situation, the learners have to be mastered in grammar.

3. Fluency.

This refer to ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices, for example: connectors, pronouns and conjunction within and between sentences (Highes, 2002:86).

4. Pronunciation.

When students speak, they produce clearer language with the ways of pronunciation. According to Harmer, pronunciation teaching does not only make students aware of different sound and sound features (and what these mean), bat can also improve their speaking immeasurably (Harmer, 2001:183).

e. Basic Types of Speaking

Brown (2003:141-142) explained that there are five basic types of speaking in the classroom:

1. Imitative.

At one end of continuum of types of speaking performance is the ability the simply parrot back (imitate) a word or phrase or possibility a sentence. It means that the people only imitate what the native speaker or what the teachers talk. It can be in the words, phrases or sentences.

2. Intensive.

A second types of speaking frequently employed in assessment contexts is the productions of short stretches of oral language designed

to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). In this type, the people focus on how they are speaking. For instance, they focus in their pronunciation, stress, and their intonation.

3. Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of short conversations, standard greeting and small talk, simple requests and comments, and the like. From the explanation above, the people try to make small English conversation in order to make small interaction when they want to practice

4. Interactive.

In this type is almost the same with responsive. It is focuses in someone talking. The difference of responsive and interactive is the length of the time. In responsive is shorter than interactive.

5. Extensive.

Extensive (monologue). Extensive oral production tasks include speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

In this research, the researcher will be focused on intensive speaking. It because, in intensive speaking students are able to learn pronunciation, stress, and intonation. So, they can focus to learn how they are speaking.

f. Problem in Speaking

Brown (2001:270-271) suggest some causes that make speaking difficult as follows:

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

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

3. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching speaking English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pauses and hesitate . for example, in English our 'thinking time' is not silent: we insert certain "fillers" such as *uh, um, well, you know, I meant, like*, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

2.2.2 Flashcard

a. Definition of Flashcard

A flashcard is a small card containing images, text, or symbols that reminding or directing the student to something related to the image. Flashcard usually measuring 8x12 cm, or can be adjusted to the size of the class faced (Azhar, 2011:119-120).

According to Kasihani, flashcards are teaching aids as picture paper which has 25x30. The picture is made by hand, pictures or photo which is on the flashcards (Kasihani, 2007:109).

From the above opinions, it can be concluded that the flashcard is an effective learning card has two sides with one side containing images, text, or symbols, and the other side of the definition, description, answers or description that help reminding or directing students to something related to the image on the card. Flashcard usually measuring 8x12 cm, 25x30 cm, or can be adjusted to the size of the class faced.

b. Types of Flashcard

Flashcard can be divided into several types by Scott and Ytreber (1990:109). They are:

1. Cardboard boxes

Collect shoes boxes and all other sorts of boxes filing – ones with lids are more useful. The boxes can be covered by paper, decorated and labeled. Make a couple of new ones for each class – partly because the boxes get a bit worn after a while, and partly because classes like to think they have their own boxes. Boxes can also be used as building bricks to make shops, house, castles, forest, etc.

2. Picture Card

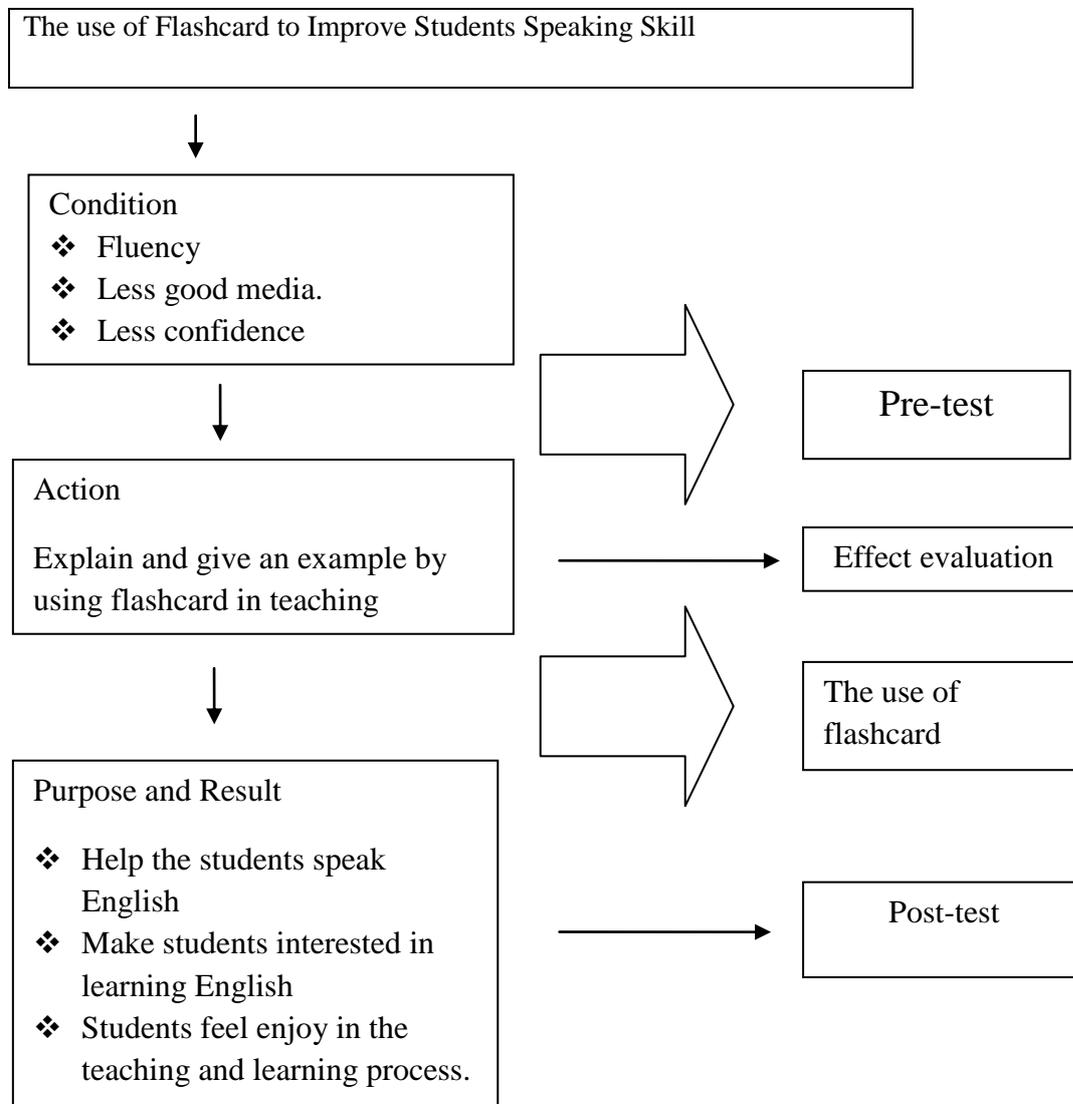
These can be drawings or cut-outs from magazines, or perhaps photos. It is easiest to sort these according to size – really big ones for class work, and smaller ones for individual/pair/group work.

3. Card Games

Almost all card games can be made into language card games and while you want to concentrate on games where some sort of language interaction is taking place, you can also play card games simply for relaxation. Games like ‘memory’ can be played without saying a word, but if you use card, then at least recognition is taking place.

Based on many definitions/discussions above about flashcard, the writer concludes that flashcard is one of the media education, it is a little piece of paper or card on which word or picture and printed or drawn. Flashcard is one of the best tools for memorizing information. It helps teacher to demonstrate a simple sequence of activities to the learners.

2.3 Conceptual Framework.



Speaking is one of important aspect to communication with others people to share their idea, express their feeling or give information. Some of the students are difficult when they want to speak English. They feel do not confident to speak English, they are afraid to speak English because they do not know to express their ideas, than they think that speak English is difficult to be learn. Some of students problem in learning speaking English are students don't get a good media and their teacher doesn't use the good technique.

From the problems above the researcher aimed to identify the application using flashcard to improve students speaking skill to the seventh grade students of State Junior High School 01 Jepara in the academic year of 2017/2018.