

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores two main parts. The first part describes the theoretical framework related to teaching speaking, especially storytelling and the use of comic strips in teaching speaking. The second part explains the related literature of previous studies.

2.1 Theoretical Framework

There are three main parts of this sub chapter. The first deals with relationship of teaching speaking and storytelling. The last part focuses on comic strips as a medium of teaching speaking.

2.1.1 Relationship between Teaching Speaking and Storytelling

Teaching speaking becomes more challenging. Teaching speaking is beyond teaching a set of language rules to speak up in English. A classroom has changed its role into a place where students can practice using the language in a supportive environment (Baker and Westrup, 2003). Teaching speaking speeds up the process of language learning because in natural setting, language learners need longer time to be fluent in one language. Take English as an example, even native speakers take years to be proficient and fluent.

Teaching speaking in a classroom lets language learners to practice real communication, such as talking about their lives, expressing their ideas,

discussing issues, telling stories, complaining, etc. Richards and Renandya (2002) emphasize that English language speakers need to know when to use correct language functions and expressions correctly in a proper context. Baker and Westrup (2003) further explain that teaching speaking in a classroom setting prepares students to communicate in a real life.

There are many skills involved in teaching speaking as Richards and Renandya (2002: 201) mentioned

“The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved.”

However, though there are many intertwined elements in speaking itself, English teachers can teach skill per skill combined within one topic, theme, or task.

One skill students should acquire is the storytelling skill. Morgan and Rinvoluceri (2004) focus on the use of story to tell, instead of to read. Hence, a story has properties to facilitate readers to actively tell a story using their own words. When readers read stories, they activate both language and information processings. This idea is in line with Harmer’s opinion about rapid mental and social processing skills which are parts of a speaker’s productive ability. The use of story to tell is also an aid provided by language teachers to model and initiate real language practice in speaking.

Kayi (2012) states that storytelling is one of effective ways to promote speaking activities in a classroom. Furthermore, Kayi describes that students can

briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates.

Storytelling fosters creative thinking. This is supported by Fredericks (1997) that storytelling should be a part of daily literacy program for students because it develops imagination, improves speaking skill and strengthens critical thinking. Moreover, it also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

By doing storytelling, students are practiced to do language processing and information processing simultaneously the moment they listen to a story. This view is relevant to Harmer's ideas (2002). He further elaborates that active speakers should be able to process language and put it in a coherent order resulting in comprehensible and meaningful utterances.

Kissner (2006), stated that telling a story is quite simple. After hearing or reading a story, a child "retells" the events to a listener. Scarcella and Oxford (1992) suggest a variation in a storytelling activity. For example, after hearing a half story, students can finish the story orally, or after hearing an entire story, students can retell the story in their own words. Teachers may modify the storytelling in accordance with its class need and focus.

In recent years, telling has become more popular as a tool for both instruction and assessment. Although some books will refer to “written retellings,” for the purposes of this study, storytelling is considered an oral event. According to Heo (2004), the learning environment constitutes four phases for supporting the learning activities: mentioning a story, articulating what the story was, and telling another story including sharing the story with other. There are 4 steps in storytelling:

- Introduction: the learning objective and learning contexts are explained before getting started.
- Story telling: the pre-designed animation as a story is presented in the interactive mode.
- Articulation: the concepts and principles included in the story are articulated and reviewed in text and graphic styles.
- Storytelling: it requires learners to retell or create their own story using writing tools or speaking and sharing it with others using communication tools.

Coconi (2013) defined Storytelling as the communicating of events through the use of words and sounds. This is an art of expression and improvisation, which revolves around a plot and/or narrative point of view.

There are a number of different types of storytelling that are shared within many different cultures of the world, aiming to spread moral values, entertainment, inspiration and advice. Maynard (2005) defined stories as the way

people communicate their experience, the way they understand the experience of others, the way they liberate their imaginations, the way they make sense of the world and their own position within it. Maynard (2005) stated that stories are important to people, politics, and education. Stories are how people make sense of themselves and their worlds.

Moreover, Baker and Greene in (Inayah, 2015) states that a storytelling is a mission shared by storyteller and story listeners. It is the interaction of the two that makes a story come to life. They stated several characteristics of a good story to have a single theme which is clearly defined , a well developed plot ; the style should contain vivid words and pictures, having pleasing sounds and rhythm , should have characterization , be faithful to source , have dramatic appeal , be appropriate to listeners , be short and contains simple words and sentences , be effective, contain active verbs , avoid adjectives, contain expressions of opinion , cite quotes, facts, sources , be edited with appropriate punctuation, grammar and capitalization.

Further explanation is now about another similarity of speaking and storytelling. Because storytelling is a speaking activity, its assessment shares similarities with speaking in general. Both Harmer (2002) and Scarcella and Oxford (1992) share similar opinions related to assessing. The main tool used is speaking rating scale or analytical scale. This rating scale may be specified and modified as needed, depending on the task required. As this rating scale is an instrument in assessing students' storytelling, more discussion will be explained in chapter III.

2.1.2. Comic Strip as a Teaching Medium in Storytelling

There are several intertwined terms related to comic. This issue needs to be addressed clearly. According to Mc Cloud, comics are juxtaposed pictorial and other images in a deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer McCloud (1993).

Duncan and Smith (2009) clarifies the definition, by specifying into definition of comic book. They argue that comic book is a volume in which all aspects of the narrative are represented by pictorial and linguistic images encapsulated in a sequence of juxtaposed panels and pages.

Having known both definitions above, there should be a clear distinction between these two terms. Since this study makes use of some parts of a comic book, hence, the term used later in this study refers to comic strip instead of comic book.

Meanwhile, Saraceni (2003) outlines two most important characteristics of comics which are (1) employment of both words and pictures, (2) texts organized into sequential units, graphically separated from each other. The first characteristic makes use of both written and visual literacies. Hence, the text written in a comic book provides linguistic information for readers to understand the story. Moreover, the second characteristic support non-linguistic features. This kind of support is essential too, especially to facilitate students who have visual learning style (Scarcella and Oxford, 1992).

Most of comics are fiction comics. There are non-fiction comics such as comics for educational purpose. Non-fiction comics are a part of alternative comics. These comics put emphasis on non-esthetic elements. The example of successful non-fiction comics are series of Korean comics called “Why?” These comics inform about Science in a fun way for children to comprehend. Even in 2009, 6 years after the first edition published, “Why?” was sold for more than 20 million copies (www.koreatimes.co.kr/news/art/2009/02/135_39949.html).

Meanwhile, as stated earlier, most comics are fictions. These comics are more popular compared to the non-fiction comics as well as autobiographical comics. These comics include the Disney’s comics, Marvell’s comics and DC comics. These comics target different range of market, including adults (Peterson, 2011: p. 205).

With current advancement in technology, comics show different trend from printed versions into digital ones. Thus, web comics are gaining more popularity. Even, there are also Do-It-Yourself comics which enable the readers to expand their creativity as they also involve themselves in creating their own version of comics (Peterson, 2011: p. 232).

Wright (1989) states practical ideas of selecting comic book or other kinds of comic for educational purposes. According to Wright (1989: p. 2-3), for language teaching-learning, a teacher needs to pay attention to 5 basic criteria of comics (and other pictures) to be used in a classroom context: (1) easy to prepare; (2) easy to organize, (3) interesting, (4) meaningful and authentic, (5) sufficient amount of language.

Corder (in Wright, 2011: 6) emphasizes on activities that matter. It means that there is a bold distinction between ‘talking about’ pictures and ‘talking with’ pictures. Comic strips used in a classroom setting must enable students to talk with pictures, instead of only describing them.

Comic strips and other pictures for language learning contribute to interest and motivation; a sense of the context of the language; and a specific reference point or stimulus (Wright, 2011: p. 2). Furthermore, emphasizing on speaking and writing, pictures have some roles, such as: (1). Pictures can motivate the students and make them want to pay attention and want to take part; (2) Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train); (3). The pictures can be described in an objective way (‘This is a train.’) or interpreted (‘It’s probably a local train.’) or responded to subjectively (‘I like travelling by train.’); (4) Pictures can cue responses to questions or cue substitutions through controlled practice; (5) Pictures can stimulate and provide information to be referred to in conversation, discussion, storytelling and story retelling (Wright, 2011: 17).

2.2 Related Studies

This research is related to the research belongs to Royanti, entitled ‘*The Use Of English Comics To Improve Students` Ability In Story Retelling*’. The study applied an experimental research. The result of study showed that the students in the experiment group got better development in the average scores

than the control group in speaking test. The difference of the development of the average scores is statistically significant at the (0.5) alpha level of significance. It was found that there was significant difference for those who were taught using comics and those without comics. The difference is shown by the development of the average scores. The group that used comics as medium in story telling got better improvement in the average scores (77.2) than those without comics (69.0) (Royanti, 2007).

Another quantitative study of using comic strips was conducted by Rokhayani and Utari (2014). Entitled “The Use of Comic Strip as an English Teaching Media for Junior High School Students”, the study was conducted by doing pre test. The mean score was 68, 27 while the standard score (KKM) was 75. The mean score of a test proceeding Cycle I was 76.97. In Cycle II, the mean score of the test proceeding Cycle II was 85.10.

Another study by Nugroho (2011) entitled “Using Comic Strips to Improve the Speaking Skill of the Eight Graders of SMP Negeri 10 Malang” applied Collaborative Action Research (CAR). The study reveals that the use of comic strips in teaching speaking is effective to improve the student’s speaking skill in telling a recount text by improving the students’ interest in learning English. Moreover, the pictures provided in the comic strips help the students to create story based on the context given in the comic strips.

Compared to previous studies, the writer will focus on taking data with qualitative technique to know how comic strip use in teaching-learning speaking English in the classroom and what the advantages the comic use in teaching-

learning process. Further details of the research method using a qualitative design will be discussed in Chapter III.

She will use two theories. First is by Morgan and Rinvoluceri (2004) about the use of stories in the language classroom. This theory relates directly to storytelling. The hypothesis of the theory states that stories are more powerful as teaching media when they are used to tell, instead of to read. Hence, telling a story is a part of productive language skill, while reading refers to receptive skill. Therefore, using stories to tell will activate students' productive skill.

The second is the theory of comic and visual aid by Varnum & Gibbons (2001). Comic strip as a part of comic book is one of the most popular and pervasive media forms of our increasingly visual age. The format of the comic book presents a montage of both word and image, and the reader is thus required to exercise both visual and verbal interpretive skills. This research related to her research about using comic in teaching English, and the writer wants to reinforce the theory about comic strip as a medium in teaching speaking, especially storytelling.