

CHAPTER II

LITERATURE REVIEW

This chapter discusses about review of related literature of this thesis. This chapter discusses about pertinent ideas and review of previous findings.

A. Definition of Speaking

According to Bygate (1987) a good public speaking skill is to be able to articulate your thoughts, feelings, and intentions through your mouth in a way that others can hear and understand. Focusing in the definitions of speaking which are stated by Bygate above, It is possible to draw the conclusion that speaking is a skill used to communicate ideas through spoken language.

One of the four pillars of language proficiency are oral communications. It's a means by which students can communicate with one another and collaborate on projects. In addition, "speakers" is the term used to describe those who are fluent in a certain language. Furthermore, the ability to express oneself vocally is the most valuable skill in any language. Communicating verbally involves more than just pronouncing words correctly and stringing them together into coherent sentences; it also requires selecting and articulating words that are most appropriate to the subject at hand.

Many ESL/EFL learners aspire to be able to communicate effectively in English. As a result, students often evaluate the success of their English course and their individual language-learning endeavors based on how much they believe they have improved in their ability to express themselves orally. However, there has long been methodological debate in EFL/ESL classrooms over the most effective way to teach oral skills (as seen by the plethora of conversation and other speaking course books available on the market).

Verbal and nonverbal symbols are used in various contexts of communication to establish and transmit meaning. This definition allows us to verbally convey our ideas to others. Communicating one's emotions through speech is a common symbol. Humans' ability to communicate verbally facilitates mental linking across all domains. The result is improved communication skills among the student body. For the simple reason that when people speak, others can

get a glimpse into their minds and hearts, and use that information to develop judgments about who you are and what you're thinking. Speaking for Communication is written for high school and college teachers. This unit will emphasize cooperative learning, in which students collaborate in groups of two, three, four, or more to complete a range of tasks, rather than the communication that often becomes a "trap" for students owing to the repetitious nature of the chapter's exercises.

In short, the author infers that speaking is the set of behaviors through which humans attempt to communicate cognition, feeling, opinion, and exchange information via utterances. Speaking is a complicated skill that requires not just understanding of the language but also of its pronunciation, grammar, vocabulary, and cultural norms. There is a wide range of applications for the human voice, each requiring a unique set of vocal abilities. Many people rely on verbal communication to direct others or accomplish tasks in these situations. They communicate verbally in order to provide information, express displeasure with something, make requests, tell jokes, or make others laugh.

The author concludes from this description that speaking is one of the four abilities of English used to express one's ideas, thoughts, feelings, etc. to others, and that it is crucial that all people, but particularly students, become skilled in this area of the language. When we're unable to express ourselves verbally, it can be challenging for people to interact with one another, which can lead to strained relationships.

B. Teaching Speaking

Teaching is not just delivering material to students. Any teacher's ultimate objective is to facilitate their students' personal, intellectual, and professional development. To help students develop their behavior, characteristics, beliefs, abilities, and attitudes in the real world, teachers need to be adept at creating and implementing learning strategies that are thought to be compatible with the interests, talents, and in accordance with the level of student growth (H.Douglas Brown (2007: 123).

One of the most important aspects of interaction is verbal exchange. Teaching this topic to students learning English as a second language is essential. In order to provide their students with the greatest possible instruction in English, ESL educators should look into the contexts and factors that lead to effective speaking. What this signifies is that information was conveyed to the listener or group of listeners through verbal means (Brown, 2001:140).

Oral language instruction's main purpose is to help students become more fluent in the target language in conversation. Talking a lot is one of the hallmarks of effective public speaking, thus students should be given as many opportunities to speak as feasible. To speak is to make acceptable linguistic use of a language. Speaking a language is another form of productive language use. What this means is that people shouldn't just consume knowledge orally but rather actively make some. Students who study English as a foreign language develop an appreciation for the history and geography of the English-speaking world. Pre-advanced competency in speaking includes the ability to articulate oneself in a variety of situations when one must speak publicly, such as in a debate, an interview, a speech, a seminar, etc. (John W. Creswell (2008: 25) states that Learning how to speak fluently is one of the most useful linguistic abilities..

In addition, students of the English language or any other eighth language require a setting in which they can use and improve their language skills. To a greater extent than in the previous languages, the eighth places an advantage on the informal use of language.

C. The strategies of Teaching Speaking

Strategies for Improving kids' Oral Expression If kids understand what they are saying, then the more they will learn from the experience. Learning how to communicate effectively calls for not only a command of the target language but also an understanding of what constitutes culturally and socially acceptable ways to say things (Martinez and Uso-Juan, 2006, p.139). Learning and practicing oral communication skills is equally essential for second language instruction. Teaching kids to speak with one another is important because it allows them to develop their language skills and express themselves. There are fundamental

components that define productive oral communication. Vocabulary, grammatical structure, pronunciation, and fluency are discussed in detail by the author in this section (David and Pearse, 2000, p.34).

A teachers' strategy is an approach to teaching and learning that involves careful planning and organization, and the incorporation of a wide range of tools and techniques. The plan is tailored to accomplish specific educational objectives. The techniques presented here can be applied both in and out of the classroom to accelerate the acquisition of the requisite English proficiency. Effective pedagogical methods are crucial to every educational endeavor. Teachers should use tactics that are engaging and will keep their pupils' attention. Students can learn how to deal with unknown items by relying on contextual clues and deducing their meaning from the text (Linse & Nunan, 2005). Overcoming students difficulties in speaking is mostly dependent on teachers' techniques in the area of speaking ability.

Teaching speaking is meant to equip students with the linguistic tools they need to function socially in the target language. (Brown & Yule, 2000). Teachers have a wide variety of options at their disposal for fostering students' oral communication skills. Educators' pedagogical strategies include a wide range of tactics used in the classroom. Several professionals have proposed using methods like role playing, drilling, games, and explaining pictures to teach public speaking:

a. Role Play

Students participate in role plays when they are invited to assume a character and act out a scenario from a variety of real-world social circumstances and roles (Harmer, 2001; Thornbury, 2002). It requires students to act in ways they would never act in real life. Students' needs informed the selection of relevant social roles, and exposure to these types of learning provided them with firsthand knowledge of what it takes to perform those roles effectively in a given setting. The students act as if they are someone else involved in the scenario. Students can improve their command of a wide variety of everyday conversational speech through role play in the classroom. Very structured role play and less structured role play are two categories of role play (Larsen-

Freeman, 2000). Scripted role play is a sort of classroom role play in which students act out a scenario by reading and reciting lines from a script provided by the teacher.

After all, the text's primary purpose is to effectively communicate the meaning of words and phrases. Free role play or improvisation refers to role plays that are less scripted or unstructured. The students are responsible for determining the topic of conversation and the flow of language used. Teachers and students need to put in a lot of preliminary work before doing this.

b. Drilling

Eliciting is another name for drilling. This exercise is meant to jog the participants' memories about a concept, phrase, or structure they've already learned. In order to speed up the learning process, teachers often employ visual aids, mime, and other supplementary techniques. Drilling is most effective when the teacher acts as an example for the students to mimic. Thornbury (2002) suggested that practicing by mimicking and repeating words, phrases, and even full sentences is a method for better pronunciation. Students practice what they have learned by repeating what they have heard or read. In the classroom, audio lingual technique students engage in drills and pattern practices (Richard & Renandya, 2002).

Teachers should introduce new vocabulary in the context of already-learned sentences and structures, and they should encourage students to continue drilling and practicing until the material becomes second nature. First, they listen intently to a recorded dialogue or a teacher's reading of a drill. You can divide drills into three categories: simple repetition, substitution, and transformation.

c. Picture Describing

Beginning English language students can learn to communicate more effectively by describing images. The students should be able to recall the images with relative ease simply by looking at them. The children's cognitive growth is peaking at the present time. Therefore, it

is essential to make full use of it when learning a foreign language, particularly when practicing one's pronunciation. Brandon (2012) said that teaching concrete-meaning vocabulary is easier with the use of a pictorial technique.

The researcher has decided to conduct this study using picture describing because pictures are an effective visual aid for learning in the classroom and can capture students' attention so that they pay more attention.

D. Types of Pictures

One form of visual aid that could be utilized to help students learn how to talk is pictures. The result is something that is more engaging for the class. It might also be used to set up more realistic speaking exercises in the classroom. Because of the versatility of pictures, they are an indispensable tool for every language instructor. Visual aids like blackboard drawings, wall graphics, charts, and flashcards made teaching vocabulary a breeze for teachers (M. Solahudin, 2009:99).

According to Jeremy Harmer (2012) Pictures can be presented in a variety of formats, including flashcards, large-scale wall pictures, cue cards, photographs or illustrations, and projected slides.

a. Flashcard

A teacher could display this tiny card for the class to see. Grammar, phrase, and vocabulary drills benefit greatly from the usage of flashcards.

b. Large wall

Picture Everyone can see every little detail. In order to get students to respond, teachers may sometimes employ enormous wall pictures.

c. Cue card

It's a little card for students to use when working in groups or pairs. Teachers paired or grouped students and distributed cue cards, prompting them to speak in sentences based on the card they chose.

d. Photograph or illustration

It's a picture of something or someone doing something. Teachers often make use of this to illustrate a point. Any publication, be it a book, newspaper, magazine, etc., might contain a photograph.

e. Projected slide

The teachers also put it to educational use in their multimedia classes. Teachers may occasionally employ its use to display photos in enlarged format.

The researcher chooses photograph and projected slide in this study because it is a good visual tool for learning in class and can attract students to pay more attention.

E. Describing Picture to Teach Speaking

One simple strategy is to just describe the image. Inviting pupils to express themselves through their five senses can help them learn more effectively. Students utilized their eyes to view the image, ears to hear what their partner had to say, and mouths to verbally describe the scene. Aminatun and Oktaviani (2019) said that teaching English through language-learning apps helped students become more self-reliant in their studies and made learning English more engaging.

For a new or young learner, the visuals are enough. Teaching with visual aids has several advantages, including but not limited to the following:

1. Lessons become more engaging and participatory
2. The time needed might be cut down significantly.
3. Classroom activities should be more engaging.
4. There is room to enhance the standard of education
5. Students' outlook on their studies and the learning process as a whole should be improved.

Studying is an active pursuit. If students made more use of all five senses, they might find learning easier since they would find it more interesting to express what they were learning through their senses. One simple strategy is to just describe the image. Middle schoolers can make great use of this approach. Students employ all five senses to the fullest extent possible when they are tasked

with describing a picture. They use their eyes to take in the image, their ears to take in their partners' descriptions, and their mouths to articulate their own. Therefore, the researcher is hoping that by employing illustrative pictures, class participation will increase.

A picture can be described by following these steps: A picture is prepared by the teacher based on the subject matter or topic being covered. The instructor prompts the class to analyze the depiction, Groups of pupils are formed by the instructor, For time constraints sake, the teacher has each group member write down the vocabulary words they came up with after looking at the picture. Each group then uses the blackboard to compose sentences. After that, each group gives a description of their painting and any conclusions or clarifications the teacher reached. This is an example of a tactic that, depending on the situation, can either stand on its own or be used in tandem with another tactic. The study's author expresses optimism that the picture-description method will prove fruitful. Therefore, the researcher needs to make the necessary preparations for this method. In addition, the researcher plans out how to hand the rules to students, in the hopes that they will sink in.

F. Previous Study

The first previous study was led by Nunan (1991: 105) explains why this method of experimental study is preferred, stating that there are no truly comparable or identical variables or situations in the real world. Researchers used a non-random sampling strategy to correctly select the experimental and control classes despite their ignorance of any shared characteristics between the two groups. In this study's experimental design, both the treatment group and the control group had pre- and post-treatment assessments. The standard teaching method was used on the control group, whereas the describing and drawing picture method was used on the experimental group. Finally, the researchers compared the treatment's effect on a control group. All of the students in this study were sophomores at State Islamic University of Alauddin Makassar, majoring in English language and literature, during the 2016–2017 academic year. There are two groups of these students: PBI 1-2 and PBI 3-4. There are a total of 84 students in the class. Twenty students from PBI 1-2 served as the experimental group,

while the same number from PBI 3-4 served as the control group. Twenty students enrolled in PBI 1-2, and the same number enrolled in PBI 2-4.

The second previous research conducted by (Gerot & Wignel, 1998). Descriptive writing, on the other hand, serves a social purpose by providing details about an individual, location, or object. Some schools have found success in using visual aids, such as photographs, to supplement the instruction of English language skills, as indicated by the research cited above. Visual aids have the potential to liven up the educational environment as well. This prompted the investigator to pursue classroom action study aimed at enhancing students' communication skills through visual description. In the classroom, images can be created and utilized to illustrate lessons on how to write about one's own identity. Students and instructors alike can benefit from the media's ability to capture and retain information. In addition, students can hone their public speaking skills by practicing their pronunciation while discussing the significance of classroom pictures. How teachers direct their classes and make the classroom a welcoming environment for learning is crucial. Pictures can be used to implement it. The author investigates ways to enhance students' communication skills in order to realize a more efficient method of instruction. One of the many possible approaches is to employ a describing-picture tactic. The purpose of this research is to learn how a teacher's use of illustrative language might aid in the development of.

The third research led by Yulis Megawati (2006) stated One of the theoretical underpinnings of a study conducted by a student from the English Education and Art Faculty at IKIP PGRI Semarang is titled "Using Pictures in Teaching Writing Descriptive Text: A Case Study of Eighth-Grade Students at SMP Islam Sudirman Banyubiru in the 2008/2009 School Year". The study's goals are to compare and contrast the descriptive writing skills of students who were taught with and without the aid of visual aids. There were experiments involved in this study. There are 40 students total. There are two groups of twenty people each: the experimental group and the control group. The test employed in this investigation is a collection of 16 visual stimuli. The findings of the study supported the use of visual aids in the classroom as a means to enhance students'

capacity for descriptive writing. In other words, the visuals may help with letter formation and spelling. Researchers and this study have some same ground in terms of both objectives and findings.