

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical development of speaking skill and is divided into three sections. The first is definition of speaking, the second is the problem in speaking, and the last is incomplete picture series technique in teaching speaking.

A. Definition of Speaking

Speaking includes in four skills such as listening, reading, and writing that must be achieved by the students in Learning English. Speaking is so much a part of daily life that we take it to express what we think about something. There are some definitions of speaking.

According to Oxford dictionary, speaking is be willing to be friendly somebody especially after argument.¹ It means that people do speaking in expressing their idea in order the other people can respond what their willing. Moreover, Nunan (2003) states that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.²

¹ Oxford Learners' pocket Dictionary New Edition (New York: University Press, 2000) p 414.

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 48.

Therefore, learning speaking is very difficult and most people in Indonesia are afraid when they are learning English especially speaking. There are some problems in learning speaking.

B. The Problem in Speaking

Speaking is an oral skill that seems the difficult to learn. Most people, especially for students it makes them are afraid. Because it is directly use. This is the reason why many of students are shocked and disappointed when they use the second or foreign language for the first time in real interaction. They do not prepare for spontaneous communication and cannot cope with all of its simultaneous demand.

Brown (2001) in Marianne Calce- Murcia' book mentions a number of features that interact to make speaking as challenging a language skill as it is. To start, fluent speech contains reduced forms, such as construction, vowel reduction, and elision, so that learners who are not exposed to or do not get sufficient practice with reduced speech will retain their rather formal- sounding full forms.³

In a survey of EFL teacher, Nunan (2001) Calce- Murcia' book found the biggest challenges in the EFL classroom to be lack of motivation, getting students to speak (a cultural issue for some where speaking in class is prohibited except when called on), and the use of the first language. In addition, large classes are often the norm overseas,

³ Marianne Calce-Murcia, *Teaching English as a Second or Foreign Language* (New York: Heile and Heinle, 2001), p 103.

limiting both students' opportunities to talk and teacher opportunities to provide feedback. And other problem may arise if the curriculum does not stress speaking skill or views them solely as an avenue to grammatical accuracy; furthermore, if the teacher is a non-native speaker of English. He or she may not be competent or confidence in speaking English.⁴

In addition, some expert mention factors influencing students' achievement in English in Indonesia. Alisyabana (1990: 325- 326) in English language education book mentions that the lack of both books and motivation is the reason for the low standard of Indonesian high school students in English. Lowenberg (1991: 130) in English language education book writes some of the causes of failure of English teaching in Indonesia are the classes are overcrowded and the teachers are not well-paid. Nababan (1982: 45) in English language education book adds that there still is some implementations lag between the curriculum and teaching materials and teachers' competence and practices.⁵

Therefore, there are some effects of students in common when they are learning English in the class of Indonesian context:

- a. They seat near the back of the classroom
- b. They speak only when they have to in English class
- c. Let other students talk most of the time in small group work

⁴ Ibid., P 110.

⁵ English Language Education P 78

- d. They do not try to speak English with other people outside the class
- e. They use very simple language that they know is grammatically correct

Therefore the statements above must get more attention to solve the problem. As teachers have a significant role to increase speaking skill that wanted many people in Indonesia especially the students. In fact, English is thought from elementary up to university but the outcome is still low in English especially speaking skill. So the teachers have to have the strategy in teaching speaking.

C. Strategies in Teaching Speaking

Strategy in teaching speaking is one of the most important parts that the researcher discussed. Teaching speaking is not easy because the teacher will face the problem in teaching. To provide the solving problem of it, the teacher has to have the good ability.

Therefore, the teacher has to know the principle teaching speaking; there are some principles in teaching speaking:⁶

- a. Be aware of the differences between second language and foreign language learning context; speaking is learned in two broad contexts: foreign language and second language situation.

⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p 54-56

The challenges you face as a teacher are determined partly by the target language context

- b. Give students practice with both fluency and accuracy; is the extent to which students' speech matches what people actually say when they use the target language. In language lessons- especially at the beginning and intermediate levels-learner must be given opportunities to develop both their fluency and their accuracy. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk; it is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking
- d. Plan speaking tasks that involve negotiation for meaning; it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone that understood your meaning. By asking clarification, repetition, or explanations during conversation, learners get the people they are speaking with to address them with language at a level they can learn from and understood

- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Besides, in the early 1980s, applied linguist began systematically studying English learners' uses of communication strategies. A number of important strategies were documented, and soon teachers and syllabus designers began to incorporate the teaching of communication strategies in speaking classes. The box below lists several strategies that were first discussed by Tarone (1981) in Bailey's book:⁷

⁷ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGraw-Hill, 2005), p 20.

I. Paraphrase:

- A. Approximation: use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g., pipe for waterpipe)
- B. Word coinage: the learner makes up a new word in order to communicate a desired concept (airball for balloon)
- C. Circumlocution: the learner describes the characteristics or element of the object or action instead of using the appropriate target language item or structure ("She is, uh, smoking something. I don't know what's its name. that's uh, Persian, and we use in Turkey, a lot of")

II. Borrowing:

- A. Literal translation: the learner, translates word for word from the native language
- B. Language switch: the learner uses the native language term without bothering translate (e. g., balon for ballon)

III. Appeal for Assistance: the learner asks for the correct term

IV. Mime: the learner uses nonverbal strategies in place of lexical item or action (e. g., clapping one's hands to illustrate applause)

V. Avoidance:

- A. Topic avoidance: the learner simply tries not to talk about concepts for which the target language item or structure is not known
- B. Message abandonment: the learner begins to talk about a concept but is unable to continue and stops in mid- utterance

Inform our decision as we teach speaking to beginning and false beginning learners:⁸

- 1) Provide something for learner to talk about
- 2) Create opportunities for students to interact by using group-work or pair-work
- 3) Manipulate physical arrangements to promote speaking practice

⁸ Ibid., p 36

As students who learn English language may find many problems such as in learning speaking skill, to solve it there are some strategies:⁹

a) Listen to English

The first strategy is quite easy: listen to English as often as possible. When you just listen, you do not have speak and risk making mistakes. Listen carefully in class, but also listen outside class on your own, as part of your homework. Watch English TV or go to a movie; listen to English radio programs and English songs

b) Make opportunities to talk

The second step in becoming a greater risk taker is to do lots of talking. It is important for you to speak English even if you make mistakes. You just to risk saying things that are not quite correct and be confident in yourself

c) Be willing to make mistakes

You do not want to do anything that will make you look foolish or stupid because of your ego. You might feel that mistakes make you look weak and unintelligent. But to learn English successfully, you must feel yourself that it's okay to make some mistakes. Mistakes are not sign of weakness or failure. They are

⁹ H. Douglas Brown, *Strategies for Success* (San Francisco State University: Longman, 2002), p 19.

natural; everyone makes mistakes. So when you make a mistake, just keep talking and do not worry about it

d) Make your mistakes work for you

When someone corrects you or tells you they do not understand you, try to remember your error. When people correct you, they are giving you useful information.

D. Incomplete Picture Series in Teaching Speaking

Incomplete picture series is one of method that uses in teaching. According to oxford, picture is painting, drawing, etc. that shows a scene, person or thing, image, description that gives you an idea in your mind and what something is like.¹⁰

~ Pictures are kind of visual instruction material might be uses more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach and reinforce language skills. It is supposed by Tang Li Shing in his article that the picture had an irascible appeal for the children they created suspense and surprises as well as interest all of which are indispensable in teaching and learning of foreign language.¹¹

Through picture presentation, people are able to reach outside their minds, picture that they can see always lead to reality of their

¹⁰ Oxford Learners's Pocket Dictionary Third Edition (New York: Oxford University Press, 2005), p 322.

¹¹ Michael H. Long and Jack, C. Rhicard, *Methodology in TESOL: a Book of Readings* (New York: New burry House Publisher, 1987), p 105.

minds, but the realities that have been presented by pictures depend on the type of pictures.

Picture series is a number of related composite pictures linked to form series or sequence of events on one part.¹² Incomplete picture series is actually almost same as picture series technique. .

In teaching and learning process, the picture can be used as learning media. Furthermore, as the media, it provides many benefits gives real impression to the students; it can be the media for comprehension of learning topic it; moreover it can stimulate speaking activities.

In addition, Hamid (2011) states that *sebuah gambar lebih berarti daripada seribu kata*.¹³ Besides, Dewi (2008) also states that *gambar selalu lebih memiliki kekuatan daripada kata*.¹⁴

There are some advantages of the picture used:¹⁵

1. They are inexpensive and widely available
2. The provide common experiences for an entire group
3. The visual detail make it possible to study subject which could turn bak to be impossible
4. They can help you to prevent and correct disconcertion

¹² Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching* (Kuala Lumpur, Oxford University Press, 1981), p 49.

¹³ M. Sholeh Hamid, *Metode Edu Tainment* (Jogjakarta: DIVA PRESS, 2011), p 118.

¹⁴ Ida Kusuma Dewi, *Teknik- Teknik yang Berpengaruh di Ruang Kelas* (Klaten: PT Macanan Jaya Cemerlang, 2008), p 17.

¹⁵ Veerson, S, Gerlach and Donald P. Emily, *Teaching a Media a Systematic Approach* 2nd (New jersey: Prentice Hall, 1980), P 277.

5. They offer a stimulus to further study reading and research visual evidence is power tool
6. They help to focus attention and to develop critical judgment
7. They are easily manipulated

In the other hand, the picture has disadvantages; they are:

1. Students pay attention on the picture than learn the material
2. It takes time and costs much to provide attractive pictures
3. Small and unclear pictures may arouse problems in teaching and learning process since the students may misunderstanding about the picture

The kinds of picture that teacher should take with him to carry out the activities in class can be taken from magazine, articles, or the others and should be interactive and interesting to capture the students' attention the purpose of using picture for the students is to give them an opportunity to practice the language in real context or in situation in which they can make it to communicate their ideas.

Therefore, picture has the numerous roles in teaching and learning process. It helps the students can remember easily than long explanation from the teacher or others. Picture can stimulate the students' motivation too. The students will feel enjoy and fun and they will not feel boredom. An interesting picture makes the students can stimulate wide imagination. Therefore, the students will explore what they want to speak easily.

Incomplete picture series technique is the interesting media that make the students enjoy following the learning English especially speaking. Wati (2009), the previous researcher, states that:

Incomplete Picture Series technique has been proven to improve not only the students' speaking ability but also the students' involvement in the learning process, particularly in the speaking activities.¹⁶

In conclusion, incomplete picture series technique is good technique that is used in teaching and learning process of English, especially speaking skill. The students can explore what they want in their mind easily because using picture in teaching makes the students feel enjoyable and it stimulates their motivation in learning. The teaching will run well.

¹⁶ Laila Wati, Using Incomplete Picture Series Technique to Improve the Speaking Ability of the Second-Year Students at MTs. Hikmatusyarif NW Salut, Lombok. (Thesis, Malang University, 2009)