

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about review of related literature. It includes the teaching speaking, aspects of teaching speaking, media of teaching speaking, news-paper picture to teach speaking and the procedure of using newspaper-picture

A. Teaching Speaking

Teaching is the way or plan of teach in teaching. Exactly, the teacher gives explanation the lesson to the students with the suitable way or interesting way and enjoyable situation for the students.¹ It means teaching is a human obligation which purpose is to help in teaching learning process in the classroom as well as possible. And Brown stated that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning.² Based on the statements above it can conclude that teaching is an activity, which gives guidance to the students that has a certain rule and a certain purpose. Especially, in teaching English the students ruled to use English vocabularies in order to the students can communicate in English fluently.

¹ Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford University Press, New York: 1995), 425.

² Dauglas Brown, *Priciples of Language Learning and Teaching*, (New York: Precentice Hall Englewood Cliffs, 1987), 7

There are some different approaches that have been used over the years to teach languages. Although, many different methods of language teaching, three methods have dominated language teaching as follow³:

1. Grammar-Translation Method

In the Grammar-translation method, students are taught to analyze grammar and to translate (usual in writing) from one language to another. The characteristic of grammar-translation method are that it focuses on reading and writing; the vocabulary studied is determined by reading text; the sentence is the basic unit of teaching and language practice; the primary emphasis is on accuracy; teaching is deductive; and the medium of instruction is typically the student's native language.

The Grammar-Translation Method does not really prepare students to speak English, so it not entirely appropriate for students who want to improve their speaking skills.

2. Direct Method and Audiolingualism

Direct method emphasized speaking in that "new teaching points were introduced orally", rather than in writing. Also, lessons emphasized speaking and listening, which were practiced in a carefully graded progression organized around question-and-answer exchanges between teachers and students.

In Audiolingual Method, speaking is taught by having students repeat sentences and recite memorized dialogues from the text textbook. Repetition

³ Kathleen M. Bailey, *Practical English Language Teaching Speaking* (New York: McGrawHill Company), 16-19

drills-a hallmark of the Audiolingual Method- are designed to familiarize student with the sounds and structural patterns of the language.

3. Communicative Language Teaching

Communicative Language Teaching is a teaching activity which not learnt the pieces of the language but learn together to make conversation. It is particularly from the high beginning to more advanced levels, features more interaction-based activities, such as role-plays and information gap tasks. Pairwork and groupwork are typical organization features of interaction-based lessons in Communicative Language Teaching.

B. Aspect of Teaching Speaking

In teaching speaking, there are some aspects of teaching speaking which teachers have to know. They are the objective of teaching speaking, the classroom speaking performances, and the principle for designing speaking technique.

1. The Objective of Teaching Speaking for Junior High School Students

The objective of this research is to describe the teaching-learning process of teaching English for Junior High School student. There are two objectives; they are general objective and specific objective.

a. General Objective

In general objective, there are three objectives. The students are able to:

- 1) Improve their ability to communicate in spoken and written to get informational level.

- 2) Have awareness about the essence of English language for increasing nation compete effort in globalization era.
- 3) Improve the understanding about the correlation between language and culture.

b. Specific objective

Beside the general objectives in teaching speaking for Senior High School students, the specific objectives are also mentioned. In specific objectives, the students are able to:

- 1) Understand and produce both written and spoken texts which are realized in four language competencies, such as listening, speaking, reading, and writing.
- 2) Understand and produce short functional text, monolog text, and essay about procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The gradations of the material appear in the use of vocabulary, grammar, and generic structure of the text.
- 3) Support competencies, they are linguistic competence (able to use grammar, vocabulary, pronunciation, and writing in communication), socio-cultural competence (able to use expressions in all communication), and strategic competence (able to solve all problems that appear in communication process, so the communication keep going on)

2. The Classroom Speaking Performances

The classroom speaking performance that can be applied to the kinds of oral production that students are expected to carry out in the classroom. They are the material, the methods, and the evaluation of teaching speaking.

a. The material of teaching speaking

The materials of teaching is represented the product of careful and creative planning on the part of textbook writers. They are not the result of any interactive process of classroom events. They are frequently looked upon as carried of grammatical structures of vocabulary items that have to be introduced to the learners.⁴

Resource the materials not only from the textbook and audiovisual aids purchased by institution but also taken from the environments example poster, films, magazine, newspaper. It supplied from the community⁵. The textbook and/or syllabus for teaching speaking may be organized around grammar points, topical themes, or speech acts.

b. The methods of teaching speaking

There are some methods to develop speaking skill, as follow:

⁴ B. Kumaradivelu. *Beyond Methods Macro strategies for Language Teaching* (New Haven & London: Yale Univerity Press, 2003), 46-47

⁵ Mary Ashworth, *Beyond Methodology Second Language Teaching and the community* (Cambridge: Cambridge University Press, 1985), 41

- 1) Role playing is a kind of methods suggested to develop speaking skill the creativity is used as drama situation in a classroom performance but also related on the material.
- 2) Game is one activity which can help to create dynamic motivating classes. The reason is the real learning takes place when the students in a relax atmosphere, participate in activities that require them to-use what hey have been drilled.
- 3) Problem solving, it is method which give the students more active. The teacher gives the problem be solved by the students. So, the students have more opportunity to increase their ability.
- 4) Songs, song in EFL classroom, especially in speaking classroom can be enjoyable and educational. Songs usually provides a peaceful and take happy mood for listener. Student can improve their vocabulary, pronunciation, structure and sentence patterns.
- 5) Discussion, group discussion may compose of three to five students. The aim of group discussion is to improve fluency and grammar which is probably best allowed so the function as a naturally communicative context. ⁶

c. The evaluation of teaching speaking

Evaluating in every learning activity is needed to know what the learning process is success. Evaluating also gives the motivation for the student to be the best. The teacher should know the concept of

⁶ Fauziati Endang. *Teaching English as a Foreign Language* (Surakarta: Univesitas Muhammadiyah Press, 2005), 127-135.

evaluation, the goal, the function, the technique and procedures of testing so the teacher can do objectively to give the evaluation and scores. By evaluation, teacher could know the students' achievement so that the teacher can do accurately for the students who have learning⁷.

There are several important things to be considered of speaking evaluation:

1) Assessing the handling of routine skills.

In this assessing of routine skills, the teacher might make specific terms are fluency, the discourse coherence and appropriate includes sociocultural ability, the topic, role relationship, formality required.

2) Assessing the handling of improvisational skills

This is involves two important improvisation ability. They are ability to negotiate meaning and ability to manage interaction actively and flexibly. This is particularly important where speakers can be expected more active participants.

3) Assessing the handling of micro linguistic skills

The focus of this assessing on linguistic proficiency is at the utterance the teacher may to use as follow the criteria. They are accuracy on both intelligibility and grammar, range; adequacy and

⁷ Ibid, 89-90

variety of vocabulary employed, adequacy and variety structures employed⁸

3. The Criteria For Speaking Task

Task is needed to test the learning process is success or not. Kind of task should be appropriate with the lesson included speaking. To maximize speaking opportunities and increase the chance, as follow

a) Productivity

A speaking activity needs to be maximally language productive in order to provide the best conditions for language use. It is means that the students can do an information gap task by simply words.

b) Purposefulness

Often language productivity, the students work together to achieve a common purpose. The aim of this reach can gives a discussion more point and encourage the participation all members.

c) Interactivity

Speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction, e.g. where there is an audience present, one which can

⁸ Weir Cyril. *Understanding & Developing Language Test* (UK: Prentice Hall International, 1993), 41-42.

demonstrate interest, understanding, and even ask questions or make comments at the end.

d) Challenge

The task should stretch the learner so that they are forced to draw on their available communicative resource to achieve the outcome. This will help them experience the sense of achievement.

e) Safety

The classroom should provide the right condition for experimentations, including a supportive classroom dynamic and non-judgmental attitude to error on the part of teacher. The learner needs to be secure in the knowledge environment.

f) Authenticity

The speaking task should have some relation to real-life language use. The learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It means that they will, at times, need to perform in real operating conditions⁹.

⁹ Jeremy Harmer, *How to teach speaking* (England: LongMan, 2006), 90-91

C. Media of Teaching Speaking

The media of teaching speaking is to describe the media which used to teach speaking skill. There are definition of media, types of media and Function Media in Learning-teaching Process.

1. Definition of Media

In teaching and learning process, there are seven items should available and the third is Media. Word media from Latin language “medius” in harfiah its mean middle or vehicle¹⁰. Gerlach and ely said that media is human, material, or event which builds condition make student ability getting knowledge, skill or attitude¹¹. From this statement, teacher, books, and environment of school is media. But, the special understanding of media is equipment to catch, process or arranging informal visual or verbal. Media have a big influence in teaching-learning process in order to get the successful at aim of learning. Teaching-media are any instruments which are used to make the effective communication, so that teaching objectives can be achieved totally.

Base on Gagne and Briggs “Media is equipment to give the material trough using picture, cassata, tape recorder, slide, film, television, computer and real thing”¹². From that statement, media is a real thing that we can see and touch in a real. The successful point teaching and learning is on media, so media hopefully can give motivation the student to learn and increase their achievement at learning English especially.

¹⁰ Arif S. Sadiman, *Media Pendidikan* (Jakarta : RajaGrafindo Persada, 2003) 6

¹¹ Vernon S. Gerlach, *Teaching and Media* (N.J : Prentice-Hall International, 1980) 241

¹² Arsyad Azhar, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2003) 4

2. Types of Media

Presenting media is important to note that more than one presentation mode usually can be used to distribute the knowledge, as follow¹³:

a. Still pictures

Photograph of any object or event constitute still pictures. It may appear as textbook illustrations, as bulletin board materials, as slides, filmstrip frame, or overhead transparencies. A picture is a record of a copy of a real object or event which may be larger or smaller than the object it represents.

b. Audio Recordings

Recording are made on magnetic tape, on discs, or on motion picture sound tracks. These are reproductions of actual events or of sound effects. Audio recordings may be used by individuals or played directly to an audience or over radio or central sound system.

c. Motion Picture

A motion picture or videotape recording is a moving image in color or black and white produced from live action or from graphics representations. Objects or events may be in a normal motion, in slow motion, time-lapse, or stop motion.

¹³ Vernon, *Teaching and Media*. 247-249

d. Television

This category includes all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor). Whether the source of the image is "live" in studio or from a videotape or motion picture films, its output is viewed on a television screen. Television can originate from a variety of sources and can be distribute in many ways, but the signal eventually is displayed by a television receiver.

e. Real Things, Simulation, and Models

Real things, as contrasted with other media, are not substitutes for the actual object or events. They are, in fact, life itself, often in natural setting.

Simulation is the replication of real situations which have been designed to be as near actual event or process as possible. The simulation may represent the complete environment, as a pilot training, or it may contain elements of the whole, as in several stock market games.

A model is a replica or representation of reality. It is often in scale and may be miniature, exact size, or an enlargement. Sometimes a model is manipulated.

3. Function Media in Learning-teaching Process

Generally, learning-media has the function as follow¹⁴

- a. To make a clear the message

The teacher usually give the lesson with words or written. So, the function media can make a clear the lesson or message.

- b. To make out the definite of time, space and sensory perception

Many problems related to the definite of time, space and sensory. The example of those is the object is too big so can change with reality, picture, films or models. So, media can make out the definite.

- c. To raise the passive of student

Hopefully using media, the student can motivating their self in enthusiasm study, make interaction with their real environment and try the student to study with their self appropriate with ability and capability.

- d. To make the student more creative and unique

The differences of unique and environment, teachers have difficulty to teach students in a time. So media give the same incentive, experience and perception.

¹⁴ Arif, *Media Pendidikan*, 16-17

D. Newspaper Picture to teach speaking

In our environment, picture is easy to find.. Picture is a visual representation of a person, object, or scene, as a painting, drawing, and photographs. There are many places can get it, for the examples in magazine, calendar, book, or the internet can provide the learner with many things to talk about. Newspaper-picture also is pictures which we can find in the newspaper, magazine or public social media. This is the picture to complete the article and describe it more actual, factual and interest. It uses to prove the reader to know that those article proven to be real news.

Teaching speaking using picture has many advantages, as follow¹⁵

1. Pictures provide something to talk about.
2. Picture can introduce and illustrate topics of interest to the class which are not dealt with the textbook.
3. Pictures provide visual support for learning, as they activate mental images that can help learner remember a particularly structure or vocabulary item.
4. Pictures are more convenient that some reality to bring into the classroom.
5. Pictures add color and interest to discussions and writing exercise without being expensive or technologically to-heavy.
6. Pictures are convenient. They are easily transportable, light-weight, flat, and long-lasting.

¹⁵ Kathleen, *practical English language teaching*, 57

7. Pictures can be used in many ways by different teachers for various lessons.
8. Pictures are very adaptable to the technology of teaching environment.
9. Pictures can promote creative and critical thinking.
10. Finally, pictures are not limited to use a particular language. Hence a picture file can be a valuable departmental resource in a context where several languages are taught.

In fact, picture is more interested in teaching-learning process. It is easy to apply and was described at the advantages. Color-picture is more attractive than non-color, but it is only a perspective. Newspaper picture also have color picture and non color (black-white). For describing of newspaper-picture types, there are two types to show that is newspaper-picture as follow

1. Colorful paper picture

Colorful paper picture is a picture which printed out by many colors. It usually present important picture for the example: advertising picture, entertainment, sport, and hot-news.

2. Black and White picture

Black and white picture is a picture which printed out only two colors are black and white. It usually finds in back of news-paper but seldom to find at magazine.

Referring to the nature of student activities, newspaper-picture activity basically reflects the nature of student activities, creating imaginative characters and imaginative situation. This activity also present about some

aspects in the student activity. There include in visual, oral and motoric activities.

The visual activity in newspaper-activity catch from the primary activity at step one. It also mold and stimulate the students to evolving their speaking skill. The newspaper-picture activity procedures described in this study. Procedures as one of eleven factors in this activity. These factors are: level, time, aim, language, organization, preparation, warm-up, procedure, follow up, remark, and variation.¹⁶

Language indicates the language the students will need such as language features, language function, and different skills.¹⁷ Organization describes whether the activity involves pair work or group work, and in the later case, how many students get involved in each group. Preparation indicates anything that needs to be done before class. Warm-up involves ideas to focus the students' attention and get them interested.

E. The procedure of Using Newspaper-picture Activity

Procedures involve a step-by-step guide to the activity. For example, recommends three step procedures for newspaper-picture activity: preliminary, distribute the picture and ask the student to look at them in silence for a few moments, say shortly instructions concerning their pictures and explain more

¹⁶ Lindstromberg, Seth. *Language Activities for teenagers*. (United Kingdom : Cambridge university press. 2008) 61

¹⁷ [http://www.scirbd.com/Teacher's Guide on Teaching Speaking](http://www.scirbd.com/Teacher's%20Guide%20on%20Teaching%20Speaking)

about the activity. In applying newspaper-picture activity, preliminary activity prepare about the picture that would be discuss.

In this activity students each speak to a partner about a picture. It is the instructions which you call out at intervals that make this an especially dependable way of generating conversation which is on task. The procedure of this activity as follows:

1. Preparation.

Cut out enough pictures from the old newspapers or magazines for each learner to have one. Aim for a mix of news pictures and adverts. Pre-short the pictures so that, when you them out, adjacent students have one s that are quite different.

2. Procedure.

- a) Distribute the pictures and ask the students to look at them in silence for a few moments.
- b) Say that shortly you when will be giving them some topic instruction concerning theirs pictures. Add that each time you specify a topic, everyone should say something about it to their partner and they should each begin by speaking about their own picture. Each time you announce a topic, let the exchanges run out before announcing the next one.
- Say something factual about your picture, e.g. *this is a picture of a big American car.*

- Say something you like and/or do not like about it and why, e.g. *I like the house just next to beach, because it looks old and interesting.*
- Say something it reminds you of, e.g. *This restaurant is like the one I went to on holiday in Spain last year.*
- Talk about something in your picture which is related to something in your partner's, e.g. *The apples in my picture were grown in the garden in yours.*

3. Evaluation

Evaluation is needed to measure that the teaching-learning process successfully. To measure speaking activity, there are five aspect as follow; pronunciation, grammar, vocabulary, fluency and comprehension. The score of the each item is one to five to measure the ability.