

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature. It concerns with theoretical frame work underlying this study, which is presented in detail. This chapter presents Definition of Speaking, Elements of Speaking, Teaching Speaking, The Type of Classroom Speaking Performances, and Concept Series of Pictures

A. **Definition Speaking**

Speaking is very important for human to communicate each other. When we are speaking, of course we always use a language to makes our speaking can be understood by listener. The function of language is to communicate with others to survive and to maintain certain interpersonal relationships.¹⁵ The basic concern in speaking ability is to communicate formally and informally subject with sufficient ease and fluency to hold the attention the listener. However, today's world requires that goal of teaching speaking should improve students' communicative skill, because only by this the way students can express and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking is interactive process of constructive meaning that involves producing and

¹⁵Bei Zhang, An Analysis of Spoken Language and Written Language and How They Affect EnglishLanguageLearning and Teaching. November. 2014.

receiving information.¹⁶ Speaking is perhaps the most fundamental of human skills, and because we do it constantly, we do not often stop to examine the processes involved. Yet having a simple conversation is anything but a simple process-particularly if someone is speaking a new language.¹⁷

Speaking is also the process of building and sharing meaning through the use of verbal and non-verbal symbol in varieties contexts. It can be inferred that speaking is expressing ideas, opinion, feeling to others using words or sounds of articulation in order to inform, to persuade, to entertain that can be learnt by using some teaching and learning methodologies.

B. Elements of Speaking

Many students have difficulties in speaking. According to Jeremy Harmer, There are manyelements of speaking that must be mastered by students in order to be a good speaker:

- 1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- 2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by

¹⁶Baeley, *Practical English Language Teaching*, (New York Cambridgeunin-Versity Press 1992) pg 2

¹⁷Kathleen m. bailey, *Issues In Teaching Speaking Skills To Adult Esol Learners* (New York : McGraw Hill 2002) pg 121

other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

- 3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.
- 4) Negotiation language: effective speaking benefits from the negotiators language we use to seek clarification and to show the structure of what we are saying.¹⁸ We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

C. Teaching Speaking

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no longer primarily to correct, but he or she

¹⁸ Jeremy Harmer, *the Practice of English Language Teaching*, (Pearson Education limited England: 2002), 3 rd Ed., p. 269.

is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him or her.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. The mean of teaching speaking to teach English Second Language (ESL) is to:¹⁹

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Use language as a means of expressing values and judgments
5. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

D. Types of Classroom Speaking

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing

¹⁹Hayriye Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. “<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>”. accessed on November 30, 2014.

away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also commonly used for speaking practice, as are surveys, discussions, and role-plays.

There are six types of classroom speaking performance that can apply to the kinds of oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monolog).²⁰

1. Imitative

A very limited portion of classroom speaking time may legitimate by spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

²⁰H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy* (New York: Pearson Education Company, 2001). Pg 271-273

3. Responsive

A good deal of students' speech in the classroom is responsive, such as short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogue. Such speech can be meaningful and authentic.

4. Transactional(dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech.

5. Interpersonal(dialogue)

The other form of conversation mentioned interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- a. A casual register
- b. Colloquial language
- c. Emotionally charged language
- d. Slang
- e. Ellipsis
- f. Sarcasm
- g. A covert "agenda

6. Extensive (monolog)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

E. Concept Series of Pictures

1) Series of Pictures

One of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. Callahan, et al suggest the teachers to use pictures effectively because the media are very useful for the teaching.²¹ Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students. Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. One of an excellent device for providing both a purpose and content for speaking is the use of pictures. A picture or series of pictures not only provides the students with the basic material for their composition but also stimulates their imaginative powers. If the stimulus in a

²¹ Baker, Joanna, et al. 2000. *The English Language Teacher's Handbook*. London: Continuum.

situational composition is purely verbal, the tests often tend to reproduce the phrases and sentences contained in it.

2) Concept Series Of Pictures

According to Gerlach and Ely picture is a two-dimensional visual Representation of persons, places or things.²² In this study, pictures have a role as visual aids in teaching speaking which provide a starting point to talk about in the classroom. The pictures can be adopted from books, magazines, newspapers, internet, photograph, brochure, catalogue, posters, cartoon strips, and one's drawing.

Stevick states that visual aids are usually functioned as the illustration of what words are saying.²³ They portray several things which are not found in the classroom and they also bring a lot of things from the outside only in a piece of paper. By seeing it, they will find new vocabularies and apply it in speaking.

Pictures as an effective media can stimulate learners to use the language. It is right to say that when students see interesting and funny picture, they always want to talk or to write something about what they have seen on it. Pictures urge learners to think about a definite new vocabulary and structure and provide them with the basic materials for their spoken or written composition.

²² Ely, D.P & Gerlach, V.S. 1980. *Teaching & Media: A Systematic Approach*. New York: Prentice – Hall, Inc.

²³ Stevick, E. W. 1982. *Teaching and Learning Languages*: New York: Cambridge University Press.

In sum, the pictures can be determined as a means for teachers in conveying information without giving any explanation. Besides, students give explanation for the pictures by using their own words, even they can be encouraged to deliver their spoken or written composition because there are many materials to talk or write in the pictures. In addition, teachers can get more benefit of such pictures by knowing the kinds of picture.

3) **Teaching Speaking Using Series of Pictures**

Teaching English to young learners needs more attention and good method to maximize their understanding and willingness. One of the ways that can make teaching learning process more interesting is the use of picture. Picture as a visual aid provides many advantages in language learning. According to Rais, Sasmedisaid that teaching showing pictures can make the students remember more, more impressed, more interested and more focused.²⁴ Furthermore, picture can stimulate and motivate students to become more observant and express them. It is because pictures provide something to talk about. Learners take the focus off the language during oral practice and turn it to the picture. A picture can evoke mental images to help second language learners recall a term or concept. Pictures can be used with any and all languages, are easily accessible, and can be

²⁴ Sasmedi, Darwis. 2004. *Improving the Students' Ability to Speak English Using Their Own Pictures through Pair Work*. Available on line at <http://englishedu./Techniques/Sasmedi-TeachingSpeaking.html>. Accessed on March 10, 2013.

used to reinforce literal, critical, and creative thinking.²⁵ Kayi also states that the use of pictures in teaching speaking by having them describe what it is in the picture fosters the creativity and imagination of the learners as well as their public speaking skills.²⁶ In addition, using picture means that the students create or construct their knowledge as they attempt to bring meaning to their experiences. In line with it, Doff points out six advantages of using pictures, as follows: firstly, showing visuals enables students to focus on the meaning and it makes the language can be used in the classroom more real and livelier. Secondly, visual retain students' attention and make teaching learning process become more interesting. Thirdly, visuals can be applied at any level of the lesson to assist in explaining new language or introducing a topic and it is also useful to review the materials that have been given in the previous time. Visual aids can be used for more than once and discussed with other teachers. Those are the indication of good visual aids. From the above explanation, it is obvious that pictures are very important in supporting the implementation of community education and teaching, especially true in language teaching practice, including the teaching of foreign language. Pictures have many advantages in encouraging of teaching learning process. Furthermore, the pictures as a visual aid facilitate the

²⁵ Curtis, A. and Bailey, K. M. 2001. Picture your students talking: Using pictures in the language classroom. ESL Magazine, July/August, 10-12.

²⁶ Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. USA: University of Nevada. Available on-line at: <http://tesl.org/Articles/Kayi-TeachingSpeaking.html>. Accessed on February 3, 2013.

teacher to teach the materials of procedure text. The students should tell someone how to do or make something through a sequence of actions or steps by observing series pictures.

4) Procedure Series of Pictures

The researcher chose the topic related to the requirement of curriculum of the second year of senior high school. The researcher described the procedure as follows :

a. Pre Activities

- 1) Greetings
- 2) Checking Attendances list

b. Main Activities

- 1) Teacher explain series of pictures
- 2) Teacher giving example of series of pictures related to the materials
- 3) Explain what will students do with series of pictures
- 4) Chose topic to implement series of pictures in class
- 5) Teacher ask student to build their imagination from the pictures
- 6) Teacher asks students to present their work in front of class.

c. Closing Activities

- 1) Teacher gives question from the pictures
- 2) Giving reflection after implement the series of pictures

5) The Advantages And Disadvantages Series of Pictures

After doing the research in MAN Prambon Nganjuk Class X-4, implementation series of pictures have some advantages and disadvantages, they are, the Advantages of Using Series Pictures in Language Teaching:

1. Using series pictures can change the mood in the classroom, the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.
2. Students can practice their own language before they perform in front of the classroom, that makes them feel enjoy and not embarrassed to present their ideas.
3. Teachers can tailor-make the content of the activity to provide suitable practice of the language items being taught.

In addition, Hamid states that Sebuah Gambar lebih berarti daripada seribu kata.²⁷ Besides, Dewi also states that Gambar selalu lebih memiliki kekuatan daripada kata.²⁸

There are some advantages of the picture used:²⁹

1. There 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 back to be impossible.

²⁷ M.Sholeh Hamid. 2011. *Metode Edu Tainment*. Jogjakarta : DIVA PRESS

²⁸ Ida Kusuma Dewi. 2008. Teknik-Teknik yang Berpengaruh Diruang Kelas. Klaten :PT Macanan Jaya Cemerlang

²⁹ Veerson, S. Geerlach and Donald P. Emily. 1980. *Teaching a Media a Systematic Approach*. New Jersey: Prentice Hall

4. They can help you to prevent and correct disconcertion.

The Disadvantages of using Series Pictures in Language Teaching:

1. The noisy condition made the teacher difficult to control the students. The students were more active to play in class. The teacher has to control the Students one by one.
2. Need more time to implement this technique
3. Make some of students became passive
4. Some students do not want to cooperative with other friend
5. Need good facilities in the classroom