

CHAPTER II

LITERATURE REVIEW

This chapter discusses the review of related literature. It covers speaking, teaching speaking, picture series technique, and previous studies related to picture series technique.

2.1 Speaking

Speaking skill is ability to express sounds, articulation or words as a mean of expressing, declaring also conveying taught, idea and feeling. Speaking is also productive skill in the oral mode. It is not like the other skills; speaking is more complicated than it seems at first and involves more than just pronouncing words.

2.1.1 Definition of Speaking

Speaking is one of the most fundamental communications for our daily lives. Speaking is the verbal use of language to communicate with others (Fulcher, 2003). Speaking is needed in daily activities. Speaking is not only being used to communicate but also used to interact with one person to another. To express our compilation is happy or sad, also to show ideas and give opinions in an activity, as long as we live there will be social relations and we will never leave talking. It is stated that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or felling (Tarigan, 1981). It means that, speaking is used to communicate with others, but also to get information.

Slamet (2007) explains that speaking is the activity of expressing the speaker's ideas, feelings, and wishes that need to be expressed to others in the form of utterances. In conveying information, verbally a speaker must be able to

convey it properly and correctly, so that the information can be well received by the listener. Furthermore, Nurhatim (2009) declares that speaking is a form of verbal communication done by humans in order to express ideas and ideas that have been arranged in the mind. Speaking is the activity of a person or group of people who say the words to express, express, convey thoughts, ideas, and feelings for another group of people or individuals.

However, speaking for special communication usually happen in contexts where the speaking performance is conducted for an audience in differing circumstances. The standards of public speaking are also related to the advancement of speaking for uncommon communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001). The things that should be underlined in speaking are the listener's understand and catch what the speaker says.

Based on the explanation above, it can be concluded that speaking is a process between two or more people to achieve a certain goal. Therefore, in learning process this speaking activity is carried out between the teacher and students. In creating effective and attractive communication the right strategy is needed and the teacher must be able to know the students ability. Because it creates an atmosphere of effective communication not easily done repeatedly.

Students need guidance in learning to speak well. The right action will produce good communication between teacher and students.

2.1.2 The Purpose of Speaking

According to Tarigan (2008), the main purpose of speaking is to communicate. Furthermore, he asserts that humans as a social being the first and most important action is a social action. It is an appropriate action to exchange experiences, mutual express, and experiences. In addition, it also expresses each other's thoughts, feelings, and establishment or belief. Moreover, there are important aims of speaking (Tarigan, 2008: 30-36) namely informing, entertaining, persuading, and discussing. The first is informing. It means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30).

The second is entertaining. It means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). The third is persuading. It means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The fourth is discussing, It means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Based on these theories, it can be concluded that the purpose of speaking is to communicate, exchange ideas and provide information and obtain information.

2.1.3 The Elements of Speaking

In second or foreign language learning activities, speaking is the most important first thing. The success of speaking can be known through the ability of students or to interact with their peers or teachers when learning activities in classroom. (Nunan, 2000), speaking is something that is important in social life because without talking we will have difficulty knowing what other are talking about and the purpose of talking is also interact with others.

Based on the explanation of speaking skills, researcher would explain what components are there in speaking in accordance with expert theory. There are four important aspects that have a large influence on speaking skills. The first is vocabulary, which is one of the important aspects that support the smooth speaking activities. The use of words must be true and correct according to when the sentence was spoken (Haron, 2012).

The second is grammar. Rahayu (2003) argues that good communication is to use good speech grammar so that it is easily understood by others. Therefore, speakers must pay attention to the grammar they use in speaking. In others words, grammar is not only a rule of how to arrange words according to the correct rules so that a meaning is formed but also part of a language to communicate results that can be understood by others.

The third is fluency. Which speaking is the activity of producing words verbally. Therefore, there is a process of exchanging ideas between the speaker and the listener. Then, it is important for us to learn how to speak fluently as an important component skill in conducting speaking activities. Haron (2012) states

that fluency is a quality or condition where we can master fluency in speaking. This is a skill to use language spontaneously and confidently so that there are no pauses and doubts when speaking.

The fourth is pronunciation, pronunciation is producing speech sounds for communication and this is also an important aspect of speaking. Kelly (2000) argues that when someone communicates using improper pressure and intonation will cause wrong understanding in interpreting a word.

2.1.4 Teaching Speaking

Learning to speak well is very important and the right method is needed to be applied properly. In teaching speaking, there are several ways to teach speaking that the teacher can use in class. According to Nunan (2003) explains that teaching speaking not only teaches good speaking but also teaches the language component to students with the goal that they can apply simultaneously both properly and correctly. Ur (2000) also believes that there are five principles that can be taken in teaching speaking.

The first is being aware of the difference between the context of second language learning and other foreign languages. The second is giving activities to students by applying fluency and accuracy in the use of good speech. The third is provide opportunities for students to discuss by creating study groups or work in pairs then expressing opinions in front of their peers and limiting conversations with the teacher. The fourth is makes a learning plan by a teacher that involves discussion activities in classroom. The fifth is design learning activities in the

classroom with teacher guidance and practice in transactional and interactional speaking.

From the five principles above, The researcher want to improve students' speaking skills through classroom activities using reciprocal teaching strategies. By implementing innovative learning strategies, it is expected to provide efficient time for speaking English during class activities. The use of innovative classroom design activities will make students interested in participating in learning activities. This activity involves the teacher's guidance and practice in transactional and interactional speech that can improve students' speaking abilities and making it easier to give ideas or express opinions in front of the class.

2.2 Picture Series

Picture series are not only very useful in teaching and learning process, but also to provide motivation. Pictures are one of the visual aids that can be used by teachers in the teaching and learning process.

2.2.1 Definition

Picture Series is cooperative learning techniques. In this technique, students must complete the drawings in logical or correct order, in which several steps can be agreed upon. According to Wright (1990), picture series is a series of images that show several actions or events in chronological order. Picture series usually consists of four to a collection of images. The picture usually describes several types of stories, but a series of images can also be used to describe a process, for example, how to make something.

Picture series is used to talk about speaking ability. Students are instructed to tell what happened in each picture. Images can also be used to get descriptions (Isnawati, 2011). A picture series can arrange a series of narrative forms. The picture series is more effectively used for learning to speak single images that cannot create narration. Students are asked to make dialogue according to their imagination based on the image. Then, they present in front of the class what they imagined based on pictures.

Related to the explanation above, picture series is used in teaching and learning process. Picture series can stimulate students in learning languages and make students easier to understand the material and memorize the words they get from the pictures. The images are used must be colorful and varied, because color drawings can hone students' imaginations. Using picture series for learning can help teachers in class. Students are less effective in learning English by listening explanation from the teacher or by reading a book. Therefore, in this study, the researcher choose the picture series as a teaching aid for teaching writing to high school students.

2.2.2 Procedure in Teaching Speaking by Applying Picture Series

After getting the scores on pre-test, the researcher gave treatment by using picture series in speaking class. In this study, the format of the procedure in giving the treatment by Wright (1989) as followed: First, teaching and learning processes were held for about 45 minutes for each meeting. Second, the activity consisted of 5 minutes introduction, 35 minutes for main activity, and 5 minutes for closing.

In the main activity, there are some activities as followed: (a) the teacher started the teaching and learning process; (b) the teacher presented the material about Picture series; (c) the teacher gave clear explanation and instruction of what should they do to make and presented story telling (purpose and language features); (d) the teacher teaches about storytelling used picture series as media. The teacher teaches about how to tell a story with a series that continuous movement; Then (e) the students were asked to practice making their storytelling and presented it in front of the class one by one f; and (f) In storytelling, the teacher gave students time for about 3- 5 minutes to have practice. In the process of treatment, the students felt enjoy and fun, they were cooperated and motivated.

2.2.3 Advantages of Picture Series

The use of pictures in teaching offers a number of advantages. According to Curtis and Bailey (2001), there are four advantages: (1) students can easily compose a story because there are pictures that will guide them step by step to create a full story; (2) students will feel relaxed in composing the story as they feel that they are playing with the cards (pictures); (3) they are not being forced to build a story and their confidence gradually increases; (4) there is habit formation in this technique (building knowledge, modeling, construction and self-construction).

From the explanation above, the advantage of the picture series technique is that it will be easier for students to arrange a story because there are pictures that can help them imagine or compose stories easily. From here, students are also invited to have confidence when telling stories in front of the class. In addition, by

using the picture series technique students will persist in their learning, and are even more excited.

2.2.4 Procedure in Teaching Speaking by Applying Roleplay

Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Haycraft mentioned the three elements in role playing: what the characters want, who they are, and their moods or attitudes at the time. These elements are then affected by how the situation develops Haycraft (1978).

There are six major steps in the procedure by Huang (2008): (a) students are given and choose several text themes that have been provided; (b) student identify the text and create dialog in detail; (c) student must be able to apply the dialog; (d) student performance in front of the class with group; (e) when student finish apply the dialog, student discussed and convey the moral messages.

2.3 Previous Studies

Coping with these problems of speaking skills for senior high school level, some relevant studies are conducted to get a deep understanding of this phenomenon. The first study is conducted by Putranto (2015). It discussed teaching and learning speaking using the series picture. The researcher used 3 instruments: observation, questionnaire, and interview. Here, the teacher used series picture through PPT to make the students have high motivation and enjoy the teaching learning process of speaking.

The Second study is from Listyowati (2015). It discussed the used of series picture to improve speaking ability. Based on the results of this research, the implementation of series picture techniques can improve students' speaking abilities at the ninth grade students of Sunan Kalijaga Bulukerto. The questionnaire results' shows that students enjoy and become active during the teaching learning process

The third research is discussed by Rinas (2017). It discussed the implementation of the use of picture series to teach speaking. The result states that using series pictures is more effective than using text to teach speaking, and is able to increase students' motivation and confidence to learn speaking. In addition, it can increase students' motivation and confidence to speak English.

The difference between the present study and the previous studys is on the subject and reseacrh design. In the present study, researcher conducted research at the first-grade level of Senior High School. While in the previous study, researcher conducted research at the first-grade and second-grade level of Junior High School. In the present study, researcher used 2 instruments, namely pre-test and post-test as instruments. While in the previous study researchers used 3 instruments: observation, questionnaire, and test. The results of the questionnaire showed that students enjoyed and became active during the teaching and learning process.