

CHAPTER II

REVIEW OF LITERATURE

This chapter highlights some theoretical reviews which consists of: concept, related studies conceptual framework.

2.1 Concept

Based on the discussion in chapter I, in this chapter, the writer will describe some theories related to the speaking ability, describing picture strategy, and conceptual framework.

2.1.1 Speaking

According to Chaney (1998:156), "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context".

According to Nunan (2003: 48) Speaking, especially in a language other than our own, is quite a complex undertaking which involves all different levels of language. Speaking is the process of releasing voice influenced by the thinking process in the brain. Before a word or sentences goes out from the mouth, it passes a thinking process in the brain (encyclopedia Indonesia, 1980: 24).

Speaking derives from the word "Speak". According to the Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with others. In addition, Hughes explained that speaking in

interactive and according to accomplish pragmatic goals through interactive discourse with another speaker of the language.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

2.1.2 Speaking Ability

Chaney (1998: 13) “speaking is the process of building and sharing meaning through the use of the verbal and non-verbal symbol in a variety of context. Speaking is a crucial part of second language learning and teaching”. Speaking is especially difficult for language learners because effective oral communication requires the ability to use the language appropriately and effectively in learning activities within the classroom and in social interaction.

According to Lado (1961: 240), “speaking is the ability to express oneself in life situation, or the ability to report acts or situations in a precise word, or the ability to converse or to express a sequence of idea fluency”. Learning speaking means using essential normal communication situations and signaling system of pronunciations, stress, intonation, grammatical structure, and vocabulary of the language.

To encourage students to develop their ability, Byne (1986), Nunan (1989) and Kleper (2003) among others, suggest teacher to motivate their students by providing opportunities for free expressions, meaningful input, exposure to the

language being learnt, reward and right correction, as well as showing the students to "make use of little they know".

Barker (12: 2004) stated that “speaking is the ability to produce the language and share their ideas. he purpose of speaking is to inform, to persuade, and to entertain”. One of the most frequent purposes is to inform people something we know inform people something we know a different way. The speaker usually has the obligation to make the information clear and interesting as well easy for the audience to learn, to remember, or to apply. The primary goal of this kind of speaking is to inform audience understanding of something. The key means to reach this goal is to clarify and organize materials.

Similarly, Celce-Murcia (Naif,2006: 11) gave an opinion of speaking that the language students are considered successful if they can communicate effectively using that language. If they wish to master another language we need to become communicatively competence in that language. Successful speaking is not just a matter of using grammatically correct words and forms but also knowing when to use them and under what circumstance.

There are four characteristics of successful speaking ability as suggested by a penny (1996: 120): Learners should talk a lot as possible of the period of time allocated in the activity. This may seem obvious but often most time is taken up with teacher talk or purpose. Participant is even. A minority of talk active participant does not dominate classroom discussion; all get the changes to speak and contributions are fairly evenly distributed.

Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving talk objectively. Language is often an acceptable level. Learners express themselves utterances that are relevant, easily comprehensible to each other and of acceptance of language accuracy.

2.1.3 Picture

Sadirman (1990: 29-30) states that “pictures are a general verbal communication that can be understood and available everywhere”. The picture gives the real description of an object which portable and can help an understanding of an object which difficult to observe. Sadirman adds that there are some reasons for using pictures in the teaching and learning process. They are as following:

1. They serve to concentrate clues of thing
2. They can surpass the limitation of space and time
3. They can surpass sight limitation
4. They can clarify a problem, prevent and correct misconception
5. They are inexpensive, easy to get and to be used

Moreover, Wright (1989) says “pictures as media are able to motivate general idea and forms of an object or action which are particular to culture”.

Sulaiman (1988: 29-30) stated that “pictures have several advantages. First, pictures are easy to obtain, pictures can be found in newspaper, magazines, books, etc. second, pictures have been familiar in the teaching learning process”.

Hamalik (1982:81) list some of the advantages of pictures. They are:

1. Concrete, through picture students can see real things clearly. The problems can be seen more easily through pictures than through lectures.
2. Room and time, in the term of room, pictures representation of real thing which are sometimes impossible to see for some reason.
3. Lack of human sense, the small thing which cannot be seen with eyes, can be represented by means of pictures,
4. The explanation, pictures can be used to explain problems in the environment. It will be clear and efficient.
5. Economy, for a school that has limited budget pictures give some advantages. Pictures can be cut-outs of old unused material or the teacher and the students can draw pictures by themselves. Thus, the school doesn't need to spend much money.
6. Practical, one picture can be seen by all students in the classroom or even in the community of the school. Most pictures are easy to store and maintain after used.

Wright (1989) divides the roles of pictures on language learning based on the four English skills: Listening, Speaking, Reading, and Writing. Wright, however, discusses these four activities under two categories: receptive and productive. Wright (1989: 119) states In listening and reading activities, pictures have some roles:

- a) To interest the students
- b) To help to translate the meaning of the gist of the text or individual item of language.

- c) To give a context for language and students' activity.
- d) To give culture information.
- e) To contribute to the research for specific information in the text and to help students demonstrate in non-verbally. (However, they must avoid the ambiguity of students' interpretation. The most useful contribution of pictures is to contribute in the students understanding of a more general context which is made up of pictures.

In speaking and writing activities, pictures have some roles:

- a) To motivate the students to want to speak or write.
- b) To create to the context within which their response will have meaning.
- c) To provide the students with information to us in controlled practice work. Pictures showing objects, actions, event, and relationship can cue answers to questions, substitutions and sentences completions.
- d) To guide spoken and written descriptions or narrations or dialogues.

from previous explanation n, pictures is a kind of media are commonly used by the teachers due to the fact there are some advantages of using pictures in supporting effective and efficient teaching and learning process. It is obvious that those advantages can make the students understand better.

There are some speaking activities in the classroom which use pictures as the main tools or media as proposed by Kayi (2001):

- a) Picture narrating

This activity is Based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the

criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or sutures they need to use while narrating.

b) Picture describing

Another way to make use of pictures in speaking activity is to give the students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imaginations of the learners as well as their public speaking skills.

c) Find the difference

For this activity, the student can work in pairs and each couple is given two different pictures, for example, a picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. In conclusion, most stimulants come through eyes, therefore, visual aids, especially pictures, play an important role for everyone who is learning a language. These media are very appropriate to support the learning process. So it cannot be separated from them because by missing it, the delivery messages in the teaching and learning process will not perfectly be fulfilled.

2.1.4 Picture as Media in Teaching Learning Process

In teaching learning process, media is a tool to help the teacher and students to increase their learning activities. By using describing picture as media in teaching the teacher can create a conducive in learning process and very helpful to motivation in their learning activity and also effective in teaching. So, the

writer hopes with using describing the picture as media can help students more active in the classroom. According to Andrew Wright (1989,10) there are several the advantages of picture as media in teaching learning process:

1. Pictures can motivate the students and make her or him want to pay attention and want to take a part.
2. Pictures can responses to questions, cue substitutions through control practice.
3. The picture can stimulate provide information to be referred to in conversation, discussion and storytelling.
4. The pictures can described an objective way or interpreted or responses to subjectively.

2.1.5 The Use of Pictures in Teaching Speaking

The picture is one of teaching media can make the students enjoy the lesson. Pictures can be used not only to illustrate the aspect of socio-cultural topics but also gives interesting, meaningful, easy to prepare, and easy to organize.

Gerlach and Elly (1980: 227) state the benefit of using pictures as follow:

1. Pictures are inexpensive and widely available

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

2. Pictures provide common experience for an entire group of students.

It means by using a picture, a teacher can involve all of the students in his or her class.

3. Pictures can help prevent misunderstanding

It means by using pictures, the teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students' perception and teachers' perception.

Pictures help students to focus attention on the subject and make students active.

2.2 Review of Related Studies

In this study section several previous studies will be reviewed:

First study entitled " The use of pictures to improve the student speaking ability of X1 IS 2 SMA N 1 Kasihan in the academic year of 2011/2012" by Riesty Wulandary. The writer found three problems which feasible to solve when the writer did research. The problems were the lack of facilities in presenting the material, the lack of input activities in speaking, and the lack of media to motivate the students in speaking. The action to solve the problems were using power point program through a viewer to present the material, applying listening activity in speaking lesson and using pictures to help the student to speak. Those actions in involving the English Lesson. Secondly, the students' fluency pronunciation, accuracy, and vocabulary were increasing. Thirdly, was easier for the students' to perform speaking by using pictures. The students' average pre-test score was 5.64 while the students' average post-test score was 7.35. The result shows that there was an improvement of the students speaking skill ability. It can be concluded that using pictures can effectively improve students' speaking ability.

The second study entitled " The effectiveness of using describing pictures to improve students speaking skill in descriptive text of eighth-grade students of SMP H. Isriati Semarang in the academic year 2010/2011" by Intan Alia Asfa. The writers try to used describing pictures as a method to improve students' speaking skill especially in descriptive text. The population of the research was the eighth grade. The research which conducted into two classes; the experimental group (VIII C). The VIII A picture. The writing gave the speaking test of to gather the data. the test had been tried out find out the validity, reliability, difficulty level, and discriminating power before it was used to gather and data. the formula that was used to analyze the data was t-test. It was used to determine whether or not there was a significant difference between students' score in experimental groups and students' score in the control group. After the data have been collected by using test, it was found that t-test was (4.348), whereas the t-table was (2.01) for $\alpha = 5\%$. The t-test was higher than the t-test table ($4.348 > 2.01$). since the t-test score was higher than the table, describing pictures was an effective technique/method in improving students' speaking skill in descriptive text of eighth-grade students of SMP H Isriati Semarang.

The third study entitled "The effectiveness of guessing games in teaching speaking of the tenth grade students of minor seminary St. Rafael in the academic year 2012/2013" is by Inosensius Tateni. The writer focuses on teaching speaking by guessing games and without games. The result or additional findings: 1) in teaching speaking without games students are afraid to speak but in playing guessing games students were daring to speak. 2) in teaching speaking without

Games students had low motivation in classroom interaction but in playing guessing games students had higher motivation in Learning English. 3) In teaching speaking without games the classroom atmosphere was not conducive but in playing guessing games the situation and condition was more conducive.

1.3 Theoretical framework

