

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some reviews of relevant theories and studies that are about: speaking, teaching speaking, teaching media and the previous studies.

#### A. Speaking

##### 1. Definition of speaking

There are a lot of definition of speaking ability such as, Speaking is an activity of show an idea trough sound. Based on the Collin Cobuild dictionary speaking is an activity of giving speech and talk. Cambridge dictionary stated that speaking is using the stated language. Gert and Hans( 2008) identify speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

##### 2. Difficulties in speaking

Someone can see easily of many things in daily life using English in the written form and it doesn't need to be read aloud, so we don't need to be

embarrassed. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult according to Nunan (2003):

- a. Clustering  
Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.
- b. Redundancy  
Sometimes it is used to make meaning clearer.
- c. Reduced forms  
It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.
- d. Performance variables  
The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.
- e. Colloquial language  
The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.
- f. Rate of delivery  
Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.
- g. Stress, rhythm, and intonation  
This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### h. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

#### B. Teaching speaking

The learning of language involves acquiring the ability to compose correct sentences and it involves an understanding of which sentences or part of sentences are appropriate for a particular context according to Widdowson(1978:56). Krashen (1987:12) stated the goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition.

##### 1. Principles in teaching speaking

According to Nunan (2003), there are some principles for teaching speaking. Some of them are described below:

##### a. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

##### b. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In

this way, the students will get chance to interact and practice the language with other students.

2. **Kinds of oral production**

According to Nunan (2003), there are six categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. **Imitative**

A very limited portion of classroom speaking time may be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. “Drills” offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or grammatical. They can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

b. **Intensive**

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

c. **Responsive**

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

d. **Transactional (dialogue)**

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. **Interpersonal (dialogue)**

It is carried out 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 factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

f. **Extensive (monologue)**

Students at intermediate to advance 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.

### C. Teaching Media

As foreign language which is not used every day in society, English become difficult to learn. To solve this problem, the teacher must know the approach, strategy, and method that can make the students interest to learning English.

1. **Definition of Media**

Media is an instrument to deliver the message to the receiver (Arsyad, 1996: 3). Media is any extension of man which allows him to effect other people who are not in face to face with him. Which is includes letters, television, film. It also be able to deliver messages to the students effectively. Gerlach and Ely (1971:282) define a medium as any person, material or event that creates

circumstances that put the pupils in a position to acquire knowledge, skills and dispositions. De Corte et al. (1974:189) go further and state that a medium is any means used or presented by a teacher to function in the teaching situation in connection with reaching a particular teaching aim.

2. The advantages of using teaching media

According to the result of observation conducted by Sulaiman (2012) which shows the positive effect of media as a direct teaching learning in class is:

- a. By using media in teaching learning, it can decrease the misunderstanding of information so, information can be delivered to the student equally as a base of study, exercise, and application.
- b. By using media, teaching learning process becomes more interesting. Media can be associated to make students interest and give their attention in lesson. It shows that media has motivation aspect.
- c. Teaching and learning process becomes more interactive by applying theory of study and psychology principle in student's participation, feedback, and support.
- d. The time of teaching learning can be shorten because media only need short time to deliver the messages and the content of the lesson.
- e. The quality of study can be improved if media in teaching learning is organized well, specific, and clear.
- f. The instruction can be delivered anytime and anywhere if needed. Especially if the instruction planned as an individual utility.

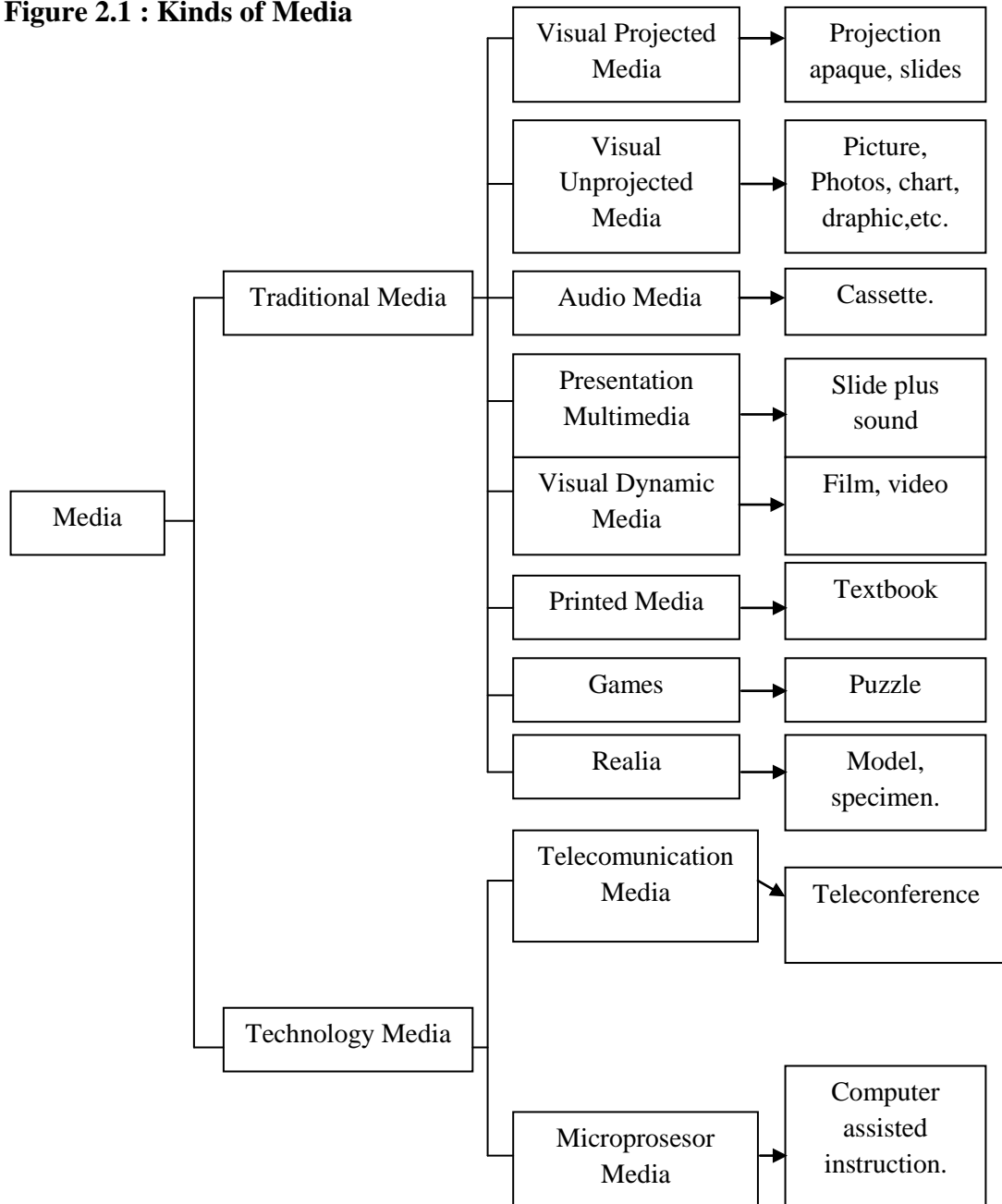
g. Student's attitude for teaching learning process can be enhanced.

### 3. Kinds of Media

There are some kinds of media. According to the Seels and Glasgow

(1997:25), media are divided into:

**Figure 2.1 : Kinds of Media**



## D. Realia

### 1. Definition of realia

According to Nunan (1999) Realia is object and teaching learning props from the world outside the classroom that are used for teaching and learning. Under this statement Nunan define realia as real object or teaching learning equipment from outside the classroom that are used for teaching and learning process, to make the students understand more. British council site state that realia refers to any real objects we use in the classroom to bring the class to life. From this statement, realia define as an object that brought in the classroom to make the situation in the classroom life.

Richards and Platt (1998) describes realia as actual objects and items which are brought in a the classroom as examples or aids to be talked or written about and used in language teaching such as; article of clothing, kitchen utensils, items of food, etc.. In Herrel and Jordan (2009:2) opinion, realia is a term for real things (concrete objects) that are used in the classroom to build background knowledge and vocabulary. Based on the statement above, we can conclude that realia is real object outside the classroom that brough into the classroom to make the students understand more.

In other study about the use of realia in teaching foreign language in Sukrina (2010:15) Realia is a term used in library science and educatin to refer to certain real life objects. In library classification systems, realia are objects such as coins, tools, and textiles that do not easily fit into the orderly categories of printed material or naturally occurring (specimens, samples, etc. ), usually borrowed,



purchased, or received as donation by teacher, library, or museum for use in classroom instruction or in exhibits. According to Platt & Platt (1992:2), Realia (in language teaching) are actual objects and items which are brought into a classroom as example or as aids to be talked written about and used in teaching or concrete objects and the paraphernalia of everyday life. In Education, realia are objects from real life used in classroom instruction. Realia include objects used by educators to help students to understand better other cultures and real life situations. Anything which has a purpose outside of the ESL and can be bought into the classroom as media in imitation form of all things, for examples: replica of landscapes, miniature of house, imitation of fruits or vegetables. Berward (1987:3) make a conclusion that realia refers to real objects, specimens or artifacts not copies, model, or representation from particular culture.

## 2. Advantages of using realia

Sulaiman (2012) stated the use of realia is common place in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching-learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world" (Heaton, 1979). As Berwald (1987) notes, realia "are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of *experience* in the target culture".

Realia provides language learners with multi-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing,

hearing, touching, and manipulating" items. And interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning (Bryan Smith, 1998).

Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent.

Using Realia for learning vocabulary/grammar It is unrealistic to bring real objects into your classroom for every single word that you wish to teach and some words will lend themselves better than others to using realia. Remember, realia can be used indirectly as a tool for teaching grammar; for example, items of food and drink are perfect for teaching uncountable and countable nouns (Chris Soames, 2010).

#### E. Previous study

There are several studies about the use of realia in teaching language skills and components such as; “ Realia and vobabulary learning among young learners” conducted by Paredes Oyarzo, “ Improving students’ vocabulary mastery by using realia ” conducted by Vina Sukrina, “ The Use of realia to improve students speaking ability in procedure text” conducted by Erny Rokhmawati.

Another study is also conducted by Siti Suharsih and Aisyah Hamidiyah under title “realia: effective media for teaching english for young learner”. The study concern in the effectiveness of using realia in teach english for young

learners. The researchers use descriptive qualitative design with qualitative approach. The object of the study was teachers at SDN 03 Serang Kota. Meanwhile, in this research the researcher conducted research entitled “the effectiveness of using realia in teaching speaking at eight grade of MTs Sunan Kalijogo academic year 2015/2016” that use experimental research design with quantitative approach. The subject of the study was eight A graders of MTs Sunan Kalijogo.

From the explanation above, the conclusion is the previous study have some differences with the researcher study. The previous study concern on the use realia in the classroom used descriptive qualitative design and qualitative approach. It is different with the researcher study which is concern on the effectiveness of using realia in teaching speaking that used experimental reearch design and quantitative approach. In term of subject the previous study choose elementary school students, but the researcher choose junior high school students. In other hand, the setting of the study is also different. The previous study take place in the Serang, a city in the west java. Meanwhile, the research conducted by the researcher take place in the kalidawir, a district in the Tulugagung.