

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter presents about nature of speaking, the aspect of speaking, teaching speaking, the activities of teaching speaking, kinds of speaking test, media, picture and picture series.

A. Nature of Speaking

Language consists of four skills. They are listening, speaking, reading, and writing. One of the language skill is speaking. Speaking as a fundamental to human communication. Speaking is used to interact and communicate by someone to other. Speaking is needed in all of life activities. Although other tool communication like writing can be used on communication in daily life. For example, impossible to use written communication if we want to call or greet someone. To express our feeling when we are happy or sad and to show ideas and giving opinion in a meeting, speaking became a vital function. As long as we live and hold social relationship, we will never leave speaking.

Sandra Savignon,(1972,1983) conducted that communicative competence is not restricted to spoken language, but involves writing as well. It is also context – specific, which means that a competence communicators knows how to make choices specific to the situation.

Speaking as a fundamental to human communication. It mean that speaking is used to interact and communicate by someone to other to get information. Thornburry (2005:13) mentions that : “there are two main purposes of speaking. Speaking has function as transactional function to related to convey information and interactional function related to establish and maintain social relationship”.

One of the most usefull schemes for analyzing interactions from a functional perspective is that by Martin Bygate (1987). Bygate suggest that conversations can be analyzed in term of routines. Routines are conversational (and therefore predictable) ways of presenting information. He discusses two types of routines : information routines (these would encompass what I have called transactional language), and interactional routines (coresponding to my interactional/social category).

Many people feel that speaking in a new language is harder than reading, writting, or listening. In speaking you can not edit and revise what you wish to say, as you can if you are writting. When we are have writing or reading we can revise and editing our mistake. It means that our communication will be better and the used of pattern and struktur well.

In speaking activities, the students usually get some problem that make them are difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy in speaking, they lacked by vocabulary or afraid in use of tenses. The students are worried about making mistakes or feel shy of the attention that they get after speaking and also they do not have motive to speak or

express their feelings. They want to speak fluently but in many chance they still failure in speaking. They not prevented by acquisition, grammatical, and lexical knowledge of the speaker but about practicing. So, they decideto silent.

Based on Richard, Platt and Weber (1985 : 49), the characteristics of communicative competence includes : Knowledge of the grammar and vocabulary of the language, Knowledge of rules of speaking, e.g : knowing how to begin and end conversation, knowing what topic can be talk about in different type of speech events, knowing which addres forms should be used with different person one speak to and in different situation, Knowing how to use and respond to different types of speech acts such as request, apologies, thanks, and invitations, Knowing how to use language appropriately.

In the communication we also must think about the ambiguity and misunderstanding. The ambiguity and misunderstanding can be influence in our communication with other. The sentence's ambiguity can make our communicate with other misunderstanding. If our communication with other misunderstanding our information is meaning sense. So, the communication can not get to the point. Our communication is fail.

Another aspect of speaking that is particularly relevant for second language speakers concern whether or not the speaking is planned or spontaneous. We tend to assume that all conversations are spontaneous, and so they are to a degree.

Listening can also give facilitate on speaking. By listening being a listener gives learners model to deploy when acting as a speaker. In addition, being a

hearer first helps the learner appreciate the difficulties inherent in task (Nunan :1999). From the listening we can get more vocabulary. When we are familiar in listening, we will be know about pattern and structure right if we are accustom in heard sure that our speak is easy too.

B. The Aspect of Speaking

Speaking is used to interact and communicate by someone to other. Speaking is needed in all of life activities. This aspect of speaking will make our speaking or use of language well.

As proverb says “practice makes perfect”. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component. The component is what aspect to be mastered by the people in speaking English. Here is the component of speaking skill according to Syakur. Speaking is a complex skill because at least it is concerned with components of grammar, pronunciation, vocabulary, fluency and content.

1. Grammar

Grammar is the features of a language (sound, words, formation, and arrangement of word, etc) considered systematically as a whole, aspecially with reference to their mutual contrast and relation (The Macquarie dictionary : 1991).

It is needed for students to arrange a correct sentence in conversation. Student’s ability to manipulate structure and to distinguish appropriate

grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems, and grammar is one of the essentials systems. People must know about grammar in order to use language appropriately in social context (Burn and Helen : 1999).

By using grammar well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across easily.

2. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak (Hornby, 1995 : 6). It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation ; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Pronunciation focuses on accent. When speaker says, he/she will give an emphasis to certain words suitable with pronunciation. For example, the

symbolon the *e*'s in resume. It means that the emphasize of the word is located on the *e*.

3. Vocabulary

Vocabulary is list of word with their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary is more than list of target language words. As a part of the language vocabulary is intimately interrelated with grammar. The teaching of vocabulary is has assumed its rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approach to language development. Proponents comprehension – based approaches to language acquisition argue that the early development of an extensive vocabulary can enable learner's to “ out perform their competence”. On the other word, if one has an extensive vocabulary, it is posible to obtain meaning from spoken (Nunan : 1999).

4. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

5. Content

The main ideas of something always be stated clearly and change of opinion very clear. Oral communication certainly requires a person to respond and to speech as well as to imitate. If we review to the functions of speaking as transactional and interpersonal. The understanding about the topics or speech will be got if the speakers are able to interact and communicate with other people. It can be hoped if there is comprehension between the speaker and listener.

C. Teaching Speaking

Explained before, as a fundamental to human communication, speaking is important to teach of students. During their live, they always need speaking not

only to convey information but also to hold relationship with other. Based on the reason is important.

Actually as we know that language learning is related to the interaction with other people. It is important to be understood that language is a tool of people to do something and convey information through their word exactly in speaking.

In the school, it is often found students are talking with themselves and it shows that they need speaking in their live. One of the ways to develop their speaking is by teaching speaking. In learning speaking of course the students have to practice it in everytime to make their speaking fluent.

In the language classroom especially in speaking, the learners are taught chiefly about language and its rules. They learn fact about language rather than how to use their speaking is communicatively to express their ideas, to talk and listen and to learn how to cooperate with other. It means to make their communication well.

As we know that the students are taught speaking by having repetition and reciting dialogue which has provided in their book task. Repetition is hoped to make the students easier to familiar and remember sound and pattern of the language. Reciting dialogue is hoped the students can interact with other and try to express their feeling. From this phenomenon, it can be assumed that the students spend much time by repetition of the teacher without practicing during their time. It is far from their speaking it self.

At the time, in order to make speaking classroom can be learn well, the teacher must use the best activities that can improve the speaking ability of the learners. Especially for the young learners, the activities of speaking must be fun and interesting, So that they can be enjoyable to follow the speaking class.

Students' own language students are able express emotions, communicate, intentions and rections, explore the language make it fun, so if they expect to be able to do the same in English. Right, the teaching learning of speaking effectively.

D. The Activities of Speaking

In speaking there is many kinds of the activities. Speaking is a productive skills. It involves putting the message together, communicating the message. In teaching and learning English we need to encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

Speaking activities concentrate on getting learners to produce sound, phrases or grammatical structure from activities which are controled by teacher. This activities to do until the learners have more freedom to choose the language that they used.

In control activities the teacher usually gives guided to do his/her intractions. The teacher makes their class effectively and having fun. For example, the teacher uses picture or object to help the learners understand the content and

practice the words-telling the time, asking about object. The teacher should create their classroom environment where students have real-life communication and meaningful in oral language.

There are many kinds of speaking activities that can be held by the teachers and learners :

1. Role Play

One way of getting students to speak is role-playing. Role play is an excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

In role-play activities, teacher gives information to the learners, Such as who they are and what they feel based on their character. They are asked to act and speak like those characters. In the role-play activities, the students have to speak and act from their new character's point of view (Harmer:2007)

2. Games

Games may be defined as a form of play by certain rules or convention. The use of games must contribute language proficiency in some way by getting the learners to use language in the course of the game. Games can help the students study easily because games make the learning fun.

In the learning process, especially for young learners games will be effective. The young learner will be more concentrated learning if the subject that

they have is fun and happier. They will be happy to follow their class and not bored.

In the games usually the learners are divided into groups to play the games. They are given games which has provided by the teacher. Firstly teacher gives the instruction how to play the games and asked the students to play the games, and then the students play the games based on rules that they had agreed. The teacher will guide the games.

3. Story telling

Story telling is universal function of language and one of the main ingredient of casual conversation (Thornburry:2005). Story telling can summarize a tale or story which they had heard from somebody or they may creat the stories that they have to tell their classmate. Story telling help the learners express their ideas in the begining, development, and ending, included the character a story has to have.

Both of teacher and students can be included inside in the story telling. In the story telling the teacher can start the story first and then ask the students to retell the story. The teacher can also ask the students directly to telling the story about something that they had read/heard or students' good experience.

4. Discussion

Discussion can be denifed as talk or write about something. The example of discussion is debates. In the debates, the students can give a controversial statement and they decide whether they agree or disagree and why. In order to make the debates succesful, the students make in groups.

5. Picture description

The other activities on speaking is picture description. The students are given one or some picture and then describe what about the picture. In this activity, the students can be divided into groups and given different picture and then they have discussion about their story. And then each group describe the story to whole of class. Picture description also can be given to individual. Each of them describes the picture one by one.

E. Kinds of Speaking Test

Speaking test is very important aspect of language testing. By testing teacher know the ability of their students. The students are hoped to show their ability in language as a result from their learning. Some techniques in testing speaking are:

1. Reading aloud

First technique is reading aloud. The teachers can use reading aloud in testing of speaking. This technique is used when the teacher wants to access the pronunciation of the students.. The students are given a short time to glance the text before being to read aloud. Reading aloud is easy technique to be administered by selecting sentences or text and recording test-taker. The scoring of this technique relatively easy because test-taker's oral production is controlled.

2. Oral interview

Commonly form of test speaking is oral interview. In this technique, the teacher gives question to the students and they are asked to answer the question.

Like other oral production examination, the scoring of oral interview is more subjective and has low reliability. Sometimes the students' performance in oral interview does not reflect the true students' ability.

The objective of teaching speaking in this technique is to develop the ability to interact successfully in that language. Testing speaking should enable the students to elicit the behavior which truly represent their ability.

This technique has bad effect for the students. The test can make some learners very nervous and they may not do as well as they could. The test is only focused on what will be tested. The solution of this problem is the students who want to be tested sits down in the classroom, and the other is outside.

3. Picture cued

Using pictures, maps or diagram can be used to access oral production too. In the picture cued technique the students are given picture to be studied a few minutes and then asked to describe the picture with limited time. The right selection of the picture to be used in testing can help to control this testing.

F. Media

1. The definition of media

Media is one of components of teaching. The word media comes from latin "medius" which means "middle". In generally, media the intermediary for the spread, carry, or convey something to the recipient of message and ideas.

Media is any extension of man that allow him to affect other people who are not in face to face with him. Included letters, television, film and telephone

and even the road and railways, as there are extensions by which man can communicate with others. From that statement, it may be concluded that media is something which someone or teacher uses to make delivering information and transferring the material or subject to students easy. It is included of people or things around.

The use of media helps to influence and has some benefits in the teaching learning process. In teaching English, teacher can use the media to stimulate the students' attention more. In addition, the use of media can be done to make the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using media, the students are not bored with the situation in the classroom or outside the class.

2. Kinds of media

The importance of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually it is called listening media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing

something. The example of audio media is radio tape/ cassette. The teacher will play the cassette and ask the students to do a task or list of words which they get.

Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of feeling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool which can give the real visual experience to the students. The advantage of visual media is can present the ideas, message or events become real. In the other hand the visual media has the disadvantages are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

The characteristics of visual media are :

- a) Text is real in visual manner, exceeded based on the room
- b) Texts and visual show one way communication and receipt
- c) Text and visual is shown statically
- d) In developing, visual media depend on the language principle and visual perception
- e) It is oriented to students
- f) The information can be arranged

c. Audio-visual media

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media.

The audio visual media has some advantages, it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

G. Picture

Picture can be defined something (painting, drawing) description that gives you an idea in your mind of what something. Picture - a visual representation (of an object or scene or person or abstraction) produced on a surface. Picture is included of visual media. In the teaching learning usually teachers used picture models of flashcard and picture series.

Picture may be two-dimensional, such as a photograph, screen display, and as well as a three-dimensional, such as a statue or hologram. They may be captured by optical devices—such as cameras, mirrors, lenses, telescopes, microscopes, etc. and natural objects and phenomena, such as the human eye or water surfaces.

The word picture is also used in the broader sense of any two-dimensional figure such as a map, a graph, a pie chart, or an abstract painting. In this wider sense, picture can also be rendered manually, such as by drawing, painting,

carving, rendered automatically by printing or computer graphics technology, or developed by a combination of methods.

A picture exists in an individual's mind. Like something one remembers or imagines. The subject of an image needs not to be real; it may be an abstract concept, such as a graph, function, or "imaginary" entity. For example, Sigmund Freud claimed to have dreamed purely in aural-images of dialogs. The development of synthetic acoustic technologies and the creation of sound art have led to a consideration of the possibilities of a sound-image made up of irreducible phonic substance beyond linguistic or musicological analysis.

H. Picture series

Picture series is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Series is group of related things, events, etc, occurring one after the other.

Picture series of story telling can also be used to test speaking ability. Students should be instructed to tell a story rather than simply describe is happening in each picture. Picture can also be used to elicit descriptions (Isnawati: 2011). Series of picture form a natural basis for narration.

Here the students are asked to look at the picture correctly and they have to describe the picture. The students were expected to practice in telling the story based on the picture. Then, students are required to tell the story by their own words. For example, “ one day the boys and his friends go to the field to play football.

Another picture can be used to produce dialogue. The students are asked to make a dialogue by their imagination based on the picture. Then, they present front of class. Picture series is more effective than single picture whenever we want to teach concept involving motion or process.