

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The Nature of Speaking

Some experts give many definitions of speaking, but impossible if the writer discusses all of the definitions of speaking in this chapter. Therefore, the writer only chooses several definitions that are important to talk about.

Dawes has states, “Speaking, at least in a dialogue, is already kind of listening because it is necessary to take on the perspective of those we are talking with in order to shape our words to speak to them.”¹ It means, if the student want be able to speak they have to listen. The more students listen, the more students get a new words and it will increase their ability to speak.

According to McDonough and Shaw, “Speaking is not only an oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, and then it supports speaking skill.”² When the writer talks about speaking, that is not always in oral, but also needed a whole skills like reading, writing, and listening, because in speaking the student also have to read, write, and listen.

¹ Lyn Dawes, *The Essential Speaking and Listening: Talk for Learning at Key Stage 2*, (New York: Routledge. 2008), 14

² Jo. McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide*, (Oxford: Blackwell Publishing. 2013), 133

Speaking is an ability to express articulation voices or words and to extend idea and emotion, and feeling. Speaking seems intuitively the most important: people who know a language referred to ‘speaker’ of the language, as if speaking included all other kinds of knowing; many if not most foreign language learners are primarily interested in language to speak.³

In The Holy Qur’an there are many verses explanation about speaking, one of them is :

وَقُلْ لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ ۚ إِنَّ الشَّيْطَانَ يَنْزَغُ بَيْنَهُمْ ۚ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَنِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

which means: “Tell My bondmen to speak that which is kindlier. Lo! the devil soweth discord among them. Lo! the devil is for man an open foe.” According to Surat Al-Isra verse 53, as a human being and His bondmen we have to speak the good word, because there are devils between us who can provoke the conflict between human.

Referring to explanation above, the writer concludes that speaking does not come naturally to us, to speak student have to learn some words, to listen, to write, and to read. Speaking is to deliver the information clearly to the listener, so the listener can understand what the speaker delivered.

³ Penny Ur, *Practice and Theory: Practical in Language Teaching*, (Cambridge: Cambridge University Press, 1999), 120

2. Types of Speaking

There are five types of speaking as the following:⁴

a. Imitative

Imitative speaking is the ability to imitate a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. Usually the focus of imitative speaking is pronunciation.

b. Intensive

Intensive speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological features within minimal interaction between a test – taker and an administrator.

c. Responsive

Responsive speaking indicates the oral production in the very short conversation. It allows more creativity and interactive features than intensive speaking.

d. Interactive

Interactive speaking involves more long and interactive discourse for both to get information and keep social relationship. Assessment tasks for interactive speaking such as oral interview, role play, discussion and conversation, and games are authentic and spontaneous.

⁴ Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003), 141

e. Extensive

Extensive speaking indicates deliberative and formal style of speaking such as speech, oral presentation, and story – telling. It has only limited level of verbal interaction.

There are several matters in designing speaking assessment tasks. In this study the writer takes the extensive speaking to dig students' ability in speaking English language, because in this type of speaking the students do a story – telling or speaking English language alone in front of the classroom.

3. The Functions of Speaking

Richard expanded three-part version of Brown and Yule's framework about the function of speaking: talk as interaction, talk as transaction, and talk as performance.⁵

a. Talk as Interaction

Talk as interaction refers to what is normally meant by “conversation” and describes interaction that serves a primarily social function. This function of speaking is often found when people exchange greeting, engage in small conversation, or tell some experiences. This is done to build a comfortable zone of interaction with others.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. This function of speaking is often found when discussing in classroom group, buying something in a

⁵ Jack C. Richard, *Teaching Listening and Speaking*, (Cambridge: Cambridge University Press, 2008), 21

shop, asking someone for direction, or ordering food from a menu in restaurant.

c. Talk as Performance

The last type of talk refers to classroom presentation, public announcement, and speeches which tend to be in form of monologue.

4. Some Problems Faced by the Students in Learning Speaking

According to Penny Ur there are some problems faced by the student in learning speaking activities in her book as below:⁶

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about mistakes, fearful of criticism or losing face, or simply shy of the attention of the attention that their speech attracts.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard: and in a large group this means that each one will have only very little talking time. This problem is compounded by the

⁶ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), 121

tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.

Also in learning speaking, the problem that faced by the learner is lack of vocabulary, because if the learner have lack of vocabulary they cannot speak. When they do not master in grammar but have many of vocabularies, they can speak, because grammar not needed in speaking. But the most important thing in speaking is the listener can understand what the speaker talking about.

5. Teaching Speaking

According to Muriel Saville-Troike there are general guidelines for teaching English:⁷

1. Consider the goals that individuals and groups have for learning an additional language.
2. Set priorities for learning/teaching that are compatible with those goals.

⁷ Muriel Saville-Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2008), 180

3. Approach learning/teaching tasks with an appreciation of the multiple dimensions that are involved: linguistic, psychological, and social.
4. Understand the potential strengths and limitations of particular learners and contexts for learning, and make use of them in adapting learning/teaching procedures.
5. Be cautious in subscribing to any instructional approach which is narrowly focused or dogmatic. There is no one “best” way to learn or teach a second language.
6. Recognize achievement in incremental progress. And be patient.

In teaching speaking English language the teacher must have a different or a fun way to teach, because speaking is the most difficult skill for student and many students are shy to explore or to speak English language because that's not their mother tongue. So, the teacher must have a fun way to teach for students not to get bored while studying, the example is by a picture, the student will explore their mind to talk anything based on the picture.

6. Classroom Speaking Activities

Many of the classrooms speaking activities which are currently in use fall at or near the communicative end of the communication continuum.⁸

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman Publishing, 1991), 271

1. Acting from a script

The teacher can ask students to act out scenes from plays and their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.

2. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that the student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures.

3. Discussion

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them with before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

4. Prepared talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from a script.

5. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say

each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns – and thus be situated in the middle of our communication continuum.

6. Simulation and role-play

Many students derive great benefit from simulation and role-play. Students ‘simulate’ a real-life encounter as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.

B. Picture

1. Definition of Picture

Picture can be used in any skills (reading, writing, and speaking) because learning can be fun if the teacher teach English by picture, picture is one of a media that used in language learning. The learners cannot get bored to learn through pictures, because there is another visual except teacher who just gives the material, but through picture learning can be fun.

According to Andrew Wright in his book *Pictures for Language Learning* pictures are not just an aspect of method but through their representation of places, objects and people they are

an essential part of the overall experiences we must help our students to cope with.⁹

In learning, pictures can make the class more interesting, and the student will not get bored in learning because they will pay attention to the pictures. The pictures can be used in learning reading, writing, listening, and speaking.

Pictures have been used for centuries to help students understand various aspects of foreign languages. The picture have motivated the students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture.¹⁰

Another definition by Marianne Celce Murcia and Sharon Hilles, pictures are versatile and useful resources for teaching, pictures can also be used in various configurations to enhance learning and practice.¹¹

By using pictures the student can explore their imagination in learning English, for example in speaking, the teacher gives the student a picture and they can speak anything about that picture.

⁹ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), 2

¹⁰ Andrew Wright, *Pictures for Language Learning*, 136

¹¹ Marianne Celce Murcia and Sharon Hilles, *Techniques and Resources in Teaching Grammar*, (Oxford: Oxford University Press, 1998), 73

2. Kinds of Picture

Marry Finnochiaro and Michael Bonomo said in their book that picture divided into three kinds as follows:¹²

- a. Pictures of individual person and object are single picture of object, activities or person. This kind of picture is usually small. Finnochiaro has states “an individual picture is one in which the item to be taught is found alone or is highlighted in some passion containing person or object”.
- b. Pictures of situation in which persons are going something with objects and in which relationship of object or person can be seen.
- c. Series of pictures (six to ten) on the chart as a number of related composite pictures linked to found a series of sequence. Usually picture series available in textbook, cartoon and comic strips in magazines for the teacher to copy. After discussion the details of picture, students can try to arrange those in a sequence so that they tell a story with their friends used group conversation.

3. Series of Pictures

Cartoon strips and instruction strips of pictures are potentially useful. Experience will show the teacher which strips are the most useful. The strips can be kept as they are and used to contextualize a story or description of a process.¹³

¹² Marry Finnochiaro and Michael Bonomo, *The Foreign Language Learner: A Guide for Teacher*, (New York: Regents Publishing Company, 1973), 164

¹³ Andrew Wright, *Pictures for Language Learning*, 201

Series of pictures or sequences of pictures is a picture that are related from the first picture to another picture, this picture can make the student feel enjoy to speak because series of pictures is the picture that conclude a daily activity in our live, so they can imagine what they can speak from that pictures. Usually series of pictures are taken from comic strips, internet, magazines and textbook.

4. Criteria for Good Pictures

Andrew Wright has states that pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not. The five criteria below provide a way of deciding whether to use an activity or not:¹⁴

a. Easy to prepare

If it takes you an hour or two to prepare an activity which you can then use many times with different classes, then it is worth it. Once you have built up a picture library it is usually not difficult to prepare the activities.

b. Easy to organize

Opening a textbook is not difficult to organize, but most other activities do require organizational time and energy. The teacher has to decide whether the effort of organizing a more complicated activity is worthwhile in terms of the three points which follow.

c. Interesting

The textbook may be interesting but, on other hand, you and the students might like to have a change from it. And, of course, the

¹⁴ Andrew Wright, *Pictures for Language Learning*, 3

textbook may not be interesting at all! If the activity you are considering is unlikely to interest you and the students, then you will question whether it is worth doing.

d. Meaningful and authentic

Students are going to gain more if the language they use is vital to the situation, there should be some reaction or result if they use the language appropriately, or indeed inappropriately. Many conventional language teaching techniques fall down heavily at this point! It is also probably true that many activities which appear to be communicative are little more than empty drills, in the sense that no-one really cares about the meaning.

e. Sufficient amount of language

The activity will give rise to a sufficient amount of language in order to justify its inclusion in the language lesson.

5. Roles for Picture in Speaking

According to Andrew Wright, there are some roles for picture in speaking:¹⁵

- a. Pictures can motivate the student and make him or her want to pay attention and want to take part
- b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train)
- c. Pictures can be described in an objective way ('This is a train') or interpreted ('It's probably a local train') or responded to subjectively ('I like travelling by train')

¹⁵ Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), 17

- d. Pictures can cue responses to questions or cue substitutions through controlled practice.
- e. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

6. The Advantages and Disadvantages of Picture

Based in *A Systematic Approach Teaching and Media* by Vernon S. Gerlach, pictures have some advantages and disadvantages.¹⁶

a) The advantages of pictures

- 1. Pictures are inexpensive and widely available.
- 2. Pictures provide common experiences for entire group.
- 3. The visual detail makes it possible to study subjects which would otherwise be impossible.
- 4. Pictures can help to prevent and correct misconceptions.
- 5. Pictures offer a stimulus to further study, reading, and research.
- 6. Pictures help to focus attention and to develop critical judgement.
- 7. Pictures are easily manipulated.

b) The disadvantages of pictures

- 1. Sizes and distances are often distorted.
- 2. Lack of some colors in some pictures limits proper interpretations.
- 3. Students do not always know how to read pictures.

¹⁶ Vernon S. Gerlach, *A Systematic Approach Teaching & Media*, (London: Prentice-Hall, Inc, 1980), 277