CHAPTER II
THEORETICAL FOUNDATION

A. Speaking

1. Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.[1] Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that

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[1] Shiamaa Abd EL Fattah Torky.Ain Shams University. 2006 p.13

create conditions for oral interaction through group work, task work, and other strategies.[2]

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.[3] From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because When they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why.[4] Speaking for communication is designed for the intermediate to advance level classroom. It will not focus on the communication which usually become a "trap" for the students because of its routine activities of every chapter, but will concern to the students' activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities.[5]

According Harwood explains that speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and development of individual identity. Particularly in literate societies and cultures, its distinctive

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[2] Jack C. Richards .Teaching Listening and Speaking From Theory to Practice. (New York: Cambridge University Press 2008). P19

[3] Adapted from an article by Kayriye Kayi and various other sources! P.1

[4] Robert Barrass, Speaking for Yourself "A guide for students" (New York : Roudledge 2006) p.2

[5] Anita, S.S., M.Pd. Speaking for Communication (Serang: Fakultas Tarbiyah dan Adab Press IAIN SMH Banten, 2010) P1

characteristics are sometime overlooked. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech. Of course when we speak we use our tongue and talk orally. In short, the writer infers speaking as activities by which human beings try to express thought, feeling, opinion and to exchange information by using utterances in the form of communication.[6]

Besides that, speaking is oral-language proficiency and a complex language skill that involve knowledge and pronunciation, grammar, vocabulary, and culture. Speaking is also used for many purposes, and each purpose involves different skill. In some situation, many people use speaking to give instructions or to get thing done. They use speaking to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes.

From definition above the writer concludes that speaking is one of four skills of English to express opinion, idea, thought, our feeling and etc to the other people, with speaking the people can communicate each other so, the people especially the students have to mastery this skill because this is oral skill that very important for second language learner or foreign language learner to communication in their live. Without speaking we can not express what we want to express and it is make people difficult to communicate with other and will caused bad relations.

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[6]Ani Fitriah and Anita, "Improving Students' Speaking Ability Through Listen-Read-Discuss (LRD) Strategy", Asses English Education Journal, Vol.2, No.1, (January-June, 2016) p3.

2. The Functions of Speaking

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya based on Asses English Journal from Herna Apriyanti and Apud that speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follows: [7]

a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.

c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request.

Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

Based on explanation above speaking has many functions formal or non formal in every situation and in all aspect of human life, so it is very useful for people especially for students as second language learner or foreign language learner.

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[7]Herna Apriyanti and Apud, The Effectiveness Of Find Someone Who Game Toward Students' Speaking Skill. Asses English Education Journal, Vol.2, No.1, (January-June, 2016) p88.

B. Teaching Speaking

Teaching and learning are considered complex processes, influenced by different multiple factors, including use of media or instructional aid, which results active involvement of learners and makes teaching more interactive.

According to Maryam Bahadorfar and Reza Omodvar[8] Speaking is a crucial part of second language learning and teaching. The mastery of speaking skills in English is a priority for many second language or foreign language learners. Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in today's EFL/ESL courses.

Teaching speaking is to teach our learners to:

a. Produce the English speech sounds and sound patterns.

b. Use word and sentence stress, intonation patterns and the rhythm of the second language or foreign language.

c. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.

d. Organize their thoughts in a meaningful and logical sequence.

e. Use language as a means of expressing values and judgments.

f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Based on explanation above teaching speaking is an activity to make students as second language learner or foreign language learner

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[8]Maryam Bahadorfar and Reza Omodvar. *Technology In Teaching Speaking Skill*. KIKS, (India: University of Mysore, 2014), p.10

to produce their speech so, they can speak fluently and confident in front of people or other students.

C. The Roles of a Teacher in Speaking Class

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, three have particular relevance if teacher are trying to get students to speak fluently:[9]

1. Prompter

The students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them.

2. Participant

The teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times, however, teachers may want to participate in discussions role-plays themselves.

3. Feedback Provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over correction may inhibit them and take the

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[9] Ani Fitriah and Anita, "Improving Students' Speaking Ability Through Listen-Read-Discuss (LRD) Strategy" p.4

communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon.

D. **Teacher Roles on Teaching Speaking**

Some teachers get very involved with their students during a speaking activity and want to participate in the activity themselves. They may argue forcefully in a discussion or get fascinated by a role play and start playing themselves.

There is nothing wrong with teachers getting involved, of course, provided they don't start to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what's going on, students can also appreciate teacher participation at the appropriate level in other words, not too much.

Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. If someone in front of the class can't think of what to say, or if a discussion begins to dry up, the teacher will have to decide if the activity should be stopped. Because the topic has run out of steam or if careful prompting can get it going again. That's where the teacher may make a point in a discussion or quickly take on a role to push a role play forward. Prompting is often necessary but, as with correction, teachers should do it sympathetically and sensitively.[10] So, the teachers should be able to see the situation in the speaking classroom, whether the students need a help or not. The

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[10] Jeremy Harmer, *How to Teach English* (New Edition), 2010. Pearson Education Limited. England and Associated Companies throughout the world. P.123

teachers should be handled the class and the problems in the speaking class.

E. Speaking Classroom Activities

Creating a Speaking Classroom provides timely professional development for teachers. Based on a theoretical approach underpinned by classroom research, this book offers classroom-tested strategies for engaging children in their own learning. Such strategies involve the direct teaching of speaking and listening. Activities in the book can ensure that children know how and why to support one another's learning in whole-class and group work. The approach enables teachers to ensure that personal learning program are based on what children already think and know. The suggested strategies for teaching speaking can enable children to use one another's minds as a rich resource[11]. According to Kleinmann's in Bailey, and Kathleen M study found that oral performance was positively affected by facilitating anxiety.[12] So, oral speech activity is good to improve their speech and make students want to speak up in front of the class and the teacher must facilitate this activity to get good result.

1. Speaking in the Language Classroom

Though our foreign language classrooms are a long way from this scene, we are also very directly concerned with speaking. But what

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[11] Dawes, Lyn. *Creating a speaking and listening classroom: Integrating talk for learning at Key Stage 2*. London:Routledge, 2010.p.i

[12] Bailey, Kathleen M. *Voices from the language classroom: Qualitative research in second language education*. Cambridge University Press, 1996.p.266

exactly is this ability that we often take so much for granted in our mother tongue yet find so difficult when learning to do it in a foreign language? According to Chastain, Speaking is using background and linguistic knowledge to create an oral message that will be meaningful for the intended audience. It is taking thoughts and putting them into words and saying them, with much of this process being done unconsciously. There are, of course, special characteristics that distinguish oral production, speech, from written production. Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self-corrections and, under normal circumstances, it disappears, leaving no record but traces in memory. Another important distinction is that it is generally directed at a specific audience in a face-to-face situation where the speaker can make use of the here- and-now and can get immediate feedback from the listener(s)[13]. When we speak or deliver the speech, we must analyze and know who is the object, who is the audience, so we can adapted according the age of listeners because speaking is spontaneously, so we must carefully in deliver the speech, what they need and what they want to listen.

2. **How to Manage Speaking Activities?**

Here are some tips to help teacher manage and organize fluency speaking activities:[14]

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[13] Jorda, Maria Del Pilar Safont. *Oral Skills: Resources and Proposals for the Classroom*. Vol. 10. Publicacions de la Universitat Jaume I, 2002,p.51

[14] Baker, Joanna, and Heather Westrup. *Essential speaking skills*. A&C Black, 2003.p.93

a. Make sure that the students have practice the necessary grammar and vocabulary before they start the activity.

b. Place students into pairs or groups quickly and without a fuss.

c. Explain the activity and write instructions on the board.

d. Tell students how much time they have to do the activity.

e. Demonstrate the activity with one pair or group in front of the whole class if necessary.

While communicative language teaching is concerned with all the skills and their use in a naturally integrated manner, the recent emphasis on communication has focused particular attention on ways of promoting speaking skills. As shown in Chapter 1, this is a question of developing not only linguistic competence but also sociolinguistic, discourse, strategic, socio cultural and social competence, all of which combine to constitute the ultimate goal of communicative ability. Speaking activities aim, therefore, to develop the confidence, desire and ability to use the target language not only accurately but also appropriately and effectively for the purposes of communication.

In the light of that which is known about the nature of the language learning process, and given the many demands which speaking activities can make on learners, it is important to set attainable objectives and to have realistic expectations about learners' achievements. This requires a certain attitude on the part of the teacher towards learners' performance, particularly with regard to error and the use of coping or communication strategies to compensate for gaps in their linguistic resources. The development of communicative ability also has implications for the choice and organization of activities which provide learners with appropriate learning experiences to foster their

confidence and speaking skills.[15] Speaking very useful in our life, especially for students or learners second language or foreign language, speaking is use for improve their speech, confidence and fluency when communicate with the others, especially in social life the students or learners will habitual with this activity.

F. Teaching Media

Teaching media are tools which are provided and brought into classroom by a teacher to facilitate teaching learning process. Teaching media are all physical devices which can present message and stimulate students to learn. Thus, teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the students. Teaching aids are valuable instructional tools that can help make learning more effective and interesting. Harmer says that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities.[16] From the discussion above, it can be concluded that media are everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity.

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[15] Sheils, Joe. *Communication in the Modern Languages Classroom*. No. 12. Council of Europe, 1988, p.139

[16] Jeremy Harmer, *The Practice of Language Teaching*,(Cambridge: Ashford Color Press, 2007), p177.

For this activity students can form pair or group 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 imagination of the learners as well as their public speaking skills.

In speaking, the students usually reflect the language they use at home. In social life, it can be seen when they speak by using different intonation, vocabularies, and structure. So, to make the students practice in class, first, the teacher needs to adopt and vary of media for teaching. One of media for teaching especially teaching speaking using chain picture.

So, this media can help students in speaking class and make students easy to express their opinion, feeling, thought, idea and etc. there are many shape of pictures that teacher can use in speaking class and pictures easy to find in everywhere like magazine, newspaper and internet. For example kinds of picture are poster, comic and teacher can paint the picture by self in the paper or other media. Teacher also can make the picture in the power point or other software to save the cost.

1. Definition of Chain Picture

Chain picture or picture series are some pictures representing continuous events of a story with important information[17]. These pictures can increase the students' desire and imagination to produce speech sound. It is enjoyable for the students because it encourages

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[17] Luki Nugroho, Sudirman, Hartati Hasan**,** The Use Of Picture Series In Improving Students' Speaking Recount Text Skill, Unisla e-Link Journal, (November 2015), P2

activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently. Students will be easier to speak or write because these pictures have events arrangement that help them to improve their speaking. Because the subjects are senior high school students that already have many vocabularies to produce speech, it will be very interesting. A number of pictures each of which is related to some ways to other, especially to the one before it. Series of picture is really serviceable for teaching speaking purpose, because from these kinds of pictures the students get a complete idea and their imaginative are stimulated.

There were three picture series used, they are chain picture or picture series that was arranged from comic books. The second is picture that was arranged from capturing animation movie. The third is picture that was taken from google image.

2. Picture Media

The students need media to help them increase their imagination. One of media that can be used to solve this case is chain picture or picture series. Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at: introduce, form, enrich, and clarify comprehension or abstract concept to the students, develop desired behavior and support students' more continuous activity.[18] So, basically, visual media in learning is everything can be seen by eyes

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[18] OKARA Journal of Languages and Literature, Vol. 1, 1 Mei, 2016.

and brought into class room as visual teaching media to support learning process run well.

In learning instructional media picture can be presented in the form of posters, cartoons, comics, and photography pictures. The making process of these is through printing process. These media include English text books, magazines, newspapers, journal, bulletins, and dictionary. The use of these media in teaching English is necessary and meaningful because it can help learners to get more knowledge and information through reading widely, and provide more enjoyment from various sources of facts. Besides, there are also other kinds of printed media. They are graphic media. These media are in the forms of photographs, graphics, pictures, maps, models, game, puzzle, wall charts, comic script, flash card or cue card, brochure, poster, etc.

Based on explanation above, chain pictures can make students more creative and easy to develop their idea. They have also interest and motivate to learn English, especially to speak English by using media chain pictures.

Applying picture in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It is taken from magazine or newspaper, poster, brochure, or it is found on the internet. The teacher must consider that pictures can engage the students' interest. The use of pictures should be appropriate with the students' level and it is visible by the students.[19] Teacher can use the pictures to make students more understand the material, picture easy to take and use.

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[19] The Second International Conference on Education and Language (2nd ICEL), (Bandar Lampung University (UBL), Indonesia,2014). P2

Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation. Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences. After deciding about the best means of organization, they can practice speeches with another student or with the whole class.[20] When students using chain picture to deliver their speech, they were speech structurally and not widen to the others so, the students were focus in one topic.

a. Criteria in selecting Picture

1). Picture must not violate security, accuracy, propriety and policy (SAPP) guidelines.

2). Picture must relate to the story. Images must enhance and help clarify the story.

3). Picture must communicate information to the reader.

4). Picture must be clear. Each one should have one center of interest, and there should be no potential to misread the photograph.

5). Picture must be of good composition, focus and exposure, and the picture quality should be technically sound.[21]

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[20] Trudy Wallace, Winifred E. Stariha, and Herbert J Walberg, *Teaching Listening, Speaking and Writing,* international bereau of education, 1986, Australia, p.10

[21] Defence Information School, Picture editing and selection (Basic Public Affairs specialist course: Photojournalism) 2006. P2

3. Method to Use Picture in Speaking Lesson

a. Mechanical practice

In mechanical practice the teacher wants students to concentrate primarily on imitating the sound of the language and less concerned with meaning. In other way, with mechanical practice, the students concentrate chiefly on grammatical or phonological accuracy. Pictures can be used to motivate the learner and to remind him or her what to say. In any case, the teacher usually knows exactly what the student should say. The ability to remember is a key factor in successful language learning. The activities in this section contribute not only to the remembering of words but, more significantly, to general techniques for improving memory.

b. Remembering a scene

The student looks at the wall picture carefully and then stands with his or her back to it. He or she then tries to describe the picture form memory. The class can see the picture and are allowed to ask questions. The activity can also be done by asking the students if they can remember what is behind them in the classroom or what it is possible to see from the front door of the school.

c. Remembering a sequence

The teacher tells a story illustrated by a number of picture cards which are shown to the class and then propped up, for example, on the board self. The teacher then turns the pictures to face the board. On the back of each picture card there is a number. Students, working in pairs, try to remember the story, making written notes related to the each number. Then the class reconstructs the story orally, discussing and then agreeing on a final version. The teacher then turns the pictures to

face the class and rereads the original story so that it can be compared with the class's version.[22]

G. **Speaking Assessment**

1. Accent
   a. Pronunciation frequently unintelligible
   b. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
   c. 'Foreign accent' requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
   d. Marked 'Foreign accent' and occasional mispronunciations which do not interfere with understanding.
   e. No conspicuous mispronunciations, but would not be taken for a native speaker.
   f. Native pronunciation with no trace of "foreign accent".

2. Grammar
   a. Almost entirely in accurate a phrases.
   b. Constant errors showing control of very few major patterns and frequently preventing communication.
   c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.

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[22] Andrew Wright, Pictures for Language Learning, (New York : Cambridge University Press, 1989), p115

    d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

    e. Few errors, with no patterns of failure.

    f. No more than two errors during the interview.

3. Vocabulary

    a. Vocabulary inadequate for even the simplest conversation.

    b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).

    c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

    d. Professional vocabulary adequate to discuss special interests general vocabulary permits discussion of any non-technical subject with some circumlocutions.

    e. Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problems and varied social situations.

    f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency.

    a. Speech is so halting and fragmentary that conversation is virtually impossible.

    b. Speech is very slow and uneven except for short or routine sentences.

    c. Speech is frequently hesitant and jerky: sentences may be left uncompleted.

d. Speech is occasionally hesitant. With some unevenness caused by rephrasing and groping for words.

e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

f. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

a. Understands too little for the simplest type of conversation.

b. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

c. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

d. Understands quite well normal educated speech when engaged in a dialogue. But requires occasional repetition or rephrasing.

e. Understands everything in normal educated conversation except for very colloquial or low; frequency items, exceptionally rapid or slurred speech.

f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

The components which must be measured in speaking, those are accent, grammar, vocabulary, fluency and comprehension. The rating sheet of speaking test as the follow:

Table 2.1

Conversational English Proficiency weighting table[23]

Weighting table							
Proficiency description	1	2	3	4	5	6	**Score**
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
Total							

Adopted by Arthur Hughes

To interpret the students score, the researcher identifies the total of the students score based on level as follow :

Table 2.2

The level of students' speaking

Total Score	Level
16-25	0+
26-35	1
36-42	1+
43-52	2

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[23] Arthur Hughes, *Teaching for Language Teacher*, (New York: Cambridge University Press) p.113

53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+