

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Speaking

People entire the world use the language by speaking to communicate with the others in all their activity. Although, there are two kind of language used in communication, that are writing and speaking. But, speaking considered as the most important language used in daily life. They hold a relationship with the other by speaking. In other hand, speaking is very important role in all appearance of life.

There are two kinds of speaking that are dialogue and monologue. Monologue is held by one people and used to express feeling or show ideas and information for example in speech, news, and telling story. Dialogue is held by two people or more to interact with the others for example in purchase and sale, teaching and learning process in class and etc.

The spoken productive language skill is called speaking (Siahaan,2008: 2). According to Harmer (2001: 39) Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Students who study second language find many difficulties to speak. Such as lack of vocabulary and shy to speak up. To be fluent in speaking they should master a lot of vocabulary, grammar, and must know how to pronounced the words by

concern the phonetic transcription of the word as a reliable guide how a word pronounced and continued repetition.

The best way to learn and mastery the language is practice it. According to Bashir.et.al, (2011: 38), speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Thornbury (2005: 13) mentions that, there are two main purposes of speaking. Speaking serves either a transactional function, in that its primary purpose is to convey information and facilitate the exchange of goods or services, or it serves an interpersonal function, in that its primary purpose is to establish and maintain social relations.

Speaking not only just delivered a word, but in speaking must contain a meaning which can accepted by the other people. This case comparable with the function of the language as the mean of communication to convey message orally. So, the people must know the norms how to speech aright. Besides grammar the people also should know how to use the word in proper place.

The people called as good speaker must mastery many aspects as stated by Richard, Platt and Weber in Nunan (1999: 226), communicative competence includes: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversation, knowing what topics can be talked about in different types of speech events knowing which address form should be used with different persons one speaks to and in different situation); (c) knowing use and respons to different types of

speech acts such as request, apologies, thank, and invitation; (d) knowing how to use language appropriately.

A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate (Ahmed and Alamin, 2014: 97). Speaking ability can assess directly by the teacher in class to know students' speaking quality by conducting dialogue with them or hearing what they spoken.

Speaking ability is a matter which needs much efforts (Anyaran, 2014). It mean that speaking ability is not an ability providable instantly. To increase this ability need to practice continously and used in daily activity to communicate with the others.

A speaking teacher must assess many aspect of speaking concurrently. Aspects of speaking are some aspect that must mastery to make our speech acceptable. Ahmad and Alamin (2014: 97), says that, at least aspects of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, and content.

The aspects of speaking describe as follows :

- 1). Grammar

According to Yule (2010: 81) The process of describing the structure of phrases and sentences in such a way that we account for all the grammatical sequences in a language and rule out all the ungrammatical sequences is one way of defining grammar.

Grammar that consists of system and pattern how to arrange words become sentence is very essential to mastery by the student. It is become reliable guide to the student to increase their speaking ability. By applying grammar aright the speaker can speech accurately and acceptable to the others.

2). Pronunciation

Pronunciation considering as important point in speaking skill. The student should mastery pronunciation rules to be good speaker because words must be spoken clearly in order to not change the true meaning of word. Furthermore, the student should know stress and intonation in order to their speak flow softly and easy to undertand. Broughton et.al., (1980: 49), says that, Pronunciation teaching deals with two interrelated skills recognition or understanding the flow of speech, and production or fluency in the spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skills he requires.

3). Fluency

Fluency has close relationship with pronunciation. The speaker called fluent in speaking if they can speak automatically, clearly and comprehensibility. To enhance students' fluency the student can practice continously by conducting dilogue with native speaker or listening to native speaker speech. Broughton et.al., (1980: 84), says that, the general assumption is that simply talking in a free and easy way, preferably to a native speaker, is the best way to improve oral fluency.

4). Content

Content is main ideas of a speech. So, the student must be able to choose an appropriate sentence to convey message orally in order for others to understand the meaning then give responses.

Based on the explanation above, the researcher concludes that speaking is an important skill to mastery in second language learning. This fact is considered from the function of language as an instrument to interact in social community and the purpose is to convey message orally. So, the best way to mastery a language is to practice continuously in daily activity and find a reliable guide to increase the speaking ability.

2.2 Teaching Speaking

Teaching speaking is a complex activity. Teachers should hold many activities into one activity. They must have many strategies and interesting methods to teach the student who has many characteristics. The teacher teaches four skills at once indirectly in speaking class. Anjaniputra (2013: 1) says that, the teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome.

Teaching speaking becomes an important factor in language learning. By speaking, students have a chance to apply their language knowledge in their daily life. For the teacher, speaking activity becomes an assessment media to measure student achievement. For example, the teacher holds the test by reading aloud, conducting dialogue in pairs or telling a story. Khamkhien (2010: 184) says that, to

successfully assess how language learners enhance their performance and achieve language learning goals, the four macro skills of listening, speaking reading and writing are usually the most frequently assessed and focused areas. However, speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes.

According to Nunan (1999: 240-241), these represent the sum total of task types in a popular textbook series, whose ostensible aim is to “ help learners use the language essential to real-life situations.” This is all the speaking practise that learner recive in the course.

- 1). Learners listens to and reads two-line dialogue and practices with a parthner.
- 2). Listen and repeat.
- 3). Listen to a model dialogue and repeat, interolating own name.
- 4). Read question cue and make-up question.
- 5). Read two-line skeleton dialogue and practice with partner.
- 6). Listen / read a model question and ask a partner.
- 7). Read a model of dialogue and have a similar conversation using cues provided.
- 8). Study a substitution table and make up sentence.
- 9). Study questions and answers in a model dialogue and make up similar question using cue words.
- 10). Look at a picture and study model sentences. Make up similar sentences about a similar picture.
- 11). Listen to numbers and dates. Reads numbers and dates and say them.

- 12). Listen to tapescript and answers written comprehension questions.
- 13). Listen to and interview. Ask and answer similar questions with a partner.
- 14). Look at diagrams of clocks. With a partner ask and answer questions about the time
- 15). Listen to a model, study a map, and describe the route from one specified point to another.

Based on the statement of the expert above, the main activity in speaking class is how the student can produce sounds or in other hand student must speak up. Teacher gives chance to all student to try speak up, but, the teacher must guide and control this activity. To create interesting activity in speaking class the teacher can hold many activities such as, listen and repeat, conducting dialogue in pair, ask question to the partner, describing picture, reading aloud, make questions based on something, and etc.

In speaking class the teacher should arrange what activity that will be held in order to that class will flow smoothly but it reach the goal. Thornbury (2005: 10-11) says that, speaking consists of at least three stages: conceptualization, formulation, articulation. During the speaker is also engaged in: self-monitoring. Speaker achieve fluency because these processes are, to some extent, automated.

In speaking students face many difficulties, Thornbury (2005: 39), says that, essentially, the difficulties that the learner-speaker faces break down into two main areas: knowledge factors: the learner doesn't yet know aspect of the language that enable production. Skill factor: the learner's knowledge is not sufficiently

automated to ensure fluency. As the result, there also be: effective factors, such as lack of confidence of self-consciousness, which migh inhibit fluency.

According to Harmer (2001: 123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Teaching speaking is very important factor in language learning, because, for student this activity became chance to practice language knowledge in their real life and for teacher speaking activity become assesement media to measure their student achievement in three skill other they are reading, listening, and writing.

2.3 Definition of Picture Series

Media is important thing in teaching and learning process to enhance the student comprehension and make the student interest to follow the class activity. There are three kind of media they are audio, visual, and audio visual. Picture series is one kind of media that can use in speaking class activity.

Picture series are some pictures representing continuous events of a story with important information (Rachmawati, Zuhri, Kurniasih, 2013: 2).

Picture series are some sequential picture reveal a theme or a set of illustration about something and as one kind of interesting media that is used in teaching and learning process.

2.4 Teaching Speaking Through Picture Series

In speaking class teacher must held the class to be interesting. One of way to reach it is using piture series to teach speaking skill. Picture series is one of media use in teaching speaking activity. It is suitable to enhance student ability particularly in speaking skill. In this activity, teacher gives every student one picture and must describe it on their desk or infront of class with their own words.

According to wright (1989: 17) some rules for pictures in speaking and writting :

- 1). Picture can motived the students and make him or her want topay attention and want to take part.
- 2). Picture contribute to the context in which the language is being used. They bring the world into classroom (a street scene or a particular object,for example, a train).
- 3). The picture can be described in an objective ('this is a train'). Or interpreted (it's probably a local train). Or responded to subjectively. ('I like travelling by train').
- 4). Picture can cue responses to questions or cue substitutions through controled practice.

5). Picture can stimulate and provide information to be referred to in conversatin and story telling.

By picture series the teacher can conduct games, telling story, describe something based on the picture, dialogue in pair, and show how to doing something or procedure to make something. Using picture series the student have material to speak. It is one way to solve the problem that sometimes the student shy to speak up and confuse what word to spoken in speaking class. They will imagine that picture then produce sentences based on it and try to describe clearly.

One of character of the picture is able to telling or show something visually. So, before the teacher use picture series as media to enhance students' enthusiasm to follow speaking class they must know how to choose the suitable picture to the material and comprehensibility. In order to the student interest to follow speaking class and the last goal to enhance their ability particulary in speaking skill and English lesson in general.

According to Bowen in Zainatuddar (2015: 447), a sequence of pictures are a series of pictures on a single subject. They reveal their story or theme, like a strip cartoon. In a connected set of illustrations, for good selection and display, the teacher must:

- 1). Make the titles and captions large enough to read, or omit them all together and do the describing orally.
- 2). Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks;

- 3). If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out;
- 4). The pictures themselves should all be the same size and similarly mounted in order to make a set.

The main activity in teaching speaking by picture series is by describing pictures According to Ismail (2008: 94) the steps as follows:

- 1) The teacher prepares picture according to the topic or material of subject.
- 2) The teacher asks students to examined the picture accuracy.
- 3) The teacher divides students in groups.
- 4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- 5) Then, every group make sentences and writes on the black board.
- 6) After that, every group describes their picture.
- 7) Clarification/ conclusion/ teacher reflection.

This is example of strategy or method that can used as individual or collaboration with the other strategy based on the necessity

The main purposes of that activity by picture series as media is to train student imagination by describe the picture in English language. Establish the student confident to speak up and try to solve the problems that often face by the student. Such as shy to speak using English language, lack of vocabulary, difficult to find idea to speak up, and etc.

2.5 Advantages of Using Picture Series

Every media that use in teaching and learning process have many advantages and disadvantages. Teacher as the educationist be sides should master the science and tecnology, also, should know how to choose an appropriate media to teach in order to their students interest to follow the lesson and comprehend the material easily. An appropriate media become the first step to bring the student comprehension or outcome of teaching and learning process.

Picture series as a visual media able to show an idea visually that represent many purposes. It able to train the student imagination about something base on the picture they see. According to Purwatiningsih (2015: 59), picture series also can be used as media in the teaching speaking. Using picture in teaching has some advantages. Beside that pictures can translate abstract ideas into more realistic form, can be easily obtained, can be used in different academic levels, can save teacher's time and energy, and can attract student's interest.

Picture series as media in teaching and learning particulary in teaching speaking skill considered has many advantages. Picture series is useful to student as basic material for their speaking. It mean that, the student be able to find an idea to speak up after they observe that picture. It is very important point because the student often have not an idea to speak up.