

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking

According to Brown and Yule (1999 : 25), speaking ability means that communicating in the implementation of human being to express thought as well as a form of social behavior, it is an active productive skill involving complex mental and physical action of speaker when the students produces language.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

Richards (1994 : 1) stated that depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve “good” pronunciation. The speed of such interaction is also an issue because there may not be able time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a

dynamic tension caused by the competing needs for fluency and accuracy during natural speech.

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know every body means.

In teaching learning process, the students need to obtain four language skills to get a real competence in English. All of the skills must be comprehended, moreover one of the curriculum program for the students. One of the basic problems in foreign language teaching is to prepare learners to be able to use other language and make the learners to be able to communicate in English learning teaching.

According to Boyd (2004) that speaking is activity in our of presentation information from the speaker to the listener. Rees (2002) stated that speaking is a verbal communicative interaction between the speaker and the listener. Koptyug also (2013) stated that speaking is an action which happens due to a gap between speakers, and the gap leads them into a spoken communication.

However, Berlinger (2000) states that providing the students with a gap which create speaking opportunities alone is not enough grammatical and syntactical understanding, cultural and social awareness, as well as confidence and fluency. Since speaking requires the mastery of comfortable vocabulary, So, we can conclude that speaking is important in order to communicate and interact directly with other people by composing our thoughts and speaking can present our mind.

2.2 Teaching Speaking

Teaching speaking is needed by the students. It can stimulate students motivation in learning English. The principles for teaching speaking are depend on the objective, focus on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, the students opportunities to initiate oral communication, and encouraging the development of speaking strategy (Brown, 2007).

Mackey in Magiono (2007 : 3) states that teaching speaking involves three areas of knowledge: the first is pronunciation, grammar and vocabulary. The ability is to used the right words in the right order with the correct pronunciation. The second is function transaction and interaction: knowing when clarity of message is essential (transaction/information exchange) and when precised understanding is not required (interaction/relation building).

Teaching and learning process of English in Junior High School is based on the curriculum of the school. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate of using language itself as a target language, written orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Harmer (2001:271) stated that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

2.3 The Roles of Teacher in Speaking class

Speaking is a way to communicate with other people. The problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for teacher to make students to speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Irtatik (2009:11) the teacher must be facilitator communication in the classroom. In this role, one of the students responsibilities is to establish situations likely to promote communication. Teachers should play such of different roles in teaching speaking. Harmer (2001:275) states the roles as follow:

- a. Prompter: It means that students sometimes get lost, can not think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.
- b. Participant: It means the teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.
- c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

2.4 Models of Teaching Speaking

The most of students have same reason about English speaking, So, they learn English language to try speaking English. Usually, failure of learn speaking because of bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to Solahudin (2009) in

Kiat-Kiat Praktis Belajar Speaking, there are some models of learning speaking as follows:

a. Descriptive text

Descriptive is kind of text which describes a particular person, place, things. In descriptive text, the researcher usually uses the simple present tense.

1. Generic Structure

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following two elements, namely identification and description.

a. Identification

This part identifies phenomenon to be described. Identification usually answer the following questions:

1. what is the topic of the text?

2. what is the text about?

b. Description

This part describes parts, qualities and characteristics. For example: describe animal “ Cat” the characteristic of Cat it can different with the other Cat.

2. Language Focus

a. Nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb. For examples: teacher, house, my cat.

b. Simple Present Tense

Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly. Average person thing that grammar less important to speak English, but the researcher thing that grammar important to speak English, because grammar can make their sentences easier understandable by other people. Advisable, the teacher give grammar to students if they have braveness and familiar with speak English, because it will help them to get motivation. They will thing that speak English is easy to them. Simple grammar very suitable to students that they have not braveness and familiar with speak English. The verbs usually used in a description are “have” (have, has) and “to be” (am, is, are). The tense is the simple present.

3. The example of Descriptive text

My Cat

Identification:

I have a pet. It is a cat, and I call it si belang.

Description:

I have a cat . it is a female cat. She has a long tail. She like to lick her tail. My cat's fur is white and brown. So, I call her “si belang” because she have two color. Belang like to eat fish. But sometime I also fed her tempe. She also like tempe. At the afternoon, when the sunset, she like to play outside

the house. She will be running, rolling, and then climbing the tree. She so funny.

a. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

b. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking program only talking about easy topic. The purpose of discussion is to train the students to speak English more clearly.

c. Describing pictures as a media

Describing pictures as a media is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Students make group and discuss about the pictures in group. The purposes of this activity are to train students imagination and retell story in speaking English.

Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the descriptive text. The researcher thinks that describing pictures as a media is suitable to stimulate students speaking ability because the purposes of these activities are to train students imagination and describe something in speaking English. Usually, students can not speak anything because they have not idea. The researcher hopes that pictures can help students to speak English, because students will be easier to say when they see the

pictures. The researcher will make this activity more attractive and make students get enjoyable in the class.

2.5 The Advantages of Using Describing Pictures in Speaking

A picture is an compatible technique because it can be done easily by the students. It also make them are interesting. The advantages of using pictures are: the first is to provide the fun variety game, the second is it also create interaction between the teacher and the students. Gerlach and Elly (1980) state the benefit of using pictures as follows: a) Pictures are in expensive and widely available: The teacher can find pictures easily, for example in the books, magazine, and newspaper b) Pictures provide common experiences for an entire group of students: It means by using pictures, teacher can involve all of students in his or her class. c) Pictures can help to prevent misunderstanding: It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students perception and teachers perception. d) Pictures help the students to focus attention to the subject and make students active.

According to Siti Tarwiyah (2014), pictures are all right for beginner and for young learner. There are many benefits of describing pictures in a teaching process, they are:

- a. Learning becomes more interactive.
- b. The length of time required can be reduced.
- c. The instruction be more interesting.
- d. The quality of learning can be improved.

- e. The positive attitude of students toward what they are learning and the process it self can be enhanced.

2.6 The Procedure of Describing Pictures

Describing pictures is a media that very easy to play. This media is very suitable to students in Junior High School. If the students are given describing pictures, they used their five senses more maximum, because they used eyes to see the pictures, used ears to listen what their partner said, used mouth to describe the pictures. So, the researcher hopes by using describing pictures, students can be more active in the class. The researcher hopes that this method was very useful to give contribution in teaching speaking and the students brave to speak and did not shy any more. In addition, the students can increase their speaking ability. Moreover, describing pictures can also be used to stimulate the students imagination and to motivate them in learning English.

In line with the statement of Chaney and Burke (1998 : 13) that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Based on the research the researcher observed from the beginning until the end of the lesson. Before delivering the method to the students, the teacher explained the method and its goal in teaching learning process. These errors were produced when they were in describing and making simple sentences in front of the class. In this case, the teacher did some correction. It was hoped that this method would run well. Through describing pictures, students had the same opportunities as much as the other did.

According to Ismail (2008)) there are steps of application in describing pictures :

- a. The first, the teacher prepares pictures according to the topic.
- b. The second, teacher asks students to examine the picture accuracy.
- c. The third, teacher divides students in groups.
- d. The fourth, teacher asks all members of groups to write the vocabularies based on the result of their examination of the pictures.
- e. The fifth, every group makes sentences and writes on the paper.
- f. The sixth, every group describes their pictures.
- g. The last, teacher gives clarification and conclusion.

These are the preparations and procedures of describing pictures as a media. Although this method can make students crowded, the researcher hopes this method make students more active and not bored in the class. And the researcher hope that describing pictures as a media can be successful in Junior High School and useful to the students.

2.7 Previous Study

There are some researcher which are conducted a research about speaking before this study carry out, researcher relates this study from the previous research which has similarity that can be used to material review.

The first research was conducted by Dian Mayang Sari (2008), student of English Education and Art Faculty IKIP PGRI Semarang under the title “Teaching English Using Still Pictures to Improve Their Fluency in Speaking of the Seventh Grade of SMP N O1 Sukorejo Kendal” This research is to find out the technique of teacher in teaching speaking using still pictures, to know the ability of the student in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using still pictures to improve

their fluency in speaking, and to suggest some possible solutions of the problems. The type of the research is descriptive qualitative and methods of collecting data are observation and test. Meanwhile, the instrument of collecting data is recording the students performance. Based on the result of the study, it suggested that teaching using still pictures could improve their fluency in speaking and was effective.

The second research was conducted by Yulis Megawati (2008), students of English Education and Art Faculty IKIP PGRI Semarang under the title “Using Pictures in Teaching Speaking Descriptive Text a Case of the Eight Grade Students of SMP Islam Sudirman Banyubiru”. The objectives of the study is to find out the students ability and significances between the students ability in Speaking descriptive text who were taught using pictures and without using pictures. This study was an experimental research. The numbers of students are 40 students. The experimental group consists of 20 students, and control group consists of 20 students. The instrument used in this study was test consists of a set of pictures contained 16 pictures. Based on the result of the study, it was suggested that by using pictures teacher could improve the students ability that applying pictures in teaching speaking descriptive text was effective. In other word, the pictures give possible contribution in improving the writing skill.

The third research was conducted by Abdul Mufid (2008), students of English Education Departement Program of Tarbiyah Faculty IAIN Walisongo Semarang under the title “The Effectiveness of Using Pictures in Teaching Writing Narrative Text (An Experimental Study at the Eight Grade Students of MTs Nurul Huda

Banyuputih Batang)". The result of those studies show that describing picture technique can be applied in all skill of English lesson.

The differentiation of other researcher's are: first, The study was conducted by Dian Mayang Sari (2008), the title *"Teaching English Using Still Pictures to Improve Their Fluency in Speaking of the Seventh Grade of SMP N 01 Sukorejo Kendal"*, to find out the technique of teacher in teaching speaking, but the researcher in this study wants to know the effect of teaching media in describing pictures.

The second study was conducted by Yulis Megawati (2008), the title *"Using Pictures in Teaching Speaking Descriptive Text a Case of the Eight Grade Students of SMP Islam Sudirman Banyubiru"*. To find out the significances between students ability by using pictures, but the researcher in this study want to know the speaking skill by describing pictures.

The third study was conducted by Abdul Mufid (2008), the title *"The Effectiveness of Using Pictures in Teaching Writing Narrative Text (An Experimental Study at the Eight Grade Students of MTs Nurul Huda Banyuputih Batang)"*. To find out as same as my research but different subject in the study.

So, in conclude the researcher will conduct the research on speaking skill. The researcher choose apply this technique in descriptive text for students in Junior High School.

The researcher use pictures as a media because the researcher want to find out the effectiveness of describing pictures as a media on students speaking ability. The result for students, it is useful for them and give positive influence especially in speaking ability.

2.8. Research Hypothesis

The previous studies on using describing pictures as a media on students were varied on the purposes, focuses, subjects, and speaking ability. The research from Dian Mayang Sari has the result of the research that teaching using still pictures could improve their fluency in speaking and was effective. The second previous study from Yulis Megawati has the result that describing pictures technique can be applied in all skill of English lesson. Then, the third previous study from Abdul Mufid showed that the result for students, it is useful for them and give positive influence especially in speaking ability.

From the previous studies above, it shows that using describing pictures as a media give significant effect on students' speaking ability. This study has a purpose to investigate whether the describing picture as a media has significant effect in the students' speaking ability for Junior High School. The following hypothesis is formulated: the effect of using describing picture as a media has significant effect on the Junior High School students in speaking ability.