

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field. The researcher is going to describe some theories and review some relevant researches include definition of speaking, the principle of teaching speaking, problems and solutions of teaching speaking, teaching speaking strategy, the importance of media in teaching learning process, types of media and the benefits of media in teaching speaking.

1.1 Speaking

Speaking is one important element of the four skills in English in addition to writing, reading and listening. In short, speaking is an activity at least two person between the speaker and listener to sharing information. In a speaking there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency. Speaking in English is also a measure of the extent to which a person he mastered the English language by listening to his speaking and how he speaks well. That is why the teacher is also having an important role in teaching speaking.

1.1.1 Definition of Speaking

According to Lindsay and Knight (2006), speaking is an activity that produces sound, combines phrases and contracts the grammatical structure correctly. Speaking is also an interaction with other person in which there is communication and delivering a message together in speaking. So speaking is the

way to express opinion, the statement about what we will explain, it can be interactive communication between two persons to share information, ask and give information, etc. Someone cannot be called a master in a foreign language if he cannot speak well.

Lindsay and Knight (2006) also say that speaking has many reasons including socialize with others because we want something, ask someone to do something, find the information and interact with others or to express opinions. It is agreed by Brown and Yule (1983) who states that speaking is very important it supports us to express our feeling such as need, service, etc. the speakers say words to the listeners not only to express what in their mind but also to express what they need whether information or service. Most people might spend their everyday life to communicate with other. In learning speaking the student needs some points to develop their speaking in English, they are by producing connected speech, having ability to interact, discussing the gaps around in their knowledge, speaking in a range context, balancing accuracy and fluency.

According to Riestha (2014), speaking is one of language arts that are most frequently used by people all over the world, the art of speaking is very complex. Generally, there are at least four components of speaking skill include comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

Comprehension is an important component in speaking because in conversation with others we must make them understand our conversation.

b. Grammar

It is necessary to compose a sentence well and appropriate structure.

c. Vocabulary

A person cannot express their ideas due to lack of vocabulary. So for learning English especially to be mastered in speaking he should have enough vocabulary.

d. Pronunciation

Pronunciation is the way for students to produce clear language when they speak.

e. Fluency

Fluency is the last component in learning speaking. Fluency is the aim of many language learners.

That is why studying speaking has more attention in learning English, as said by Thornbury (2005). He expresses the importance of speaking is by practicing speaking regularly, he also suggests to keep learning if you want to master a language. Thornbury also says that learn to speak in English must be practiced every day because speaking is part of daily life. Various words or vocabularies that are practiced regularly can increase the ability of speaking skill.

1.1.2 The Principle for Teaching Speaking

Teaching speaking is a very important part of foreign language learning. In this case the teacher has a very important role in teaching speaking. The teachers helps the students to be able to produce sentence according grammatically correct, so they can speak fluently in school and environment. According Nunan (2003) has divided the principles for teaching speaking into:

1. Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two broad contexts: foreign language and second language situation. A foreign language context is one where the target language is not the language of communication in the society. A second language context is one where the target language is the language of communication in the society.

2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations unnatural pauses, false starts, word searches, etc. The learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency building practice and realized that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Pair work and group work activities can be used to increase the amount of time that learner get to speak in the target language during lesson. In pair work and group work activities teachers can know students' fluency in speaking because at this pair work and group work students are given the opportunity to speak as much as possible with his friends.

4. Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and

make themselves understood. This process is called negotiating for meaning and it can practice a conversation or speaking ability.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speaking is communicating with someone for social purpose.

And transactional speech involves communicating to get something done including the exchange of goods and services.

From some the principles of teaching speaking above teacher should paid more attention to their teaching according to the principle listed above so that they know what is needed in teaching speaking.

1.1.3 Problems in Teaching Speaking

Teaching speaking for some teachers is not easy. The teacher found many problems in teaching speaking. According to Rosana (2011)state that there are some problems in teaching speaking in the classroom include:

1. Nothing to say

In English speaking class students feel ashamed, unconfident to speak English. They are also afraid to pronouncing, the grammatical incorrect and they have a limited vocabulary. There is also a feeling intimidated by friends because of the error pronouncing. So most of them choose to be silent and do not speak while English speaking class.

2. Students' habit using their own language

In Indonesia English is a foreign language where the first language in Indonesia using local language. In some areas in the school students have each

local language commonly used in schools. It makes difficult for teachers to teach English in school. It also very influences of their mother tongue use.

3. The material do not fulfill the need of students

Sometimes taught English lessons at school are not directly related to the situation outside the classroom. So that for students who understand of subject there that find difficult to connect directly with his own experience. Because the meaning of learning is when students receive subject in school and comprehensible then can connect directly with their life experience.

4. Low motivation to learn English

Motivation is the key for the students to learn. Low learning motivation would greatly affect the learners even some students who have low learning motivation difficult to be invited to learn. As the teachers of language, especially the teachers of English language which is a foreign language must have a way to motivate students to advance the next learning to be easy. Motivation itself can be grown with a variety of activities such as using game, interesting topics, interesting media etc.

Some of teachers say that the teaching speaking requires a lot activity therein so that the teaching process is not monotonous. The teachers is also be smart and creative to create an atmosphere of teaching English is relaxed, fun and enjoyable, especially on teaching speaking. So that English speaking class could be taught well to students and get the expected result.

1.1.4 Teaching Speaking Strategy

With the variety of teaching speaking problems, actually a lot of the strategies that can be used by the teacher to solve these problems. In teaching

speaking, the teachers should have some methods or technique to teach speaking in order to students can communicative using English well.

According to Kayi (2006), stated that there are some kinds of activities to promote speaking in classroom, as follows:

a. Discussion

Discussion is a great activity to start a conversation. If students are not able to talk with the teacher directly, the students can start a talk with other friends through discussion. Teacher can create the some groups and define the topic for discussion in each group. Students can improve their speaking skills, share about their idea of event or talk about anything through discussion with the other friends before with the teacher.

b. Role Play

Role play as well as some of the activity is very good in classroom to improve students' speaking. In this case, the students are given the opportunity to practice their speaking ability. According to Kayi (2006) stated that one other way of getting students to speak is role play. In role activities, the teacher gives information to the learners such as who they think or feel.

c. Simulation

In simulation, students can bring items to the class to create a realistic environment. For instance, the students can bring real items to the class to make the real situation. According to Kayi (2006) stated that simulation is very similar to role play but what makes simulation different than role paly is that they are more elaborate.

d. Information gap

Information gap is the activity between two students will be asking each other question to which they don't know the answer, involves transferring information assigned from one student to the other students. It has many purposes such as solving problem or collecting information. The goal of the activity is for students to discover certain information, whether about the other person or related to a specific activity. These activities are effective because everybody has the opportunity to talk extensive in the target language.\

e. Brainstorming

The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing their ideas or opinion. Students can describe what they think about a topic given by the teacher in a short time and explain to friends.

f. Story Telling

Story telling is a good way to gain the students' speaking skill and to combine the instruction. It makes them fun, because there are a lot of story who told by the students. Storytelling to encourage students to think creatively, can explore and develop their ideas about a story that they knew.

g. Interview

Interview with other people gives students a chance to practice their speaking ability not only in the class but also outside and helps them becoming socialized. After interview, each students can present his or her study to the class. Moreover, students can interview each other and introduce his or her

partner to the class. In this interview activities students can develop questions that will be asked of informant depend o what they want.

h. Story Completion.

It is well known as a chain story. In this activity, the teacher tells a story. After a few sentences he stops and let the students continue the story. Usually, every students is supposed to add one sentence to the story. This activity trains the students to express their ideas in a short period of time. So, the students enjoy with this class.

i. Reporting

This activity must be informed beforehand to the students. The students have to find the new in newspaper, magazine, internet and so on. They report to their friends in front of the class about summarize of the news who get from the information.

j. Playing Card

In this activity, the students make a group and ask open ended questions to each other so that they reply in complete sentence. This activity similar to information gap, it is mean that the students collecting information with open ended question to friends.

k. Picture Narrating

At least, a set of sequences-picture is needed for this activity. The teacher asks the students to create a story based on what they see in the pictures and share their stories with classmates.

l. Picture Describing

In this activity, the students are given the pictures by the teacher. The teacher here, asked the students to describe their creatively for the picture. In this case, the teacher can practice their speaking skills to develop their imagination through the telling picture that.

m. Find the Differences

In this activity, the students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another pictures. The students discuss about the similarities and the differences in the pictures.

n. Communication games

Communication games is already covers some activities above as find the differences, story completion and information gap. This activity is a game that is designed specifically to improve students' speaking class, which requires students to participate therein talk that the game is going well.

In speaking class activity, the teacher has prepared everything necessary for this activity includes any media that is required for the smooth running of these activities. From some of these activities, the teachers can improve and develop speaking class according to the material needed will be teach to students. The main purpose of the various activities above is to create speaking class to be more fun and enjoyable.

1.2 Media

The word of “media” is derived from the Latin is the plural of “medium”, literally meaning is an intermediary or between. Association for Education and

Communication Technology (AECT) in Muhson (2010) stated that all forms of media and channels are used to process information. Whereas according to Heinich, et al (1982) cited by Muhson (2010) media is the any form of delivery of information between source and receiver. So it can be concluding that the media in general term are tools to convey a message from the source or receiver. In education terms, according Gagne (1970) defines that media are various components in learners' environment which support the learners learn. It can be said media is facilitate the learning process which is used by teacher. Differences from Gagne opinion, according to Briggs (1970) defines media are physical means which are use to send message to the students and stimulate them to learn. Instructional tool itself is set of tool that used by teacher in teaching learning process. So media as an instructional tool that is media that used by teacher in teaching learning process with the purposes is helped the teacher to deliver the material to students in the class.

1.2.1 The Importance of Media in Teaching Learning Process

Media is an important element in the learning process especially in learning the English language. It agrees with Muhson (2010) who say that the existence of instructional media as a tool in the learning process is a reality that cannot be denied. There are several reasons the importance of using media in the learning process one of them is the instructional media can be created direct interaction between students, teachers and the environment. The teachers and the students are helped by using media to achieve the learning goals. Media makes it easy to deliver learning materials from teacher to students. Therefore media is use

absolutely must be done so that the material can be received to learners effectively and efficiently.

The used of media in teaching learning process, there are several components in order to use more effectively. This is revealed by Heinich, Molenda & Russel (1982) in their book cited by Nurseto (2011) compile a procedural model given name "ASSURE". The ASSURE model is intended to use of effective instructional media. Acronym of ASSURE itself is Analyze learner characteristics, State objectives, Select, modify or design materials, Utilize materials, Require learner response and Evaluate.

1. Analyze Learner Characteristics

A planning of instructional media based on needs. One indicator of the need is the ability, skill and attitudes that we want to be controlled by the students.

2. State Objectives

Instructional media must be made such that will help and make easy for students to achieve the learning objectives.

3. Select, Modify or Design Materials

To create appropriate media for learning activities will usually include one of three possibilities, namely (1) Selecting instructional media that are already available, (2) Changing the exiting media, (3) designing new media creation. The teachers can choose one of them according to what they need to convey the materials for students.

4. Utilize Materials

Material related to the substance of the content to be supplied. The media in it is must contains material that must be mastered students.

5. Require Learner Response

The most effective learning situation is a learning situation that gives students the opportunity to response and involved in learning. Therefore, students should be involved as much as possible in the use of media usage.

6. Evaluate

The purpose of evaluation of instructional media is to choose media that will be used in class, to see the media use of the procedure, to check whether the intended use of the media has been reached, assess the ability of teachers to use the media, and to improve the media itself.

1.2.2 The Types of Media

According Leshin, Pollock & Reigeluth cited by Suherman (2008) stated that media were divided into five groups:

1. Human-based media

Human-based media is a media that was used to send and communicate the message or information. This media useful especially when our goal is to directly involve with monitoring students learning. The most important factor in human-based media must be interactive to enable students to participate in learning. For example teacher instructors, tutors, role playing, group activities.

2. Print-based media

Print-based media most commonly known is the text book, handbooks, journals, magazines etc. According to Suherman (2008) print media requires six elements that need to be considered when designing, namely consistency, format, organization, charm, font size and the use of empty spaces. Some ways are used to draw attention to print-based media is the color text, font, and form. Color also is used as the attention to important information depend on the printing.

3. Visual-based media

Visual-based media has a very important role in the learning process. Visual media can attract the attention of students with motivation or interest through their visualization so the teacher easily to teach the material to students. Visual media is also can strengthen memory of students. Visual media can be form like image representations such as drawing, painting or photograph, diagram, map, or chart.

4. Audio-visual based media

Not much different with the visual media, audio-visual media is also focused on an interesting visualization to students, but he different of visual media and audio visual media there are sounds or audio as an additional. Audio-visual is usually also not just a silent picture and sound but there are some that move like film, movie, video, etc.

5. Computer-based media

Computer is a media which is currently growing and widely used in all areas including education. In education is also computer have many uses one

of them as an instructional media. Computer was considered a multifunction object in the learning process. For example Computer assisted instruction, interactive video and hypertext.

Whereas according Harmer (2007) states there are several types of instructional media that can be used by teacher:

1. The Students Themselves

By using the students themselves, teacher can do many things the classroom because the students are the most useful resources in the classroom, Harmer in Nurul (2013). It is not only students who could be used as an instructional media, the teachers is also be involved in it to be an instructional media. Both of them can be used as media in certain learning.

2. Authentic Materials/Real object

Authentic material is the real objects that exist inside and outside the classroom that can be used by teachers as a instructional media. The teachers can introduce the subject matter or concept of understanding material through real object.

3. Pictures

Pictures or two dimensional materials which are utilized by the teachers to conveyed messages to the students. The kinds of materials include drawings, chart, graphs, posters, cartoon, etc. picture are utilized for some purposes. Harmer (2007) explained that is pictures can be used for multiple ways comprising drilling, communication, understanding, ornamentation, predicting and discussing.

4. Course Book

Course book is a form of print media. It contains material or verbal information through print. It can also be used as basic instructional guide by teacher.

5. Boards

Boards are refers to blackboard, whiteboard and interactive whiteboard (IWB). Like pictures, boards also are used for some purposes. Harmer (2007) describes that the teachers can use boards as notepad, explanation aid, picture frame, public workbook, game board and noticeboard.

6. Overhead Projector (OHP)

By using a projector the students can see the subject matter presented by the teacher in front of class. The students can see in front of the class the material which is writer or drawn in a transparent. The transparent will be projected by using projectors.

7. Flipcharts

Flipchart is an instructional media which contains big sheets of paper. According to Harmer (2007) said that flipchart is mostly used to write down some important points in group discussion. Several benefits of flipchart are accessible and easy to use.

8. Computer-Based Presentation Technology

Another instructional media that can be used by the teacher is computer-based presentation technology. According to Harmer (2007) stated that computer-based presentation technology has two important components, they are hardware and software. The hardware needed for this instructional media are

computer and LCD projector. This instructional media is combine both audio and visual material. Kemp et al (1989) said that by using computer-based presentation technology or so called multimedia presentation enable the teacher convey much larger information to the student.

All forms of media should be used in appropriate learning so as to provide a good and effective impact in the learning process. The teachers is also must evaluate each use various instructional media to improve the quality of the learning media usage.

1.2.3 The Benefits of Media in Teaching Speaking

Utilizing the appropriate instructional media was required because of some benefits. One of benefits is to enhance students' motivation. According to Reiser and Dick (1996) said that by using instructional media can showing pictures and having the students heard music, the students give more attention to the teachers, moreover their curiosity is increasing towards the subject.

According to Sukartiwi (1996) states that there are some benefits of using media in teaching-learning process, those are:

1. To increase the learners' motivation, to avoid the learners bored,
2. To make the learners easy to understand the instructional material
3. To make the teaching process more systematic.
4. The quality of learning can be improved integration of pictures and words.
5. Instructional media enhance retention and transfer of knowledge and support learning through examples or models as a media and visual elaborated.

Media is also has some benefits in teaching speaking. By using media in learning process is attention of ensured through the use of instructional media.

Learning process more focused so that it will create a sense of comfort that makes students become more interested in what they learn. From the students' interest of what they learn can be encourage the students to speak and to write because can be created optimally, physically and mentally through learning environment especially from using instructional media. Moreover by using media in teaching speaking is students can learn all components of speaking such as comprehension, pronunciation, grammar, vocabulary and fluency from various types of media with combining the audio and visual media.

1.3 Review of Previous Study

Some previous researchers have done some studies about the use of instructional media in teaching speaking. The first study was conducted by Herlina (2014) by title "*Improving Students' Speaking Skill through Audio Visual Media at 4th Grade of Labschool Elementary School East Jakarta*". The subject of the research was fourth grade students of Labschool Elementary School Rawamangun East Jakarta with 28 students as participants. In this study the researcher applied CAR (Classroom Action Research). The researcher was carried out in two cycles. The research method was conducted through planning stages, class action/implementation, observation, and evaluation. The data was collected by using test instruments, non-test, and field notes. And the result of this study is by using audio visual media to learn English, the students' speaking skill at fourth grade of Labschool Elementary School Rawamangun East Jakarta improve significantly.

Another study was conducted by Dewi and Kumalarini (2011) with the title "*Puppet for Teaching Narrative Text to the Eight Graders*". The design was

descriptive qualitative. The researcher chose it because this design had a purpose to describe and analyze the existing phenomena during the study about how puppet is implemented in the teaching of speaking narrative text and how are the students' responses after the implementation of puppet in teaching speaking of narrative text. The subject of this study is the eighth grades students in SMP 31 Surabaya. And the result of this study showed that the students mostly interested in puppet, agreed that is helpful in making the students speak in English.

And the last study was conducted by Wildan (2013) by the title "*Instructional Media in Teaching English to Young Learners: A Case Study in Elementary School in Kuningan*". He designs a case study in elementary schools in Kuningan to investigate the problems and solutions in using the instructional media in teaching English to young learners. To collect the data, the researcher used observation and interview techniques. The subject of this study is the students of Elementary School in Kuningan. And the result is to solve the problems during the use of instructional media were by requesting technician help and preparing instructional media.