**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1 Theoretical Framework**

**2.1.1 Speaking**

Speaking is the ability of each person to communicate. Usually if someone wants to deliver their idea or says something they speak. According to Suhartono’s idea, (2005: 21) speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic. Speaking also the process of communicating which is convey to deliver some message to the listeners. According to Nunan’s idea, (1999: 236) Communication is a collaborative achievement in which the speakers negotiate meaning in order to achieve their goals.

According to Fulcher’s idea, (2003: 23) “speaking is the verbal use of language to communicate with others”. The average person producers tens of thousands of the words a day, although some people, like auctioneers or politicians, may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability, until that is people have to learn how to do it all over again in a foreign language.

There are four basic in language learning, speaking, reading, listening and writing. In speaking there is a process of communication between speaker and listener. People put ideas into word, talk about perceptions, and feel. Then listener turns word trying to reconstruct the perceptions that they are meant to understand.

**2.1.1.1 Types of speaking activities**

According to Murcia’s idea, (2001: 106-109) there are several types of speaking activities such as discussion, speeches, role plays, conversations, and audiotaped oral dialogue journal.

* Discussion

The most commonly used activity in speaking class is discussion. In this activity, the students are asked to get into pairs or groups to discus about topic in order to come up with a solution, response, etc.

* Speeches

This activity can make the speaker frightening and listener feel bored, so it is a good idea to assign the listeners some responsibilities during the speeches. This is an excellent time to require peer evaluation of a classmate’s speech.

* Role plays

This activity is suitable for practicing the socio-cultural variations in speech acts, such as complimenting, complaining, etc.

* Conversation

Many students practice with informal conversation, but few students have the opportunity and confidence to engage in unplanned conversation with native speaker. By conversation, the students can transcribe a portion of interaction.

* Audiotaped oral dialogue journal

The activity have emphasized in fluency and meaning negotiation rather than accuracy. It has much to offer both the teacher and the students in speaking classroom.

In conveying a information, feeling, opinion using one of type of speaking activities above, types of speaking have some scope, and communicative activities include any activities that encourage and require a learner to speak with listen to other learners, communicative activities have purposes to find information, talk about self, learn about the culture and other.

**2.1.1.2 The purpose of speaking**

According to Tarigan’s idea, (1983: 15) the main purpose of talking is to communicate, Speaking situation is also related to the purpose of speaking, namely :

1. to entertain

2. to inform

3. to stimulate

4. to convince and

5. to move

When the teacher teaches speaking in the class, the teacher should be try to improve the student achievement every time the have English class. Good speaking activity must be engage the students by making them want to take part, it means that the student should be active in the class. They keys which can make the students want to speak in the class, the teacher must be improve the confidence of the students and also the teacher must be motivate the student to speak in the class. According to Daryanto’s idea, (2009: 51) the good result teaching and learning process of the student is based to the teacher, because the teacher determine the students’ fate.

In learning when the role a teacher very needed of student, because teacher can make the student become active and confidence, when a teacher that give explain, information to student, with method and strategy active that used by teacher can improve speaking skill of student and learning.

**2.1.2 The nature of speaking**

Actually every one has to speak get communication with the other people. They need language as tool for communicating.

In relation to speaking Nunan, (1999: 225) points out some aspect to discuss:

“ The nature of speaking”

1) Characteristic of communicative competence

2) Discourse versus dialogue

3) Transactional and interactional language

From that one can say that the nature of speaking is the activity to verbalize grammatically organized meaningful words as a means of expressing idea, feeling and desire.

Speaking is not seperated from listening, because the activities of speaking will do by two or more person. One, who as the speakers will be deliever the knowledge to the other, or who one does not get information and only as a listener.

**2.1.3 Principles for teaching speaking**

“There are some of principles for teaching speaking”, According to Bailey’s idea, (2003: 54-56):

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

A foreign language context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom.

A second language context is one where the target language is the language of communication in the society. Second language learners include refugees, international students and immigrants. Some second language learners achieve notable speaking skills, but many other progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These are be errors in grammar, vocabulary,pronounciation, or nay combination of problems that affect the learners’ ability to communicate by speaking.

b) Give students practice with both fluency and accuracy

In language lessons, especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They can not develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

c) 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 learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher.

d) 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 you understood. This process is called negotiating for meaning. It involves checking to see if you’ve understood what someone has said, clarifying your understanding and confirming that someone has understood your meaning.

e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purpose. Transactional speech involves communicating to get something done, including the exchange of good and/ or services, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

In principle for teaching speaking, the students’ give opportunities to develop speak or communicate with group work and students’ have target in language to get progress speak that do, this learner speaking roles is teacher.

**2.1.4 Improve**

According to Ngalimun’s idea, (2017: 245) Improve stands for introducing new concept. Metacognitive questioning, practicing, reviewing and reducing difficulty, obtaining mastery, verivication, enrichment. The syntax is a presentation of questions to deliver concepts, students practice and ask questions, feedback-improvement-enrichment-interaction. According to Monsef’s idea, (2003: 45) improvement is going through better work environment to reach. Improving consist of three steps, they are *Good, Better* and *Best crossing* this steps one by one it’s call improving.

Improving help the people to do their ability in day to day, improving also increase the achievement of the people when the people to do something.

**2.1.5 Media**

According to Arsyad’s idea, (1996: 3) the media is intermediary or the delievery message from the deliver to the receive of the message. It means that media is the intermediary to say something

According to Brown’s idea, (2001: 143) are instruments to illustrate subject. Media are important in teaching. The most important teaching in using media is when the teacher is teaching subject concerning with lexical item. Not all vocabulary can be taught by using media. Vocabulary is classified into many. Some are concrete and other are abstract. The most suitable teaching for vocabulary is when the materials are concrete ones. Students can understand more comprehensively if teaching is done by using media.

Media are also limited to prepare. Teacher can not prepare all media for all materials. There are many problems when we want to prepare the materials. When we can prepare the media, the teaching is successful. Another method to increase vocabulary is paraphrasing. Seldom do teachers paraphrase the meaning of lexical item. This because the have insufficient experience of the vocabulary. Teaching English without having enough vocabulary will get difficult in improving students capacity in communicative competence.

Communicative competence focuses on social situation/ culture, and management of all structural grammar in the speakers’ thought without involving social/ culture grammar in language usage.

According to Sabri’s idea, (2007: 107) “Media is a tool used for sending the messages and stimulate as thinking, feeling and advance of the students so that it makes the teaching and learning process as are good.

According to Kasihani’s idea, (2007: 102) there are three kinds of media :

1. Visual media

Visual media is media that can be seen and touched by students

Example : pictures, photo, cards, real, object, map, and flash card.

1. Audio media

Audio media is media that contain recorded text to listen

Example : radio, and cassette recorder

1. Audio visual

Audio visual media is media that can be seen, touched and listened

Example : television, film, etc

Media is intermediary to say something, media is one of tool that effective using to teach and learn, when there is a media become creative and can develop skill.

**2.1.5.1 Function of media**

Media can be used to overcame the boredom of students, and if student are interested in what they are doing, they will enjoy the process of learning and understanding the material.

The most important thing is that the media could encourage students to speak, write, and by using the process of learning and the teacher-student relationship will be formed more effectively.

According to sukartiwi’s idea, (1996: 45), there are several advantages that can be achieved by using a medium that is :

1. Increasing student motivation
2. Present boredom students in participating in a learning process
3. Makes the process of learning to walk more systematic
4. Easy for students to understand the instruction of teachers in teaching and learning.
5. Reinforce students’ understanding of the context of the expected learning.

In Sydney micro skills, instructional media serves to :

1. Generate and maintain student interest
2. Stimulate students’ brains to think with a concrete foundation
3. Obtain a high level of understanding in an efficient and permanence in the level of student learning.

However, the potential of the media is still not optimized their use by teachers. Some teachers still have a “psychological rejection” in its use and less skilled in implementation due to lack of training that can be followed.

**2.1.5.2 Types of Media**

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which is appropriate to the students in the teaching and learning process. According to Smaldino’s idea, (2007: 10) there are six kinds of media: text, audio, visual, video, manipulative, and people. Futhermore, According to Alessi’s idea, (2001) in Arsyad, (2009: 36) there are five types of media. Those types can be seen belows.

1). Human-based media: teachers, instructors, and tutors

2). Print-based media: books, guidelines, workbooks, and handouts

3). Visual-based media: books, charts, graphics, maps, picture and slide

4). Audiovisual-based media: video, films, slide-tape programs, and television

5). Computer-based media: CAL (Computer Assisted Learning), interactive,

videos, and hypertext.

Types media is chooses one of main media in teaching and learning process, when with media learning process can be more communicative than long explanation by the teacher and media that have choose can help the teacher in giving materials to the students.

**2.1.6 Picture**

Picture is a simple media that the teacher usually use in teaching and learning process. Picture is not only use for teaching science or another language. Picture also can be use in teaching language as a media. Picture series can be painting, drawing of something, especially art. The picture usually use in speaking are from magazine, books, newspaper students’ drawing.

According to Harmer’s idea, (2003: 23) teachers can use pictures for structural presentation. In this case, picture can help the teacher teach in the class. Teacher can use picture as the source of the lesson that the teacher teach to the student.

Picture should certainly be subjected some practical criterion for assesment of their value, but such criterion should apply to all activities whether their involve or not. Wright, (1998: 2)

Picture is learning model that is use images as media, when picture can be used to develop and sustain motivation to produce positive attitudes towards English, and to reinforce some language –learning skill.

**2.1.6.1 Series of picture as a media**

Picture as media it means that the picture series as the source of the study, in other word can say that, using in teaching and learning process can improve the student motivate to study about the lesson. One of the media is picture series which draws a story. Accoding to Degeng’s idea, (2001) This medium fulfills the principles of using media issued. Media which can be used to make the students learn more easily and the teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as breaker of teaching and learning. To understand the way of the picture series, the students need to appreciate it in abstract way. In the same way, when they express their ideas to construct the story in a good coherence as well as unity, they have to think it in abstract way too. Both of them will be easier for them in learning process if the teacher can use picture series.

Pictures are pictorial representation of individual painting or drawing and visual impression. The following are some definitions of picture :

1. Picture is painted on the paper or cartoon.
2. A picture is photographic or like that indicates people, thing and place.
3. Picture is something attract us to see

According to Brown’s idea, (2004: 189) picture could be used in many stages of the instruction process : to introduce and motivate students of a new topic, to clarify conception, to communicate basic information and to evaluate students progress and achievements.

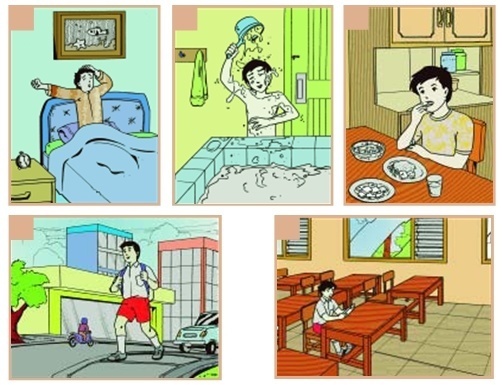
Picture are the kinds of visual aid used in teaching learning process. It is a kind of visible aid in teaching English to students. Picture can contribute to help the students to communicate in English. Picture can arouse some ideas in the view. They are not just an aspect of method but through their representation of places, objects and people, students gather on visualize what to speak about it.

What’s more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning. In this activity, the teacher gives some pictures. They predict how the story will go on one by one an information gap existed. The students in the groups do not know what the result of the story. they had a choice as to what their prediction will be. This activity with endless unexpected prediction will create the learners a journey of “brain storm”.

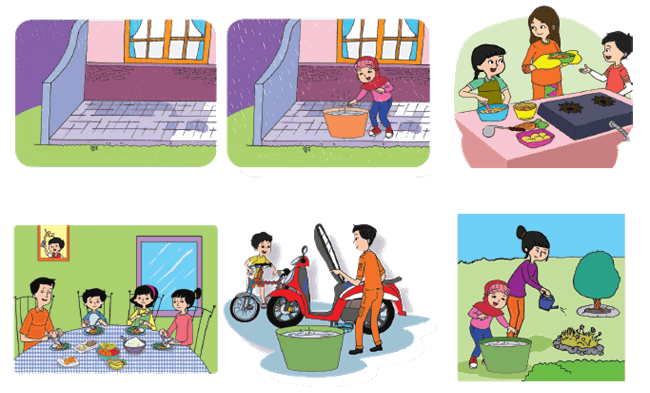
In choosing the pictures to be used in teaching, a teacher has to be careful because there are many factors that must be taken into account. Any medium is good if it is suitable to the situation in which it is used.

**2.1.7 Examples of Picture Series**

**1. Picture series of an individual**



**2. Picture Series of a Family**



**2.2 Relevant Research**

Syafi’i (2005: 103) mentions that relevant research is require to observe some previous research conducted by other researchers in which they are relevant to our research. Researchers are various, either in general or in specific one. Dealing with this research, the researcher take relevant researches that have been investigate by previous researcher concern.

* Hariyanti has conducted a research entitled “The use Pictures to increase speaking skill at SMP Istiqlal Deli Tua of grade VII in school Year 2013-2014”. The design of this research is Classroom Action Research (CAR). She tried to know it the use of heroes picture to increase speaking skill. The hyphotesis is student’s ability in use heroes picture to increase speaking skill. The conversation will be practiced based on the picture of heroes, and students will be explain what the picture about heroes. She concluded that the use of interview test and observation technique could increase students’ achievement in speaking very well. It could be shown that students in grammar and vocabulary. And it could also increase students’ in speaking. The students were more active, more interested during the learning process, and respond the lesson well.

In conclusion, Maulita Hariyanti researcher in teaching and learning

process have been successful to increase the students’ achievement.

**2.3 Conceptual Framework**

Media are important instruments for teaching. Using media enhances the achievement of students in learning English. Media are selected carefully in order the deed of teaching is successful. Presenting pictures in form of series picture is also good choice. The use of series picture not only provides the students with the basic material for their compositions but also stimulates their imagination. Pictures are very important to help student to retell experience or understand something since they can represent place, objects, people, etc. The relation of speaking improvement through series picture is series picture could support the process of teaching learning process. One of the many kinds of media is picture media. Speaking is one of the basic in studying language. Speaking also as the tool to have communication to the other people. When one speaks, the speaker tries to give the information or deliever some message to the listener.