

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents a review of the literature and some reviews of previous study about the use of pictures in teaching and other media in learning English.

#### **A. Learning English**

Indonesian government put English as important subject in each school levels. People can learn English from elementary school to university level. One of the aims was make Indonesian people master English better. So that can give more opportunity for Indonesian people to compete with people from other country. It is support by Verghese that the aim for learning second language is to achieve the same linguistic competence that the native speaker of the language possesses<sup>1</sup>.

Learning English process in Indonesia was limited<sup>2</sup>. The students will learn English if they stay in the class during the English lessons. They will stop learn English when that time is up. Only several students who want continue learning English outside the class.

Applying curriculum 2013 hoped to add quality of students' activity learning in Indonesia because students' learning activity was not limited from the

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<sup>1</sup> C. Paul Verghese. *Teaching English As a Second Language*. (Sterling Publishers Pvt. Ltd, 1989), 11

<sup>2</sup> Kementrian Pendidikan dan Kebudayaan, *Pengembangan Kurikulum 2013* (Jakarta: Kemendikbud, 2013), 25

teacher but also from books<sup>3</sup>. They can learn English whenever and wherever themselves. So the students can add material about speaking from other references, not only from the teacher in the class.

Learning English which is limited can make slow development of English as international language or second language, because as you know that English needs to add knowledge. For example, People need English to read some book which is published in English. They also use English to speak with their friends.

Besides that as Santiago mention that learning English is very important because English will open the door to job opportunities and better salaries<sup>4</sup>. It means learning English can increase our economic.

## **B. Speaking**

Speaking is the key to communicate and is certainly needed by everyone particularly by language learners. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in school and success latter in every phase of life.

According to Brown there are five types of speaking: imitative, intensive, responsive, interactive, and extensive<sup>5</sup>.

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<sup>3</sup> Ibid.

<sup>4</sup> Teresita Santiago. *Children's Perception of the Learning of English as a Second Language and the Textbooks Used in the Classroom in the Colonial/postcolonial Context of Puerto Rico*. (ProQuest, 2008), 92

<sup>5</sup> Douglas Brown, *Language Assessment (principles and classroom practices)*, (America: San Fransisco State University, 2004), 141-142

### 1. Imitative

One type of speaking activity is the ability to imitate a word, a phrase or possibly sentence.

### 2. Intensive

A second type of speaking used in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

Examples of intensive includes directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences and translation up to the simple sentence level.

### 3. Responsive

Responsive assessment tasks include interaction and test comprehension.

### 4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes includes multiple exchanges or multiple participants.

### 5. Extensive (monologue)

Extensive oral production tasks which include speeches, oral presentations, and storytelling give limited opportunity for oral interaction with listeners.

In this study the researcher will focus on the fifth type that is Extensive (monologue). He hope by use this type, the students can practice to speak up. In this research the students were asked by the teacher to describe the pictures and interact with listeners.

## C. Teaching Media

Teaching media is a great tool to deliver a material from teachers to the students. It also makes it easier for students to understand the material, because they not only understand the material by listening but also visual.

Using media is one of the ways to make learning process more interesting. The teacher can use many types of media in learning process, as Navarro and friends said that there are many types of media which can be used such as: slides, overhead transparencies, moving film, television or beta-video system, charts, and multimedia presentations<sup>6</sup>.

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<sup>6</sup> Navarro, Cruz, Tovera, Lucido. *Principles of Teaching and Instructional Technology*. (Katha Publishing Co., Inc.1988), 94-96

1. Slides

The slides can be series of important material. It used as lecture aids or projected with prerecorded narrative and music.

2. Overhead Transparencies

Preparation through a simple tracing approach makes the medium valuable for ordinary teacher. Transparencies also lend themselves to special techniques that add interest to a presentation.

3. Moving Film

The teacher should take care that moving film do not become the be all and end all in the learning process. The showing of moving films should rather lead to discussion, criticism writing, or evaluation sessions which give premium to the learning situation.

4. Television or Beta-Video System

The television or beta-video system facility should not be seen merely as a boon to families in the households.

5. Charts

Self-made charts and posters serve as a basic and universal aid for bringing fascinating and exciting experiences in the classroom.

Through the use of charts, the world of abstract phenomena comes into focus, concrete and understandable to the students. By usage, charts refer to various graphic forms such as maps, pictures,

diagram, posters, graphs, cartoons, sketches, etc. Those are visual aids that help us in learning facts and ideas clearly.

#### 6. Multimedia Presentations

Multimedia can mean either the use of media in a sequential arrangement or the use of various media presented simultaneously, as in the projection of several images, utilizing slides and moving films, on multiple screens.

From six types of those media, in this research pictures are included in the category of charts. Pictures can help the students in learning fact and clearly, because the students can imagine the visual material by seeing.

### **D. English Teaching Media**

Some students feel it difficult when they learn foreign language; they do not understand what the teachers' explanation. Students also feel shy if they make mistake, especially in speaking practice.

This is why the teacher's role is very important to make students interested to the English lesson. Teachers should make the students engaged with the lesson when they are learning English. Teacher should make English materials easy for the students to understand.

The teacher can use media in learning process to make easy in teaching English. The teacher can use picture, TV, radio, dolls, card and many more. As

Vilma mention that using media in learning English provide huge information<sup>7</sup>. It means that using pictures as media in learning speaking will help the students to get more ideas. For example; the teacher asked the students to describe a car without picture. The students will mention that the car is green, it has four doors, wheel, etc., but when the teacher asked the students describe by look the picture, the students will mention that the car is light green, it has sporty wheel, etc. He will also mention brand of that car, brand of that sporty wheel.

#### **E. Pictures as Media**

There are many types of media that can be used for teaching English speaking such as pictures, TV, radio, doll, card, and many more. Those media not only provide information about the English material but also the social information. Vilma mentions that pictures not only tell a thousand words but also help students improve their thinking and observation skill. Furthermore, it also promotes imaginations<sup>8</sup>

Pictures are good device in learning language, especially in English language learning. Everyone likes to look at picture because pictures usually make strong appeal to everyone. Moreover, pictures can arouse students' interest and provide information. Picture also can be understood by people who do not speak English. Pictures of scenes which help to explain the cultural setting of the

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<sup>7</sup> Vilma Tafani, *Teaching English Through Mass Media*, (Albina : Acta Didactica Napocensia, 2009), 82

<sup>8</sup> Ibid, 94

new language can stimulate the interest of the students as well as help to make the classroom more cheerful<sup>9</sup>

To get the ideas students do not only read and hear, but also they can see something around them, for example from the teaching media which is used by teacher. Similarly, Noor mention that picture can be utilized as one of teaching aids to promote creativity, and at the same time they provide a change for both students and the teacher to maintain interest and incentive<sup>10</sup>. So, picture used should be interesting for the students and easy for them to understand the material.

### 1. Types Of Picture

Noor mention that there are three types of pictures: Individual pictures, Pictures series, and Picture of situation<sup>11</sup>.

- a. Individual pictures are single pictures of object, person, or activity. This picture is varying in size from small newspaper pictures and full page magazine pictures to poster-size pictures.



**Picture 2.1**

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<sup>9</sup> Carol J. Kreidler, *visual Aid For Teaching English to Speakers of Other Language*, (Washington D.C: US Information agency, 1968), 1

<sup>10</sup> Noor A.Y., *Preparing and Using Aids for English Language Teaching*, (Oxford University Press, 1981), 27

<sup>11</sup> Ibid,



- b. Picture series are number of related composite picture linked to form a series or sequence. Its main function is to tell story or sequence of events.



**Picture 2.2**

- c. Picture situation is kinds of single picture which show a scene (school, canteen, library, etc) of people's activities or events.



**Picture 2.3**

## 2. Good picture

A teacher should have ability to convey a good material to students; he needs some media to help students understand the material in the class and the teacher should know how to select appropriate media.

According to Wright, there are some criteria to select good picture for the students, they are:

- a. Easy to prepare and organize by the teacher
- b. Interesting for students
- c. In excellent point of view
- d. Fit in with the best principles of education<sup>12</sup>

### 3. The Advantages and Disadvantages of Using Picture

According to Asnawir the advantages of using pictures are that they are more concrete to improve the students' feeling. A simple shape will make it easier for both the teacher and the students to bring it wherever. The pictures can solve time, room, eyes limitation of the user. Both the teacher and students will focus on looking at the picture<sup>13</sup>.

According to Asnawir the disadvantages of using pictures are the explanation of the teacher will make any differences students' understanding. It does not problem of using pictures, because the teacher can be permitted students who did not understand to ask to the teacher. The next disadvantages is the pictures also only describe about sense because there is no body language. It does not a matter for the teacher, because he can solve this problem by using pictures series. He can make a specific view to change a

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<sup>12</sup> Andrew Wright. *Pictures For Language Learning*. (Longman Group Ltd, 1983 ), 3

<sup>13</sup> Asnawir. *Media Pembelajaran*. (Jakarta Selatan,: Ciputat Press, 2002), 50

body language. The last is the pictures only focus on the students who sit in front. It contrasts for students who sit in the back, but it does not a problem for the teacher, because he can give picture to each student<sup>14</sup>.

#### **F. Review of Previous Study**

There are many research focused on using pictures in teaching English. Several of them have implemented in teaching speaking, writing and vocabulary.

The first research came from Bariyah. The title of her research is The Effect of Using Situational Pictures on the Ability of Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik. The objectives of this research are: first, the students' ability of writing descriptive texts before and after using the situational pictures at the eleventh grade. The second is the effect in writing ability between the students who are taught by using situational pictures and the students who are not. She made two groups as a subject in her research, the first group is taught using situational pictures and the second group did not teach using situational pictures. And the results of her research are the students' ability in writing skill before using situational picture; both of groups have near ability in writing skill, and the result after she implemented situational pictures in writing descriptive text is the group who using situational pictures has more score than the other group. It means that there is the effect on ability of

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<sup>14</sup> Ibid, 51

writing descriptive text between the students who are taught by using situational pictures and the students who are not.<sup>15</sup>

The second research came from Nisa. The title of her research is *The Use of Series Pictures in Teaching Vocabulary*. The objectives of this research are: the effect of the used of series pictures in helping students' vocabulary enhancement and students' responses toward learning vocabulary using series pictures. Her study focused in the using series pictures at fifth grades of elementary school. This study specially investigated the improvement of students' vocabulary mastery through series pictures and their response. The results of this research are the students' vocabulary mastery improved after they were taught by using series pictures than the students were taught vocabulary using written text. Most students also had positive responses toward the use of series pictures. It means that students were excited and interested in learning vocabulary using series pictures because they could memorize the word easily.<sup>16</sup>

The differences of two researches above with this research are in the English skill. The first research is using picture in writing skill. The second research applies pictures in the teaching vocabulary. This research pictures apply in speaking skill.

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<sup>15</sup> Khoirul Bariyah. *The Effect of Using Situational Pictures on the Ability of Writing Descriptive Texts at Eleventh Grade Students of SMA Muhammadiyah 1 Gresik*. (Surabaya: IAIN Sunan Ampel, 2009)

<sup>16</sup> Miranti Rohmatun Nisa. *The Use of Series Pictures in Teaching Vocabulary*. (Bandung : Universitas Pendidikan Indonesia. 2012)

The next research came from Dede. His research title is *The Use of Series Pictures in Teaching Spoken Procedure Text to Improve Students' Speaking Ability (A Quasi-Experimental Study of the Seventh Grade Students in SMPN 2 Cipeundeuy)*. He focuses on using series pictures in improving students' speaking ability in procedure text. He made two groups in his study, first is experimental group that received special treatment, and second group is control group that did not receive the special treatment. The result of the study is the use of series pictures in teaching speaking in procedure text is effective to improve the students speaking ability. It can be seen from the score of experimental groups which is higher than control group.<sup>17</sup>

The forth research came from Petty. Her research title is *The Use of Picture Narrating in Teaching Speaking (A Quasi-Experimental Study to the Second Grade Students of Vocational High School in Bandung)*. She is focus on the effectiveness of "Picture Narrating" technique in developing students' speaking ability. She is also made two groups, the first is experimental group and the second is control group. She is only give special treatment for the experimental. The result of her study is the experimental group got higher score

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<sup>17</sup> Dede Nita Rosita. *The Use of Series Pictures in Teaching Spoken Procedure Text to Improve Students' Speaking Ability (A Quasi-Experimental Study of the Seventh Grade Students in SMPN 2 Cipeundeuy)*. (Bandung : Universitas Pendidikan Indonesia.2011)

than the control group. It means that “Picture Narrating” technique affect students' speaking ability<sup>18</sup>.

The difference the third and the forth research with this research is third research apply pictures in teaching spoken procedure text, the forth research combined between picture and narrative become a technique and this research apply pictures in learning speaking orally.

From those researches it can be conclude that using media is very helpful for students to understand the material especially in learning English, and visual media can use to learning English easily. Such as using pictures in speaking, writing and vocabulary. From those researches the researcher wants to give information about using pictures as media in learning speaking. The researcher hopes that individual pictures can be one of media in learning English, especially in learning speaking.

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<sup>18</sup> Petty Siti Fatimah. *The Use of Picture Narrating in Teaching Speaking (A Quasi-Experimental Study to the Second Grade Students of Vocational High School in Bandung)*. (Bandung : Universitas Pendidikan Indonesia.2011)