CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to discuss the review of related literature that consists of Nature of Speaking, Teaching Speaking, Teaching English Speaking Implementation, Instructional Media, Picture, Find the Differences Picture, The Implementation of "Find Differences" Picture in Teaching Speaking, Benefit of Find the Differences Picture, and Review of Previous Studies.

A. The Nature of Speaking

Speaking is the hardest skill among the others (reading, writing, and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convoy the meaning. Language is generated by listener is called productive. In simple words, speaking means talks to someone or gives information about something and understands its meaning which is understood by the listener.

Huebner said that language is essentially speech, and speech is basically communication by sounds. Speaking is a skill used by someone in daily life communication whether at school or outside and speaking is mastering the art of the single most important aspect of learning a second or foreign language.² It means that speaking is the most important aspect in daily

¹ David Nunan, Practical English Language (New York: MC Graw-Hill, 2000), 48.

² Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960), 58.

live because through speaking the people can communicate and interact with others, express emotion, and share their idea in many situations.

According to Cameron, children should speak the language before they write it.³ It shows that speaking plays as an important role in order to make a communication with others. That is one of many reasons why speaking can be an important thing in the learning process, especially in the foreign language, because the students can express their ideas, opinions, and imagination with speaking. They also can participate in the class and interact with the teacher in oral communication.

B. The Importance of Speaking

As a part of language skills, speaking become the important one in language position. As we probably know that speaking is one of productive skill. It means that in speaking people can show and express their ideas.

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule states about the speaking functions, those are the interactional functions and transactional functions. ⁴ In interactional function, people need to interact with other people in order to socialize each other, which serve to establish and maintain social relations. For transactional function, it focuses on the exchange of information in a conversation in order to take and give information between the speakers.

Cameron, Speaking Learning for Life, (http://learningforlifefsu.edu/onlineresources/docs/chptr9. pdf, accessed on May 22, 2013)

⁴Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (America: Cambridge University Press, 2008), 21.

C. Teaching Speaking

According to Jeremy Harmer, the goal of teaching a foreign language is to gain the ability to communicate in the target language. Speaking is very important in learning foreign language. Therefore the teachers should give the students opportunities to use the target language to communicate with others and to improve their speaking ability. In simple words, the goal of teaching speaking skills is communicate efficiency.

According to Hornsby, teaching means giving the instruction and knowledge. Speaking means that to make use of words in an ordinary voice. So, teaching speaking is giving instruction or information to person or people for communicating.

Based on Bailey statement, there are five principles for teaching speaking. They are:

- 1. The teacher should be aware of the language learning contest.
- 2. The teacher should give student's practice with both fluency and accuracy.
- 3. The teacher should provide opportunities for students to talk by using group work or pair work.
- 4. The teacher should plan speaking tasks that involve negotiation for meaning.
- 5. The teacher should design classroom activities.

⁵ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), 121.

⁶ A.S Hornby, Oxford Advanced Learner's Dictionary of Current Language, (UK: Oxford University Press, 1995), 37.

⁷ M. Kathleen Bailey, *Practical English Language: Speaking*, (Singapore: McGraw-Hill Companies Inc, 2005), 53.

Based on the explanation above, to help students for developing communicative efficiency in speaking, a teacher can use a balance activities approach that combine communicative language input (material to the students includes teacher's talk, listening activities, reading passage and so forth), structure output (using textbook as the practice exercise), and communicative output (the learners' performance/ production using the language that they have just learned).

There are many activities to promote speaking. According to Hayriye Kayi there are thirteen activities to promote speaking. They are discussion, Role Play, Simulations, Information Gap, Brain Storming, Storytelling, Interviews, Story Completion, Reporting, Playing Cards, Picture Narrating, Picture Describing, Find the Differences. Here the explanation about them:

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

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⁸ Hikmah as quoted Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (The Internet TESL Journal, Vol. XII, No. 11, November 2006)

2. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night"

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

5. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

8. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? Or what is the easiest way of earning money? or What do you think about lottery? etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying

attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

All of them can help the teachers to motivate and increase the students speaking ability.

D. Teaching English Speaking Implementation

In fact, people consider the teaching speaking or speaking class as students' facilities to practice their communication skill orally; although sometimes we found a certain number of students dominate the class while other tends to be passive caused by many factors. 9 In some cases, students and teachers have the same expectation; reach the successful speaking activity. In this case, the teachers have to give the students same opportunities to speak, so that there is not domination among students in the class.

A good teaching speaking provides rehearsal opportunities, tasks and various elements of language activation. Those are provoke the students to

⁹ Luqman as quoted D. Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: English Teaching Forum, 1996), 213.

gain fluently words and phrases using without a lot of intentionally thought. ¹⁰ Speaking classes have to provide stimuli and sufficient time to make students talk a lot. The important things in here are the teachers have to give interesting materials and the interesting techniques to make students become enthusiast in speaking class but the teacher may not dominate the class.

E. Instructional Media

1. Definition of Instructional Media

Instructional media is a means of communication use to carry message with instructional intent.¹¹ In simple words instructional media is intermediately between teacher and students that will be used in teaching learning process.

Instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, flash card and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing. On the other hand, instructional media is used by teachers to impart and emphasize on information, stimulate

¹⁰ Jeremy Harmer, *How to Teach English*, (England: Pearson Longman, 2007), 123.

¹¹ Rosi Anjarwati as quoted Heinich Kashani, *Bahan Ajar Foreign Language Teaching Media*, (Malang: university Negeri Malang, 2001), 3.

Nuhung Ruis, Muhyidin, Tri waluyo, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 2.

interest, and facilitate the learning process. They range from simple to sophisticated ones and they can be aural, visual, or computerized.

2. Kinds of Instructional Media

There are many instructional media are used in teaching English. They are: 13

a. Audio Media

Audio Media is one of media that reproduced from sound or resource from sound. Example: radio, cassette recorder, photographic recorded

b. Visual media

Visual media is a media that needs the sense of sigh. It can show the pictures such as: series film, slide, image, and drawing.

c. Audio Visual Media

Audio Visual is a media that consist of sound and picture, it is better than the others but it same function between visual media and audio visual there is not differenced.

Example: silent audio visual, pure audiovisual, print media (text book, module) game and regalia

All of them are good media to help students to improve their English especially their speaking ability. Among these three groups of media, visual media is relatively easy for developing.

According to Nuhung, there are some advantages of using media in teaching learning process.¹⁴ Those are; increase the learners' motivation,

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¹³ Nuhung Ruis, Muhyidin, Tri waluyo, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 5.

avoid the learners bored, make the learners easy to understand the material, make the teaching learning process more systematic.

Based on the advantages above, it can be concluded that instructional media is very important in teaching learning process. It is effective because it provides motivation, lower students' stress, and give them the opportunity for real communication However it demands more attention and ability of the teacher to use it become more effective.

F. Picture

According to Arief, among teaching media, pictures are commonly using as visual media, beside its simplicity, pictures are relatively cheap use in the class room. ¹⁵ Picture is interesting not only for the children but also for all people. It can be the media to create attention and distribute information. Using pictures can make teaching learning process be easier. Variations of pictures are flashcard, hand drawn picture, wall charts, and illustrate course books and supplementary books.

According to Jonathan there are four ways of using picture in learning speaking.¹⁶ First, students must describe the pictures and tell the story in their own words. The second, they retell the story as a dialogue. The third, they can act it. And the fourth, teachers can give some questions which can be taken

¹⁴ Nuhung Ruis, Muhyidin, *Instructional Media*, (Jakarta: Ministry of National Education, 2009), 4.

¹⁵ Farida as quoted Arief Sadiman, *Media Pendidikan*, (Jakarta: CV. Rajawali, 1993), 29.

¹⁶ Jonathan Bignell, *Media in Introduction*, (UBC press University British of Colombia, 2002), 179.

from books. It can be used in pair work or group.¹⁷ Through picture, the teacher can be more efficient and practical to explain than using words. The students are easier to recall and remember it.

G. "Find the Differences" Picture

According to Andrew find the differences picture is describing and comparing pictures or other types of visual input.¹⁸ In other words, "Find the Differences picture" is comparing or describing pictures using difference language items, depending on the pictures chosen. Andrew divides it into four categories, they are:

1. Nouns

Example: There are two pictures. The first picture consist of four animals and the second picture consist of five animals

2. Colors

Example: there are two pictures with different wall color

3. Comparisons

Example: in one picture the monkey's thumb is longer than in the other pictures

4. Tenses

Example: in the first picture a man is going to fall and the second picture he has already fallen.

¹⁷ Halimatus as quoted, (http://webs.ctlt.wsu.edu/TTS/AssessOralPresentations.doc, accessed on May 25, 2013)

¹⁸ Andrew Wright, Games for Language Learning, (Cambridge: University press, 2003), 33.



Figure 1. Example of "find differences" picture

Based on the explanation above, it can be concluded that find the Differences picture is one types of pictures media which use description or comparison between two or more similar pictures. It can help the teacher to create fun learning environment and increase students speaking ability.

H. The Implementation of "Find Differences" Picture in Teaching Speaking

According to Andrew there are some procedures in implementing find differences picture.¹⁹ They are: the teacher divides the class into pairs or groups, the teacher give difference pictures in each group, the teacher asks to the students to compare their picture then ask them to look for its differences and discuss it with their partner or group, and the teacher asks them to describe the picture in front of the class. The teacher also can move the picture to another group and give number to count the differences to help the students so that the students have a goal toward which to work or the teacher can give key words in the picture to make students easier to describe it.

There are some considerations in choosing picture that most appropriate with the students.²⁰ It is important to ensure that the pictures are appropriate in term of vocabulary for the level of participants. Choosing the right pictures will depend on format, how big and clear you want them to be in size and quality of picture. Color should also be considered while choosing a picture. Choosing pictures that are fascinate to students. It is also true that 'no art is the same, and it is not all objects are equally interesting to all viewers and equally accessible in terms of meaning.

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¹⁹ Andrew Wright, *Games for Language Learning*, (Cambridge: University press, 2003), 35.

Farida, *Intructional Media*, (www.schools.nsw.edu.au/media/downloads/.../pshandbook.pdf, accessed on May 24, 2013)

I. Benefit of "Find the Differences" Picture

There are many reasons for using find the differences picture in language teaching. They are:

- 1. Find the differences" picture is one of valuable aids. It brings "images of reality into the unnatural world of the language classroom." ²¹ Find the differences picture brings not only images of reality, but also the function as a fun element in the class. In other words, it becomes stimulus for students. Sometimes it is surprising, how it may change a lesson, even if only employed in additional exercises or just to create the atmosphere.
- 2. "Find the differences" picture meets with a wide range of use not only in acquiring vocabulary, but also in many other aspects of foreign language teaching.²² It can use in very different language areas (structure, vocabulary, functions, situations and all four skills).
- 3. "Find the differences" picture can motivate and draw learners' attention.²³

 It means that the students feel curious and be interested learn use picture so that they pay attention in the class.
- 4. It can also increase learners' accuracy.²⁴ It means with find differences picture the students can drill their accuracy more. They drill it with describe or compare 2 similar pictures.

²¹ David Hill, *Visual Impact: Creative Language Learning Through Pictures*. (UK: Longman Group UK Limited, 1990), 16.

²² Andrew Wright, *Pictures for Language Learning*, (England: Cambridge University press, 1990), 4. Andrew Wright, *Pictures for Language Learning*, (England: Cambridge University press, 1990), 5.

²⁴ David Hill, *Visual Impact: Creative Language learning through pictures*. (UK: Longman Group UK Limited, 1990), 17.

- 5. It is flexible easily kept, useful for various types of activities (drilling, comparing, etc.), always fresh and different, which means it comes in a variety of formats and styles and moreover the learner often wonders what comes next.²⁵
- 6. It can be pair or group and the most important advantages of find difference picture as media is it as brain teasers, one of great brain exercises. ²⁶ It is because of there are cognitive processes and which brain areas are involved in that exercise.

Based on the explanation about, teaching use "find the difference" picture are easy, fun, motivate, and varieties of it can cover language areas like speaking, writing, listening, vocabulary, or structure.

J. Review of Previews Study

There some theses which support this study. The writer will explain the result of each thesis. Luqman Hakim conducts a study with title "The Implementation of Teaching Speaking Using Picture at the Second Class of MAN Denanyar Jombang." In this paper the writer explains the implementation of teaching speaking using picture and he chooses Man Denanyar Jombang as location of the research and the second class as object of the research. In his study, picture is very important media to teach English

²⁶ Dr. Pascale Michelon, *Spot the Difference*, (http://sharpbrains.com/blog/2008/06/11/braingames-spot-the-difference/ accessed on May 24, 2013)

²⁵ David Hill, *Visual Impact: Creative Language Learning Through Pictures*. (Essex: Longman Group UK Limited, 1990), 18.

²⁷Luqman Hakim, "The Implementation of Teaching Speaking Using Picture at the Second Class of MAN Denanyar Jombang" (Unpublished S-1 Thesis. Surabaya: English Education Department, State institute of Islamic Studies Sunan Ampel, 2010)

especially in speaking class. The result of his study is picture media can give a lot of advantages for the teachers and students. For the teachers, it can help the teacher to be creative in teaching English and it also creates a relax atmosphere in the classroom. For the students, it makes students always try to practice English with their friends or their teachers and students have good response about it.

Arifah conducts in her study "The Use of Picture to Write Narrative Text in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan." She uses picture series in her research; the use of picture series can improve student's ability in writing skill especially in writing narrative text. She uses picture series in writing narrative because in writing narrative text the main purpose to tell sequence of actions and events. The result of this study, students are able to write narrative text based on the generic structure and language facture.

Moh. Hafidz conducts a study in the title "The Implementation of Contextual Teaching and Learning Method in Improving Student's English Speaking Skill at Senior high School of Al-Falah Sumbergayam Kadur Pamekasan"²⁹ and the second class as object of the research. He concludes that the implementation of component CTL method at Senior high School of Al-Falah Sumbergayam Kadur Pamekasan is effective because teaching and

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²⁸ Arifah, "The Use of Picture to Write Narrative Text in Teaching Writing at MA Raudlatul Ulum Klampis Bangkalan" (Unpublished S-1 Thesis. Surabaya: English Education Department, State institute of Islamic Studies Sunan Ampel, 2009)

²⁹ Moh. Hafidz, "The Implementation of Contextual Teaching and Learning Method in Improving Student's English Speaking Skill at Senior high School of Al-Falah Sumbergayam Kadur Pamekasan" (Unpublished S-1 Thesis. Surabaya: English Education Department, State institute of Islamic Studies Sunan Ampel, 2011)

learning process review the previous materials and able to develop student's thought.

Ayu Diah conducts in her study" Using Role Play in Teaching Speaking." She chooses Islamic Junior High School Soebono Mantofani Jombang as location of the research. She uses role play activity to improve speaking ability and she chooses experimental research with oral test as the instrument. The result of her study is role play is effective and it can improve student's speaking ability.

Nafisatul conducts a study in the title "The Effectiveness of Using Film in Teaching Descriptive Writing at SMPN 1 Bungah Gresik." She explains the comparison score between students who are taught using film and students who are taught without using film. She limited to write a descriptive text of a character based on the film watched. The subject in this study is the seventh grade students of SMPN 1 Bungah Gresik which consists of 34 students altogether with 14 females and 20 males. She uses experimental design. By using film the students will be creative, can get new vocabulary, and they will enjoy the teaching and learning process. But she just limited to write a descriptive text of a character based on the film is watched. It should be better to describe other things, for example; setting, events, expression, actions, and gestures.

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Ayu Diah, "Using Role Play in Teaching Speaking at MA Soebono Mantofani Jombang" (Unpublished S-1 Thesis. Surabaya: UNESA, 2007)
 Nafisatul, "The Effectiveness of Using Film in Teaching Descriptive Writing at SMPN 1 Bungah

³¹ Nafisatul, "The Effectiveness of Using Film in Teaching Descriptive Writing at SMPN 1 Bungah Gresik" (Unpublished S-1 Thesis. Surabaya: English Education Department, State institute of Islamic Studies Sunan Ampel, 2011)

Aditya conducts a study in the title "The Use of Audio Visual Media (Short Movie) in Writing of Descriptive Text at Eleventh Graders of SMK PGRI 1 Bangkalan." He explains the comparison score between students who are taught using short movie and students who are taught without using short movie. He uses CAR in his study. He writes a descriptive text based on the setting, events, expression, actions, and gestures. The result of her study is teaching speaking use short movie is very effective and it can improve student's speaking ability.

Yeni conducts a study in the title "The application of thematic instructional Snakes and ladders game in speaking at the second year of SMKN 1 Surabaya." ³³She uses Snakes and ladders game to improve speaking ability and she chooses experimental research with oral test as the instrument. The result of her study is Snakes and ladders game effective and it can improve student's speaking ability.

Overall, this study was different from the studies above. The writer described find the differences picture media in teaching descriptive text in this study. Among others study there are the same skill that is speaking but this study focused on descriptive text, how the students describe two similar pictures become a text (descriptive text). And the writer is the first person who implements it in a research.

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second year of SMKN 1 Surabaya" (Unpublished S-1 Thesis. Surabaya: English Education Department, State institute of Islamic Studies Sunan Ampel, 2013)

³² Aditya, "The Use of Audio Visual Media (Short Movie) in Writing of Descriptive Text at Eleventh graders of SMK PGRI 1 Bangkalan" (Unpublised S-1 Thesis. Bangkalan: IKIP, 2011) ³³ Yeni, "The application of thematic instructional Snakes and ladders game in speaking at the