CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous studies

This part contains of description about the relevant previous studies related to *"The Implementation of Picture Series in Teaching Speaking Skill at the Tenth Grade Students of SMK Negeri 3 Jepara in the Academic Year of 2018/2019"*.

Munthe and Syukriah (2012) did a research of the Implementation of "Find the Differences" Pictures as a Media to Teach Speaking Descriptive Text for Seventh Grade Students of SMP Negeri 2 Kriyan-Sidoarjo. The reearcher conclude that the pictures as media to teach speaking descriptive text run well and interested. The pictures enables the class more active both the teacher and the students. The pictures can help the teacher increase students' speaking ability especially spoken descriptive text. The picture can help the students to decide what they will describe.

Nurvitasari, Heni (2014) did a research of Improving Students' speaking abililty by Using Picture at SMA Negeri 3 Ketapang. The researcher conclude that the students' ability in speaking improved by using picture. This was proved by the result of four components. They were the students score, observation checlist, field note and speaking test. In addition, picture was considered as a good media to be applied in English language teaching because it can help the students to relax while they were studying and then the use of picture as media in teaching speaking can help the students to memorize the words easily. It was because picture can show similarity with the real object in the picture, so their meanings were easier to guess by the students.

Nizzu, Devina (2016) did a research of improving students' speaking

skills through retelling story by using picture series at SMAN 7 Bandar Lampung. The researcher conclude that the picture series can help the students in expressing adeas, feeling and thought in oral communication. Moreover, the series of picture is assumed by the researcher can bring the students able to express the ideas in sequence. It means that picture series can help the students to communicate effectivetively because the message which is delivered in each picture is clearly enough to be understood and it shows concrete visual description of ideas.

2.2 Review of Related Literature

This part contains of review theories that support this research. It consist of concept of speaking skills, aspect of speaking skills, the principles for teaching speaking, the use of picture series in learning speaking and the use of picture series to support the teaching of speaking skill.

a. Concept of Speaking Skills

There are some concept of speaking skills. According to Aminuddin (2006: 1-3) defined speaking as an interactive process constructing meaning that involves producing, receiving and processing information orally using organ of speech. Idea are someone's messages would like to be transferred to another. It means that another person should understand the messages well. In order to understand the messages well, one's speaking should provide natural communication which has certain features (Usman, 2015: 37).

Moreover, Roswati & Zaim (2014: 1) stated that speaking is an interaction between speaker and interlocuter to deliver information by oral communication. However, mastering speaking as a foreign language is not an easy matter to be mastered by students. In addition, Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is

difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them (Nizzu, 2016: 8).

According to Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their succes in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency (Nirmawati, 2015: 8).

b. Aspect of Speaking Skills

There are some aspect of speaking skill. As proposed by Cohen (1994: 266) stated that there are some important components in speaking skill. The components are :

1) Fluency; smooth flow of speech with the use of rethorical devices to mark discourse pattern.

2) Grammar; control of complex and simple construction.

3) Pragmatic competence; use of conversation devices to get the message across and to compensate for gaps.

4) Pronounciation; degree of influence of native language phonological features.

5) Sociolonguistic competence; use of appropiate social registers, cultural references, and idioms.

6) Vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest or expertise (Roswati & Zaim, 2014: 2).

Moreover, according to Brown (2001: 168) state that the aspect of speaking skills are pronunciation, fluency, vocabulary and accuracy.

1) Pronounciation

Based on Longman Dictionary (2000: 429) pronounciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a succesful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronounciation including stress, rhythm and intonation is very important.

2) Fluency

As proposed by Harris and Hodges (1995: 14) fluency is an ability to speak quickly and automatically.

3) Vocabulary

Based on Longman Dictionary (2002: 580), vocabulary is a set of lexxemes, consisting single words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000: 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately (Nirmawati, 2015: 12-13).

c. **The Principles for Teaching Speaking**

There are some principles for teaching speaking. Based on Nunan (2003) teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. For many years, teaching

speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak. So, students might spend several semesters repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. There are principles of teaching speaking:

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 situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language (FL) context is one where the target language is not the language o f communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom.

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 speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons especially at the beginning and intermediate level 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 realize 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.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent o f the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. 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 (such as posing questions or offering clarification).

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 yourself 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. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

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

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the

exchange of goods and/or services.

Most spoken interactions "can be placed on a continuum from relatively predictable to relatively unpredictable" (Nunan, 1991:42). Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that "transactional encounters of a fairly restricted kind will usually contain highly predictable patterns" (Nunan.1991: 42), and he gives the example of telephoning for a taxi. According to Nunan, 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.

d. **The Use of Picture Series in Learning**

In a learning process the using appropiate media is needed. Media is one of the important thing in a learning. The media can help the students' understanding to the learning material. One of the kinds of media is picture.

According to Harmer (2011: 134-135) pictures of all kinds can be used in a multiplicity of ways, as the following examples show:

1) Drills : pictures are particularly useful for drilling grammar item, for cueing different sentences, or practising vocabulary.

2) Communication games : picture are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities where one student describe a picture and a paired classmate has to draw the same picture without looking at the original. We can also divide a class into four groups (A, B, C, D) and give each group a different picture that

shows a separated stage in a story. By sharing the information they saw in their pictures, they have to work out what story the pictures together are telling.

3) Understanding : one of the most appropiate uses for picture is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one. In the same way it easy to check students' understanding of a piece of writing or listening by asking them to select the picture which best corresponds to the reading text or the listening passage.

4) Ornamentation: pictures of various kinds are often used to make work more appealing. In many modern coursebooks, for examples, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text, giving readers or students a view of the outside world. Some teachers and materials designers object to this use of pictures because the consider it gratuitous. But it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power to engaged students.

5) Prediction: pictures are useful for getting students to predict what is coming next in a lesson. Thus students might look at a picture and try to guess what it shows. They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture. This use of pictures is very powerful and has the advantage of engaging students in the task to follow.

6) Discussion: pictures can stimulate several questions. Picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures. We might ask students to

write a description of a picture; we ask them to invent the conversation taking place between two people in a picture, or in a particular role play activity, ask them to answer questions as if they were the characters in a famous painting.

e. The Use of Picture Series to Support the Teaching of Speaking Skill

There are some the use of picture series to support the teaching of speaking skill. Based on Arbain (2018) dealing with supporting factors, the use of picture series to support the teaching of speaking skill should be (1) available on many sources. The use of picture series to improve the students' speaking abilty depends on the availability from many sources, such as English books, English magazines, internet, etc., (2) sequential. Pictures could help the students to generate ideas about wat they are going to convey orally, as students are sometimes confused about what they will speak firstly, (3) informatif. The use of picture series provided several information of which one came first and which came next, (4) attractive. Pictre series used is expected to be able to draw students' attention to be involved in learning process of speaking.

Meanwhile dealing with criteria of the use of picture series to support the teaching of speaking skill, the teacher described that there were some criteria that should be considered before using picture series in class, they were namely (1) easy and simple to prepare; the picture should be used easily and simply in teaching learning and process, (2) easy to organise; there should be right decision making whether the efforts of organizing the pictures were complicated or not, (3) interesting to see; the use of picture series as an instrucional media in the teaching speaking skill should be interested.