

II. LITERATURE REVIEW

2.1 Concept of Speaking

Speaking is one of language skills that important to be mastered. It is an essential tool for communicating, thinking, and learning. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Speaking is also a vehicle to link individuals to society. When students talk about their ideas, they clarify their thinking. It means that the students can make their ideas easier to be understood by others.

Moreover, Lado (1961: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. It is the main skill in communication. So that, speaking can be an important aspect from four language skills that should be a priority in language learning.

Meanwhile, Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feelings orally. It means that people can express themselves to other people to get a comfort situation in understanding and making connections with each other.

In brief, it can be concluded that speaking is the process or an ability to express and explore the students' ideas or thought to others orally (by telling the information based on the picture given, in this case the researcher will try to use chart not only as a media but also as a

technique). In other words, speaking is the process of orally expressing thought and feelings of reflecting and shaping experience, and sharing information.

2.2 Concept of Teaching Speaking

Speaking is an important part of the learning and teaching process of English as a foreign language. Reverse its importance, for many years, teaching speaking has been undervalued because the English teachers continually teach speaking just as a repetition of drills or memorization of dialogue and it is not appropriate with the function of speaking as means of communication. Nowadays, however, the goal of teaching speaking is emphasized to improve students' communication skills, because only in that way, the students can express themselves effectively.

Meanwhile, Swain (1985) in Lawtie (2004) states that, "We learn to speak by speaking". It means that, the more students practice the more they will improve their own skills.

In teaching speaking, there are some difficulties that might be found, especially when we want to conduct the tests. Testing the ability to speak is the most important aspect of language testing. However, at all stages beyond the elementary level of mimicry and repetition, it is an extremely difficult skill to be tested, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing.

There are three reasons why speaking is very difficult to be tested:

1. There are complex aspects to be tested

In testing speaking, there are some complex aspects which may be tested. Like another language skills, speaking is a complex skill requiring the simultaneous use of number

different abilities which often develop at different rates. According to Harris (1974: 81), here are five components that generally recognized in analysis of the speech process:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehensibility

Since communicative competence become the main goal in every English learning, the writer tends to follow Heaton's theory (1991) which says that speaking only has three aspects namely pronunciation, fluency, and comprehensibility. The writer agrees to evaluate the students in those three terms because the writer assumes that grammar and vocabulary have included to those three aspects.

Moreover, Terrel (1977: 326) suggests that if we are to raise our expectations for oral competence in communication, we must lower our expectation for structural accuracy. And those three terms will be explained below and all those three terms will be evaluated by using the oral ability scale proposed by Heaton:

- a. Pronunciation

Pronunciation, or the sound of speech, can refer to many features of speech such as pitch, volume, speed, pausing, stress, and intonation (Luoma, 2004: 11). In teaching speaking, students then need to be made aware of the entire features of speech as they will impact on their understanding of speech or the meaning they convey in speech.

Examples:

| | |
|---------------|-------------|
| Back /bæk/ | Bag /bæg/ |
| Clock /klɒk/ | Clog /klɒg/ |
| Pull /pul/ | Pool /pu:l/ |
| Lend /lend/ | Land /lænd/ |
| Sleep /sli:p/ | Slip /slɪp/ |

It is one of the most important elements of successful speaking. It is extended to which speaker interacts with other in normal speed, apparently confidence, and freedom from excessive pauses or vocabulary searches. Hammerly (1991:12) notes that laypersons use fluency to mean “speaking rapidly and smoothly not necessarily grammatically”, even in describing the pictures.

If when describing the picture, the students did not say any interjection or freedom from vocabulary search in making sentences or spoken language, it means that students’ fluency is good enough.

b. Comprehensibility

Comprehend means understand fully. Heaton denotes that comprehensibility is the ability of making someone understands in general meaning. It means that comprehensibility is the ability to make the others understand by what we say and deliver. By knowing the real meaning of comprehensibility, the students are expected to make spoken language as clear as possible before it delivered in order to make the other understand it. In this case, the students will be trained to choose the suitable words to make their spoken language clearly enough to be understood. They also

trained to know the real meaning of the words that they use in order to release them from confusing state.

Examples:

- a. She drives on the right
- b. My brother always looks right for my father

Both sentences used the same word. However, we know that both sentences have different meaning. Hence, the students should have comprehensibility to make them understand and also understood by each other, and we usually called this situation by negotiating meaning.

Negotiating of meaning in interactions is defined as a series of exchange conducted by addressors (speakers) and addressees (listeners) to help themselves understand and understood by their interlocutors. In this case, when the speakers and listeners are involved in an interaction, both of them as interactants work together to solve any potential misunderstanding and non understanding that occurs, by checking each other comprehension, requesting clarification and confirmation and by repairing and adjusting speech (Pica: 1988). In teaching learning process, the students are actively engaged in negotiating meaning, in trying themselves to be understood, even when their knowledge of the target language is incomplete because they learn communicate by communicating.

2. Tape recorder or media is limited

Besides there are some complex aspects to be tested, since the spoken language is transient, it is impossible without a tape to apply such procedures as in the marking of compositions, where the examiners are able to check back and make an assessment at

leisure. Even though sample of speech and students' activities can be recorded by using tape recorder or handy cam during the test, the tape-recorder and the handy cam itself can become a problem which causes speaking skills difficult to be tested. It is happened because not all school have tape recorder to assist their English teacher in teaching learning process, especially in teaching speaking.

3. There are limited time to test

Besides the two reasons above, there is still one more reason that caused the speaking is very difficult to be tested, that is about the time. It is frequently impossible to test large number of students because the limited time involved. It means that the test will be impossible to be conducted if the examiner cannot manage the time properly. Although the use of language laboratories for such tests has made it possible in some cases to administer more reliable oral productions to large numbers of students, the actual scoring of the tests has not been so easily solved.

Briefly, the researcher assumes that teaching speaking is one way of teaching which emphasize the teaching learning process to improve students' speaking ability in terms of pronunciation, fluency, and also comprehensibility, by stimulating students' minds to make some spoken language. Though this speaking skill is difficult to be tested, the researcher assumes that by using an appropriate technique with an appropriate media, speaking skill can be improved easier.

2.3 The Function of Speaking

In speaking, there are numerous attempts that have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the

interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information.

Three functions of speaking according to Brown and Yule (1983) which each of those speech activities is quite distinct in terms of form and function, and requires different teaching approach, as follow:

1. Speaking as Interaction

Speaking as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engaged in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on than message. Such exchange may be either casual or more formal, depending on circumstances and their nature.

The main characteristics of speaking as interaction can be summarized as follow:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speakers’ identity
- d. May be formal and casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness
- g. Employs many generic words
- h. Uses conversational register
- i. Is jointly constructed

Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that take place under the control of unspoken rules.

2. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading, or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding.

Burns (1998) distinguishes between two different types of speaking as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants are focus primarily on what is said and achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services.

The main characteristics of speaking as transaction are:

- a. It has primarily information focus
- b. The main focus is on the message and not the participants
- c. Participants employ communication strategies to make themselves understood
- d. There may be frequent questions, repetitions, and comprehension checks, for example is the proceeding of classroom lesson
- e. There may be negotiation and digression
- f. Linguistic accuracy is not always important

Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

3. Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialog, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

The main characteristics of speaking as performance are:

- a. A focus on both message and audience
- b. Predictable organization and sequencing
- c. Importance of both form and accuracy
- d. Language is more like written language
- e. Often monologue

Teaching speaking as performance requires a different teaching strategy. Jones (1996: 17) comments: Initially, speaking as performance needs to be prepared for and scaffolded in much the way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

According to the explanation above, the writer assumes that speaking process in this research is based on the third functions of speaking which emphasize the teaching learning process on the students' understanding and the students' speech performing (making presentation).

2.4 Concept of Chart as the Teaching Aid

Teaching aids is very important in teaching learning process because by using it, the process of teaching learning can be conducted and run effectively. Teaching aid, as its name suggests, is a kind of aids which support the teaching and learning activities of teachers and students. It also can encourage the students' interest in teaching learning process, particularly (in this Classroom Action Research) in teaching speaking. In short, teaching aids are the useful materials and equipments which help create motivation for teaching and learning environment. According to To et al. (2009:4), teaching aids can be divided into three subgroups as follows: (1) visual aids, (2) audio aids, and (3) audio-visual aids.

a. Visual aids

Visual aids are “anything visible to learners, which the teacher uses for different teaching purposes in the class. It is very useful for proving, explaining, or holding interest. Visual aids allow the students to become involved with their eyes as well as with their ears. Using visual aids is obviously beneficial for language teaching and learning, it is helpful for teaching speaking as well. Ur (1996) suggested “it is important for learners to have plenty of contextualized examples in making spoken form and to understand them. “Visual aids can also contribute to the students understanding” (as cited in Le, 2001: 21). It is undeniable that the teacher can present the material more easily, and visual aids can also help provide such contexts and situations. There are so many visual aids that usually used in teaching learning, such as models, maps, mock-up, object themselves (realia),

movies, slide projection, pictures (posters, flash cards, chart, picture story, etc), and even the blackboard.

- b. Audio-aids can be defined as “models and devices that can be heard. About the benefits of using audio aids in language classrooms, Maniruzzaman stated:

On the one hand, this type of aid enables the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary; and on the other, it attracts the student’s attention, stirs their imagination, reduces their exhaustion, motivates them to be engaged in the learning process, and thus helps them to acquire expected proficiency in the language skills especially listening and speaking (Introduction section, para.2). Additionally, he emphasized that the native speaker’s voice and accent through the audio tape make the learners enthusiastic and excited, thus this greatly facilitates the student’s understanding of the linguistic and the communicative aspects. Maniruzzaman gave an example to illustrate this point: As soon as a cassette player is played and the material is presented, the student is immediately drawn to it. They may feel the presence of another teacher in the classroom. With the help of audio aids, they discussed, the teacher can successfully deal with the weak and indifferent students as these aids are seen to reduce the teacher talk and the chalk method, hence, reversely increase the student’s interaction and active participation. Also, by using audio tapes, the teacher can provide as much practice as necessary. Audio aids may include recorded materials, radios, cassette players, cassettes (Maniruzzaman).

c. Audio-visual aids

Audio-visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been employed for many years in the classroom. Audio-visual aids dealing with what is heard and seen; music, drums, radio, tape recorder, projectors, DVD and any sound effect that can be heard and any film that can be seen.

Since audio and audio visual aids are difficult and also limited to be provided in some of schools, visual aids became the best chosen as teaching aids in order to help the teacher in conducting the teaching learning process.

Weaver (1950: 5) states that visual aid is everything that can be seen, and it is used for learning aid. Weaver (1950: 5) adds that learning through visual material would be better than learning through explanation and description because seeing means believing. Visual aids are one of the learning tools that the teacher uses to convey an idea more effectively. It is very useful for proving, explaining, or holding interest. It also can be used for many topics lesson, depending on the needs. There are so many kinds of visual aids that can be used in teaching learning process, such as models, maps, mock-up, object themselves (realia), movies, slide projection, pictures (posters, flash cards, chart, picture story, etc), and even the blackboard. Moreover, Zainnudin (1984: 3) states picture is one of visual aids that can raise the students' motivation in learning.

In this research, the researcher used one kind of picture that used not only as the media but also as a technique to motivate the students in this teaching language learning that is chart. A chart is a drawing that shows the relationship between changing things. Chart is one of visual aids that used to resume, compare, and against the reality. It is also usually called by diagram.

They are a diagram displaying the relationship between numbers or amounts. Chart also can be used to illustrate many types of data.

There are so many kinds of chart, such a bar chart, pie chart, tree chart, and so on. All types of chart can be used depends on the teaching needs, like bar chart and pie chart can be used to express about facts and figures. Meanwhile, the tree chart can be used to tell about family, etc. In this research, the researcher used bar and pie chart to teach the students' speaking ability. Bar charts or pie chart are like line graphs, should be simple. Too many bars can make a chart difficult to understand. A good rule is to use no more than four or five bars per chart. In stacked bars, don't use more than three or four layers. This statement is also occurred for pie chart.

Hence, the researcher assumes by using visual aids like chart, can help the teacher to serve the students better both information and motivation.

2.5 Concept of Students' Learning Activities

In this research, the researcher tried to find out the students' learning activities in teaching speaking by using chart. According to Biggs (2003), learning activities can be defined as what students do in order to learn in teaching sessions, courses, or programs. Learning activities are supported by what we do as educators, and what we encourage or require the students to do as learners, to help them in improving their outcomes.

In this teaching learning process, the students much actively engage in the "learning", whether it is of information a skill, an understanding, an interest, or the nature of task".

Because of the large number of learning activities that can be done by the students, Dierich in Hamalik (2001: 172) classifies the learning activities into eight groups, they are as follow:

1. Visual Activities

Visual activities are activities which use visual equipment as an aid in teaching learning process.

Examples: looking at pictures, reading, etc.

2. Oral Activities

This activity more emphasizes the students to speak or share their ideas orally.

Examples: discussing, making presentation, retelling, etc.

3. Listening Activities

This activity enables the students to acquired insight and information.

Examples: listening to the conversation, a speech, etc.

4. Writing Activities

By doing this activity, the students are expected to be able to make some written form.

Examples: writing an essay, summarizing the story, etc.

5. Drawing Activities

Examples: drawing maps, graphics, charts, etc.

6. Motor Activities

The students are able to perform themselves by doing this activity.

Example: the students do something like dancing, walking, or clapping their hands in drama class.

7. Mental Activities

Examples: analyzing, taking a decision, memorizing, etc.

8. Emotional Activities

Examples: feeling happy, impressive, nervous, etc.

In this case, the students was done several activities in one teaching learning process like doing visual activities, oral activities, listening activities integratedly.

In view of the description above, learning activities mean any activity that done by the students in the teaching learning process. The result of the activities will be determined by what the teacher does and gives to the students. During the teaching learning process, the teacher must provide the activities that must be done by they themselves because the students will learn something if they are given an opportunity to do the activities themselves. By doing many activities, they will get knowledge and comprehension. They will also be able to develop their language skills, especially speaking skills.

2.6 Teaching Speaking Through Chart

In a teaching process, teacher needs such thing to support fluency of the teaching learning process itself. Teaching is not only how to transfer knowledge but also how to make the students more understand. So, the use of appropriate media and technique is very helpful to support the teaching learning process in a class. There are so many media that the teacher can use in teaching English as a foreign language. In this occasion, the researcher asked the teacher to use chart as a media and also a technique in this teaching learning process.

In the foreign language class, chart can be held as one of a usual supplementary material. Charts are a great incentive for language production. It is also be defined as a visual representation of something such the information or facts. Charts as reflection of data is not only provides an important media to interpreting primer and first-reader information, but they also contribute to development of language ability and serve to widen experience background. Wright states that "Specifically, pictures contribute to interest and motivation, a

sense of the context of the language, a specific reference point or stimulus" (1989). It means that chart can be used to interest and motivate the students in teaching learning process. Moreover, Brown says that picture not only provide bases for answer factual questions but also stimulate a variety of creative expression. It also means that chart also can be used for different kinds of activities, mainly to practice vocabulary, grammar, pronunciation, and the language skills namely writing, reading, listening, and speaking.

Since speaking become the main aim in teaching English speaking and the material is about expressing facts and figures, chart may become the best media and technique that chosen for helping the teacher to conduct the speaking class proficiency because charts or another visual aids are may be effective to be used in oral production tests.

By using charts, the teacher can enrich the class and make the learning English speaking become easier. Charts are useful in teaching learning process, especially for teaching speaking. The reasons are following:

- a. Firstly, charts are ideal for reflecting the information of data. It means that charts can be an authentic source, which truly illustrates the facts or information.
- b. Secondly, charts draw the students' attention, whether in books or while listening to the teacher. A little information accompanied by the chart is more attractive for learner than just plain texts. Similarly, the teacher will become more interesting when displaying the chart.
- c. Thirdly, charts also offers various opportunities of activities, especially based on practicing all four language skills, included speaking skills, and have an entertaining element which can be exploited by various ways.

For this research, the researcher used chart as the alternative ways in this teaching speaking. By doing so, the students are also expected to think and construct their minds in order to make some spoken language according to the information carrying out by the charts.

In brief, chart is one of visual aids that can be used as a media and also a technique in teaching learning process, especially in teaching speaking. This describing chart activity encourages the students to look carefully at every detail of the charts, forcing them to explain it clearly what they can see and help themselves to construct the words in the right meaning, of course by using the target language. Teaching speaking through charts is also very helpful for the students because charts serve for illustration of facts and information, develop the students' imagination, make the learning process more interesting and encourage at the same time.

The procedure of teaching speaking through chart might be divided into five phases generally:

1. Selection of Suitable Material

As it is obvious from the chart categorization, there is a wide choice of materials the teacher can use. While choosing a suitable chart type, the teacher has to consider the following criteria: appropriate English level of the students (especially vocabulary and knowledge about English as a foreign language), students' needs (type of course) and age of the students.

2. Preparation by the Teacher

The preparation phase might be time-consuming for the teacher. First, the teacher explores accessible sources, collects appropriate materials and sorts them out. More concretely, the teacher cuts out pictures of chart from various magazines, newspapers, or prints out pictures of the charts from the internet and makes copies of it if necessary.

Then the teacher works with the gained material, namely the teacher edits the pictures if needed, prepare charts, worksheets, etc.

As well as their language counterparts, chart activities also have to be planned. The planning procedure is included in the preparation phase and consists mainly of timing, consideration the methods, work organization and aims which should be achieved.

3. Introduction of the Material To the Students

In the lesson the teacher introduces the chart activity mainly the topic and the chart type and clarifies the aims of this activity.

4. Activity Procedure

The activity procedure might be divided into two sequences:

First, the explanation of the activity and giving instructions to the students how to proceed and the second is the activity itself, when the teacher is observing the class, coordinates the procedure and assists the students if needed.

5. Summary, Conclusion, Application

In the last phase the teacher checks the final products of the students, sums up the outcome of the activity together with the students and gives feedback to the students in the end. Overall conclusion is important because the students realize what aims they have achieved and what they have learnt from this activity.

2.7 Advantages and Disadvantages of Chart

Here are some of advantages and disadvantages of chart in teaching speaking generally:

Advantages

1. Availability

Charts are inexpensive and easy to get. Teachers can prepare the cutting of chart from magazine or copies the picture of chart from the English books or another source.

2. Interest

The good chart that have prepared by the teacher can increase the students' interest in teaching speaking.

3. Reaction

David A. Hill (1990: 1) claims also that well-chosen visuals evoke an immediate response from learners in any class –” a personal reaction which is the vital seed of all meaningful language-learning. It means that by using chart, the teacher can stimulate students' reaction to speak in teaching speaking.

4. Diversity

There is a wide spectrum of chart- different type and formats, also the subject matter differs. Moreover, learners usually cannot anticipate what will be the task.

5. Wide Usage

Charts can be used for various focuses on the language and from various aspects: discussion, essays, grammar practice, vocabulary, etc.

6. Stimulus

Charts also have a function as a stimulus (for writing, speaking, reading, listening exercise). It means that chart can be used as a media for teaching speaking and other language skills.

7. Integrating Subject

It means that chart can be used in more than one topic.

8. Experience

By using the chart the students are able to realize the differences between their own and the target language.

Disadvantages

1. Demanding preparation

Preparation of the activities is time-consuming for the teacher (searching for appropriate chart).

2. Insufficient Knowledge of Vocabulary

If the students do not have sufficient knowledge of vocabulary, assistance of the teacher is often necessary. The most rapid method is handing out a ready-made vocabulary sheet where chart is introduced. Write down only word the students do not already know, which becomes more efficient. But the quantity of vocabulary should not be overwhelming, which could deprive students.

3. Inappropriate Level

The teacher may not predict the performance of the students. If the activities are too demanding or do not correspond with the English level of the students, they make the students lose their interest.

4. Individual Difference

As Rivers and Temperley (1978: 60) claim there are individual differences among the students. Therefore, the teachers have to choose the right activity according to their students. Every student has different personality, concerning the interaction and the procedure of the activities, the behaviour and reactions of students will vary individually. The solution is to have a wide choice of activity option varying in time, chart type, purpose, language focus, etc.

2.8 Theoretical Assumption

In teaching learning process, especially in teaching speaking, there are some techniques and media that can help the teacher to reach the aim of teaching learning process. In this research,

the researcher used chart in this teaching speaking. The researcher assumes that chart can be used in teaching speaking, especially in stimulating the students' mind to express about facts and figures. By doing so, the researcher knew that the chart can be used in teaching and improving the students' speaking. This assumption is supported by one of the supporting theories which states that the chart's message usually clearly communicated and it can be avoided from the teacher creativity in conducting the teaching learning process. It means that chart can help the students to communicate effectively because the message which delivered in each chart is clearly enough to be understood, of course by helped with the teacher creativity.

Briefly, telling what object appear in the chart is an activity that encourages the students to use the target language and allows them to say what they want to say. This media is also cognitively challenging. In addition, charts' activities will also build the students' self confidence in teaching learning process. For that reason, charts may be chosen as one of an effective media that can be used in teaching learning process, especially in teaching speaking.