

II. FRAME OF THEORIES

There are some concepts related to the research. In theoretical framework, the section discusses several concepts such as review of the previous research, concept of speaking, concept of procedure text, concept of pictures, theoretical assumption, and hypothesis

2.1 Review of Previous Research

Teaching speaking using pictures is a very useful activity in teaching speaking because it helps the students to develop their way of communicating in second language. As what Wood and Tinajero (2002) state that to help the students develop their communicative efficiency in speaking, there are some activities used in the classroom to promote the development of speaking skills in learners.

In addition, Leong (2003) finds that series pictures make the learners enthusiastic to learn all four skills. Moreover, they like learning through series pictures because it was positive and interesting. They also spoke with confidence.

Purna (2005) states that series pictures activity could be implemented in language teaching learning. By using series pictures, it can improve the vocabulary of the students because it could appeal students' interest by creating a fun learning.

Based on the previous research above, the researcher concludes that in improving the students' speaking skills, the English teachers have to find out the appropriate teaching techniques or media in presenting the teaching materials in the classroom. Moreover, the use of picture as a teaching media is believed as the solution to break some difficulties in teaching speaking. It also can create interesting and enjoyable learning. By applying picture, the classroom will be designed communicatively and functionally based on the students' needs.

2.2 Speaking

This section attempts to discuss about concept of speaking, types of speaking, characteristic of speaking, speaking aspects, concept of teaching speaking, principle of teaching speaking

2.2.1 Concept of Speaking

In language teaching, we often talk about the four language skills (speaking, listening, reading and writing) in terms of their direction. Savignon (1991) cited in Hadfield and Hadfield (2003) states that language which is generated by the learners (in either speaking or writing) is considered productive, and language directed at the learners (in reading or listening) is known as receptive language.

Thus, speaking is the productive skill and very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the students in school and success later in every phase of

their life. It is believed that speaking skill is a measurement of knowing a language. The more understand the better fluently they will be.

Some definitions of speaking have been formulated by many experts. As Clark and Clark (1977) states that speaking is basically a means of taking an action. Speakers may influence their listeners by declaring things to alter their state of knowledge. By speaking, they can request their listeners to give them information. They also can ask them to do something for them

According to Bailey (2005) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998). In line with Kartimi (1986), speaking is the ability in using oral language to explore idea, intention, thought and feeling to other people as a way to make the hearer can understand the message clearly.

Based on the explanations it can be concluded that speaking is an activity to communicate or sharing ideas, opinions, wants, desire through the language. It means that we produce spoken message to someone. Spoken message is our ideas, thought and feeling that we want to share, influence, or interact to other people. So, here speaking situation involves a speaker who put a message with words or sentence that has content a listener.

2.2.2 Types of Speaking.

According to Brown (2001), there are two types of speaking; they are monologue and dialogue. Monologue is divided into two, those are planned monologue in which usually has little redundancy such as speeches and other rewritten materials, and unplanned monologue in which has redundancy such as impromptu lectures.

On the other hand, dialogue is divided into two, i.e. interpersonal (to promote social relationship) and transactional (to convey the factual information). The dialogue which is occurred among the speaker and interlocutor divide into familiar and unfamiliar. Dialogue among the familiar speaker and interlocutor will make the conversation with more assumptions, implications, and other meanings hidden between the lines. Meanwhile, the conversation between unfamiliar of interlocutors will present explicit meaning to avoid misunderstanding moments.

2.2.3 Characteristic of Speaking

Harmer (2001) presents some elements in spoken language. First is connected speech. It means that good speaker not only can sound the individual word correctly but also should be able to connect the sounds of word to each other. Second is an expressive device. It means that speakers can use pitch, stress of particular parts of utterances in appropriate way to show their feeling. Third is lexis and grammar. It means that speaker should use the appropriate phrases depending on the language function such as a job interview. Last is negotiation language. It means that speaker can create the

effective speaking from negotiator language to get clarification and to display the structure of our talking.

The characteristics of speaking are significant in order to make a good communication. It is necessary to convey the message or idea clearly. In other words, it is important to consider speaking aspects in conducting good communication for the others.

2.2.4 Speaking Aspects

On the subject of speaking class performance, Brown and Yule (1983) assert that students be exposed to three key items. They are namely form-focus instructions, which deal with attention to details of pronunciation, grammar, and vocabulary. Meaning-focused instructions in the next point deal with providing opportunities to produce meaningful spoken message with communicative purposes. The students are involved into producing and listening to meaningful oral communication. The last one is an opportunities to improve fluency. Reasonably fast speed speaking and fewer pauses are signs of speaking fluency. In other words, the speakers don't have to spend so much time in searching language items to deliver the messages.

There are five aspects that must be fulfilled in speaking classroom, they are;

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers

of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are join to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1978:5) states that grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1978) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary

The speaker can not communicate well if he/ she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what stated by Syakur (1987).

4. Pronunciation

Pronunciation is the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

5. Comprehension

Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991: 35). Defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it (Syakur: 1987). This idea means that if a person can answer or

express the sentence well and correctly, it shows that he/ she comprehends or understand well.

2.2.5 Concept of Teaching Speaking

Speaking is an important thing to be mastered since people can convey their ideas, opinion and feeling through speaking. They can get more knowledge, information, and new concept from the interaction. Vygotsky (1978) quoted in Mooney (2000) states that the interaction gives positive contribution on cognitive development. Therefore, it is important to teach speaking to the students by letting them interact with the other because they can explore their contribution in speaking to get the good development in speaking skill.

Moreover, Arnold (1983) asserts that there are some purposes of teaching and learning speaking. They are namely to develop students' powers of communication, to facilitate students' analytical approach toward the consideration of information, problems, and conditions requiring the formation of attitudes. The other purposes are to introduce the aspects of organization and working of current society, to help students in developing and create their own creativity and initiative, to develop personal qualities as the individual and society.

The last one is to help students in creating communication effectively. The students should know how to pronounce words correctly and how to convey the message grammatically. They also should have various vocabularies, and they should be able

to communicate with considering social and cultural rules which exist in certain situation.

In addition, Littlewood (2005) points out four main purposes of communicative activities; those are, first, communicative activities should provide “whole-task practice”. In EFL situation, we give learners whole-task practice by providing them various kinds of communicative activities and structuring them in order to suit the learners’ level of ability. Second, the activities should improve students’ motivation. The main purpose of learners is to participate in a communication with others. To sustain their motivation in acquiring, teachers should give them learning activities related to their purpose and help them to succeed in mastering speaking skill. .

Third, the activities should allow natural learning. Teacher should know that learners may get frustration frequently and many aspects of language learning are beyond their pedagogical control. In point of fact, many aspects of language can occur only through natural processes. Such processes work when a person uses language for communication. It means that communicative activity is a crucial part of the total learning process. Forth, the activities should create a context which supports learning. Learners have chances for developing positive personal relationships in classroom by doing communicative activities. These relationships can help to “humanize” them and create a context that supports students to learn.

By considering the purposes of teaching and learning speaking, teachers can help the students to create communication effectively so that they can develop their personal qualities as the individual and society,.

2.2.6 Principles of Teaching Speaking

According to Brown (2001), there are seven principles for designing speaking techniques such as:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. Teacher often snare in employing interactive activities that do not focus on pronunciation or grammatical pointers.

2. Provide intrinsically motivating techniques.

Teacher should create good circumstances in teaching the language. Try to appeal students' interest and willingness in learning the materials and achieving the purpose of learning speaking skill.

3. Encourage the use of authentic language in meaningful contexts.

Teaching speaking should be considered toward meaningful context and also basic knowledge of students.

4. Provide appropriate feedback and correction.

Giving feedback and correction are important in teaching speaking in which it needs fluency and accuracy. Students should know whether or not they speak correctly and grammatically.

5. Capitalize on the natural link between speaking and listening.

Receptive and productive will always exist in the process of speaking. These two skills cannot be separated if it is used to achieve the process of communication.

6. Give students opportunities to initiate oral communication.

The competency of oral communication is turn-taking in speaking. Students not only hope to answer or to listen to the teacher but also they hoped to start the conversation such as asking the question, giving opinion, etc.

7. Encourage the development of speaking strategies. Create more speaking strategies to accomplish the purposes of oral communication.

In short, the principles help teachers to determine the method of teaching speaking, even to implement the activity in the classroom. Nonetheless, the teachers also have to find out students' needs and characteristics before conducting the principles and the selected method in teaching of speaking

2.3 Concept of Procedure Text

According to Anderson (2007), procedure text is a piece of text type to explain how something can be done. Meanwhile, Derewianka (2004) argues that procedure text is

a kind of text designed to describe how something is achieved through a sequence of actions or steps. From the two statements above, the writer infers that procedure text is a kind of text that gives us instructions to do something through a sequence of actions or steps.

In this study, procedure text is taught in spoken form (oral text) to find out the improvement of students' speaking performance. Besides, this text is used as materials in teaching learning process. Students express instructions to do or make something through a sequence of steps by seeing series pictures given orally so that they can make a communication. Richards (1985) states that communication consists of different genres of discourse. They are conversations, discussions, debates, descriptions, narratives and instructions.

In summary, procedure text was the material used in the process of teaching and learning speaking to improve students' speaking performance. The students gave instructions on how to do or make something orally based on the series pictures. Therefore, speaking has a main role in displaying students' understanding of procedure text.

2.4 Concept of Picture

According to Gerlach and Ely (1980), picture is a two-dimensional visual representation of persons, place or things. In this study, pictures have a role as visual aids in teaching speaking which provide a starting point to talk about in the

classroom. The pictures can be adopted from books, magazines, newspapers, internet, photograph, brochure, catalogue, posters, cartoon strips, and one's drawing.

Stevick (1982) states that visual aids are usually functioned as the illustration of what words are saying. They portray several things which are not found in the classroom and they also bring a lot of things from the outside only in a piece of paper. By seeing it, they will find new vocabularies and apply it in speaking.

Pictures as an effective media can stimulate learners to use the language. It is right to say that when students see interesting and funny picture, they always want to talk or to write something about what they have seen on it. Pictures urge learners to think about a definite new vocabulary and structure and provide them with the basic materials for their spoken or written composition.

In sum, the pictures can be determined as a means for teachers in conveying information without giving any explanation. Besides, students give explanation for the pictures by using their own words, even they can be encouraged to deliver their spoken or written composition because there are many materials to talk or write in the pictures. In addition, teachers can get more benefit of such pictures by knowing the kinds of picture.

2.4.1 Kinds of Pictures

According to Curtis and Bailey (2001), there are two kinds of pictures that are used in teaching and learning activity frequently. Firstly is single picture. It means the one independent picture in which things or thing object are shown. In teaching

composition by means of using the single pictures, the teacher can also encourage on the students to use or to practice certain tense patterns, such as practicing present continuous tense only, but various tense can be practiced and used.

Secondly is series pictures. It means number picture each which is related to some ways to the other, especially to the one before it. Series pictures is really serviceable for teaching composition purpose because from this kind of pictures the student will get a complete idea and their imaginative powers are stimulated.

Of course the teacher can use a ready made picture either for teaching purpose or cut out from magazine, but it should be taken into account that the picture should be large enough for the whole class to see.

The teacher must be able to judge their language content to what can be done with them. A colorful and funny picture presented will arise the students' interest and stimulate them to talk and to write upon definite subject presented by the picture. Therefore, teachers should be able to select appropriate pictures to achieve the teaching and learning objectives and make the teaching and learning process more interesting by identifying the different types of pictures

2.4.2 Selecting Picture

Before choosing a picture, teachers should ask themselves whether or not they can get lively response to the picture when they use it in class. Morgan (1978) argues five factors that should be considered before selecting pictures, they are, first, appeal, the content of the picture should capture students' interest and imagination. Second,

relevance, the picture should be appropriate for the purpose of lesson. Third, recognition, the significant features of the pictures should be within the student's knowledge and cultural understanding. Fourth is size. A picture to be held up before the class should be large enough to be seen clearly by all. The details of the picture should be visible from the back of the room. Pictures intended for group or pair work can of course be proportionally smaller. Fifth is clarity. A crowded picture can confuse and distract. Students should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity.

If the five factors are fulfilled by a picture, it can be used as the media in the teaching and learning language. So, the teachers should pay attention to the criteria of the selecting picture above before doing language teaching in order to get the best result in teaching language learning.

2.4.3 Picture as Visual Aids in Language Teaching

Visual aids are very useful for proving, explaining, or holding interest. Visual aids allow the students to become involved with their eyes as well as with their minds. Kerr (1979) states that visual aids are an effective way of focusing students' attention. Moreover, good visual materials will have maintained the pace of the lesson and students' motivation. As we learn most through visual stimulus, the more interesting and varied these stimuli are the quicker and more effective our learning will be. Unsuitable aids or one that are not used properly can at best distract and at worst mislead the audience. Pictures are one of visual aids.

When teachers intend to use picture as a teaching media, they should consider the students' needs and the circumstance of the classroom. The pictures that are used should be based on the two aspects in order to achieve the objective of learning. Heinich and Russell (1985) explains that teachers have to find out students' experiences, preferences, personality, interest, and capability and learning styles because those things will influence the use of media.

Harmer (2001) points out six uses of pictures as visual aids in language teaching. Firstly, Harmer states that picture is used for drilling. It is useful for drilling grammar, sentences and practice vocabularies. Secondly, the use of picture is for communication. It provides variety of communication activities. Thirdly, Harmer says that picture is used for understanding. Students will get their understanding about people or objects, even series of instructions to do something by seeing the pictures. It is also easy to check students' understanding by giving them a question and ask them to choose the picture as the answer. Fourthly, picture is used for ornamentation. It means that picture can be an aid to appeal students' interest. Fifth, the use of picture is for prediction. Picture show the stories or activities: it can help students to guess what is happening or doing in the pictures. Last is for discussion. There are many questions which occurred in the pictures.

In short, picture can give students a great help in stimulating language learning. Picture will give students more information by observing and analyzing things in it. Moreover, it can create enjoyable learning. Thus, it is expected to be employed in the classroom.

2.4.4 The Use of Picture in the Classroom

Teaching English to young learners needs more attention and good method to maximize their understanding and willingness. One of the ways that can make teaching learning process more interesting is the use of picture. Picture as a visual aid provides many advantages in language learning. Sasmedi (2004) says that teaching showing pictures can make the students remember more, more impressed, more interested and more focused.

Furthermore, picture can stimulate and motivate students to become more observant and express themselves. It is because pictures provide something to talk about. Learners take the focus off the language during oral practice and turn it to the picture. A picture can evoke mental images to help second language learners recall a term or concept. Pictures can be used with any and all languages, are easily accessible, and can be used to reinforce literal, critical, and creative thinking (Curtis and Bailey: 2001).

Kayi (2006) also states that the use of pictures in teaching speaking by having them describe what it is in the picture fosters the creativity and imagination of the learners as well as their public speaking skills. In addition, using picture means that the students create or construct their knowledge as they attempt to bring meaning to their experiences.

In line with it, Doff (1990) points out six advantages of using pictures, as follows: firstly, showing visuals enables students to focus on the meaning and it makes the

language can be used in the classroom more real and livelier. Secondly, visual retain students' attention and make teaching learning process become more interesting. Thirdly, visuals can be applied at any level of the lesson to assist in explaining new language or introducing a topic and it is also useful to review the materials that have been given in the previous time. Visual aids can be used for more than once and discussed with other teachers. Those are the indication of good visual aids.

From the above explanation, it is obvious that pictures are very important in supporting the implementation of community education and teaching, especially true in language teaching practice, including the teaching of foreign language. Pictures have many advantages in encouraging of teaching learning process. Furthermore, the pictures as a visual aid facilitate the teacher to teach the materials of procedure text. The students should tell someone how to do or make something through a sequence of actions or steps by observing series pictures. Hence, the procedure text will be explained in the following section.

2.4.5 Procedure of Teaching Speaking through Series Pictures

The researcher chose the topic related to the requirement of curriculum of the second year of senior high school. The researcher described the procedure as follows:

A. Pre Activities

- The teacher greets the students
- The teacher checks the attendance list

B. Main Activities

- The teacher explains briefly about series pictures.
- The teacher gives the example of series pictures.
- Tell the students that they are going to learn spoken procedure text through series pictures.
- Explain the students what kind of activities that they will do. For example; how to be yourself, how to make friends, how to motivate yourself to workout and how to jog effectively.
- Choose one of the topics from series pictures that the students will do.
- Ask the students to practice their monologue activity based on the series pictures.
- The teacher asks the students to perform the activity in front of the class.

C. Post Activity

- Students answers the teacher's question to reflect them
- Teacher gives a homework for them

2.4.6 The Advantages and Disadvantages of Using Series Pictures in Language Teaching

The Advantages of Using Series Pictures in Language Teaching:

1. Using series pictures can change the mood in the class room, the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.

2. Students can practice their own language before they perform in front of the classroom, that makes them feel enjoy and not embarrassed to present their ideas.
3. Teachers can tailor-make the content of the activity to provide suitable practice of the language items being taught.

The Disadvantages of Using Series Pictures in Language Teaching

1. The noisy condition made the teacher difficult to control the students.

The students were more active to play in class. The teacher has to control the students one by one.

2.5 Theoretical Assumption.

The researcher assumes that there is possible teaching procedure text through series pictures can improve students speaking performance. The reason why the researcher assumes like that because it is an activity which can help students to use the target language and allow them to say what they want to say and this activity is cognitively challenging. In addition, using series pictures activities will build self-confidences in the students. Therefore, series pictures may be an effective technique for the students to improve their speaking performance.

2.6 Hypothesis

Based on the frame of theory and theoretical assumption above, the researcher formulates the hypothesis: “There is a significant improvement of students’ speaking performance after being taught through series pictures at first year students of SMPN 14 Bandar Lampung”.