

II. FRAME OF THEORY

2.1 Concept of Speaking

Speaking is one of effective way to interact and communicate among people in social life. Byrne (1984:9) defines speaking as two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in the speaking process, we try to communicate with each other and use our language to send our message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as listener who receives the information.

Wherever people intend to learn to understand a spoken language, they use the language by speaking in order to express their idea, feeling, and experience and so on. Lado (1977:240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. This also means that in the process of speaking there must be at least two people. One speaker is to give information while the rest is listener who receives information.

There are some factors related to the speaking ability (Heaton, 1991):

a. Standard of voice

According to Gilman (1968:45) the characteristic of voices is commonly described as pitch, loudness, fluency, duration and quality.

b. Pronunciation

Brown (2001:198) separates teaching pronunciation into two, there are:

1. The beginning levels: learner hopefully can surface that threshold beneath which pronunciation detracts from their ability to communicate.
2. The advanced level: learners focus on elements that entrance communication intonation features that go beyond basic patterns, voice of quality, phonetic distinction between registers and other refinements that are far more important in the several stream of clear communication than rolling the English/r/or getting vowel to perfectly imitate a native speaker.

c. Comprehensibility

Carrel (1984:332) describes comprehension as a process in which readers use their formal schemata (rhetorical structure language knowledge) and content (background knowledge of context) in order to get meaning of printed symbol.

2.2 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, through or even feeling to other people. River (1978:6) states that speaking is developed from the first contact with the language that we learn, because by the speaking we can transfer our ideas or thought to other people.

Moreover Japerson in Mariani (1978:23) says that the essence of human language is human activity on the part of the individual to make him understood by another and activity on the part of the other understands what was on the first. Then, he adds that the language as an activity that permits people to communicate with each other. So it is clear that language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches

speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what ideas have an oral command of language need to describe the topic.

From the explanation above, the researcher assumes that in teaching speaking, teacher should give the situation and opportunity to students in order that they will see the real thing because any single utterance always reflect to the condition of speaker without being ashamed or afraid in communicating with other students to tell their ideas, experience or feeling. Here, the researcher focuses the research to the process of teaching speaking, not to the students' achievement.

2.3 Concept of Visual Media (Visual Aids)

In the development of education and technology, a teacher absolutely recommended to be able to use all teaching aids or media provided by institution. In other words a teacher must potentially have enough knowledge about teaching aids (Arsyad, 1996: 4). He also says that teaching media are equipment physically used to deliver a lesson such as book, tape recorder, cassette, video camera, video recorder, film, slide, picture, graphic, television, computer, etc. Moreover, media are components of learning sources that motivated students to learn.

Broadly, there are two kinds of media: visual media and audio visual media.

visual media is something used in which concern with the learner's sight sense; on the other hand Audio visual media is the material which may be accompanied by language (Corder, 1996: 34). The aim of using visual aid or media in teaching English is to help teacher improving teaching learning process, including motivating students. Furthermore, the aids which concerning with the sense sight

of the learner are visual aids. This explanation is also supported by Rinanto(1982: 29). He said that one way to make result of teaching English more successful is by using visual aids or media.

According to Hornby (1974: 959) visual means concerned with used in seeing, while media (1974: 19) is something that helps. In other words visual media is something used in which concern with the learner's sight sense and can be seen by them. Generally this media is available in the classroom or it can be made by teacher himself. So, when a teacher needs the means or tools in the process of teaching which can be seen through eyes, they are called visual aids or media. Based on the previous statements, the writer concludes that visual aids are very useful to help teacher to explain the material contextually. The more concrete a learning process is the easier for students to comprehend the material. What the writer means if students learn by using direct experience the students will get knowledge, including in learning speaking.

2.4 Types of Visual Media

There are a lot of kinds of visual media available; the teachers may find various kind or types of visual media that can be used in teaching learning process. The following discussion will be about the types of visual media compiled by some experts.

Corder (1996: 34) classifies visual materials for teaching or meaning:

- 1) Real things, people and event normally in the classroom.
- 2) Real things, people or events specially introduced into the classroom for language lesson.

- 3) Simulated or pictorial represented things, people and events.
- 4) Purely visual materials, materials may be accompanied by language (Audio-Visual Aids).

After knowing the classification of visual materials, Celce-Murcia (1987: 307) divide the kinds of visual media that can be used in teaching as follows:

- 1) Board-based aids
- 2) Pictures
- 3) Flashcards and sentence strips
- 4) Charts and scrolls
- 5) Word and pictures pockets
- 6) Realia

Oliver, et al (1962: 253) classifies types of visual media consisting of any of the speaker or listener can see. They are:

- 1) Writing or fronting on the blackboard or on easel pad
- 2) Simple picturing of the data: photograph, charts, graphs, maps, line drawings, and cartoons
- 3) Complex or coordinate picturing: film strips, slides, and motion picture
- 4) Actual object: samples, models, cutout models
- 5) Live models: people, insects, birds, animals.
- 6) Handouts: leaflets, pamphlets, mimeographed sheets
- 7) Guided tours in which the audience (learners) is taken to the scene to be described such as battlefield, cave or factory.

In order to focus to the discussion, the writer concerned to visual media which commonly used by teachers such as pictures, map, and realia (real things). Goal focuses were in knowing, explaining, and understanding material.

1) Picture

Teacher always use this aids because it is very easy to find, besides that by using picture students can get real understanding about the problems and catch the information clearly rather than words (Suleiman: 1988: 27). Picture is a representation (as a person, landscape, and building) on canvas, paper or other surfaces produced by printing, drawing, or photography (Webster: 1961: 1711). For instance, in describing people, teacher can bring a picture of famous person in the classroom; by showing that picture hopefully students are stimulated to learn (making them to be interactive).

2) Map

Map is a representation on paper, etc. of the earth's surface or a part of it, showing countries, oceans, rivers, mountains, etc.(Hornby, 1974: 518). Thus, if there were location to be described, the teacher may do it easily. For example, the teacher will talk about direction, teacher can put map as media in order to make the students easily to explain about the place intend to.

3) Realia

'Realia' in EFL terms refers to any real objects we use in the classroom to bring the class to life. The main advantage of using real objects into the classroom is to make the learning experience more memorable for the learner. To give a couple of simple examples, if the teachers are going to teach vocabulary of fruit and

vegetables it can be much more affective for students if they can touch, smell and see the objects at the same time as hearing the new word. This would appeal to a wider range of learner styles than a simple flashcard picture of the piece of fruit or vegetable (Jo Budden article in <http://iteslj.org/Techniques/Mumford-Relia.html> published on 2009).

2.5 Advantages and Disadvantages of using Visual Media

Visual Media can give positive values to the process of teaching learning as mentioned by Picket and Laster 91970: 425), such as:

- 1) Visual Media can capitalize on seeing, for most people, the sense sight-more than hearing, smell, touch, or taste is the most highly developed of sense.
- 2) Visual Media can convey some kinds of message better.
- 3) Attention Visual Media are value in holding the attention and interest of the audience in listening to detailed explanation, such as bodily structure of a snake the showing of an actual specimen adds a dramatic aspect to talk.

On the other hand, Oliver (1962: 249) says that proper visual demonstration save times, improve validating process, and strengthen understanding, feeling, or belief. So it is clear that the media which are visible can capitalize learner's interests in learning. Visual Media can create an active situation, and to create interaction between teacher-students, students-teacher, and students-students.

It is generally true that visual media have many advantages in learning English, but there must be some weaknesses of using visual aids. Here are some disadvantages of using visual aids proposed by Suleiman (1988:30):

- 1) It need time for teacher to provide visual aids that appropriate for students in learning English
- 2) Managing classroom is one of disadvantages of using visual aids since they are busy with the media so they sometimes talk with themselves.

2.6 How to Use Visual Media Effectively

According to Ross (1970: 91) visual aids can be a simple, effective way of presenting information that will make a lasting, positive impression on our students. The following are suggestions that will help the teacher to use visual aids:

- 1) Study the use of visual aids by others: it means that the teacher is to analyze their use in book.
- 2) Select the kind of visual aids that are most suitable and make clear the purpose of presentation, the need of our students, and the idea to be expressed.
- 3) Prepare the visual aids carefully. Here the information must be organized logically, accurately, completely, and consistently.
- 4) Do not include too much in visual aids. Plan only one focus and the information should easy to grasp visually.
- 5) Make the visual aids pleasing to the eyes. It should be neat, uncrowded, and attractive.
- 6) Refer to the visual aids in textual explanation. It is suggested not to make our students left wonder “why is this visual included?”

2.7 Concept of Motivation

Ellis as cited in Hasan (1991:1) states that motivation is one of the factors that influence the students' ability in learning language. Motivation is an inner power reinforcing someone to do something, all inner power that determines successful learning activity (Oxford and Shearing, 1994:12). We can figure that success in task is due to simply to fact that someone is motivated. If the students are strongly motivated, the process of learning will be more active and effect their achievement.

Motivation is considered by many to be the one of determining factors in developing a second or foreign language. Motivation determines the extent of active and personal involvement. On the contrary, Gardner (1985) in Aprida (2002) explains that motivation differs from orientation because the students might demonstrate a particular orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future. In relation with the previous statement, the students need motivation in order to attain the goal of language learning and motivation can come from themselves or from their environment.

From all statements above, the researcher assumed that motivation means positive impulse toward the language learning in order to attain the goal of foreign language learning. Thus, it seems that motivation plays an important part in order to make the students will master their English and get the best achievement.

2.8 Concept of Motivation in Learning English

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994) state that motivation is extremely important for second language learning and it is crucial to understand what our students' motivation are. Understanding their motivation is important in order to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in speaking.

According to Garner and Lambert in Littlewood (1991), motivation in learning English is divided into two parts. The first is integrative motivation that identified with positive attitudes toward the target language group and the potential for integrating into that group or at least an interest in meeting and interacting with members of the target language group. The second is instrumental motivation, which refers to more functional reasons for learning a language, for example, to get a better job or promotion, or to pass a required examination.

Motivation in learning English is also divided into intrinsic and extrinsic motivation. Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment (Setiyadi, 1999). If the reasons of studying English are for his enjoyment himself and his knowledge himself, it is called intrinsic motivation. Extrinsic motivation stems from positive or negative reinforcements which are external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

Hence, the researcher assumes that all kinds of learning process need the motivation especially in learning English as foreign language. The students can make reach their goal if they have intrinsic or extrinsic motivation. In this research, the researcher focused on the students' intrinsic motivation because it would come from their inner mind and feeling to speak enjoyably. Beside that, it focused also on students' extrinsic motivation to support intrinsic motivation itself. So, they can speak without any pressure from teacher or other students.

2.9 Motivating Students

In ideal classrooms, students pay attention, ask questions and want to learn. They do their assignments without complaining and study without being coaxed or cajoled. But, teachers do not do teach is an ideal world. They often have students who are not motivated; more accurately, students do not seem motivated to work on the task their teachers have set out for them, including in speaking class. A teacher contributes a great deal to the students' desire to learn and to make responsibility and control for their own learning. With a positive, proactive to motivation, a teacher can influence the way students view themselves and learning.

Baron (1992) and Schunk (1990) as cited in Eggen (1997) states that motivation is a force that energizes, sustains, and directs behavior toward a goal. Just a force moves an object, motivation moves a person. When the students pay attention, turn in their works, and study for the tests, it says that they are motivated. It is same when they are active and interactive in speaking class. If they do not, do these things, it says that they are not. This notion is not technically true, however.

More accurately, they are not motivated to perform the task teacher sets out for them; simply, their goals are not the same as teachers' goals. Teachers' job is trying to increase their inclination to perform meaningful learning tasks.

Students' motivation is critical for learning. Ugurogulu and Walberg (1979), Wang, Haertel, and Walberg (1993) as cited in Eggen (1997) states that there are researchers who have found a strong, positive correlation between motivation and achievement. Learning and motivation are so strongly interrelated that a person cannot fully understand learning without considering the impact of motivation on it. According to Nocholls (1984) in Eggen (1997) learning goals lead to a task orientation, in which students focus on understanding and do not worry about failure or comparisons with others.

Within a learning-focused classroom, teachers can do much to motivate students to learn including in speaking class. Motivation can be influenced by many factors. One of factors is media. Good teaching media that are teachers' way used in presenting the material which can give students interest, so that it can help the teacher to motivate them and make them to be more active and interactive in teaching learning process. In this research, the researcher will use teaching speaking media that is teaching speaking by using visual media.

2.10 Measurement of Motivation in Learning English

Motivation is a psychological construction. It cannot be observed and measured directly. It must be measured through a certain indicators. In other words, it must be classified, organized, and put into measurable symbols in order to make sense. In this research, therefore, the researcher measures the motivation toward English

by administering Linkert measurement technique (Linkert scale). This technique places psychological aspect that used into all of instruments in this paper such as motivation questionnaires.

In the questionnaire, the researcher used affective continuum ranging in form of like-dislike, agree-disagree, or good-bad matter that refers to the indicator determined such as : frequency, students' reason, strategy and students' involvement (Sepliana, 2006). Thus the writer classified the subjects' attitude into some categories such as "very positive, positive, and negative". Those categories are arranged to have some degrees of score aiming at simplicity of the measurement. Negative is scores 1, positive is 2, and very positive is 3.

2.11 Theoretical Assumption

Visual media is one of media that are used in teaching learning English, including learning speaking. Visual media is something used in which concern with the learner's sight sense, (Corder, 1966: 34). According to Hornby (1974: 959) visual means concerned with used in seeing, while media (1974: 19) is something that helps. In other words visual media is something used in which concern with the learner's sight sense and can be seen by them. It means that visual media can involve students' sense when they are learning speaking, so that their sense can be influenced to be more positive toward learning speaking by using this media.

In learning speaking, students should communicate each others orally such as in having speech, interacting, or explaining material. In relation with students' motivation, visual media has main role in supporting their learning speaking process. Visual media can stimulate the students to express their mind in the class.

It happens because visual media concern with their sight sense and can be seen by them. Students are helped to raise their intrinsic motivation where hopefully they learn English for his enjoyment himself and his knowledge himself. Students do not only imagine the material but also see the object of material visually. So that they can discuss the material based on what they can see visually.

Visual media can be applied in teaching description, direction or other materials. Here, teacher can use pictures, maps or realia as media using in teaching speaking. So, class can be more active and interactive, and the students can increase their skill in speaking English.

Based on the frame of theories above, the researcher assumed that visual media can be used to overcome students' unwillingness to speak in their class because they are not enjoy in their speaking class. It can be used to stimulate them to pay more attention and more active in teaching and learning speaking process. It meant that visual media can be used to motivate students in learning speaking.

2.12 Hypothesis

Based on the theoretical views and assumption above, the researcher stated his hypothesis as follow:

There is significant improvement of students' motivation in speaking class after being taught using visual media.