

II. LITERATURE REVIEW

This chapter discusses about concept of speaking, concept of imagination activity, teaching speaking through imagination activity, concept of teacher performance, concept of students' activities, theoretical assumption clarified like the following :

A. Concept of Speaking

Scott in Johnson and Morrow (1981:70) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Meanwhile Chaney (1998:13) describes speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. So, based on this definition, speaking can take place if the speaker uses verbal symbols like words and sentences, and non-verbal symbols like gesture to convey his intention.

In accordance with Lado (1961:240) speaking is the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individu to convey something whether it is in the form of expression, report, etc by using the language he has.

Brown (2001:250) states, that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In line with this idea, there are three important points that must be occurred to the participants of communication (speakers and listeners) to construct the meaning during the interaction among them that is, producing, receiving, and processing information.

Furthermore, Brown (2001:251) also classifies the types of spoken language. The types of spoken language classified by Brown are as follows:

1. Monologue

In monologue, when a speaker uses spoken language like in speech, lecture, etc, the hearer must process long stretches of speech without interruption the stream of the speech will go on whether or not the listener comprehend.

eg:

Anne : *Hello, my name is Anne. I live on Garuntang street no.10. I am twelve years old. My hobby is singing.*

2. Dialogue

Dialogue involves two or more speakers and can be subdivided into interpersonal and transactional. An interpersonal language is a dialogue with the purpose is to promote social relationship between speakers, on the other hand transactional language is a dialogue which involves two or more speakers and the purpose is to convey propositional or factual information.

e.g.

Jacky : *Hello, What is your name ?*

Mary : *Hi. My name is mary. And you ?*

Jacky : *My name is Jacky. What class are you in ?*

Mary : *I am in the first class.*

In view of the description of the theories above, it can be concluded that speaking is the process of interaction between speaker and listener in which the speaker sends the message orally, while the listener receives and processes it in his mind in order to understand the intention of that message for the purpose of responding to the speaker's message orally.

B. Components of Speaking Ability

a. Pronunciation

Pronunciation is the way to say a word sounds when it is spoken, for example, when you read a dictionary, you must read the words as it is normally spelled. Then you will see another version of the word inside of a bracket. This word is written phonetically, rather than grammatically. In other words, it is spelled how its sound. The phonetic spelling of a word explain its pronunciation, for examples the word "*live*" the students say "*liv*", and "*thank you*" pronounced as "*thaengk yuw*"

b. Fluency

Fluency is defined as the ability to read , with speed, accuracy, and proper expression, in order to understand what they read, for example when a student says “*My name is Ani. I live with my parents, brothers and sister in Kedamaian street.*” There are no long pause occurred.

c. Comprehensibility

Comprehensibility is the ability to be understood, intelligible, for example when a student says something, another students will be able to understand and comprehend what he says. It can be proved by his ability to respond to what the student says.

C. Concept of Imagination Activity

Imagination activity is one of the affective-humanistic activities adopted from Natural Approach which attempts to involve students’ feelings, opinions, desires, reactions, ideas and experiences. Affective activities are varied enough to be high value in the Natural Approach classroom. Furthermore, they meet the requirements of an acquisition activity since the focus is on content, i.e., what the students are saying, and the instructor makes a strong attempt to lower the affective filters (Krashen & Terrel, 1983:100). Based on this description imagination activity is the activity adopted from Natural Approach which emphasizes on the feelings, opinions, desires, reactions, ideas, and experiences said by the students, and the English teacher does not give much attention to the errors made by the students while they are speaking.

In addition, Krashen and Terrel (1983:107) say that, in the imagination activity there are various sorts of experiences in which the students are asked to imagine some situations, some persons, or some interactions which might take place. After a period, they are asked to describe to the class what they “saw” and “said”. Through imagination activity, students, in this case the students of the Junior High Scholl will have different and various ideas and experiences to talk based on the imagination they have. It shows how important imagination is in encouraging the students to speak.

Larsen-Freeman in Setiyadi (2006:118) also says that activating learners’ imagination will aid learning. It means that the students’ ability to form pictures of ideas in the mind will be very helpful in the process of learning.

Halliwell (1992:7) states that children delight in imagination and fantasy. In the Junior High school, children are very busy making sense of the world about them. They are identifying pattern and also deviation from that pattern. They test out their versions of the world through fantasy and confirm how the world actually is by imagining how it might be different. In the language classroom this capacity for fantasy and imagination has a very constructive part to play. It means that children’s world is closely related to imagination, they will use the language they have, to describe their imagination. For that reason, the imagination activity can be implemented to stimulate children to speak in the classroom.

Concerning the ideas above, it can be concluded that imagination activity relates to the ability of the children to form set of pictures (pictures of persons, places,

situations) in their mind. The imagination activity can stimulate children to learn since the act of fantasizing and imagining is very much an authentic part of being a child. That is why, if the teacher hopes the students to use the language to share their ideas, he or she must stimulate their creative imagination.

D. Relationship of Imagination Activity and Speaking Skill

Halliwell (1992:7), if we accept the role of imagination in children's lives we can see that it provides another very powerful stimulus for real language use. We need to find ways of building on this factor in the language classroom too. We want to stimulate the children's creative imagination so that they want to use the language to share their ideas. It means through imagining the students will use the language they have to describe what they have imagined in the mind.

E. Procedures of Teaching Speaking through Imagination Activity

Swain (1985:235) in Lawtie (2004:35) states that we learn to speak by speaking. The more students practice the more they will improve their own oral skills. In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom.

One of the speaking activities that can be implemented to teach speaking to children is imagination activity since the act of fantasizing, or imagining is very much authentic part of being a child (Halliwell, 1992:7). So, if we as teachers accept the role of imagination in children's lives we can see that it provides

another very powerful stimulus for real language use. Furthermore, if we want to stimulate the children's creative imagination they will use the language to share their ideas.

Since the imagination activity is adopted from the Natural Approach, there are several principles that must be considered in teaching speaking through imagination activity according to Krashen and Terrel (1983:20). The principles are as follows:

1. Comprehension precedes production.

In this part, the teacher gives the comprehensible input to the students like questions or comments which can stimulate the students' imagination.

2. Production is allowed to emerge in stages.

In every stage in the teaching and learning process, the teacher should make any attempt to stimulate the students to produce responses. The responses can be in the form of nonverbal communication, a single word, combination of two or three words, phrases, and sentences.

3. The course syllabus consists of communicative goals.

This means that the purpose of the activity in the classroom is communication. So the teacher emphasizes on communicative ability and not grammatical accuracy.

4. The teacher lowers the affective filter of the students.

During the teaching and learning process, the teacher should not give much attention to the errors made by the students, on the other hand the teacher must encourage the students to express their ideas, opinions, desires, emotions, and feelings so that the students will feel confident to communicate in the target language.

In line with the principles above, Halliwell (1992:99) suggests some steps that can be done to teach speaking skill through Imagination Activity. They are as follows:

1. On the board write up the questions prompt for the kind of information the students are going to make up.

e.g. Students are going to think a name for the child drawn in the stick figure.



They are going to imagine who she or he is, where he or she lives, what her or his parents' names, what her or his favorite food is, and what her or his hobbies are. So the headings are: Name, address, family, favorite food, and hobbies. (Once the children get the idea, they might like to suggest the topic themselves.)

Name	Address	Family	Favorite Food	Hobbies

2. Discuss the stick figure with the class, taking suggestions for the subjects' name, where they live, etc. Take your time talking around the stick figure, reacting to and extending the children's suggestion if you can. The importance in the activity comes from exploring the possibilities:

Example of the activity in the classroom:

- Teacher : *“What is his name? What shall we say? Sandra Dewi? Or Agnes Monica ?
(Suggest several to show there is no right answer.)*
- Student : *“Agnes Monica Miss!”.*
- Teacher : *“Um. .Agnes Monica...that’s a good name. OK. Does she Have only two names? Perhaps she has two names...or three names. Imagine....!”*

Another Student: *“Agnes Monica Tambunan Miss”.*

Teacher : *(Writes up both names.) “All Right. Agnes Monica Tambunan”.*

Later

Teacher : *“Where does she live? ... What shall we say? She lives in Indonesia? Or in India? Or ...?”*

Child : *“Umm...in Hawaii”.*
(Teacher writes up ‘Hawaii’)

Teacher : *“She lives in Hawaii?”*

Child : *“Yes, she lives in Hawaii”.*

Teacher : *“That’s good.”*
Now, what is her father’s name? Imagine ...

Child : *“Jayus Tambunan”.*

Teacher : *“Good, her father’s name is Jayus Tambunan”*
(Writes up a child’s suggestion.)

3. As their offer their ideas, write them on the board in note form so that the children can see what to do later when they are working on their own.

For example :

Name	Address	Family	Favorite Food	Hobbies
Agnes Monica Tambunan	In Hawaii	Father: Jayus Tambunan	Pizza, Piscok, and Combro	Singing, Swimming

4. In this way you build up a story on the board.

When your notes are complete you can tell the story from them:

e.g. *“This is Agnes Monica Tambunan. She lives in Hawaii. Her father’s name is Jayus Tambunan. Her favorite foods are pizza, piscok, and combro. Her hobbies are singing and swimming.”*

5. Then get someone in the class to tell you the story too.

Having shown the children what to do, the teacher then ask the students to work on their own simultaneous pairs or small groups.

6. In their books or preferably (because this is rough work) on scrap paper, the children draw the starter grid and copy in the headings.
7. The children draw the stick figures on scrap paper.
8. The children talk in pairs and agree on a story for their stick figures. You can go around and help them.
9. When they have finished, choose one or two pairs to tell their story to the others in the class. You can make more of this by noting their versions on the chart on the board as they offer them.

From the steps suggested by Halliwell (1992:99), it is clearly stated that the teacher gives comprehensible input to make the students comprehend the teacher's intention. Due to the comprehensible input given by the teacher, the students are able to comprehend the teacher's intention and then they produce responses at the end. Under the circumstances, the teacher has built a communicative environment in the classroom. The following examples show how a teacher gives the comprehensible input to the students and what responses given by the students,

<p>Teacher : “<i>Where does she live? ... What shall we say?</i>”</p> <p style="padding-left: 40px;"><i>She lives in Indonesia? She lives in India.</i></p> <p style="padding-left: 40px;"><i>Or ...?</i></p>	}	Comprehensible input
---	---	----------------------

- Child : “*Umm...Hawaii*”. } Student’s response
 (Teacher writes up ‘Hawaii’ in the question prompt)
- Teacher : “*He lives in Hawaii?*” } Comprehensible input
- Child : “*Yes, she lives in Hawaii*”. } Student’s response
- Teacher : “*That’s good*”. } Comprehensible input

In the dialogue above, the teacher gives comprehensible input in the form of questions, for example, “Where does she live? What shall we say? She lives in Indonesia? She lives in India?” Besides in the form of questions, the teacher also gives comprehensible input in the forms of comments, for example, “That’s good”.

The steps of teaching speaking through imagination activity above are not the absolute steps, so every teacher can create the steps in his own way. In addition, it is not a must to use a learning media like stick figures or pictures because according to Krashen and Terrel (1983:107) visualization can also be implemented to stimulate the students’ imagination. Nevertheless, in this research the researcher will keep using the steps suggested by Halliwell since the researcher assumes that the steps are simple enough for the students to follow.

Krashen and Terrel (1983:107) states that in doing the visualization a teacher can ask the students to close their eyes and imagine something with certain characteristics, for example, a pleasant place or frightening place. During this

activity, a teacher may choose to guide the visualization explicitly. The following example is the guidance that can be given by the teacher:

Teacher: *“Think of a pleasant place. It may be outdoors or indoors. Look around you. Notice as much as you can. Try to feel the air around you. What is the weather like? etc.*

After the students have finished their visualization, they voluntarily describe what they have imagined either to the class as a whole or in small groups.

However, in creating the steps of teaching speaking through imagination activity, a teacher must pay attention to the students' condition. It means that a teacher must create the steps which are supposed to be simple, interesting, and easy for students to follow. The most important thing is that the teacher should stimulate the students to use their imagination because students especially children like imagining and fantasizing so that they will use the language to share what they have imagined. Besides, since imagination activity is the activity adopted from Natural Approach, the principles of Natural Approach must also be considered and implemented by the teacher when she implements imagination activity to teach speaking.

F. Concept of Teacher's Performance

In accordance with Medley and Shannon (1994), teacher's performance is the way in which a teacher behaves in the process of teaching. So teacher's performance is any behavior done by the teacher when she/he teaches the students.

It is necessary to observe the teacher's performance during the teaching and learning process because according to Foster (1976:37), a teacher is a central force

that shapes the behavior of the individual child as well as those of children in groups. The teacher's performance covers the teacher's behavior that can be described according to specific roles that stem from the expectations of society, school, peers, colleagues, and the children themselves.

Foster (1976:38) adds that, the qualified and competent teacher must have mastered the knowledge and skills necessary for the performance of the psychological roles and instructional roles.

In psychological roles, a teacher must be:

1. A social model

In performing this role, the teacher must be aware that children in certain communities still expect the teacher to be a model for the social values found therein. Thus the teacher is expected through the use of precept and example, to inculcate those moral values, life styles, and career goals that have high priority in the community. Thus, in teaching speaking the teacher should give good example in speaking.

2. An evaluator

The way the teacher performs this role can frequently determine how children view themselves. Because children are sensitive about all matters concerning success or failure, the way in which the teacher performs the evaluator role is often more critical than the evaluation itself. A teacher must evaluate the students' performance while they are speaking.

3. A walking encyclopedia

It means that a teacher must be able to provide any information needed by the students. Hence, a teacher must be knowledgeable. A teacher is place for students to ask any problems they have during teaching and learning process.

4. A moderator

The school teacher portrays the moderator role on many occasions. Especially in the area of personal conflicts, the role must be played objectively. A teacher must be able to be bridge among students when they have complicated problem.

5. An investigator

This role can be performed in a constructive way by an understanding teacher, or it can result in devastating trauma for children if it is performed in an insensitive manner. A teacher must find out and understand the condition of the students.

6. An ombudsman

This role provides the support and encouragement that many children need if they are to overcome difficulties in learning and personal matters. In performing this role, a teacher usually respond by listening to the needs of pupils in an understanding way. Thus, a teacher must be willing to listen the students's problems and try to solve them.

7. A morale builder

This role is important in the daily instructional program, especially where cognitive learning tasks are concerned. A teacher should build the morale of her students when they feel inadequate, or experience an early failure. Thus, a teacher must educate the students well, so that they have good morality.

8. A leader of the group

For a teacher, skills in group leadership lie in the area of classroom management and planning for instruction. Suffice it to say at this point that group leadership is a critical role for the teacher to perform. A teacher must be able to lead the students.

9. A substitute parent

A teacher acts as a parent for many pupils. With very young children, the teacher frequently must assist the pupils with personal attire, as well as to perform a number of essentially psychomotor tasks. A teacher must substitute the parent's role at school.

Meanwhile, in instructional roles a teacher must be able to perform the following roles:

1. A planner for learning and instruction

A teacher plan the lesson plan and the activities that will be applied in teaching and learning process.

2. A facilitator of learning and instruction

A teacher must facilitate the learning media and anything which are useful for teaching and learning process.

3. An evaluator of learning and instruction.

A teacher must evaluate the students' performance and the students' work in teaching and learning process.

According to the descriptions above, the teacher's performance is the way a teacher behaves in the process of teaching. The behavior done by the teacher in this process shows that she/he is doing her/his roles which cover psychological roles and instructional roles.

Considering the important role of a teacher, the researcher intends to observe the teacher's performance when she teaches speaking by using imagination activity. The main tools for assessing the teacher's performance are observational schedules and rating scales. In this action research, the researcher will use an observation sheet in which there are some aspects that will be scored, the aspects cover the teacher's performance in pre activity, while activity, and also post activity.

G. Concept of Students' Activities

According to Biggs (2003), learning activities can be defined as what students do in order to learn in your teaching sessions, courses, and programs. Learning activities are underpinned by what we do as educators, and what we encourage or require students to do as learners, to support them in the achievement of learning outcomes.

Douglas in Hamalik (2001:172) states that “one learns only by some activities in the neural system: seeing, hearing, smelling, feeling, thinking, physical or motor activity. The learner must actively engage in the “learning”, whether it is of information a skill, an understanding, a habit, an ideal, an attitude, an interest, or the nature of task”.

In view of the descriptions above, learning activities mean any activity done by the students in the teaching and learning process. The result of the activities is determined by what the teacher does and gives to the students. During the teaching and 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, comprehension, aspects of behavior. They will also be able to develop their skills that may be meaningful for social life.

Because of a large number of learning activities that can be done by the students, Dierich in Hamalik (2001:172) classifies the learning activities into 8 groups, they are as follows:

1. Visual Activities is the ability to recognise, interpret and organise visual images. The activities listed here will help develop visual perception skills, for examples: reading, observing, demonstrating, looking at the pictures, etc.
2. Oral Activities the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, for example

expressing something, asking, discussing, interrupting, formulating, giving advice, etc.

3. Listening Activities is an active process by which students receive, construct meaning, respond to spoken and nonverbal messages

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

4. Writing Activities is a statement or question designed to get students to think about a topic in depth and motivate them to produce their best, most expertly expressed writing, for examples writing an essay, paper, summarizing, doing a test, filling out the questionnaires.

5. Drawing Activities is not only provides the basis for other creative activities - like painting, sculpture and printmaking - but it also provides a direct link with reading, writing, for examples drawing maps, graphics, charts, etc.

6. Motor Activities is the body movements that involve the large muscles of the body, for example doing an experiment, dancing, farming, etc.

7. Mental Activities

Examples: responding, solving problems, analyzing, taking a decision, memorizing.

8. Emotional Activities is what we use to respond to many different feelings such as love, fear, sadness, anger and happiness, for examples feeling happy, boring, nervous, afraid, enjoy etc.

