

II. FRAME OF THEORIES

This chapter discusses about concept of speaking, concept of teaching speaking, procedure of teaching speaking, theoretical assumption.

2.1 Concept of Speaking

Speaking is oral communication that is used to express ideas, feeling, and thought among people. Bryne (1998 :8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. It means that there are at least two people; speaker with productive skill and listener with receptive skill. The speaker gives the message to the listener and listener tries to understand the speaker's message.

Brown (2001:250) states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking (Burns and Joyce, 1997).

Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas 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 in language learning.

Generally, speaking skill is divided into five components, i.e. Comprehension, pronunciation, fluency, grammar, and vocabulary (Syakur, 1987:3)

1. Comprehension

According to Heaton (1991) comprehension is the ability of understanding the speakers' intention and general meaning. It means that comprehensibility focuses on the students' understanding of the conversation.

2. Pronunciation

It refers to the ability to produce easily comprehensible articulation (Syakur: 1987). It means that pronunciation is the way for students to produce clearer language when they are speaking.

3. Fluency

Fluency is the ease and speed of the flow of the speech (Haris, 1987:81). Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking.

4. Grammar

It is a rule for students to arrange a correct sentence in conversation. When we speak to other people it means that we express some of our ideas and thought orally, both listener and speaker should understand each other.

5. Vocabulary

It refers to the selection of the words those are appropriate to the topic and occasion.

2.1.1 Types of speaking

Since it is an interactive process of constructing meaning, speaking is effective when it has effects on another on the reaction and response. Meaning is constructed in an interaction which invites reaction and response between interlocutors. Based on the issue of interactivity Brown (2001:251) classifies the type of spoken language as monologue and dialogue. Monologue is type of spoken language which involves one speaker uses the language for any length or time, as in speech, lectures, readings, news broadcasts, and the like. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). Since the syllabus of the school which this research was conducted in, the researcher concerned on improving the monologue speaking.

Monologue speaking can be defined as a range of one way speaking proficiencies. It comprises from a simple phonetic level check to advanced oral presentation

skills (Nakamura, 2003). Monologue itself is divided into planned such as speeches and prewritten material and unplanned such as impromptu lectures and long stories based on the discourse structure.

Considering the grade of the students, the components of speaking that will be observed are pronunciation, fluency, and comprehension. According to Heaton (1991), there are some criteria for analyzing oral ability as follows:

Table 2.1 Rubric of Scoring System

Range	Pronunciation	Fluency	Comprehensibility
81-90	Pronunciation only very slightly influenced by mother tongue	Speaks without too great effort with a fairly wide range of expression. Searches for word an occasionally but only one or two unnatural pauses.	Easy for listener to understand the speakers intention and general meaning.
71-80	Pronunciation is slightly influenced by the mother tongue. The most utterance are correct.	Has to make an effort at times to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	The speakers intention and general meaning are fairly clear a few instruction by listener for the sake of clarification or necessary.
61-70	Pronunciation still moderately influenced by the mother tongue but no serious phonological error.	Although she/he has made an effort and search for words, there are not too meaning unnatural pauses. Fairly smooth delivery	Most of the speaker say is easy to follow. His attention is always clear but several interruptions are necessary to have him to convey the message or to see the

		mostly.	clarification.
51-60	Pronunciation is influenced by the mother tongue but no serious phonological error.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand of the speakers more longer or complex sentence.
41-50	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while he/she searches for desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort a times.	Only small bits (usually short and sentence and phrases) can be understood and then with considerable effort by someone used to listening the speaker.

The interpretations of grading system are as follows:

81-89 : excellent

71-80 : very good

61-70 : good

51-60 : fair

41-50 : moderate

2.2 Concept of Teaching Speaking in English as EFL

Teaching speaking means teaching how to use the language for communication, for transferring ideas or feeling to other people. River (1978: 6) states that speaking is developed from the first contact with the language that we learn. We should introduce speaking with the language that we learn. Moreover Richard and Rodger, (1982:72) state that speaking activities which involve real

communication promote learning. Thus speaking will be optimally learnt when we communicate in the language.

In teaching speaking to get the students contacted and transfer ideas to other people, the teacher should carry out the students in certain situation when the topic is being talked about. As Freeman (2000:127) states that teacher is responsible to establish situations likely to promote communication. So the teacher is not only teaching what will be spoken yet the topic that deal with it. The topic must be also familiar to the students so they can have an oral communication to describe the topic.

In order to help the students in transferring ideas to other people, developing the topic in communication during the speaking learning, and also learning the language more successfully, language is used as means of acquiring information, rather than as an end itself (Richard, 2006:28). Normally people use language to get information or to share. Therefore, learning speaking should be with activities which invite student to share idea or to get it.

From the explanation above, the researcher asserts that in teaching speaking, teacher should engage the students to use the language by conducting activities that involve real communication. Teacher is also responsible to establish situation that promote communication and the topic deal with.

2.3 Concept of Picture Series

Picture is one of the visual aids that are used by the teacher in teaching learning process. There are some kinds of pictures that are used by the teacher such as a

picture, picture series, and so on. In this paper, the researcher tries to implement picture series as an alternative way in teaching learning process. As Wright (1989) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. A picture consists of meanings and messages that will be presented. It depends on students' own imagination or thought to produce the words related to the picture.

Arranging a picture series is one way to be used for developing words as well as other skills. The primary advantage of using picture series is that it is enjoyable for the students because it can encourage them to create activity in guessing the messages from the picture based on their imagination. Another, it can vary the teacher's techniques in creating the atmosphere in the classroom as a real condition.

A picture is used to substitute the real things. The students can recognize and compare the words and the real things. The first function of the use of picture series is that the students are able to see the picture clearly and distinctly. The second is that the students can understand the content of the whole pictures because the first picture is related to the second picture and so on. It can build up the students' motivation in learning English text.

The content of the whole pictures can be understood because the first picture is related to the second and the second is related to the next picture and so on. Pictures are set in sequence in order to deliver a message that it can represent an event. The sequence of pictures that represent a sequence of events can be taken

from various sources, for instance from internet, books, magazine, or capturing a movie, etc. In this study, the researcher will use 3 different picture series which are taken from 3 different sources they are from comic books, capturing animation movies, and internet.

Those three picture series have different characteristic. First, picture series that is taken from comic books has simple form. It is well arranged because comic book itself consists of pictures that are arranged in sequence so we just have to take the pages that are relevant to the topic that we want to teach to the students. Secondly, picture series of group of pictures that are taken from capturing animation movie and then are arranged in sequence. This takes more effort because we have to capture the pictures that are relevant to the topic and arrange them in sequence. This kind of picture series is more interesting because it is colourful. Third picture series of group of pictures that are taken from google images. The pictures that are suitable to the topic are downloaded and then arranged in sequence. This model of picture series is also colourful like the following.

1. Picture series from comic book



2. Picture series from capturing animation movie



3. Picture series from google images



As the students are shown the picture series they are expected to be more exciting in learning English as picture series gives students portrait that helps them in learning speaking by comparing the words and the real things. These three picture series help students in learning speaking. The picture series will help students in expressing ideas because the picture series consists of pictures that are related to activities which are familiar to them. As Lado (1977:240) states that speaking is

described as an ability to converse or to express a sequence of ideas fluently. The pictures are set up in sequence so that students by learning with this media will be able to express the ideas in sequence fluently.

Those three picture series have different quality in chronological order. The picture series from comic book is in good order since it has been arranged based on the activities. The second picture series that were taken from capturing animation movie is less in order than the first picture series. It is rather difficult to arrange the captured pictures and make them suitable to the topic . The third picture series from google images is less in chronological arrangement and picture does not portrait the same person.

Furthermore, previous study conducted by Rike Febrina Aska in SMPN 1 Gadingrejo showed that picture series is effective to be applied in teaching speaking. Students' speaking skill was increased significantly in three aspects of micro skill; pronunciation, vocabulary, and grammar. This study also shows students motivation in joining the teaching learning during the treatments increased. The atmosphere in class became more encouraging to study. Students were more active to participate in class activities.

2.4 Recount Text

Recount text is one of the texts that have purpose to explain about an event that happened in the past time, for example an accident, activities report, experience, etc. Since the event happened in the past time, the tense used to tell the idea is simple past tense. Beside the simple past tense, Recount Text has one main

characteristic, that is the uses of conjunction *after, then, finally*, etc. The purpose of recount, on the other hand, is to tell what happened in the past.

To achieve its purpose, the text moves through a different set of stages:

- a. An orientation letting the reader know who is involved, where, when, etc.
- b. Retelling of a series of events in chronological sequence.

Recount is one kind of text which is used and written in

- a. Personal letter (not invitation)
- b. Biography/autobiography
- c. Journal reports
- d. Police reports
- e. Sport reports
- f. History

Recount Text has three main factors, they are:

- a. *Orientation*: telling about people or things which have done or have participated inside, with times, places, situation, etc.
- b. *List of an Event*: in accordance of the steps of an event.
- c. *Re-orientation or personal comment*: not always there (optional): summary the event.

According to Derewianka (1990), the focus is on a sequence of events, all of which relate to a particular occasion. The recount generally begins with an *orientation*, giving the reader the background information needed to understand the text (i.e., *who* was involved, *where* it happened, *when* it happened). Then, The

Recount unfolds with a *series of events* ordered chronological sequence. At various stages there may be some *personal comment* on the incident (e.g., We had a wonderful time).

The function of the recount text is to retell about an event or experience which happened in the past time, and the aim is not only to retell but also to entertain.

Derewianka (1990) identified that there are three types of recount text, namely:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by herself or himself (e.g. oral anecdote, diary entry). Use the first person pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

The following is the example of personal recount:

A Terrible Railway Station

This morning with my hands full of bags, I went to the railway station to catch my train at 10:00. I went there with a cab. To my surprise, when I just stepped my feet outside the cab, I could see a terrible huge crowd inside the railway station. As soon as I got myself into the crowd, I could smell millions of odor smells that were really horrible. I could not help myself to get rid of that because my hands were full with luggage. I just squeezed myself between two Chinese people and managed to pull myself out of the crowd onto the bridge to the railway station. I was luck as I have booked the ticket to Alor Seter. So I did not bother to queue up for a ticket.

Taken from (<http://www.text-types.com/Example of Recount>)

2. Factual Recount

Record the particulars of an incidents (e.g. report of a science experiment, police report, news report, historical account). This type use the third person pronouns (he, she, it, their). Details are usually selected to help the reader reconstruct the activity (e.g. science experiment). Details of time, place and manner may need to be precisely stated (e.g. at 2.35 pm., between *Jhonson St* and *Park Rd*, the man drove at 80 *kph*). The passive voice may be used (e.g. the beaker *was filled* with water), it may be appropriate to include explanations and justifications. Here is the example of factual recount :

Bali Bomb

The bomb, in the resort of Kuta, destroyed the Sari Club and a crowded nightspot. Many people have fallen victims to this blast. Many of them were foreign tourists, especially from Australia. They were burner beyond recognition. Some tourist who were at the scene of the blast said there were two explosions around the nightclub. One bomb had exploded outside Paddy's Bar before a Bar bomb hit the Sari Club which was located some meters away.

Hundred were injured in the explosion and about 220 Australians remain unaccounted for. The U.K. Foreign Secretary, Jack Straw, said that 33 Britons were among those killed in the Bali attack. The Australian Primer Minister, John Howard, called its borders, saying it had been a problem for a long time.

Lists of missing people have been posted in Bali and official said that it could take days to identity all the victims, some of whom were trapped in the Sari Club by a wall of flames. A notice board at the hospital in Bali includes a section called "Unknown Identity" and detailed list on victims such as : "Young girl in intensive care, 11-14 years old, face burned, income, Causation," or "Girl in intensive care, about 5 years old, 130 cm, fair skin, Caucasian with reddish brown hair. She has a purplish belly button ring."

Many embassies, including the British and the American, are advising their people to cancel spending their planned holidays in Indonesia, and

all U.S. citizens in the country have been told to leave including diplomats and non-essential government staff.

Taken from (<http://www.text-types.com/Example of Recount>)

3. Imaginative Recount

Taking on an imaginary role and giving details of events (e.g. day in the life of Roman slave; how I invented...). Usually written in the first person. It may be appropriate to include personal reactions. The following is the example of an imaginative recount:

A Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights. I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly dismissed. I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women were.

Taken from (<http://www.text-types.com/Example of Recount>)

Of the three types of recount text, the researcher chose the first type of recount text that is personal recount text because it is considered to be the easiest. The researcher considers it the easiest type of recount text because it tells about the activities that involve the speaker or it is done by the speaker himself or herself. It

also uses the first person pronoun (I, we). So students as the speaker didn't get much difficulty in recalling or imagining the activities. Further reason for choosing this type of recount text is because the students are the first year students of senior high school, so the speaker took the easiest type of recount text.

2.5 Procedure of Teaching Speaking through Picture Series

Procedure of using picture series in the class is divided into three terms. They are pre-activity, while-activity, and post-activity. Here are the procedure of teaching speaking through picture series.

1. Pre Activity

- a. Teacher greets the students.
- b. Teacher gives the questions or brainstorming to the students related to the topic they are going to learn.
- c. Teacher gives a chance for students to share their ideas.

2. While Activities

- a. The teacher tells his experience about his vacation to the beach to the students
- b. Teacher hands out series of picture and groups the students into 3 people each group.
- c. Teacher guides the students discussing the pictures
- d. Teacher asks students to explain the picture to their group.
- e. Teacher asks students to tell their result discussion in front of the class.

- f. Teacher evaluates students' speaking ability, such as, pronunciation, fluency, and comprehensibility and organization of the text they perform.

3. Post Activity

- a. Teacher gives comment and explains necessary things such as correction and how to do a monologue
- b. Teacher gives a chance to students to ask question about the material.
- c. Teacher asks students about the lesson and the problem during the lesson.
- d. Teacher closes the class by greeting.

2.6 Advantages and Disadvantages of Using Picture Series

Using picture series in teaching speaking has advantages and disadvantages. The following are the advantages and disadvantages of using picture series in teaching speaking:

1. Advantages of Using Picture Series

- a. Picture series can help students understand something happens in sequence since picture can represent place, object, people, etc.
- b. Picture series can guide students on vocabulary, and organisation.
- c. Picture series can visualize information brought by the teacher. Information that is brought by teacher can be easily understood by students if it is also shown in picture so what the students listen is also seen. The students memory about the information will be stronger.

2. Disadvantages of Using Picture Series

Pictures series is not suitable to demonstrate meaning of all vocabularies specifically abstract noun for instance the word “opinion”.

2.7 Theoretical Assumption

Media is necessary in teaching learning process, especially teaching speaking to help the teacher to reach the aim of teaching learning process. The using of picture series in this research is as the media to improve and optimalize the teaching and learning process. The researcher assumes that picture series can help the students in expressing ideas, feeling, and thought in oral communication. Moreover the series of picture is assumed by the researcher can bring the students able to express the ideas in sequence. It means that picture series can help the students to communicate effectively because the message which is delivered in each picture is clearly enough to be understood and it shows concrete visual description of ideas.