

## CHAPTER II

### REVIEW OF THE RELATED THEORY

This chapter provides the theoretical foundation that is relevant and supports this paper. Some points will discuss covers the following topics: definition of speaking, teaching speaking, the sound of language, picture, the use picture in teaching English, the function of picture in teaching speaking, and review of previous study.

#### 2.1 Definition of Speaking

Some people use speaking for interaction. According to Nunan and Carter (2001:16) “Speaking is physically situated face-to-face”. Usually in speaking speakers are able to see each other and so can refer to the physical context and use physical signal to indicate, such as attention to the interaction, and their attitude towards what is being said.

Speaking is one of the four abilities in the language activities. In everyday life we often choose to speak for communicate. According to Cameron (2001:40) “Speaking is the active use of language to express meaning so that other people can make sense of them”. It means that speaking produces utterances to convey meaning which make other people understand what we are talking about.

“Speaking is a complex process which involves constructing a message, act to expressing thoughts, idea and feeling in order to other people can understand, and delivering the message using the correct pronunciation, stress, and intonation” (Lindsay with Knight, 2006:68). By speaking people can say the words in order to convey or stated purpose, ideas, thoughts, and feelings are conceived and developed according to the needs of the listener that what is delivered can be understood by the listener.

In conclusion, speaking is the way people communicate with other whether it is expressing ideas, thoughts, feeling, or asking and answering question. However, in speaking,

speaker should consider some aspects like the context in which it occurs, the listener, and the purpose of speaking.

## 2.2 Teaching Speaking

Speaking is the one important ability in English, because one of English objects is mastered or can make the students be able to communicate in English. Brown (2001:271) stated that teaching speaking skill, teacher suggested to focus on both the forms of language and the function of language. It means that the teacher also help the students to see the pieces of language that make up the whole. The students need to be shown the details of how to convey and negotiate the ever-elusive meaning of language. It aims the goals of teaching speaking. Students need to acquire some micro skill as listed in

Table 2.1

No.	Microskill for Speaking
1.	Produce chunks of language of different length.
2.	Orally produce different among the English phonemes and allophonic variants.
3.	Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4.	Produce reduced forms of words and phrases
5.	Uses an adequate number of lexical units (words) in order to accomplish pragmatic purpose
6.	Produce fluent speech at different rates of delivery
7.	Monitor our own oral production and uses various strategies devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8.	Use grammatical word classes (noun, verb, etc), system (e.g., tenses, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9.	Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10.	Express a particular meaning in different grammatical forms.
11.	Use cohesive devices in spoken discourse
12.	Accomplish appropriately communicative functions according to situations, participants, and goals.
13.	Use appropriate registers, implicature, pragmatic convention, and other sociolinguistic features in face-to-face conversation.
14.	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
15.	Use facial feature, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.

16.	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you
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Adapted from Brown (2001)

According to Brown (2001:271) that there are six categories apply to the kinds of oral production that the students are expected to carry out in the classroom. There are:

- (1) Imitative, a very limited portion of classroom speaking time may be by practicing an intonation contour or trying to pinpoint a certain vowel sound;
- (2) Intensive, speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. intensive speaking can be self-initiated or it can even from part of some pairs work activity;
- (3) Responsive, a good deals of the students' speech in the classroom is responsive: Short replies to teacher or student-initiated questions or comments;
- (4) Transactional (dialogue), it carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language;
- (5) Interpersonal (dialogue) it is carried out more for the purpose of maintaining social relationships than for the transmission of fact and information;
- (6) Extensive. Here, finally, students are called to give monologue in form of oral report, summaries, or perhaps short speeches. The monologue can be planned or the students had no before preparation.

Based on the described above, it can be concluded that the students are able to be well trained and know how to perform the appropriate speaking in public.

### 2.3 The Sounds of Language

In speaking, somebody construct words and phrases with individual sounds, and they also use pitch change, intonation, and stress to express different meaning.

#### 1. Pitch

Harmer (2001:28) stated that one of the ways we recognize people is by the pitch of their voice. Somebody has a very high voice whereas another has a deep voice. When their voice is very high, it means that them having a 'high-pitched' voice. While most of people have a pitch variety that their normally operate at, in times of tension, for example, the pitch of their voice may change dramatically. Sometime people often speak at the higher pitch than normal if they are frightened or excited. When they are tired, bored or fed up, our pitch may

be lower than is customary. The pitch they use is, therefore, a device by which they communicate emotion and meaning. If they start speaking at the higher pitch than usual, this is noticeable.

## 2. Intonation

Intonation is used to modifying the strength or intention of what people saying. People can perform different function by choosing different forms of language. But they can also make the same forms perform different function, such as they can express agreement, doubt, or disagreement depending on how they say it. Harmer (2001:29) says that “we use intonation to show how certain we are about what we are saying and to indicate what response we expect”.

## 3. Individual Sounds

“Words and sentences are made up of sounds which on their own, may not carry meaning, but which in combination, make words and phrases” (Harmer, 2001:29)

## 4. Sound and Spelling

The voice shows attitude of somebody and motivation about a particular topic. It should usually be optimistic and friendly and yet concerned. According to Harmer (2001:32) that “A lot depends on the sounds that come before and after them, but the fact remains that we spell some sounds in a variety of different sounds for some spelling”.

## 5. Stress

According to Harmer (2007:42) that “Stress is the term we use to describe the point in a word or phrases where pitch change vowels lengthen and volume increase”. In one syllable word, we know which syllable is stressed since there is only one. A word with more than one syllable is more complex, however we might stress the word export on the second syllable if we are using it as a verb.

## **2.4 Picture**

Picture is one kind of media and can be used in many ways in classroom. Many teachers usually use picture as the media in the classroom because picture one of the interesting media. A picture speaks a thousand of words. Although they are wordless, much can be said in words about much information. They are able be so effectively used in language learning.

According to Wright (1989:136) that “The picture have motivation the students, made the subjects the are dealing with clearly, and illustrated the general idea and form of an object or action”. By using picture teacher can help the students to develop ability, add new vocabularies and confidence in searching of meaning of the picture.

## **2.5 The Use of Picture in Teaching English**

Many types of medium used for learning, on which is visual medium that is picture. Among the medium, picture the most commonly used. Many teacher use picture ass the media in the classroom because picture is cheaper, easily to get and one of interesting medium. We can find many kind pictures in newspaper, magazine, catalog, or calendar. “The picture have motivated the students, made subject they are dealing clearer, and illustrated the general idea and forms of object or action” (Wright, 1898:136). In classroom activity, picture often is used topic in conversation or presentation such as about a vacation, party or about job. Picture also can make students enjoy when they get the lesson from the teacher.

The use of picture is able to help the students achieve a better English proficient. “Some of picture cards are designed to help the students practice a specific aspect of grammar” (Linse&Nunan, 2005:64). Picture is also flexible to be used by teacher to teach many languages ability including the speaking ability. They perhaps invite students especially those who are rarely get involved in class discussions, to participate in the activity.

## 2.6 The Function of Picture in Teaching Speaking

The main function of media in teaching and learning activities is to create a fun learning environment, so that the students feel interested in participating in the lesson. According to Wright (1989:17) there are five roles of picture in speaking activities, as follows:

- Pictures can motivate the students and make them want to pay attention and want to take part in learning.
- Pictures contribute to the context in which language is being used.
- The pictures can be describe in an object way. For example, when a teacher shows a picture of a car, the pupil perhaps say “it is car” or interpreted “it is perhaps a red car”.
- Pictures can cue responses to questions or cue substitutions through controlled practice.
- Picture can stimulate and provide information to be referred to in conversation, discussion, storytelling, etc.

Based on the described above, the function of picture are as teaching media in teaching speaking learning activities can motivate students to take a part in the learning process. The picture is able to increase the students’ spirit and attract the students’ attention because by using pictures, the students not only listen to what is said and taught by their teacher but they also can see and notice the object on the picture directly.

## 2.7 Review of Previous Study

In during the study, the researcher also reads the other thesis is DevitariaVenty Arum K. thesis (2014). Her thesis entitled “Improving the Speaking Skill by Using Role Play for the Seventh Grade Students of MTs AL IHSAN Krian had many problems in speaking. Some of them were difficult to speak fluently, pronunciation were poor, and many hesitation in their speaking. Based on the result of cycle one, the students still made many mistakes in term of grammar usage and pronunciation. And in analyzing of cycle 2, the students had confidence, began attracted and respond actively.