CHAPTER II
REVIEW OF THE RELATED LITERATURE

I. Picture in Language Teaching

A. Definition of Picture

The definition of a picture is a photo, drawing, painting or other image captured of a person, thing or scene, Grolier International Dictionary (1996: 717). In the Oxford Advance Learner Dictionary (1992: 711), picture mean painting, drawing and sketch of something especially as work of an art. Picture is defined as to capture or create an image of a person or object or scene or to visualize something. Picture is one of media in teaching language. It is very useful because can make students more interest in studying. Sometimes, the students feel bored of the situation in English class, so, they need an entertainment and picture is one of the entertainment. In language teaching, The teacher not only show the picture to the students but also ask the students to analyze what is the content of picture is. Therefore, after observing the picture, they can tell to the other student what they get from the picture. For example, in descriptive lesson, they can describe the place, thing and person from the picture.

B. Types of Pictures

In language teaching, a teacher has to be careful in selecting picture because there are many genres of picture. Teacher has to use appropriate picture that can interest the students and has a good model in order to make the students feel happy in language learning. According to Warisan Eyang (1950), there are five main types of picture. They are
<table>
<thead>
<tr>
<th>Genre Types (represented by icons)</th>
<th>Type Descriptions</th>
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<tbody>
<tr>
<td><strong>Shape Image</strong></td>
<td>A shape image is an image with a real image object, and has volume, effect, material, shadow, or completeness as a whole. The image object of the form is very wide. Starting from everyday objects, plants, person, animals, or imaginative image.</td>
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<tr>
<td><strong>Expressive Drawing</strong></td>
<td>Image expression is an image created based on the interpretation of something into a form of personal expression, as well as subjective or in tune with emotion.</td>
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<tr>
<td><strong>Appearance</strong></td>
<td>Appearance or engineering drawings are viewed on sight (front, top, side or bottom view)</td>
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<tr>
<td>Perspective Image</td>
<td>The perspective picture is a picture made based on the objective rules of a picture, with one missing point, two missing points, or a missing point outside the image field.</td>
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<tr>
<td>Isometric Image</td>
<td>Isometric images are images made based on the objective rules of a picture by reducing the error of human perception. For normal vision, the isometric image looks awkward because there is no minimalization for the position of the image that moves away from the eye.</td>
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</tbody>
</table>

Shape image picture may be appropriate picture type which is used to be teaching media because they are interested in describing its’ model.

II. Speaking Teaching

A. Definition of Speaking
Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. We can communicate to the other persons using sign or writing, but speaking make the communication easier. Thornbury (2005 : 1) stated The average person produces tens of thousands of words a day.

B. The Activities in Teaching Speaking

There are some activities in teaching speaking. As an English teacher, we are demanded to make the students study actively. According to Jeremy Harmer (2001 : 271) in The Practice of English Language Teaching, there are some activities in teaching speaking. They are:

1. Acting from a Script

In this activities, the students have to dare to perform their dialogues. Harmer (2001 : 271) stated in his book, we can ask our students to act out scenes from plays or their course book, sometimes filming the result. We ask the students to act out the dialogues they have written themselves in front of the class. In choosing who should come out to the front of class, don’t choose the shyest students first and give the students time to rehearse their dialogues before performing.

2. Communication Games

Games which are designed to start a communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures, Harmer (2001 : 272).

3. Discussion
Discussion can be held in teaching speaking, but, sometimes it fails because of the students. Harmer (2001: 272) stated that one of the reasons that discussions fail is that the students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say. Many students feel extremely shy in discussion situations. The buzz group is one way in which a teacher can avoid such difficulties. It means that the students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and the language to express them, before being asked to talk in front of class, the stress level of that eventual whole-class performance is reduced.

4. Prepared Talks

In this activity, the students prepare their speech first before present in front of the class. A popular kind of activity is the prepared talk where a student/s makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more ‘writing like’, Harmer (2001: 274)

5. Questionnaires

Harmer (2001: 274) in his book stated that students can design questionnaires on any topic that is appropriate. The teacher acts as a resource and helps them in the design process. Questionnaires are very useful because both of questioner and respondent have something to say to each other.

6. Simulation and Role-play

Students simulate the real life encounter and taking on the role of a character different from themselves. According to Ken Jones that were adopted by Jeremy Harmer (2001: 274), simulation and role-play have the following characteristic:
a. Reality of function: the students must not think of themselves as students, but as real participants in the situation.

b. A simulated environment: the teacher says that the classroom is an airport check-in area, for example.

c. Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

Teacher can choose one of the activities to teach speaking in one meeting and choose the other activities in another meeting. These activities are hoped can improve students speaking ability.

Usually, students like the new experience in their class, like games. Because they not only stay in their chair, but also they can move and feel happy in their lesson.

C. The Roles of Teacher in Speaking Class

Teacher has to know the situation of the class, so, teacher can do their role in class. There are many roles of teacher in speaking class. They are:

1. Teacher as a whisperer, students sometimes get lost, cannot think what to say next, or in other way lose the fluency the teacher expect to them. The teacher can leave them to struggle out of such situations on their own and indeed sometimes this may be the best opinion.
2. Teacher as a participant, teacher should be good animator when asking students to produce language and teacher may want to participate in discussion or role play.

3. Teacher as a feedback provider, when students have completed an activity it is vital that the teacher allow them to assess that they have done and that the teacher tell what, in the teacher opinion, went well. The teacher will respond to the content of the activity as well as the language used.

Based on the text above, teacher have to be a prompter if the students get lost their speech or can’t think what to say next. Teacher has to be participants like the students do in discussion and role play. And the teacher also has to be a feedback provider after the students complete the activity.

III. Describing

A. Definition of Describing someone

Describing someone is describe or explain a person or character even famous people. Starting from the introduction which will be described and than mentioned and subject characteristic, behavioral, and biological properties, Bahadiansyah (2013, January 28) Definition of Describing People.

B. The Generic Structure

1. Identification : identifies name, occupation, and career
2. Description: describe physical features and the personality

C. The Language Feature

1. The use of adjectives and compound adjectives.
   Example: a five hundred seated football stadium.

2. The use of linking verbs / relating verbs
   Example: the temple consist of five terraces.

3. The use of simple present tense
   Example: the hotel provides 450 rooms and a large swimming pool.

4. The use of degree of comparison
   Example: the weather in Jakarta is hotter than Bandung.

D. Example

Speaking describing people is taught at the eighth grade students of junior high school. Example:

   Michael Douglas

   Michael Douglas is a very famous and popular American actor.
   He is about sixty years old. He is a slim person and he is average height. He has got light brown eyes and short fair hair. His wife is a very beautiful British actress who is named Catherine Zeta-Johns, she has got green eyes and long straight
blac khair. They have got a daughter who is two years old. They all live in the United States of America.

Based on the text above, descriptive text, especially describing person or people is a text which say what a person is like. The text describes the characteristics and personal features of the person or people.

IV. Types of Media in Language Teaching

Media is the accessories that can send and transmit learning messages, Arsyad (1996 : 4). In teaching learning process, media is very needed. Not only can sends the learning messages, sometimes media can entertains the students. Example, the teacher give the students song or show them one picture in their lesson, the students will comforted and feel happy. According to Seels and Glasgow that was adopted by Azhar Arsyad (1996 : 33), types of media are divided into two categories, they are traditional media choice and technology media choice.

A. Traditional Media

Traditional media are things that can be used to transmit a message from the sender to receiver traditionally. There are eight traditional media choice. They are :

1. Silent visual that was projected
   Examples : slides, filmstrips.

2. Visual that wasn’t projected
   Examples : poster, picture, diagram.
3. Audio
   Examples: cassette, reel, cartridge.

4. Multimedia presentation
   Examples: slide plus sound (tape), multi-image.

5. Visual dynamic that was projected
   Examples: movie, television, video.

6. Published
   Examples: textbook, workbook, hand-out.

7. Games
   Examples: simulation, puzzle.

8. Realia
   Examples: model, specimen, manipulative (map, doll)

   Traditional media usually used in the elementary school, junior high school and senior high school

B. Technology Media

   Technology media are the opposite of traditional media.
   There are two technology media choice. They are:

1. Telecommunication media
   Examples: teleconference and telelecture.

2. Microprocessor media
   Examples: computer-assisted instruction, computer games, compact (video) disc.
If traditional media are used in the elementary school, junior high school and senior high school, technology media usually used in university.

V. Picture to Teach Speaking

A. Picture as Media in Learning Language

In learning language, teacher needs media. There are many kinds of media, such as audio, visual, audio visual and diverse media. Picture is one of visual media, because we can see what is in the picture. Basically, teenager really enjoy seeing pictures in their days. Especially in weekend days, most of students will spend many time in front of book, such as comic, magazine to look for their idol that they like. Because of the reason, picture can used to be a media that is hoped can make students more interest in learning language.

Using picture as media in teaching learning process has advantages and disadvantages. They are:

1. Advantages Using Picture

Using picture as media in language learning is one of alternative way to teach speaking descriptive style especially in describing someone or people. The students can describe someone or someone’s appearances by observing the picture of the characters or actors in the picture.

The researcher hoped that picture can motivate and make the students more interest to learn speaking descriptive style.
2. Disadvantages Using Picture

Beside giving advantages to use in class teaching, picture or photography have also disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantages of using picture is depicting a specific purpose that may be difficult to locate.

VII. Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoretically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and proved, Arikunto (2006 : 71).

The researcher proposed the hypothesis that the use of picture is effective to improve students’ speaking ability of descriptive style. And based on the result of those literature review and previous research, the researcher concluded that there will be significant difference (Ha) of the student’s achievement in speaking descriptive style between the students who taught by using picture and the students who taught without using picture.