

## CHAPTER II

### THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Teaching Speaking

##### 1. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001:40) states speaking is the active use of language to express meanings so that other people can make sense of them. In relation with this Scott cited in Johnson and Morrow (1981:70) considers oral communication as an activity two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

Clark and Clark (1977: 223) state that speaking is fundamentally an instrument act. Furthermore they add that speakers talk in order to have some effect to the listeners. The question being asked to the listener is aimed to change their state of knowledge and information. Byrne (1992:2) adds that speaking is the ability to express oneself intelligibly, accurately, reasonably and without too much doubt.

Lazaraton (2001: 103) cites the ability to speak a language is synonymously with knowing the language since speech is the most basic means of human communication. Speaking in a second or foreign language has often been viewed as the most difficult of the four skills. According to

Brown (2001: 270) there are a number of features that interact to make speaking as a challenging language skill. To start, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision; so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. The same can be said for the use of slang and idioms in speech; without facility in using these everywhere features of spoken language, learners are apt to sound bookish. Students must also acquire the stress, rhythm, and intonation of English, a complicated task for many. Perhaps the most difficult aspect of spoken English is that it is almost always accomplishment via interaction with at least one other speaker. This means that the varieties of demands such as monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect etc, are placed at one on the process of learning speaking.

According to Richard (1985:83) the survival level of communication in a foreign language requires speakers to be able to link words together to make predictions, that is, expressing prepositions in variety ways. They may wish to affirm or negate propositions to communicate meanings indirectly, that is, to express illocutionary intentions. So, the initial goal should be the production of comprehensible utterance through expressing basic prepositional meaning and illocutionary intentions (function and meaning), when the teaching is taught.

In addition, Richard (1985:131) states the fact that language is used to interact implies that foreign language learners also need knowing the interactional aspects of communication. They are concerned with the use of correct sounds and structures of the language and skills in the management of interaction and negotiation of the meanings. The management of the interaction involves such things as knowing when and how to take floor, keep a conversation going, and terminate the conversation. The negotiation of a meaning, on the contrary, refers to skill of making sure that both speaker and listener have correctly understood what they are talking about. To develop these aspects, language learners may use conversational routines.

Brown (2001:271) adds in teaching oral communication micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication as showed in Table 1:

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| <ol style="list-style-type: none"><li>1. Produce chunks of language of different lengths.</li><li>2. Orally produces differences among the English phonemes and allophonic variants.</li><li>3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and intonational contours.</li><li>4. Produce reduced forms if words and phrases.</li><li>5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.</li><li>6. Produce fluent speech at different rates of delivery.</li></ol> |
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*Continued to the next page.*

7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent- 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 the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
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 features, kinetics, body languages, and other non-verbal cues among with verbal language to convey meanings.
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.

Brown (2001: 272)

Table 1. Micro skills of Oral Communication

In relation to this Nunan (1989:2) mentions successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns

- f. skills in management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purpose of conversations
- j. using appropriate conversational formulate and fillers

From the discussion above it can be concluded that speaking skills are always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

## **2. The Nature of Teaching of Speaking**

In deciding how to structure and what to teach in speaking class, the questions such as the following should be considered: Who are the students? Why are they there? What do they expect to learn? What is the teacher expected to teach (Lazaraton: 2001, 104). These questions give the view of students' level, their perceived needs and planning the appropriate teaching for the learners. Since English is included as compulsory subject in senior high school in Indonesia, the learners have the same need; passing the some sort examinations to move to the next level and graduate from the school. And the general requirement is the students are able to speech and to hold conversations.

There are many factors that should be considered on teaching speaking. According to Brown (2001) conversational discourse, teaching pronunciation, accuracy and fluency, affective factors and the interaction effect are some current issues that should be reviewed to provide some perspective to the more practical consideration in teaching oral communication.

The process of teaching speaking itself can be done in several stages. Scott (1981: 72-7) mentions three stages to complete teaching of speaking skills. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students to interact in the speaking instruction.

The next stage is presentation/contextualization. One thing that should be considered in the presentation is the whole language operations that will be given in the lesson are presented in context. Contextualization is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

And the last is practice and transfer/production. Drilling check will be given to the students in this phase to see if they have understood of what

is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriates and acceptability.

Then, there are some important points that should be considered in teaching speaking to young students. Who is the learner and why they are there are the first thing to be considered. The clear objective is the next. In the end of the lesson students at least be able to do something using English oral language. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

### **3. Classroom Speaking Activities**

Teaching speaking should be taught in fun and communicative activities. The discussion below centers on major types of speaking that can be implemented in the speaking teaching and learning process. Harmer (2004, 348-352) states six classroom speaking activities. They are: acting from a script, communication games, discussion, prepared talks, questioners, and simulation and role play.

a. Acting From a Script

Two kinds of acting scripts that should be considered by the teacher in the teaching and learning process are playing scripts and acting out the dialogues. On the playing scripts, it is important for the students to treat it as 'real' acting. The role of the teacher on this activity is becoming as if theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both learning and a language producing activity. On acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience on the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between the picture. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions.



Typically, the students are introduced to a topic via a reading, a listening passage, or a videotape and are then asked to get into group pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like (Lazaraton: 2001). According to Harmer (2001) discussions range are divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

- 1) Buzz groups: these can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.
- 2) Instant comment: another way of which can train students to respond fluently and immediately is to insert “instant comment” mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.
- 3) Formal debates: in a formal debate, students prepare arguments in favor or against various propositions. When the debate starts, those who are appointed as ‘panel speaker’ produce well-rehearsed ‘writing-like’ arguments, whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

In discussion, the teacher must pay attention in planning and setting up a discussion activity to make the discussion successful. First, planned grouping or pairing of students may be necessary to ensure a

successful discussion outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it is to keep time, take notes or report results: these decisions can, and should, be made by the group members. Finally, students need to be clear about what they are to discuss, why they are discussing it and what outcome is expected (Lazaraton: 2001)

#### d. Questioners

Another activity is questioners. It is useful because they ensure that both the questioner and the respondent have something to say to each other. Students can design questioners on any topics that are appropriate for them so that the teachers can act as a resource, helping them in the design process. The result obtained from questioners can then form the basis for written work, discussions or prepared talks.

#### e. Role Play

Role playing is a process-oriented group technique in which students act out or simulate a real-life situation (Orlich. *et al*: 2007). It is particularly suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and the like (Lazaraton: 2001). The students derive great benefits from role play since role-playing encounters the real life as if they were in the real world. The students can act out simulation as them or take on the role of completely different character and express thoughts and feelings.

Role plays can be performed from prepared scripts, created from a set of prompts and expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves (Lazaraton, 2001). Olshtain and Cohen (1991) recommended several steps for teaching speech acts. First, a diagnostic assessment is useful for determining what students already know about the act question. A model dialogue presented aurally and/or in writing, serves as language input, after which the class is encouraged to evaluate the situations so as to understand the factors that affects the linguistic choices made in the dialogue. Students can listen to and practice prototypical phrases used in the speech act, and then perform a role play as a final practice.

Those discussed activities can be used by teachers to teach speaking. Teachers can choose one activity that is related to the topic and objective of the lesson. Every activity has its own advantages and disadvantages. If teachers want to use one activity, they have to consider the situation, condition of their students and the material that will be taught. For example, when they want to teach about expression, they can use simulation and role play activity. Acting from script and discussion, may be used by teachers. The teacher can show pictures of certain situation or video clip and discuss the pictures with the students. In acting from a script students will act out the dialogues they have written themselves. When they learn about expression, teachers can ask them to write some dialogues and after that they have to act out the dialogues in front of the class. This activity can make

students remember the lesson because they have to make the dialogues by themselves. These activities can be used as the way teacher measure how far students can speak, say, and express something in English.

#### **4. Teaching Speaking in Senior High School**

Indonesia had implemented School-Based Curriculum since the academic year of 2006/2007. The School-Based Curriculum is defined as an operational curriculum which is developed and implemented in each school (*Badan Standar Nasional Pendidikan (BSNP). 2006*). It also contains some ways as a manual to develop learning activities in order to achieve some specific educational purposes. The point of the School-Based curriculum is it is developed by the school, relied on the school's potential and characteristics, social and culture of the communities' and learners' characteristics.

The purpose of the School-Based Curriculum, an English lesson for the senior high school (SMA/MA) in Indonesia is to develop communicative competence in spoken and written English through the development of the related skills. So, the school graduates are expected to reach the informational level, meaning that the communicative competence they got in the English teaching and learning process will be able to support their next study level through the ability of the English communicative competence.

The School-Based Curriculum is developed by the school based on *BSNP* which contains eight national education standards. Two of them are

the Standard of Content and the Standard of Graduate Competency that become the main reference for each school in developing the School- Based Curriculum. The Standard of Content covers teaching materials which consists of the Standard of Competency and the Basic Competency. Those are developed based on the guidance of the Board of National Educational Standard (*BSNP*, 2006).

Standard of Content includes the materials and the competency in a certain type and level of education (The Government Regulation No. 19/2005, Article 5). Furthermore it contains the basic principle and the structure of the curriculum, the Standard of Competency and the Basic Competency of every subject in each semester in every type and level of basic and secondary education.

Related to the Standard of content, in this case the Standard of Competency and the Basic Competency which the research focus on are the Standard of Content in the English lesson, particularly the English speaking lesson at eleventh grade of the second semester. It is also limited to the scope of expressing meaning of the sustained and formal transactional and interpersonal conversation in daily life contexts. The Standard of Competency and the Basic Competency are presented in the table below.

Standard of Competency	Basic Competency
9. Expressing meaning of the sustained and formal transactional and interpersonal conversation in daily life contexts.	9.1 Expressing meaning of the sustained and formal transactional (to get things done) and interpersonal (to socialize) by using various accurate, fluent and acceptance in daily live contexts and engaging language functions: Expressing opinion, love, and sadness.

Table 2. The Standard of Competency and the Basic Competency.  
(Adopted from *BSNP*, 2006)

## 5. Assessing Speaking

Assessment is one of important requirements in the teaching and learning process. Assessment enables teacher to know the students' development in the process. It will be seen obviously whether they have been able to reach the objectives of learning or not. It is also very useful for the teacher to reflect his or her success in learning. Brown (2004) mentions speaking assessment which is divided into its type of speaking.

There are five types of classroom speaking performance. The first type is imitative. Imitative speaking performance is to simply imitate a word, phrase or possibly a sentence. What is being paid attention in this type is pronunciation. The assessment of this type of speaking performance is through repetition tasks. The task can be made in range from word level to sentence level. In a simple repetition task, test takers repeat the stimulus,

whether it is a pair of words, a sentence or perhaps a question to test for intonation prediction.

The second type is intensive speaking. It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of phonological, phrasal, lexical or grammatical relationship (such as stress, rhythm, juncture). In order to be able respond, the speaker must be aware of semantics properties. The speaker must be aware Examples of intensive assessment tasks include directed response tasks, reading aloud(paragraph, reading dialoge with partner in turn, reading information from chart etc.), dialogue completion (the test-takers are to read dialogue in which one speaker's line have been omitted. Test-takers are first given time to read the dialogue and give time to think about the appropriate lines to fill in), limited picture-cued tasks including simple sequences (the test-takers are given a picture stimulus that are require a description, the pictures may be very simple designed to elicit a word or a phrase then they should compose of a series that tells a story or incident), and translation up to the simple sentence level.

The next type is responsive. Response assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments and the like. The assessment can be done through question and answer, giving instructions and directions and paraphrasing.

The fourth type is interactive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction which sometimes includes multiple exchange and/or multiple participants. Interaction can take into two forms of transactional language which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship. Interactive speaking can be assessed through interview, role-play, discussions, conversations and games.

And the last one is extensive speaking. Extensive production tasks include speeches, oral presentations, story-telling, during which opportunity for oral interaction from listeners either highly limited (perhaps nonverbal responses) or ruled out altogether.

Based on the theory above, it can be concluded that there are some points that should be considered before speaking is assessed. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use in the communication activities. When the students have been ready and prepared for the activity then they can use language appropriately.

The first thing the teacher should do before assessing students' speaking skill is determining what kind of activity they have. As mentioned before, the assessment will depend on the type of speaking itself. The other things that should be paid attention to are the teaching and learning process,



students' interest and level of proficiency. These points will help the success of speaking assessment process.

## **B. Electronic Media**

### **1. Definition of Media**

Media have undoubtedly always facilitated the task of language learning both instructed and non instructed learners as a tool for language learning/ teaching (Brinton: 2001). The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. That is why, sometimes, we call film, television, radio, book, record, photograph, etc. as communication media.

According to Smaldine, *et al* (2005) media is a medium (plural, media) is a means of communication and source of information. Derived from the Latin medium, "between," the term refers to anything that carries information between a source and a receiver for example video, television, diagrams, printed materials, computer programs, and instructions. These are considered as instructional media when they provide messages with an instructional purpose.

As mentioned above, a communication happens when there is a transmission of message from the sender to the receiver. According to Kemp

(1980) in all communication, however simple or complex, a sequence of transmission occurs. A message (at the mental level), generally in the form of information, originated by a source or a sender (the brain of an individual), is encoded- converted into transmittable form (a thought verbalized by being turned into sound waves, words of script). The message then passes through a transmitter via a suitable channel to the receiver, where the message is decoded at the destination (the brain of the received. From the description, it can be said that media can become either the transmitter or the channel in the process of communication. The media bring the encoded message to receiver.

Another concept is of media is provided by Rowntree (1979). In this concept, media or medium is vehicle carrying the stimulus mode. Mode is the kind of stimulus presented to the students. In the teaching and learning situation, stimulus is very important to invite response from the students.

In Rowntree's concept, there are five concepts of stimulus modes. First is human interaction (verbal and non-verbal). It refers to communication between two or more people in which begin responding consciously or unconsciously to another responses. Spoken words are dominant element in this type of stimulus mode. In the teaching and learning process, the teacher mostly use this kind of mode e.g. discussion, asking-answering question, demonstration etc. Second is the term "Realia" which refers to the real things, real events, or real animals. Realia is very helpful for the students to observe the real things in the classroom before they

interact to the real life. Third is pictorial representation which consists of pictures and diagrams, realistic or symbolism, still or moving. This particular stimulus mode is essential since this can easily represent reality in the safest way. Sometimes, it is impossible to bring the reality into the classrooms e.g. wild animals because it is too dangerous, pictures can represent it very well. Pictorial representations consist of still, paintings, maps, diagrams, graphs, film and the like. Fourth is written symbols which is said to exist later than other type of stimulus mode. The strength of this stimulus is its ability to store information. In the teaching and learning process in Indonesia, this stimulus is mostly used, where reading is emphasized in the process. The last is recorded sounds. This stimulus is very effective in presenting reality both natural or people-made sounds such as birdsong, waves, jet planes, and a conversation etc. Another of this stimulus is effective to present physiological presentation such as heartbeats or flow of breath.

From the explanation above it can be seen that media is in fact a part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In teaching and learning process, media are the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send the message to the students (Kemp's conception) but also to evoke response (Rowntree's conception) so that students can carry meaningful learning experiences.

## 2. Kinds of Media

In the previous section, it has been mentioned that media is the meaning of communication. The function of teaching is, sometime, considered as a process of communication between teachers and learners. To ensure effective communication and the effectiveness of such communication depends to a great extent on the media used. There are many kinds media used in the teaching and learning process. The discussion below centers on basic types of media.

According to Smaldine, *et al* (2005) there are six basics types of media used in learning and instruction. The most commonly used medium is text. Text is alphanumeric characters that may be displayed in any format such as book, poster, chalkboard, computers screen and so on. The next common medium used in learning is audio. Audio includes anything you can hear e.g. a person's voice, music, mechanical sounds, noise and the like. Visuals are regularly used to promote learning. They include diagrams on a poster, drawings on a chalkboard, photographs, graphics in a book, cartoons and so on. Other types of media are motion media. These are media that show motion, including videotape, animation, and so on. Manipulatives are three dimensional and can be touched and handled by students. The sixth and the last category of media is people. These may be teachers, students, or subject-matter experts.

Brinton (2001) mentions two big classification of media used in learning, those are nontechnical media and technical media.

1) Nontechnical Media

This category presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the forms of media included in this category are their low cost, their availability, their accessibility, and their user-friendliness. Items that belong in this category typically include blackboard/ whiteboard, magnet boards, flashcards, board games, photos, cartoons/line drawings and the like.

2) Technical Media

Although these forms of media are costlier and less user-friendly than the nontechnical media, they care with them a larger degree of “psychology reality” in that they can bring the outside world in all its complexities into the classroom. In fact, since students in today’s language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well. Items that belong in this category typically include recorded player, filmstrip, audiotape player, film

projector television, computer and the like that are required electricity.

There are various kinds of media that can be used in teaching and learning process. The teacher should know what kind of media that is appropriate to use in the process. Brown, Lewis, and Harclerod (1977) propose some criteria that are often used to guide media selection. They are content, purposes, appropriateness, cost, technical quality, circumstances of use, learner verification, and validation. They also propose some generalized principles of media selection and use as follows:

- a) They propose that no medium is best for all purposes.
- b) Media uses should be consistent with objective.
- c) Users must familiarize themselves with media content.
- d) Media must be appropriate for the made of instruction.
- e) Media must fit students' capabilities and learning style.
- f) Media are neither good nor bad simply because they are either concrete or abstract.
- g) Media should be chosen objectively rather than on the basis of personal preferences or bias, and
- h) Physical conditions surrounding uses of media affect significantly the results obtained.

The criteria above are useful for the teacher because they have to be able choose the best media to teach their students. Each media has its own advantages and disadvantages. The media selection must be adjusted with the situation and condition such as students' condition, school's facilities and materials that will be taught.

### **3. Functions of Media in Teaching and Learning Process**

Media have several numbers of functions in teaching and learning process. According to Brinton (2005) media can and do enhance language teaching, the entire range of media- from non-mechanical aids such as flashcards and magazine pictures to sophisticated aids such as video cameras and computer- assisting teachers in their jobs, bringing the outside world into the classroom. Abstract experiences such as listening to a lecture are no longer retained. Instructional media help add elements of reality and make the task of language learning a more meaningful and exciting one.

He adds media are very helpful to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communication context. Media also provide a density of information and richness of cultural input not otherwise possible in classroom. They can help students' process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. Moreover, media can lend authentically to the classroom situation, reinforcing for the students the direct relation between the language classroom and the outside worlds. By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming depending on their teacher's dialect or idiolect, they can also enrich their language learning experiences.

Munadi (2008) mentions there are five functions of instructional media. They are media as learning sources, semantics function, manipulative function, psychology function, and socio-cultural function. They will be discussed in details in the following section.

- 1) Instructional media as learning sources. In some cases, instructional media can replace teacher's function, especially, as learning sources where media can role as sender, conveyer, and connector etc in the process of teaching and learning.
- 2) Semantics function is the ability of media on increasing vocabularies (verbal symbols) which are understandable both meaning and purpose by the learners.
- 3) Manipulative function means media are able to overcome the restrictiveness of space, time and human sensory.
- 4) Psychology function is divided into five functions; attention function (the ability of instructional media to increase students' attention on the learning materials), affective function (the ability of instructional media to attract students' feeling emotion and the consideration of the reception and rejection levels of something), cognitive function (the ability of media to evolve students' cognitive ability), imaginative function (the ability of media to improve and evolve students' imagination), and motivation function (the ability of media to motivate students through the teachers accuracy on utilizing the media).



- 5) Socio-cultural function is the function of instructional media to overcome the barrier of socio-cultural between the students such as customs, religions, environments, experiences etc.

Smaldine *et al* (2005) explains five roles of media in learning as follows:

- a. Instructor- directed learning

A common use of media in an instructional situation is for supplemental support of the “live” instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organizes can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

- b. Learner- directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

- c. Portfolios

A portfolio is a collection of student work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computers multimedia projects.

Students' abilities to prepare mediated presentations that summarize their own understandings of thematic topic are central to the schooling experience under the concept of portfolios.

d. Thematic instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics or anchors. Elementary teachers in particular are integrating content and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content.

These units provide a rich environment of focus within which learning takes place. A good anchor or theme must capture and hold students' attention, provide problem-solving experiences, support interdisciplinary activities, and include a variety of media and technology.

e. Distance education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and student (s) during learning. As a consequence, the course content must be delivered by instructional media.

Based on the discussion above the media serve many functions in teaching and learning process. Media are not only able to be the teacher's language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides media provide clear context, meaning and guidance can make students enthusiastic in learning English. So it is clear that media are very useful and really needed for teaching learning process.

#### **4. Electronic Media**

Electronic media are media that utilize electronic or electromechanical energy for the end user (audience) to access the content. This is in contrast with static media (mainly print media), which are most often created electronically, but do not require electronic to be accessed by the end user in the printed form. ([http://en.wikipedia.org/wiki/Electronic\\_media/:2009](http://en.wikipedia.org/wiki/Electronic_media/:2009))

Currently when most people hear the words electronic media they think of products like radio and television. Actually, electronic media cover a broad range of products of technology. As mentioned above electronic media are media which require electricity. These cover not only television and radio but also computers, LCD, projector, tape-recorder, digital camera and the like.

There are many kinds of media. In this research the researcher only uses video, computer, song, recorded-voice, and pictures to improve speaking skills. Those media can be classified as electronic media. Using the

combination of computer, digital image projection, video, song, pictures and recorded-voice in teaching learning process can motivate the students. The use of those electronic media can be more interesting than long explanation, or they can supplement the teachers' explanation.

**a. The Advantages of Using Computers in Teaching and Learning Process**

Computers have become one of the key instructional technologies used in both formal and informal education. Teachers can use the computer as an aid to managing classroom activities. The various computer applications which can be used on teaching and learning process are games, simulation, tutorials, problem-solving programs, word processing, graphic tools and integrated learning systems (Smaldine *et al*: 2005). Understanding how do the application work will help teacher on transferring the message to the students.

The computer provides virtually instantaneous response to students input, has capacity to store and manipulate information, and is unmatched in its ability to manipulate information (Smaldine *et al*: 2005). They add that computer has the ability to control and integrate a variety of media –still and motion pictures, graphics, and sounds as well as printed information. The computer can also record, analyze, and react to students responses typed on a keyboard or selected with a mouse.

According to Harmer (2001) one of the chief uses computers, either through the internet or on CD/DVD-ROMS, is as a reference tool. And the greatest potential for the computer as a reference tool is the internet where both teacher and students are able to get information easily by accessing directories and search engines (such as 'Google' and 'Hotbot'). Smaldine *et al* (2005) have the same ideas with Harmer that as a tool the computer can be very useful to students as they search new information.

They also add the computer has the record keeping ability that makes individualized instruction feasible; teachers can prepare individual lessons for all students and monitor the progress. Besides, computers can cover a growing knowledge base associated with the information explosion. They can manage all types of information; graphic, text, audio, and video. Another advantage of using computers in instruction is diverse experience. Computers provide diverse learning experiences. These can employ a variety of instructional methods and can be at the level of basics instruction, remediation, or enrichment.

#### **b. The Advantages of Using Digital Image Projection in Teaching and Learning Process**

Images, both digital and analog, are media which impossibly separated with teaching and learning process. Digital (and analog) images can be shown to individual using a computer monitor. For showing digital images to group, a large television monitor and a data projector is needed.

The common used of this type of projector is liquid crystal display (LCD) and desktop projector which are used with a computer.

According to Smaldine *et al* (2005) data projectors have audio capabilities in addition to visual output. With a data projector, images can be projected from a computer, a video player (either videotape or DVD), or a television signal.

Providing more instructional flexibility is the first advantage of using digital image projections. Smaldine *et al* (2005) state the great advantage of the data projector is that it enables the teachers or the students to project anything that appears on computer monitor- text, data or visual- onto a large screen. They add it can become an interactive medium when viewers' decisions or ideas are fed into the program and the outcome is displayed on the screen. Besides, the clear image that can be seen by all the students can make them focus and interested on the teaching and learning materials.

### **c. The Advantages of Using Video in Teaching and Learning Process**

Video is the recording and playback of visual and aural stimuli (Japanese National Commission for UNESCO: 1971). According to Smaldine *et al* (2005) video versions of the moving image are recorded on tape or disc, in forms that vary in size, shape, speed, recording method, and playback mechanism. They also add any electronic media format that employs 'motion pictures' to present a message can be referred as video.

Nowadays, there are three kinds of video format which are mostly used; videocassettes VHS (videotape), digital video, and compact disk (VCD/DVD). Smaldine *et al* (2005) explains those three kinds of video have their own characteristics and advantages on presenting the materials. Videotape, as first, is preferred medium for commercial distribution of moving image and mostly used to record TV program. It is also the current preferred format for amateur and non-studio production of recorded moving images in education. Second, digital video; one attractive attribute of digital video is the quality of image and editing of the result can be done on a computer using software that makes it easy to manipulative the sequence of images. The last is DVD (digital videodisk) is a medium offering digital storage and playback of full motion video and can be played on all DVD players.

According to Smaldine, *et al* (2005) video has the basic characteristic of others motion media that is the ability to manipulative temporal and spatial perspective. This ability is not only serves dramatic and creative ends; it is also has important implications for instruction. Video permits the users to increase or decrease the amount of time required to observe an event. Motion media also permit the users to view phenomena in microcosm and macrocosm- that is, at extremely close range or from vast distance.

The use of video in classroom instruction has the advantages of presenting abstract ideas in a realistic concept and it is freely used at any

time. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption etc.). Or, they can observe video of their own performance or feedback and improvement.

According to Harmer (2001) video is not only great aid to see language-in-use such as comprehension since students are able to see general meaning and moods that are conveyed through expression, gestures and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' when inviting someone out or how Americans speak to waiters. He also adds video has the power of creation. Students are able to create something memorable and enjoyable when the teacher let the students to use video cameras themselves. Last but not least he mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

From the explanations above it is clear that video have many advantages. Video can support the teaching learning process. The students can learn language not only hear how native speakers pronounce some words but also they can see their facial expressions, they also can learn about culture from other countries what other people in other countries wear, their food, and many more.

**d. The Advantages of Sound Recording in Teaching and Learning Process**



Sound recording is an electrical or mechanical inscription and re-creation of sound waves, such as spoken voice, music instrument and song (Wikipedia: 2010). Those kinds of sound recording had widely used In the English teaching and learning process, especially song and spoken voice recording.

Spoken voice recording can provide spoken voice of certain expressions, idioms, vocabulary, poetry, and the like both from natives speaker, teachers or even the students. According to Japanese National Commission for UNESCO (1971) the use of spoken voice recording can be very effectively used in analyzing the sound being recorded. It is because since the recording can be repeated. Besides, the recording can be implemented in applying interesting activity in the classroom such as games stop the bus of the voice being recorded.

These are some of the many reasons why spoken voice recording can be used in classroom. Spoken voice recording can be used to analyze the materials being played and to implement certain activities in the classroom. Besides, the use of song and spoken voice recording can be used as a way to practice speaking and listening both in and out of the classroom. From the explanation above, the use spoken voice recording can be one of alternate to break the monotonous English teaching and learning process.

#### **e. The Advantages of Song in Teaching and Learning Process**

According to Simms (1993: 29) a song is a short of piece in one concise movement for the medium of solo voice and piano. According to

Parto (1996: 99), a song is a group of arrangements which consists of lyrics and elements of music like rhythm, melody, harmony and expressions.

In the English teaching and learning process, songs become the choice because it is always interesting and fun. Most of students are bored of long explanation of the materials. Song can be the alternate to break that bareness and make English class more fun. Besides, it is also able to develop students' ability. Finocchiaro (1974:55) stated that by listening to a song can be the best way for students in which they can improve and pronounce well from native speakers. According to Lynch (2009) there are many reasons why teacher should use song in teaching English. He stated that almost songs contain authentic language, provide vocabulary, idioms and expressions, and introduce grammar and cultural aspects. So, it can be concluded that the use of song in teaching and learning process makes the English teaching learning more alive because song not only contains authentic language, provides vocabulary, grammar and cultural aspects and but also is fun for the students.

**f. The Advantages of Using Pictures in Teaching and Learning Process**

The use of pictures has a big role in English teaching and learning process. According to Smaldino *et al* (2005:82) one role that picture is to provide concrete referent ideas. Words don't (usually) look or sound like the thing they stand for, but picture iconic. That is, they have some resemblance to the thing they represent.

Picture can also motivate students by attracting their attention, holding their attention and generating emotional response. Besides, pictures are able to simplify motivation that is difficult to understand such as how to use float. The pictures can give information without many explanations because the pictures have shown those explanations.

Smaldino, *et al* (2005:82) add pictures provide a redundant channel; that is when accompanying spoken or written-verbal information they present in a different modality, giving some students a chance to comprehend visually what they might miss verbally.

Based on the explanation above, the use of pictures are able to give chances for students comprehending teaching materials verbally. Besides the use of pictures are able to attract students' attention in the teaching and learning process.

### **C. Conceptual Framework**

It has been mentioned before that speaking is considered as the most difficult skill to acquire by most EFL learners. In speaking, the students have to apply their knowledge of the language when they converse with others. This becomes the most complicated process as the students' lack vocabularies and grammar knowledge usually becomes the basic problem for English as foreign language learners in speaking.

Teaching and learning process cannot be separated with the use of media. If speaking is a means of communication orally, media is considered as teacher's mean of communication or teacher's language. Media as a tool

for language learning have undoubtedly facilitated the task of language learning. Brinton (2001) explains two kinds of media nontechnical media and technical media. Nontechnical media is media which electricity is unreliable and technical media is media which require electricity or we can call it as electronic media.

The use of electronic media materials can cover in all subject areas and are widely employed in various teaching method. Electronic media can also convey in specific and sensitive terms even what is usually hard to communicate verbally. These advantages can be maximally used in English instruction, especially in teaching and learning speaking.

Considering the need of improving the students' speaking ability, the researcher sees that by combining the speaking learning and the use of electronic media can produce an improvement both on the quality and ability of students speaking skills as shown in the conceptual framework diagram. Therefore, the researcher intends to do an action research in SMA N 1 Imogiri. She invites the head master, the English teacher and other related parties to work together as a team. The collaborative work will be aimed to improve students speaking ability in SMA N 1 Imogiri.

The research focuses on doing some efforts through planning, implementing and reflecting any actions by using electronic media to improve the speaking skills of the students. This research may be endless since improvement is always needed. Considering the time, the researcher

and the team will stop getting data whenever efforts toward the solution of the problem have been carried out.

### Conceptual Framework Diagram

