

## **CHAPTER II**

### **THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK**

The literature review of this research will be based on the topic which has been posed above. The theoretical review is developed into nine main aspects. They are English teaching and learning, teaching English as a foreign language, teaching English in Junior High School, the quality of teaching and learning, the concept of speaking, teaching speaking in Junior High School, Media in teaching speaking, implementing the use of multimedia teaching aids in teaching English speaking, and technique for teaching using multimedia teaching aids.

#### **A. Theoretical Review**

##### **1. The Teaching and Learning of English**

The definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning.

Tomlinson (1998: 4) states that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. In addition, Murray and Christison (2011: 140), state that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Similarly, Brown (2000:7) proposes that learning is acquisition or getting information and skill which imply storage systems, memory, and cognitive system. Based on the above definition, Brown (2000: 7) breaks down the components of the definition of learning as follows.

- 1) Learning is acquisition or getting
- 2) Learning is retention of information or skill
- 3) Retention implies storage system, memory, and cognitive organization.
- 4) Learning involves active, conscious focus or and acting upon events outside or inside the organism
- 5) Learning is relatively permanent but subject to forgetting
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is a change in behavior.

In relation to English teaching learning, Harmer (1998 : 24) suggests that the natural language acquisition can be difficult to replicate in the classroom, but there are elements which can help the students learn effectively. The elements are engaged, study, and activate. “Engage” is related to a teaching sequence where teachers try to arouse students’ interest by involving their emotion. Meanwhile, the concept of “study” focuses on the language and how the language is constructed. The last element is “activate”. This term refers to the exercise and activities which are designed to get the students using language as freely and communicatively as they can.

In fact, teaching and learning are related to each other. Language learning cannot be separated from language teaching. To learn is to know something while

to teach is to let learners know something. Brown (2000:7) defines the concept of teaching. He explains that teaching is guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning.

Supporting the above definition, Blum in Richard and Renandya (2002:21) processes that an effective teaching considers some crucial aspects. It includes well-planned curriculum , efficient classroom activities, focused instruction, and the like. With regard to the above aspects, teaching is not only a matter of transferring knowledge. Many aspects are involved in the process of teaching which determine in effectiveness of teaching process. Those important aspects of teaching can be some guidance to create an effective teaching in the English teaching and learning process.

## **2. Teaching English as a Foreign Language**

By the end of the twentieth century, English was already well on its way to becoming a genuine *lingua franca*, that is a language used widely for communication between people who do not share the same first (or even second) language (Harmer, 2007 : 13). This rapid expansion of the use of English as an international language led its position including in Indonesia. In Indonesia, English might be categorized as a foreign language. It denotes that the learners of the language are the foreigners who study it for various purposes.

Supporting the above statement, Brown (2001:118) states that English increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teacher across the globe are non-native English

speaker. It means that their language is not monolinguals, but bilingualism. Instead, English as a second language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, scientific researcher in the world including in Indonesia.

In addition, Brown (2001:3) states that English as a foreign language always refers specifically to English taught in countries where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or on occasional tourist, but efforts must be made to create such opportunities.

Concerning the way in English teaching, Harmer (2001: 4) states that a foreign language does not have an immediate social and communication function within the community where it is learned. It is mostly to communicate elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom, they may be obtainable through language clubs, special media, or books.

Based on those statements above, it is clear that teaching English in Indonesia is regarded as teaching English as a foreign language. English is spoken by Indonesian people neither informal nor in daily communication. In the daily life, English is learned in a very limited environment such as at school as one of the compulsory subjects.

### **3. Teaching English in Junior High School**

Cameroon (2001:15) categorizes children in the ages between 12 and 14 year as older children and between 7 and 8 years as younger children. Thus,

students of junior high school, based on their level of ages, are still called as young learners. In line with Cameroon, Brown (2001: 91) states that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.
- 4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:
  1. avoiding embarrassment of students at all costs,
  2. affirming each person's talents and strengths,
  3. allowing mistakes and other errors to be accepted,
  4. de-emphasizing competition between classmates, and

5. encouraging small-group work where risks can be taken more easily by a teen.
- 5) Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with overanalyses.

To reach the objectives of English teaching and learning, the government tries to make the better changes on education by developing a good curriculum. A curriculum is a general statement of goal and outcome, learner arrangements, evaluation and documentation relating to the management of program within an educational institution (Feez & Joyce, 1998: 9). Besides that, Curriculum can be defined as a set of plans and arrangements which aims to achieve some specific education purposes (BNSP, 2006:4). Curriculum includes some methods as a learning activity in order to achieve the purpose of education itself.

Our current curriculum is School-Based Curriculum (*KTSP*). Mulyasa (2008: 12) also states that School-Based Curriculum is an operational curriculum which is arranged, developed, and implemented by each school. It is developed by the school, based on school potential and characteristics, social culture background, and students' characteristics.

At junior high school, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak

English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. Considering the fact that the students of junior high school are still young learners, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They need enjoyable activities, which involves body movement, pictures, real objects, during the teaching and learning process.

#### **4. The Quality of Teaching and Learning**

The quality of teaching learning process in junior high school should be effective in order to gain the learning objective. There are some components which affect the quality of English teaching and learning process. They are listed as follows.

##### **a. Teacher**

Teacher plays a very important role in bringing the class to get a good quality of learning. Teacher has some roles in the classroom activities. Harmer (2007: 108) proposes the roles of a teacher during the teaching and learning process. The following presents a discussion about the roles of a teacher.

1. Controller: when teachers act as controllers, they are in charge of the class and of the activity-taking place and are often 'leading from the front'.
2. Prompter: in this stage, the teacher often gives a prompt or takes charge in order to encourage the students to be active during the lesson.

3. Participant: teacher sometimes wants to join the activity done in the teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities.
4. Resource: in this stage, the teacher can be one of the most important resources in the teaching and learning process. She / he can provides all information needed by students.
5. Tutor: acting as tutor, the teacher can combine both prompter and resource role during the teaching and learning process.

The role of the teacher during the teaching and learning process is dependent, based on what the students need to achieve. The teacher needs to be able to switch between those various roles. The teacher should know the role based on the needs of the teaching and learning process. Moreover, Harmer (1998: 2) states some criteria of being good teacher.

“... Teacher must be approachable, can identify with the hopes, aspiration, and difficulties of the students, should try and draw out the quiet ones and control the more talkative ones, should be able to correct without offending them, able to control boisterous classes...”

In conclusion, teacher as one of essential components to the quality of teaching and learning process should consider many aspects in order to be an ideal teacher for the learners. The teacher should know well how to control the class. A good teacher also needs to have a good classroom management.

#### **b. Student**

Another essential component in the teaching and learning is students or learners. Students or learners are all very different. They differ in obvious ways



such as age, gender, nationality, language level and personality. The students' attitudes in the classroom are affected by their motivation, needs, educational and cultural background, and learning styles and personalities (Hadfield: 2008, 10).

In English teaching and learning process, the students should be given an equal opportunity in using English during the classroom activities. In other words, the students have to actively involved in every stages of teaching and learning, so that the teaching and learning activities run well.

However, students' active involvement does not go far from active learning. Bonwell and Elson (1991) define active learning as that which involve students in doing things and thinking about the things they are doing. They list the following general characteristics of strategies that utilize active learning in the classroom.

1. Students are involved in more than listening
2. Less emphasis is placed on transmitting information and more on developing students' skill
3. Students are involved in higher-order thinking (analysis, synthesis, evaluation)
4. Students are engaged in activities (e.g. discussing, writing, reading)

Related to the quality of teaching and learning, Mulyasa (2004:174) defines that the quality of teaching and learning process can be seen from two aspects: process and products. From the process, it can be said that the quality of teaching and learning is effective if all of the students or at least 75 % of them get actively involved physically, mentally, and socially in teaching and learning process. From the product, it can be said that the quality of teaching and learning

is effective if all of the students or at least 75 % of them have positive changes towards their behavior.

**c. Classroom Interaction**

Classroom interaction is the internal process of learning that consists of sequence of the external interaction between two participants: the teacher on the one side and the learners on the other (Maalamah, 1991: viii). In line with Maalamah, Brown (2001: 165) states that interaction is the collaborative exchange of thought, feelings, ideas between two or more people, resulting in a reciprocal effect on each other.

Another definition of classroom interaction is proposed by Tsui in Carter and Nunan (2001:120) . She states that the term classroom interaction refers to the interaction between the teacher and learners, and among the learners. Each of those components interacts one another during the teaching and learning process.

In the teaching and learning process, the teacher and the student are not the only participants in the classroom interaction (Maalamah, 1991: 13). They also interact with the material, teaching aids, and other components that are involved in the English teaching and learning process. Hence, it can be said that classroom interaction is the sequencing process of exchanging information, ideas among the participants in the classroom.

In conclusion, to reach a good quality of teaching and learning process, the teacher should encourage the students to be actively participate in teaching and learning process. The students must engage in asking question, answering questions, giving opinion, and the like. Therefore, in this study, it can be

concluded that a good quality of teaching and learning of English can be seen from how the teacher teaches and how the students actively involved in the teaching and learning process.

## **5. Speaking**

In the English learning, one of the macro skills in English teaching and learning is speaking. In this part, there are some discussions about the nature of speaking and the speaking ability of the eight grade students of junior high school.

### **a. The Nature of Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goal through an interactive discourse with other language speaker.

Furthermore, Nunan in Brown (2001: 251) divides the oral language into two part, monologue and dialogue. He states that in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption. On the other hand, the term dialogue involves two or more speakers and can be divided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

In his discussion of the basic function of spoken language, Nunan (1993: 18) divides it into two, they are interpersonal and transactional. Interpersonal language occurs where the speakers are less concerned with the exchange of goods and services, than socializing. Meanwhile, transactional language occurs where the participants are concerned with the exchange goods and services.

### **b. Speaking Ability**

In language production, speaking, we have to be able to master some micro skills of speaking skills itself. According to Edge (1999: 115), the most important skills of language production are ability to:

- 1) Develop meanings logically and clearly
- 2) Express unambiguously the function of what one says or writes
- 3) Use language appropriate for the people one is addressing.

In addition, Brown (2001: 272) also defines that there are sixteen micro skills of oral communication (speaking):

- 1) Produce chunks of language of different lengths,
- 2) Orally produce differences among the English phonemes and allophonic variants,
- 3) Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and intonational contour,
- 4) Produce reduced forms of words and phrases,
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes,
- 6) Produce fluent speech at different rates of delivery,
- 7) Monitor your own oral production and use various strategic devices- pauses, fillers, self-correction, back tracking-to enhance the clarity of the message,

- 8) Use grammatical word classes, systems, word order, patterns, and elliptical forms,
- 9) Produces speech in a 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 conventions, and other sociolinguistics features in face to face conversation,
- 14) Conveys links and connection between events and communicate such relations as main idea, supporting idea, new information, give information, generalization, and exemplification,
- 15) Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings,
- 16) Develop and use a battery of speaking strategies such emphasizing key words, rephrasing, and providing context for interpreting the meaning of words, appealing for help, and accurately assessing how well your instructor is understanding you.

By considering each sub-skill related to the micro skill of English speaking, we are able to match it with the needs of oral languages. Hence, we are easier to gain the communicative purpose of the teaching and learning.

## **6. Teaching Speaking in Junior High School**

In reference to the School-Based Curriculum (KTSP) proposed by the ministry of National Education in 2006, the objectives of the English teaching at the junior high school level enable the students to communicate in daily life context.

The curriculum is developed by formulating the standard of competence and basic competence from the centre of educational ministry to suit the needs of the education programs with the needs and potential of the region. Then the teacher develops each of those based on the school potential, learners' background, social and cultural background, and the like. Meanwhile, in standard of competence and basic competence of curriculum 2006, state that the learning of English should be developed equally both oral and written forms.

Hence, the teacher has to select all the material by referring to the objective of the curriculum and up to date issues in society or authentic materials provided in the society. The table below presents an example of the standard of competence and basic competence for grade VIII of Junior High School at the second semester.

<b>Standard of Competence</b>	<b>Basic Competence</b>
9. To express meaning of short simple transactional and interpersonal conversation in a form of narrative and recount text, orally to interact with the society and surrounding.	9.1 To express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently, and appropriately to interact with surrounding, including asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying the fact, asking and giving opinion.
10. To express meaning of functional oral text and short simple monologue in the narrative and recount texts to interact with surrounding.	10.1 To express meaning of short functional oral text by using various spoken language accurately, fluently, acceptable to interact with surrounding.

**Table 1: The Standard of Competence and Basic Competence of Speaking for Grade VIII of Junior High School at the Second Semester**

By looking at the basic competence of speaking, the teachers are also able to know the scope of speaking material that will be taught to the students. In conclusion, the final goal of teaching and learning English as stated by the School-Based Curriculum is that the student can use the language in real communication. In other words, the students are taught English in order that they are able to communicate in English in their daily life context.

## **7. Media in Teaching Speaking**

### **a. Definition of Media**

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton : 2001) . The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process.

According to Smaldine, et al (2005) media can be defined as a mean of communication and sources of information. Derived from Latin medium, “between,” the term refers to anything that carries information between a source and a receiver for example video, television, diagrams, printed material, computer program, and instruction. Media provide message with an instructional purpose.

Another definition of media is proposed by Heinich in Arsyad (2002:4). He states that media act as mediator that transmit information from resource to receiver. From the explanation above, media can be defined as the aids or equipments that can help the learning process run well.

## **b. Kinds of Media**

In the previous section, it has been mentioned that media can support the teaching and learning process. It focuses on the process of communication between the students and the teacher. An effective communication during the teaching and learning depends on the purpose of the media used.

There are many kinds of media which can be used in the teaching and learning process. According to Brinton (2001), there are two big classifications of media used in the teaching and learning process. Those are non-technical media and technical media. Each part will be presented below.

### **a) Non-technical Media**

Non-technical media can be defined as the media which do not need electricity, technical resource, or funding. These media are low cost but available everywhere. There are several items that belong to this category, include black board / white board, magnet board, flash card, board games, photos, cartoons / line drawings and the like.

### **b) Technical Media**

Although these forms of media are not low-cost and less user-friendly than the non-technical media, they deal with a larger degree of psychology reality in that they can bring the outside world in all its complexity 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. There are several items that belongs to this category include



recorded player, filmstrip, audiotape player, film projector TV, computer and the like.

### **c) Multimedia**

Based on those big classifications of media, multimedia teaching aids can be categorized as a technical media. Many experts propose some definitions about multimedia. The definitions of each expert will be presented below.

#### **1) Definition of Multimedia Teaching Aids**

The definitions of multimedia are various. Mayer in Shank (2005:2) defines that multimedia relies on both text and graphics. Supporting this statement, Neo and Neo in Shank (2005:2) extend this definition. They say that multimedia is the combination of integrated multisensory interactive application or presentation to convey a message or information to an audience.

Multimedia can be defined as the combination of various digital media types such as text, images, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience (Agnew et. al, 1996). Another definition of multimedia is proposed by Ali in Kim and Gilman (2008:1). They say that multimedia is the variety of media such as text, graphics, audio, and video.

In addition, Zaznobina (2002: 1) defines multimedia as a complex of means to process and represent audio / video and printed information and computer technologies for processing information. In line with this statement, according to the Cambridge Advance Learner's Dictionary, using multimedia

means using a combination of moving and still pictures, sound, music, and words, especially in computers or entertainment. Also, based on Oxford Dictionary, the definition of multimedia is a combination of sound, pictures, and film which are displayed on a screen.

In reference with the definitions above, multimedia is a kind of technological teaching aids that can be applied during the teaching and learning process. There are many kinds of multimedia that can support the teaching and learning process, such as animation, video, film, graphics, text, and the like. Multimedia, however, have a great potential since technology has become part of human life.

## 2) **Kinds of Multimedia Teaching Aids**

There are many examples of multimedia as the teaching aid to support the teaching and learning process. Ali in Kim and Gilman (2008: 1) mentions some variety of multimedia such as text, graphics, audio, and video. In addition, Newby, Stepich, Lehman, & Russell in Kim and Gilman (2008: 1) state that multimedia consist of visual text and graphics.

To support the above statements, Jacobson & Archodidou (2000) state that there are multiple forms of multimedia, namely, text, audio, graphics, animation, or video. In addition, multimedia combine both images and audio resources at the same time, combine sounds and images as in communicative situations in the real world (Labayen et. al, 2005: 9).

Shank (2005: 9) proposes the types and the instructional purposes of multimedia as teaching aids that can be applied in the teaching and learning process.

Instructional Purposes	Media Types and Tools
Navigate Buttons	Links, image map, site map, table of contents, navigation tree, search, help.
Explain, document, narrate	Text (explanation, drill-down, instruction manual, text of narration)
Show models, examples, representations	Photo (new copier model) <ul style="list-style-type: none"> <li>• Diagram (how to feed paper into copy machine)</li> <li>• Screen capture (menus in an application)</li> <li>• Schematic (diagram of audio mixer parts)</li> <li>• Process model (flowchart)</li> </ul>
Demonstrate qualitative and quantitative relationships	<ul style="list-style-type: none"> <li>• Concept map (the Internet, shown as a visual map of related concepts)</li> <li>• Chart (organizational chart)</li> <li>• Graph (correlation between stress and life expectancy)</li> </ul>
Show changes over time	<ul style="list-style-type: none"> <li>• Animation (cloud changes before a thunderstorm)</li> <li>• Applet (effect of standard deviation on shape of normal curve)</li> <li>• Video (showing prospective customer features)</li> <li>• Simulation (how alcohol consumption changes reaction time)</li> </ul>
Show hidden concepts	<ul style="list-style-type: none"> <li>• Graphical analogies (how compound interest works)</li> <li>• Animation (how blood flows into and out of the heart)</li> </ul>
Enable direct practice	Simulation (adding and deleting section breaks in a document).

Table 2 : **Examples of Multimedia Types**

Regarding the types of media proposed above, the researcher only uses video, animated pictures, visual text, and movie to improve the quality of speaking teaching and learning process. Those media can be classified into multimedia teaching aids. Using combination of computer such as video, animated picture, visual text, and movie during the speaking classes can motivate the learners to be involved actively in English speaking classes.

### **3. The Advantages of Using Multimedia Teaching Aids**

Multimedia teaching aids can bring a big contribution in the teaching and learning process. An effective multimedia provides learning experiences that mirror real-world experiences and let learners apply the content in various contexts (Shank, 2005: 1). Furthermore, Shepard cited in Shank (2005: 4) said that well-designed multimedia helps learners build more accurate and effective mental models than from the text alone.

In addition, (Shank, 2005: 1) synthesizes some studies showing potential benefits of well-designed multimedia, including:

1. Alternative perspectives
2. Active participation
3. Accelerated learning
4. Retention and application of knowledge
5. Problem-solving and decision-making skills
6. System understanding
7. Higher-order thinking
8. Autonomy and focus
9. Control over pacing and sequencing of information
10. Access to support information

Hoven (1999) proposes another benefit of using multimedia. He asserts that multimedia allow learners to determine the way and the pace that suits with the students' needs. For example, a students can watch movies or educative programs in the target language by using movie, video or TV. The students are also able to study on a listening / speaking application using a computer application. In addition, Ehsani et al. (1998) emphasizes that by combining sound, vision, text, video and animation, this self-paced interactive learning environments create much more educative and creative classroom environments.

In addition, Mayer in Shank (2005: 2) explains how learners process information through two basic channels, verbal and visual. Many people assume that multimedia is obviously better because multimedia uses both channels. Many researchers have found that multimedia helps people learn more easily because it appeals more readily to diverse learning preferences. Multiple media can be used to take advantage of the fact that our brains access information in nonlinear ways.

In line with Mayer, Vaugan states that multimedia is changing the way of communicate with each other. The form of communication itself will be effectively done and better comprehended by implementing this media. The inclusion of media elements reinforces the message and the delivery, which leads to a better learning rate. The power of multimedia lies in the fact that it is multi-sensory, stimulating the many senses of the audience. It is also interactive, enabling the end-users of the application to control the content and flow of information (Vaughan, 1998).

Therefore, using multimedia in the teaching and learning environment made the students to be more motivated in the learning processes. Another benefit of using multimedia teaching aids is since the advent of the internet, there are several exciting ways to present information. Sources of internet allow the incorporation of animation, moving pictures, and sound into lessons, which extends our abilities to present materials that encourage student interaction with the subject matter. Pictures and animations help bring to life scientific principles, and multimedia allows students to take a more active role in learning: they can watch experiments in action, see microorganisms up close, and use a mouse or keyboard to navigate images, simulations, and interactive material. One of the advantages of using multimedia is to convey information quickly and effectively to all students – and keep them interested in learning (Savage and Vogel, 1996).

Those statements strengthen the positive aspects of using multimedia teaching aids as a supplement to teachers' explanation. The roles of technology are able to be felt in every single aspect of human life, and positively in the teaching and learning process. In short, the use of multimedia teaching aids can be very helpful for the teacher to transfer the material and help the students to understand the material easily.

Considering the 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. Each media has its own advantages and disadvantages. The media selection must be adjusted with the situation such as students' condition, school's facilities, and materials that will be taught.

## **8. Implementing Multimedia Teaching Aids in Teaching Speaking**

Teaching and learning process cannot be separated from the use of media. In this research, the researcher will use video, visual text, recorded voice, and animated picture to improve the quality of speaking teaching and learning process. Those media can be categorized as multimedia teaching aids.

The first multimedia teaching aids to use is video. Using video during the speaking class is able to stimulate their motivation to the teaching and learning process. Frith (2005) believes that video lessons can be very stimulating. This is what is needed to actualize real development.

In addition, Stempleski in Richards and Renanadya (2002) states that:

“Video is an extremely dense medium, one which incorporates a wide variety of visual elements of great range of audio experience in addition to spoken language. This can be baffling for many students.”

In this research, the researcher uses video in teaching speaking. Since the topic is about narrative text, so the researcher is going to show a video of the characteristics about narrative text. This activity is expected to motivate the students to be more actively involved in the speaking class.

The second is visual text. Implementing visual text during the teaching and learning process helps the students to be more focus. A text can briefly describe and build the sense among the students. Visual text can be in a form of slides, graphic, charts, and many others that are helpful in teaching speaking, which all of those can enhance students' fluency in English speaking teaching and learning. In this research, the researcher is going to use visual text or slides to explain the

material. The researcher will display the material in a large screen in a form of visual text based on the topic of the lesson.

The third media that will be used is movie. This kind of media can give authentic input material as the students learn pronunciation directly from the native speaker. Movie is an appropriate tool to drill the students' speaking skill since it provides an authentic source. Moreover, the use of movie makes the teacher easier to implement such kind of good conversation in the speaking teaching and learning process. The researcher will use this media since there are many positive effects to the quality of teaching and learning process.

The fourth is animated picture. One reason why pictures are helpful is it provides the same image for all the audience. It makes sure that everyone has the same thing in mind (Turk, 2003: 183). Besides that, People are naturally more interested in things and pictures than in abstract words. Even adults look through books for pictures. In conclusion, pictures have a greater impact than words alone.

The researcher sees that by using multimedia aids can guarantee some improvements both on the ability of the students and the quality of the teaching and learning process. This research focuses on doing some efforts through planning, implementing, and reflecting any actions by using multimedia aids to improve the quality of the speaking teaching and learning process.

## **9. Techniques for Teaching using Multimedia Teaching Aids**

In implementing multimedia teaching aids, there are several techniques that can be used as a variety in the teaching and learning process (Green, 1997). These five techniques, namely Freeze Frame, Sound Only, Silent Viewing, Split



Viewing, and Normal Viewing are common technique that are easy to be applied. The teacher can apply these techniques by using movie or video. Each technique will be explained as follows.

The first movie teaching technique is *Freeze-Frame technique*. This technique is quite simple. In applying this technique, we have to press the pause or still button on the video or movie so that the picture "freezes" on the screen. There are many activities that we can use through this technique, for example describing people on the scene, making inferences about someone's habit, or guessing the next scene of the movie. Freeze Frame is useful especially to teach pronunciation and grammar practice. The students can learn how to pronounce vocabulary well by listening and repeat the utterances in the movie or video.

Another movie teaching technique is *Sound-Only technique*. This teaching technique involves listening for aural clues to the action. These include sound effects such as ambulance sirens and car horns, animal sounds, doors slamming, a baby crying, a telephone ringing, and the like. To use this technique, the teacher needs to turn the brightness control until the television screen goes dark. Many activities can be held by using this technique. The students are able to listen to the sounds and the accompanying conversation and make predictions about what is happening. The students can also try to describe a character by listening to the actors' voice or by looking at the actors' physical appearance.

The next teaching technique is called as *Silent-Viewing technique*. This technique allows the learners to think about information we get through our eyes. In using this technique, the teacher should turn the volume control to the lowest

setting so that the soundtrack is inaudible. The students can make judgments about a person's age, physical appearance, economic status, and mood. All of this information is readily available for class discussion if you use the technique of Silent Viewing. This technique is excellent for stimulating speaking and writing in which it allows the students to communicate their interpretations of the people and actions they have been seen on the screen.

The fourth movie teaching technique is *Split-Viewing technique*. This technique is based on the idea that student partners will get an information gap, different and incomplete versions of a story. Thus, they have to share their information.

The "classic" mode for Split Viewing requires the ability to rearrange the students' seats so that half of the class faces the screen and watch the video meanwhile their counterparts sit with their backs to the screen and can only listen. This creates an information gap in which the listeners lack vital information and must question their counterparts about the setting, the characters, and the characters' actions. As the students watch, those who can see may describe what is happening.

The last movie teaching technique is *Normal-Viewing technique*. This technique presents both sound and pictures. The combinations of both visual and audio track supply a vast information. In using this technique, the teacher should create very structured tasks if Normal Viewing is used as an initial viewing. The students can be involved on some interesting activities, such as focusing on sequence of events, checking off the things that they see or do not see, listening for paraphrases, and gaining impressions that can lead into writing assignments.

Using movie-teaching technique allows the students to get a different point of view about the usage of multimedia teaching aids. The most important point in applying this technique in the teaching and learning process is by considering what the learners actually need.

### **B. Relevant Research Study**

There are some research studies relevant with the idea of improving the quality of speaking teaching and learning process by using multimedia teaching aids. Here are some of the studies.

The first research study is entitled "*Designing Multimedia to Improve the Speaking Skill of the Second Language Learners*". This journal was written by W.Galloway (2007). The finding of the research is that multimedia have a big potential in improving the speaking skill of the learners. A well-designed multimedia can assist language instruction to bring learners together so that they can improve the students' speaking skill.

Further research is entitled "*Improving the Speaking Skill of the Eight Grade of MTsN Selatbaru Bengkalis Regency Riau by Using Multimedia Presentation*". This research was written by Sutaryo (2011). The finding of this research showed that the students' speaking skill improve from cycle 1 to the following cycle. This can be seen from the result of each cycle. Meanwhile, the students' involvement has achieved the criteria of success (100% students) in cycle 1. They could fulfill at least two or four indicators in cycle 1 and cycle 2. In addition, the students' perception toward the implementation of multimedia

presentation strategy was 94.29 % and only 5.72% were not interested towards the implementation of multimedia presentation strategy.

The next relevant study is entitled "*Improving Students' Speaking Skill in Telling Story through Pictures by Using Windows Media Player*". This research was written by Rachmawati (2010). The finding of the research showed that using multimedia teaching aids have many advantages. It makes the teaching and learning process more interesting and interactive. It also enables the students to increase their positive attitude toward the process of speaking teaching and learning. Besides that, the students will be able to develop their self-esteem to speak in English among the students. In short, the students can use technology as learning media to help them improve their speaking skill.

In conclusion, relevant research study above show that multimedia teaching aids can be an effective media for teaching speaking. thus, this research supports the idea to improve the students speaking ability particularly and the quality of speaking teaching and learning process generally by implementing multimedia teaching aids in the speaking teaching and learning process.

### **C. Conceptual Framework**

As discussed above, speaking in English as a foreign language is considered as a difficult skill to acquire by most learners. That is why many students are not really interested to the speaking activity. Therefore, many of the students cannot speak in English, even the simplest one. Most of the learners only got a little exposure from this language. They either find it difficult to know the real example of English or the practice of this language in daily life. All of those

conditions make the teaching and learning process ineffective, especially in the speaking class.

As a matter of fact, teaching and learning process cannot be separated with the use of media. Media as a tool for language learning have undoubtedly facilitated the task of the learning itself. Brinton (2001) explains two kinds of media, that is technical media and non-technical media. Technical media is a kind of media, which is able to support the teaching and learning process. Technical media that is used in this research is multimedia teaching aids, namely, movie, video, animated pictures, and visual text.

As the rapid expansion of technology, there are many kinds of technological media which are easy to be applied. One of those is multimedia teaching aids. There are some examples of multimedia teaching aids, such as, video, movie, animated picture, and visual text.

In applying this media, we need ICT tools to display it in a large screen. There are some reasons why the researcher interested in conducting this research. SMP N 6 Yogyakarta already has good facilities like ICT tools whereas the English teacher is rarely use it in the teaching and learning process. The English teacher prefer using students' textbook to applying this media.

In this research, the researcher wants to implement an action that could improve the quality of English speaking teaching and learning through the use of multimedia teaching aids. To conduct the research, the researcher needs to do some steps. First, the researcher needs to observe the school where the researcher is going to conduct the research. In the observation, the researcher notices some

problems about the speaking in the field. After finding some problems during the observation, the researcher thought about the action to solve those problems. The researcher decided to use some interesting media, namely multimedia teaching aids in the teaching and learning process. Then she planned and employed some effort to improve the quality of English speaking teaching and learning process of grade eight students of SMP 6 Yogyakarta through the use of multimedia teaching aids.